

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

--Vision of Teach For America

This year marks 26 years of partnership between Teach For America and the state of North Carolina. As a partner, Teach For America has committed to maximizing our contribution to the state by recruiting, training, and supporting excellent, diverse teachers and growing our number of alumni living and working in North Carolina. We are also committed to strengthening the North Carolina Teacher Corps.

In the third quarter, Mark Nicholson was accepted and confirmed his offer to join Teach For America in North Carolina. In August, as he steps into his classroom, Mark will join the corps of Teach For America corps members and alumni committed to providing an excellent education to North Carolina's, and the nation's, students. Teach For America is not the first corps that Nicholson will join.

Nicholson was a commissioned naval officer, serving on active duty for 11 years and as a reservist for 10 more. After graduating from the Naval Academy, he served as the Communications Officer and Main Propulsion Assistant onboard USS INGERSOLL (DD-990), and served for two years as a faculty member in the School of Professional Development at the Naval Academy. He completed his active duty career as an Algebra Instructor, Company Officer, and the Officer-in-Charge of Orientation and Assimilation at the Naval Academy Preparatory School in Newport, Rhode Island. In the reserves, Nicholson was the Executive Officer of Shore Intermediate Maintenance Activity in Charleston and as Staff Officer in the Strategic Planning Directorate for the Command-in-Chief of the U.S. Atlantic Fleet.



When asked why he decided to join Teach For America, Mark says:

I was always aware of TFA at a high level– an organization where new college grads taught in economically disadvantaged communities for a couple of years. Fast forward to the fall of 2015 and my son, Jack, a senior at the University of Richmond, became enthused about Teach For America and after graduation joined the corps. Jack and I chatted about Teach For America: the likely challenges, opportunities, and impact he could make teaching English to Nashville middle school students. I was proud of Jack – knowing this school year has been incredibly challenging and yet full of learning for him while he is impacting his students in a powerful way. My son, Jack, inspired me.

Jack's experience caused me to think: Why not me? If not now, when? As I learned more about Teach For America's mission and values, and its commitment to social justice, I became wildly excited about the organization, and the societal contribution its staff and corps members are making. As I travel the globe in my role as a Leadership and Development consultant and coach, I've come to respect cultures and value differences; I've seen that people everywhere are creative, resourceful, and whole. And importantly, I've seen first-hand how education is the difference-maker.

I am wildly excited to teach in North Carolina for three reasons. First, I know there is an incredible need in our state. The future of North Carolina, and our next generation, depends on every student having access to the best education possible. Education opens doors, expands minds, develops critical and creative thinkers, and builds new possibilities, both individually and societally. To have the opportunity to be in both the trenches and vanguard of this important cause with other committed leaders is exciting. It's about making a difference.

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Secondly, I know the journey is going to be personally challenging, frustrating, and even exasperating, at times. With the idea that nothing worthwhile is easy, I am excited about the chance to dive in, roll up my sleeves, connect, and lead in service to our students. If it was easy, everyone would do it.

Third, working in our schools provides me with an opportunity to make a difference in our community. And at this stage of my life, this is so important. In the end, the opportunity be a positive difference maker and have an impact is so worth it!

We are honored to support corps members and alumni like Mark, who are committed to making a difference in the lives of North Carolina's students. We are excited to provide an update on our work in the third quarter.

Statewide Impact

Teach For America, North Carolina is committed to providing an excellent corps member and alumni experience in our state. By operating several exciting fellowships and programs across our state, we aim to attract applicants to teach here, compel alumni to begin placing roots in here, and ultimately better serve North Carolina's communities and families. These unique opportunities for corps members and alumni help prepare them for school leadership positions or add capacity to other non-profit organizations.

Only in North Carolina: Spotlight on Corps Member and Alumni Fellowships and Programs (see appendix A):

Rural Principal Fellows—Eastern North Carolina (see appendix B)

The Rural Principal Fellowship is a principal preparation program for Teach For America alumni in rural regions who are two to three years away from being ready to take on a principalship. This three-year, fully-funded fellowship results in participants earning a principal certification and their Master's degree in Educational Leadership. The Fellowship also provides hands-on experience in leadership roles to prepare for the principalship.

A participant of the program said, *"I not only received development on how to coach teachers, build presence, and hold critical conversations, I also walked away with a network of professionals who believed in me as a school leader. This work is hard, but RSLA has strengthened my backbone."*

Local Impact Fellows- Eastern North Carolina

Local Impact Fellows is predicated on the belief that true improvements in quality of life for all members of our communities are grounded in a holistic understanding of local strengths and challenges and a serious commitment to change. The fellowship connects rising second and third year teachers with organizations in need of specific added capacity.

