

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: 24-NOV-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ES124071	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ESHIL0010001														
5. APPLICATION INFORMATION																
LEGAL NAME: Academy for Urban School Leadership DUNS NUMBER: 105354026	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Shane Caterino TELEPHONE NUMBER: (773) 534-0142 FAX NUMBER: (773) 283-0903 INTERNET E-MAIL ADDRESS: scaterino@ausl-chicago.org															
ADDRESS (give street address, city, state, zip code and county): 3400 North Austin Avenue Chicago IL 60634 - 4229 County: Cook																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 364447457	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization School (K-12)															
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 Fixed Amount Grant (State)	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Academy for Urban School Leadership															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chicago (Cook County), Illinois	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/10 END DATE: 06/30/11	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="IL 005"/> b.Program <input type="text" value="IL 005"/>															
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; font-size: small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 72,000.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 0.00</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;">\$ 72,000.00</td></tr> </table>	a. FEDERAL	\$ 72,000.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 72,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 72,000.00															
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c. STATE	\$ 0.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 72,000.00															
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: Bridget Altenburg	b. TITLE:	c. TELEPHONE NUMBER: (773) 534-0136														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/24/10														

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Executive Summary

The Academy for Urban School Leadership (AUSL) respectfully requests continuation funding for our nonprofit teacher preparation and school management program. We will train 90 members in the grant year and expect to graduate 80 new teachers who will serve in AUSL turnaround schools in Chicago.

Rationale and Approach

The Academy for Urban School Leadership (AUSL) is a nonprofit teacher preparation and school management organization that partners with the Chicago Public Schools (CPS) to transform chronically underperforming schools. Founded in 2001 (and based in Chicago), AUSL's mission is to improve student achievement in Chicago's high-poverty, chronically failing schools through its disciplined transformation process, built on a foundation of specially trained AUSL teachers. This two-pronged approach involves the following:

SPECIAL TRAINING FOR TEACHERS - AUSL's training academies prepare quality teachers using an innovative urban teacher residency (UTR) program, which is an intense, full-year apprenticeship of learning and practice with a mentor teacher at a Chicago public school. During the program, residents also earn their Illinois teaching certification and a master's degree through a partnership with National - Louis University or the Erikson Institute.

TRANSFORMING SCHOOLS TOP TO BOTTOM - AUSL transforms CPS-chosen "turnaround schools" by completely overhauling them. The overhaul takes place over summer break and includes renovated facilities, a new curriculum, a new principal, and new teachers, many of whom are graduates of AUSL's teacher training program.

COMPELLING COMMUNITY NEED

CPS urgently needs more well-prepared teachers to close the achievement gap that persists in high-

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poverty schools. CPS is the third largest school district in the U.S. with 407,955 students, 23,727 teachers and over 650 schools (2008-09). According to the 2007 U.S. Census (1) Chicago has a 26.9% poverty rate for school-aged children, higher than New York (26.6%) and Los Angeles (23.1%) and much higher than the Illinois state average of 15.1%. Most schools supported by AUSL are over 95% African-American, and 95% of students are eligible for a free or reduced lunch.

Although CPS has made progress over the last few years, many of its schools remain low-performing, particularly in high-poverty areas. According to CPS (2) in 2009, 248 schools were on probation (less than 50% of students meet state proficiency standards) with 90% of these schools serving predominantly low-income students. While there are numerous socio-economic factors at play, the fact remains that many CPS students are not receiving an adequate education. AUSL partners with CPS to help CPS accomplish two key teacher quality goals: 1) to ensure that more of its teachers are well prepared to meet the unique challenges of urban education, and 2) to give new teachers the support they need to keep them in the teaching profession.

Many traditional teacher training programs and alternative certification programs do not provide the practical foundations specific to teaching in high-poverty, urban schools. Most of these programs have as little as 4-12 weeks of student teaching, often with a cooperating teacher who is not trained to effectively mentor a new student teacher. According to Linda Darling-Hammond (3) of Stanford University, "the teacher residency model holds particular promise for addressing the problems of teacher preparation, recruitment, and retention for high-need districts-- and may constitute one of the most important reforms of teacher education."

Teacher attrition and the too-high percentage of under-qualified teachers teaching in high need schools are two problems that continue to hinder the progress of CPS. According to Allensworth et. Al (4) over

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25% of CPS teachers in high-poverty schools leave every year. A study from the Massachusetts Teachers Association (5) shows teachers leave the profession because they do not feel prepared for the challenges nor supported by the administration. According to CPS (2), 4% of its teachers are teaching out of field or on waivers of State certification. This is well over the 1.5% standard to be considered a high percentage of teachers with emergency, provisional or temporary certification. These challenges are even greater in high-poverty, low-performing schools and, as a result, many Chicago public schools are not giving their students the education they deserve.

References:

1. U.S. Census Bureau (2007). Small Area Income and Poverty Estimates. Retrieved January 17, 2009, from <http://www.census.gov//did/www/saipe/district.html>.
2. Chicago Public Schools (2009). Office of Research, Evaluation, and Accountability Citywide Report. Retrieved June 8, 2009, from <http://research.cps.k12.il.us/cps/accountweb/Reports/citywide.htm>.
3. Hammond, Linda Darling (2008). "A Future Worthy of Teaching for America." Phi Delta Kappan, January 1, 2008, 730-6.
4. Danielson, Charlotte (2007). Enhancing Professional Practice: a Framework for Teaching. Association for Supervision & Curriculum Development; ed. 2.
5. Massachusetts Teachers Association. Why Do New Teachers Leave? Retrieved April 15, 2009 from http://www.massteacher.org/career/new_members/pd/pd_why_leave.cfm.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

AUSL residents are trained specifically for placement as teachers in the new AUSL turnaround schools that will start up as the residents graduate. AUSL's turnaround schools program also addresses the compelling community need of transforming the most poorly performing public schools.

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Turnaround School Model. AUSL's turnaround school program addresses the need to transform student achievement in failing public schools through an integrated program of whole-school transformation. The model involves replacing programs and many employees in a failing school with new leadership, people, and programs. Urban schools with large percentages of low-income students have a harder time recruiting and retaining teachers than schools in suburban, and generally wealthier, areas. (U.S. Department of Education, International Affairs Office, Attracting, Developing, and Retaining Effective Teachers, Washington D.C., 2004.) Because AUSL trains its own teachers, it has a built-in pipeline of specially trained talent to meet the challenge of staffing a new turnaround school. New turnaround schools are typically staffed with about 50% AUSL graduates (elementary schools) and 25% or more AUSL graduates (high schools).

AUSL's unique approach to school turnaround is built on research from the Mass Insight Education and Research Institute's 2007 work "The Turnaround Challenge" and others, our investigations of best practices in other high-performing school networks, and our own experiences. AUSL's framework for high-performing schools is summarized with these elements:

P= Positive School Culture

A = Action Against Adversity

S = Setting Goals and Getting it Done

S = Shared Responsibility for...

A= ...Achievement

G = Guaranteed and Viable Curriculum

E = Engaging and Personalized Instruction.

Residency Program. AUSL's urban teacher residency program operates in parallel to AUSL's turnaround school program, and is a key pipeline of talent for upcoming turnaround schools. The

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program recruits and trains a diverse group of individuals each year to become "residents" in an apprenticeship-intensive, year-long program loosely modeled after medical school residencies, thus the term "resident." Each year's class of residents spends a year of full-time work combining direct service as student teachers. After the residency year, residents can qualify to become certified teachers in Illinois and are eligible to be selected to be employed as full-fledged Master's degree teachers in an AUSL turnaround school. Residents sign a contract to serve as a teacher in Chicago for four years (minimum) following their graduation, so the community benefits from five years of their service, not just one.

