

Proposed EIA-Funded Program: _Teach For America South Carolina

EIA Funds Requested for Fiscal Year 2012-13: \$_2,000,000_

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

Our mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates who commit two years to teach in urban and rural areas and become lifelong leaders in pursuing educational excellence and equity. With extensive training and support, these corps members work relentlessly to ensure that students growing up today in low-income communities are given the educational opportunities they deserve. As alumni, they are a powerful force of leaders who act on the conviction and insight they gain from their teaching experience, working in education and all other sectors to effect the fundamental changes needed to ensure that all children have an equal chance in life.

We set ambitious annual goals for the impact our teachers have in low-income communities, and actively share the results. Specifically, we expect that every one of our teachers makes at least 1.5 years of growth each year with their students.

In defining the effectiveness of our teachers, also called corps members, we focus on measurable academic achievement made by their students. We do so for two reasons. First, we believe that significant academic achievement is uniquely powerful in expanding life opportunities for and changing the life paths of our students. Second, we believe that when our corps members lead their students to significant academic achievement, they see firsthand that educational inequity is a problem that can be solved, and they develop both the understanding and commitment to solving it.

2. To what extent, if any, was the program operational in the prior fiscal year, 2010-11? If so, how was the program funded?

Teach For America – South Carolina was not operational in the 2010-2011 fiscal year.

3. To what extent, if any, is the program operational in the current fiscal year, 2011-12? If so, how is the program being funded?

Teach For America – South Carolina is fully operational in the current fiscal year, with 30 full-time teachers serving throughout the Pee Dee Region and Orangeburg, South Carolina. Teach For America secures local contributions from businesses, foundations, government organizations, and individuals in the regions where corps members teach. In addition, we receive national funding from corporations and foundations, individuals, and the federal government. More than 75 percent of our revenue stream is regional, and the remainder is national.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2012-13 fiscal year for which funds are requested?

Corps members will participate in induction to Teach For America - South Carolina in the early summer of 2012, then will attend training institute in June and July of 2012. After returning from 6 weeks of training, corps members will participate in orientation programming in August 2012. Corps members will receive ongoing support and professional development throughout the 2012-2013 school year, while serving as full-time teachers.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2012-13 fiscal year for which funds are requested?

We recruit outstanding recent college graduates to commit two years to teach in urban and rural public schools, and provide them with the training and professional development to help ensure their success as teachers in low-income communities. Our teachers go beyond traditional expectations to lead their students to significant academic achievement, compensating for the added challenges their students face and the limited capacities of the school systems. Corps members' positive impact on student achievement provides critical additional evidence in communities across the country that it is possible for all low-income children and children of color to succeed academically.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes

would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

Ensuring that our corps members lead their students to significant academic achievement is the linchpin of fulfilling our mission. In the short term, academic achievement is the surest path to expanded life opportunities for students growing up today in low-income communities. At the same time, the experience of leading students to make significant academic progress inspires our corps members to commit to eliminating educational inequity over the long term and gives them the insight and credibility to be effective.

Internally, we define the effectiveness of our corps members by the extent to which they have a measurable impact on their students' academic achievement. Based on the assessment results of their students, corps members fall into one of several performance categories: significant gains, solid gains, limited gains, or undetermined. To qualify for significant gains, corps members must demonstrate that their students have made 1.5 years or more of academic growth, that their students show 80 percent mastery of ambitious grade-level standards; and/or that they have reduced the gap in standardized test scores between their students and students in higher-income communities by 20 to 24 percent, depending on grade level. Given our mission, we charge corps members to lead their students to significant academic achievement, and we are deeply invested in measuring the extent to which that is happening in their classrooms.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

Since all new teachers—especially those working in low-income communities like our corps members—face intense and numerous challenges in their schools and classrooms, we invest significant time and resources in providing ongoing support for corps members throughout their two-year commitment. There are four main components to our ongoing support and professional development model: observation and coaching; online resources and community; regional learning sessions; and graduate school coursework.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

A growing body of research shows that corps members have a positive impact on their students' achievement. The most rigorous research has found that corps members' impact

on student achievement exceeds that of experienced and certified teachers in the same schools. The studies below show that Teach For America corps members have a positive impact on student achievement, spanning subject areas and grade levels, from pre-Kindergarten to high school.

Impacts of Teacher Preparation on Student Test Scores in North Carolina: Teacher Portals (Gary Henry and Charles Thompson, 2010)

A new study from the University of North Carolina compares the impact of teachers from the UNC teacher-preparation system—which is the leading provider of teacher in the state—with the impact of teachers from other pathways, including Teach For America. At every grade level and subject studied, Teach For America corps members did as well as or better than traditionally prepared UNC graduates.

Making a Difference? The Effects of Teach For America in High School (The Urban Institute/CALDER Research Center, 2009)

In 2008, The Urban Institute, a highly regarded independent research organization, conducted a methodologically rigorous study of the impact of Teach For America corps members on high school students. This study analyzed end-of-course student exam data from 2000 through 2006 in North Carolina. The study found that Teach For America teachers were, on average, more effective than non-Teach For America teachers (meaning that students of Teach For America teachers scored higher on the exams than students of non-Teach For America teachers) in all subject areas, and especially in math and science.

Louisiana Value-Added Teacher Preparation Assessment Study (Louisiana Practitioner Teacher Project, 2009)

For the last several years, the state of Louisiana has been conducting a value-added study of teacher-preparation programs. The study assesses the effectiveness of each preparation program based on the achievement of students taught by new teachers from that program. Teach For America approached lead researcher George Noell about conducting a Teach For America-only value-added analysis in order to better understand the impact of Louisiana corps members on student achievement. Results of the analysis indicate that the effectiveness of Teach For America teachers is far more like that of certified veteran teachers than it is like that of new teachers. In English language arts, reading, math, and science, these results were statistically significant.

These results support the findings of earlier studies by Mathematica and the Urban Institute that Teach For America teachers have a significant positive impact on student achievement.

The Effects of Teach For America on Students (Mathematica Policy Research, 2004)

Using random assignment of students to teachers—research methodology widely regarded as the gold standard—this study found that students of Teach For America corps members made more progress in a year in both reading and math than would typically be expected, and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers.

School principals report high rates of satisfaction with Teach For America corps members.

Teach For America National Principal Survey (Policy Studies Associates, 2009)

Principals who manage Teach For America corps members expressed a high level of satisfaction in this independent study, reporting that corps members are well prepared and have a significant and positive impact on their schools and on student achievement:

- » 95 percent rated Teach For America corps members as effective as, if not more effective than, other beginning teachers in terms of overall performance and impact on student achievement.
- » 66 percent regarded Teach For America teachers as more effective compared with other beginning teachers in their schools with respect to their impact on student achievement.
- » The vast majority of principals rated corps members as good or excellent on indicators of effective teaching and behaviors, including:
 - Holding high expectations for students (91 percent)
 - Setting ambitious goals for student achievement (90 percent)
 - Knowledge of the subject matter (89 percent)
 - Developing positive relationships with colleagues and administrators (89 percent)

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

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Funding Sources	2010-11 Actual	2011-12 Estimate	2012-13 Requested Amount
EIA	\$	\$	
General Fund	\$	\$	
Lottery	\$	\$	
Fees	\$	\$	
Other Sources	\$	\$	
Grant	\$	\$	
Contributions, Foundation	\$	\$	
Other (Specify)	\$	\$	
Carry Forward from Prior Year	\$	\$	
TOTAL:	\$	\$	

Expenditures	2010-11 Actual	2011-12 Estimate	2012-13 Requested Amount
Personal Service	265,500	814,500	1,224,029
Contractual Services	13,500	34,500	45,358
Supplies & Materials	21,750	60,750	90,229
Fixed Charges	39,750	86,250	142,904
Travel	17,700	153,000	215,575
Equipment	-	-	-
Employer Contributions	-	-	-
Allocations to Districts/Schools/Agencies/Entities	-	-	-
Other: Please explain	32,250	86,250	117,542
Balance Remaining	27,000	118,500	164,364
TOTAL:	417,450	1,353,750	2,000,000
# FTES:			

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FY2013 Projected Budget South Carolina

Expenses	Program Services					Supporting Services			GRAND TOTAL
	Corps Member Recruitment, Selection, & Placement	Corps Member Pre-Service Training & Preparation	Corps Member Development & Support	Alumni Support	Total Program Services	Management & General	Fundraising	Total Supporting Services	
Personnel Expenses	\$ 470,000	\$ 349,000	\$ 941,000	\$ 42,000	\$ 1,802,000	\$ 257,000	\$ 128,000	\$ 385,000	\$ 2,187,000
Professional Services	25,000	13,000	17,000	3,000	58,000	31,000	4,000	35,000	93,000
Travel, Meetings & Food	59,000	164,000	167,000	5,000	395,000	23,000	24,000	47,000	442,000
Institute Food & Lodging	-	229,000	-	-	229,000	-	-	-	229,000
Financial Aid & Awards	105,000	-	10,000	1,000	116,000	2,000	-	2,000	118,000
Postage & Delivery	1,000	1,000	10,000	-	12,000	1,000	-	1,000	13,000
Telecommunications	9,000	9,000	43,000	1,000	62,000	4,000	1,000	5,000	67,000
Equipment & Supplies	29,000	38,000	92,000	7,000	166,000	15,000	4,000	19,000	185,000
Special Events	-	-	-	-	-	-	-	-	-
Subscriptions & Dues	-	1,000	9,000	-	10,000	1,000	1,000	2,000	12,000
Contributions & Passthroughs	-	-	-	-	-	-	-	-	-
Printing, Advertising & Media	8,000	9,000	10,000	1,000	28,000	2,000	1,000	3,000	31,000
Rent, Utilities & Occupancy	30,000	51,000	192,000	2,000	275,000	15,000	3,000	18,000	293,000
Discretionary & Miscellaneous	3,000	5,000	8,000	3,000	19,000	2,000	1,000	3,000	22,000
Interest, Insurance & Other Business Expense	1,000	1,000	2,000	-	4,000	4,000	1,000	5,000	9,000
Depreciation & Amortization	94,000	40,000	100,000	5,000	239,000	32,000	35,000	67,000	306,000
Total	\$ 834,000	\$ 910,000	\$ 1,601,000	\$ 70,000	\$ 3,415,000	\$ 389,000	\$ 203,000	\$ 592,000	\$ 4,007,000
% of Total	21%	23%	40%	2%	85%	10%	5%	15%	

Based on the following assumptions:	
2013 Incoming Corps Members	125
2012 Corps Members Starting First Year of Teaching	75
2011 Corps Members Starting Second Year of Teaching	29
FY13 Regional Alumni	91

FY13 Reserve Contribution 546,500

Total Operating Requirement 4,553,500