

**TEACHFORAMERICA**  
North Carolina · Third Quarter Legislative Report  
March 10, 2014

**“One Day, all children in this nation will have the opportunity to attain an excellent education.”**  
--*Vision of Teach For America*

For more than 20 years, Teach For America has partnered with North Carolina school districts in pursuit of educational excellence. Enabled by the state’s increased investment, Teach For America has committed to increasing the number of teachers recruited to the state, opening a region in the Piedmont Triad, expanding placement across Northeastern and Southeastern North Carolina, increasing the number of North Carolinians choosing to teach in North Carolina via the North Carolina Teacher Corps, and increasing the number of corps members retained in North Carolina.

In addition to quarterly reports, the state has requested annual updates on various metrics regarding Teach For America’s operations over the previous fiscal year. Please see Appendix A for this annual update, which covers Teach for America’s operations from July 1, 2012 to June 30, 2013.

In January 2014, the University of North Carolina at Chapel Hill’s Education Policy Initiative at Carolina published a study in the peer-reviewed *Journal of Teacher Education*. The study is a precursor to UNC’s bi-annual report on the relative effectiveness of North Carolina’s teacher preparation programs. The report finds that Teach For America teachers are making a significant, positive impact on student learning. Consistent with the 2010 and 2012 bi-annual reports, the 2014 study identifies Teach For America as the most effective teacher preparation program in North Carolina, based on the performance of students taught by teachers with less than five years of experience.

Unlike previous studies, this study analyzed principal ratings of teachers. Teach For America trained teachers garnered high levels of principal satisfaction and, of all groups studied, were most likely to be rated above proficient by their principals on the annual North Carolina Professional Teaching Standards (NCPTS) evaluation. This was true across each of the five competencies evaluated: leadership, classroom environment, content knowledge, facilitating learning, and reflection on practice.

We are encouraged by studies like the 2014 Teacher Preparation and Performance in North Carolina study and are grateful for the state’s continued investment and support of our work. We are excited to update you on our progress in the third quarter.

### **Increase Number of Teachers Provided to North Carolina**

We remain on pace to reach our goal of recruiting, training, and providing 300 teachers for the 2014-2015 school year. These teachers will impact more than 18,000 students across the state. To date, we have matriculated a total of 243 corps members and have matriculated an additional 83 teachers since our last report.

We are proud of the diversity of our incoming corps. While 17% of the national teaching force is teachers of color, 34% of the individuals we have recruited to date identify as leaders of color. Additionally, we are encouraged to see the number of military veterans joining our corps continues to grow. Of the 243 matriculated candidates:

- 41% come from a low-income background<sup>1</sup>
- 41% will be teaching math or science
- 34% are leaders of color
- 27% are the first in their family to graduate from college
- 4% served in the military

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<sup>1</sup> As identified by receiving a full or partial Pell Grant.

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### Open the Piedmont Triad Region

We remain on pace to open the Piedmont Triad Region for the 2014-2015 school year. Since our last report, we have:

- Recruited, selected, and matriculated 22 of the 30 teachers requested by the district. Forty-six percent of these teachers will be teaching math or science
- Completed our initial round of executive director candidate interviews
- Advanced a candidate to a final round of executive director interviews
- Prepared a 2014-2015 operating budget
- Signed a Memorandum of Understanding with Guilford County Schools
- Completed web-site content for expected launch in April, 2014

We continue to work to lay a strong foundation for our emerging partnership in the Piedmont Triad. Guilford County principal and Teach For America alumnus Marshall Matson (Eastern North Carolina Corps 91') recently wrote, *"Under the proposed partnership, TFA would provide GCS with up to 30 teachers for principals to consider — individuals who would help to fill the 600 or so open positions we can expect to have between now and the first day of school. These teachers will complement the outstanding individuals coming out of education programs at our colleges and universities and will receive intensive support and development proven to prepare teachers to be effective in the classroom."*<sup>2</sup>

### Expand Placement Across Northeastern and Southeastern North Carolina

We have exceeded our goal of providing 175 additional teachers for schools in Northeastern and Southeastern North Carolina for the 2013-2014 school year. We currently have 180 teachers impacting 11,500 students across Northeastern and Southeastern North Carolina. We are encouraged by the impact of our corps members and alumni across the northeast and southeast. Figure A below illustrates the counties where our teachers and alumni live and work across the region and across the state. Presently, our alumni live in 53 of North Carolina's 100 counties with over 950 alumni statewide.

In the fourth quarter, we will begin our teacher placement process in partnership with the districts in the northeastern and southeastern part of the state. We look forward to providing updates in subsequent quarterly reports.