During the residency year, residents are assigned to serve at an AUSL training academy (one of seven established AUSL-managed urban schools). Residents spend four days per week during the school year in the classroom under the supervision of an experienced mentor teacher. They learn and practice curriculum development, lesson planning and delivery, and classroom management skills. They observe and work with students every day in every class; engage in mini lessons (e.g. explaining directions to group work); grade assignments (under mentor's guidance); and assemble profiles of their students. Residents develop a teaching portfolio, consisting of performance-based assessments aligned with program and district standards. The initial months of the program focus on observation and reflection, followed by steadily increasing opportunities to practice while being observed and coached. Residents provide direct service daily from the outset, but gain more and more responsibility and independence in the teaching role as the school year progresses.

In parallel, residents engage in university training: full time for the program's initial summer (pre-service training), plus one day per week through the school year. They earn a Master's degree in Elementary or Secondary Education and an Illinois teaching certification. Through this unique training design, residents learn and practice teaching fundamentals and cultivate the knowledge, skills, and

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dispositions they will need to succeed as urban school teachers.

Assurance of non-duplication, non-displacement, and non-supplementation. The activities of AUSL AmeriCorps program members are focused on service and training. They are not teachers of record during their residency training/service year. As such, AUSL's AmeriCorps members do not fulfill functions of regular teachers or regular CPS employees.

Program Structure & Staffing. AUSL enables well-prepared members to provide a year of service to the students of Chicago. AUSL residents are assigned to serve four full days per week in the classroom of a mentor teacher. Mentor teachers, who are employed by CPS (not AUSL), receive extra compensation in addition to their regular teacher's salary for the extra time they spend coaching and developing the residents. The ratio of residents to mentors is typically one to one, sometimes two (residents) to one (mentor).

Residents are distributed across seven sites around the city, all of which are managed by AUSL under contract with CPS, and all of which are in low-income areas. AUSL's training academy sites are listed below (enrollment and demographic numbers as of the 2009-2010 school year 20th day CPS report):

High School

- Chicago Academy High School-- 497 students; 82.0% Free Reduced Lunch (F/R)
- Collins Academy High School -- 350 students (grades 9-11; 500 at full scale in 1 year); 96.9% F/R
- Orr Academy High School --1139 students; 96.8% F/R

Elementary School

- The Chicago Academy Elementary --590 students; 67.5% F/R

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- Dodge Renaissance Academy -- 471 students; 96.6% F/R
- National Teachers' Academy -- 427 students; 97.2% F/R
- Tarkington School of Excellence -- 1111 students; 94.3% F/R

A total of 11 full-time staff are dedicated to the AUSL UTR program, with the remaining 40 AUSL employees focused on supporting AUSL's turnaround school management programs, administration, and operational support (e.g., financial, development, HR). UTR program staff includes a Director, Managers of Admissions, Recruiting, and University Partnerships, and Mentor-Resident Coaches (MRCs). One MRC is assigned to each of the seven school sites (though one supports two sites, since we are not at full scale at Collins Academy) and serve in the capacity of "site supervisors" for the AmeriCorps members.

AUSL sets the target number of members for each class of our program based on the number of new teachers that are anticipated to be needed at turnaround schools to be opened when those teachers complete their initial service year. For the class joining for the 2010-11 year, we forecast a need for 90 class members, to support strategic placement at four new turnaround elementary schools and two new turnaround high schools. In the current school year (2009-10), AUSL was generously awarded 28 full-time member slots. AUSL is requesting additional AmeriCorps Education Award Grants to support new members:

- 90 members for 2011-12
- 90 members for 2012-13

Plan for Member Development. AUSL's residency program is designed to produce graduates who will be able to perform as new turnaround school teachers with a "Basic" level of proficiency (or better) according the Charlotte Danielson's Framework for Teaching rubric. This comprehensive and research-

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based tool is in widespread use in many districts, including CPS. Danielson's framework, and AUSL's mentor-guided and university experiences, addresses four domains of professional practice: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Residents are also expected to learn and practice specific teaching strategies used throughout AUSL schools, and to learn and practice CPS policies and procedures.

Resident development and support progresses through phases of "I Do, We Do, You Do":

- 1) Directive: Resident "Observes" while Mentor Teacher "Does":
- 2) Collaborative: Mentor Teacher is a "Guide" for the Resident
- 3) Facilitative: Resident applies learning while Mentor Coaches.

Residents' apprenticeship involves a structured and supported gradual release of responsibility from mentor to resident. This gradual release includes regular, brief periods of lead, independent teaching that builds up to a full takeover of at least four weeks. In this way, the resident has the opportunity to practice instructional strategies while having time and support to analyze and modify their practice. Finally, each training site has a MRC to supervise the training and service of members, and fulfills the site supervisor role for the AmeriCorps program.

Prohibited Service Activities. At the beginning of their program year, all members attend a required AmeriCorps orientation program which includes an AmeriCorps and national service overview, member roles and responsibilities, review of the member handbook, and review/signing of the member contract. Prohibited activities and time sheet procedures are also thoroughly explained at these sessions.

Value of Education Award. AUSL is a proud member of AmeriCorps. The three primary benefits of this affiliation are: 1) Part of AmeriCorps National Service Network; 2) Education Award for Members; and

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3) Recruitment Resources. As part of the AmeriCorps national network, AUSL becomes affiliated with other national service organizations addressing education needs (e.g. City Year and Jumpstart) in local communities and teacher preparation (Boston Teacher Residency and Teach for America). This important affiliation creates a level of endorsement of and trust in AUSL's work to improve and transform the communities we serve. Second, during their service year, residents attend a Master's degree program and many of them pursue additional coursework or pursue advanced degrees after graduation. The opportunity to earn \$5,350 to pay back student loans or use towards future coursework makes AUSL's program more attractive to potential applicants while also serving as a generous reward for completion for 1,700 hours of intensive direct service. Finally, the AmeriCorps network enables AUSL to reach a national audience through existing recruitment channels (state-wide programs, college campuses, community centers, faith-based community organizations, etc.). The recent increase in AmeriCorps applications is impressive (an increase of 234%*). Our recruitment team reviews available resources on the AmeriCorps website and networks with other state programs to hear of their best practices towards achieving high numbers of applications.

*Source:http://www.americorps.gov/about/newsroom/releases_detail.asp?tbl_pr_id=1305

MEASURABLE OUTPUTS AND OUTCOMES

Outcome 1: Improved Student Achievement

Outcome 2: Residents' Professional Development as Educators

Outcome 3: Teacher Retention Following the First Year

National Service Focus Area -- Education. AUSL's resident AmeriCorps members address unmet educational needs within local communities, especially those that help students achieve success in school and prevent them from dropping out before high school graduation. CPS measures the performance of all students enrolled in AUSL-managed schools through standardized tests, attendance,

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suspensions, and other metrics; residents participate in the service that helps their school's students achieve and perform.

Outcome 1: Improved Student Achievement

AUSL's highest and ultimate priority as an organization is improving student achievement. We measure our progress rigorously in all of our schools, including all of the schools where residents provide service to students. Residents learn and use these tools to help them deliver the best possible service to the students in their classrooms, too. Examples of tools and systems used are:

- Curriculum and pacing guides developed from Illinois State Standards, used by all teachers.
- Frequent (biweekly) assessments in each classroom, which are captured in our data management system Linkit!. The system, which is used to supplement tools made available to all CPS schools, permits student progress to be reported over time and comparisons to be made across classrooms and schools.
- Regular reviews of student performance data by classroom teachers, teams of teachers in the school, principals, and AUSL senior leadership. At these meetings, all held monthly or more often, teams also develop action plans to further improve results.
- Tracking and reporting other performance indicators related to student achievement, such as student attendance, teacher attendance, student and parent satisfaction survey results, and student misconducts. All of AUSL's schools have experienced a steady pattern of year-over-year increases in student achievement results since coming under AUSL management.
- Annual standardized tests to monitor a school's overall progress.

Outcome 2: Residents' Professional Development as Educators

In our urban teacher residency program, we are committed to developing, in the language we use internally, "Turnaround-ready graduates." Systems and tools used include:

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- Curriculum, including use of best-practice teaching strategies and weekly learning objectives, to focus mentors and residents on specific weekly objectives for learning and practice.
- Scheduled weekly coaching meetings between mentor and resident, using a structured Cognitive Coaching tool in which both parties document learning objectives, observations, feedback, and next steps.
- Clearly communicated expectations for what successful performance will look like in Danielson's domains: planning and preparation, classroom management, instruction, and professional disposition.
- 3 formal written assessments through the course of the school year, in which residents' performance on 20 separate indicators of performance is rated by their mentor, MRC, principal, and themselves.

Outcome 3: Teacher Retention Following the Residency Year

A third important outcome for AUSL is that the teachers we develop during their first training/service year are successful and motivated to remain in teaching.

- Since its first class of graduates in 2003, AUSL has produced 368 new teachers for the Chicago Public Schools. 86 percent of these graduates are still in the education field, and 80 percent of all 368 graduates are still, as of the 2009-10 school year, employed by the Chicago Public Schools. Two are now principals at AUSL turnaround schools.
- Graduates who teach in AUSL schools, especially turnaround schools, receive regular coaching and feedback from full-time, on-site AUSL coaches who serve in these schools for the first few years of the turnaround.

Plan for Self-Assessment & Improvement. The same data that classroom teachers use to monitor student achievement, and that mentors and MRCs use to monitor resident growth and satisfaction, are compiled and reviewed by AUSL's senior leaders to inform our institutional self-assessment of our programs. AUSL's Managing Directors meet weekly to exchange information and to advance their

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agenda for continuous improvement. AUSL's approach to continuous improvement for all of our programs places a heavy emphasis, as described above, on gathering data about outcomes and progress and assembling teams at various levels to review the data together at regularly scheduled intervals, interpret it, and make plans for initiatives to improve outcomes. For example:

- In the urban teacher residency program, MRCs from each of the seven training sites meet for several hours every two weeks to plan together.
- AUSL holds a three-day, all-staff offsite planning meeting each June to review the results for the year, develop goals and plans, and decide who will be accountable and "on the hook" for delivering improvements.
- Principals at each AUSL school each meet monthly with their AUSL Managing Director to discuss progress on quantitative measures of performance (e.g., attendance, achievement test results, etc.).
- Principals across the AUSL network of eleven schools meet quarterly.
- AUSL program leaders also exchange ideas and best practices with other organizations throughout the country doing similar work, with district leaders from around the country who are interested in learning about our model, and with scholars and researchers in the education field.

Community Involvement. Chicago Public Schools (CPS) is our primary community partner in delivering our turnaround school model. Each year, CPS issues an annual request for proposal process for new turnaround schools. The district is enthusiastic to have AUSL compete for and open more turnaround schools. To-date, we have received funding and approval for the current operations of 19 CPS schools. We expect to continue growing in future years.

AUSL has accumulated experience engaging with parents and the local community through its management of Chicago public schools located in various high-need communities in the south and west sides of Chicago. In all of our experiences, initial objections by parents and community members to the

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turnaround of their school did not persist long after the new school opened. Parents from each of these communities have volunteered to speak in public about their appreciation of what the new turnaround school has meant for them and for their children.

Here are a couple of testimonials from parents about the quality of teachers in AUSL turnaround schools:

-- "My baby was in first grade and couldn't read. In second grade, she was embarrassed because she wasn't where the other children were. I explained this to the teacher and she guaranteed me, 'Don't worry, we know where she's at, and she'll get there. She's going to be fine.' For the first time this year, my baby sat down beside me and said, 'Momma, can I sit down and read to you?' She blew me away. And I said, 'Of course you can!' I was cleaning, but I put down the rag and I sat down and she read to me." - Wanda Wilburn, mother of three children at the Harvard School of Excellence

-- "I give the teachers a lot of credit. They're all putting forth 110 percent effort. They have compassion and understanding of students. They show so much concern. The teachers told me face to face that they would rather teach a child to learn what they can use for the rest of life, than just pass a test. I love that attitude." Rev. Charlie Walker, associate minister at New Progressive St. James Missionary Baptist Church, and grandfather of one child at Orr Academy High School

Another key AUSL program partner has been National-Louis University, which has been our university partner since 2001. The American Association of Colleges for Teacher Education (AACTE) recently profiled the AUSL-NLU partnership as a "successful collaboration." (AACTE, Partnerships that Work: Turning Around Low-Performing Schools, June 2008.) Through this partnership, NLU customized its Master of Arts in Teaching curriculum for AUSL residents, creating an innovative spiral curriculum in which practice and theory are interwoven during the member's residency year.

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In September 2009, the Department of Education (DOE) recognized the AUSL/NLU/CPS partnership with a five-year Teacher Quality Partnership (TQP) grant. The grant will help us significantly increase the size of our residency program so that we turn around more schools for CPS, enable us to better link student achievement data with our teacher training program (including improvements to coursework provided by NLU), and allow us to initiate a program to identify and prepare leaders of schools we hope to turn around. AUSL will not match any CNCS funding with DOE funds.

Relationship to Other National and Community Service Programs. AUSL networks with other teacher training programs, and other AmeriCorps programs, across the United States. As described above, AUSL has collaborated with Boston Teacher Residency (BTR), an AmeriCorps program, on a number of different levels: sharing of best practices, learning how they established their AmeriCorps program, exchanging visits between programs, etc. AUSL and BTR are founding members of the national Urban Teacher Residency United organization (UTRU). UTRU seeks to help other school districts/operators, nonprofits, and institutions of higher education to establish residency programs.

Since 2008, AUSL has also partnered with The New Teacher Project, an AmeriCorps national program, and with CPS to recruit experienced teachers for AUSL Turnaround schools, to complement the new teachers graduating from AUSL's residency program.

AUSL's partnership with City Year involves their corps members serving as after-school tutors in AUSL turnaround schools. We established a recruitment relationship with City Year, in which we undertake focused outreach to City Year members specifically interested in becoming teachers. We hope that some of them will ultimately apply to our residency program to become teachers. Similarly, we have connected with Chicago's Public Allies to review possible "Life After AmeriCorps" opportunities for their

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graduates.

Potential for Replication. AUSL's teacher residency and turnaround schools programs have already been replicated, at least locally. Our residency program started in two schools in 2002-03 and has now been expanded to operate in seven. Our one-per-year turnaround school transformations were enlarged to three per year for 2008-09 and 2009-10, and four for the 2010-11 school year. Many of our donors, such as the Bill & Melinda Gates Foundation, Michael & Susan Dell Foundation and the New Schools Venture Fund, are eager for us to document our processes to facilitate replication of our model for failed school transformation in other urban areas. For instance, the Gates Foundation supported the organization's capacity building efforts through the creation of new positions and codification of AUSL's framework for high-performing schools. The New Schools Venture Fund worked with us in the development of a "greenlighting process," a tool which informs the Board and management as to the organization's readiness to expand (taking on more schools, training residents, etc.).

While our current operations are all in Chicago, we have participated in many conversations with representatives from other school districts, organizations, and states (including Cleveland, OH; Arlington, TX; New Orleans, LA; Delaware; and New Mexico) who are interested in learning from our experiences as they designing their own programs to strengthen teacher quality and/or to transform underperforming schools. Program staff have also participated in panels describing the teacher residency model (including the American Youth Policy Forum in Washington, DC). Through AUSL's founding role with the national Urban Teacher Residency United organization, program staff have presented the program model to organizations representing locations in Chattanooga, Denver, New York City, and Philadelphia. This year, through UTRU, the team will also present AUSL's teacher residency model to representatives from Atlanta, Indianapolis, Los Angeles, Oakland, CA, and Knoxville, TN. The Mass Insight, whose work has provided many of the tools and frameworks we use, conducted a

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case study of AUSL (available on <http://www.massinsight.org/turnaround/reports.aspx>; free registration required). A task force within AUSL's Board of Directors is currently exploring options for expansion.

Organizational Capability

Sound Organizational Structure. Founded in 2001 and based in Chicago, AUSL is an established and nationally recognized educational management organization (EMO) which has implemented and refined the turnaround school model for intervening in the most poorly performing Chicago Public Schools. AUSL's mission is to improve student achievement in Chicago's high-poverty, chronically failing schools through its disciplined transformation process, built on a foundation of specially trained AUSL teachers. AUSL's UTR program (for which we are seeking the Corporation's support) provides a pipeline of talent for turnaround schools.

Board of Directors, Administrators, & Staff.

As a separate non-profit organization, AUSL is governed by its own board of directors. The AUSL board of directors oversees and governs all activities of school management and teacher preparation. The board meets quarterly and oversees staffing, financial, and programmatic decisions. The breadth and depth of experience of our board makes them well qualified to govern the organization. AUSL's founder, Martin J. Koldyke, serves as Chairman Emeritus. Mr. Koldyke is the retired Chairman of Frontenac Company, Chicago, a venture capital firm that he founded in 1971. He also founded the Golden Apple Foundation, an organization dedicated to advancing the teaching profession by recognizing excellent teachers and providing teachers access to innovative resources. David Vitale leads AUSL's Board of Directors. Mr. Vitale was formerly the full-time Chief Administrative Officer for the Chicago Public Schools.

AUSL's staff consists of highly qualified educators and business people. Executive Director, Dr. Don

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Feinstein, is a school principal of over 20 years in Chicago Public Schools and led the first residency training academy. Managing Director of Elementary Schools, Dr. Jarvis Sanford, served as a teacher and principal in CPS for over 15 years. As the principal of Dodge, Dr. Sanford was responsible for the highest achievement gains in the state. Managing Director of Teacher Development and Residency, Brian Sims, opened the first high school training academy in Chicago. Managing Director of High Schools, Darius Adamson recently joined the AUSL staff this summer after leading turnaround efforts in the Charlotte-Mecklenburg district, recognized as one of the leaders in education reform. Managing Director of Finance and Administration, Tim Cawley, left a 30 year business career with a Fortune 500 company to join AUSL.

Executive Director, Dr. Don Feinstein earned a Ph.D. in Foundations of Education in 1984 from Loyola University. In 2001, Dr. Feinstein stepped down as Principal of R. Nathaniel Dett Elementary School after seventeen years to become Principal of The Chicago Academy, the AUSL's first teacher training academy. Prior to serving in the role of Principal, Dr. Feinstein worked for five years in Chicago Public Schools' central office as the City-wide Administrator of Programs for Emotionally Disturbed Students. At the beginning of his career, Dr. Feinstein taught grades four, six, and special education. Since 2003, Dr. Feinstein has served as Executive Director of AUSL. He was recently recognized with the "Entrepreneur of the Year" award by the New Schools Venture Fund.

Managing Director of Elementary Schools, Dr. Jarvis Sanford began his professional career in 1993 as a Student Development Coordinator for the University of Wisconsin in Milwaukee. Promotion to several other administrative positions enabled Dr. Sanford to consistently demonstrate his outstanding leadership skill and ability. Dr. Sanford's administrative career with CPS began after he successfully completed the prestigious New Leaders for New Schools Program. In 2003, Jarvis became principal at Dodge Renaissance Academy. By the end of 2004-05 school year, Dodge was recognized locally and

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nationally for the highest academic achievement gains in the state of Illinois. In 2007 Dr. Sanford was promoted to oversee all 11 AUSL elementary schools.

Managing Director of Teacher Development and Residency, Brian Sims, joined AUSL in 2003 with responsibility for designing and launching AUSL's first training high school, which opened in the fall of 2004. He served as principal of the Chicago Academy High School from 2004-2007. Prior to joining AUSL, Sims was an assistant principal at an award-winning charter high school in San Francisco. Sims began his career in education as a middle and high school social studies and English teacher in Lafayette, Louisiana and Newark, New Jersey. He has Master's degrees in History and Education from Stanford University and a B.A. from Dartmouth College. Sims received his Principal Certification from National-Louis University and is a graduate of New Leaders for New Schools.

Darius comes to Chicago from Charlotte, NC, where he has most recently been Executive Director of the Achievement Zone Learning Community, which supports a cluster of eleven underperforming schools within the Charlotte-Mecklenburg district. He also served as principal for two middle schools between 2002 and 2009, both of which experienced significant gains in student achievement under his leadership. Earlier in his career, Darius was a high school assistant principal and middle school Social Studies teacher. He holds B.A. and Masters of Educational Administration degrees from the University of South Carolina, and is currently pursuing his Ph.D. in Educational Leadership.

Managing Director of Finance & Administration, Tim Cawley, left a 30 year business career with a Fortune 500 company to join AUSL. He is responsible for the oversight of finance, accounting, development, information technology, human resources, communications, teacher recruitment, and physical infrastructure improvements. Most recently, Cawley served as senior vice president of Global Logistics and Fulfillment for Motorola's Integrated Supply Chain, which comprised all transportation,

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storage, and distribution fulfillment for all of Motorola's businesses worldwide. Prior to joining Motorola in 2001, Cawley held management positions with SBC/Ameritech Inc., beginning in 1993 as vice president of marketing and later as president of its Small Business Services unit. Cawley was appointed president of SBC/Ameritech International in 1997, and was based in Brussels, Belgium, where he served on the boards of several European telecom companies. Cawley also served as chief executive officer for Revell-Monogram, world leader in hobby model kits. He began his career with Procter & Gamble, the world's largest consumer packaged-goods company.

Director of Urban Teacher Residency Program, Michael Whitmore, oversees the day-to-day operations of the residency program, including the MRCs who serve as site supervisors for AUSL's AmeriCorps program. Prior to joining AUSL, Whitmore taught for fourteen years and received a Golden Apple award for teaching. He also served as an Assistant Principal and Principal of a small, urban school outside of Chicago. Whitmore holds a Masters in English Literature and Masters in Educational Leadership from the University of Illinois at Chicago and is currently pursuing his doctorate in education.

Director of Recruiting and Human Resources, Laura Couchman, oversees AUSL's initiatives to recruit, develop, and retain outstanding talent for the Urban Teacher Residency program, the 14 Chicago public schools managed by AUSL, and the organization's home office staff. Prior to joining AUSL, Couchman worked with McKinsey & Company for 24 years, where she was a consultant, partner, and Director of Professional Development and Administration for the Firm's Midwest Office. She holds a Masters in Business Administration from Harvard Business School and a Bachelor's in Economics from Yale University.

AUSL employs 51 people. Its organization chart includes full-time professional and managerial

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positions with the following titles:

- Executive Director
- Managing Director (one each for Elementary & Secondary)
- Managing Director -- Finance & Administration
- Director, Urban Teacher Residency Program
- Director, Human Resources & Recruiting
- Director, Curriculum & Assessment (one each for Elementary & Secondary)
- Director, School Effectiveness (supports elementary school principals)
- Director, Performance Management
- Director, Development & Communications
- Director, Corporate & Foundation Giving
- Manager, Finance
- Manager, IT
- Manager, University Partnerships
- Manager, Recruiting (one each for Residency & Turnaround Schools)
- Manager, Admissions (Residency)
- Community Engagement Coordinator
- Team Leader, Turnaround Coaches
- Turnaround School Coach (several for both elementary & high schools)
- Mentor-Resident Coach

In addition, the principals at AUSL-managed schools report to an AUSL Managing Director, even though they are on the payroll of the Chicago Public Schools.

Plan for Self-Assessment & Improvement. As discussed above, AUSL is overseen by a Board of

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Directors. Our senior management team oversees the day to day operations of AUSL. AUSL has established many forums for staff to collaborate and assess our progress. In addition to frequent informal meetings amongst staff, formal activities include: annual strategic planning meetings, quarterly staff meetings, and weekly department meetings. Our activities and tasks are regularly updated to ensure we are on track meet organizational goals.

AUSL has also developed many relationships with external organizations that help with the continuous improvement with our program model, namely, Mass Insight & Education Research Institute, the Aspen Institute, Center for Teacher Quality, Oliver Wyman, National Council for Accreditation of Teacher Education, National Commission on Teaching and America's Future, the Joyce Foundation, Chicago Public Education Fund, and Linda Darling-Hammond (Stanford University). We also have an ongoing relationship with The Bridgespan Group, a national nonprofit strategy consulting firm, which has worked with us on a number of projects since 2007 to support capacity-building, organization redesign, and implementation of our PASSAGE framework for turnaround school management.

Plan for Effective Technical Assistance. All service sites for the AUSL urban teacher residency program are in schools managed by AUSL, and supported by the AUSL organization's program and central staff. Our university partner National-Louis is also a key collaborator, along with many support departments of Chicago Public Schools. We have many vendors, including Linkit! (a provider of web-based software for analyzing and reporting student achievement data) and Lifelong Learning, a team of experts on teacher professional development.

As described elsewhere in this proposal, AUSL has many partners and collaborators with whom we exchange information and assistance about our program's approach. We also benefit from pro bono professional services, such as legal and marketing advice, generously provided by Board members and

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their organizations.

Sound Record of Accomplishment as an Organization.

AUSL has diversified sources of funding, including individual, corporate, and foundation donors, government grants, and school management fees from the Chicago Public Schools. AUSL's senior management team includes highly experienced urban educators, including former principals of highly successful schools in high-poverty neighborhoods. AUSL's five-year plan calls for growth in its network from 14 schools in 2009-2010 to 38 schools in 2013-2014.

AUSL's longevity and success as an urban teacher residency, and our early successes with turnaround schools, have drawn a lot of favorable attention to our organization. All of our key leaders have received awards and recognition as educators throughout their long careers. AUSL has been in the media, with stories just during the past year about our work on National Public Radio, New York Times, PBS Now, US News & World Report, USA Today, Christian Science Monitor, Education Week, Edutopia, the Chicago Tribune and Sun-Times, and community-based publications such as the Chicago Defender. While we are proud of our recognition and press coverage, we are proudest of the gains in student achievement in all of our schools, and of the successful teaching and longevity in teaching of our resident graduates.

Collaboration. As described above, AUSL works with many partners to deliver our program. Our primary community partner, CPS, provides us with advice, resources, and tools to help our members serve our students. Our university partners also work closely with us to give our members relevant coursework that prepares them during their service year and placement into our turnaround schools.

Local Financial & In-Kind contributions. AUSL's funding partners have been important financial

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contributors and advisors. Since 2001, we have nurtured these relationships and looked for ways to deepen our partnership. For instance, our grant from the Bill & Melinda Gates Foundation enabled our organization to reflect on our progress and prepare for expanding our work. The Foundation served as thought partners throughout the strategic planning process and continues to stay involved as we expand our program. We obtain all of our legal services pro bono from Winston & Strawn; our university partner National-Louis donates the expertise of its marketing department; and other for profit experts have provided advice and support on development and branding.

Wide Range of Community Stakeholders. As AUSL enters each new local community as a turnaround school manager, we reach out to dozens of fellow stakeholders in the success of the children and families who live there. We meet the aldermen, nonprofit executive directors, pastors, police and fire department staffs, and other persons who are influential. We use a purposeful program of open parent meetings, pre-school picnics, and other events to help the community know and trust AUSL and our new school team. This has worked very well for us; our friends from prior turnaround school communities are enthusiastic supporters for prospective parents and others in new areas. In addition, we meet individuals who learn about and apply to our urban teacher residency program.

Budget/Cost Effectiveness

Corporation Cost per Member Service Year. AUSL respectfully requests the Corporation's coverage of \$800 per member per year, plus Education Awards. AUSL estimates our cost to train each resident at over \$70,000 annually. The Chicago Public School district, as well as our individual and foundation philanthropic supporters, have covered our expenses and funded continued growth of our program. We fully expect their support to continue.

An additional \$800 per member will be appreciated, and will enable us to add a few more residents each year than we would have been able to do otherwise. However, the \$800 per member per year Education

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Award only program grant from AmeriCorps is not the main reason why we are applying for inclusion in the AmeriCorps program. Several other prominent national and local teacher training programs (Teach For America, Chicago Teaching Fellows, Boston Teacher Residency, and others) are AmeriCorps programs, and we value being included alongside them as a program that meets AmeriCorps' stringent criteria. We also believe the AmeriCorps association helps us with recruiting, and is viewed positively by other current and prospective financial supporters.

A second reason, equally if not more important, that we are interested in the AmeriCorps EAP status is that the Education Awards will be very valuable to our residents. All of them attend a Master's degree program while they work with us at their own expense, and many of them plan to pursue additional course work for endorsements after graduation.

Diverse non-federal support. AUSL is primarily funded through our partnership with the Chicago Public Schools and donations from foundations, corporations, and individuals. Annually, AUSL raises significant funds to operate our urban teacher residency program, which provides a vital pipeline for teacher talent at our turnaround schools. In the 2009-10 year, the breakdown of funding was: 49% CPS; 34% Foundations; 2% Corporations; 5% Individuals; 10% Federal; and 1% State.

Two full time development/fundraising employees work closely with our board of directors and senior management team to secure the funding required. Specific tactics the utilized include: individual/major gift solicitation (through special events and an annual appeal); corporations (by providing employee engagement activities and creating recognition opportunities); foundations (we work with our foundation partners in identifying specific areas of need and thinking through unique, replicable programs) and other public funding.

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Current major funders include the Bill & Melinda Gates Foundation* (\$10.3 million), the NewSchools Venture Fund (\$2.5 million), the Michael and Susan Dell Foundation* (renewed and increased investment from \$1 million to \$1.88 million), U.S. Department of Education* (five-year, approximately \$13 million, Teacher Quality Partnership Grant), W. Clement and Jesse V. Stone Foundation (\$75,000), and the Urban Teacher Residency United (\$10,000). Other local funders include Boeing Charitable Trust, Dell Company Foundation, Pritzker Traubert Family Foundation, Prince Charitable Trusts, the Lloyd A. Fry Foundation, and many individuals. These funding partners not only provide financial support for AUSL's program, but also serve as helpful sounding boards for our program.

*Multi-year support

As described earlier, in September 2009, the Department of Education (DOE) recognized the AUSL/NLU/CPS partnership with a five-year Teacher Quality Partnership (TQP) grant. This \$13 million grant will help us significantly increase the size of our residency program so that we turn around more schools for CPS, enable us to better link student achievement data with our teacher training program (including improvements to coursework provided by NLU), and allow us to initiate a program to identify and prepare leaders of schools we hope to turn around.

Budget Adequacy (EAP). At \$800/member (costs incurred by the Corporation is \$72,000 each year during the grant period, the administrative grant from the Corporation represents less than one percent of our annual budget. As described above, AUSL actively pursues funding to cover our annual administrative and program expenses. These include residency program costs of member stipends, recruiting and admissions, mentor teachers, mentor coaches, program leadership compensation.

Again, becoming an AmeriCorps Education Award grantee is of great value to AUSL. First, the association with AmeriCorps will significantly increase our ability to recruit more members, due to the

Narratives

AmeriCorps brand name and technical assistance available (e.g. training, networking) from the Corporation. Second, the post service Education Award will help graduates of our program payback their student loans from their Master's degree program.

As described above, AUSL's programs are funded by corporate charitable contributions, foundations, individuals, government grants, and management fees from CPS. This funding covers annual administrative and program expenses. These include residency program costs of member stipends, recruiting and admissions, mentor teachers, MRCs, personnel salaries and benefits, etc.

Evaluation Summary or Plan

Student Achievement. For AUSL, the performance metric that matters most is student achievement, and the primary goal of our turnaround school intervention is to narrow and ultimately erase the "achievement gap" between turnaround school students and students in high-performing schools. As described earlier in the proposal, recent results are:

Sherman School of Excellence was AUSL's first turnaround school under the new model of whole school transformation over summer break. In 2006, before AUSL managed the school, only 28.9% of students met the Illinois state standard on the ISAT composite metric. In 2010, after four years of AUSL management, Sherman has over 56% of students meeting the state standard.

Harvard School of Excellence was AUSL's second turnaround school. In 2007, only 31.8% of students met the state standard, ranking Harvard as one of the four worst elementary schools in Illinois. After just three years, over 57% of students are meeting the state standard.

Howe and Morton Schools of Excellence are 2008 turnaround schools. Both saw student achievement score gains of over 16 points last year.

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Bethune, Dulles and Johnson Schools of Excellence are the three elementary turnaround schools that AUSL began managing in the 2009-10 school year. Bethune improved 8 points, Johnson 10 points and Dulles dipped but has significantly improved student attendance. We expect Dulles to improve significantly in its second year of turnaround

Residency Program. Through the TQP grant, an external organization will be selected to evaluate the overall goals of the project:

- expand the number of AUSL/MAT (Masters of Arts in Teaching) graduates to serve CPS;
- more disciplined and consistent use of student achievement data to improve teacher preparation;
- develop and implement a career ladder for graduates to become school leaders;
- expand recruiting to enroll more highly-qualified and diverse residency candidates in high-need subject areas; and
- expand network of potential partners to provide high quality school-based services to CPS students.

In addition, in partnership with the Urban Teacher Residency United and Ford Foundation, AUSL will participate in a program evaluation and are in the midst of planning. The expectations for the next few months are:

- identify program evaluators;
- determine purpose and methodology of the evaluation;
- identify major local and national outcomes to be examined (to include student achievement data);
- set clear expectations for program evaluators; and
- creating a timeline and action plan for conducting full evaluation of the program.

Finally, internally, AUSL looks at results relative to the following:

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- Scale & Diversity. 368 elementary and secondary graduates in seven classes (2003-2010); 26% men and 53% non-white.
- Recruitment & Selectivity. Over 900 applicants for 84 overall AUSL slots available for the Class of 2011 (8% acceptance rate); 15% acceptance rate across all program years; 83% graduation rate of those starting the program.
- Post-graduate retention of alumni in Chicago, teaching, and education. Of all 368 Masters degree teacher graduates -- 86% still in education; 80% still employed by CPS; 77% still CPS classroom teachers; and 36% currently employed in AUSL-managed schools.

Amendment Justification

Not Applicable

Clarification Summary

CLARIFICATION 2011 -- Part 3

PROGRAMMATIC CLARIFICATION ITEM

For the new 2011-2012 Program Year the enrollment period will begin in August 2011 and will continue until all 2011-12 members have been enrolled. We anticipate all members being enrolled by the end of September 2011. The enrollment period is consistent with the Chicago Public School schedules the school operates under. No members for the 2011-2012 Program Year will be enrolled in May 2011. The reference to May 2011 was only to enroll the remaining members from the 2010-2011 Program Year. Member recruitment procedures have been revised to ensure potential members are eligible to serve prior to accepting their applications. These revisions will allow all members to be enrolled near the beginning of the Program Year.

PERFORMANCE MEASUREMENT CLARIFICATION ITEMS

Member Development: At the core of member development is AUSL's 13 Signature Strategies as

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measured by the Charlotte Danielson Framework. Over the course of the service year members are first taught, and then develop a proficiency in these strategies. Intermediate Outcome: Each member will demonstrate a basic level of proficiency across the 13 Signature Strategies as measured by the Charlotte Danielson Framework - this basic level will be represented by a member not having been dismissed from the program (the dismissal rate is just under 20%). The end outcome is graduation -- where AUSL/NLU Faculty and Staff, using the Charlotte Danielson Framework, determine that the 90 members are at a sufficient level of proficiency across the 13 Signature Strategies to lead a classroom in the Fall of 2012.

Improved Student Achievement: In this area, we have updated the PM measures (clarifying outcomes and numbers served) for improved student achievement - one for elementary school students and one for high school students.

CLARIFICATION RESPONSE 2011, PART 2

CLARIFICATION RESPONSE FY11

Start Date and Member Enrollment Period.

Because the Chicago Public Schools operates on two different calendars we start our Members at two different times. Track E (Dodge Renaissance Academy and National Teachers Academy) will begin August 29 and the Traditional School Schedule (Eric Solorio High School, Chicago Academy High School, The Chicago Academy, Collins Academy High School, Tarkington School of Excellence) will begin September 19. Both Program Years will end on May 25. The Member enrollment period will be for the 30 days following each Calendar's start date. The desired grant award start date will be August 29 for Members assigned to Dodge Renaissance Academy and National Teachers Academy and

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September 19 for the balance of Members. No Members will begin their service prior to these dates.

AUSL's AmeriCorps program attracts many AmeriCorps alumni committed to becoming an educator in a high-needs school. As a young AmeriCorps program, we are fortunate to have attracted AmeriCorps alumni who understand the value of national service. As a result, some potential Members already completed two terms of service and no longer qualified for the Eli Segal Education Award. AUSL has discussed this circumstance with the Serve Illinois staff and both entities brainstormed possibilities for improvement:

To offset the impact of Member attrition through the course of the year we are currently launching an AmeriCorps Education Award program for our six Tutors in the current (2010-11) AmeriCorps/CNCS grant. The initial program will be for a Full-time Award, beginning May 2 and will run until November 11. The summer months will consist of training and preparation for once the school year begins (in August). Once established, we plan on offering Tutors a Full-time Award, beginning November 14 and continuing until August 12. The addition of Tutors in November will allow us to compensate for any loss of Members due to attrition to that point. If we lose a significant number after November we will be able to add another half-time award program for Tutors in the Spring -- all with the goal of beginning and ending the Program Year with 90 Members. Members who begin after the first enrollment period will receive the same AmeriCorps orientation and overview as other Members. The site supervisor is a former staff member of the Inner City Teaching Corps (an AmeriCorps Education Award Only Program) and is thus experienced with with the requirements of AmeriCorps programs and its members. AUSL's Director of Finance oversees all financial management processes with program staff and works with the program staff responsible implementing the AmeriCorps program on tracking expenses (in Quickbooks).

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In addition, AUSL plans to enroll more AmeriCorps Members in future years. In partnership with the Chicago Public Schools, AUSL will prepare more highly effective teachers for more turnaround schools next year. As such, we will enroll more participants who will qualify for AUSL's AmeriCorps program.

Criminal History Checks.

As a matter of policy, the Chicago Public Schools (CPS) require all persons who work (or in this case, AmeriCorps Members who serve in CPS schools) in their system to submit to a background check including a search of statewide criminal history repositories and an FBI Fingerprint Check -- CPS determines and certifies the Background Check vendor and keeps the results in their possession. Results are communicated and accepted by AUSL on a Pass/Fail basis. In addition, AUSL performs a check of the National Sex Offender Public Website for all employees and AmeriCorps Members.

CLARIFICATION RESPONSE FY10

Clarify the funding sources for the AmeriCorps program and partners.

- AUSL regularly raises \$7 - \$10 million in private funding every year. The sources of these funds include major donors, local individuals and philanthropists, AUSL board members, local corporations and foundations. Major donors include the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, and NewSchools Venture Fund.
- In 2009, AUSL (with university partner, National-Louis University) was awarded a five-year \$16.6 million "Teacher Quality Partnership Grant" from the U.S. Department of Education. This grant supports AUSL's urban teacher residency program. AUSL receives \$13 million of the total grant.
- The Chicago Public Schools (CPS) is also a significant partner. AUSL is responsible for providing day-

Narratives

to-day management of CPS-designated elementary and high school training academies (where AmeriCorps members train and serve). In addition to overall school management, AUSL is responsible for the teacher residency program. The Board of Education is responsible for providing and paying for all financial, physical, administrative, and educational resources for the training academies, on a basis consistent with that provided to other CPS schools. CPS also commits additional professional development funds to AUSL to support its programs.

Provide a volunteer generation plan or request a waiver for volunteer generation.

- Volunteer engagement is not a core tenet of the urban teacher residency model. All residencies abide by these seven core principles (Source: "Creating and Sustaining Urban Teacher Residencies: A New Way to Recruit, Prepare, and Retain Effective Teachers in High-Needs Districts", August 2008, By Barnett Berry and Diana Montgomery, Center for Teaching Quality; Rachel Curtis, Mindy Hernandez and Judy Wurtzel, The Aspen Institute; and Jon Snyder, Bank Street College):

1. Weave education theory and classroom practice tightly together;
2. Focus on resident learning alongside an experienced, trained mentor;
3. Group candidates in cohorts to cultivate professional learning community and foster collaboration;
4. Build effective partnerships;
5. Serve school districts;
6. Support residents once they are hired as teachers of record; and
7. Establish and support differentiated career goals for experienced teachers.

- The teacher resident AmeriCorps members are very busy, combining four days a week of classroom-based service and learning with one day a week of university course work. While residents do on occasion support activities to recruit future residents, we believe it is best for us to request a waiver of the AmeriCorps volunteer recruitment and support activities to enable residents to focus on their dual

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responsibilities of service to

students and accomplishing an ambitious one-year learning agenda for themselves.

- AUSL does welcome volunteers in the schools and seeks to leverage opportunities offered by AmeriCorps and the Serve Illinois Commission. For example, AUSL organized a Black History Month corporate volunteer project in partnership with Serve Illinois. Volunteers served at one of AUSL's turnaround elementary schools.

CLARIFICATION RESPONSE FY10, Part 2

"Clarify the enrollment projections and how 90 MSY fits into the historical and projected enrollments in the overall program."

- A key driver of AUSL's mission is the urban teacher residency program (for which we are seeking AmeriCorps education awards for program participants). Successful graduates from the program are then placed in AUSL/CPS turnaround schools.

- In the next few years, AUSL plans to open more new turnaround schools each year (currently, 4 elementary and 2 high schools next year). Based on our history, AUSL has determined that our specially trained teachers, when grouped together in new turnaround schools are successful. To meet the need of preparing new teachers for turnaround schools, AUSL plans to graduate 90 members from the residency program.

- The AUSL board of directors has implemented a "greenlighting process" to approve key budget and organizational decisions throughout the fiscal year, including the annual budget and size of residency and new turnaround schools.

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"Provide additional detail about the feasibility of including volunteer generation in the program design."

- As briefly noted in the first clarification response, AUSL does welcome volunteers in the schools and seeks to leverage opportunities offered by AmeriCorps and the Serve Illinois Commission.

- Based on recent experience, AUSL is well capable of designing and implementing volunteer engagement programs. In the past couple of years, AUSL has increased its organizational capacity to oversee the management of volunteer engagement projects. These include episodic activities and ongoing engagement. Prior examples are described below.

1) Forty volunteers from Motorola completed eight school beautification projects at the AUSL's Howe School of Excellence in Chicago.

2) In partnership with Chicago Cares, more than 200 employees from the Disney Company and Southwest Airlines built and painted benches, created a colorful mural in the gym, painted the cafeteria, and built an outdoor classroom at AUSL's Bethune School of Excellence in Chicago.

3) AUSL has received pro-bono management consulting support from Oliver Wyman and McKinsey & Company. Oliver Wyman helped AUSL determine the characteristics of a great turnaround school teacher. McKinsey helped AUSL with developing a plan for improving student attendance at Orr Academy High School in Chicago.

3) 20 employees and their family members from Wellpoint and American Imaging Management volunteered one Saturday morning to paint the gym at AUSL's Dulles School of Excellence in Chicago.

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4) Individuals have also volunteered with AUSL, offering project support on student data analysis reports, assessing AUSL's curricular enhancement programs, and prioritizing technology infrastructure requirements.

5) In September 2010, AUSL engaged more than 650 students from Northwestern University's Kellogg School of Management (the entire first year MBA students) for half-day service project as part of their Kellogg orientation. Volunteers painted classrooms and hallways, conducted a deep-cleaning of storage areas and basements, landscape, and beautified the exterior environment of AUSL schools.

6) AUSL hosted 60 volunteers from the Boston Consulting Group (BCG) this summer. BCG volunteers improved exterior spaces at one AUSL elementary school in Chicago.

Future plans:

AUSL's inaugural AmeriCorps members are planning "legacy" service project at Orr Academy High School in Chicago. The project will be a remodeling of the courtyard space, making it an "outdoor classroom" for the students at Orr Academy.

"Explain why a waiver for volunteer generation was not requested in the original application."

- Page 14 of the 2010 AmeriCorps State and National application instructions advised applicants to explain the basis for the "Waiver Request Justification" in the Application Info Section in eGrants. This EAP Application Info Section does not include a section for entry of this information. Thus, the waiver request was described in the first clarification response.

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"Please clarify which performance measure is the aligned measure for your primary service activity."

- Other(Education). AUSL will track student achievement and member's professional development as educators.

Continuation Changes

Not Applicable

Performance Measures

SAA Characteristics

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

Priority Areas

- Education
Selected for National Measure
- Environmental Stewardship
Selected for National Measure
- Economic Opportunity
Selected for National Measure
- Healthy Futures
Selected for National Measure
- Veterans and Military Families
Selected for National Measure
- Other
Selected for National Measure

Grand Total of all MSYs entered for all Priority Areas 0

Service Categories

- Elementary Education Primary Secondary
- Secondary Education Primary Secondary
- Other Education Primary Secondary

Member Development: Residents' Professional Development as Educators

Service Category: Other Education

Measure Category: Participant Development

Strategy to Achieve Results

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

AUSL supports turnaround school efforts through a program to recruit and train teachers specifically for placement in these schools. AUSL's urban teacher residency program, for which we seek AmeriCorps support, recruits and trains career-changers and new college graduates to serve in urban schools as "residents" or apprentices to experienced mentor teachers. AUSL's AmeriCorps members will provide direct service to children, complete a Master's degree, and learn to be effective teachers as preparation for post-graduate placement in turnaround schools.

Result: End Outcome

By June 2012, 80 members will be able to perform with a "Basic" level of proficiency or better, as measured by the Charlotte Danielson Framework for Teaching Rubric, for Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Result: End Outcome

The end outcome is member graduation, where AUSL (using the Charlotte Danielson Framework and formative and summative assessments administered throughout the year) determine that members are at a sufficient level of proficiency across 13 signature strategies to lead a classroom in the Fall of 2012.

Indicator: participants

Target: Members will gain progressively greater experience, practice, and independence as teachers.

Members will learn curriculum and tools to take with them when they graduate, and build relationships with colleagues.

Target Value: 80

Instruments: Formative and Summative Assessments - These check for professionalism (e.g. tardiness, absences), professional disposition (e.g. proactive with member teaching responsibilities, collaborative with members and site staff); classroom management (e.g. use knowledge of students to utilize effective strategies for management); and instruction (e.g. is the member prepared? use of formative data to drive instruction?)

Written reflections (submitted online) - describe use of "signature strategies", areas for self-improvement, etc. Reflections shared with mentor teacher and site supervisor to engage in productive feedback session to improve member performance.

The "basic" level will be represented by a member not having been dismissed from the program.

PM Statement: By June 2012, 80 members will be able to perform with a "Basic" level of proficiency or better, as measured by the Charlotte Danielson Framework for Teaching Rubric, for Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Prev. Yrs. Data

Result: Intermediate Outcome

By June 2012, 80 members will demonstrate (at a basic level of proficiency or better, as measured by Charlotte Danielson's Framework for Teaching) teaching strategies for Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Indicator: participants

Target: 80 Members will gain progressively greater experience (from following the Mentor teacher, co-teaching, then lead teaching) and effectively use and practice 13 signature teaching strategies at a basic level.

Target Value: 80

Instruments: Danielson Coaching Tool (written feedback and strategies for improvement)

Formative and Summative Assessments - These check for professionalism (e.g. tardiness, absences), professional disposition (e.g. proactive with member teaching responsibilities, collaborative with members and site staff); classroom management (e.g. use knowledge of students to utilize effective strategies for management); and instruction (e.g. is the member prepared? use of formative data to drive instruction?)

Written reflections (submitted online) - describe use of "signature strategies", areas for self-improvement, etc. Reflections shared with mentor teacher and site supervisor to engage in

Result: Intermediate Outcome

productive feedback session to improve member performance.

PM Statement: By June 2012, 80 members will demonstrate, at a basic level, teaching strategies for Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Prev. Yrs. Data

Result: Output

By June 2012, 80 members will complete a full school year of service and apprenticeship, serving in the classroom four days a week.

Indicator: participants

Target: 80 Members will successfully graduate from the program and be prepared to effectively teach in a turnaround school. On the Charlotte Danielson Framework, 80 Members will graduate with a "Basic" pointing to "Proficient."

Target Value: 80

Instruments: Coursework transcripts

Formative and Summative Assessments - These check for professionalism (e.g. tardiness, absences), professional disposition (e.g. proactive with member teaching responsibilities, collaborative with members and site staff); classroom management (e.g. use knowledge of students to utilize effective strategies for management); and instruction (e.g. is the member prepared? use of formative data to drive instruction?)

PM Statement: By June 2012, 80 members will complete a full school year of service and apprenticeship, serving in the classroom four days a week. Members will be placed in a turnaround school after graduation.

Prev. Yrs. Data

Improved 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.)

AUSL's Elementary School AmeriCorps members learn and utilize "signature strategies" - tools to improve classroom management and create engaging instruction. Members also gain understanding of how to conduct student assessments and analyze the data to improve instruction.

Result: End Outcome

Results of NWEA assessment show improvements in academic gains during school year.

Indicator: increased academic achievement

Target: Student population of Member classrooms on average make gains on NWEA assessment by Spring 2012.

Target Value: 1625

Instruments: NWEA Assessment

PM Statement: Student population of Member classrooms on average make gains on the final NWEA Assessment taken in the Spring of 2012.

Result: End Outcome

Prev. Yrs. Data

Result: Intermediate Outcome

Results of NWEA MAP assessments improve during the course of the school year. These results will correlate to the specific classroom (s) to which each Member is assigned. The baseline of student achievement is determined by the completion of the NWEA Assessment in Fall 2011.

Indicator: increased academic achievement

Target: Student population of Member classrooms on average make gains on each assessment administered throughout the school year.

Target Value: 1625

Instruments: NWEA MAP scores. The results of the first NWEA MAP test, taken in the fall, will provide a baseline of student academic achievement and the results of the third NWEA MAP test, taken in the spring, will measure the Member's impact on student achievement

PM Statement: Student population of Member classrooms on average make gains on NWEA assessment during school year.

Prev. Yrs. Data

Result: Output

AmeriCorps members will serve as teacher residents working to improve achievement in core academic areas for high-need Chicago Public Schools' students in grades K-8, for six hours per day, four days per week during the school year.

Indicator: increased academic achievement

Target: 65 members will complete a year of service reaching on average 25 students per member.

Target Value: 1625

Instruments: Member timesheets
Class lists/attendance records
Lesson Plans

PM Statement: AmeriCorps members will serve as teacher residents working to improve achievement in core academic areas for high-need Chicago Public Schools' students in grades K-8, for six hours per day, four days per week during the school year. 65 members will complete a year of service, reaching on average 25 students per member.

Prev. Yrs. Data

Improved Student Achievement

Service Category: Secondary Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

AUSL's High School AmeriCorps members learn and utilize "signature strategies" - tools to improve classroom management and create engaging instruction. Members also gain understanding of how to

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

conduct student assessments and analyze the data to improve instruction.

Result: End Outcome

Results of Interim Assessments administered in Spring 2012 show gains, as compared to first assessment administered in the Fall 2011.

Indicator: increased academic achievement

Target: Student population of Member classrooms on average makes gains on NWEA Assessment and Interim Assessments during the course of the school year.

Target Value: 625

Instruments: The results of the first NWEA MAP test (for freshman), taken in the fall, will provide a baseline of student academic achievement and the results of the third NWEA MAP test, taken in the spring, will measure the Member's impact on student achievement. For 10-12 graders, they will similarly take Interim Assessments.

PM Statement: Student population of Member classrooms on average makes gains on NWEA Assessment and Interim Assessments.

Prev. Yrs. Data

Result: Intermediate Outcome

Results of interim assessments show improvements in academic performance. These results will correlate to the specific classroom (s) to which each Member is assigned

Indicator: increased academic achievement

Target: Student population of Member classrooms on average improves upon each interim assessment/NWEA Assessment administered during the school year.

Target Value: 625

Instruments: Interim Assessments
NWEA MAP Assessment

PM Statement: Student population of Member classrooms on average makes gains on each Interim Assessment/NWEA Assessment administered during the school year.

Prev. Yrs. Data

Result: Output

AmeriCorps members will serve as teacher residents working to improve achievement in core academic areas for high-need Chicago Public Schools' students in grades 9-12, for six hours per day, four days per week during the school year.

Indicator: increased academic achievement

Target: Each member, on average, will serve 25 students.

Target Value: 625

Instruments: Member time sheets
Classlists/attendance records
Lesson plans

PM Statement: AmeriCorps members will serve as teacher residents working to improve achievement in core academic areas for high-need Chicago Public Schools' students in grades 9-12, for six hours per day, four days per week during the school year. Each member, on average, will serve 25 students.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable