

STRATEGIC MANAGEMENT: THE TEACH FOR AMERICA MODEL

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TEACHFORAMERICA

Our Theory of Change – The Problem

The educational inequity that persists along socio-economic lines is our nation's greatest domestic challenge.

Where children grow up determines their life prospects

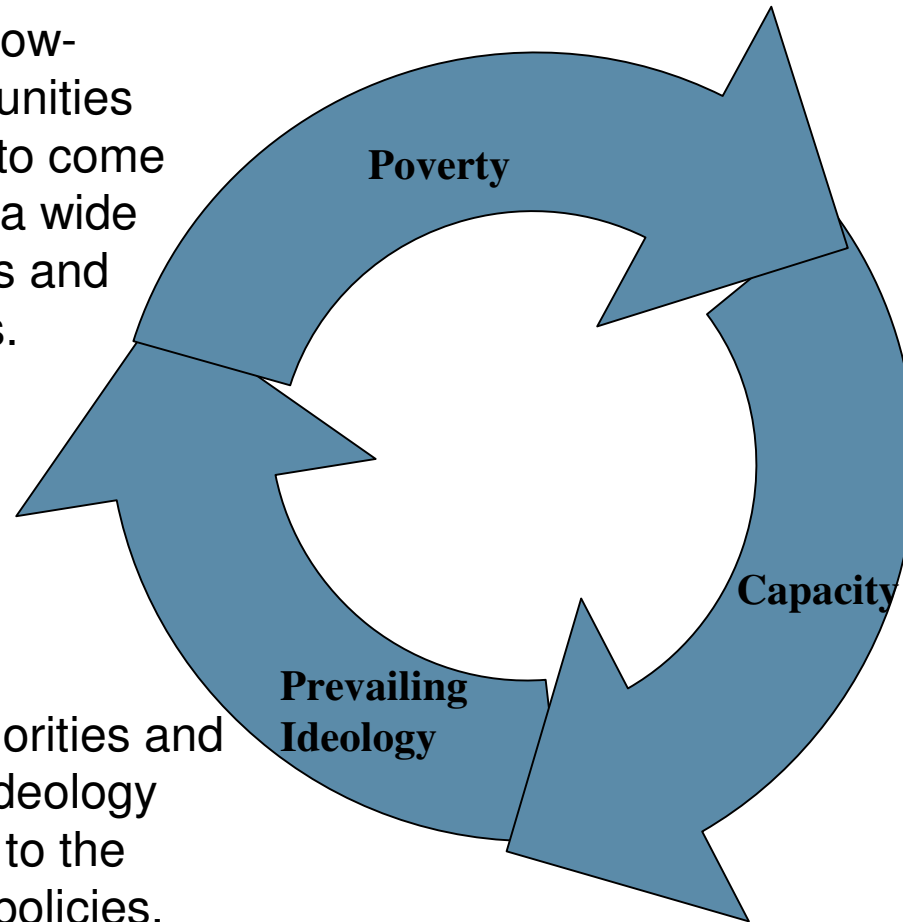
- 9 year olds living in low-income communities are 3 grade levels behind their high-income peers*
- Of the 13 million children growing up in poverty, about half won't graduate from high school. Those who do will perform on average at an eighth-grade level*
- Only 1 in 10 students from low-income communities will graduate from college**

*[Source: National Assessment of Educational Progress, 2005]

**[Source: Mortenson, Tom. "Family income and Higher Education Opportunity," Postsecondary Education Opportunity, 2005]

Our Theory of Change – Causes of the Problem

Socioeconomic challenges in low-income communities lead students to come to school with a wide range of needs and disadvantages.