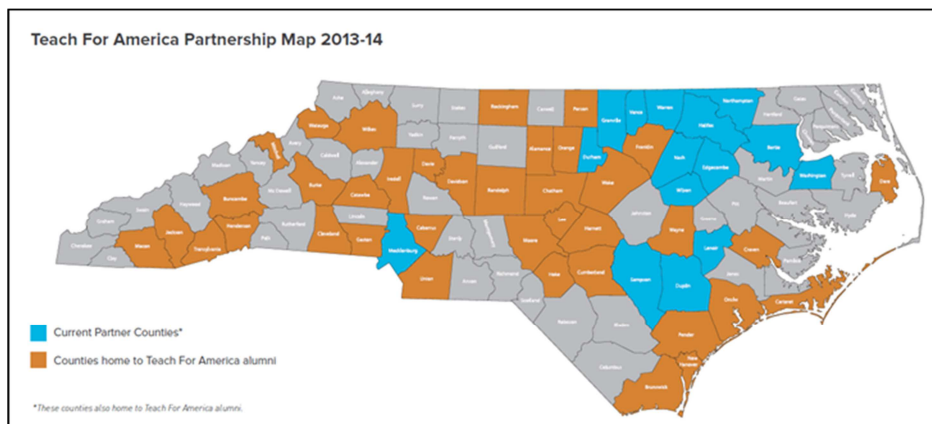


Figure A

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<sup>2</sup> Matson, Marshall. "TFA Partnership Will Help Guilford County Schools Find Qualified Teachers." *News & Record* [Greensboro] 19 Jan. 2014. See Appendix B.

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**Strengthen the North Carolina Teacher Corps (NCTC)**

Teach For America has committed to partnering with the state to inspire more North Carolinians to teach and lead as educators in our state. While we know great teachers exist across the nation, we believe that teachers with personal ties to North Carolina can make a unique contribution to our state, bringing a special sense of urgency and commitment to educating North Carolina's children.

We are on track to meet our goal of recruiting an initial cohort of 100 teachers into the re-launched North Carolina Teacher Corps (NCTC). Since our last report, we have matriculated an additional 38 NCTC teachers. To date, we have matriculated a total of 91 individuals into the North Carolina Teacher Corps.

Seventy-one corps members are graduates of a North Carolina college or university, coming from 20 colleges and universities across the state. Eighteen corps members are North Carolina natives recruited to come home from out-of-state colleges and universities.

Among the 91 matriculated NCTC corps members:

- The average GPA is 3.5
- 49% will be teaching math or science
- 48% come from a low-income background<sup>3</sup>
- 45% are people of color
- 33% are the first in their families to graduate from college
- 3% served in the military

To recruit this group, we supplemented Teach For America's recruitment methods with outreach tailored to North Carolina Teacher Corps candidates. This outreach includes:

- **One-on-One Outreach:** Since our last report we have conducted an additional 43 one-on-one conversations with potential NCTC applicants. In total, we have had 166 individual conversations with final round applicants from North Carolina. North Carolina staff uses these calls to inspire applicants to choose to teach in North Carolina rather than choosing to teach out of state. At our last deadline, 76% of individuals who had a one-on-one conversation with a member of the North Carolina staff chose to teach in North Carolina.
- **NCTC Webinars:** We have hosted three webinars specifically for North Carolinians moving into final round of interviews. Over 100 applicants attended these webinars and a recording of the webinar was sent to applicants who could not join. The webinars highlight stories of current corps members and alumni with North Carolina ties who chose to teach in our state. At our last deadline, 100% of applicants who attended a webinar chose to teach in North Carolina.
- **Presenting North Carolina Teacher Corps at Final Interviews:** We presented the opportunity for the North Carolina Teacher Corps at our fourth round of interviews in April. Following this presentation, applicants were allowed to change their regional placement selections to add Eastern North Carolina, Charlotte or the Piedmont Triad to their list of preferred regions.

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<sup>3</sup> As identified by receiving a full or partial Pell Grant.

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**Increase the Number of Corps Members Retained in North Carolina**

Currently there are 950 Teach For America alumni in North Carolina, 68% of whom are working in education. We are committed to increasing the number of Teach For America alumni working in education in North Carolina for the duration of their careers.

Since the last quarter, we have continued to conduct research around our alumni retention efforts. Alumni and corps members cite the following factors as primary motivators for choosing to continue teaching:

- Commitment to their students and schools
- Support from mentors and teacher colleagues
- Supportive school culture, administration, and colleagues
- Enjoyment of teaching and building relationships with students

We have also learned that regions with high alumni retention across the country have personal relationships with corps members, have leadership pipeline programs, create career pathways, engage with principals about retention and implement Teach Beyond Two campaigns.

Informed by our research, Teach For America-Charlotte held a Teach Beyond Two event in February 2014. The event focused on inspiring corps members to pursue long-term careers in education. Charlie Williams, social studies teacher at Martin Luther King Jr. Middle school said, *"I was already devoted to staying in the classroom before the Teach Beyond Two event. However, after I left, I felt empowered that my decision would directly and fundamentally change my students' lives."*

Kevin Poirier, science teacher at LIFT Academy, said of the event, *"The Teach Beyond Two event confirmed for me what I already had brewing in my gut - that staying in the classroom would allow me to continue to have the most impact on the lives of my students and allow me to continue to grow into the best instructional leader that I can be."* We are excited to build on the momentum of the Teach Beyond Two campaign to inspire more teachers like Charlie and Kevin to remain in the classroom long-term, impacting the lives of North Carolina's children.

**Financial Reporting**

Teach For America is committed to maximizing the state's investment through fiscal responsibility and working diligently to inspire private donors to invest in our work in North Carolina. As we end our third quarter, we have raised over \$9,000,000 in private investment, with \$3,000,000 coming from national investors. We remain on pace to match the state's investment at a rate of more than 2 to 1 with private fundraising.

We are tremendously grateful to the individuals, foundations, and businesses across the state who choose to invest in Teach For America and education. Ed Kizer, a long-time supporter of Teach For America, Charlotte says, *"We have had a long-standing interest in encouraging capable, young people to consider teaching, and after being introduced to the concept and mission of Teach For America, we were immediately interested in becoming involved with Teach For America."*

We remain grateful for the state's investment and are committed to making every public and private dollar work hard for students across our state. It remains a privilege to serve the communities of North Carolina with a spirit of urgency and diligence. We look forward to providing you with our fourth quarter update in June 2014.

## Appendix A: Annual Update

In addition to quarterly reports, the state has requested annual updates on various metrics regarding Teach For America's operations over the previous fiscal year. The requested information, recorded below, covers Teach for America's operations from July 1, 2012 to June 30, 2013.

Information Requested	Teach For America Results	Notes
Total number of applications received nationally from candidates seeking participation in the program	Teach For America received 57,563 applications.	
Total number of applications received from candidates who are residents of North Carolina and information on the source of these candidates, including the number of <ul style="list-style-type: none"> <li>(i) recent college graduates and the higher institution the candidates attended,</li> <li>(ii) mid-career level and lateral entry industry professionals, and</li> <li>(iii) veterans of the United States Armed Forces</li> </ul>	Teach For America received 1,684 applications from North Carolina residents: <ul style="list-style-type: none"> <li>(i) 929 were recent college representing a range of colleges. The top five contributing colleges were University of North Carolina at Chapel Hill, North Carolina State University, University of North Carolina at Greensboro, North Carolina Agricultural and Technical State University, and Appalachian State University.</li> <li>(ii) 580 were mid-career level and lateral entry industry professionals.</li> <li>(iii) 47 were veterans of the United States Armed Forces</li> </ul>	
The total number of North Carolina candidates accepted by TFA	Teach For America accepted 238 candidates from North Carolina.	
The total number of accepted candidates placed in North Carolina, including the number of accepted candidates who are residents of North Carolina	Two hundred and twenty-nine accepted applicants were placed in North Carolina. Fifty-eight of these applicants were North Carolina residents.	
The regions in which accepted candidates have been placed, the number of candidates in each region, and the number of students impacted by placement in those regions	Eastern North Carolina recruited 98 teachers impacting 6,272 students. Charlotte recruited 131 teachers impacting 8,384 students.	

Success of recruitment efforts, including the Teach Back Home program and targeting candidates who are (i) working in areas related to STEM education, (ii) mid-career level and lateral entry industry professionals, and (iii) veterans of the United States Armed Forces	The Teach Back Home program was launched after the 2012-2013 fiscal year. We look forward to reporting our progress in subsequent quarterly and annual reports.	(i) Forty-six teachers in the 2012 corps were STEM teachers, representing 20% of the corps. (ii) Thirty-eight teachers in the incoming corps were mid-career level and lateral entry industry professionals, representing 17% of the corps. (iii) Three teachers in the incoming corps were veterans.
Success of retention efforts, including the Teach Beyond Two and Make it Home programs, and the percentage of accepted candidates working in their placement communities beyond the initial TFA two-year commitment period and the number of years those candidates teach beyond the initial commitment	The Teach Beyond Two and Make it Home programs launched after the 2012-2013 fiscal year. We look forward to reporting our progress in subsequent quarterly and annual reports.	Across the state, 47% of our 2011 corps members remained in North Carolina, 39% remained in education and 30% taught a third year.

Funds expended by region of the state				
Eastern North Carolina		\$450,000		
Charlotte		\$450,000		
Details on program costs, including at least the following				
Teacher Recruitment, candidate selection, and placement		\$24,238		
Teacher Preservice training and preparation costs		\$15,929		
Teacher Professional development and support		\$786,058		
Alumni Support		\$73,775		
Operational and administration costs, including development and fundraising, alumni support, management costs, and marketing and outreach		-		
Funds received through private fundraising, specifically by sources in each region of the state: (Note: Teach For America changed the dates of its fiscal year in 2012-2013, resulting in an 8 month fiscal year. All totals below represent fundraising over the 8-month fiscal year.)				
Region	Individual	Corporate	Foundation	Event
Eastern North Carolina	\$220,119	\$112,494	\$1,403,573	-
Charlotte	\$729,000	\$512,000	\$1,400,000	\$200,000

# TFA partnership will help Guilford County Schools find qualified teachers

Marshall Matson | Posted: Sunday, January 19, 2014 6:00 am

By Marshall Matson

Last month, Guilford County Schools Superintendent Mo Green introduced a new partnership with Teach For America — an organization that aims to attract, develop and retain outstanding individuals to teach in our community's highest-need schools. As a Guilford County principal — one who first got his start in education as a teacher through TFA — I'm delighted to see our district take on this valuable new initiative.

I started teaching in eastern North Carolina in 1991. Like most TFA teachers, my time in the classroom was just the beginning of my commitment to education. The support I had from TFA helped me learn and grow as a teacher. The support I had from my principal and colleagues helped me stay in education and make a career focused on helping kids. I spent the next 13 years working in the district where I first became an educator. Today, I am among the two-thirds of TFA alumni who continue to work in education and advocate for the day when all students will have access to the opportunities they deserve.

Here in Guilford, this work poses considerable challenges. My fellow educators and I work in a state where teachers have not gotten a meaningful raise in more than five years. These teachers have more kids on their rosters, fewer assistants and support staff, and a higher bar for student outcomes than ever before. On top of all this, they have less time built into the day to plan together, develop new curriculum and learn innovative techniques.

As a community, we must come together to advocate for better conditions for our educators so that we keep more of our best teachers for longer. To do this, we must recognize the need for our public schools to evolve and innovate. Across industries, we see new trends in career pathways — today's workers change careers many times before retirement. The young people we hire today are highly mobile, digital citizens who seek deep meaning in their work. They are entrepreneurial and innovative; they know it's better to be on the cutting edge of change than to be cut by it. As GCS continues to emerge as a national model for supporting and licensing teachers with a range of pathways to the classroom, I am confident that the partnership with TFA will stand as an important aspect of our broader efforts.

TFA offers local schools access to a valuable, additional source of diverse teaching talent. In 2013, one of every four TFA teachers came to the classroom as the first in his or her family to graduate from college; more than one of every three identified as a person of color. A growing number entered

teaching after a career in the military or leadership in some other sector. These individuals offer powerful, tangible examples for our most disadvantaged students who need to see firsthand what's possible with a great education.

Under the proposed partnership, TFA would provide GCS with up to 30 teachers for principals to consider — individuals who would help to fill the 600 or so open positions we can expect to have between now and the first day of school. These teachers will complement the outstanding individuals coming out of education programs at our colleges and universities and will receive intensive support and development proven to prepare teachers to be effective in the classroom. In 2012, a study by the University of North Carolina found that TFA teachers added the equivalent of about six weeks of student learning in middle school math and two weeks of learning in elementary school math, compared to the average for early career teachers trained at the state's schools of education.

As a principal, I am most encouraged by testimonials from my colleagues across our state. Last year, 93 percent of North Carolina principals with whom TFA partners reported they would hire another TFA teacher for a vacancy at their school.

As we forge ahead as a state, we'll have to continue to ask the tough, important questions: How do we ensure that all teachers, whatever their path to the classroom, have the knowledge and practical experience to serve our students? How do we ensure that our strongest early career teachers decide to make education their path for the long term? How do we advocate for the changes needed to make teaching respected, celebrated and sustainable? As we do, the diverse experience of TFA teachers will only add to our ability to innovate and improve.

My commitment to making a difference with students who face some of the greatest challenges helped convince my first principal to give me a chance to teach. Now, a principal myself, I know that TFA teachers can be one source of educators who will contribute to our collective vision for students in Guilford County. Working and innovating together, we can do the hard work to keep our schools great.

*Marshall Matson is principal at Mendenhall Middle School in Greensboro and a Teach For America alumnus.*