The Reimagining Education Fellowship—Eastern North Carolina (see appendix C)

The Reimagining Education Fellowship is a fellowship designed to build a force of leaders with a vision for children's futures and a passion to ensure that education gets them there. The fellowship features three components: mentorships, individual development, and cohort seminars.

Equity Leaders Program—North Carolina Piedmont Triad

The Equity Leaders Program equips corps members to facilitate dialogue, organize their schools and community, and navigate their students toward a world where equity is the focus.

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Leroy “Pop” Miller Fellowship—Charlotte (see appendix D)

The Leroy “Pop” Miller Fellowship is an alumni teaching fellowship designed to significantly enhance the classroom-level supports and ongoing professional development opportunities available to corps members who continue to teach past their initial commitment. Building on their existing two-year corps commitment, participants will commit three additional years to local education. In years three and four, they will continue to teach at their schools. In year five, fellows can continue their education careers by opting to continue teaching or to pursue another PK-12 public education position in Charlotte. For some, this will mean a role as an assistant principal or instructional facilitator. Others may consider a role with district administration or at a local education non-profit.

Molly Naylor, a Pop Miller Fellow, said, *“Committing to the fellowship was committing to be the best teacher I could be with personalized PD and one-to-one coaching and mentorship.”*

Aspiring Leaders Fellows—Charlotte (see appendix E)

Participants in the Aspiring Leaders program work alongside executive leaders in the school district and undertake a specific project aimed at meeting the deepest needs in the city’s public schools.

Nina Brashears, a 2014 Aspiring Leader, said, *“The Aspiring Leaders Program was an exciting and engaging summer opportunity. I enjoyed getting to see Charlotte Mecklenburg Schools and education in Charlotte outside of my own classroom and school. While I worked most closely with my Zone Superintendent, I was able to network and learn from others across Charlotte Mecklenburg Schools. No two experiences are the same and as part of the Aspiring Leaders Program you can seek opportunities and experiences based on your interests. The program gave me the opportunity to reflect on my own leadership and I now have experiences and contacts which can help me as I think through future career choices.”*

North Carolina Teacher Corps (NCTC)

Teach For America is 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.

This year, we are committed to making more personal, one-on-one connections to local applicants than ever before. As the demand for quality teachers across our nation continues to rise, we believe that fostering a sense of commitment and excitement about teaching in North Carolina is critical to motivating candidates to consider joining the corps in North Carolina. As such, we have had individual phone calls with 190 candidates this year, compared to 70 candidates last year. Additionally, we had 189 candidates join our webinars this year, compared to 72 candidates last year.

We initially ask candidates if they are interested in signing up for an individualized phone call. From the candidates who do not choose to participate, we have prioritized cold calling the most competitive applicants to share more about the unique opportunities in North Carolina. As we have continued to refine our recruitment strategies, tactics, and execution, our North Carolina model has been highlighted as an exemplar for other regions across the United States to emulate, should they wish to recruit locally.

We currently have 195 first and second year teachers who identify as part of the North Carolina Teaching Corps. One hundred and forty of them graduated from a North Carolina college or university and 116 of them are North Carolina natives. Our NCTC corps members represent 61 colleges across the United States including the University of North Carolina at Chapel Hill, North Carolina State University, Duke University, Davidson College, Howard University, and Harvard University. Our North Carolina connected corps members make up a diverse group of teachers and leaders across the state:

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- The average GPA is 3.39
- 51% come from a low-income background¹
- 54% are people of color
- 40% are teaching math or science
- 29% are the first in their families to graduate from college
- 3% served in the military

We are building on this success by supplementing Teach For America's national recruitment methods with strategies tailored to North Carolina candidates. Tailored strategies include:

- **One-on-One Outreach:** We have conducted 190 individual conversations with final round applicants from North Carolina. North Carolina staff and alumni use these calls to inspire applicants to choose to teach in North Carolina rather than choosing to teach out of state.
- **NCTC Webinars:** We have hosted nine webinars for North Carolinians moving into final round of interviews. One hundred and eighty nine applicants have attended these webinars thus far. These webinars highlight stories of current corps members and alumni with North Carolina ties who chose to lead in our state. Our data shows that candidates who attend one of our webinars are significantly more likely to preference one or more of our North Carolina regions when making their regional assignment decisions. Maggie Brownrigg, an applicant at our fourth deadline, said of the webinars:

The webinar was very helpful and great to hear from each alum and current member- thank you for hosting it and offering your insight! North Carolina truly is a great place and I would love a chance to give back to the community that has helped form me into the person I have become in so many ways.

- **School Visits:** In partnership with our recruitment team, we have hosted three school visits across the state for prospective applicants to Teach For America. These school visits give applicants a line of sight into the work they would be leading as a first year teacher in North Carolina. Applicants had the opportunity to ask questions of Teach For America alumni and staff and provide an excellent lever for helping prospects complete the final stages of their application. One applicant said of her visit:

Thank you for letting me come visit West Charlotte. I really enjoyed the tour! Going into the classrooms and seeing the students made me even more excited to start teaching!

- **Recruitment Events:** In the third quarter, Teach For America was asked to present at the Zeta Phi Beta Sorority Southeast Region Conference. We were one of four panelists on a breakout group session for undergraduates interested in non-profit careers. After the panel, we represented Teach For America at a career fair and interacted with a variety of students and professionals interested in learning more about Teach For America from all along the Southeastern coast.

Regional Updates

- **Eastern North Carolina**

Students in Halifax County got the opportunity to engage with college students from Massachusetts Institute of Technology (MIT) in the third quarter. The program was entitled "Five Weeks for America" and hosted four MIT students in Halifax County. Participants worked in STEM classrooms, assisting the teacher, providing more learning opportunities for students, and leading small group instruction.

¹ As identified by receiving a full or partial PELL grant

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When asked about their experience with the program, one participant said, “[I learned] So many things – I see that everyone can learn, it might take a great deal of focus for a lot of things to align but as long as someone is there to support kids and help them through it, like a really great teacher, then I think they can do it!”

- **North Carolina Piedmont Triad**

In the third quarter, the North Carolina Piedmont Triad hosted “Teach For America Week” as a way of increasing awareness of our work in Guilford County. The theme of the week was “It Takes a Village” which allowed leaders from across the city to teach and engage with students in classrooms around the district.

One of the highlights of the week was the “Sonrise Panel” which featured prominent black males from the Guilford community. Over 40 students benefited from hearing from the panel speakers. Speakers included: Demond Burnet from Nationwide, Blake Odum from The Poetry Project, Rashard Jones from Guilford County Schools and Communities In Schools, Anthony Banks from Guilford Technical Community College, and Daryl Steele, the Dean of Students at North East High School.

- **Charlotte**

Two Charlotte alumni have been named as *Forbes*’ 30 Under 30². *Forbes* writes:

[Jason] Terrell and [Mario Jovan] Shaw met as roommates in 2012 while doing Teach For America and came up with the idea to cultivate mentorship opportunities for black men, from “cradle to career.” Profound Gentlemen works to provide career support for the teachers while also developing mentorship opportunities for their students, young boys of color.

In 2015-2016, Profound Gentlemen attracted over 150 male educators of color and retained 90% of them into the education profession. Profound Gentlemen impacted approximately 3,000 boys of color through mentoring groups.

We are thankful for the continued investment from North Carolina which allows us to support incredible teachers and leaders throughout the state.

Financial Reporting

Teach For America is steadfast in maximizing the state’s investment through fiscal responsibility and investing donors in our important work in North Carolina. In 2014 (the most recent data available), we earned a perfect four-star rating from Charity Navigator for the 13th straight year for exemplary financial health. Less than one percent of all nonprofits nationwide have received this many consecutive four-star ratings, putting us in the 99th percentile among all nonprofits.

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. We look forward to updating the state on our progress in our June quarterly report.

²“30 Under 30 2017: Social Entrepreneurs.” *Forbes*. *Forbes Magazine*, n.d. Web. 31 Mar. 2017 (See appendix F)



ONLY IN NORTH CAROLINA

Our North Carolina regions provide a variety of unique opportunities for corps members and alumni to prepare for school leadership positions or add capacity to other non-profit organizations.

LOCAL IMPACT FELLOWS - EASTERN NORTH CAROLINA

Corps members are matched with local organizations for six-week summer internships and supported through regional leadership programming.

RURAL PRINCIPAL FELLOWSHIP - EASTERN NORTH CAROLINA

This three-year, fully-funded principal preparation program is available for TFA alumni to earn their principal certification and Master's degree in Educational Leadership.

EQUITY LEADERS PROGRAM - PIEDMONT TRIAD

Corps members are equipped to facilitate dialogue, organize their schools and community, and navigate their students toward a world where equity is the focus.

LEROY "POP" MILLER FELLOWSHIP - CHARLOTTE

Classroom-level support and ongoing professional development opportunities are available to TFA alumni who teach past their initial commitment.

ASPIRING LEADERS PROGRAM - CHARLOTTE

Participants work alongside executive leaders in the school district and undertake a specific project aimed at meeting the deepest needs in our city's public schools.

"Committing to the fellowship was committing to be the best teacher I could be with personalized PD and one-to-one coaching and mentorship."

MOLLY NAYLOR

Leroy "Pop" Miller Fellow

"There's the question of 'what if I stay in the classroom?' Being a LPM Fellow helped me make my 'what if' a reality."

MELISSA HINCHMAN

Leroy "Pop" Miller Fellow

GRADUATE SCHOOL PARTNERS

North Carolina corps members can earn teacher certification and pursue a Master's degree through our partnerships with East Carolina University and the University of North Carolina at Charlotte.



Rural School Leadership Academy

The Rural School Leadership Academy is a yearlong professional development program for corps members and alumni working in rural areas who are interested in developing the early skills and mindsets of a school leader in a supportive and inspirational community.

What is the Rural School Leadership Academy?

A year-long **professional development program** for early emerging leaders and aspiring leaders in rural regions consisting of:

- **One week and 2 long weekends** of development in rural regions throughout the year **with top-notch sessions** delivered by TFA staff and content area experts as well as **school visits**
- **Monthly calls** to extend and support the learning happening in the face to face meetings
- **Individual Growth Plan** in partnership with participant's region

Who Should Apply?

- Corps members, alumni, and TFA staff members in rural areas interested in developing the skills of a teacher leader or school leader
- Applicants must be living in a rural area or region and working in a school setting for the 2017-2018 school year
- Applicants should be passionate about building a community with others who live and work in rural areas across the nation

Application open from

December 19, 2016 to

January 18, 2017

**All costs— travel, lodging, and meals—
will be covered by Teach For
America**

What are participants saying about RSLA?

*"I not only received development on how to coach teachers, build presence, and hold critical conversations, I also walked away with a network of professionals who believed in me as a school leader. **This work is hard, but RSLA has strengthened my backbone.**" - RSLA 2014 participant— midlevel leader*

RSLA has given me the confidence to start trying new leadership roles now in my current setting, by encouraging me to put on workshops and by bringing new ideas to my grade level. Because of RSLA I feel like I am one step closer to one day achieving my goal. " -RSLA 2014 participant—corps member

Questions? Contact Lisa Nuyens Heyne at lisa.nuyens@teachforamerica.org

For more information or to apply, visit:

<https://www.teachforamerica.org/alumni/awards-fellowships-programs/rural-school-leadership-academy>

The Reimagining Education Fellowship

Preparing ENC's leaders to reimagine the educational system

APPLY

Overview

This fellowship will build a force of leaders with a radical vision for children's futures and a passion to ensure an education that gets them there.

Purpose

Think of one of your students in 5, 10, 15 years. If our current education system were operating perfectly, would she be where she and her family want her to be? Where her community needs her to be? More and more, the research says no – our current system is simply not designed to reach these long term goals. But a new system could. We just have to be bold enough to re-imagine the world of education. This means re-imagining everything from policies that elected leaders develop to the inner workings of a school to the social ventures that support students and families.

Timeline

Dec 16	Application launch
Jan 22	Application due
Jan 23-27	Interviews
Jan 31	Cohort announced
Feb	Seminar 1
Apr 1	Seminar 2 (PACE)
July	Seminar 3 (overnight)
Oct	Seminar 4
Dec	Capstone Seminar

**seminars will be held in-person; other support will be virtual or in person experiences based on the Fellow's preference.*

Elements

Cohort Seminars

Fellows will participate in a kick-off weekend and quarterly cohort-based seminars over the course of the 2017-18 calendar year. During these seminars, Fellows will learn from education leaders in the region and around the world, gain access to differentiated development opportunities through readings, discussion, and reflection, and network with other Fellows and education leaders.

Mentorship

Fellows will be paired with an education leader mentor to connect with three times over the course of the school year for coaching and advice.

Individual Development

Fellows will receive dedicated coaching, support and technical assistance from TFA staff over the course of the year.

A Few of Our Partners...



Helping those doing good, do great.



Building the future of school.

Teach For All

Ensuring all children have the opportunity to fulfill their potential

25
years

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LEROY "POP" MILLER FELLOWSHIP

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Principal Leroy "Pop" Miller was a visionary, trailblazer, and consensus builder who was committed to improving public education in Charlotte. It was his 37 years of service to students and staff, their families, and the Charlotte-Mecklenburg community that TFA-Charlotte bestowed the name of Leroy "Pop" Miller upon the fellowship. It is the desire that Leroy "Pop" Miller's legacy of unwavering commitment to teaching and educational excellence for all will serve as a model for the fellows.

WHO SHOULD APPLY:

- 2nd year CMs interested in teaching a 3rd year
- Alumni Teachers
- Non-TFA Teachers*

*Non-TFA Teachers must be recommended by a TFA Alumni Principal, and have 3 or more years of teaching experience

REQUIREMENTS:

Each fellow must continue teaching fulltime in a TFA-Charlotte eligible placement school.

FELLOWSHIP STRUCTURE:

YEAR ONE 2017 - 2018	Values-Based Coaching Four Development Sessions <small>self-select from PD menu</small> Summer Professional Conference <small>optional</small> End of Year Annual Reenrollment
YEAR TWO 2018 - 2019	Values-Based Coaching Four Development Sessions <small>self-select from PD menu</small> Paid Summer Internship of \$3,500 <small>at completion of year</small> End of Year Annual Reenrollment
YEAR THREE 2019 - 2020	Values-Based Coaching or Professional Mentor Four Development Sessions <small>self-select from PD menu</small> Paid Summer Internship of \$4,500 <small>at completion of year</small>

CORPS MEMBER SUPPORT VERSUS LPM FELLOWSHIP:

The LPM Fellowship is customized according to your needs:

- You tell us how we can be an asset to your teacher-leadership development.
- We will collaborate with you to create your professional and student achievement goals throughout the year.
- You will have the option of self-selecting into professional development opportunities.

APPLICATION TIMELINE:

Application Period
APRIL 3 – APRIL 21

Interview Notifications
APRIL 25

Interviews
MAY 2 – MAY 10

LEARN MORE + APPLY AT

<https://charlotte.teachforamerica.org/LPM-fellowship>

QUESTIONS? CONTACT THE TEAM:

Tomiaka Wingard

Director LPM Fellowship

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Katie Iraheta

Alumni Teacher Coach

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Saunje Fertil

Alumni Teacher Coach

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CMS ASPIRING LEADERS PROGRAM

Application Letter

Dear TFA Teacher:

On behalf of Charlotte-Mecklenburg Schools and Teach For America, thank you for your commitment to the students in our district.

As you consider your future and begin to make career decisions, we would like to share an exciting opportunity in CMS. In partnership with TFA, CMS has an **Aspiring Leaders Program (ALP)**. ALP provides high-potential teachers the opportunity to explore executive-level careers in CMS. Teachers participating in the program will have the opportunity for leadership development through executive mentoring, career shadowing, stretch projects and formal leadership training. ALP is a yearlong program with a seven-week summer fellowship. Areas for shadowing opportunities may include the superintendent's office, community superintendent offices, curriculum and instruction, budget and finance, communications, accountability, auxiliary services, information technology, student support, human resources, legal services and planning and facilities. Our goal is to develop aspiring leaders with strong interest in continuing their careers in CMS.

Summer Term	School Year
<ul style="list-style-type: none">• June 12 – July 28: Summer Program• \$5,000 stipend for summer program fellowship (pending funding)• Mentoring, leadership development, and coaching by CMS executives• Full-time job shadowing opportunities• Completion of a short-term change project• Participation in mentor's leadership team• Participation in leadership workshops and seminars	<ul style="list-style-type: none">• During the school year, Aspiring Leaders take on a school-wide leadership role or project (i.e. leading a committee or school-wide initiative)• Executive mentors provide ongoing support for Aspiring Leaders' individualized leadership development plans• Participation in leadership workshops and seminars

To be eligible to apply, you must be a 2015 or 2016 TFA corps member teaching in Charlotte-Mecklenburg Schools. In addition, you must have strong support from both your principal and a TFA staff member.

Enclosed you will find Aspiring Leader Competencies and an application guide. The application deadline is **Monday, February 20th**. We hope you will consider applying for this exciting opportunity.

Sincerely,

Ann Clark
Superintendent, CMS

Tim Hurley
Executive Director, Teach For America

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Profound Gentlemen

Cofounders, Profound Gentlemen

Terrell and Shaw met as roommates in 2012 while doing Teach For America and came up with the idea to cultivate mentorship opportunities for black men, from "cradle to career." Profound Gentlemen works to provide career support for the teachers while also developing mentorship opportunities for their students, young boys of color.



STATS

ON FORBES LISTS

30 Under 30 - Social Entrepreneurs

2017

NEWSWORTHY



4 Tough Question To Ask Any Financial Adviser In The Trump Era

Financial advisers need a thorough vetting before you sign up with them. Here are four tough questions to ask.