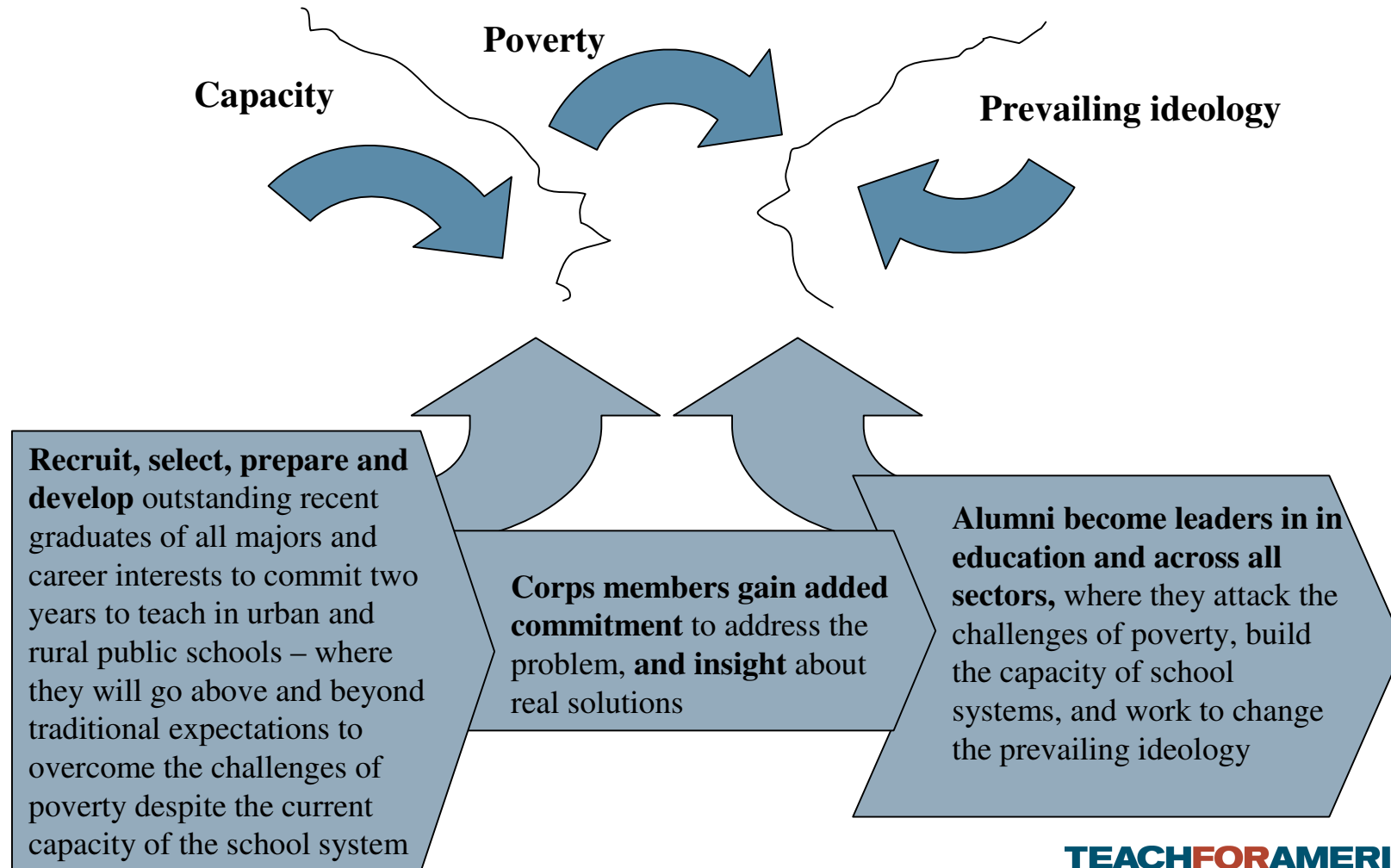


National priorities and prevailing ideology haven't led to the necessary policies, practices, and investments.

Schools and districts don't have the capacity (e.g. talent, technology systems, financial resources) to compensate for these challenges.

Our Theory of Change – Mission and Approach

Our mission is to enlist our nation's most promising future leaders in the movement to eliminate educational inequity.



Our Recruits Are the Nation's Future Leaders...

We recruit a diverse group of our nation's top recent college graduates of all academic majors and career interests.

2007 Application Statistics

- 18,000 applications received
- 18% accepted
- 2,990 matriculated
- 5000 total corps members



2007 Applicant Sources

- 10% of Harvard, Yale & Duke seniors
- 8% of Princeton and Duke seniors
- 4% of Tulane, Stanford seniors
- Numerous student body and class presidents from nearly 400 schools

Profile of the 2007 Corps

- Average GPA: 3.6
- Average SAT score: 1321
- 28% are people of color
- 25% are Pell Grant recipients
- 96% of corps members report holding leadership positions while undergraduates

...and Represent a Different Talent Pipeline

While there are many talented, committed teachers in our schools, the current teaching force is not of the caliber necessary to maximize the potential of students and serve as a powerful leadership pipeline in education.

Teach For America Corps Members	Other Teaching Sources
<ul style="list-style-type: none"> • 70% of Teach For America corps members graduated from either “most competitive,” “highly competitive,” or “very competitive” schools, according to <i>Barron’s Profile of American Colleges</i> 	<ul style="list-style-type: none"> • 4% of other teachers in the schools where our corps members teach have graduated from colleges ranked at these levels* <p>SAT Scores for teachers in the schools where we place corps members:</p>
<ul style="list-style-type: none"> • SAT: Average combined SAT score for the 2007 corps: 1321 	<ul style="list-style-type: none"> • Average combined SAT score for all elementary education majors: 984** • 34% of teachers at the highest poverty school had SAT/ACT scores from the bottom quartile

* [Source: Mathematica Policy Research, Inc. “The Effects of Teach For America on Students: Findings from a National Evaluation”. June, 2004, which studied Teach For America teachers versus other teachers in their schools across six sites]

** [Source: Gitomer, D. & Latham, A. (1999). The Academic Quality of Prospective Teachers: The Impact of Admissions

Overview of our Current Impact

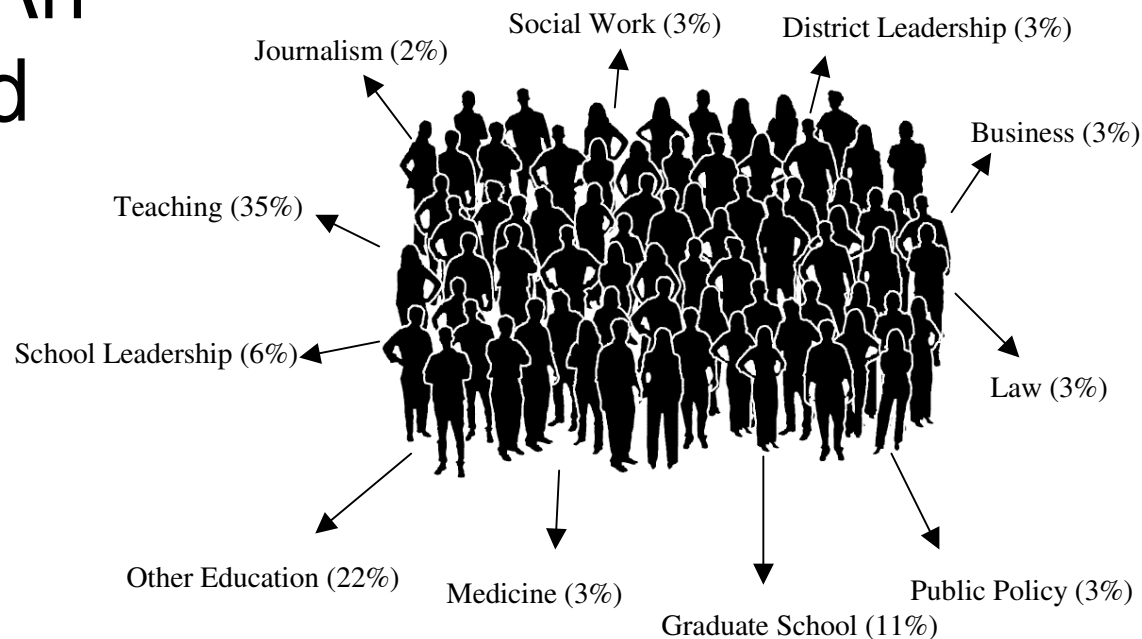
We are creating a leadership force of teachers and leaders committed to ensuring educational opportunity for all.

5000 Corps Members working to help put almost 400,000 students on a level playing field



More than 15000 Alumni, with 67% remaining in education, when only 7% entered the corps believing they would do so. Of those who work outside of education, nearly all are in positions that relate directly to schools and low-income communities*

And



* [Source: 2005 Teach For America Alumni Survey, capturing data on 49% of alumni]

Long Term Impact – Leadership Pipeline for Educational and Social Change

Alumni are working toward educational excellence and equity through their career, philanthropy, volunteer activities, and graduate study.

Approximately 35% of alumni are still teaching

They are winning the highest accolades teachers can win:

- Jason Kamras ('96) was named the 2005 National Teacher of the Year
- In 2007, two alumni were named State Teachers of the Year and one is a finalist for the national award

22% of alumni in other education roles

- Michelle Rhee ('92) founded The New Teacher Project in 1997. TNTP currently works with more than 200 districts in 23 states and has recruited, prepared, and/or certified 23,000 new teachers to date
- Sarah Usdin ('92) founded New Schools for New Orleans in 2006 and is spearheading efforts to rebuild and redefine the city's approach to public education

6% of alumni in school leadership

- 60% of KIPP school leaders are alumni
- 50% of Uncommon Schools leaders are alumni
- 60% of Achievement First schools run by alumni

3% of alumni in medicine

- Steve North ('93) is a family physician in Rochester and directs School Based Programs for the Department of Family Medicine



3% of alumni in public policy

- In 2005, Natasha Kamrani ('91) was elected to the Houston School Board, which oversees one of the nation's largest school districts

3% of alumni in district leadership

- Cami Anderson ('93) serves as the superintendent of District 79, Alternative Schools and Programs, for New York City Schools and oversees the educational needs of 50,000 students
- Mike Lach ('90) is the director of math and science for Chicago Public Schools. His work effects 600 schools and 430,000 students

3% of alumni in law

- Jeffery Simes ('90) recently won a landmark case that removed the obstacles preventing homeless children from attending public school

3% of alumni in business

- Axel Shalson ('92) is the founder and CEO of Red Schoolhouse Software, a private company that makes data management software for public school administrators

Long Term Impact – Changing the Prevailing Ideology

With alumni demonstrating success from within education and becoming thought leaders in every sector, we are helping to change the prevailing ideology.

Society often places blame for the achievement gap on students and their families.

By contrast, Teach For America corps members

overwhelmingly cite

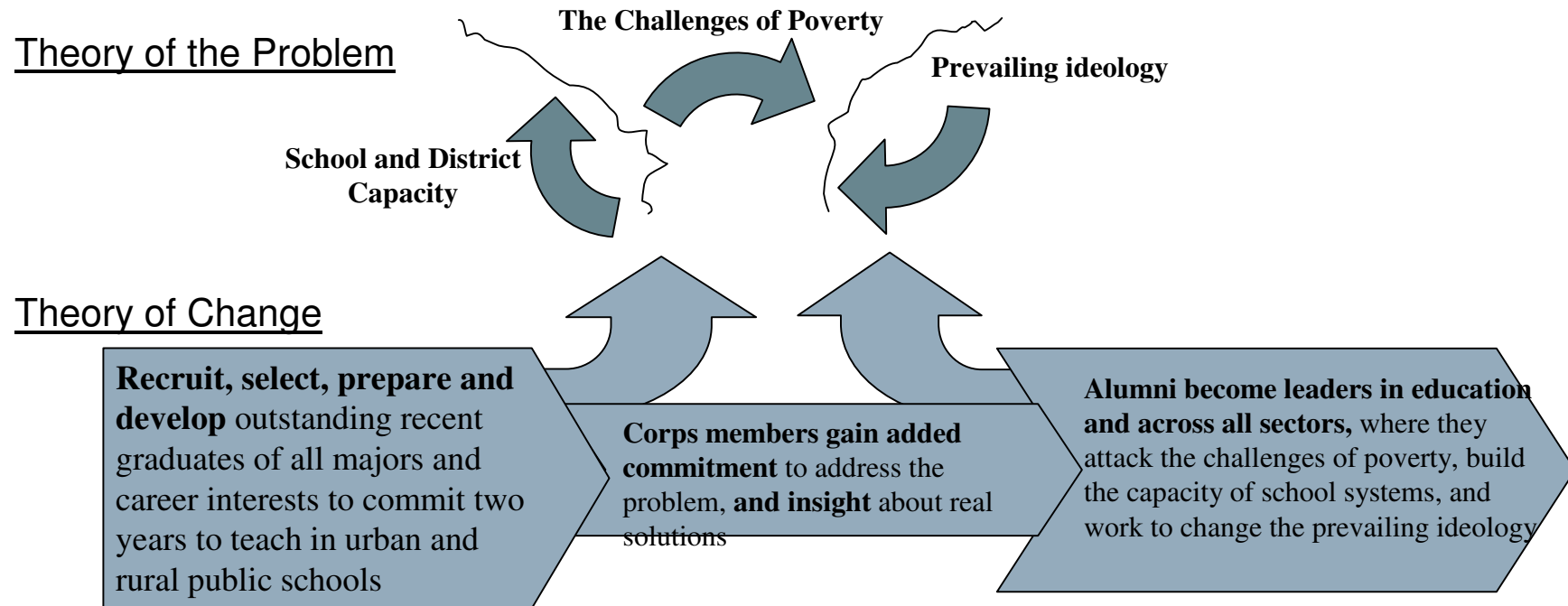


Perception of the Achievement

“What the small but growing number of successful schools demonstrate is that the public-school systems accomplishes that result because we built it that way. We could also decide to create a

Growing Our Impact

We believe that simultaneously growing in scale, maximizing corps member impact, and systematically fostering alumni leadership in fighting educational inequity will enable us to realize the potential of our mission and theory of change.



Priorities for Increasing Our Impact

- Grow to scale while increasing the diversity of the corps
- Maximize the impact of corps members on student achievement

- Foster the leadership of our alumni as a force for change
- Build an enduring American institution

Our 2010 Goals

Therefore we have set ambitious goals in these four priority areas, as well as around strengthening Teach For America in order to make our work easier and sustainable.

Priority	Measure	FY2005	FY2006	FY2007	FY2010
Grow to scale	# of incoming corps members	2,176	2,426	2,777	4,224
	% of incoming corps members who are people of color	26.9%	27.5%	29%, 10%	33%, 10%
	% of incoming corps members who are African-American	8.1%	9%	7.5%	8.5%
	% of incoming corps members who are Hispanic	N/A	24%	27%	31%
Maximize the impact of corps members	% of corps members who have received Corp Grants	5.3%	6.2%	42%, 60%	50%, 80%
	% of first-year corps members and % of second-year corps members	63%, 79%	74%, 55%	77%, 87%	85%, 95%
Foster the leadership on student of our alumni as a enduring force for change institution	# of members who effect significant gains	158	191	248	800
	# of members who effect solid gains	3	5	10	100
	# of alumni who effect significant gains	N/A	N/A	N/A	12
	# of alumni who effect solid gains	N/A	N/A	N/A	12
Build an enduring force for change institution	or significant gains, raised through as social entrepreneurs	\$39.5M	\$57M	\$70M	Annual
	\$ in reserve fund	\$18.5M	On track *	Half of operating budget	operating Half of revenue operating budget plus
	% of alumni who donate time and money	14%	20%	25%	50% the amount of our federal stream
	% of staff members who are people of color	29%, 12%	29% (est)	35%, 12%	35%, 12%
	% of staff who average	6%	11%	7%	0%
	African-American and responding very strongly	N/A	41%	TBD	50%, with no gaps along

Projected Impact – in the Short Run...

In meeting our 2010 goals, we will build one of the highest-impact interventions in today's public education system.

reach almost as many kids as the second largest school district in the c

- 7,500 corps members in 33 urban and rural sites
- > 600,000 students impacted
- 1.5 years average academic progress

Projected Impact – Alumni Leadership

At the same time, we have a lot of optimism for what our alumni will accomplish when we begin to see the impact of larger, more successful corps with greater support as alumni.

Examples of Current Impact

- 60% of the principals of KIPP Schools, Uncommon Schools, and Achievement First are Teach For America alumni
- In KIPP schools where 50% or more of the teaching staff are Teach For America alumni, students achieve greater gains

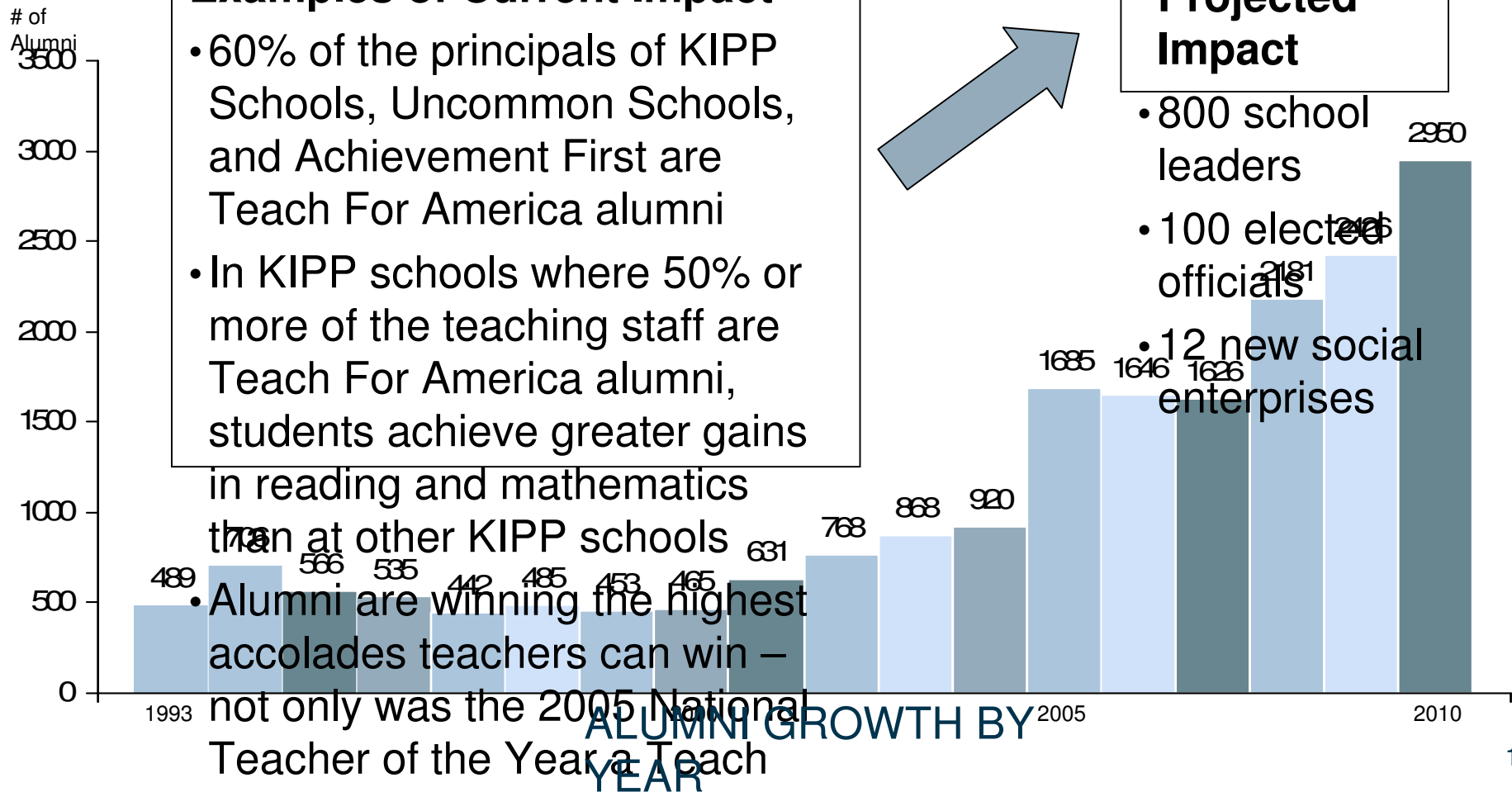
in reading and mathematics than at other KIPP schools

- Alumni are winning the highest accolades teachers can win –

not only was the 2005 National Teacher of the Year a Teach For America alum, but this year

2010 Projected Impact

- 800 school leaders
- 100 elected officials
- 12 new social enterprises



One day, all children in this nation will have the opportunity to attain an excellent education.

Questions