

“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 investment, Teach For America has committed to maximizing our impact across the state by recruiting exceptional leaders to teach and growing our number of alumni living and working in North Carolina. Teach For America has also committed to strengthening the North Carolina Teacher Corps.

In the second quarter, Teach For America celebrated Veterans Day. Ninety-five years ago on November 11, our nation celebrated Armistice Day for the first time. Today we know it as Veterans Day, and while the name may have changed the spirit of the day has not; we honor the brave men and women whose service has helped ensure a stronger and safer country for us all.

Teach For America aims to become a part of the broader effort to help veterans and military families find their next opportunity to launch a new career in the service of this great nation. General (Ret.) Stanley McChrystal, Leadership Council Chair of The Franklin Project, said:

Military service and civilian national service are really two sides of the same coin. Both involve doing good work to solve problems, and both ultimately help make America a stronger nation. The young people who join Teach For America each year are engaging in a form of national service that is focused on eliminating one of the biggest threats to our nation’s future prosperity—educational inequity. I greatly admire the military veterans who, after serving America in a military uniform, chose to serve again as a part of Teach For America (see appendix A)

Similar to last year, Teach For America ran a Veterans Week campaign honoring the service and commitment veterans have made to our country and to education. In “Military and Civilian Service Make for a Powerful Combination” Robert L. Gordon, President of Be the Change, Inc. and former Deputy under the Secretary of Defense, explains the power of continued service of veterans after discharge. He writes about Navy Commander Sidney Ellington, retired, saying:

A case in point is the story of Navy Commander Sidney Ellington, retired. Commander Ellington spent 21 years in the Navy as a surface warfare officer and Navy SEAL. Upon retirement, and after a brief stint as a defense contractor, he used the GI bill to return to his beloved University of Oklahoma to pursue a doctorate. [...] Upon learning about Teach for America, Commander Ellington was inspired to pursue a new path; he applied to TFA and became a corps member, teaching in an alternative charter high school in the New Orleans. [...]

This example underscores the powerful elixir that is military and civilian service -- a cocktail of trust, commitment, respect, collaboration and perseverance that achieves positive social impact and restores civility and civic good.¹

Sidney Ellington is just one powerful example of the many veterans who have continued to serve our county through education. In the first and second quarter, we have matriculated three veterans to teach in our placement regions next year. These three veterans will join the other eight veterans currently teaching with Teach For America across North Carolina. We are honored to see more and more veterans choosing to continue to serve our nation through teaching and we are grateful for the North Carolina General Assembly’s continued support of our work in this and other areas. We are excited to update you on our progress since the last quarter.

¹ III, Robert L. Gordon. “Military and Civilian Service Make for a Powerful Combination.” The Huffington Post. TheHuffingtonPost.com, 11 Nov. 2014. Web. See appendix B

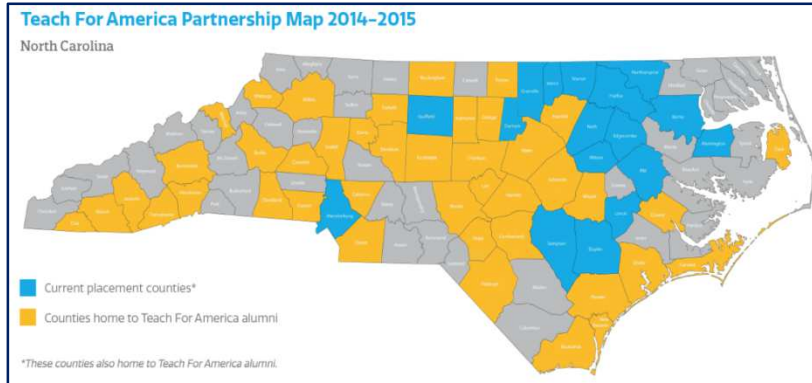
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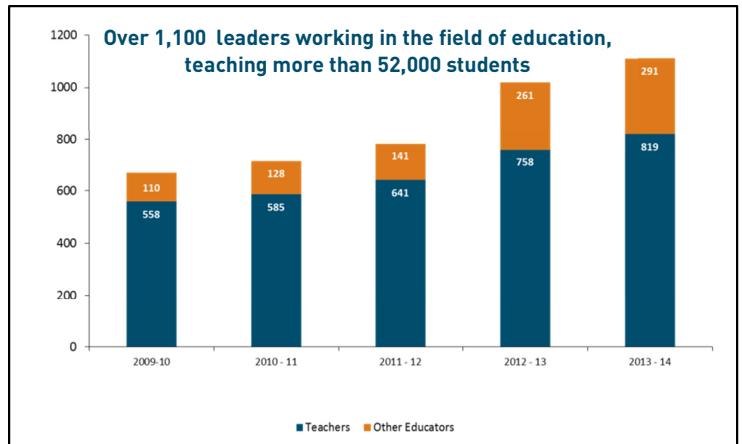
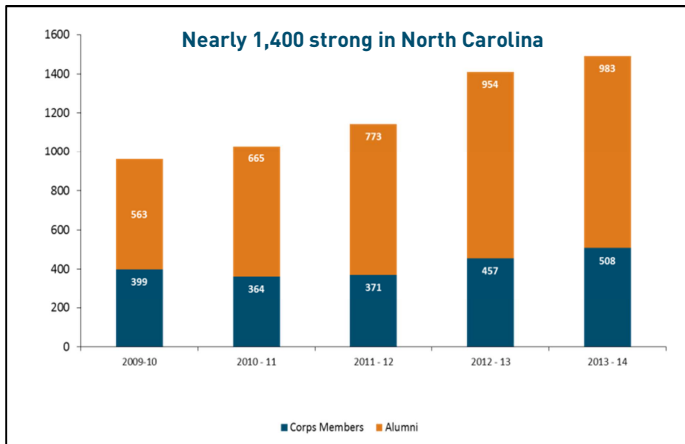
December, 2014

Statewide Impact

We are pleased to report that Teach For America's impact across North Carolina currently exceeds 1,500 individuals. Over 500 of these individuals are currently serving their initial two-year commitment in the classroom in partnership with North Carolina schools. Joining those 500 teachers are nearly 1,200 alumni are living and working in 59 counties across the state.



Nearly 1,500 current corps members and alumni are living and working across North Carolina. Of these, over 1,100 of them are working in the field of education teaching over 52,000 students.



