

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 10-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124461	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHPA0010004														
5. APPLICATION INFORMATION																
LEGAL NAME: Teach For America DUNS NUMBER: 621404383	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jenelle Harris TELEPHONE NUMBER: (215) 592-9260 46123 FAX NUMBER: INTERNET E-MAIL ADDRESS: jenelle.harris@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133541913	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America - Greater Philadelphia															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Philadelphia, PA	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text" value="PA 001"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 802,497.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 299,813.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 1,102,310.00</td> </tr> </table>	a. FEDERAL	\$ 802,497.00	b. APPLICANT	\$ 299,813.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,102,310.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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g. TOTAL	\$ 1,102,310.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Liz Bush	b. TITLE: AmeriCorps Partnerships Associate	c. TELEPHONE NUMBER: (715) 207-0276														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/03/11														

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Executive Summary

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in this effort. In Philadelphia educational inequity persists along socioeconomic and racial lines. To combat this injustice we build a diverse, highly selective corps of top recent college graduates and professionals who commit at least two years to teach in low-income communities and become lifelong leaders in pursuit of educational equity. While this problem is daunting, we see evidence every day in classrooms across the country that when students in low-income communities are given the educational opportunities they deserve, they excel. It is this -- the potential for all students to succeed -- that makes the disparities in educational outcomes so unconscionable and fuels our sense of urgency and responsibility to ensure educational opportunity for all. Our vision is that one day, all children in this nation will have the opportunity to attain an excellent education.

Rationale and Approach

Compelling Community Need

Teach For America Greater Philadelphia, an AmeriCorps program aims to end educational inequity in the Greater Philadelphia region. Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. Our vision is that one day, all children in Philadelphia will have the opportunity to attain an excellent education.

By fourth grade, children growing up in low-income communities are on average 2 to 3 grade levels behind in math and reading than children in higher income neighborhoods (National Center of Education Statistics, NAEP, 2003). Half won't graduate from high school by the time they turn 18. Those who do graduate will, on average, read and do math at the level of eighth graders in high-income communities. A child growing up in a low-income community is seven times less likely to graduate from college than a child growing up in a more privileged area (Education Trust, 2002).

Eighty-two percent of students in the schools Teach For America serves are eligible for free or reduced-

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price lunches, a measurement closely tied to the poverty rate (School District of Philadelphia, 2009). Out of every 100 students that enter the first grade in the School District of Philadelphia, only 18 will graduate from high school with the most basic skills to succeed in college (Pennsylvania System of School Assessment, 2008).

These disparities severely limit the life prospects of more than 400,000 children growing up in poverty in Philadelphia. Furthermore, because African American and Latino/Hispanic children are three times more likely to grow up in a low-income area, these disparities also prevent many children of color from truly having equal opportunities in life (National Center for Children in Poverty, 2007).

The consequences of economic disparity are not limited to individual households. According to a study done by the Philadelphia Workforce Investment Board in 2009, the tax impact of a student dropping out of high school in Philadelphia versus graduating is \$580,000 over their lifetime. This same study showed that in 2009, on average, for each \$1 in taxes paid by a high school dropout in Philadelphia, high school graduates paid \$2.19 and bachelors or higher college degree holders paid \$4.04. The percentage of Philadelphia residents holding a bachelors degree or higher is half that of the surrounding counties.

To address the educational achievement gap Teach For America Greater Philadelphia, a professional corps program, strategically recruits and trains outstanding recent college graduates to serve as AmeriCorps members and teachers in Greater Philadelphia's low-income under-performing schools. Education research proves that providing high-quality teachers to the students and communities that need them most is fundamentally important in closing the achievement gap (see e.g., 'Good Teaching Matters,' Education Trust; 'Quality Counts 2003,' Education Week). Research consistently demonstrates that good teaching is the single most important factor in student learning and that if schools can get effective teachers to students who need them, the teachers can impact children's life prospects (see e.g. 'The Real Value of Value Added' Education Trust, 2004, citing multiple studies). One recent study by

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prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement,' 2002).

Teach For America Greater Philadelphia places members as teachers in schools wherein at least 70 percent of the students qualify for free or reduced-price lunches, and the school's academic performance is at least 10 percentage points below the state average on standardized tests. Our members go above and beyond their role as teachers to provide their school sites with the additional capacity needed to mitigate the myriad challenges low-income students face while increasing their academic performance. Working together with the School District of Philadelphia and local charter schools to determine schools and subject areas with the greatest need, Teach For America Greater Philadelphia, an AmeriCorps program will place 330 members as full-time teachers in over 100 public schools from pre-kindergarten through high school across Philadelphia.

Description of Activities and Member Roles

Teach For America Greater Philadelphia is requesting 330 full-time member slots to support members who will be placed as full time teachers of record in schools where the need is the greatest--at least 70 percent of students are eligible for free or reduced-price lunches, and standardized testing scores are at least ten percentage points lower than the state average. These schools are traditionally difficult to staff due to their low academic performance. We work with district personnel to identify these schools sites; the principals of these schools interview and hire corps members as full-time staff members. Currently 320 members are serving as full-time teachers in over 120 schools across Philadelphia. They are serving in traditional district schools sites as well as charter school partner sites. With this grant, we will increase our membership to 330 full-time members and add additional school sites as necessary.

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A typical day for our members begins early in the morning when they arrive at school an hour or more before students. Throughout the day, they teach from 30 to 150 students depending on their placement and grade level. They spend prep periods providing additional tutoring to students, planning future lessons, or grading student work. Many of our members run after-school programs for students including sports clubs, language clubs, debate teams, or special interest groups, like the Young African-American Women's Science Club. In the evenings, members attend professional development seminars and groups with our staff members as well as attend certification or Masters Degree classes. Our corps members meet rigorous selection criteria and qualify as highly-qualified teachers under the No Child Left Behind Act. Additionally, our members are specially trained to be successful teachers in the face of the unique challenges that come with teaching within a low-income community.

Ensuring that our members are successful in their service in the classroom is Teach For America Greater Philadelphia's top priority and most critical responsibility. Our members utilize the resources, training, and professional development we provide to (1) lead their students to academic success, (2) engage students' families and other community members by bringing them into their classrooms as volunteers, and (3) lead and participate in extra-curricular activities for their students.

Teach For America's program involves the following elements:

- Recruiting at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds
- Selecting the top candidates through an intensive admissions process
- Training selected members through a residential summer institute where members teach in summer schools, participate in content-area workshops and study our six-part curriculum
- Designing and facilitating a regional orientation about the communities and cultures teachers will be immersed in

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- Placing members as new teachers in our Greater Philadelphia's highest-need public schools
- Supporting members with professional development and mentoring for two years of teaching
- Continuing to motivate and connect the members after their service through an alumni program.

To measure their success during their service commitment, each member sets ambitious, measurable academic goals for their students (for example, 1.5 - 2 years of growth or an 80 percent mastery of content standards during one academic year). Each member is matched with a Program Director who supports them throughout their service commitment and specializes in the content area or grade level the member teaches. Program Directors work with members to assist them in setting and meeting the ambitious goals set for their students.

Program Directors observe members three to six times in the classroom over the course of the school year. Together with members, they engage in structured problem solving around individual students or groups of students to increase their academic progress throughout the year. Members assess students and analyze data gathered regularly with their Program Director. The process of strategically examining anecdotal and empirical data with Program Directors helps our teachers to continuously improve their teaching practice and thus achieve higher outcomes with their students, and more fully engage outside stakeholders in the lives of the children.

Through our pre-service training and ongoing development, our members gain the knowledge, skills, and techniques to lead their students to academic success and effectively put those students on a different life-path by leveling the academic playing field.

Teach For America Greater Philadelphia, an AmeriCorps program seeks to ensure compliance with rules concerning prohibited service activities for AmeriCorps members. All members receive and must sign a member contract that includes information on prohibited service activities. All new members participate

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in a series of pre-service orientation sessions led by our program manager and program staff that is designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member and to create an understanding of the community responsibilities and prohibited activities, as well as the rationale underpinning these obligations. In addition, we will continue to reinforce these requirements for member compliance periodically through e-mail newsletters and during corps meetings. Finally, our program staff interacts with members directly, supporting their classroom performance and their professional development experience, and ensuring they meet appropriate AmeriCorps standards. Orientation sessions and ongoing discussions with program staff help corps members develop a deeper understanding of their role as part of a national service movement as AmeriCorps members.

A state AmeriCorps grant would enable us to strengthen our program in the following ways: (1) it would allow us to identify additional opportunities for collaboration so that our teachers could partner with existing AmeriCorps programs in Pennsylvania serving similar populations, (2) members will become part of a larger statewide movement to effect change for low-income people within multiple service areas, and (3) the grant would provide additional ongoing training and support allowing us to maximize our effectiveness, for example through quarterly trainings for staff members.

Measurable Outputs and Outcomes

Our program will address the Education priority area and we look forward to reviewing standard performance measures when they are available. Our aligned performance measure -- Effecting Academic Gains in Student Achievement -- contains an output, intermediate outcome and end outcome.

- Output: We will work with the School District of Philadelphia and our charter school partners to place 330 highly-qualified members in classrooms teaching grades pre-kindergarten through twelve in low-income, low-performing schools.

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- Intermediate Outcome: We will gauge the success of our professional development network meant to help members strive toward closing the achievement gap. Success of the professional development network will be measured by internal member surveys and internal data trackers.
- End Outcome: We will measure the percentage of members achieving significant academic growth as measured internally. We will define this as members that lead their students to at least one year of academic growth in their classrooms or to 80 percent mastery of rigorous content standards. Teacher impact is measured by internal data trackers based on corps members' work with Program Directors. We estimate that the percentage of corps members making these gains will increase so that by the end of the 2010-2011 school year 65 percent of members will achieve significant academic growth with their students therefore accelerating the academic success and positively impacting the life-path of more than 25,000 students in Philadelphia.

The second measure, Volunteer Recruitment and Training, recognizes that members of the broader community can impact students' academic achievement. We believe that we can strengthen the connection between communities and schools by encouraging our members to bring the talents of volunteers to their classrooms. We anticipate that members will recruit and engage at least 250 volunteers in their classrooms during the first year of our grant period. We will track this information using mid-year and end-of-year surveys of our members.

Plan for Self-Assessment and Improvement

Teach For America Greater Philadelphia, an AmeriCorps program is deeply engaged in a process of continuous improvement. We set ambitious goals, measure our progress against those goals, and adjust our approach accordingly. These goals form the basis of our performance measurements. We look forward to involving PennSERVE in this process throughout the three-year grant cycle.

We evaluate our program effectiveness in three key ways, and use the results of these evaluations to

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improve our recruiting and training models. First, we survey our members at the middle and end of the academic year to gain feedback on a wide range of issues from program satisfaction, to the effectiveness of our pre-service training and ongoing training and support model, to their involvement of parents and with extra-curricular activities. These surveys also offer members the opportunity to provide written feedback on all aspects of the program. We evaluate these responses to improve our work.

Second, we also survey principals in our school sites every two years to gauge their satisfaction with our members, their perspective on our training model, and their satisfaction with our program. We use this data to tailor our training for members and our approach with school sites.

Third, we have a highly detailed system for continuous improvement of our members during their service commitment. Using our "Teaching As Leadership" model -- a rubric detailing excellent teacher actions that lead to academic achievement with students -- our program staff observes and meets with members regularly throughout the year to assist with one-on-one professional development to ensure they are successful during their service commitment. As a program, we identify members who show evidence of attaining significant academic growth with their students. Additionally, we analyze the support Program Directors provide, and replicate excellent practices among our staff to ensure our members are receiving the best support possible and are in turn better able to affect academic gains with their students.

Community Involvement

Teach For America Greater Philadelphia actively solicits and utilizes the input of four key groups within the Greater Philadelphia community: school and district administration, parents and family members, academics, and community leaders.

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Our relationships with school site principals enable us to accurately identify and address the needs of that particular school site. Throughout the school year, we meet with principals and school district human resource representatives to refine our shared process for placing members in school sites as well as the school and district needs for the coming year. We work together with Dr. Ackerman, Chief Executive Officer of The School District of Philadelphia, and her team to strengthen our partnership. This past year, Dr. Ackerman asked our program to serve on the Committee for Teacher Quality and Effectiveness as the district's Vision 2014 strategic plan was crafted.

Teach For America strongly believes that an important part of increasing student achievement is the investment of students and those who influence them, (parents or guardians, caregivers, and family members), in working relentlessly toward ambitious and feasible goals. To this end, members work with parents and family members of students to identify and address the needs of their individual students within and outside of the classroom. Additionally, our members create formal and informal classroom volunteer opportunities, such as tutoring or mentoring, for parents and other community volunteers.

In recent years, Teach For America Greater Philadelphia has created numerous partnerships to increase the effectiveness of our training and support for our members. Our unique partnership with the University of Pennsylvania Graduate School of Education focuses the training of our members in urban education with specialized content delivered to members in weekly and monthly sessions by both the University of Pennsylvania and our program. Many of our school site partners collaborate with us to create excellent professional development opportunities for all members through groups called Professional Learning Communities.

Finally, we rely on the Greater Philadelphia Advisory Board to provide guidance as our organization grows. The board is a volunteer body made up of outstanding community leaders who meet quarterly

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throughout the year to advise our Executive Director and the organization on fundraising and visibility initiatives. This group is critical in focusing the interest of public and private sector leaders on the challenges faced by teachers and students in classrooms in Philadelphia and in providing our organization with a community perspective. Each of these four groups will continue to play an integral and evolving role in our organization's progress throughout the three-year grant period.

Relationships to other National and Community Service Programs

Given the need of the population we address in this community, our program often intersects with other programs serving the same community in various ways. Often, we operate in several school sites where programs like City Year or Communities in Schools are present. In these instances, we often find our members collaborating with members of other programs. One example is where City Year members tutor students taught by Teach For America members.

Our national organization, Teach For America, is an AmeriCorps National Direct recipient and several of our regional programs, including Teach For America New Jersey and Teach For America Louisiana are recipients of AmeriCorps*State grants. We share resources, ideas, and best practices for program management extensively across our national organization allowing us to maximize the effectiveness of our members serving in Philadelphia and around the country.

This past year, we enjoyed working together with PennSERVE and AmeriCorps programs across Philadelphia through regional training conferences and AmeriCorps Week activities. As part of the AmeriCorps Week Marketing Committee, we worked together with several other programs to host two successful social events and a successful panel discussion involving members from diverse programs. Participation in these types of events allows our members to engage with members of other Pennsylvania service groups and reflect on the broader spectrum of work being done to meet the varying needs of students in Philadelphia.

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Potential for Replication

Teach For America Greater Philadelphia, an AmeriCorps program is part of the Teach For America national program which operates sites in 35 regions. Each Teach For America site is developed around one national program model, and adapted to fit a particular regional context. From the very beginning, Teach For America designed its program with internal replication and expansion in mind. We have been successful over the past 19 years in opening and developing regional sites and look forward to even greater expansion over the next several years. Replication leads to our ability to recruit, train, and support even more citizen-leaders, addressing the needs of thousands of students across the country.

In addition to our internal replication, our model has influenced the creation of other non-profits that share our mission. Upon the founding of Teach For America in 1990, it was unusual for people who did not major in education or attend a traditional college of education to enter the public school teaching profession. There was no clear alternative path toward licensure, and the barriers to entry into the profession were quite high. Now, a number of organizations are bringing college graduates of all academic majors into teaching in low-income school districts at unprecedented rates. Programs such as The Philadelphia Education Fund Teacher Residency Program, the Philadelphia Teaching Fellows, The New Teacher Project, and state teacher residency programs are all modeled after Teach For America's idea that it is essential to bring the most talented recruits into the profession.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

Ability to Provide Sound Programmatic and Fiscal Oversight

Teach For America, started in 1990, currently serves 35 communities nationwide. Locally, we came to Philadelphia in 2003 with 100 members teaching in the School District of Philadelphia. Since our charter year, we have grown to 320 members leading over 25,000 students to academic achievement in

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over 100 schools in Philadelphia. By 2012, we anticipate having nearly 400 members serving over 30,000 students across the region.

Teach for America's national organization has been an AmeriCorps National Direct program since 1994. Our national staff provides support to our regional sites in a number of different areas, including finance and grants management. At our national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of regional fundraising and spending and the accurate tracking of all finances across the country.

In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for each site and the organization. We have implemented accurate financial management systems and use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows us to provide assistance to and oversight of our regional operating sites in their compliance with federal budget requirements; our central program team helps ensure compliance with the programmatic elements of federal grants.

Our Managing Director of Community and District Partnerships is responsible for managing our relationships with school sites, and works to ensure uniform and effective management across multiple school sites. Prior to placing members at a site, he meets to discuss expectations of the site as well as of

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our members to ensure each site is a good match for our program and meets regulations. Our program signs a Professional Services Agreement with each site and checks in several times throughout the school year to ensure our members are meeting expectations of our school sites and that our school sites are meeting the expectations of the agreement.

Through our Professional Learning Communities, members placed at similar school sites, teaching similar content-areas or grade-levels are able to make connections among one another and share activities and resources to increase the academic achievement of their students.

Board of Directors, Administrators, and Staff

Teach For America Greater Philadelphia, an AmeriCorps program benefits from national and local leadership, as well as the talents of our regionally-based staff. Teach For America's national office, based in New York City, works in conjunction with its regional operating sites, including Philadelphia, to ensure the success of our members. Teach For America Greater Philadelphia, an AmeriCorps program also has a Regional Advisory Board, comprised of a diverse group of community leaders who guide and support our efforts raise funding and help us connect further with all stakeholders in the community.

Our program's staff consists of 26 individuals supporting our program. The key managers and administrators of our program are the Executive Director, the Managing Directors of Program, the Program Directors, the Community & District Partnerships Team, the Operations Coordinator, and the Development Coordinator.

Our Executive Director, Mike Wang, leads our regional office and ensures success by maximizing program quality, building a sustainable funding base, and raising public visibility through community partnerships with institutions and individuals in public and private sectors across Philadelphia. Mike

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was a Teach For America member in 1999 in our South Louisiana region. After serving as a teacher for two years, he served as Education Policy Advisor to Louisiana Governor Mike Foster, as well as Director of Policy for Louisiana's Lieutenant Governor, and as the Executive Director of the Louisiana Serve Commission, where he oversaw the state's AmeriCorps programs. Immediately prior to joining Teach For America Greater Philadelphia as Executive Director, Mike worked at Blank Rome LLP, the Philadelphia law firm, and at McKinsey & Co., the strategic consulting firm. Mike was recently selected as a recipient of the Philadelphia Business Journal's 40 Under 40 Award.

Our team of ten Program Directors works with our program management team to support our members in the classroom as well as their professional development. They help members maximize their impact on student achievement, increase the dedication and effectiveness with which members will pursue our vision beyond their service commitment, and build members' responsibility for national service and for our program. These Program Directors are all Teach For America and AmeriCorps alumni who have proven themselves to be excellent teachers and leaders in their field.

Program Directors are managed by our two Managing Directors of Program, Rebecca Benarroch and Mike MacArthur, who ensure that our program is achieving its vision for student achievement and member effectiveness. Rebecca and Mike manage and develop our Program Directors to ensure that our members and their students achieve ambitious academic goals. Rebecca joined our staff in November of 2007 after ten years teaching English and humanities courses in a variety of secondary schools in the United States and abroad. Most recently, Rebecca worked with the Akanksha Foundation to co-develop and lead a teacher training program for young adults in low-income communities in Mumbai, India. Mike was a Teach For America member in 2003 in our South Louisiana region. As a teacher, he taught chemistry and physics and encouraged a local mentoring center to open its doors to his students for weekly after-school study sessions. Mike joined our staff as a Program Director in South Louisiana and now leads our programmatic efforts in Philadelphia as a Managing Director of Program.

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Shagran Hassan, our Managing Director of Community & District Partnerships, is responsible for building and managing relationships with each of our school sites as well as a range of other actors in the education community. He works with his team to maximize our program's impact in Philadelphia. Prior to joining our team this year, Shagran co-founded Project EXCITE!, a community-based program that fosters a love for reading and improves languages skills among low-income immigrant children in over 25 urban centers across the country. He has also served in the Aga Khan institutions where, among other projects, he designed curriculum on culture and identity which is used by Muslim communities in over 25 countries.

AmeriCorps member files and paperwork are managed by Jessica Naik, our Operations Coordinator. Jessica is an AmeriCorps*VISTA alumna, serving at the Empowerment Group during her service. She later joined their staff as the Marketing and Outreach Coordinator prior to joining our program in June of 2009. Jessica manages our pre-service training sessions on AmeriCorps benefits and requirements as well as ongoing communication with members regarding their status as an AmeriCorps member.

Amber Daniels, the Associate, Corporate and Foundation Relations, manages our relationships with local AmeriCorps programs and with PennSERVE. In 2007, she came to our program with five years of political and local government experience to serve as the Office Manager where Amber managed member paperwork, files, and pre-service training on AmeriCorps benefits and requirements prior to her current role.

Plan for Self-Assessment or Improvement

Teach For America Greater Philadelphia sets ambitious performance goals and measures our progress

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throughout the year. An example is our member retention goal. We aspire to have 90 percent of our members complete two years of service. After missing this goal slightly, we were excited to be on track to have 90 percent of our members complete their second year of service. This fall, 93 percent of our members who served one year of service returned for a second year. To ensure that we maintain all of these members through the entire year, we have specially trained our entire staff. Examples of techniques we are using this year include staff members building relationships informally with members through friendly e-mail or phone messages and sending holiday cards to members thanking them for their service and encouraging them as they finish the second half of the year. We have also worked with corporate and nonprofit partners to provide additional services to our members including financial and other forms of counseling. We are hopeful that this additional support in this area will lead us to having at least 90 percent of our members complete their second term of service.

To assess and improve staff capacity on an ongoing basis, Teach For America Greater Philadelphia, an AmeriCorps program provides staff members with robust and relevant ongoing training and professional development opportunities so that they stretch themselves and move on to increasingly challenging positions on staff.

Plan for Effective Technical Assistance

Teach for America's national staff provides support to our regional sites in a number of different areas, including finance, grants management, and program support. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management.

The national office of Teach For America in New York City also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level.

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They are reachable via e-mail and telephone and have the capacity to interface with our personal computers in Philadelphia. As part of standard new staff training, our program's personnel are trained on all software and programs that enable and improve work function.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

Volunteer Generation and Support

Teach For America Greater Philadelphia, an AmeriCorps program benefits from our Regional Advisory Board's insight and guidance. The board is a volunteer body made up of outstanding community leaders who meet quarterly throughout the year to advise our Executive Director and the organization on fundraising and visibility initiatives. This group is critical in focusing the interest of public and private sector leaders on the challenges faced by teachers and students in classrooms in Philadelphia and in providing our organization with a community perspective.

Through partnerships with corporations and foundations, we are able to provide our members with additional services we would not generally be able to provide. For example, Wachovia provides our members financial counseling free of charge.

We have seen a strong propensity for our alumni to give back to the organization either through volunteering time or in the form of monetary donations. Last year, 53 percent of our alumni in Philadelphia supported our program by volunteering time or giving back money; this engagement strengthens our organization and allows us to reach the community more broadly.

Organizational and Community Leadership

Teach For America has received national recognition for the impact that we are having on the

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achievement gap. Teach For America has won the Fast Company/Monitor Group Social Capitalist Award the last three years in a row. This prestigious honor is given to U.S. nonprofits, or "social entrepreneurs," who combine creativity and ingenuity with business solutions to address today's most challenging social problems. This year's winners, selected by an independent advisory board, were rated on five factors: social impact, entrepreneurship, innovation, aspiration and growth, and sustainability.

Teach For America launched the Greater Philadelphia region in 2003. Since its inception, nearly 1,000 corps members have committed to teach for two years in Philadelphia schools. Our members have taught in schools across the city at all grade levels and in all subject areas. They have also distinguished themselves as top educators. Dozens of members and alumni of our program have been named Teacher of the Month or Year in their schools. Last year 10 percent of the recipients of the Lindback Award for Distinguished Teaching, an award supported by a private Philadelphia foundation and presented to the best teachers in the School District of Philadelphia, were alumni of our program. Mayor Michael Nutter has said, "Teach For America brings some of the best and brightest recent college graduates in the country to Philadelphia to have a lasting and positive impact on our city's most precious resource -- our children."

The testimony of school district administrators and principals who hire our members demonstrates the impact our members have on schools. A 2009 independent survey done by Policy Studies Associates of principals in Philadelphia provides compelling evidence of our members' success and speaks to the success of our program. Eighty-eight percent of principals surveyed in Philadelphia reported being that our members have made a positive difference in their school's environment. Thirty-five percent of principals reported the primary reason for hiring one of our members the passion and energy brought to the school. Other reasons included that they are exceptionally well trained first-year teachers (16%), the work collaboratively (16%), and they have a high level of content expertise (13%). One principal included

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the comment, "I have watch[ed] this program develop over the years and [it] has constantly provided relative supports and preparation to its teachers that meet the needs of the urban learning. I highly recommend [Teach For America] teachers for urban schools."

Further, Teach For America was the subject of a significant independent study, considered to have employed the "gold standard" of research methodology, conducted by the Urban Institute and released in 2008. This rigorous study compares the effect of a Teach For America teacher on a high school student's academic achievement versus that of a traditional teacher. The study found that high school students taught by Teach For America teachers outperform their peers, even those taught by traditional instructors. Furthermore, they also found that the positive impact of having a Teach For America teacher was three times that of having a teacher with three or more years of experience. This study is particularly applicable to our program in Philadelphia due to our characteristic of being a corps of mostly secondary teachers.

SUCCESS IN SECURING COMMUNITY SUPPORT

Collaboration

Teach For America Greater Philadelphia, an AmeriCorps program builds relationships at every level including: community leaders, our certifying bodies at the University of Pennsylvania and Chestnut Hill College, members of the School Reform Commission, regional superintendents, and the principals in each school where we place members. We strive to build additional partnerships with other key organizations in the community, including nonprofit and community-based organizations, and look forward to growing our partnership with PennSERVE as this will continue to open doors to further partnership.

Our program works with our charter and district partner school sites to increase our members'

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effectiveness in the classroom. In the beginning of the school year, we present our program to principals. We form a partnership in educational training and reform. Throughout the year, we meet with principals and school district human resource representatives to discuss both our organizational process for placing members as well as the school and district needs for the coming year. Effective relationships with the principals and school leaders within the schools we serve are integral to the improvement of our teachers' effectiveness. They allow our Program Directors, who support and train our members throughout their service commitment, to observe our members teaching in their classrooms as well as to meet with principals for informal feedback sessions on a member's progress, strengths, and challenges.

In recent years, we have created numerous partnerships to increase the effectiveness of our training and support. Our unique partnership with the University of Pennsylvania Graduate School of Education focuses the training of our members, specifically in urban education with specialized content delivered to members in weekly and monthly sessions by both the University of Pennsylvania and our program. The vast majority of our members earn their Masters in Education Instruction during their two-year service commitment.

We strategically partner with five local charter school networks to provide numerous talented candidates for leadership positions to continue the impact of our alumni. Today, 19 alumni are school leaders in the Greater Philadelphia region and 20 percent of our alumni remain in the classroom benefiting from this collaboration and expanding our service.

Local Financial and In-Kind Contributions

Teach For America Greater Philadelphia, an AmeriCorps program continues to build strong relationships with our community supporters. Our local financial support has grown to now include

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such multi-year supporters as Lincoln Financial Group, Samuel S. Fels Fund, and the Exelon Foundation. We have seen key partners increase their funding as our organizational capacity and impact have grown. One such champion supporter is the Lenfest Foundation, which was integral in bringing Teach For America to Philadelphia in 2003 with an initial multi-year gift. In 2006, they issued Teach For America an additional challenge grant to grow our individual giving campaign. The Lenfest Foundation awarded a catalytic grant in 2008 by committing \$10 million over ten years to Teach For America. The confidence of The Lenfest Foundation and many other champion supporters has allowed us to continue growing and diversifying our funding in Philadelphia.

We have seen our funding in Philadelphia diversify across sources over the last three fiscal years and look forward to this continuing in the 2010 fiscal year. In the 2006 fiscal year, 62 percent of our funding originated from private foundations, while only 2 percent was raised from individuals in the community. We have diligently worked to diversify our funding sources so that in the 2009 fiscal year, we received more contributions from individuals in the community than from any other source.

Our program is proud to receive a number of in-kind donations from our supporters in the community and alumni of our program. These in-kind donations primarily come in the form of donated instructional materials, books, school and art supplies, and games. These donations are housed in our resource room at our regional office. We also value the in-kind donation of space and food from corporate partners to host events, such as our Student Achievement Day for our corps members and their students.

Wide Range of Community Stakeholders

In addition to the many individuals, corporations, and foundations that support our work in Philadelphia, a number of community institutions are stakeholders in Teach For America Greater

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Philadelphia, an AmeriCorps program. We place members in over 100 traditional district schools as well as charter schools in all areas of Philadelphia. In addition to continuing to place members in these school sites year after year, administrators who lead these educational institutions have expressed their on-going satisfaction with our members work through independent surveys. Each year, we have increased our number of school site partners and worked to build relationships with the leaders of these schools to ensure our members have aligned support from both their school site staff and our program staff.

Our Regional Advisory Board is deeply committed to our program. Their diligent attendance and participation in meetings, and willingness to take on challenging projects, are all examples of their commitment to ending educational inequity in Philadelphia. Since 2003, we have incrementally built our board from five to thirteen dedicated individuals that come diverse professional backgrounds allowing us to create a sustainable fundraising base with their expertise and guidance.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

Corporation Cost per Member Service Year (MSY)

We anticipate that we will have 330 full-time members serve in Year One of this proposed grant. Our corporation cost per Member Service Year will be \$2,500.

Diverse Non-Federal Support

We have experienced tremendous growth and diversification in funding over the last two years with the direct support of our Regional Advisory Board. Last year, we raised over \$1 million through our individual giving program alone. We feel this is a stable revenue source and an excellent indicator of our community support. In total, we have seen an increase of 16 percent in fundraising from the 2008 fiscal year to the 2009 fiscal year, which we believe is indicative of our increased support in the community.

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Just two months into our fiscal year, we have secured over \$1.9 million in commitments towards our \$4.8 million goal. Over the next 10 months, we will work to secure commitments from public foundations, corporations, and individuals to meet this goal. We will approach returning supporters for renewed support and cultivate new donors within the Philadelphia corporate and foundation landscape.

BUDGET ADEQUACY

Teach For America Greater Philadelphia, an AmeriCorps program is an efficient and cost-effective program. While we are confident that we have budgeted sufficient resources for our program needs based on our experience operating a professional corps, we are very cognizant of the need to be cautious and efficient in our spending to justify the significant investment that the public and private sector makes in our program. Teach For America is recognized by outside groups for its efficiency. For the fifth consecutive year, Teach For America has received a four-star rating for sound fiscal management from Charity Navigator, a nonprofit watchdog group. Less than 12 percent of the charities rated by Charity Navigator have received two consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner.

Our budget reflects the expenses which our program expects to incur to recruit, select, train, support, and provide professional development to members. These costs include the salaries and direct costs of our operations, as well as the proportional costs associated with bringing corps members to Philadelphia and supporting our core program. Our proposed budget is based on the size of our corps for the 2010-11 school year and includes costs associated with the regional portion of costs associated with member training, placement, and support as well as local management costs.

Budget management is implemented and overseen on both a regional and national level and is subject to

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an annual independent audit as well as review by the national Board of Directors, the Greater Philadelphia Advisory Board, the School District of Philadelphia, and all of Teach For America Greater Philadelphia's financial supporters.

Evaluation Summary or Plan

In order to ensure that Teach For America is having a positive impact on the Philadelphia communities we serve and meeting our communities' needs, we plan to evaluate our program through an external, independent survey of principals at the schools in which we place our members. In the past, we have effectively partnered with the independent firm Policy Studies Associates.

In the past, we have employed Policy Studies Associates to conduct an independent survey of principals in schools that employ our members. These principals are surveyed as to the effectiveness of our members, and the extent to which our members affect student achievement. The most recent survey was completed in July 2009. As evidenced by the striking statistics that follow, principals express a very high level of satisfaction with our members.

The overwhelming majority (97 percent) are satisfied with the Teach For America teacher(s) working in their schools. Nearly all principals (94 percent) report that Teach For America teachers have made a positive impact in their schools; 87 percent of principals say they would hire a Teach For America member again. Most principals (83 percent) report that the impact of members on student achievement in their school is excellent or good. More than 80 percent of principals say they would be likely to recommend hiring a Teach For America member to a colleague, with over half reporting that they would be very likely to make such a recommendation.

Amendment Justification

N/A

Clarification Summary

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FY11 CLARIFICATION ITEMS

Application ID 11AC124461

Budget Clarification Items:

1. A Program Director and the Coordinator, Regional Team Operations will attend the CNCS-sponsored meetings.

2. Staff and Member Training: Expense is for food for the 2-day, all day event at \$9/corps member per day. Clarification from OMB A-122 #29 & #23 is below:

29. Meetings and conferences. Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, speakers' fees, and other items incidental to such meetings or conferences. But see Attachment B, paragraphs 14., Entertainment costs, and 33., Participant support costs.

33. Participant support costs. Participant support costs are direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with meetings, conferences, symposia, or training projects. These costs are allowable with the prior approval of the awarding agency.

3. Other Operating Costs: Criminal History Background Checks:

Teach For America has a current Alternative Search Protocol (ASP) in place with the Corporation approving our corps members to cover the cost of the FBI criminal history check. We have included a copy of this approved ASP and request your review for Teach For America Pennsylvania. In addition, Teach For America submitted an ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure,

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in which NSOPR and FBI fingerprint checks are conducted on all corps members and grant-funded staff prior to the start of our enrollment in AmeriCorps. The Teach For America Pennsylvania state grant was specifically included in this ASP request. We are awaiting a response from CNCS on our ASP for 2011.

Given our admissions cycle we have already begun conducting Criminal History Checks on our incoming 2011 corps members (we have 5 application deadlines: 1DL, 2DL, 3DL, 4DL, 5DL) . Our 2011 Criminal History Check policy states that all corps members must be checked against the National Sex Offender Public Registry (NSOPR) database prior to AmeriCorps enrollment. In addition, an FBI fingerprint check must be initiated on all corps members no later than their enrollment in AmeriCorps. Any corps member with a pending FBI check at the time of our 30-day AmeriCorps enrollment will be prohibited from AmeriCorps enrollment until their check is completed. Alternatively, any corps member enrolled in AmeriCorps with a pending FBI check must be accompanied by a supervisor while teaching students until their check is returned and cleared. Supervision must be well documented to ensure full compliance with AmeriCorps regulations

Performance Measure Clarification Items:

Please note that all performance measure changes have been made in the Performance Measure screens in eGrants. The target value for ED15 is less than our target value for ED1 and ED2 as not all students achieve this high of a growth rate in one academic year.

FY10 CLARIFICATION ITEMS

Budget Clarification Items:

All nine (9) clarification items were made within the budget. Further clarification on the item "Office Supplies" is below:

Teach For America Greater Philadelphia does not budget for office supplies using an itemization

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methodology. The budget for office supplies is determined based on an average spend utilized in the prior fiscal year as a baseline. Items that are typically included in this category are paper, folders, clips, binders, cleaning supplies, and in addition to other general items.

Programmatic Clarification Items:

(1) Clarify why principals are only surveyed every 2 years.

The cost of coordinating this effort is substantial in both money and time. We determined that conducting the survey every two years was economically more feasible and still timely enough to operate as a real evaluation of our program.

(2) Clarify why TFA Greater Philadelphia has a cost per MSY which is significantly higher than that of the national TFA program. The national TFA application indicated that if TFA PA was not funded through the state, the national program would include it as part of its program, so it is unclear why there is a difference in the cost per MSY between the two programs.

- Teach For America's cost per corps member is essentially constant across the country (with a few differences between regions). The main variable in need is the private fundraising opportunity in each region, which causes the variance in cost/MSY between multi-state and single state applications.

- State AmeriCorps funding in Pennsylvania covers the costs directly related to supporting corps members in Pennsylvania. TFA-PA works to raise as close to 100% of our regional costs locally. State AmeriCorps is a valuable funding resource in this context, and Teach For America Greater Philadelphia does so by requesting a higher cost/MSY. For example, in Pennsylvania, a higher MSY allows us to include the costs of our Community and District Partnership Team which places each of our corps members in their school site and builds and maintains relationships with our school district partners and other community partners including those that provide professional development to our corps

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members.

- Teach For America's cost per corps member is approximately \$22,000. Therefore in either the multi-state or single-state instance, AmeriCorps funding only covers a portion of the cost associated with supporting our corps members, and regions raise the rest through a combination of public and private grants.

Criminal History Check Requirement: Criminal history checks are required for all grant funded staff and AmeriCorps members. Please verify that you will conduct criminal history checks on members and staff.

- Teach For America corps members receive FBI background checks. We are working with CNCS on an alternative protocol where our corps members would cover the cost of their FBI background checks. Since Teach For America is a professional corps, our members receive salaries to cover the costs of background checks. We maintain record of these checks in our corps members' folders. We will conduct criminal history checks on staff members included on this grant. This cost has been added to the budget.

National Performance Measure ED15:

Nationally, Teach For America is approaching National Performance Measure ED15 in the following way:

Teach For America has two proposals to meet CNCS requirements for Measure ED15. PROPOSAL 1: TFA proposes using teacher-generated assessments to measure student achievement. TFA requires all corps members to conduct diagnostic assessments (pre-test) on their students. The purpose of the test is to determine students' strengths and weaknesses and plan lessons accordingly. In areas where schools use externally-validated assessments (DIBELS, DRA, etc.), we use the results of these tests. However in many subject areas (math; secondary literacy), there are not an externally-validated pre-tests available.

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In terms of state testing, few districts institute formal pre-tests. Additionally, using last year's testing data is problematic because the majority of states do not have vertically aligned data systems. Meaning that state literacy tests for 3rd grade have no relations to or bearing on state literacy tests for 4th grade. They are completely different tests; therefore, results from the 3rd grade test cannot serve as pre-test data for 4th grade. Regarding post-tests, Teach For America does not have access to state testing data in a larger percentage of the states in which we operate. Therefore, for internal tracking purposes we frequently use teacher-generated assessments to measure student academic gains. We are in the process of negotiating with states, but this process will play out of the course of several years. For the reasons stated above, Teach For America proposes using teacher-generated assessments in subject areas where externally-validated assessments do not exist or the data is not made available to Teach For America.

PROPOSAL 2: TFA proposes reporting out data on the students taught by corps members in states/districts where we have access to externally-validated test data. Since Teach For America -- Philadelphia has access to externally-validated assessments for many of our corps members, we are approaching the performance measure in the following way: Teach For America -- Philadelphia has access to and will use externally-validated math and reading assessments to track academic progress for students served by our program in the following grade and subject levels: Elementary, Grades 6-11 Math, Grades 6-11 Literacy. We estimate that this will be 188 corps members or 43% of our corps. We are proposing that for this performance measure, we will report out on the academic progress made by students taught by those 188 corps members, estimated at 14,000 students. Of those 14,000 students we estimate that 7,000 will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards. For assessments that measure grade-level growth (elementary literacy), we define "improvement" as at least one year's worth of grade level growth. For assessments that measure mastery of content standards (elementary and secondary math, and literacy), we define "improvement" as demonstrating grade-level sufficient content mastery.

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Continuation Changes

ENROLLMENT

In the last completed program year (2009-2010), Teach For America-Philadelphia filled 97.7% of the slots allocated. Due to the timing of AmeriCorps application deadlines as compared to our admissions cycle, we are never certain of our final corps size at the time of application. Due to the nature of our professional corps, with centralized admissions and intensive training required prior to service, we are unable to fill additional slots after awards have been announced. Therefore, our request for MSYs is always based on our best estimate of the number of slots we will need.

The high enrollment rate cited above demonstrates Teach For America-Philadelphia's accuracy in projecting our need, indicating tight internal systems and expertise in the midst of many moving parts. We expect that our current request will have an even higher level of accuracy, leading to a higher rate of enrollment.

For the 2010-2011 program year, as of November 2010, we have an enrollment rate of 97.3% for our state AmeriCorps grant.

RETENTION

Teach For America-Philadelphia's retention rate for the 2009-2010 school year was 91.8% a rate markedly higher than the estimated average retention for first-year teachers in low-income communities in general (82 percent) and the overall average for all first-year teachers regardless of school setting (86 percent) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

As full time teachers in high-need schools, our corps members work long hours in highly stressful

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situations both in and outside of school. Our corps members combat the myriad of problems facing under served schools, operating with a strong sense of possibility and energy to succeed despite many obstacles.

Although Teach For America's retention rate is higher than the national average, we are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year. If at any point during the year a corps member is flagged as a retention risk, our team implements a strategic retention plan for them, tailored to their needs, in order to encourage them to fulfill their commitment. Possible strategies include, but are not limited to, the following: 1) enabling our corps members to become more effective teachers, thereby prompting them to know their students are learning while simultaneously fulfilling their desire to make an impact; 2) supporting them in establishing professional and personal networks in the region, equipping them with more effective tools to manage their time and workload; and 3) collaborating with their school and university supervisors to coordinate efforts and re-igniting in them the original reason they joined TFA. While these are strategies staff members commit to implementing in the right combination, we simultaneously try to build corps members' ownership for their classroom success over the two years.

We are proud of our corps members' perseverance and our role in supporting them in the profession. Teach For America is working to improve the way we evaluate corps members. As Teach For America's evaluations improve, we refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. As we make further enhancements to our program, our members will be even better trained and supported, which will help us maintain and even increase member

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satisfaction and retention.

ORGANIZATIONAL CAPABILITY

Last year our Program Team consisted of two Managing Directors of Program leading eight Program Directors to support our corps members in the classroom. We were able to bring on additional staff and began September with a Senior Managing Director of Program, Leslee Bickford and 3 new Program Directors. Leslee began her career in education as a sixth grade math and science teacher in our Teach For America Philadelphia charter corps. She not only started and coached her school's first athletic team, but taught extended day classes to provide her students with additional academic support, resulting in 93 percent of her students scoring proficient in math and 91 percent in science. At the end of her two year commitment, LesLee was named the Philadelphia Sue Lehman Excellence in Teaching Award regional winner. For the past five years LesLee has worked as a member of the Recruitment Team, most recently as Managing Director of Learning and Development for the 150 person team. Her love of the students in Philadelphia resulted in LesLee returning to Philly to join the Mid-Atlantic team and serve as the Senior Managing Director of Program.

AmeriCorps Program Manager, Amber Daniels, transitioned into another role within Teach For America and was thus replaced by our Development Coordinator, Jenelle Harris. Jenelle graduated from Swarthmore College in 2008 and spent one year supporting a University of Pennsylvania graduate program before joining Teach For America Philadelphia in late 2009.

PERFORMANCE MEASURES

We adjusted Performance Measure ED15.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None Geographic Focus - Rural
 Geographic Focus - Urban Encore Program

Priority Areas

- | | |
|--|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 330

Service Categories

- | | | |
|----------------------|---|---|
| Elementary Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Secondary Education | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |

Effecting Academic Gains in Student Achievement

Service Category: Elementary Education
Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Three hundred thirty members will teach in over 130 schools across Greater Philadelphia. They will impact over 25,000 students each day by providing schools with the additional capacity needed to mitigate the myriad challenges facing low-income students. They will be hired by the school and district as regular first year teachers and our program will provide them with intensive training and professional development to allow them to make life-changing academic progress with their students. We anticipate that over 50% will remain in teaching beyond their second year or in the education field more broadly.

Results

Result: End Outcome

The two-year commitment to Teach For America will be a transformational experience for our members impacting their long-term plans and goals so that many will remain in the classroom following their commitment or within the education field more broadly.

Result: End Outcome

Indicator: Percentage of members that remain in the classroom for a third year or that pursue a

Target: Each year, 60% of our second year members will continue in the classroom for a third year or pursue a career in the broader field of education.

Target Value: 60%

Instruments: We will use exit surveys to gauge what members' future plans will be following their second year.

PM Statement: Transformed by their two years in the classroom, at least 60% of our members will remain in the classroom or in education.

Prev. Yrs. Data Historically, 60% of members have remained in the classroom for a third year.

Result: End Outcome

career in the broader field of education.

Result: Intermediate Outcome

Members will lead their students to increased academic progress by the end of the school year.

Indicator: increased academic achievement

Target: Each year, 60% of members will lead their students to improved academic gains. We define this as 1-2 years of academic growth in a school year or 70% or more mastery of content standards.

Target Value: 60%

Instruments: Student data is collected by teachers using assessments (tests, quizzes, etc.) which are validated to ensure their effectiveness. We track the aggregate student data for each member using customized databases.

PM Statement: By the end of the year, 60% of 330 members serving as full-time teachers in the School District of Philadelphia or local charter schools will lead their students to *significant* or *solid* academic gains putting them on a different life path.

Prev. Yrs. Data We do not currently have complete data for the 2009-10 school year. However, during the 2008-09 school year, 58% of members led their students to "significant" or "solid" academic gains.

Result: Output

Members will serve as full-time teachers in public district and charter schools across Philadelphia teaching grades pre-kindergarten through twelve.

Indicator: Number of members placed as teachers on the first day of school

Target: Each year, 330 members will teach students throughout the school year.

Target Value: 330

Instruments: Member databases will be used to track the number of members beginning the school year.

PM Statement: Three hundred thirty members will begin the first day of school to serve as full-time teachers in public district and charter schools across Philadelphia teaching grades pre-kindergarten through twelve.

Prev. Yrs. Data In the 2009-10 school year, 314 members began the first day of school.

Involving Community Volunteers

Service Category: Elementary Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Three hundred thirty members will teach in over 130 schools across Greater Philadelphia. They will work with parents and family members of students to identify and address the needs of their individual students within and outside of the classroom. They will create formal and informal classroom volunteer opportunities, such as tutoring or mentoring, for parents and other community volunteers.

Results

Result: Output

Members will involve 750 volunteers in their classrooms over the three-year grant period.

Indicator: community volunteers recruited

Target: Each year, 250 volunteers will be involved in members' classrooms for a total of 750

volunteers involved at the end of the grant period.

Target Value: 250

Instruments: We will survey our members at the middle and end of the school year to tally how many volunteers they have involved in their classrooms.

PM Statement: Members will invest community and family volunteers in their students' academic progress by involving 750 volunteers in their classrooms over the three-year grant period.

Prev. Yrs. Data 200 volunteers were involved during the 2008-09 school year.

National Performance Measures

Priority Area: Education

Performance Measure Title: Number of unduplicated students who start in an AmeriCorps education program

Service Category: Elementary Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Teach For America-Philadelphia places corps members as teachers in low-income schools throughout Philadelphia. Our corps members will serve as full-time teachers in grades pre-kindergarten through twelve. Each corps member teaches an average of 70 students, therefore the number of students who begin in our program is 23,100. We estimate that 22,500 students will complete participation in our program due to schedule changes and relocation. Throughout the year, we provide extensive training and professional development to instruct corps members in making and tracking the academic achievement made by their students. Teach For America-Philadelphia corps members will lead their students to increased academic progress by the end of the school year.

Result: Intermediate Outcome

Result.

Teach For America ' Philadelphia estimates that 11,500 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards. For assessments that measure grade-level growth (elementary literacy), we define "improvement" as at least one year's worth of grade level growth. For assessments that measure mastery of content standards (elementary and secondary math, and literacy), we define "improvement" as demonstrating grade-level sufficient content mastery.

Indicator: ED15: Students with improved academic performance.

Target : 11,500 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Target Value: 11500

Instruments: Teach For America-Philadelphia uses an internal tracking system to track the academic achievement that is made by the students taught by Teach For America-Philadelphia corps members.

PM Statement: Teach For America-Philadelphia will use an internal tracking system to determine the number of students that will make either at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards. For assessments that measure grade-level growth (elementary literacy), we define "improvement" as at least one year's worth of grade level growth. For assessments that measure mastery of content standards (elementary and secondary math, and literacy), we define "improvement" as demonstrating grade-level sufficient content mastery.

Result: Output

Result.

Teach For America- Philadelphia estimates that 22,500 students will complete the year in our corps members' classrooms.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

National Performance Measures

Result.

Target : Teach For America- Philadelphia estimates that 22,500 students will complete the year in our corps members' classrooms.

Target Value: 22500

Instruments: Teach For America- Philadelphia uses an internal tracking system to track the number of students each corps member teaches.

PM Statement: Teach For America-Philadelphia will use an internal tracking system to track the number of students who complete the year being taught by Teach For America-Philadelphia corps members, estimating this to be 22,500 students.

Result: Output

Result.

Teach For America- Philadelphia estimates that 23,100 students will start the year in our corps members' classrooms.

Indicator: ED1: Students who start in an AC ED program.

Target : Teach For America- Philadelphia estimates that 23,100 students will start the year in our corps members' classrooms.

Target Value: 23100

Instruments: Teach For America-Philadelphia uses an internal tracking system to track the number of students each corps member teaches.

PM Statement: Teach For America- Philadelphia will use an internal tracking system to track the number of students being taught by Teach For America- Philadelphia corps members, estimating that this will be 23,100 students.

Priority Area: Education

Performance Measure Title: Number of unduplicated AmeriCorps members who begin serving as teachers through a Teacher Corps program

Service Category: Elementary Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Teach For America-Philadelphia partners with local school districts and charter networks to place corps members as teachers in low-income schools. We regularly improve our evaluations, allowing us to refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. As we make further enhancements to our program, our members will be even better trained and supported, which will help us maintain and even increase member satisfaction and retention. Teach For America-Philadelphia encourages corps members to continue teaching in public schools or remain in the field of education in the year after their term of service. Additionally, the training that corps members receive while in the corps ' through Teach For

National Performance Measures

Briefly describe how you will achieve this result (Max 4,000 chars.)

America and our university partners ' enable alumni to remain in teaching or in the education field.

Result: Output

Result.

Teach For America Philadelphia will place 330 AmeriCorps members as teachers.

Indicator: ED12: AmeriCorps members who begin serving as teachers.

Target : Teach For America Philadelphia will place 330 AmeriCorps members as teachers.

Target Value: 330

Instruments: Teach For America Philadelphia uses an internal tracking system to track the number of corps members placed as teachers.

PM Statement: Teach For America Philadelphia will use an internal tracking system to track the placement of 330 AmeriCorps members as teachers.

Result: Intermediate Outcome

Result.

Teach For America-Philadelphia estimates that 109 former AmeriCorps members will remain teaching in the year after term of service.

Indicator: (DELETED) ED16: Teachers in schools in the year after service

Target : Teach For America-Philadelphia estimates that 109 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 109

Instruments: Teach For America-Philadelphia uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service.

PM Statement: Teach For America-Philadelphia will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service, an estimated 109 members.

Result: Output

Result.

Teach For America-Philadelphia estimates that 314 AmeriCorps members complete their service as teachers.

Indicator: ED13: AmeriCorps members who complete serving as teachers.

Target : Teach For America-Philadelphia estimates that 314 AmeriCorps members complete their service as teachers.

Target Value: 314

Instruments: Teach For America-Philadelphia uses an internal tracking system to track the number of corps members who complete serving as teachers.

PM Statement: Teach For America-Philadelphia will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 314 will do so.

Result: Intermediate Outcome

Result.

Teach For America-Philadelphia estimates that 109 former AmeriCorps members will remain in the education

National Performance Measures

Result.

field after term of service.

Indicator: ED17: Teachers remaining in education field but not teaching after service.

Target : Teach For America-Philadelphia estimates that 109 former AmeriCorps members will remain in the education field after term of service.

Target Value: 109

Instruments: Teach For America-Philadelphia uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue to remain in the education field in the year after their term of service.

PM Statement: Teach For America-Philadelphia will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue to remain in the education field in the year after their term of service, an estimated 109 members.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable