If conditions allow, PPSF will offer in-person fellowships in the summer of 2022. In the event that in-person summer placements are not approved by Yale University, prospective sites will be notified and asked to modify proposals to reflect remote work.

- **Organization**: Teach for America Connecticut
- **Organization’s street address**: 370 James St, Suite 404, New Haven, CT 06513
- **Website**: [https://www.teachforamerica.org/where-we-work/connecticut](https://www.teachforamerica.org/where-we-work/connecticut)
- **Name and title of person who will be the Fellow’s direct supervisor** *(the supervisor must be available to supervise Fellow on a daily basis)*: Kelly Pope, Managing Director of Strategy, Talent, and Operations
- **Phone number and e-mail address of proposed direct supervisor** *(please note: during the application process, we encourage prospective Fellows to contact organizations directly with any questions about organization placements or projects)*: Phone: 202-494-3448; Email: kelly.pope@teachforamerica.org
- **Placement dates** *(8-11 weeks between Tuesday, May 31 and Friday, August 12, 2022)*: ~May 31st - August 12th
- **Are placement dates flexible? If so, please describe**: Placement dates are flexible. We are willing to work with the applicant and their needs. Our projects are not time bound and applicants have flexibility to dictate their preferred weeks.
- **Proposed work schedule** *(placements should be equivalent to full-time and not more than 37.5 hours/week)*: Monday – Friday, Approximately 9:00AM-5:30PM (1-hour break)

Placement Description

- **Organization description** *(mission statement, population served. 150 words or less.)*: Potential is equally distributed across lines of race and class, but opportunity is not. Today in America, the circumstances of a child’s birth predict the opportunities she has in life. Children growing up in historically marginalized communities lack access to a broad spectrum of resources and often attend schools that are not equipped to meet their needs. It doesn’t have to be this way. Teach For America (TFA) addresses educational inequity by finding and developing a diverse network of leaders who expand opportunity for children from every sector that shapes the broader education system. TFA recruits a diverse network of leaders (“corps members”) who complete two-year commitments in high-need classrooms, and then supports them into their careers. For over 15
years, TFA has worked in Connecticut to fuel educational equity in our partner communities of New Haven, Bridgeport, and Hartford.

- **Write a 1-2 sentence summary of the proposed work for a summer 2022 Fellow:**

**PROJECT ONE**

Teach For America (TFA) is activating around a bold, 10-year goal that by 2030, *twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility and a future filled with possibility.* Fellows will have the opportunity to work closely with TFA Connecticut’s Executive Director, Dr. Dolores Garcia-Blocker, to conduct a thorough landscape analysis in order to both serve our 2030 goal and introduce incoming New Haven corps members to their community. Fellows will drive the strategy and implementation of a community needs assessment, evaluating the strengths and needs of the New Haven community through holding empathy interviews with community members, students, teachers, local nonprofit leaders, and others, as well as connecting with local alumni in order to determine how corps members can best be supported by the community.

**PROJECT TWO**

Teach For America (TFA) is aligning towards a bold goal that by 2030, *twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility and a future filled with possibility.* A crucial strategic priority lies in attracting exceptional, equity-oriented leaders into education. Fellows will directly contribute to this priority by supporting incoming Teach For America teachers, known as corps members, through two distinct projects that aim to welcome them to the Connecticut community, provide a local system of support, and ensure they remain in their two-year teaching commitments to serve thousands of students across the state.

- **Write a more complete description of the specific project you propose and list the duties/outcomes expected of the Fellow.** *(Suggested length: one to two pages.)*

**PROJECT ONE**

Teach For America Connecticut is working towards a bold goal that by 2030, twice as many students in communities we reach will be on a path towards economic mobility and a future filled with possibility. In alignment with this goal, we are looking for Yale President’s Public Service Fellows to directly contribute to our efforts through leading a community needs assessment to determine the strengths and resources of the Connecticut region. A community needs assessment identifies the strengths and resources available in the community to meet the needs of community members. The assessment focuses on the capabilities of the community, including its citizens, agencies, and organizations. It provides a framework for developing and identifying services and solutions and building communities that support and nurture children and families. The ultimate goal of the needs assessment is to develop a network of supportive resources for Teach For America corps members placed in New Haven’s communities. Corps members will be able to use the community members and agencies identified as supports for themselves and their students.
Teach For America Connecticut would like to utilize Yale President’s Public Service Fellows to complete a community needs assessment of the New Haven community with the ability to apply the framework in other cities where TFA serves. The community needs assessment should contain the following two components.

