

TEACH FOR AMERICA NEW MEXICO

Overview

Teach For America is the national corps of outstanding recent college graduates who commit two years to teach in low-income communities and become life-long leaders for expanding educational opportunity.

Over 450,000 students reached across 40 regions

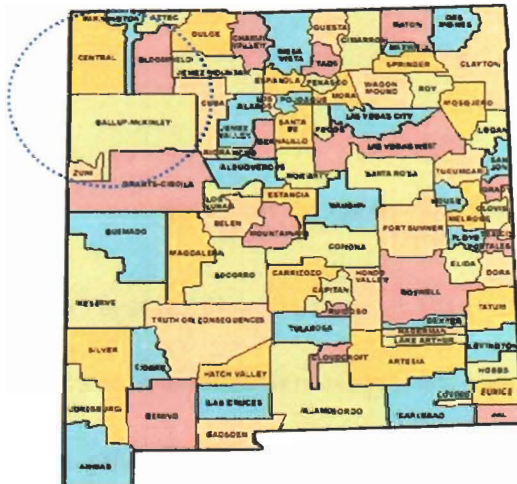
- More than 95 percent are people of color
- On average, students begin the year scoring at the 14th percentile against the national norm*
- Three regions currently serve over 14,000 Native students



8,500+ corps members and 20,000+ alumni

2010 Corps Statistics → over 45,000 applications for ~4,500 teaching positions

- Average GPA: 3.6
- Average SAT score: 1344
- 11% of all Ivy League seniors applied to TFA in 2009 (15% at Princeton and Yale, 13% at Harvard)
- 25% of Spelman's graduating class applied, and over 35% of African-Americans at Harvard applied as well



- **3 Counties:** San Juan, McKinley, Cibola
- **6 School Districts:** CCSD, GMCS, ZPS, GCCS, BIE, Laguna
- **3 College/University Partners:** UNM, WNMU, SFCC
- 2001 – Charter Year
- 360 brought in since 2001
- 7,000 students impacted in 2010-2011
- Over 13,000 square miles
- 98% Native American
 - Navajo
 - Zuni
 - Laguna



Recruit the most highly sought-after graduates of all academic majors and career interests from leading colleges and universities

Apply a rigorous model to identify demonstrated leaders who will excel and significantly impact their students' academic achievement

Cluster corps members in schools and districts with the greatest need, which hire them as regular beginning teachers

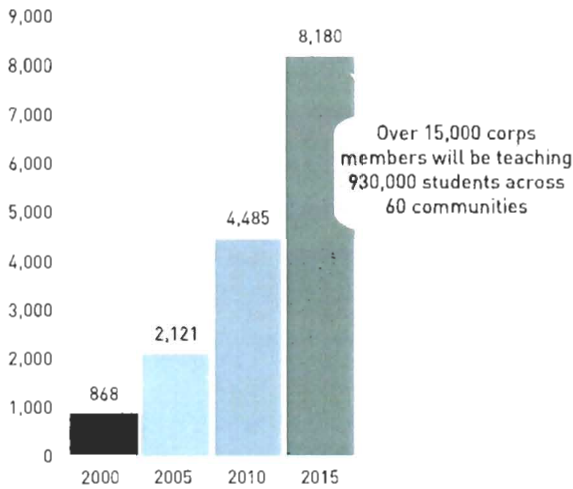
Provide intensive summer training program to equip corps members with foundational knowledge, skills and mindsets to be highly effective teachers

Provide a formal cycle of ongoing support throughout the two-year commitment to ensure students achieve significant academic gains

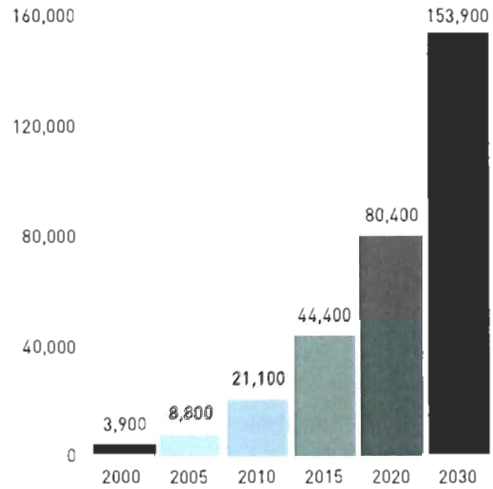
Foster ongoing leadership and engagement by connecting alumni with each other and with opportunities to grow their impact further

Our 2015 Vision... National

Incoming corps by year

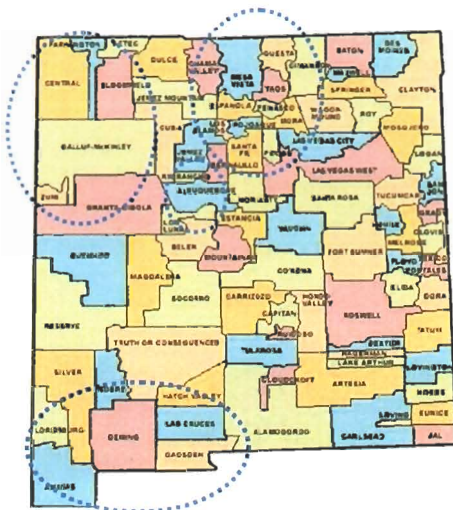


Total alumni by year



By 2015 we will be one of the largest-scale interventions in public education, providing 20-25% of new hires across 60 of the highest-need urban and rural communities and building the foundation necessary to expand our leadership force to nearly 155,000 over the next twenty years.

Our 2015 Vision... New Mexico



Grow and expand our current impact in the Four Corners

Expand to the cultural and political heart of New Mexico

Grow into the largest metropolitan area of our state

Expand southward in the fastest growing area of the state

At the end of 2015, we will be the largest statewide education intervention focusing deeply on rural and metropolitan issues.

About Teach For America

Teach For America is the national corps of top recent college graduates of all academic majors who commit two years to teach in urban and rural public schools and become lifelong leaders in the effort to expand educational opportunity.

Since 1990, Teach For America has grown to include more than 33,000 corps members (teachers) and alumni. We are now one of the nation's largest providers of teachers for low-income communities and at the same time we are building an ever-expanding force of leaders who work from inside and outside of the education system to ensure that all of our nation's children have the opportunities they deserve.

Expanding Educational Opportunities to Overcome the Challenges of Poverty

Today in the United States, 9-year-olds in low-income communities are, on average, three grade levels behind their peers in high-income communities. Half of them won't graduate from high school. Those who do graduate will read and do math, on average, at the level of eighth graders in high-income communities. This academic achievement gap that exists between children growing up in low-income communities and their more affluent peers does not reflect the potential of the students; it is perpetuated by the extra challenges that kids growing up in low-income communities face and the lack of resources available to address their additional needs.

Teach For America enlists our nation's most promising future leaders in the effort to solve this problem. Our corps members and alumni, working alongside other committed individuals in communities across the country, improve academic outcomes for children as teachers, principals, district leaders, and superintendents, and contribute to the broader fight to ensure educational opportunity for all children.

Corps Recruiting and Admissions

Teach For America recruits top college graduates of all academic majors, career interests, and backgrounds who demonstrate achievement, leadership, perseverance, and a commitment to expanding opportunity for children in low-income areas. Our recruiting efforts are especially focused on individuals who share the racial and/or socioeconomic backgrounds of the students in underserved public schools, many of whom are African American or Latino.

A record 48,000 individuals applied to Teach For America's 2011 corps, including 12 percent of all seniors at Ivy League schools, 8 percent of the graduating class at the University of Michigan-Ann Arbor, and 5 percent at the University of Texas at Austin. A significant number of seniors from historically black colleges and universities applied, including 1 in 4 at Spelman College and 1 in 10 at Howard University. Nearly one-third of incoming corps members received Pell Grants, and one-third are people of color. Admission to Teach For America is highly selective, with 11 percent of applicants earning acceptance to the 2011 corps.

Corps Training and Professional Development

With 20 years of experience in preparing and supporting corps members to be successful teachers in low-income urban and rural areas, Teach For America is at the forefront of teacher training and professional development.

Teach For America at a Glance

Teach For America corps members, 2011 -12 school year	9,000+
Regions in which corps members teach	43
Schools nationwide where corps members are placed	2,600*
Students taught, 2011-12 school year	600,000
Students taught since 1990 (charter year)	3 million+
Teach For America alumni	24,000

*2010 -11 school year statistic

2011 Corps at a Glance

Total members	5,100
Average undergraduate GPA	3.6
People of color	35%
Pell Grant recipients*	31%

*Teach For America uses the receipt of Pell Grants as a measure of economic diversity among our corps.

Pre-Service Training

After approximately 30 hours of independent work and observation of experienced teachers, corps members attend an intensive five-week training institute and a regional orientation to the schools and communities in which they will be teaching. At the institute, corps members teach in summer school programs, receive feedback from veteran teachers, and complete a regimen of seminars and practice sessions designed to build the capabilities required to advance student achievement.

Ongoing Professional Development

Full-time instructional coaches on Teach For America's staff observe corps members and engage in joint problem-solving to improve their practice and accelerate student progress toward goals. Corps members receive toolkits that include sample assessments, standards, and teaching resources customized for their grade level, subject, and district; meet periodically in content-area and grade-level learning teams; have access to TFANet, our corps member and alumni website that hosts a resource exchange and knowledge sharing communities; and complete coursework toward full teacher certification and often a master's degree.

The most rigorous independent studies demonstrate that corps members have a significantly positive effect on the academic achievement of their students, even when compared to veteran and traditionally certified teachers in their schools.**

**To read the research, please visit: www.teachforamerica.org/research

Alumni Network

Approximately 24,000 Teach For America alumni form an unparalleled leadership pipeline for change in education, working from within education and from many other sectors to improve outcomes and opportunities for all students. Many of our alumni remain in education as veteran teachers, instructional coaches, principals, district leaders, and superintendents.

Many alumni, shaped by their corps experience, will do incredible things without any additional support from Teach For America; nevertheless, we work to accelerate and support ongoing leadership of our alumni through our Career and Leadership Center; graduate school and employer partnerships; and special initiatives in school and teacher leadership, political leadership, social entrepreneurship, and policy and advocacy.

Alumni at a Glance	
Remain in the field of education*	67%
Work as school leaders	550+
Elected officials	50+
Engaged in volunteerism, philanthropy, and/or advocacy	85%
*Source: Teach For America Alumni Surveys, 2009 & 2010	

WHO IS TEACH FOR AMERICA?

One Day pulled the numbers. Here's a snapshot of diversity in the corps, on staff, and in our alumni community.

DIVERSITY IN THE CORPS

2005 2011

↑ 43% growth in share of CMs who identify as African American

38% growth in share of CMs who identify as Latino

23% growth in share of CMs who identify as people of color

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Note: The number of corps members self-identifying as Native American or Native Hawaiian for the years indicated is less than 1 percent.

VITAL STATS ON 2011 APPLICANT CLASS

Number of schools where private and public colleges and universities across all 50 states, the District of Columbia, and two territories.

Number of schools where more than 15% of Latino graduating seniors applied.

Number of schools where more than 15% of African American graduating seniors applied.

Number of schools where more than 15% of Asian American graduating seniors applied.

Number of schools where more than 15% of Multi-ethnic people of color graduating seniors applied.

Corps members who are first in their family to attend college

2005 2011
19% 21%

Corps members receiving a Pell Grant

2005 2011
28% 31%

Number of incoming corps members who had a CM as a K-12 teacher

2005 2011
16 61

*Corps diversity numbers accurate as of June 2011.

Percentage of people of color...

In Teach For America's 2011 corps

35%

Graduating from college

27%

Graduating from schools of education (M.A.)

23%

In the national teaching workforce

21%

In the Peace Corps

15%

Graduating from schools of education (B.A.)

15%

Source: U.S. Dept. of Education, 2008 Chapter 3, Postsecondary Education Statistics Tables for Data and Public Table for IPEDS.

Bureau of Labor Statistics - Current Population Survey, 2008.

Peace Corps - Self-reported 2008.

Of the two-thirds of alums working in education:

12% are African American

7% are Latino

7% identify as Other

5% are Asian American or Pacific Islander

<1% are American Indian

69% Caucasian

11% African American

7% Asian American-Pacific Islander

7% Latino

6% Other

<1% American Indian*

21% of alums identify as coming from low-income backgrounds

DIVERSITY ON STAFF

2008 2011

28% People of color

9% African American

6% Latino

34% People of color

13% African American

8% Latino

28% People of color

10% African American

5% Latino

42% People of color

19% African American

8% Latino

24% of overall staff and 26% of new hires come from a low-income background

This year, Teach For America is actively recruiting at more than 500 schools, including 28 historically black colleges and universities and 29 Hispanic-serving institutions.

*Percentages may not add up to 100 due to rounding.

7th and 8th Grade Teacher and Student Achievement Analysis New Mexico Standards Based Assessment Results*

2nd Year Corps Members (2008)		07-08 Proficiency		08-09 Proficiency (Growth)		09-10 Proficiency (Growth)**	
Teacher 1	Thoreau Middle School	8th Grade Math	10.7%	16.7%	35.0% (+18.3%)	09-10 8th Grade Cohort	
			11.8%	31.1% (+19.3%)		08-09 8th Grade Cohort	
Teacher 2	Crownpoint Middle School	7th/8th Grade Math	N/A	74.0%	20.0% (-4.0%)	09-10 7th Grade Cohort	
			11.1%	25.5% (+14.4%)		08-09 8th Grade Cohort	
Teacher 3	Thoreau Middle School	8th Grade Reading	25.0%	30.0%	63.8% (+33.8%)	09-10 8th Grade Cohort	
			32.1%	67.0% (+34.9%)		08-09 8th Grade Cohort	
Teacher 4	Gallup Middle School	8th Grade Science	24.1%	28.8%	43.0% (+14.2%)	09-10 8th Grade Cohort	
			17.8%	31.3% (+13.5%)		08-09 8th Grade Cohort	
Teacher 5	Navejo Middle School	8th Grade Science	25.0%	31.0%	51.4% (+20.4%)	09-10 8th Grade Cohort	
			27.3%	20.0% (-7.3%)		08-09 8th Grade Cohort	
Teacher 6	Zuni Middle School	7th Grade Science	N/A	16.5%	29.3% (+12.8%)	09-10 7th Grade Cohort	
			13.4%	20.9% (+7.4%)		08-09 7th Grade Cohort	
				+13.7%			
				Average Growth:	+15.9%		

*Teach For America Corps Members in 7th & 8th Grade classrooms: AYP data publicly available through NMPEP Assessment & Accountability Division.

**Growth in the percentage of students proficient and advanced as compared to the previous year

7th and 8th Grade Teacher and Student Achievement Analysis
New Mexico Standards Based Assessment Results*

1st Year Corps Members (2009)

	09-10 8th Grade Cohort	07-08 Proficiency	08-09 Proficiency	09-10 Proficiency (Growth)**
Teacher 7 Zuni Middle School 8th Grade Math		12.5%	15.1%	23.5% (+8.4%)
Teacher 8 Navajo Middle School 8th Grade Math		27.8%	40.5%	56.8% (+16.3%)
Teacher 9 Crownpoint Middle School 8th Grade Math		3.0%	1.6%	1.6% (+0.0%)
Teacher 10 Chief Manuelito Middle 8th Grade Reading		N/A	21.8%	42.1% (+20.3%)
Teacher 11 Navajo Middle School	8th Grade Reading	25.0%	38.1%	70.3% (+32.2%)
	7th Grade Reading	N/A	15.6%	38.5% (+22.9%)
Teacher 12 JFK Middle School 7th Grade Reading		N/A	31.7%	42.5% (+10.8%)
Teacher 13 Navajo Middle School 7th Grade Science		N/A	31.0%	51.4% (+20.0%)

Average Growth:

+16.4%

* Teach For America Corps Members in 7th & 8th Grade classrooms. AYP data publicly available through NMPED Assessment & Accountability Division.

**Growth in the percentage of students proficient and advanced as compared to the previous year

Guidance From the Back

By Hailey Heinz / Journal Staff Writer on Tue, Oct 4, 2011

CHURCH ROCK, N.M. — How is a teacher like a quarterback?

There are probably several ways to answer that question, but at numerous schools in the Gallup area, novice teachers wear an earpiece so they can get real-time feedback from a coach at the back of the classroom — à la football.

The strategy, called real-time coaching, is part of a pilot program for Teach for America teachers in select regions of the country. The idea is to accelerate the learning curve for teachers, helping them master classroom management strategies early in the year so they can focus on teaching content.

First-year teacher Nadia Abraibesh is wearing an earpiece and getting real-time feedback from a coach in the back of the room. (dean hanson/journal) “So much of the way teachers are coached and trained is after-the-fact,” said Landon Mascareñaz, director of Teach for America in New Mexico. “There’s something really powerful about being in the classroom with them.”

On a recent Friday morning, first-year teacher Nadia Abraibesh taught math to her third-grade class at Church Rock Academy. She got out small dry-erase boards for students and was getting ready to pass them out when Jesse Heaton whispered into a radio, “Make sure you give direction for the boards before you pass them out.”

Heaton, manager of teacher leadership and development for Teach for America, acts as a real-time coach for novice teachers. Stationed at the back of the room, Heaton whispered his instructions into a radio.

“What do we do with our boards?” Abraibesh asked the class after hearing Heaton’s cue. She called on a student, who replied that they were to write down the assigned problem quietly and not draw or doodle.

The aim of real-time coaching is to help new teachers with classroom management, not with teaching content.

Heaton said managing behavior and classroom culture is a major challenge for many novice teachers. Even if they are excellent at teaching content, that excellence can go to waste in an out-of-control classroom.

He said teaching is like any leadership position, where getting buy-in and cooperation can be the hardest part of a task. “That’s difficult in all contexts — I think more so with 10-year-olds,” Heaton said.

Abraibesh, who was on her third coaching session, said she found the feedback helpful. She requested the coaching, knowing classroom management wasn’t her strongest skill.

She said it helps her notice when half the class gets off task as she’s giving help to an individual student. Heaton tells her how to correct behavior, and she said she starts forming the right kinds of habits for keeping the whole room on-task.

Teach for America is funded through a mix of public and private money. In New Mexico, the teachers are paid by their school district at the same salary and benefits as any novice teacher. The organization gets \$400,000 in state funding, and the rest comes from private foundations and Americorp, a network of programs that recruits workers into high-need jobs in education, public health and other sectors.

Real-time coaching is one part of Teach for America's broader training program, which has a rigorous application process that takes only about 11 percent of applicants. Those accepted attend a five-week summer institute, which includes student teaching.

Afterward, New Mexico teachers essentially receive a provisional teaching certificate, which allows them to teach but requires they attend classes at the University of New Mexico and work toward a degree. They do so while they are teaching full-time.

Teach for America staffers then work with teachers to develop their "big goal," which is usually based on standardized test results. Many teachers base their goal on tests other than New Mexico's Standards-Based Assessment, so they can get results before the year is over and can celebrate or debrief with their students.

Abraibesh's "big goal" is that 85 percent of her students will be proficient on the assessment she uses for reading, math and writing. Those scores do not affect students' grades.

Lindsey Cross, managing director of teacher leadership and development, said these goals may seem unrealistic, but it's important to set a high bar. She said staffers help teachers develop manageable steps toward that goal and look at benchmark data throughout the year.

"We have to not only have this big, audacious goal, but also a clear path to get there," Cross said.

Critics of the program say it sends inexperienced teachers into the country's neediest schools and causes high turnover since the teachers commit to only two years.

However, Mascareñaz said more than half of the teachers in New Mexico stayed beyond their two-year commitment this year.

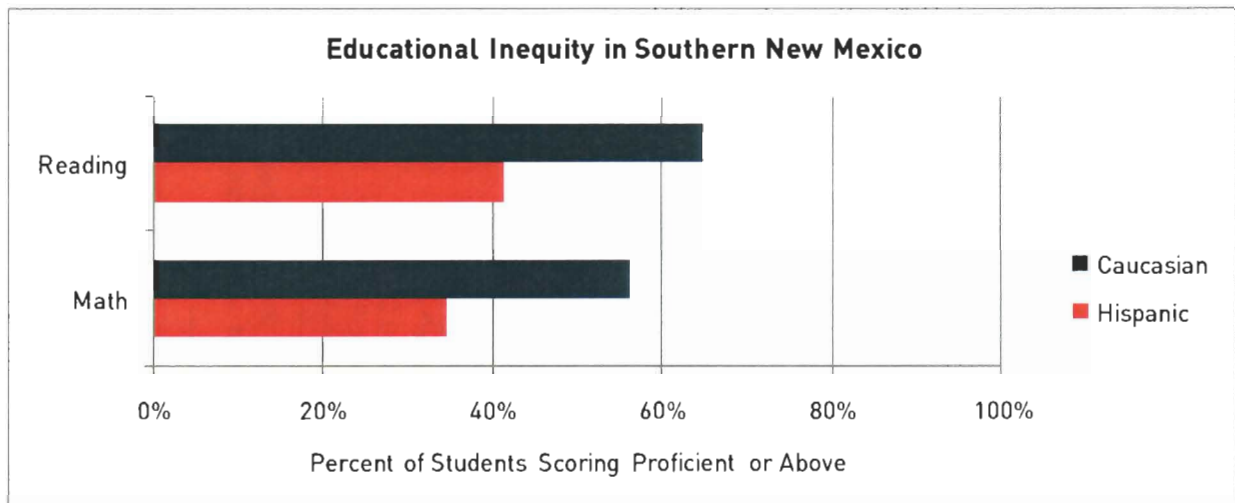
And although critics elsewhere have said Teach for America does not significantly affect achievement, the program was recognized in March by New Mexico Secretary of Education-designate Hanna Skandera. Of the 13 middle and high school classrooms in the state that achieved the most single-year growth on the Standards-Based Assessment, four were Teach for America classrooms.

— This article appeared on page A1 of the Albuquerque Journal

Southern New Mexico Overview

Educational Inequity

Today, poverty limits educational opportunity, disproportionately impacting African American, Latino, and Native American children. In southern New Mexico, students who grown up in low income communities are much less likely than their high-income peers to perform on grade level in math and reading. While this educational disparity is daunting, we see evidence every day that when students in low-income communities are given the educational opportunities they deserve, they excel.



**Source: 2011 New Mexico Standards Based Assessment (results for Las Cruces, Gadsden, Hatch, and Deming)*

A Solvable Problem

Teach For America is growing the movement of leaders who work to ensure that kids growing up in poverty get an excellent education. We recruit and train top college graduates who commit to teach for two years in urban and rural schools and become lifelong advocates of educational excellence and equity. For nearly ten years, we've placed teachers in northwest New Mexico, building a force for short and long-term change.

Our Impact

Teach For America's 9,000 corps members and 24,000 alumni are a force of leaders who are committed to going above and beyond the traditional expectations to help their students achieve at high levels.

- Last month, a report from the Tennessee State Board of Education found that Teach For America—Tennessee is the **top teacher preparation program in the state**. Tennessee is the third state that has studied the effectiveness of beginning teachers from teacher preparation programs (along with Louisiana and North Carolina), and **each has concluded Teach For America is among the top of the state's preparation programs**.
- In the 2009-10 school year, **four Teach For America corps members led their students to the most growth in New Mexico** in their respective subjects and grade levels.
- Nearly **two-thirds of Teach For America alumni remain in education**, many remaining in the classroom and others going on to assume school leadership positions; a 2011 report from Harvard University concluded that **more founders and leaders of education organizations participated in Teach For America than in any other organization or program**.

To Bring Teach For America to Southern New Mexico Next School Year

To bring nearly 100 Teach For America teachers southern New Mexico over the next three years, we must **1)** build partnerships with local school districts to support 30 teacher placements each year, and **2)** secure commitments totaling \$2.5 million over the three-year period. We are looking for strong champions to support our efforts and be leaders in the movement to end educational inequity in southern New Mexico.

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

TEACHFORAMERICA

	FY 12 Oct 2011 – Sep 2012	FY13 Oct 2012 – Sep 2013	FY14 Oct 2013 – Sep 2014	FY15 Oct 2014 – Sep 2015
1 st & 2 nd Year Corps Members Teaching in D & F Schools	0	30	58	58
Incoming Corps Members	30	30	30	30
Budget	\$458,000	\$816,000	\$1,177,000	\$1,226,000
Funding Sources	<p>State: <u>\$100,000*</u> (Invoices for July – Sep)</p> <p>Daniels Fund: <u>\$250,000</u></p> <p>Local: <u>\$108,000</u></p> <ul style="list-style-type: none"> \$90,000 from school fees for 2012-13 school year (\$3,000 per corps member) \$18,000 from other local development 	<p>State: <u>\$400,000*</u> (Invoices for Oct – Jun)</p> <p>Daniels Fund: <u>\$250,000</u></p> <p>Local: <u>\$166,000</u></p> <ul style="list-style-type: none"> \$150,000 from Sponsor a Teacher campaign (every teacher sponsored at \$5,000 level) \$16,000 from other local development 	<p>State: <u>\$500,000</u> (Invoices for Oct – Sep)</p> <p>Daniels Fund: <u>\$0</u></p> <p>Local: <u>\$677,000</u></p> <ul style="list-style-type: none"> \$300,000 from Sponsor a Teacher campaign (every teacher sponsored at \$5,000 level) \$180,000 from school fees for 2013-14 school year** \$180,000 from school fees for 2014-15 school year** \$17,000 from other local development 	<p>State: <u>\$500,000</u> (Invoices for Oct – Sep)</p> <p>Daniels Fund: <u>\$0</u></p> <p>Local: <u>\$726,000</u></p> <ul style="list-style-type: none"> \$300,000 from Sponsor a Teacher campaign (every teacher sponsored at \$5,000 level) \$180,000 from school fees for 2015-16 school year \$246,000 from other local development

*We will invoice for our initial state contract of \$500,000 over two fiscal years

**We will count two years of school fees towards our FY14 goal in order to prevent a funding cliff and allow us another year to build a local funding base following the phase-out of Daniels Fund support



