

TEACHFORAMERICA

Our Work Across North Carolina

2022

Annual Legislative Report to the North Carolina General Assembly

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

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This report will be submitted to the North Carolina General Assembly’s Joint Legislative Education Oversight Committee, the offices of the President Pro Tempore of the Senate and the Speaker of the House of Representatives, the Chairs of the Senate Appropriations / Base Budget Committee and the House Appropriations Committee, the Senate Appropriations Committee on Education / Higher Education, the House Appropriations Subcommittee on Education, and the Fiscal Research Division on or before January 1, 2023 as required by the North Carolina State Legislature, per S.L. 2019-165, Section 3.6(b); S.L 2013-360, Section 8.21.(b); and S.L 2013-360, Section 8.21.(e).

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Summary

Teach For America (TFA) came to North Carolina in 1990. Since then, thanks in part to the strong support we have received from the North Carolina State Government, we have **trained 4,400+ teacher leaders in our great state, impacting more than 250,000 students**. The North Carolina General Assembly’s continued investment in our organization ensures we can place and support hundreds more teacher leaders in school districts and charter school networks across Charlotte, Eastern North Carolina, and the Piedmont Triad each year. Moreover, we leverage our public funding to further develop the leadership of the 2,000+ Teach For America alumni who continue to live, work, and worship across our great state. The North Carolina General Assembly’s continued financial commitment in Teach For America North Carolina helps make it possible for us to recruit, train, support, and retain teachers to serve in North Carolina’s public schools.

This past year, Teach For America North Carolina built upon its return to a statewide model in 2021 to more effectively pursue our vision of every child having the opportunity to attain an excellent education. For example, Henderson Collegiate, a public charter school in Vance County founded by Teach For America alums Eric and Carice Sanchez, achieved the number one spot in all North Carolina schools for academic growth according to metrics established by the North Carolina Department of Public Instruction (NCDPI) & the NC State Board of Education. In the 2021-2022 school year, 33 Teach For America teachers worked at Henderson Collegiate. TFA was excited to celebrate this success, which was made possible in part by the NCGA’s continued investment in our organization, and we are looking forward to ensuring even more TFA teachers and alumni leaders deliver exceptional results for North Carolina’s students in 2023 and beyond.

Teach For America North Carolina remains committed to the central tenets of the NC Teacher Corps, but continues to build off of its work through innovative strategies. This includes our “Teach Back Home” initiatives, which convince more North Carolinians to either stay in or make it home to North Carolina to teach. TFA NC leverages both local and national recruitment

strategies to deliver on this promise. Our organization recruits both first-time teachers and TFA alumni from other states to help address the teacher shortage.

TFA NC also sees promise from both our longstanding and blossoming “Teach Beyond Two” programs, which motivate TFA teachers to teach at least an additional two years in North Carolina public schools. Two of our most prominent Teach Beyond Two programs are our “Reinvest in Student Excellence” (RISE) and “Leroy ‘Pop’ Miller” Fellowships. These programs incentivize TFA teachers from NC to stay in NC classrooms and bring TFA alumni from across the country to the Old North State. Nationally, about 60% of TFA teachers stay in the classroom at least a third year beyond their initial two-year commitment. These partnerships succeed because of TFA NC’s ongoing collaboration with TFA alumni, school administrators from across our great state, and the elected school board members who graciously serve our communities.

The financial support we receive from the North Carolina State Government fuels TFA NC’s efforts to recruit and retain teachers, including both those with existing ties to the Old North State and those from a national pool of diverse, exceptional leaders. TFA NC delivers teachers to NC classrooms whether they have deep roots already established in their placement community or if they never have visited North Carolina before beginning their Teach For America training. Moreover, our State funding also contributes to TFA’s new high-impact tutoring program in North Carolina, titled the “Ignite Fellowship.” The Ignite Fellowship is designed to address learning loss North Carolina students experienced as a result of the COVID-19 pandemic. The Ignite Fellowship will continue to accelerate student learning and help us further grow, diversify, and strengthen our applicant pool.

Teach For America North Carolina continues to deliver teacher leaders to the Piedmont Triad region (the area within and surrounding the three major cities of Greensboro, Winston-Salem, and High Point). We also continue to expand our efforts to place teacher leaders in Eastern North Carolina and throughout Charlotte and Mecklenburg County. Additionally, as our statewide alumni base continues to grow, TFA NC is investing in new strategies to further develop our alumni inside and outside of the classroom. That includes

establishing innovative partnerships and scholarships with The Aspen Institute, the Center for Creative Leadership (CCL), and Western Governors University (WGU).

Working shoulder to shoulder with parents, students, and other educators and community members, Teach For America teachers enhance the academic and personal growth of students. TFA teachers' service in the classroom inspires a lifelong commitment to their students and shapes the trajectory of their lives and careers. Teach For America brought one hundred seventy new teachers to North Carolina last year. **There are now 676+ Teach For America teachers working alongside students, parents, and community leaders in North Carolina.** That includes forty-one TFA Eastern North Carolina teachers recruited and retained through formal TFA teacher recruitment and retention programs who serve 2,800+ students, a data point that of course includes the eleven first-year teacher candidates TFA brought to the rural ENC countryside this school year to teach 713+ students. Furthermore, there are forty-two TFA teachers teaching 2,600+ students in the Piedmont Triad as part of formal TFA teacher recruitment and retention initiatives, which naturally includes the eighteen first-year teacher candidates TFA delivered to the Piedmont Triad this school year to teach 1320+ students. Additionally, there are one hundred twenty-five TFA teachers teaching 9,600+ students in the greater Charlotte area as part of formal TFA teacher recruitment and retention initiatives, which does include the forty-nine first-year teacher candidates TFA stationed in Charlotte and Mecklenburg County this school year to teach 3,676+ students. **Moreover, there are 1,044+ TFA alumni working in the field of education in North Carolina, including 42+ principals and 23+ school system leaders.** The approximately 1,000 other TFA alumni in North Carolina are often tackling wicked policy problems in industries adjacent to education, with a leadership style that is deeply informed by their time as a classroom leader. TFA alumni are deeply passionate about public service, educational equity, citizenship, and ensuring systems are efficient, fair, and effective for everyone. **Thanks in large part to the generous and forward-thinking support we have received from the North Carolina General Assembly, TFA NC is able to support 676+ TFA teachers and 2,000+ total TFA alumni from across North Carolina each day.** In

turn, these TFA leaders partner with parents, students, and folks from throughout our communities to help ensure North Carolina remains America's top state for business and becomes America's top state for education too.

Teach For America is committed to partnering with the State of North Carolina to inspire more North Carolinians to teach and lead as educators here. While we know great teachers exist across our great nation, we believe that teachers with personal ties to North Carolina can make a unique contribution to our great state, bringing a special sense of urgency and commitment to educating North Carolina's children. Their perspectives and ability to connect with students is valued by all. Last year, Teach For America received 13,630 applications from candidates seeking participation in our national program. Of these applicants, 539 were residents of North Carolina based on the mailing address used to submit their application to TFA. Teach For America found these candidates through a variety of recruitment strategies, including partnerships on college campuses and military bases, social media and other forms of digital advertising, career fairs, and word of mouth.

The 2022 Teach For America National Corps totaled 2,939 accepted first-year teacher candidate applications from 13,630 applications submitted. Ultimately, 143 North Carolinians, out of 539 North Carolina applicants, were accepted by TFA last year to teach as first-year teacher candidates as part of the 2022 TFA Corps. Therefore, 26.5% of North Carolinians who applied to Teach For America were accepted, compared to a 21.6% national acceptance rate. Moreover, 4.9% of all first-year teacher candidates accepted by Teach For America are originally from the Old North State. Of the 2,939 first-year teacher candidates who were accepted to teach as part of our national program, one hundred seventy were placed in North Carolina. In other words, 5.8% of the total TFA 2022 Corps teaches at a school in North Carolina. Of these one hundred seventy first-year TFA teacher candidates, twenty-three are originally from North Carolina. In other words, 13.5% of first-year TFA teacher candidates in North Carolina are originally from North Carolina. These data points represent TFA's unmatched ability to source talent both locally and from a national pool of leaders. Moreover, the first-year TFA teacher candidates from NC are just a small example of the success of TFA NC's "Teach Back Home" programs, which encourage North Carolinians to live, teach, and worship right here in the Old

North State. As part of our efforts to ensure all of our first-year teacher candidates obtain teaching licensure from the North Carolina Department of Public Instruction (NCDPI), all of our first-year teacher candidates establish North Carolina residency and receive training from both Teach For America and East Carolina University's (ECU) Education Department.

Through our State Funding, Teach For America North Carolina continues to increase our targeted recruitment efforts of teacher candidates from North Carolina (including recent graduates of NC colleges and universities), teacher candidates from backgrounds related to STEM education, teacher candidates who are mid-career level and lateral entry industry professionals, and teacher candidates who are Military Veterans of the United States Armed Forces.

Of the 539 applications from North Carolina residents, 255 were recent graduates (including 19 graduate student applications). The majority of candidates came from the nine North Carolina campuses we most frequently partner with, which includes: the University of North Carolina (UNC) at Chapel Hill, Duke University, North Carolina Agricultural & Technical State University (NC A&T), NC Central, NC State University, UNC Charlotte, UNC Greensboro, Wake Forest University, and Davidson College. We believe North Carolina has the greatest potential of all of the states in part because of the brilliance of the students and expertise of the faculty and staff at our colleges and universities. That is why a key pillar of our recruitment strategy is to leverage in-person and digital touchpoints to persuade the best and brightest from NC colleges and universities to apply to become a teacher via Teach For America.

A vast majority of the first-year TFA teacher candidates are STEM educators who come from academic and professional backgrounds in STEM. In fact, roughly 69% of first-year TFA teacher candidates teach at least one STEM subject. Last year, Teach For America received 6,999 applicants from folks who identified as working professionals, rather than as a student. This included 249 professionals from North Carolina. TFA accepted 966 of the 6,999 applications submitted by working professionals last year. Therefore, 13.9% of working professionals who applied to TFA were accepted to become first-year teacher candidates last year. 576 Military Veterans of the United States Armed Forces submitted applications to Teach For America last

year, with twenty-two Military Veterans of the United States Armed Forces accepted to teach as first-year teacher candidates serving across the United States as part of Teach For America this past year. Twenty Military Veterans of the United States Armed Forces from North Carolina submitted applications to Teach For America last year, with three Military Veterans of the United States Armed Forces teaching as first-year teacher candidates in North Carolina. Finally, TFA's new Ignite Fellowship is poised to further grow, diversify, and strengthen the national pool of exceptional applicants TFA leverages to place teacher leaders in North Carolina and across the United States.

TFA NC continues to aggressively implement our teacher retention efforts, including programs related to our "Teach Beyond Two" and "Make it Home" initiatives. For example, TFA NC retained twenty-seven teacher leaders through its "Reinvest in Student Excellence" (RISE) Fellowship and retained ten teacher leaders through its "Leroy 'Pop' Miller" Fellowship this past school year.

A financial accounting of how TFA NC expanded our State funding is included later in this annual report. This accounting includes information on how our State funds were used throughout each subregion and for various program costs, including teacher candidate recruitment, teacher candidate selection, teacher candidate placement, teacher candidate training, and other relevant operational and administrative costs. Moreover, we continue to leverage State funds to raise the necessary additional private funding to achieve the aims of our organization. Fundraising information is also outlined later in this report.

Teach For America is a nonpartisan education nonprofit with bipartisan legislative champions. We know that, together, we can achieve great things for North Carolina's students and communities. We are committed to working with folks from both sides of the political aisle and from all across the political spectrum to ensure every child obtains an excellent education. Moreover, we are committed to working with parents, students, teachers, principals, district & charter leaders, members of the business community, and other relevant community partners to turn TFA's vision into a reality. We thank you for your continued support.

Teach For America's National Approach & Impact

Nationally, Teach For America works in partnership with communities to expand educational opportunities for children facing the challenges of poverty. Today, Teach For America is represented in 50 regions nationwide. Currently, over 62,000 members of the TFA network are driving toward equity and excellence for all, including over 20,000 corps members and alumni working in classrooms; nearly 3,000 principals, assistant principals, and deans; more than 550 system leaders; and over 100 school board members. Teach For America works toward the day when every child will receive an excellent and equitable education. We do this by finding and nurturing leaders who commit to expanding opportunity for low-income students, beginning with at least two years teaching in a public school.

Vision

ONE DAY

all children will have the opportunity to attain an excellent education.

Mission

Teach For America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate.

A Theory of Systems Change

Solving this problem will take many interventions from many directions over a prolonged period of time: no single solution is sufficient to bring about an equitable and excellent education for all children. Our mission and approach draws on three lessons from enduring systems-change efforts throughout history. First, change requires sustained leadership inside and outside of the system challenging conventional wisdom and the status quo by demonstrating what's possible. Second, change requires a broad and diverse coalition of people united around common purpose and shared values, working together to translate insights from proof points of possibility into policy and practice. Third, the effort must be shaped by those most directly impacted by the problem, and led by those with personal proximity to the problem and its complexity.

Our Approach

1. **We find promising leaders:** The questions underlying educational inequity demand the imagination and sustained focus of our nation's most promising leaders. We recruit outstanding and diverse leaders early in their careers, who have demonstrated evidence of the values and leadership necessary to expand opportunity and access for all children inside and outside of the classroom. We ask leaders to make a lifelong commitment that begins with two years' teaching

in a public school, partnering with children and families most acutely impacted by educational inequity.

2. **We develop and cultivate the leadership skills and mindsets necessary for systems change through classroom teaching:** We develop leaders who go beyond traditional expectations to advance the academic and personal growth of their students and help to strengthen their schools. In doing so, they expand their perspectives, knowledge, and skill as educators, advocates, and systems change leaders. Great teaching is necessary to ensure children realize their potential and have the full agency they need and deserve in life. Teaching is also a profound act of leadership, and foundational for courageous individual and collective leadership in the long fight for educational equity and excellence. In partnership with schools, parents, families, local universities, other organizations, and businesses in the community, we provide initial training, ongoing professional development, and access to an unparalleled resource and support network.
3. **We support the individual and collective leadership, relationships, and learning of those in our network throughout their lifetime:** Throughout their lives, as their careers take shape, we help alumni connect with each other and with high-impact opportunities to continue to grow and learn in pursuit of collective impact. Informed and inspired by their students, many alumni choose to teach in high-need schools and communities beyond their two-year commitments. Others lead from many sectors that shape the context and conditions in which schools operate. They are school and district leaders; policy makers; founders of advocacy organizations; social entrepreneurs; and business, philanthropic, and civic leaders working to make change.

2030 Goal

By the year 2030, twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility and co-creating a future filled with possibility.

A National Network That Delivers For North Carolina

Teach For America North Carolina continues to benefit from the full strength of the entire TFA organization that consistently supports our North Carolina network and team. Together, we are leading the way for accelerated network impact.

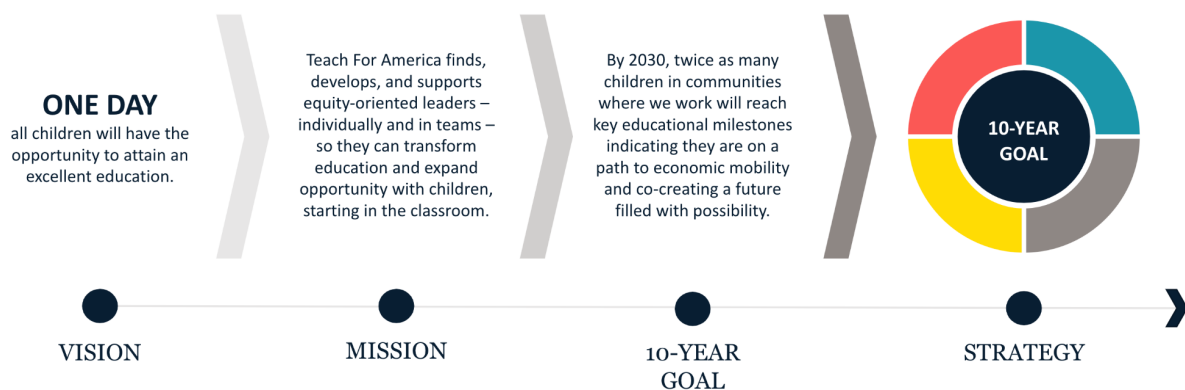
For example, as TFA North Carolina enhances its efforts to develop alumni leadership through improved and expanded programming, we are more effectively working towards the promise of every North Carolina student receiving an excellent education. This includes *both* TFA alumni who served in the corps in North Carolina who we successfully retained through our “Teach Beyond Two” programs, and those TFA alumni who we successfully recruited to the Tar Heel State from other TFA regions through our “Teach Back Home” initiatives. This robust alumni programming supports TFA teachers who continue to teach in the classrooms that need them the most. In total, there are more than 2,000+ Teach For America alumni who live, work, and worship in the Old North State. Through engaging our alumni in new

ways, whether they live in Charlotte, Eastern North Carolina, the Piedmont Triad, Wilmington, the Triangle, or somewhere else in North Carolina, we can demonstrate that our promise to North Carolina’s students is unwavering.

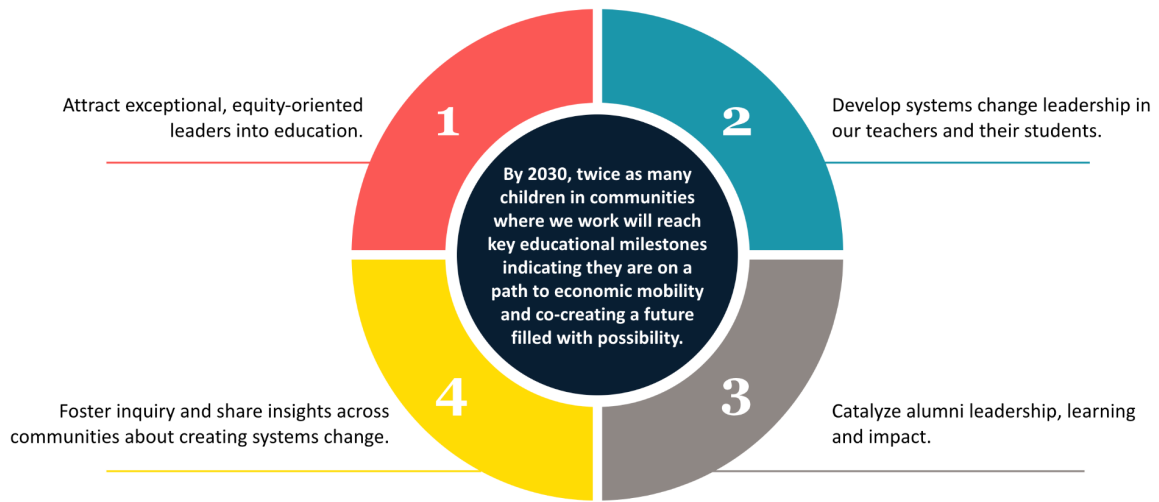
We have been working with members of our national team to determine what the education system needs to do differently to really achieve better outcomes for our kids in the next decade, and how Teach For America itself needs to change to have the greatest possible impact on students. That is why we set a new goal for ourselves to double the number of students in our communities who are on a path toward achieving greater economic mobility. We have launched into our new 2030 strategic vision to make the next decade transformational for students growing up in low-income communities.

This work began long before the COVID-19 pandemic, but has taken on new urgency now. We are stronger because Teach For America set an ambitious goal to guide our work through 2030. And we know this goal is attainable because we have seen it’s possible right here in North Carolina: in Northampton County where the KIPP Gaston network doubled the number of college graduates in that region (Whitmire, 2019). Reaching our ambitious new 2030 goal will require us to do more and work differently to have the greatest impact on students. This is only possible because of the ongoing support we receive from the North Carolina General Assembly and the collaboration taking place between so many stakeholders.

BUILDING OUR STRATEGY



OUR FOUR STRATEGIC PRIORITIES



Path to Preeminence: TFA North Carolina in 2022

Teach For America North Carolina strives to be the preeminent destination for TFA teachers and staff based upon the tremendous and incredibly positive impact we have on North Carolina's students and communities. We work towards a shared future in North Carolina where success or struggle is not predictable for our students based solely on their zip codes or homelives. We set out to be “the place” that attracts exceptional leaders. We want to do our part to help ensure North Carolina remains the United States’ top state for business and becomes the United States’ top state for education too. We believe we are achieving impact in North Carolina through meeting the hopes and ever-changing needs of our communities alongside TFA teachers and external partners. We consistently build, implement, assess, and adjust a strong strategy that focuses on recruiting and developing talented teacher leaders, supporting TFA alumni and staff, and accelerating our impact to ensure every North Carolina student obtains an excellent education. This annual report outlines the work we are doing to help distinguish North Carolina as the preeminent destination for TFA teachers and staff to live, work, worship as they try to move our country closer to TFA’s vision of #OneDay.

Ongoing Transition Back to a Statewide Model

Right now we work with our teacher leaders who are placed in roughly a dozen school districts and charter schools across North Carolina. We are expanding the number of communities we are engaged in across North Carolina. At the core of this expansion was moving to a statewide operating model in 2021 and continuing to engage our 2,000+ TFA alumni in new ways.

Eastern North Carolina, Charlotte, and the Piedmont Triad have benefited from Teach For America’s presence for years. Those benefits are the direct result of the North Carolina General Assembly’s consistent investment in our organization. Now, that investment is allowing us to grow our impact not only in those regions, but across all of North Carolina.

This year, we are continuing to learn about the impact of COVID-19 on school districts’ and the necessary changes to meet the needs of our school communities. Additionally, our

organization’s new strategic direction presented a unique opportunity for statewide collaboration and strategic alignment in North Carolina. As Teach for America continues to pursue our 2030 goal, having one leader over our North Carolina regions has helped unify educational equity efforts across our state while ensuring each region moves forward implementing strategies that will distinctly serve individual communities and our network of TFA teachers. We have been excited to work towards a shared vision for education in North Carolina with one leader. We believe this shift has been a natural evolution and has created important efficiencies in our work and more effectively empower our network through the creation of an aligned statewide long-term plan and strategy. This decision was made after considerable reflection from our regional staff members and extensive counsel from our Advisory Boards and organizational leaders. With centralized leadership within each distinct site—Charlotte, ENC, and the Piedmont Triad—we can best meet the needs of our stakeholders, maintain financial sustainability, and maximize our impact across our existing communities. This model sets us up in the long-term to potentially expand our presence to other regions in North Carolina where our footprint has not previously been as pronounced.

Our separate local regional boards have remained autonomous. We are, however, eager for board members to continue to connect, collaborate, and learn from one another. As Executive Director for both regions, Dr. Monique Perry-Graves has engaged with each board, while ensuring operations and priorities remain clearly aligned to maximize impact. Our aim has been to both foster meaningful statewide collaboration while also distinctly serving individual communities and our network of TFA teachers and other TFA alumni in both regions.

We plan to maintain a TFA teacher presence throughout Charlotte, Eastern North Carolina, and the Piedmont Triad. We will continue to prioritize our current school district partners regarding TFA teacher placement. Additionally, our TFA teachers will continue to be assigned to specific sub-regions (Charlotte, Eastern North Carolina, and the Piedmont-Triad).

We are undergoing a team restructure designed to maximize collaboration and efficiency across the state. While uncertainty is always present amid transition and change, this remains clear: as we finalize our transition back to a statewide model, the Teach For America North

Carolina team still aims to support the priorities of the State of North Carolina in our work and presence. Since Teach For America arrived in North Carolina in 1990, we have served the students, parents, and families of our great state with fidelity and through collaboration. While our specific roles may be connected to a particular community, our path forward is accountability to the life outcomes of communities throughout the entire state. Dr. Perry-Graves has maintained a statewide presence. She holds a multitude of personal and professional ties across North Carolina. She grew up in the Raleigh area, where her parents still reside. She has family in the Nash and Wilson County areas, and her son lives in Greensboro. While her home residence is in Charlotte, she has made frequent trips to all of our sites on a regular basis. Moreover, Dr. Perry-Graves, alongside other staff members, has prioritized a regular dialogue between Teach For America North Carolina and the esteemed members of the North Carolina General Assembly. Teach For America recognizes North Carolina state legislators as an invaluable partner in our pursuit of educational equity for every North Carolina student.

This was not a formal merger so much as a statewide strategic alignment and unification. We recognize that the three sites where we place first-year TFA teacher candidates in North Carolina—Eastern North Carolina, Charlotte, and the Piedmont-Triad (and all the different counties and communities therein)—all hold beautifully unique and disparate identities. With that, our ultimate aim is to meet the distinct needs of the individual communities and our network of TFA teachers and other TFA alumni. We will continue to take an inclusive and community-responsive approach.

In light of our 2030 goal, we are moving toward a greater focus on leveraging TFA alumni to accelerate impact. We are going to expand our reach and impact, not only galvanizing a new generation of diverse leaders to enter the classroom as first-year teacher candidates, but by also cultivating a stronger, and even more impactful, alumni network to deliver for our students and community. TFA alumni are leaders working in every sector in education—as teachers, coaches, principals, school counselors, school and district leaders, and education non-profit leaders. They also take on inequity from outside the classroom as well, in community, nonprofit, and

government service. More than two-thirds of our alumni are working in education or in low-income communities, working to advance the causes of excellence and equity.

We have staff members supporting our communities where there are TFA teachers and where there is a high density of TFA alums, including Charlotte, the Piedmont-Triad, Eastern North Carolina, and the Triangle. These staff members are dedicated to TFA teachers and TFA alumni engagement work. They are excited to foster connections among our 2,000+ network members currently living in North Carolina. We continue to provide our TFA teachers and TFA alumni with training and resources on a variety of topics that include best practices on leadership, wellness, student social-emotional learning, data-driven instruction, relationship-building, and more. With this strategic shift, we have leveraged our alumni network to pursue and achieve systems change by developing, supporting, and tracking the degree to which our alumni are making purposeful impact. As a result of our alumni development strategy, we will be on a path to realize:

1. an increased number of alumni in key systems roles, and those alumni having sustained impact
2. a network that is continuously spreading knowledge in ways that accelerate student learning;
3. and the introduction of innovative learning, school, and systems transformation models that yield breakthroughs in outcomes.

Why now? We have an opportunity - and obligation - to respond to this urgent moment and to reimagine a different future for our students that is more equitable, just, and fair. A world where all students can lead, learn, and thrive. Teach For America is working intentionally and in innovative ways to best support our students and families. We are working fast to be responsive to the changing needs of our communities in alignment with our 2030 goal. Our shift to a statewide operating model is just one example of this. We deeply believe in the work of our organization in shaping what new realities may exist for education not only in North Carolina, but across our nation.

TFA teachers are still absolutely central to the work we do. Placing and supporting first-year TFA teacher candidates in high-need vacancies remains the bread and butter of our work. We know our kids are counting on us and our mission is more critical than ever. That is why we are focused this year to ensure students have educational opportunities in an extraordinarily difficult year, and that teachers can do so safely and effectively. Furthermore, that is why we cannot wait any longer as a country to take on the big systemic problems that hold kids back. This next decade will need to be transformational, so these barriers are finally knocked down and we never return to a system where students are left out and left behind.

We will be spending the rest of FY23 gaining further clarity on our 2030 goal and identifying the strategies and priorities that will help us achieve said goal. 2023 will be a year of learning, strategizing, shaping, and dreaming. We will be intentionally seeking input from our stakeholders—parents, students, legislators, donors, TFA teachers, TFA alumni, business leaders, community partners, et al.—to reimagine what needs to happen to ensure that twice as many children in communities where we work in North Carolina will reach key educational milestones indicating they are on a path to economic mobility and co-creating a future filled with possibility.

We Are Achieving Impact

#1 Early-Career Teachers

According to a [report](#) from the Education Policy Initiative at Carolina, TFA Corps Members are the most effective early-career teachers in the state,

1.3 & 2.6 Additional Months

Our Corps Members lead students to 1.3 additional months of learning in reading classrooms, and 2.6 additional months in math classrooms.

98 Percent

The vast majority of principals tell us that they are satisfied with the contributions and abilities of Teach For America network members.

We're Starting on a Bold New Direction

Over the course of the next year, our new statewide operating model will galvanize our network in innovative ways while positioning our staff to accelerate our impact in the communities in which we work. Here are three key themes guiding our path forward.

- 1 **Expand our Reach Across NC in Support of Economic Mobility & our 2030 Goal**
We will build deeper connections with our communities while expanding partnerships with other K-12 organizations in order to support, recruit and train as many new teachers as possible.
- 2 **Broaden and Strengthen our TFA Network Experience**
Our corps members and alumni programming is the backbone of our organization, and principals prefer our teachers because of their leadership. We will deepen and strengthen that support to provide an excellent corps member experience and ongoing alumni programming and engagement that meets our leaders at every stage of their development in the classroom and beyond.
- 3 **Amplify our Story of Impact**
The impact is what we are about, and we will exponentially increase our storytelling of our impact quantitative and qualitatively. We won't be shy about sharing our outcomes.

Ignite Fellowship

High-Impact Tutoring Program Addresses Learning Loss & Recruits Exceptional Educators

The Ignite Fellowship is a ground-breaking tutoring initiative that provides personalized small group learning experiences for students while also building a diverse leadership force in North Carolina sourced from a national talent pool. TFA NC launched Ignite in the Old North State earlier this school year.

[Teach For America Launches High-Impact Tutoring Program to Accelerate Student Learning in Eastern North Carolina](#)

11.17.22 | TFA blog

NORTH CAROLINA—Teach For America North Carolina announced today their launch of the Ignite Fellowship, a high-impact tutoring initiative in partnership with Bertie County Public Schools, Edgecombe County Public Schools, and Henderson Collegiate that provides customized small group learning opportunities for students designed to accelerate learning and foster belonging.

Sourced from a national talent pool of exceptional and diverse leaders, the Ignite Fellows are part of a historic expansion of Teach For America's services in North Carolina. Teach For America will continue to drive change through their network of 2,000+ leaders who are living and working across North

Carolina, and the Ignite Tutors will offer personalized learning experiences for students while also receiving coaching and support from veteran teachers.

The program, built in part to address pandemic-fueled learning gaps, shifts how and with whom learning is happening by virtually connecting students to exceptional and diverse leaders from across the country who bring a dual focus on academic acceleration and social emotional learning. Students need to feel connected with educators to grow academically, and Ignite fellows focus on building relationships and fostering belonging by respecting students' multiple identities, affirming their capacity to succeed, and recognizing their agency and contributions.

The Ignite program model leverages best practices for high-impact tutoring, including alignment with school academic curriculum, low fellow-to-student ratios, and sessions at least three times weekly during the school day. Fellows receive ongoing training from Teach For America and their schools, and Teach For America will measure the academic and personal growth of students through surveys and school-based assessments.

“This fall, Ignite doubled its impact by growing to meet demand from school partners across 10 new states; we are thrilled to include North Carolina in that group,” said Katie Tennessen Hooten, the Senior Vice President of the Ignite Fellowship. “Thanks to existing deep relationships and a shared vision for impact, we were able to bring the Ignite program to North Carolina this fall under the visionary leadership of Dr. Monique Perry-Graves and school leaders in Bertie County Public Schools, Edgecombe County Public Schools and Henderson Collegiate.”

Teach For America is committed to diversifying the educator workforce and removing barriers to the teaching profession, as [research shows](#) that students benefit from having teachers who share their racial and cultural backgrounds. The Ignite Fellowship is bringing a diverse group of exceptional, equity-minded leaders into classrooms virtually to expand access to individualized learning for students in Eastern North Carolina.

In its pilot year, the Ignite Fellowship brought 728 tutors to dozens of public schools across the country in the 2021-2022 school year, 61% of whom identified as Black, Indigenous, or People of Color. Nearly 100% of the inaugural cohort of Fellows said they gained new insights about the state of education and their role in working towards educational equity.

“We are eager to build capacity in classrooms in an innovative and responsive way to help students make up for lost learning, and this first service expansion for Teach For America in North Carolina aligns with that,” said Dr. Monique Perry-Graves, executive director of Teach For America North Carolina. “Our hope is that Ignite will provide students with the support they need in order to thrive, while also attracting a diverse cohort of strong leaders to North Carolina who are committed to educational equity.”

The Ignite Fellowship is one of several key initiatives Teach For America has launched to drive progress towards its 2030 goal, in which they aim to double the number of students reaching key educational milestones, indicating that they are on a path to economic mobility and co-creating a future filled with possibility.

“What differentiates Teach For America in some ways is our ability to leverage our national talent pool to attract leaders to the state in service of educational equity—Ignite is not any different,” said Dr. Perry-Graves. “We need as many leaders as possible in this work to holistically meet the needs of our students right now, particularly in North Carolina.”

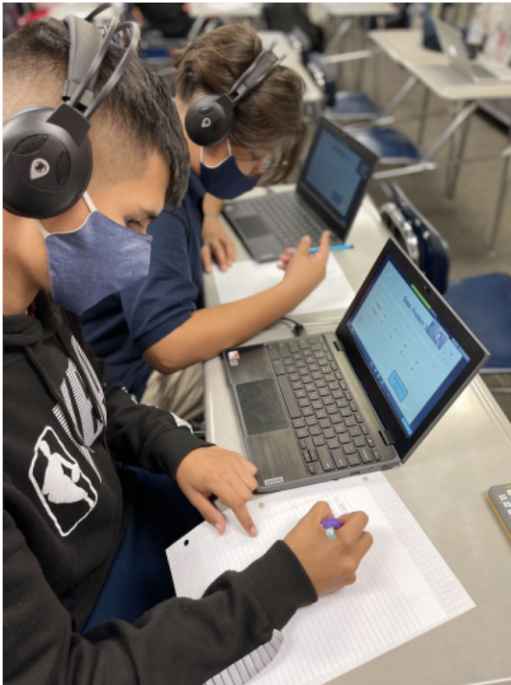
Here are testimonials from our district partners about Ignite:

- “Edgecombe County Public Schools has had a long standing partnership with Teach for America North Carolina to support our impact and strategy over many years,” **said Dr. Valerie Bridges, Superintendent of Edgecombe County Public Schools** and the [2022 North Carolina Superintendent of the Year](#). “We also have a focus on being one of the innovative districts in the state, so the opportunity to bring Teach For America North Carolina’s newest program to our county is a win-win for kids and our district as a whole.”
- “As our students are still recovering from learning loss due to the pandemic, we are excited about this opportunity to partner with Teach For America to assist Bertie County Schools with our efforts to provide our middle school students rich opportunities to ensure they will experience positive academic outcomes,” **said Dr. Otis L. Smallwood, Superintendent Bertie County Public Schools**.
- “Success makes you hungry for success—it gives you more encouragement and more inspiration to say that what we’re doing is right, and that we can do more,” said **Eric Sanchez, CEO and Co-Founder of Henderson Collegiate**, and a Teach For America alum. “Last year’s achievement coupled with the different realities of this year makes me really excited for what we are going to achieve with our 1,300 students.”

WHY TEACH FOR AMERICA

Ignite builds on Teach For America's 30 year history & core capabilities by:

- ***Recruiting and developing leaders*** for educational equity
- ***Deepening partnerships and impact*** with our existing network of school and local communities



Our Two-Part Theory of Change:

Ignite has a ***direct and immediate impact with students and schools***

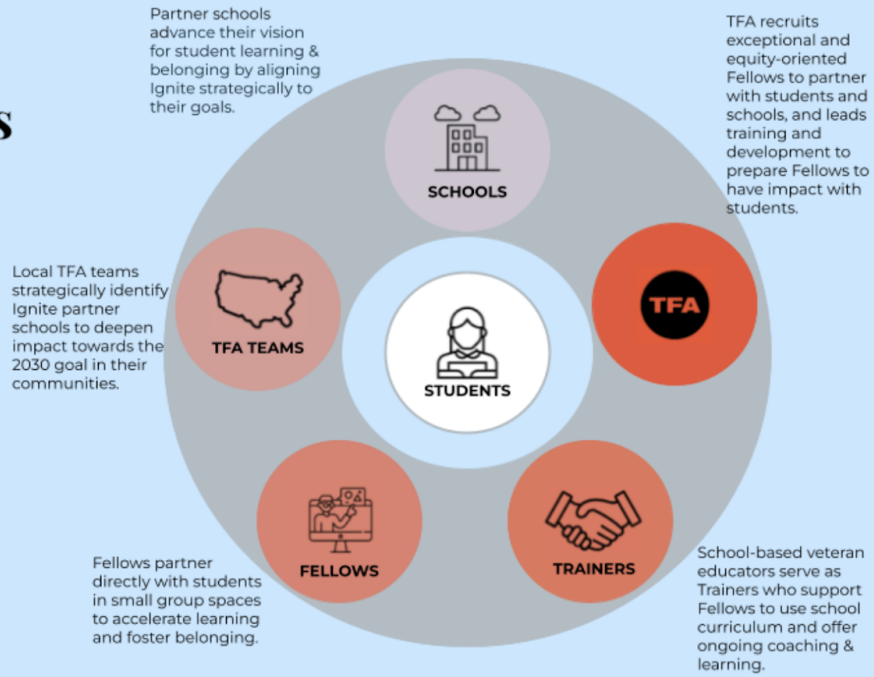
through customized small group learning opportunities focused on accelerating student learning and fostering belonging.

We ***create shifts towards equitable, 21st-century learning***,

moving from remediation to acceleration, from one size fits all to customization, from isolation to community and from single educator to a broader concept of who supports student learning.

PROGRAM OVERVIEW

Ignite Fellows partner with schools and veteran educators to customize learning with students.



HOW IT WORKS

Our Fellowship structure is based on research-based best practices for *high-impact tutoring*.

Focus on **3rd grade reading** and **8th grade math** outcomes using school-based curriculum

Foster belonging by **respecting** students' identities across multiple dimensions, **affirming** students' capacity to succeed, and **recognizing** students' agency and contributions

* [Accelerating Student Learning with High Dosage Tutoring, EdResearch for Recovery](#)

SCHOOL SITE LEARNING COMMUNITIES

- 1 school based Trainer + 8-12 Fellows
- 1 virtual Fellow + ~3 students in person
- 3-4 hours / week for 10-12 weeks
- Fall + Spring semester each year
- Based on school curriculum
- During school hours

Early data indicates we are on the path towards our vision of accelerating learning and fostering belonging with students.

School Year 2021-22 Impact:

99% of **Ignite partner schools** reported that students in Ignite sessions grew in academic learning, growth mindset and engagement.

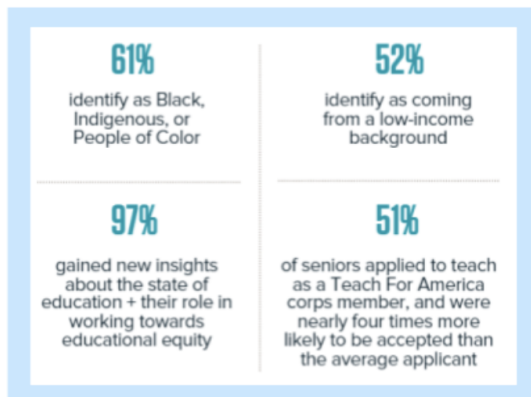
95% of **students** reported that Ignite Fellows taught them in the way they learned best.

How much students said **they mattered** to others at school grew **14% in 10 weeks**, from 62% to 76%.

IGNITE FELLOWS

We're building a *meaningful opportunity* for exceptional & equity oriented leaders to contribute directly to education.

IGNITE FELLOWS



Teach Beyond Two Programs

15% of Teach For America applicants planned to work in education before joining TFA. Then, 66% of TFA alumni remain in the education profession, and 85% of TFA alumni continue serving in low-income communities, after they finish their corps commitment. Through our

blossoming “Teach Beyond Two” programs, more of the teacher leaders we place in North Carolina communities continue to teach in North Carolina’s public schools beyond their initial two-year commitment with Teach For America. For FY21, 91% of TFA teacher candidates remained in their placement region, further symbolizing the success of our “Teach Beyond Two” initiatives, programs that are a direct result of the North Carolina General Assembly’s strong investment into Teach For America North Carolina.

Teach For America teachers remain committed to leading in North Carolina’s classrooms. Teachers entering the profession in North Carolina through Teach For America are staying at the same, or even higher, rates compared to other beginning teachers across the state. According to the most recent State of the Teaching Profession Report, beginning teachers had an attrition rate of 12.34%. Teach For America regularly tracks and monitors its TFA teacher candidate retention numbers, and for the same year, reported an attrition rate of about 10%. The attrition rate for Teach For America in the report is stated to be 20.05%. The report states that data collection processes to identify and track Teach For America teachers is inconsistent, and once a teacher converts their license, they are no longer considered a TFA teacher - both of which can "skew attrition rates higher." Retention and attrition is monitored consistently and regularly across Teach For America. Each year, in the first few months of the school year, the organization collects information on all first-year TFA teacher candidates from across the country. The following year, each TFA teacher candidate is referred to and if they are still in the classroom, they are considered an active TFA teacher. If not, they are removed from internal systems.

Reinvest in Student Excellence (RISE) Fellowship

The RISE Fellowship is a commitment between Teach For America, participating fellows, and school leaders to work together to push toward expanded outcomes for the students that we serve in North Carolina. It is the combination of coaching, professional development, data-driven instruction, and shared commitment that we believe will improve the following outcomes:

- retention of teachers in communities that need it most

- student proficiency
- growth in measures that predict quality of teacher directed support and development

RISE Fellows are matched with a Teach For America North Carolina Director of Leadership Development who focuses on coaching TFA teachers. Fellows work with coaches to establish a vision and direction for their classroom, monitor student progress, learn more about best practices, further develop their knowledge of content and pedagogy, and adjust as necessary to meet student needs in order to increase student learning and growth.

Our RISE Fellows have access to our partnership with The Center for Creative Leadership (CCL) and engage in leadership development offered through their course catalog. In addition, Fellows receive opportunities for additional development throughout the year as a part of TFA's RISE Fellowship program. RISE Fellows receive additional financial compensation for staying in the classroom and for going above and beyond for the students and communities they serve.

RISE Fellows come together for collaboration, networking, and professional development in the fall and spring. They engage in other professional development opportunities offered to TFA teachers, including programs for teacher candidates and TFA alumni. RISE Fellows meet with their coaches at least once per month, but often are connecting with their coach via text or email multiple times per week. TFA teachers use data to drive their instruction and improve student results. TFA teachers who serve as RISE Fellows are required to leverage the following alongside their TFA coach:

- Beginning of program diagnostic and feedback from leadership coach
- Quarterly RISE Fellow classroom data review
- Mid-Year Program Evaluation in January
- End of Program Evaluation in June

The below graphic outlines two of the professional development opportunities offered to TFA teachers, particularly RISE Fellows, by the CCL.

LEADERSHIP DEVELOPMENT



RISE Fellows have access to and leadership development from a global leader in leadership development, the Center for Create Leadership (CCL) headquartered in Greensboro, NC. In their first year, Fellows will engage with two programs offered by CCL.

- **Burn Bright: The Resilience Advantage** is a scientific and application-based approach that help leaders bring the best versions of themselves to all they do. Peak performance for individuals, teams, and organizations is about “resilience as recharge” – creating a routine of researched, regular, reasonable, replicable routines and rituals that recharge us and help us burn bright instead of burning out.
- **Teacher Leadership Academies:** Teachers have the largest school based influence on student academic and socio-emotional outcomes. This influence is augmented by high levels of collective efficacy and relational trust in the adult school community. Collective efficacy refers to the teachers’ perceptions that their actions, as a whole, can positively affect student outcomes.


Here is TFA alumni teacher and RISE Fellow Krystal Dehaney’s reflection on why she stayed in the classroom as a RISE Fellow:



“I came to this group because I still believe in the essential mission of TFA. I wanted the support to be able to make a bigger impact in my classroom. I want the skills and network to open my kids up to a world of new possibilities.”

Krystal Dehaney, CPT 2019, Pilot RISE Cohort

Here is TFA alumni teacher and RISE Fellow Tammy’s reflection on why she stayed in the classroom as a RISE Fellow:



“The idea that I can continue to make a difference in the lives of scholars in the capacity of a teacher in NC. This opportunity was happening when I was in the crossroads of what my next steps would be.”

Tammy Gottschalk-Hempstead, ENC 2020









The following graphics outline the TFA alumni teachers serving as RISE Fellows this school year.

TEACHFORAMERICA | North Carolina

RISE Beyond Two, Reinvest in Student Excellence

PILOT COHORT

PIEDMONT TRIAD COMMUNITY

 NATALIE PENNER George C Simkins Jr ES Gullford County Schools	 WILLIAM CORNETT Northeast Gullford HS Gullford County Schools	 NICOLLETTE JONES- FLOWERS Gullford eLearning University Prep Gullford County Schools	 MATTHEW KILLIAN Penn-Griffin School for the Arts Gullford County Schools	 GREGSHA' LEE James B Dudley HS Gullford County Schools
 TANESHIA MOORE Melvin C Swann MS Gullford County Schools	 MAGGIE O'DANIEL Rankin ES Gullford County Schools	 DELIA PARKS Southeast Gullford MS Gullford County Schools		

RISE Beyond Two, Reinvest in Student Excellence

PILOT COHORT

EASTERN NORTH CAROLINA + TRIANGLE



TAMMY SUE GOTTSCHALK-HEMPSTEAD
West Edgecombe MS
Edgecombe County Schools



PETER LEONARD
Henderson Collegiate HS
Henderson Collegiate



SERENA MOSBY
KIPP Halifax Primary
KIPP NC



JACOB NELSON
North Edgecombe HS
Edgecombe County Schools



FREDI NIELSEN
KIPP Durham ES
KIPP NC



RAYSHAWN SMITH
KIPP Halifax Primary
KIPP NC



EMILY ADCOCK
School
Gulford County Schools

RISE Beyond Two, Reinvest in Student Excellence

PILOT COHORT

CHARLOTTE AREA



TYLER ADAMS
Newell ES
Charlotte-Mecklenburg Schools



VITA BORJAS
West Charlotte HS
Charlotte-Mecklenburg Schools



KRYSTAL CARTUS
Wilson STEM Academy
Charlotte-Mecklenburg Schools



KADESHA ESTRICH
Governor's Village
STEM Academy
Charlotte-Mecklenburg Schools



NICHELE GOODWIN
Druid Hills Academy
Charlotte-Mecklenburg Schools



JOHNNA HAUCK
Devonshire ES
Charlotte-Mecklenburg Schools



CYNTHIA KELLETT
Martin Luther King Jr. MS
Charlotte-Mecklenburg Schools



EMILY MANUEL
Newell ES
Charlotte-Mecklenburg Schools



CAMEO NICHOLS
Walter G. Byers
Charlotte-Mecklenburg Schools



NICOLE PAPPAS
Ranson IB MS
Charlotte-Mecklenburg Schools



TY'ASIHA RANN
Martin Luther King Jr. MS
Charlotte-Mecklenburg Schools



BREANNA TILLISON-SMITH
KIPP Change Academy
KIPP NC

TFA alumni teachers serving as RISE Fellows impacted 1500+ students this school year. TFA NC looks forward to expanding this Fellowship, thanks in large part due to the steadfast support we have received from the NCGA, to ensure more teachers stay in the classroom and more students are meeting key milestones that indicate they are on the path to academic and economic success.

Leroy “Pop” Miller Fellowship

One of the other key elements of our “Teach Beyond Two” initiative is the Leroy “Pop” Miller Fellowship. This is a 15-month fellowship opportunity for Teach For America alumni teachers. We offer this fellowship because we want to build leaders who are people-centered, system-focused, and hopeful. Fellows have already proven themselves to be leaders in the classroom and we hope to expand their impact. We will deepen our connections across the network and create learning lab opportunities. This will ensure everyone in our network feels seen, known, heard, pushed, and celebrated at every step of their journey. These fellows exemplify leadership that is dynamic, outcomes-driven, proximate, and equity-centric. During the first summer of the fellowship, fellows attend development and planning sessions to grow their capacity (self-identified) and renew their contribution to the common good. Throughout the school year, fellows mentor first-year TFA teacher candidates based on assets and expertise. Fellows focus on changing systems during the second summer of the fellowship, as they take part in an internship with a community change agent that is working towards the mission. More than 70 Teach For America alumni have completed the Leroy “Pop” Miller Fellowship since its inception. 68% of them are still either teaching or working full-time in a school-based administrator role in North Carolina public schools. Pop Miller Fellows comes from Charlotte, Eastern North Carolina, and the Piedmont Triad. TFA North Carolina accepts new TFA alumni teachers to this distinguished fellowship each year. It is just one of the tools we are using to ensure more of our teachers continue to serve in North Carolina’s public schools beyond their initial 2-year commitment.

Center for Creative Leadership (CCL) & Teach For America North Carolina

Another Teach Beyond Two program TFA NC recently employed to retain talented leaders in North Carolina was forging a formal partnership with the Center for Creative Leadership (CCL). Below is a press release announcing this innovative strategy designed to further catalyze the leadership, learning, and impact of TFA alumni. Moreover, this Teach Beyond Two program will help retain talent inside the North Carolina classrooms and schools served by TFA alumni.

[Teach For America & CCL Announce Statewide Partnership](#)

November 15, 2021

Teach For America (TFA) North Carolina and the Center for Creative Leadership (CCL)[®] have announced a new statewide partnership providing exclusive access and leadership development programming for over 2,200 diverse Teach For America alumni throughout North Carolina. The recipients of the leadership development include K-12 teachers, school and district leaders, nonprofit leaders, and other educational leaders.

Teach For America has a goal of doubling its impact in the communities it serves across North Carolina by 2030. The strategy to accomplish this goal includes not only attracting and placing first-year teacher candidates in classrooms across the state, but also catalyzing over 2,000 alumni impacting the state's educational ecosystem. The partnership with CCL will provide access to transformational leadership development programming to promote the growth and retention of critical leaders in North Carolina's K-12 educational space.

TFA North Carolina's alumni network team will lead the engagement of alumni to access this partnership and benefits beginning as early as January 2022.

"During this unique and challenging time in K-12 education, we know this relationship will allow us to support the retention and further development of the dynamic, outcomes-driven, proximate, and equity-minded TFA alumni leaders that are impacting over 150,000 kids daily in rural and urban communities across the state. As we march towards our 2030 goal, building partnerships at a statewide level allows us to accelerate that progress in direct support of our alums through their career lifecycles," said Dr. Monique Perry-Graves, TFA North Carolina's Executive Director.

“We are excited to enter this partnership with the Center for Creative Leadership to provide access and leadership development to our alumni across the state taking full advantage of the access to CCL’s campus headquarters in Greensboro, NC,” she added.

The partnership includes:

- *Discounted access for TFA alumni in North Carolina to world-class leadership tools and programs from CCL, including both virtual and face-to-face development opportunities.*
- *Cohort-based leadership programs tailored to the unique needs of TFA focused on alumni teachers, nonprofit leaders, and school and district leaders.*
- *TFA-sponsored cohorts of alumni for leadership development opportunities powered by CCL, including [resilience-building skills training](#) beginning in January 2022.*
- *The opportunity for TFA alumni to become certified to deliver powerful CCL content at their schools and organizations.*

“In-depth studies in the field of K-12 education confirm that investments in high-quality, research-based leadership development for principals, teachers, staff, and students play an essential role in creating the transformational change needed in education today. That’s because leadership development focuses on the single most important part of any school system, public or private — its people.”

“CCL is thrilled to partner with Teach For America to provide greater access to leadership development for their diverse network of alumni across North Carolina — people who are working across the educational ecosystem to improve education outcomes for all students in our home state,” commented [Lynn Fick-Cooper](#), Vice President of Societal Impact at CCL.

<https://www.ccl.org/newsroom/news/teach-for-america-ccl-announce-statewide-partnership/>

###

Western Governors University (WGU) NC & TFA NC Sign Partnership Agreement

Another Teach Beyond Two program TFA NC recently employed to retain talented leaders in North Carolina was signing a partnership agreement with the WGU North Carolina. Below is a press release announcing this innovative strategy designed to further catalyze the leadership, learning, and impact of TFA alumni. Moreover, this Teach Beyond Two program will help retain talent inside the North Carolina classrooms and schools served by TFA alumni.

[WGU North Carolina and Teach For America North Carolina Sign Partnership Agreement](#)

TFA-NC members eligible for \$2,500 scholarships and other opportunities

April 28, 2022

Durham, N.C. – WGU North Carolina, an affiliate of online nonprofit Western Governors University (WGU), has signed a partnership agreement with Teach For America, Inc., North Carolina (TFA-NC). To provide TFA-NC members and employees with multiple paths to higher education and professional development, WGU will provide scholarships valued at \$2,500 to those seeking to further their education through online coursework at WGU.

WGU will award up to five Teach For America North Carolina Scholarships per year, provided as a tuition credit of \$625 per six-month term, renewable for up to four terms. As part of the agreement, WGU North Carolina will also assist in the development and execution of initial and ongoing enrollment campaigns, and provide information about Teach For America to qualified students in WGU’s Teachers College.

WGU is accredited through the Northwest Commission on Colleges and Universities (NWCCU). WGU’s Teachers College is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). Tuition is around \$4,000 per six-month term for most WGU undergraduate degree programs, and students can accelerate at their own pace with consent from their assigned mentor.

Since 1990, Teach For America has found, developed, and supported a diverse network of leaders who expand opportunity for children across North Carolina. Its network continues to work in classrooms, schools, and every sector and field that shape the broader systems in which schools operate. Teach For America has 2,000+ alumni members in North Carolina, representing a diverse network of changemakers

— career educators, ed-tech entrepreneurs, district leaders, socially conscious CEOs, and many more — who are working to expand opportunity.

“It is our mission to find, develop, and support equity-oriented leaders so they can transform education and expand opportunity with children,” said Dr. Monique Perry Graves, Executive Director of Teach for America North Carolina. “Partnerships like this are critical toward achieving that aim. We are grateful for WGU’s contributions to higher education in North Carolina.”

“We recognize the excellent work that Teach for America North Carolina has done to recruit and develop exceptional educators working in high-need areas of our state,” said WGU North Carolina Chancellor Ben Coulter, Ed.D. “It is our hope that the partnership and scholarships will further develop talented teachers committed to inspiring bright students in their communities.”

Celebrating its fifth anniversary as a state affiliate this year, WGU North Carolina currently has more than 3,800 students enrolled across the state. More than 1,100 graduates of WGU’s Teachers College live in North Carolina.

###

Aspen Institute & TFA NC Announce New Alumni Scholarship

Another Teach Beyond Two program TFA NC recently employed to retain talented leaders in North Carolina was securing an alumni scholarship exclusively for TFA NC alums from the Aspen Institute. Below is a press release announcing this innovative strategy designed to further catalyze the leadership, learning, and impact of TFA alumni. Moreover, this Teach Beyond Two program will help retain talent inside the North Carolina classrooms and schools served by TFA alumni.

[Teach For America North Carolina and the Aspen Institute Announce New Alumni Scholarship](#)
Scholarship Increases Access to Professional Development for TFA NC Alumni

June 1, 2022

Washington, DC, June 1, 2022 – The Aspen Institute and Teach For America North Carolina (TFA NC) announced today a new scholarship opportunity for TFA NC’s more than 2,200 alumni to enroll in one

of the Aspen Institute’s signature leadership development programs, the Aspen Executive Seminar on Leadership, Values, and the Good Society.

Starting this summer, alumni of Teach For America North Carolina can apply for an exclusive scholarship to attend The Aspen Executive Seminar. Held by the Aspen Institute since 1951, the Aspen Executive Seminar brings together individuals to engage in dialogue and critical examination of their core values in order develop the practices and mindsets to be more effective values-based leaders. Past participants of the seminar have included such prominent figures as the late Madeleine Albright and CEO of Netflix Reed Hastings, as well as TFA CEO Elisa Villanueva Beard and Former Secretary of Education Arne Duncan who attended as a part of their Aspen Institute leadership fellowships. The TFA alums who are selected will receive full funding provided by both organizations to participate in the seminar worth \$12,950.

One of the trademarks of the Aspen Executive Seminar is the intentional curation of leaders from different sectors in dialogue so that those working in corporate, government, and nonprofit arenas can learn from each other and forge networks that defy typical sector and industry boundaries.

“As a TFA alumni leader working in the nonprofit education space I rarely get access to professional development and growth opportunities like the Aspen Institute,” says Vichi Jagannathan (TFA ENC ’11), Co-Founder of Rural Opportunity Institute and an early scholar selected to attend the seminar. “The opportunity to build connections with and learn from senior leaders in different fields was invaluable for me and will be for other alumni. It is critical to have the exposure and learning from this type of experience as we continue to remain focused on contributing to education and equity in North Carolina.”

The ultimate vision for this collaboration will be annual convenings in North Carolina in which the TFA alumni who have gone through the Executive Seminar will take part in further Aspen Institute-designed programming to both foster deep bonds of community and prompt meaningful action. The goal is to create broader conversation about the importance of collective leadership among the equity-centric educators that animate the TFA.

“Our alums make a lifetime commitment to students and their potential alongside our collective mission of making education equity a reality through system-change leadership,” said Dr. Monique Perry Graves, Executive Director of Teach For America North Carolina and Executive Seminar alumna. “As an organization, our lifetime commitment is to foster that collective leadership and development in a variety

of ways. Being able to catalyze alumni leadership by providing opportunities for North Carolina TFA alums to attend the Aspen Executive Seminar directly aligns with our mission, and the very active work we are doing in North Carolina as we advance towards doubling our impact in our communities by 2030. Supporting alumni to attend the seminar and then establishing Aspen as a partner in future statewide TFA NC alumni conferences is a significant step in our 30+ year history, but more importantly a tremendous benefit for our NC-based alumni and ultimately the communities we serve.”

Aspen Executive Seminars are held six times a year at the Aspen Institute’s Aspen Meadows Campus, with upcoming seminars in June, August, and October. Seminar groups are capped at 23 people with up to three spaces reserved for TFA NC alumni scholars.

“This collaboration is a welcome and timely investment in education in and for a free and responsible democracy. Ideas have consequences, and we all benefit—especially those laboring in the vineyards of education—from an opportunity to test our ideas and their consequences in the company of those who may see the world differently,” Executive Director of Executive Leadership Seminars at the Aspen Institute Todd Breyfogle. “I hope this collaboration will be the first of many such opportunities for leaders in education to expand their perspectives, refine their pedagogy, and help create the laboratories of ideas and dialogue that support a more thoughtful public.”

###

About Aspen Institute Executive Leadership Seminars:

The Aspen Institute is a nonpartisan forum for values-based leadership and the exchange of ideas. The Institute drives change through dialogue, leadership, and action to help solve the greatest challenges of our time. For over 70 years the Institute has offered leadership seminars based on a simple premise: the difficult decisions leaders make are moral not technical. As such, leaders must understand the values that animate their decisions. The Aspen Institute offers leadership seminars at its main campus in Aspen, CO and at locations on the east coast. For more information, visit www.aspeninstitute.org/exl.

TFA Teachers are Diverse & Exceptional

Teacher Diversity

Our teachers reflect the diversity of the communities we serve. Nationally, about 50% of our Teach For America teachers identify as people of color, compared to the national average of 20%. In North Carolina, 56% of our Teach For America teachers are white and 44% of our TFA teachers identify as a person of color, compared to the state averages of 79% and 21%, respectively. More than half of TFA teachers come from a low-income background.

When teachers share the background of their students, there is a measurable, positive impact on student achievement. We know that teachers of color not only have a better cultural understanding of students of color that aids in classroom management, but they also hold them to higher expectations, often leading to better academic marks and increased chances of graduating. Moreover, research shows that learning from a teacher of color benefits all students. Diversifying the teaching profession is one key way to help decrease suspensions, increase student learning, and reach better academic & economic results for all students.

Dr. Monique Perry-Graves, TFA NC Executive Director, agreed to join North Carolina Governor Roy Cooper's bipartisan Task Force to Develop a Representative and Inclusive Vision for Education (DRIVE) to help improve equity and inclusion in education. Governor Cooper [announced](#) Dr. Perry-Graves' appointment on May 18, 2022.

High-Quality & Award-Winning Teachers

Teach For America North Carolina remains committed to focusing on the quality of the individual leaders in the classroom.

For example, school principals across North Carolina continue to be highly satisfied with the performance of TFA teachers. In fact 98% of NC principals feel that TFA is finding and nurturing leaders committed to expanding opportunities for low-income students. Moreover, 98% of school leaders said they would recommend hiring a first- or second-year TFA teacher to another school leader. This data comes from The National Principal Survey (NPS), which is a

biennial independent, external survey of Teach For America's partner principals. The survey is commissioned by Teach For America, but completed by an independent research firm (Westat).

TFA NC is proud to share that 18 TFA teachers were recognized as Teachers of the Year this past school year, which is in addition to the 22 TFA teacher leaders who were recognized the year before last. This included CeCe Sizoo-Roberson who was a finalist for North Carolina Teacher of the Year and LaKeia Colquitt who was named Rookie Teacher of the Year for Guilford County Schools. The 2021 North Carolina Principal of the Year is also a TFA alum; prior to serving as principal at Broughton High School in Raleigh, Elena Ashburn got her start in teaching as a 2007 TFA teacher in Eastern North Carolina.

Teach For America focuses on filling vacancies with the nation's best leaders. Anything less would be unacceptable for the students and communities we serve. As a result of the North Carolina General Assembly's investment in our organization, we continue to deliver on this promise.

We included below some testimony from a few of our partners about the exceptional leaders Teach For America brings to North Carolina, with a list of TFA teachers of the year from the past two school years outlined after that.

“I appreciate the exceptional support Teach For America has provided and look forward to our continued partnership.”

-said Kendra Davis, Principal at Mariam Boyd Elementary School in Warrenton, NC

“Teach For America is vital in helping to fill vacancies. I wish we could quadruple the number of TFA teachers in our schools in Charlotte.”

-said Jeffrey Cook, TFA Alum Principal, Wilson STEM Academy, Charlotte, NC

“Teach For America North Carolina is **a source for students to receive instruction from highly motivated and successful individuals** that may become career teachers. TFA provides Charlotte-Mecklenburg Schools with outstanding individuals who fill vacancies in hard-to-fill content areas and in schools with students that come from a lower socioeconomic status. TFA has recruited teachers to fill STEM vacancies and mid-career individuals through national partnerships and networks. Individuals with training in particular areas, but do not have educator training, can still transition to a classroom teacher because they have strong content knowledge and Teach For America opens the door for them. Their pedagogy is strong because of TFA support and experience in the classroom. Teach For America impacts our community in a positive way. Students’ educational experiences are enhanced when they receive instruction from someone who looks like them and from someone who has strong content knowledge, which TFA makes possible.”

-said Robert Ellyson, Executive Director, Talent Acquisition, Charlotte-Mecklenburg Schools

2021-2022 TEACHERS OF THE YEAR

Meet these Award-Winning Teachers from the TFA Network in North Carolina

Eighteen Teach For America corps members and alumni teachers were recognized for their excellence in teaching for the 2021-2022 school year; they, along with the tens of thousands of educators across our state, are a huge inspiration.



The Honorees

APRILLE MORRIS-BUTLER (CPT '19)
Charlotte Parent Magazine's Teacher of the Year
Julius L. Chambers High School

DAEJA GODETTE (ENC '21)
Beginning Teacher of the Year
W.A. Pattillo Middle School

ELLA BESS MARSHALL (ENC '07)
Keith Burnam, Jr. Award
Henderson Collegiate

GENA MORTON (CPT '16)
Teacher of the Year
Northeast Middle School

GOLD GLADNEY (CPT '18)
Teacher of the Year
Wilson STEM Academy

JANET JOLLY (ARKANSAS '12)
Keith Burnam, Jr. Award
Henderson Collegiate

KADE'JHA ELLIOT (CPT '17)
Teacher of the Year
Bruns Academy

KATIE SONDEIM (CPT '17)
Teacher of the Year
Allenbrook Elementary School

KIAUNA FERGUSON (CPT '19)
Teacher of the Year
Paw Creek Elementary School

MATT KILLIAN (CPT '18)
Leah Louise B. Tannenbaum Award
Penn-Griffin School of the Arts

MEGHAN COLLINS (CPT '18)
Teacher of the Year
Quail Hollow Middle School

MEGHAN SHELDON (CPT '21)
Rookie Teacher of the Year
Vandalia Elementary

MIKAELA ARGO MILLER (CPT '21)
Rookie Teacher of the Year
Jackson Middle School

PETER LEONARD (ENC '20)
Excellence in Education Award
Henderson Collegiate (High School)

PRESTON HUGHES (ENC '21)
Beginning Teacher of the Year
Henderson Collegiate (High School)

ROBERT B. OECHSLIN, JR. (CPT '17)
Teacher of the Year
Burton Magnet Elementary

RUBÍ J. PARRA (CPT '17)
Teacher of the Year
Marie G. Davis IB Middle School

TAYLOR LAWSON (CPT '21)
Rookie Teacher of the Year
Eastern Guilford Middle School





HAYLEY GEARHEART (ENC '17)
District Teacher of the Year
 Edgecombe County Public Schools



CECE SIZOO-ROBERSON (CPT '12)
District Teacher of the Year
 Charlotte-Mecklenburg Schools
Finalist North Carolina Teacher of the Year



LA'KEIA COLQUITT (CPT '19)
District Rookie Teacher of the Year
 Guilford County Schools



MARCIA MOYD-WILLIAMS (CPT '17)
Finalist, District Teacher of the Year
 Guilford County Schools



NEHA MURALY (CPT '20)
Finalist, District Rookie Teacher of the Year
 Guilford County Schools



PARIS HARRELL SPEIGHT (CPT '16)
Finalist, District Teacher of the Year
 Charlotte-Mecklenburg Schools

ASHLEI GENTRY (CPT '17)
 Teacher of the Year
 Tuckaseegee Elementary

KAITLYN BROWN (CPT '20)
 Rookie Teacher of the Year
 Eastern Middle School

MAZELLA SLOAN (ENC '16)
 Teacher of the Year
 Kinston High School

ASHLEY FRYE (ENC '19)
 Beginning Teacher of the Year
 Phillips Middle School

KATELYN BURRELL (CPT '17)
 Teacher of the Year
 Nations Ford Elementary

MOLLY NAYLOR (CPT '12)
 Teacher of the Year
 McClintock Middle

BRIGID MCCLUSKY (ENC '20)
 Teacher of the Year
 Warren County Middle School

KATIE KELLER ALAR (CPT '17)
 Teacher of the Year
 Devonshire Elementary

SADIYA STRONG (CPT '20)
 Rookie Teacher of the Year
 Gillespie Park Elementary

GEORGIA HAYNES-COX (CPT '17)
 Teacher of the Year
 Westerly Hills Academy

KENYA RAYNOR (ENC '16)
 Teacher of the Year
 Phillips Middle School

SARAH SCOTT (ENC '20)
 Beginning Teacher of the Year
 Southwest High School

JALAN GUNNING (CPT '20)
 Beginning Teacher of the Year
 Movement Charter (Freedom Drive)

LIZ MOORE (ENC '20)
 Rookie Teacher of the Year
 Vance County High School

SHAWNA FIELDS (CPT '13)
 Teacher of the Year
 West Mecklenburg High

MATT WESTBROOK (CPT '15)
 Teacher of the Year
 Mendenhall Middle School

A Multitude of Universities

Teach For America has a rich history of recruiting the nation’s top talent to teach in the schools that need them most. That includes over 1000 graduates of our country’s Historically Black Colleges & Universities (HBCUs) and 4000 Ivy League graduates.

We have invested capacity and energy into a multi-year plan towards mobilizing our most positive influencers to advocate on behalf of Teach For America. We have found that by working with influencers on college campuses, we are able to steward relationships that endure year over year, provide reciprocity, and ultimately shape a more positive ecosystem to attract top prospects to our mission and organization. Results of our Fall 2019 Brand Health survey showed that campus word-of-mouth is the primary driver of brand awareness at most-selective campuses, accounting for roughly 60% of introductions to Teach For America. Two years ago, we created new roles that were charged with designing, executing, and continually improving a set of influencer-led experiences to steward and convert mission-aligned candidates throughout their journey. This role was also in charge of developing and executing a set of rigorous experiments to generate learning outcomes for quality lead generation. These roles were able to deliver a series of innovative and high-quality experiences to maximize the recruitment of mission-aligned leaders.

Here is a look at where TFA teacher applicants from North Carolina colleges and universities came from this past year:

Appalachian State University
Belmont Abbey College
Catawba College
Central Piedmont Community College
Davidson College
Duke University
East Carolina University
Elon University
Fayetteville State University

Guilford College
High Point University
Johnson C. Smith University
Livingstone College
Meredith College
North Carolina Agricultural and Technical State University
North Carolina Central University
North Carolina State University
Pitt Community College
Queens University of Charlotte
Randolph Community College
Salem College
Shaw University
Southeastern Baptist Theological Seminary
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of North Carolina at Wilmington
Wake Forest University
Western Carolina University
Winston-Salem State University

First-year TFA teacher candidates serving in North Carolina this school year graduated from the following colleges and universities:

Allegheny College
American University
Appalachian State University

Arizona State University - Tempe
Ashford University
Bard College
Baylor University
Belmont Abbey College
Brigham Young University-Provo
California State University-Bakersfield
Case Western Reserve University
Claflin University
Coastal Carolina University
College of Charleston
College of William and Mary
Davidson College
Delaware State University
Duquesne University
Elizabeth City State University
Florida State University
George Mason University
Goucher College
Grand Valley State University
Grinnell College
Guilford College
High Point University
Liberty University
Meredith College
Morehouse College
North Carolina Agricultural and Technical State University
North Carolina Central University

North Carolina Wesleyan College
Northern Kentucky University
Old Dominion University
Penn State University Park
Radford University
Saint Joseph's College - Suffolk Campus
Southern Methodist University
Spelman College
State University of New York College at Geneseo
The Ohio State University (Main Campus; Columbus, OH)
Towson University
University of Florida
University of Georgia
University of Kentucky
University of Louisville
University of North Carolina at Chapel Hill
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of North Carolina at Pembroke
University of Oregon
University of Pittsburgh - Pittsburgh Campus
University of Richmond
University of Rochester
University of South Carolina - Columbia
University of Southern California
University of Tennessee
University of Texas at Austin
University of Virginia

Virginia Polytechnic Institute and State University
Virginia State University
Wake Forest University
Western Kentucky University

STEM Educators

Teach For America North Carolina continues to increase its targeted recruitment efforts of candidates who majored in science, technology, engineering, and mathematics (STEM). These graduates, alongside the traditionally trained educators we recruit and place, are uniquely-educated to teach STEM subjects. Additionally, we utilize targeted recruitment efforts to attract early-career and mid-career level professionals from industries related to STEM. Collectively, those who studied and/or are working in areas related to STEM education are best positioned to serve as teachers in K-12 STEM subjects. That is why we are hyper-focused on recruiting them to serve as part of Teach For America North Carolina. In fact, since 2002, we've recruited 500+ graduates of STEM programs to teach in North Carolina. These educators deliver quality instruction in science, math, and other STEM-related subjects. With 69% of our TFA teacher candidates teaching at least one STEM subject, our organization has continued to deliver on its commitment to leveraging our State Funding to recruit STEM educators to teach in North Carolina's public schools.

There are several different strategies the Teach For America Recruitment Team employs to enlist STEM majors and minors from underrepresented backgrounds to join Teach For America, but one strategy that has gained traction in recent years is our intentional pursuit of establishing meaningful partnerships with student-led campus organizations. This has been particularly successful with organizations that include higher volumes of students coming from historically underrepresented groups. A few examples of this type of partnership are the National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), and Minority Association of Premedical Students (MAPS). At times, Teach For America will partner with other mission-aligned organizations, such as the Peace Corps and City Year, to host a joint event and draw a larger crowd. We also host STEM-based events and webinars featuring

Teach For America alumni who are working in tech, medicine, engineering, etc. to make explicit connections between education and these career paths. Finally, we illustrate through our marketing that gaps in STEM education are greater for the students we serve (compared to non-STEM subjects) to more explicitly state the need for STEM educators, in an attempt to attract more folks with backgrounds in STEM to rise to the occasion and meet this challenge.

Since STEM students often solidify post-grad plans (whether that be graduate school or highly-selective job opportunities, particularly for engineering students) on an earlier timeline than some of their non-STEM peers, we work to engage them as early as their freshman year through these events. We begin actively recruiting them early in their junior year to effectively compete with graduate school and other highly-selective work opportunities as well. While strategic partnerships may look different campus to campus, they are designed to be ongoing – with continued communication, engagement, and programming year over year between the campus recruiter and student leaders (and faculty, if relevant.) While specific programming may only take place 1-2 times a semester, partnerships often take the form of student leaders promoting application deadlines, internship opportunities, etc. for all students – keeping Teach For America top of mind for students over the course of the entire year (and a student’s undergraduate career.)

Partnerships are typically assessed on a campaign (or campus) level. We track: all touchpoints between the recruiter and program/event participants; the degree of ‘success’ this program/event achieves (i.e. % of program attendees who started an application/submitted an application/received an offer to join TFA/ultimately joined TFA (or participated in other TFA programs, if an underclassman.) Ultimately, this data determines effectiveness of strategy and informs future engagements for this campaign (or those similar.)

We’ve learned the importance of helping our recruiters better understand our program offerings, so that they can be pitched to a partner in a way that best serves the needs of our partners. For example: Proposing that we ‘push in’ to a meeting already scheduled by the partner (i.e. such as visiting a chapter meeting to talk about TFA) is much more effective in regards to attendance than trying to schedule an ‘outside’ event with the partner (i.e. an

additional time commitment for participants who are part of this organization.) We've gained a better understanding of when STEM prospects make decisions about post-grad paths, and thus, when we need to begin engaging with them. Our approach ensures that by the time senior year rolls around, committing to teach for two years sounds less 'out of the blue' and more aligned with a path to achieving their long-term personal and professional goals. This ultimately strengthens our organization and delivers positive results for North Carolina's public-school students.

Due to a disparity in access to excellent STEM educators, programs, and opportunities, Blacks, Latinos, Native Americans, women, and individuals from low-income backgrounds are under-represented in STEM and computer science fields. Research shows that high-quality teachers in STEM classrooms are critical to closing the STEM opportunity gap, yet school districts across the country, especially those in low-income communities, find it difficult to fill open STEM teaching positions each year. Teach For America is one of the largest and most diverse providers of STEM teachers in the country. Approximately 3,000 of our first- and second-year TFA teachers are teaching an elementary or secondary STEM subject. Nearly 40% of these educators identify as Black, Indigenous, People of Color, or Hispanic. Knowing that today's students are the innovators and pioneers of the future, Teach For America has invested in the recruitment and training of diverse STEM educators and has partnered with organizations like Cognizant U.S. Foundation, Texas Instruments, Kode With Klossy, 100Kin10, and 3M to ensure that all students have access to meaningful STEM and computer science learning opportunities. In addition, our alumni are building innovative models inside and outside of the K-12 system to create new pathways for students from all backgrounds to pursue STEM and computer science careers. With exposure to diverse STEM educators and equitable access to learning opportunities, we can inspire the next generation of STEM innovators and pioneers and ensure that a diverse set of leaders are empowered to solve the challenges of tomorrow.

Teach For America North Carolina won't rest until every child receives an exceptional education. This means we must ensure every child has the opportunity to learn from knowledgeable STEM educators, which we will continue to strategically recruit to fulfill our

mission. Our State Funding helps us deliver on this promise, and for that we are incredibly grateful.

Mid-Career Level & Lateral Entry Industry Professionals

Teach For America North Carolina continues to increase its targeted recruitment efforts of candidates who identify as mid-career level and lateral entry industry professionals. For example, last year Teach For America recruited 249 of these candidates from North Carolina to teach in the classrooms that need them the most, which was part of the 6,999 professional applications TFA received nationally. These individuals bring professional experiences to the classroom that expose our students to a world of possibilities. Moreover, in addition to teaching theories outlined in state and federal standards, these mid-career level professionals provide students with real-world examples of how what they learn in school connects with the jobs they seek after graduation.

Military Veterans of the United States Armed Forces

Leadership. Integrity. Commitment. These are just a few of the skills that our military veterans develop during their years of service to our country. They're also the skills that our greatest teachers exemplify in the classroom every day.

Teach For America North Carolina continues to increase its targeted recruitment efforts of candidates who identify as veterans of the United States Armed Forces because our veterans are heroes. 576 Military Veterans of the United States Armed Forces submitted applications to Teach For America last year, with twenty-two Military Veterans of the United States Armed Forces accepted to teach as first-year teacher candidates serving across the United States as part of Teach For America this past year. Twenty Military Veterans of the United States Armed Forces from North Carolina submitted applications to Teach For America last year, with three Military Veterans of the United States Armed Forces teaching as first-year teacher candidates in North Carolina.

Teach For America's "Military Veterans Initiative" focuses on supporting our veterans, members of the guard and reserve, and military spouses as they put their leadership power and skills to work in our nation's highest-need classrooms through Teach For America. TFA's "Military Veterans Initiative" was formed in 2012 to support veterans and military spouses who want to

serve their country yet again by putting their leadership skills to work in the classrooms that need them most. Through partnerships with key veterans support organizations, we train military professionals as teachers in high-need schools, assist them in finding teaching positions, and support them throughout their careers as leaders in the movement for educational equity. The “Military Veterans Initiative” helps to connect our military veterans and military spouse TFA teachers and alumni with professional development opportunities that will help their unique leadership skills. We work to transition these TFA teachers and alumni into career paths that will place them in lead roles that directly affect educational inequity.

One of the ways we support the professional and personal growth of our military veterans and military spouse TFA teachers and alumni is through our “Military Veterans Initiative Council”. The council is composed of veterans and military spouse TFA teachers and alumni who act as consultants to the Managing Director of the initiative. These council members work to ensure there is substantial support in place for veterans and military spouse TFA teachers and alumni, as well as access to leadership mobility pathways that will sustain military involvement in the fight to end educational inequality.

“The Mission Continues,” “Leadership for Educational Equity,” and Columbia University’s “Center for Veteran Transition and Integration” are just some of the partners who work with TFA’s “Military Veterans Initiative” to support the professional development of our military veterans and military spouse TFA teachers and alumni as they continue to lead in the movement for educational equity.

“I retired after 30 years of [military] service to my country, but this commitment is far from over...I want my students to recognize that a life dedicated to caring about and helping others is a life worth choosing.”

Sequoia Aldridge
Retired Chief Warrant Officer-5, U.S. Marine Corps
Eastern North Carolina Corps Member 2015

Financial Report

Last year, Teach For America North Carolina leveraged our \$6 million allocation from the North Carolina General Assembly in innovative ways. We continue to make publicly available all documents related to the execution of our program and the expenditures of State funds. This section of our annual report provides an overview of our program costs and private sources of revenue. Furthermore, this section of our annual report includes a regional breakdown of the costs related to our mission of finding, developing, and supporting a diverse and exceptional network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate.

We continue to utilize our funding to build off of the successes of the NC Teacher Corps and place promising teacher leaders in hard-to-fill vacancies. We believe the more public and private funding we have, the more teachers we can place in classrooms. That is important because the more diverse, exceptional leaders we recruit from across the country to teach in North Carolina, the more North Carolina students TFA NC teachers can help learn to read by third grade through the Science of Reading, reach other key academic milestones such as graduating from high school and obtaining an advanced credential, and put on a path to economic mobility to discover a future filled with possibility.

We moved toward a statewide fundraising team and strategy over the past two years. Our team continues to steward our long-term partners in Charlotte, the Piedmont Triad, and Eastern North Carolina, while also maximizing funding opportunities and resources across the state that we have not yet pursued. This is an exciting opportunity to better leverage our State Funding to increase the private revenue we generate, which will ultimately help us serve more of North Carolina's students.

Program Costs & Regional Breakdown

In compliance with S.L 2013-360, Section 8.21.(b).8.b, and S.L 2013-360, Section 8.21.(b).8.a, below you will find details on our program costs from the last fiscal year. This includes costs associated with recruitment, candidate selection, corps member placement, the

preparation and effective execution of the preservice training of teacher leaders, operational and administrative costs, development and fundraising expenses, alumni support, management costs, and investments made in marketing and research.

This is the regional breakdown of how we invested our State Funding last fiscal year:

Category	Eastern North Carolina	Charlotte Piedmont Triad
Funds expended by region of the state	\$3,327,502	\$4,115,356
Recruitment (includes candidate selection) and placement	\$212,500	\$862,500
East Carolina University: Education preparation program and licensure partner		\$39,200
Preservice training and preparation costs	\$201,600	\$734,400
Professional development and support (corps members)	334,705	\$506,555
Alumni Support	\$17,350	\$52,867

We leverage our public and private funding for the costs associated with the selection, placement, and retention of our first-year TFA teacher candidates. Expenses associated with selection include various recruitment costs. These costs include finding potential TFA teachers, pushing them to apply to TFA, deciding who to admit to TFA, yielding admitted folks to confirm their acceptance to TFA, and placing them with one of our charter school or district partners. Therefore, the funding we receive from the North Carolina General Assembly helps ensure more candidates apply for, and interview with, Teach For America. It also helps ensure more leaders ultimately enter the classroom to serve the students who need us most.

For recruitment, we have recruiters across the country that work with universities and other organizations - HBCUs and Veterans Affairs, as examples - who work to identify strong candidates from their assigned institutions and communities and encourage them to apply to Teach For America. Here in North Carolina, we have a recruitment director specifically assigned to North Carolina A&T University and North Carolina Central University, as these two HBCUs have historically yielded a high number of strong candidates for Teach For America. We also have recruitment managers who support candidates that apply from all other HBCUs, and other colleges and universities, from throughout North Carolina. We recently reallocated resources to create a position on the TFA NC statewide team specifically focused on recruiting folks from North Carolina to teach in North Carolina as part of Teach For America. This unprecedented move is firmly aligned with the legislative language that established TFA's state funding in 2013. We are one of the few TFA regions in the country allowed to supplement the TFA national team's recruitment efforts with a local recruiter specifically focused on the strategic priorities of our statewide team. We believe this recruitment pilot will lead to more North Carolinians joining Teach For America, as well as more applications from folks with backgrounds in STEM, lateral-entry and mid-career professionals, and Military Veterans of the United States Armed Forces. Our commitment to bringing more talented folks from all walks of life into this movement is unwavering.

In addition to recruitment efforts, part of our funding is used to support the interview and admissions work that takes place to ensure only the strongest leaders with the greatest potential to teach and lead are selected. This process helps ensure we hire teachers who can effectively connect with students, partner with parents, and remain committed to North Carolina's public schools for not only the two years they initially sign up for, but for years to come. All candidates are reviewed and interviewed by Teach For America staff members. Following interviews, our admissions team works to ensure that candidates meet all eligibility requirements needed for acceptance to Teach For America. Once completed, the admissions team identifies what regions candidates are best suited for, which takes into account both candidate preference, as well as the specific needs of Charlotte, Eastern North Carolina, and the Piedmont Triad.

The second part of this larger spending category is placement. Placement for Teach For America North Carolina includes all the work that takes place from the time we confirm an accepted applicant in North Carolina, to their first day in school teaching students. Throughout this period of time, our North Carolina Onboarding Team supports the matriculation, onboarding, and preparation of first-year TFA teacher candidates. They assist with relevant paperwork and human functions such as securing housing. Specifically, testing and licensure are two key aspects of getting an incoming TFA teacher candidate in front of students in North Carolina. The majority of our districts in North Carolina require teachers to be on a residency license, meaning they have to pass certification exams, as well as be affiliated with an education preparation program. Teach For America partners with East Carolina University's preparation program. Our Onboarding Team guides first-year TFA teacher candidates through the testing process, as all North Carolina teachers have to pass a certification exam. Teach For America North Carolina covers the cost of our first-year teacher candidates' certification exams, such as the Praxis and Pearson exams, so we can lower the cost of entry to teach in the state. This is another way we leverage public and private dollars to diversify North Carolina's teaching force and deliver strong academic results for North Carolina's public school students. In addition to expenses related to testing, licensure for our first-year teacher candidates is another cost associated with placement. Teach For America North Carolina covers the initial cost of this education preparation program at ECU. This investment of \$39,200 provides our first-year teacher candidates with a path to teaching licensure. These investments ultimately ensure our first-year teacher candidates are effective educators, ready to make a difference in students' lives from the first day of school, but also committed to the continuous learning necessary to ensure every student in North Carolina receives a quality education. We are proud to partner with an esteemed state university from right here in North Carolina to ensure our teacher candidates are licensed and effective.

Revenue Generated by Private Fundraising

In compliance with S.L 2013-360, Section 8.21.(b).8.c, we outlined below the funds that we received through our private fundraising efforts. Additionally, we categorized our sources of private funding by the various regions of our great state.

Funds received through private fundraising, specifically by sources in each region of the state		
	Eastern North Carolina	Charlotte-Piedmont Triad
Foundations	\$558,375	\$836,000
Corporations	\$6,056	\$181,500
Individuals	\$49,255	\$711,360
Events	\$36,986	\$101,608

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Appendices

Appendix A - Contact List for Report Submission

This report will be submitted to the North Carolina General Assembly's Joint Legislative Education Oversight Committee, the offices of the President Pro Tempore of the Senate and the Speaker of the House of Representatives, the Chairs of the Senate Appropriations / Base Budget Committee and the House Appropriations Committee, the Senate Appropriations Committee on Education / Higher Education, the House Appropriations Subcommittee on Education, and the Fiscal Research Division on or before January 1, 2023 as required by the North Carolina State Legislature, per S.L. 2019-165, Section 3.6(b); S.L 2013-360, Section 8.21.(b); and S.L 2013-360, Section 8.21.(e).

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Appendix B - TFA Alum-Founded School Henderson Collegiate is #1 in North Carolina for Student Growth

This past year, Henderson Collegiate, a public charter school in Vance County founded by Teach For America alums Eric and Carice Sanchez, achieved the number one spot in all North Carolina schools for academic growth according to metrics established by NCDPI & the NC State Board of Education. In the 2021-2022 school year, 33 Teach For America teachers worked at Henderson Collegiate. You can read more about this achievement [here](#), with an excerpt of the article posted below.



Henderson Collegiate staff pose at TFA's annual One Day Breakfast (May 2022)

According to metrics established by the North Carolina Department of Public Instruction (NCDPI) and the North Carolina State Board of Education, schools exceed growth expectations when they score a 2 or above on the academic growth index. Henderson Collegiate scored 18.77 on the index per NCDPI's 2021-22 school report card—the highest score of all 2,700+ public and charter schools across North Carolina.

Henderson Collegiate serves approximately 1,300 students, 95% of whom identify as BIPOC and 86% of whom come from low-income households.

“Last year’s results go a long way to doing something that we have cared about since we started Henderson Collegiate: helping people change their paradigms about what’s possible in public education,” said Eric Sanchez, CEO and Co-Founder of Henderson Collegiate. “We’re a little school in rural North Carolina that has shown that our kids can compete with the most affluent communities in our state. These achievements show that your zip code does not have to determine your destiny.”

Sanchez, who also serves on the North Carolina Charter Schools Advisory Board, began his career in education as a member of the 2002 Teach For America Eastern North Carolina corps where he taught at Eaton Johnson Middle School in Vance County.

“Teach For America gave me one of the greatest gifts: my why,” said Sanchez. “And that why—that fire that lights in me to this day—is the result of joining this extraordinary cohort and national movement, which is also the reason why we created Henderson Collegiate.”

Sanchez founded Henderson Collegiate in 2010 with his wife and fellow Teach For America alum Carice Sanchez, who currently serves as the school’s Director of Curriculum and Instruction.

“Eric and Carice and the Henderson Collegiate community are expanding opportunities for students in a way that is truly inspiring,” said Dr. Monique Perry-Graves, Teach For America North Carolina’s Executive Director. “Accomplishing this level of growth in the face of all the disruptions accompanying the COVID-19 pandemic is remarkable. They have set a new bar for excellence, showing our state what is possible for students when a school community puts equity at the heart of their approach. It is also evident that the TFA North Carolina alumni network continues to be a game-changing force in their leadership and impact on kids.”

As Teach For America recognizes the accomplishments of the Henderson Collegiate community, the school has also recently recognized the contributions of some specific members of the Teach For America network. In the 2021-2022 school year, 33 Teach For America corps members and alums worked at Henderson Collegiate. Of those, corps member Peter Leonard was honored with the 2021-2022 Excellence in Education Award, and alums Ella Bess Marshall and Janet Jolly were both recipients of the school's 2022 Keith Burnam, Jr. Award for their "extraordinary contributions extend[ing] past their job description to impact adults and children in multiple schools."

When Sanchez first heard the news of their number one ranking, he immediately thought of his staff. "It was a tough year, and our staff endured a lot," he said. "But all their efforts turned into something special. Their love of kids, their commitment to children, and their commitment to the mission gives me a real sense of pride."

Kate Liddle, Teach For America alum and Director of Talent Acquisition at Henderson Collegiate, also said these extraordinary academic results stem from a true team effort. "These outcomes are definitely a testament to the hard work of our students and teachers," shared Liddle, who is leading hiring efforts for these open roles at the school.

"We are looking for people who put intention into action and give our kids an experience that is different from anywhere around the country," said Sanchez.

Sanchez has high hopes for the future of Henderson Collegiate, and last year's growth results have only deepened his resolve for the school moving forward. "We are just scratching the surface of what our children are capable of, and as a result, what they are going to achieve," he said. "I know that the best is ahead of us."



Alums Andrew Lakis (DC '04) and Eric Sanchez (ENC '02)

[TFA NC Alumni-Led School Ranked First in the State for Student Growth](#)

EdNC | *Featuring: Eric Sanchez (ENC '02), Carice Sanchez (ENC '02), Kate Liddle (DC '10), Dr. Monique Perry-Graves*

[Henderson Collegiate rises to challenges posed by COVID](#)

The Daily Dispatch | *Featuring: Eric Sanchez (ENC '02)*

[HC tops state report-card growth metrics: new letter grades out for schools](#)

The Daily Dispatch | *Featuring: Eric Sanchez (ENC '02)*

Also, the NC Chamber of Commerce listed this terrific news in their September 22, 2022 “Business Matters” weekly email briefing. A screenshot of this update is included below.

 A screenshot of a social media post with a dark background. On the left is a photo of a young woman with long blonde hair, smiling and holding a yellow folder. To the right of the photo is white text.

Teach for America NC Alumni-Led School Ranked First in the State for Student Growth

Congratulations to Henderson Collegiate, a public charter school in Vance County founded by Teach for America, which achieved the number one spot among all North Carolina schools for academic growth. Teach for America is an NC Chamber Cornerstone member.

[Learn more >](#)

Appendix C - Guilford County Schools' Counselor of the Year is TFA Alum Ashley Lopez-Davila

[“Guilford County Schools' Counselor of the Year talks mental health resources for students”](#)

Courtney Wallen | *Spectrum News 1* | 9.27.22

Ashley Lopez-Davila, a school counselor at Alderman Elementary School, is Guilford County Schools' Counselor of the Year

*Ashley Lopez-Davila is the school counselor at Alderman Elementary School in Greensboro. **She started her career with a two-year stint in Teach For America.***

She loved teaching so much, she signed up for another year. After moving from Texas to North Carolina, Lopez-Davila switched to counseling. She credits her work in teaching to her ability to support students, their families and teachers in the classroom.

"I understand how it is in the classroom and best support students in the classroom and also support the teachers too," she said.

Lopez-Davila helped her students deal with the challenges and stress of remote learning when the pandemic forced schools to close. She noticed a change in some students as they returned to in-class learning.

Lopez-Davila began approaching social-emotional learning with her students, teaching them to talk through how they feel, control their actions and emotions, and recognizing how to build relationships. She encourages teachers to focus on it in the classroom, and leads lessons in class herself. Lopez-Davila also works with students in small groups or independently.

"It's very important that they learn at an early age how to handle different emotions and how to be able to calm themselves down. When something gets hard in life, they'll have those skills, and we'll have to continue building on those," she said.

According to a [Gallup poll](#) in the 2020 academic year, three in 10 parents reported their child experiencing emotional or mental health challenges.

Guilford County Schools Superintendent Whitney Oakley says there's a focus on mental health resources for students and staff this year.

"We've worked really hard to make sure that every student has a trusted adult in the building. That's one of the main things we can do for mental health support," Oakley said.

The work Lopez-Davila has done with her students earned her Guilford County Schools' Counselor of the Year recognition. She's passionate about helping her students every day. Lopez-Davila hopes to continue helping students, their families and the Alderman community feel safe and supported.

Appendix D - Honoring excellence in teaching with legacy Leroy ‘Pop’ Miller Fellowship

[Perspective | Honoring excellence in teaching with legacy Leroy ‘Pop’ Miller Fellowship](#)

November 30, 2022 | EducationNC

In honor of this season of gratitude and fellowship, I encourage all of us in this industry to count the many blessings we have around us, including the many career educators who continue to support students, families, and communities. With that, it feels fitting to mention the hard work and dedication of all Teach For America North Carolina alumni who continue to serve our classrooms, schools, and districts; and especially those who have undertaken critical development on their trajectory toward long-term education leadership through the Leroy “Pop” Miller (LPM) Fellowship.

This fellowship was established to honor one of the most dedicated educators — and most reluctant trailblazers — in North Carolina history. Leroy Miller, affectionately known as “Pop,” was a World War II veteran who returned to North Carolina in 1945 to become an industrial arts teacher in Charlotte-Mecklenburg Schools (CMS). After teaching for nearly two decades, Pop was finally convinced to take a role in school leadership in 1963. A decade later, as integration was beginning to rock the foundations of CMS, “district leaders wanted a principal who could oversee the change at all-white East Mecklenburg High.”

As his obituary so succinctly describes it, “They turned to Leroy ‘Pop’ Miller, who had earned a reputation for tough love and high standards, first at the all-Black West Charlotte High, then as he helped desegregate Carmel Junior High.”

Yet, even as one of the first Black principals in the state, and possibly the entire Southeast, Pop did not want to be remembered for his race alone. “I’ve always wanted to be a good person,” Pop said towards the end of his life. “When I go out and cut my grass, I want my yard to look better than any yard in this neighborhood ... I’d say to the kids I wanted them to be the best in the state of North Carolina, and I wanted to be the best principal in the state.”

To a broader community Pop may be remembered for his groundbreaking historical leadership, but to the peers, students, and community members he served alongside, he is first and foremost remembered for his commitment to excellence. Pop set a standard of leadership that is as relatable as it is remarkable, as he was forced to address high teacher turnover and students sneaking off campus, as well as the cultural taboo of driving a car with a white female passenger.

Pop's commitment to authentic leadership and his natural propensity toward coalition-building left an incredible impression on the education landscape in our state. His son Skip remarks that his dad's willingness to lend a hand, as well as his fortitude when speaking up for himself and those he felt responsible for, paved the way for the leadership opportunities that continue to shape Charlotte and the state more broadly even to this day. Pop was also careful to encourage the capable educators around him to step up and make even more of an impact in their school community. As one of Pop's contemporaries put it, "He could just pull together a group of leaders and folks would basically say, 'Yes sir!' and go do it." Another calls Pop "an educator's educator."

These simple but hard-won affirmations are the mark of a true teacher-leader and were the inspiration for the fellowship that we at Teach For America established in Pop's honor. Since its start in 2014, the LPM Fellowship has matriculated dozens of Teach For America alumni based in CMS who, with the help of a network of support, have gone on to become teacher-leaders in their own right.

Knitting a network together

As in any industry, excellence in teaching is cultivated through time, development, and the mentoring of more tenured peers and managers. Yet teacher attrition has been increasing in schools across the country since the pandemic, deepening a challenge low-income schools and communities have always experienced. To top it all off, development opportunities that will compensate for the loss of peer mentoring are difficult to find.

When Nina Franklin began teaching in 2012, teacher turnover was a noticeable issue. However, Nina found her footing among deeply-rooted teachers in her school and continued to seek out further development, eventually selected as one of the first LPM Fellows in CMS.

“As an LPM Fellow, I was happy to stay teaching at my [Teach For America] placement school, as I felt connected to my school community and students,” says Nina. “While I continued to hone my craft as a teacher in the classroom, the coaching and learning experiences through LPM gave me the opportunity to explore other areas of influence.”

Following the fellowship, Nina pursued a graduate degree in school counseling, and she returned to CMS to put her certification to use. Now, she has over worked nearly 10 cumulative years in CMS, where, she says, “Each and every day I use my experiences and perspective from my time in the classroom to influence my direct work with students, collaboration with teachers, and partnership with families.”

Like Nina, Kimberli Darling was also among one of the first LPM cohorts and was inspired to remain at her placement school in CMS for nearly ten years. In that time, she has been recognized twice as Teacher of the Year and has held varied roles and responsibilities — from classroom teacher, to leading a grade level team, then a subject area team, and overseeing special events like the eighth grade student graduation.

Kimberli’s interest in knowing the “behind-the-scenes” operations and administration led her to the LPM Fellowship, which has since set her on a trajectory towards school leadership. Some of the most important skills she developed, however, were the “soft” skills of networking while remaining grounded in authentic leadership.

“In the spirit of Leroy ‘Pop’ Miller, I’ve learned that it’s essential to build a community,” says Kimberli. “It’s not just about my class. It’s our entire space.”

Her time as a fellow, as well as her passion for inspiring teachers and students to bring their whole selves to the classroom, has transformed her into the kind of teacher others can look up to. She has been instrumental in new teacher orientation, as well as orientation for the entire teaching body, and takes time to mentor teachers whenever possible.

Expanding beyond CMS

This year, Teach For America North Carolina announced the expansion of the LPM Fellowship to include educators in Piedmont Triad and Eastern North Carolina counties, marking a new chapter of long-term teacher development across the state. I can only imagine what Pop would have to say about one of his eponymous fellows teaching at an all-virtual academy.

When asked why she wanted to join the LPM Fellowship, Butner teacher Christeanna Friend says that she “wanted the opportunity to network with other teachers across North Carolina, to see what is working well in their classrooms” as well as share her promising practices more broadly. “I wanted to make sure that I knew of opportunities that would benefit my students that I might not otherwise know about,” she continues.

Christeanna and the entire 2022 cohort of LPM Fellows are making strides toward achieving excellence for themselves, their students, and their broader community. And now, by knitting together a group of teachers beyond Charlotte, Pop Miller’s legacy will make even more of an impact in developing a wealth of educator knowledge and experience.

Sometimes, the test of an educator lies in navigating unprecedented challenges, relying on the knowledge, instinct, and compassion to move forward rather than well-tread practices. For Pop Miller, the unprecedented challenge was school integration. For our LPM Fellows — the majority of whom have already experienced teaching during a pandemic — “unprecedented” is now a part of everyday life. However, Teach For America is committed to equipping educators with the skills necessary to not only survive the unprecedented but develop strong, equity-minded solutions.

I couldn’t put it any better than Kimberli, who remains an inspiring example of our fellows’ efforts in education: “I’m not sure I would’ve been able to do half of those things if it weren’t for Teach For America. It was a kind of preparation to answer questions you weren’t sure you were going to be asked.”