1. **Networking with the local nonprofit and alumni community:** Fellows will conduct one-on-one empathy interviews with nonprofits and other organizations within New Haven to elicit stories about specific experiences that may help dismantle educational inequity. Fellows will help craft the strategy for outreach, the interview templates, and the overall plan for identifying key community members for interviews. Fellows will work closely with their supervisor to determine the approach and questions, which will cover topics such as the overall community vision, families’ greatest desires for education in their community, and the needs of students. Fellows will partner closely with contacts at our sister organization, Leadership for Educational Equity (LEE), to discern what organizations should be contacted and explored for future partnership. Additionally, fellows will identify and communicate with New Haven-based TFA alumni, a majority of whom are working in different ways on behalf of students and in service of educational equity. Fellows will use data and information gathered from their work with alumni to update alumni data systems and plot engagement with a diverse coalition of community partners.

2. **Compiling a comprehensive report of findings:** After completing extensive outreach and data collection, fellows will put together an overview of their findings. Fellows will compile all of their learnings into a report to share with corps members, staff, and alumni to help our constituents and stakeholders develop a deeper understanding of the local context of the New Haven community. This report will allow all stakeholders in the TFA community to evaluate the needs and supports that are in place for the Connecticut region. Fellows may share their insights via written reports, presentations, social media engagement, and other avenues to be determined during the fellowship.

**PROJECT TWO**

Aligning towards our ambitious 2030 goal includes attracting exceptional, equity-oriented leaders into education by evolving our selection model for a new generation of leadership and shifting the primary focus from volume to curating high-quality experiences. Fellows will contribute to these experiences, supporting incoming Teach for America corps members by developing two distinct projects that focus on community building and support:

1. The first project outlines the creation of a “Connecticut Culture Package,” which would support incoming corps members as they get to know their community. This package would include incentives, gifts, tickets, access, opportunities, and information from around the state to be given to our 2022 corps members at the start of the school year 2022-23 and to incoming corps members during the year at confirmation moving forward. This project would require outreach to all four corners of the state.

2. The second project asks Fellows to create a comprehensive “System of Support” for incoming corps members to support and ease their transition into life in Connecticut. This would include options for housing, cultural experiences, cost of living, recreational activities, climate, etc. Fellows would interview incoming corps members throughout the summer to assess needs and
desires. Fellows would then facilitate a session during the summer training program to share their findings with the 2022 corps, ensuring that the needs of the 2022 cohort are being met.

- **List specific skills/experience required for the project:**
  - Strong written and verbal communication skills
  - Enthusiasm for working with diverse communities and stakeholders
  - Ability to define and execute communication plans for all projects
  - Experience with conducting and documenting qualitative interviews
  - Strong organizational abilities including planning, delegating, and task facilitation
  - Can demonstrate a desire to work towards growth and a change-oriented perspective

- **Additional requirements** (e.g., a car or weekend working hours). If a car is required, include information regarding parking arrangements and mileage reimbursement: No additional requirements are necessary. Fellow can conduct interviews and research via phone or in-person and will not be required to work outside of business hours.

- **Briefly describe the work that Yale PPSF Fellows have done with your organization in the past and present. If you have not worked with Yale Fellows, describe any work that Yale students have done with your organization:** Teach For America and Yale University have a long-time partnership and have been working closely together to fuel educational equity in New Haven since our founding. We have not worked directly with Yale PPS Fellows in the past; this will be the first time that Teach For America Connecticut is working directly with Yale students. TFA CT is looking forward to engaging more closely with the New Haven and Yale community as we live into our 2030 goal long-term, and hope that this is one way to get proximate to the leaders at Yale University.