While we are excited about the growing impact of our corps members and alumni, we are working harder than ever before to recruit our next class of great educators. Nationally, our current applications to join Teach For America are down 25%. This trend mirrors the nationally decreasing trend in applications to traditional schools of education²

Despite a challenging recruitment season, we are encouraged by the achievement and diversity of our incoming corps to date. Among our matriculated corps members:

- 3.43 is the average GPA
- 46% are teaching math or science
- 39% are leaders of color
- 44% come from a low-income background³
- 29% are the first in their family to graduate from college
- 26% come from a professional background
- 2% served in the military

² Sawchuk, Stephen. "Steep Drops Seen in Teacher-Prep Enrollment Numbers." Education Week. Editorial Projects in Education, 22 Oct. 2014. Web. See Appendix C

³ As identified by receiving a full or partial Pell Grant

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 encouraged by the leadership and achievement demonstrated by our NCTC corps members. From conducting data analysis, we found that 56% of NCTC corps members led an extracurricular activity at their school—over 15% higher than our non-NCTC corps members. We are hoping to learn from our NCTC corps members to inspire all of our corps members to be the best leaders for the state that they can be.

David Brackett is one of those corps members. In addition to teaching eighth grade social studies at Eastern Guilford Middle School, David coached the football team which earned the title of conference champions this year. David also participates in two mentoring programs within the school and is the assistant coach of the Math Counts club.

David grew up in the Eastern part of our state in the small town of Ahoskie. He attended Kenyon College in Gambier, Ohio. Through the generous gift from the state legislature, coupled with our NCTC recruitment activities, David returned home to teach in the North Carolina Piedmont Triad region. David has been featured in our NCTC webinars where he inspires applicants to teach in North Carolina. When asked why he chose to join Teach For America as an NCTC corps member, David said:

I've never felt a greater call to action than I do right now to be an educator in North Carolina. Not only do I have a special connection to my students in that I am a product of the same public schools in which they now sit, but we also share a passion for the future of North Carolina and a profound desire to change our state for the better for those that come after us.

Our matriculated NCTC corps members to date represent 15 colleges across the United States including Wake Forest, Duke, Harvard, and Yale. Of the matriculated NCTC corps members:

- The average GPA is 3.45
- 48% come from a low-income background⁴
- 59% are people of color
- 51% will be teaching math or science
- 32% are the first in their families to graduate from college
- 5% served in the military

To recruit this group, we supplemented Teach For America's recruitment methods with strategies tailored to NCTC candidates. These strategies include:

- **One-on-One Outreach:** We have conducted 47 individual conversations with final round applicants from North Carolina. North Carolina staff and alumni used these calls to inspire applicants to choose to teach in North Carolina rather than choosing to teach out of state. At our last deadline, 100% 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 hosted webinars specifically for North Carolinians moving into final round of interviews. Over 50 North Carolinians attended these webinars and a recording of the webinar was sent to applicants who could not join. The webinars highlighted stories of current corps members and alumni with North Carolina ties

⁴ As identified by receiving a full or partial Pell Grant.

who chose to lead in our state. At our last deadline, 100% of applicants who attended a webinar chose to teach in North Carolina.

- **Created a NCTC One Pager:** We created an NCTC one pager (see appendix D) to share with applicants with ties to North Carolina. The document highlights our current NCTC corps members and is aimed to inspire applicants to choose to teach and live in North Carolina. The one pager has been distributed on college campuses as well as at recruitment events in North Carolina.
- **Presenting North Carolina Teacher Corps at Final Interviews:** For the second year in a row, we secured permission from our national admissions team to present the North Carolina Teacher Corps opportunity at all final round interview sites in the state. 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.

We are also working hard to ensure that our current cohort of NCTC corps members as well as our entire corps is deepening their conviction and commitment to the state of North Carolina. To do this, we have identified three key areas of focus. These include:

- **Retention:** We seek to strengthen NCTC corps members' connections to North Carolina for the long-term and we are prioritizing strategies that build partnerships and provide access to career opportunities and networks in the state. While the focus of NCTC is on corps members with strong North Carolina ties, our goal is to retain corps members in education whether or not they have an existing connection to the state. As a result, NCTC sponsored events will be open to all corps members. We are currently planning a series of NCTC sponsored events for the remainder of the year.
- **Amplify local solutions:** Our NCTC corps members will have the opportunity to share what is working in their communities with state and local leaders. We are working to implement several communications strategies (e.g., podcasts, webinars, blasts) to connect our corps members across regions and to spotlight North Carolina specific context, policy, and leaders.
- **Gather and analyze state-level data :** To build commitment from our first cohort of NCTC corps members, we are gathering input from them about our future programming. We have tagged our NCTC corps members so that we are able to accurately analyze their data. As noted previously, from our first round of data analysis, we found that 56% of NCTC corps members led an extracurricular activity at their school—over 15% higher than our non-NCTC corps members.

Regional Updates

We are excited to provide regional updates since our last report. We are grateful for the continued investment from the state which allows us to operate in three regions across North Carolina. This year, Teach For America, Eastern North Carolina celebrates its 25th year in the state, Charlotte sees its 10th anniversary, and the North Carolina Piedmont Triad launches its charter year. We look forward to many more years of partnership in the state serving North Carolina's students and families.

- **North Carolina Piedmont Triad**

The North Carolina Piedmont Triad has launched its charter year strong, with 29 teachers in classrooms across Guilford County. Jason Riley is one of those teachers. Originally from Charlotte, Jason attended Howard University. He studied history and education and graduated with a 3.4 grade point average. During his time at Howard, Jason was an ambassador for the Freshman Leadership Academy, served as a tutor at a local high school, and completed his student teaching assignment at Dunbar High school.

After being accepted to Teach For America, Jason returned to North Carolina to teach in the Piedmont Triad region. He is making an immediate impact on the lives of students at Page High School where he teaches World History and Civics and Economics.

Jason's principal recently nominated him to represent Page High School on a panel held by the Guilford Education Alliance. In addition, Jason is starting a mentorship group for males of color at Page High School. Jason is hugely passionate about maximizing his impact in this area. Jason's leadership in these areas, coupled with high student mastery scores, makes us proud of the work being accomplished in the North Carolina Piedmont Triad in its charter year. We are grateful for the state's investment which allowed the opening of the Piedmont Triad region.

- **Eastern North Carolina**

Teach For America, Eastern North Carolina celebrates its 25th anniversary this year, marking a quarter century of partnerships with districts, schools, communities, families, and students across the region. To celebrate their 25th anniversary, the Eastern North Carolina team is planning a Policy, Advocacy, and Community Engagement Summit in April. The event is designed to discuss solutions for rural education and Teach For America's contribution to solving the problem. We estimate that nearly 300 people will attend the event.

We are tremendously excited that the state's leadership and investment in our work has inspired the Biogen Idec Foundation to grant a five-year, five million dollar gift to Eastern North Carolina. The grant will provide recruitment, training, and professional development opportunities to the science, technology, engineering, and math (STEM) teachers to the Eastern North Carolina corps.

Tony Kingsley, chairman of the Biogen Idec Foundation said of the partnership, "We care deeply about strengthening and supporting the communities in which we operate. Our continued partnership with Teach For America allows us to do that in a way that supports hands-on training for students and contributes to enhancing the skills of teachers.⁵" We are grateful to the state of North Carolina and the Biogen Idec Foundation for helping us build this public, private partnership.

- **Charlotte**

This year, Teach For America marks its 10th anniversary of partnering with the Charlotte community. After a decade in Charlotte, our partnership with the Charlotte Mecklenburg School District remains strong. Acting Superintendent, Ann Clark, recently spoke of the partnership, saying:

Teach For America is such a valued partner with CMS because of the short-term and long-term need they fulfill for the district. The leaders they put in classrooms go on to becoming fantastic classroom teachers, principals, district administrators, and trailblazers in the Charlotte non-profit community. They plant seeds today that continue to bloom for generations to come.

In the past 10 years, Teach For America's impact in Charlotte has grown dramatically. Today, we have over 500 alumni and teachers currently serving their initial two-year commitment in the classroom that are living and working across Charlotte.

We are particularly proud of the growth in our school leaders across the district. In 2004, we had no alumni serving as principals or assistant principals. Ten years later, 15 alumni serve as principals or assistant principals across Charlotte Mecklenburg Schools. We are also proud of the leadership our alumni exhibit at the district

⁵ Teach For America. Teach For America—Eastern North Carolina Announces Multi-Year Collaboration With Biogen Idec Foundation To Boost Math and Science Education Programs. N.p., 10 Nov. 2014. Web. See appendix E.

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level. Six of our alumni hold positions with the district including Executive Directors of both Strategy Management and Sourcing and Onboarding.

Many of our alumni remain in the classroom. Among these classroom teachers are alumni like Rob Leichner. Rob was a corps member in Charlotte in 2005 and taught math at West Mecklenburg High School. Ten years later, Rob is still teaching at his placement school. A co-worker said of Rob, "His unwavering devotion and strong moral fiber for the profession of math education has stood out as one of the best at West Mecklenburg High School and Charlotte Mecklenburg Schools."

In addition, many of our alumni serve as education leaders in other capacities throughout Charlotte. Included in this group of leaders:

- Emily Elliott, Executive Director of HEART Tutoring
- Jimmy McQuilken, Founder and Executive Director of Urban Promise
- Janeen Bryant, Vice President of Education at the Levine Museum of the New South
- Sabrina Plassman, Site Director of TEACH Charlotte
- Blair Campbell, Director of Y Readers
- Greg Shermbeck, Senior Communications Planner at the Council for Children's Rights
- Crystal Wright, Site Director of Citizen Schools

We are honored to have served the Charlotte community for the past 10 years and we look forward to many years of partnership to come.

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. For the last 12 years, Teach For America has received Charity Navigator's (the leading charity evaluator in America) four-star rating for sound fiscal management. Less than 1% percent of the charities rated by Charity Navigator have received 12 consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner (see appendix F).

We have completed the financial statements and Federal Office of Management and Budgets and have another clean audit year on the both financial statements and the federal OMB A-133 audit. Teach For America's financial statements for fiscal year 2014 were audited by Grant Thornton and no issues were identified. These audit requirements are intended to promote sound financial management, including effective internal control, with respect to federal awards.

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 updating the state on our progress in our third quarter and annual report in March, 2015.



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In addition to our quarterly reports, the state has requested an annual update on the information below. This chart contains information regarding Teach For America’s operations from June 1, 2013- May 31, 2014.

Legislative Language	Teach For America Results	Notes
Total number of applications received nationally from candidates seeking participation in the program	Teach For America received 50,266 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 (i) recent college graduates and the higher institution the candidates attended, (ii) mid-career level and lateral entry industry professionals, and (iii) veterans of the United States Armed Forces	Teach For America received 2,230 applications from North Carolina residents. One thousand one hundred and twenty seven of these candidates were recent college representing a range of colleges. The top contributing colleges were the University of North Carolina at Chapel Hill, Duke University, Wake Forest University, North Carolina State University, Appalachian State University, and Davidson College. Nine hundred and fifty five of these candidates were mid-career level and lateral entry industry professionals. One hundred and eighteen of these candidates were veterans of the United States Army.	
The total number of North Carolina candidates accepted by TFA	Teach For America accepted 400 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 eighty six accepted applicants were placed in North Carolina. One hundred and nine of these applicants were North Carolina residents. This marks a growth of 88% of accepted applicants from North Carolina since last year.	The growth in the number of accepted applicants from North Carolina was made possible by the North Carolina general assembly’s support of Teach For America re-launching the North Carolina Teacher Corps.
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 had an incoming corps of 158 teachers impacting over 10,000 students. Charlotte had an incoming corps of 99 teachers impacting over 6,000 students and the North Carolina Piedmont Triad had an incoming corps of 29 teachers impacting over 1,800 students.	The North Carolina Piedmont triad is in its first year of operation thanks to the generous support of the North Carolina general assembly.
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	One hundred and four incoming teachers were STEM teachers, representing 36% of the incoming corps. Six teachers in the incoming corps were veterans. Sixty five teachers in the incoming corps were mid-career level and lateral entry industry professionals. Since our last annual report, we’ve doubled our number of incoming veterans, increased our number of incoming mid-career and lateral entry industry professionals from 38 to 65, and grown our number of incoming STEM teachers from 46 to 104.	
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	Our alumni base across the state of North Carolina has grown from 983 last year to 1208 this year—a growth of 23 percent. Across the state, 41% of our 2012 corps members remained in North Carolina. Of them, 90% remained in education and 79% taught a third year.	



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Category	Eastern North Carolina	Charlotte	North Carolina Piedmont Triad
Funds expended by region of the state	\$3,452,920	\$2,252,080	\$295,000
Recruitment, candidate selection, and placement	\$107,105	\$169,795	\$108,119
Preservice training and preparation costs	\$242,365	\$175,448	\$66,419
Professional development and support	\$391,947	\$728,398	\$72,881
Alumni Support	\$161,393	\$141,096	-
Public Affairs & Engagement	\$253,387	\$91,595	\$2,752
Human Assets	\$440,302	\$158,964	\$5,028
Office of the CEOs	\$182,483	\$53,619	\$1,519
Administration	\$120,503	\$22,800	\$757
Information & Technology	\$651,505	\$212,030	\$5,960
Finance	\$569,202	\$393,026	\$29,053
Funds received through private fundraising, specifically by sources in each region of the state			
	Eastern North Carolina	Charlotte	North Carolina Piedmont Triad
Foundation	\$2,249,883	\$1,128,584	\$545,000
Individual	\$423,528	\$715,494	
Corporate	\$176,152	\$640,375	



Continue to Serve: **TEACH**

ABOUT TEACH FOR AMERICA

Teach For America works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. Founded in 1990, Teach For America recruits and develops a diverse corps of outstanding individuals of all academic disciplines and professional backgrounds to commit two years to teach in high-need schools and become lifelong leaders in the movement to end educational inequity. Today more than **11,000 corps members** are teaching in **nearly 50 urban and rural regions** across the country, while nearly **32,000 alumni** are working across sectors to ensure that all children have access to an excellent education. This year, the military veterans and spouses that are a part of TFA's current teaching corps will serve over **18,000** students.



As a veteran, that passion to serve your country really never leaves you. Joining Teach For America was a great way for me to use the leadership skills that I learned in the military while continuing to serve my country. Every day when I stand in front of my kids, I know I'm making a difference in their futures.

BRIAN THOMPSON (D.C. Region Corps '09) *Recipient, 2012 Excellence in Teaching Award*
Before the corps: *Sergeant, 82nd Airborne Division Infantry, U.S. Army*
After the corps: *Presidential Management Fellow for Military Affairs, U.S. Department of Education*

YOU SERVED FOR AMERICA, NOW TEACH FOR AMERICA

In 2012, Teach for America launched *You Served For America, Now Teach For America*, a program for the support of veterans and military spouses. The purpose of this work is to bring more Americans with military experience and affiliation into the fight against educational inequity.

TFA aims to put the leadership power and unique skills of transitioning military professionals, veterans, members of the guard and reserve components, and military spouses to work in our nation's highest-need schools.

Teach For America is committed to having a teacher corps that is rich in diversity—ethnic, socioeconomic, gender and diversity of experiences—to ensure the greatest impact on the students our corps members teach. Not only students, but also entire schools will greatly benefit from veterans' depth of experience, strength in leadership and desire to continue to serve their country.



TTT and TFA share the common goals of helping children in needy schools reach their full potential and in assisting veterans by helping them begin a new career as teachers in public schools where their skills, knowledge, and experience are most needed.

BILL MCALEER Chief, Troops to Teachers—A DANES managed Dept. of Defense Program

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AN OPPORTUNITY TO CONTINUE TO SERVE

According to data from the National Center for Children in Poverty, more than 16 million children in the U.S.—22% of all kids—live in families with incomes below the federal poverty level. The vast majority of these kids are not getting a good education. Sadly, many of these underserved students eventually drop out of school. The impact of an annual cohort of dropouts on the U.S. economy is enormous. According to research conducted by Tulane University, there are currently some 6.7 million young Americans who have dropped out of school and are unemployed. The estimated annual costs in lost tax revenue and increased costs for social services for this group of individuals is estimated at \$93 billion. Teach For America offers veterans and military spouses the opportunity to continue to serve their country by channeling their energy and leadership skills toward solving this crucial problem.

Research has shown that highly effective teachers possess a number of similar competencies such as leadership, achievement and perseverance—the same values and skills fostered with military experience—that will lead to veterans being effective leaders in the classroom.



Leaving the Army was an incredibly difficult decision, but when I was accepted as a 2012 TFA corps member, I knew I would be able to continue my service to the country in a meaningful, albeit different, way.

SARAH STAAB (Nashville Corps '12) Middle School History Teacher
Before the Corps: West Point Graduate, 5 years U.S. Army, Captain
After the Corps: Operations Manager, LEAD Public Schools

A COMMUNITY, DEDICATED TO VETERANS

Teach For America aims to become a part of the broader effort to help veterans and military families find their next opportunity to launch a new career in the service of this great nation. By forming partnerships with key leaders in the community of veterans support organizations, Teach For America will reach increasing numbers of military professionals, train them as teachers in high-need schools, assist them throughout their teacher certification process, find them jobs as teachers for two years, and continue to support them as they transition to TFA alumni status and continue to leverage their leadership and experience in the fight against education inequity.

A partial list of our partners in this important work include: Got Your 6, Soldier For Life, Troops To Teachers, Student Veterans of America, The Franklin Project, and the Corporation For National and Community Service. Additional collaboration is in place across a number of other veterans' service organizations and government agencies as we continue to grow our support for our nation's military veterans and military spouses.



Military service and civilian national service are really two sides of the same coin. Both involve doing good work to solve problems, and both ultimately help make America a stronger nation. The young people who join Teach For America each year are engaging in a form of national service that is focused on eliminating one of the biggest threats to our nation's future prosperity—educational inequity. I greatly admire the military veterans who, after serving America in a military uniform, chose to serve again as a part of Teach For America.

GENERAL (Ret.) STANLEY McCHRISTAL Leadership Council Chair, The Franklin Project

APPENDIX B

Robert L. Gordon III [Become a fan](#)

President of Be the Change, Inc., former Deputy Under Secretary of Defense

Military and Civilian Service Make for a Powerful Combination

Posted: 11/11/2014 11:32 am EST Updated: 11/11/2014 11:59 am EST



There is a well-known picture in my family of my father, my brother and me -- all in our military and cadet uniforms -- laughing on our sofa at my parents' home in Colorado Springs. Indeed, my father and I served a total of 53 years in the Army, and my brother spent six years serving as an Air Force Officer. My sister married an Army engineer captain, who eventually went on to become a senior Foreign Service Officer in the Department of State. My mother and wife, both military spouses, were instrumental to strengthening our familial and military communities as we deployed and moved to scores of military installations at home and abroad.

Our experience underscores the commitment my family made to serve our country across two generations, and now we watch proudly as our children carry the legacy in national civilian service. One of my sons, three nieces and one nephew have all served in national civilian service organizations, City Year and Teach for America, which are members of the AmeriCorps network. We value their service in high poverty schools and challenged communities to make a measurable and meaningful difference. My son served in an elementary school in Boston, while years later one of my nieces found herself in service for two years as a teacher in an underserved school in Atlanta.

Moreover, our family's experience represents a new transformational service continuum, with Veterans and military family members transitioning out of military service to bring

their talents, commitment, and sense of duty to the national civilian service sector to tackle some of the nation's most pressing problems.

A case in point is the story of Navy Commander Sidney Ellington, retired. Commander Ellington spent 21 years in the Navy as a surface warfare officer and Navy SEAL. Upon retirement, and after a brief stint as a defense contractor, he used the GI bill to return to his beloved University of Oklahoma to pursue a doctorate. It was during this time that he met a young 21 year old scholar who was committed to teach in an underserved community as a corps member in Teach For America (TFA), a national service organization that inspires college graduates and professionals from different backgrounds to teach for two years in some of the most challenging public schools across the country. Upon learning about Teach for America, Commander Ellington was inspired to pursue a new path; he applied to TFA and became a corps member, teaching in an alternative charter high school in the New Orleans. Today Dr. Ellington serves as TFA's Director of Veterans Initiatives to increase the rolls of Veterans and military spouses in the TFA corps.

This example underscores the powerful elixir that is military and civilian service -- a cocktail of trust, commitment, respect, collaboration and perseverance that achieves positive social impact and restores civility and civic good. The Franklin Project on National Service, of which I am a member and which is part of the National Service Alliance (that includes the National Conference on Citizenship, ServiceNation and Voices for National Service), is leading the charge to promote the expansion of this service continuum, which will not only help bridge the civilian-military divide, but also foster a more healthy, productive, caring and robust civil society. Indeed, national service provides a place for our military and civilian communities to stand side by side to amass reservoirs of trust, accrue social capital, and renew the optimism and civic mindedness that has made this country great.

A sense of sharing, belonging, contributing, and sacrificing are hallmarks that Veterans and their families know only too well after 13 years of war. These same hallmarks anchor the experience of national civilian service participants in their quest to strengthen the human and social capital of our communities. It is therefore not a surprise to see the convergence of these two service communities so vital to restoring the trust, opportunity, and wonder that is the American idea.

On this Veterans Day let us recognize, honor, and affirm the sacrifice of our Veterans and their families, but let us also encourage, support and celebrate those who continue their service alongside our civilian service members to make a positive change in our underserved communities across America.

Robert L. Gordon III is the President of Be the Change, Inc.. He is the former Deputy Under Secretary of Defense for Military Community and Family Policy, and a 26 year

Army Veteran. He is a member of the Leadership Council of the Franklin Project on national service at The Aspen Institute.

This post is produced by AmeriCorps Alums and The Franklin Project at the Aspen Institute in honor of Veterans Day. The Franklin Project envisions a future in which a year of full-time national service -- a service year -- is a cultural expectation, a common opportunity, and a civic rite of passage for every young American. [The Franklin Project](#) is chaired by General Stanley McChrystal. To learn more about The Franklin Project, watch [this video](#).

EDUCATION WEEK

Published Online: October 21, 2014

Published in Print: October 22, 2014, as **Steep Drops Seen in Teacher-Prep Enrollment Numbers**

Steep Drops Seen in Teacher-Prep Enrollment Numbers

California and other big states particularly hard hit, raising supply concerns

By **Stephen Sawchuk**

Fresh from the United States Air Force, Zachary Branson, 33, wanted a career with a structured day and hours that would allow him to be home in time to watch his kids in the evening. But just a month into his online teacher-preparation program at the University of North Carolina at Charlotte, he had something of a crisis of faith.

It was brought on, he said, by the sense of being in the middle of an ideological war that surfaced in everything from state-level education policy on down to his course textbook, which had a distinct anti-standardized-testing bent.

"I feel like teachers are becoming a wedge politically, and I don't want anything to do with that," Mr. Branson said.

He's not alone in having qualms about entering the teaching profession.

Massive changes to the profession, coupled with budget woes, appear to be shaking the image of teaching as a stable, engaging career. Nationwide, enrollments in university teacher-preparation programs have fallen by about 10 percent from 2004 to 2012, according to federal estimates from the U.S. Department of Education's postsecondary data collection.

Some large states, like heavyweight California, appear to have been particularly hard hit. The Golden State lost some 22,000 teacher-prep enrollments, or 53 percent, between 2008-09 and 2012-13, **according to a report its credentialing body issued** earlier this month.

"It is an alarming trend," said Mary Vixie Sandy, the executive director of the California Commission on Teaching Credentials, which enforces the state's teacher-preparation standards. "We are going to see it play out in this year and in the coming year with an increase in demand, and a not very deep pool of teachers to fulfill that demand."

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Teacher-Prep Enrollment Trends by State

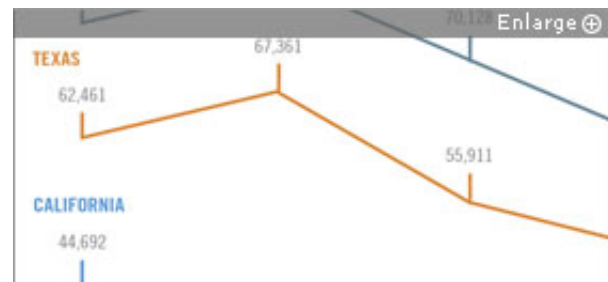
Enrollments in teacher-preparation programs (including alternative-route options) have fallen dramatically in some states in recent years, while holding steady in others.

Weak Economy?

The federal data, from the Integrated Postsecondary Education Data System, show an overall drop in education degree programs across all institutions.

Separate **state-by-state enrollment data collected under Title II of the Higher Education Act**,

meanwhile, suggest that the decline in teacher-preparation enrollments has accelerated in recent years, particularly since 2010. Under that collection, California, New York, and Texas, among the largest producers of teachers, have seen steep drops. (*See chart.*)



Source: U.S. Department of Education, Higher Education Act Title II Data Collection

As befits a labor market that tends to be regional, though, the declines don't appear to be uniform across the country; some states have maintained stable supplies of teacher-candidates. (The Title II data, unlike the postsecondary collection, include teachers enrolled in nondegree-granting alternative-certification programs.)

Though the decline is probably due to a multitude of factors, the reason topping many analysts' list is the budget crunch that hit the nation in 2008. In California, Ms. Sandy believes that the state's layoffs of some 30,000 teachers during the Great Recession sent a clear message to potential candidates that the profession was no longer a reliable one.

"We've had a period of time with reductions, layoffs, the whole accountability concern about whether schools are producing results—it may not have been the most attractive time for young, talented individuals to go into teaching," Ms. Sandy said. "How we turn that narrative around is a very important question for the state."

Perceptions of Teaching

If an uncertain economy is one likely explanation for the drop, analysts also point to other, less tangible causes: lots of press around changes to teachers' evaluations, more rigorous academic-content standards, and the perception in some quarters that teachers are being blamed for schools' problems.

"Whether or not it's actually that much more difficult of an occupation than it used to be, there's certainly a lot of press about teacher-evaluation systems, about upheaval," said Robert E. Floden, the co-director for the education policy center at Michigan State University, in East Lansing. "All those things that are in the press are bound to have some effect on people thinking about what they want to do."

North Carolina may be the epicenter for such stories. Last year, lawmakers there **eliminated teacher tenure**, only to have **a state court restore** it in May. And after much public lamenting over the state's low average teacher salaries in comparison with those of other states, legislators finally boosted pay in August.

But those increases are coupled with **a salary-schedule overhaul** under which some teachers are seeing increases of 15 percent or higher while others are barely getting raises. Meanwhile, the elimination of a pay premium of 10 percent for earning a master's degree is likely to suppress enrollments in master's programs.

Mr. Branson, the North Carolina teacher-candidate, said he's tried to stay away from the policy

debates in the state. A pep talk from a friend has him, for now, determined to continue with his preparation program.

"I really don't want to get caught up in someone else's ideological fight and I've done a really good job of not paying attention to that," he said. "But it doesn't seem very stable right now. People tend to go for careers that are very stable."

In all, enrollments in University of North Carolina teaching programs, the largest source of teachers for the state, have fallen by 17 percent from 2010-11 to 2012-13, said Alisa Chapman, the vice president for academic and university programs at UNC.

Assessing how the enrollment declines are playing out on the ground can be tricky, given varied patterns across credentialing areas. Colleges typically **produce far more elementary teachers than there are jobs**, but not enough math, science, and special education teachers to meet demand.

"Where we've been hit and where school districts are hit are not so much the special subject areas like music or Spanish, but in the low-incidence special ed programs," such as speech-language pathology, said Beverly Young, the assistant vice chancellor of academic affairs for the California State University system, the largest producer of teachers in the state. "Those are always hard to attract students into."

In Colorado, where **data show a 5 percent decline in enrollments** from 2012-13 over the previous school year—after a boom a few years earlier—the biggest worry is in the science, technology, engineering, and mathematics fields. Those are subjects in which officials say education schools already weren't producing enough teachers to help meet state goals for increasing jobs in those sectors.

"We don't have enough graduates to teach STEM and build the capacity of our STEM workforce," said Jennifer Arzberger, the educator-preparation project manager for the state education department.

The enrollment downturns already appear to be contributing to some unsettling hiring patterns. Texas districts like Dallas and Houston have been recruiting heavily—from North Carolina. San Francisco, caught between a pool of fewer teachers and more competition for them from nearby districts, currently has more than two dozen teachers on emergency credentials, the *San Francisco Chronicle* recently reported.

Long-Term Trend?

Districts may also begin looking to different pipelines for teachers, which can have consequences on overall educator quality. The Title II data show that, as enrollments in North Carolina's traditional university-based programs have declined, more teachers have entered through alternative routes.

But that's worrisome, Ms. Chapman said, given state data suggesting that, with the exception of those who come through Teach For America, high school teachers prepared in alternative programs **perform somewhat less well than UNC graduates**.

Also unclear is whether the downturn in enrollments is a short-term phenomenon or the harbinger of future shortages. Most of the federal data is, after all, on a lag time of about two years.

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"It's hard to project what's going to happen," Mr. Floden said. "Is this a long-term trend? Gosh, I don't know."

The lag time means that states like California might face shortages for some time, even if enrollment begins to tick upwards. In California, Ms. Sandy said that early indications are that the state issued more teaching credentials in 2013-14. But it won't know for a few more months if those are for teaching jobs or other types of positions.



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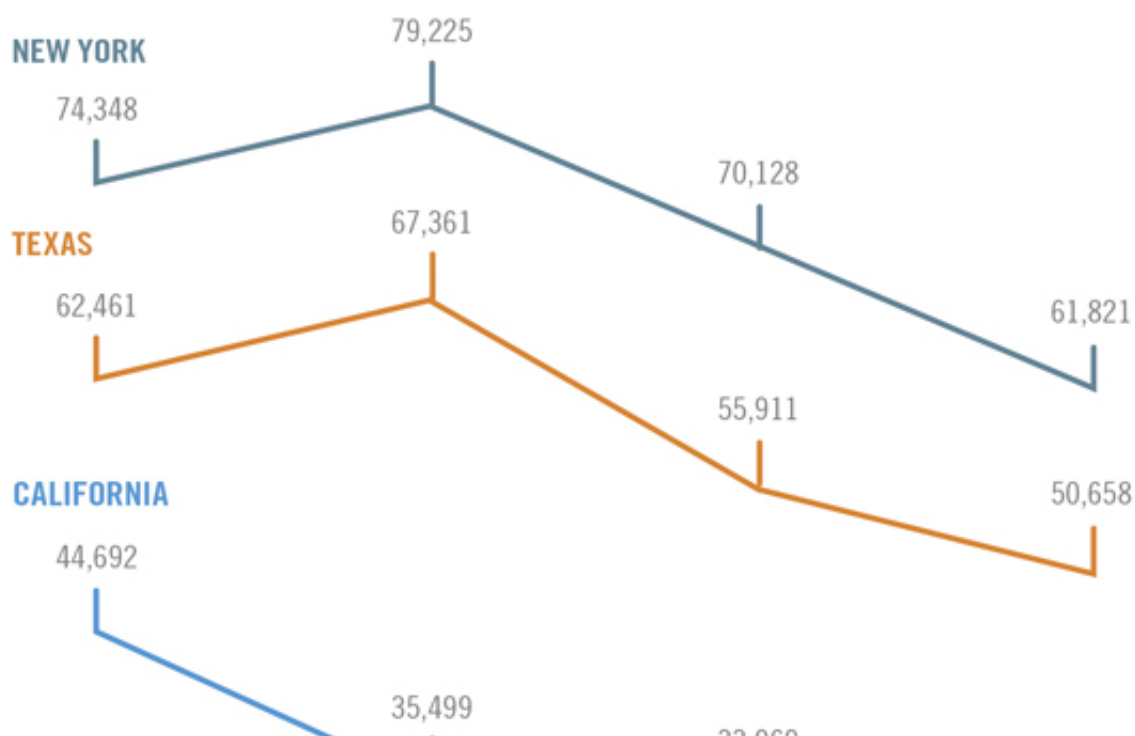
In North Carolina, Ms. Chapman believes the state is at the point where it needs to create recruitment incentives, such as by establishing a merit-based scholarship program based on getting teachers in the highest-need subjects. (The legislature **eliminated a well-regarded scholarship program** in 2011.)

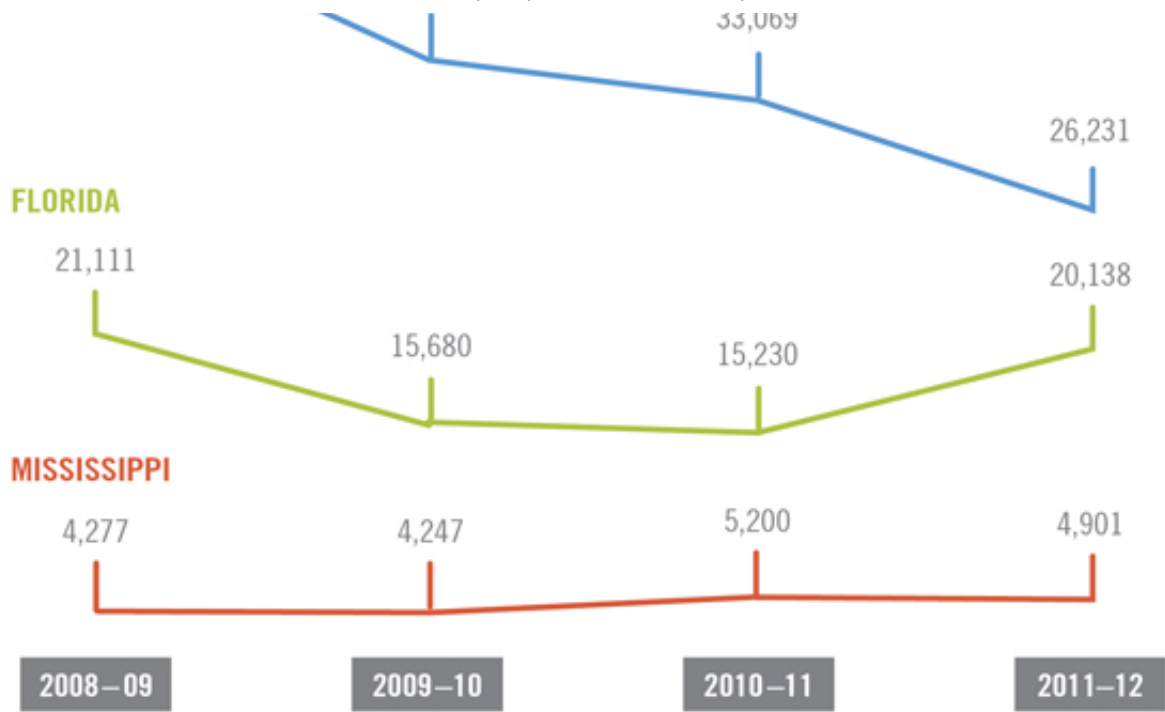
The pressure is on colleges to ramp up their recruitment efforts, too. Ms. Arzberger said she's already seen signs in downtown Denver promoting the University of Colorado, Denver's teacher-preparation offerings.

"I remember walking on the 16th Street Mall and seeing ads all over, pins and buttons," she said. "They have some neat things happening."

TEACHER-PREP ENROLLMENT TRENDS BY STATE

Enrollments in teacher-preparation programs (including alternative-route options) have fallen dramatically in some states in recent years, while holding steady in others.





SOURCE: U.S. Department of Education, Higher Education Act Title II Data Collection

EDUCATION WEEK

Holly Yettick of the Education Week Research Center contributed to this story.

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North Carolina Teacher Corps

2014 Profile

The Teach For America North Carolina Teacher Corps (NCTC) aims to increase the number of North Carolinians leading local classrooms. Corps members come from all over the state and teach in high-need schools in Charlotte, Eastern North Carolina and the North Carolina Piedmont Triad.

109

North Carolina Teacher Corps members

84

Graduates of NC colleges/universities

71

NC natives

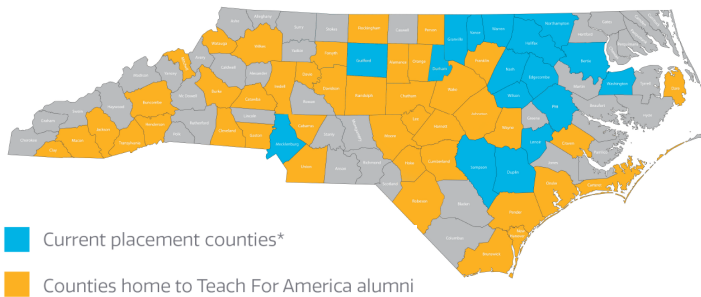
7,900

Students impacted

535

Total TFA corps members in NC

NORTH CAROLINA PLACEMENT COUNTIES



*These counties are also home to Teach For America alumni

NORTH CAROLINA TEACHER CORPS

3.4

Average undergraduate GPA

42

NC hometowns represented

21

NC colleges/universities represented

NORTH CAROLINA COLLEGES & UNIVERSITIES

Top Producers of North Carolina Teacher Corps Members

- University of North Carolina at Chapel Hill
- North Carolina State University
- Davidson College
- Johnson C. Smith University
- Wake Forest University
- Duke University
- University of North Carolina at Charlotte

CORPS MAKE-UP

58% Identify as coming from a low-income background*

46% People of color

38% First in family to attend college

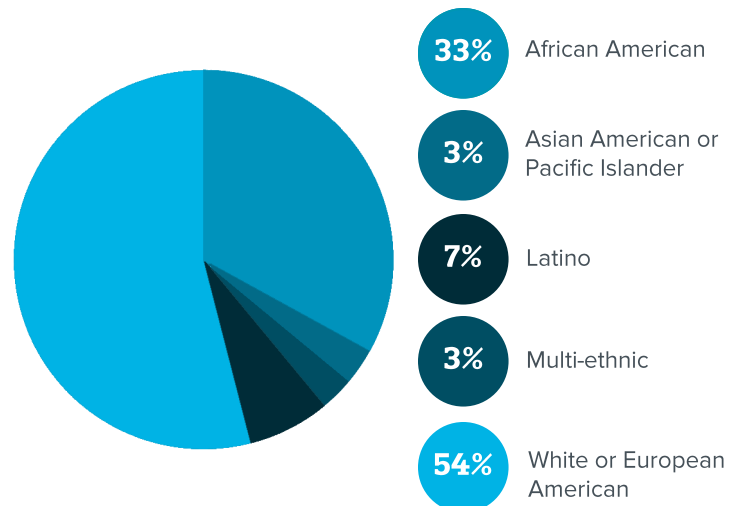
29% Career changers

21% Returned to NC from out-of-state to teach

4% Military veterans

*As identified by having received a full or partial Pell Grant

CORPS DEMOGRAPHICS



Data valid as of October 31, 2014

Appendix E

TEACH FOR AMERICA–EASTERN NORTH CAROLINA ANNOUNCES MULTI-YEAR COLLABORATION WITH BIOGEN IDEC FOUNDATION TO BOOST MATH AND SCIENCE EDUCATION PROGRAMS

\$5 Million Grant Supports Teacher Training and Professional Development, Student Lab Experiences, and Educator Recruitment

DURHAM, N.C., November 10, 2014—Teach For America announced today that the Biogen Idec Foundation has committed to a five-year, \$5 million grant to provide recruitment, training, and professional development opportunities to the science, technology, engineering, and math (STEM) teachers in the Teach For America teaching corps. The partnership will also create high-quality, hands-on STEM learning experiences for students in under-resourced schools.

The collaboration helps address limited access to STEM education in low-income communities. Teaching positions in these subject areas are often difficult to fill, particularly in districts serving high-need students. This can mean that students get less exposure to STEM subjects, thereby facing limited academic and career options. Lack of access to STEM education also affects diversity in STEM professions.

According to a recent report by the North Carolina Department of Public Instruction, open positions for high school math and science teachers are the most difficult to staff in the state. Forty percent of Teach For America corps members in Eastern North Carolina teach STEM subjects.

The support of the Biogen Idec Foundation will allow Teach For America to provide additional, customized training opportunities for its STEM teachers in the region. This will include opportunities to engage with Biogen Idec employees at the company's regional Community Labs, and to bring students for educational visits throughout the school year. A portion of the grant will also support Teach For America's national recruitment efforts – a critical aspect in ensuring that more STEM-trained individuals choose to become teachers in high-need communities.

"We're grateful that the Biogen Idec Foundation is committed to ensuring that all students have access to an excellent STEM education that will prepare them for success in college, career, and beyond," said Dr. Joseph Wilson, managing director of Teach For America's STEM Initiative. "Since 2012, the Biogen Idec Foundation's support has allowed us to increase the number of STEM teachers in high-need schools and enhance the professional development opportunities available to them."

Teach For America launched its dedicated STEM initiative in 2006 in an effort to bring more teachers with STEM expertise into classrooms. Since then, the organization's STEM corps has grown by over 250 percent, impacting 1.5 million students nationwide.

More than 300 first- and second-year corps members are teaching in Eastern North Carolina through the program this fall, impacting over 20,000 students. Nearly 700 alumni of the program now lead and support local efforts to ensure educational equity.

About Teach For America

Teach For America works in partnership with communities to expand educational opportunity for children facing the challenges of poverty. Founded in 1990, Teach For America recruits and develops a diverse corps of outstanding college graduates and professionals to make an initial two-year commitment to teach in high-need schools and become lifelong leaders in the movement to end educational inequity. This year, 10,600 corps members teach in 50 urban and rural regions across the country while more than 37,000

alumni work across sectors to ensure that all children have access to an excellent education. For more information, visit www.teachforamerica.org and follow us on Facebook and Twitter.



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www.charitynavigator.org

December 1, 2013

Elisa Villanueva Beard
Teach For America
315 West 36th Street
7th Floor
New York, NY 10018

Dear Elisa Villanueva Beard:

On behalf of Charity Navigator, I wish to congratulate Teach For America on achieving our coveted 4-star rating for sound fiscal management and commitment to accountability and transparency.

As the nonprofit sector continues to grow at an unprecedented pace, savvy donors are demanding more accountability, transparency and quantifiable results from the charities they choose to support with their hard-earned dollars. In this competitive philanthropic marketplace, Charity Navigator, America's premier charity evaluator, highlights the fine work of efficient, ethical and open charities. Our goal in all of this is to provide donors with essential information needed to give them greater confidence in the charitable choices they make.

Based on the most recent information available, we have issued a new rating for your organization. We are proud to announce Teach For America has earned our twelfth consecutive 4-star rating. Receiving four out of a possible four stars indicates that your organization adheres to good governance and other best practices that minimize the chance of unethical activities and consistently executes its mission in a fiscally responsible way. Less than 1% of the charities we rate have received at least 12 consecutive 4-star evaluations, indicating that Teach For America outperforms most other charities in America. This "exceptional" designation from Charity Navigator differentiates Teach For America from its peers and demonstrates to the public it is worthy of their trust.

Forbes, *Business Week*, and *Kiplinger's Financial Magazine*, among others, have profiled and celebrated our unique method of applying data-driven analysis to the charitable sector. We evaluate ten times more charities than our nearest competitor and currently attract more visitors to our website than all other charity rating groups combined, thus making us the leading charity evaluator in America. Our data shows that users of our site gave more than they planned to before viewing our findings, and in fact, it is estimated that last year Charity Navigator influenced approximately \$10 billion in charitable gifts.

We believe our service will enhance your organization's fundraising and public relations efforts. Our favorable review of Teach For America's fiscal health and commitment to accountability & transparency will be visible on our website as of December 1st.

We wish you continued success in your charitable endeavors.

Sincerely,

Ken Berger
President & Chief Executive Officer