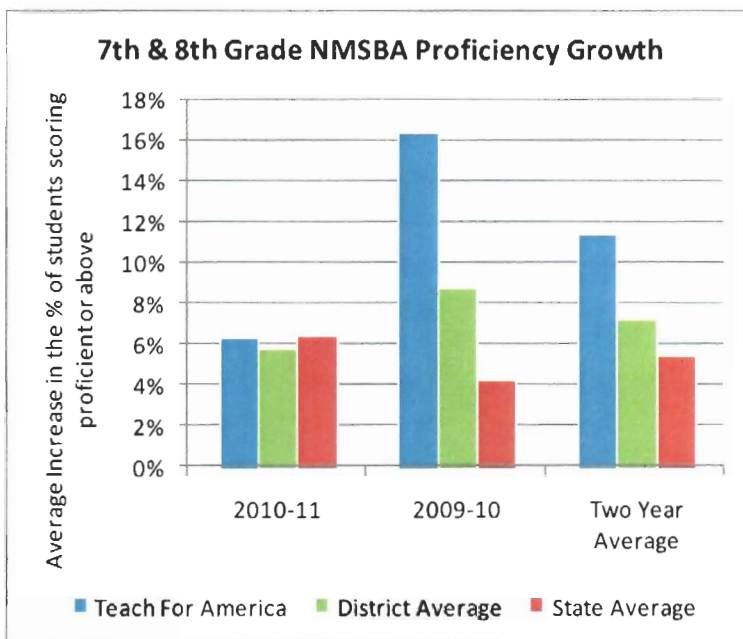
Teach For America's Impact



Research over time shows that Teach For America corps members' impact on student achievement is at least as great as that of other new teachers, and the most rigorous studies find that corps members' impact on student achievement exceeds that of other teachers in the same high-needs schools.

Statewide Analyses of Student Achievement

In 2009 and 2010, three states—Louisiana, North Carolina, and Tennessee—studied the effectiveness of teachers from different teacher-preparation programs, and each concluded that Teach For America corps members have a greater impact on student achievement than other new teachers. In Tennessee Teach For America was the top teacher preparation program in the state, as corps members outperformed the average new fourth- to eighth-grade teacher across all subject areas and grade levels, did just as well as the average veteran teacher in mathematics, and outperformed the average veteran teacher in reading/language arts, science, and social studies. Teach For America was the state's only source of new teachers who outperformed veterans in these three subject areas.



Meaningful Growth for New Mexico's Students

In the 2009-10 school year, **four Teach For America corps members led their students to the most growth in the state in their respective subjects and grade levels.**

These teachers include Navajo Middle School eighth-grade teachers J.T. Erbaugh (31-point growth in science), Kyle Guillet (39-point growth in math), and Gwyndolyn Raisner (46-point growth in reading), and Tse'Yi'Gai High School 11th-grade math instructor Amanda Markey (who led students from 0 percent to 41 percent proficiency).

Tse'Yi'Gai High School - Sustained, School-wide Growth

Teach For America placed a cohort of teachers at Tse'Yi'Gai high school in 2007-08. Since then, corps members have partnered with the staff and community to lead students to dramatic growth.

	06-07	07-08	08-09	09-10	10-11
Reading	6.7%	8.6%	44.0%	48.0%	52.6%
Math	2.2%	0.0%	0.0%	40.0%	26.3%
Social Studies	N/A	0.0%	4.0%	28.0%	68.4%

- No Teach For America Teachers
- 1 year with Teach For America teachers
- 2 years with Teach For America teachers

Beyond the Classroom

Teach For America corps members become lifelong leaders for educational equity. A 2011 Harvard University study found more founders of entrepreneurial education organizations participated in Teach For America than in any other organization. In addition, another Harvard study concluded that participating in Teach For America significantly increases racial tolerance, makes individuals much more optimistic about the life chances of poor children, and makes them much more likely to work in education. Out of 127 alumni in New Mexico, 58 continue to teach in the classroom, 24 work in education fields and 4 are studying education in graduate school.