

2010 Annual Report

TEACHFORAMERICA

PRIORITIES AND RESULTS

Dear Friends and Supporters,

In 2005, Teach For America launched an ambitious five-year growth plan to increase our impact and continue fueling the education reform movement with the talent and leadership necessary to accelerate change. At that time, we were fielding 3,600 corps members in 22 regions and our alumni force numbered 9,000. Today, more than 8,000 corps members and 20,000 alumni are working across 39 regions, and there is growing evidence of their impact and influence at all levels.

Over the last five years, we have recruited, trained, and placed nearly 17,500 new teachers – 1,100 more than originally planned – simultaneously increasing selectivity while growing the number and diversity of corps members. Notably, retention of corps members through their two-year commitments now exceeds 90 percent.

At the same time, significant investments in our training and professional development programs have helped us realize gains in our corps members' measurable impact on student achievement based on our internal tracking system. Moreover, independent studies now provide additional external validation of our impact. Perhaps most notably, an Urban Institute/CALDER study showed that Teach For America corps members' impact exceeds that of experienced and certified teachers in the same schools. Moreover, we have publicly shared our framework for transformational teaching – “Teaching As Leadership” – garnering significant interest from school districts, schools of education, and like-minded reform organizations.

Furthermore, at the outset of our 2010 growth plan, we realized that we could do more to grow the impact of our growing alumni leadership force. Through new leadership initiatives designed to accelerate alumni paths to influence, we have grown the number of school leaders from about 150 to more than 550. At the same time, our alumni teaching force grew from about 3,000 to 6,000. Finally, we have grown the percentage of alumni who donate time or money to Teach For America from less than 20 percent of 8,800 alumni to more than 50 percent of 20,000 alumni. As we look to the future, and recognize that each year, more corps members will become alumni than did during the entire 1990s, we anticipate the impact of these investments will continue to multiply.

To achieve all of the above, we grew our revenue by more than four times – from \$40 million in 2005 to over \$192 million today, while ensuring our organizational health at larger scale. We invested significantly in our finance, human assets, marketing, and technology teams, which had long been under-resourced, while adding new diversity and public affairs teams, all to ensure that we are building a diverse, engaged, and inclusive organization that is well-regarded, efficient, and financially and operationally sound. As a result of these investments, staff retention

has increased, the number and depth of relationships with key African American and Latino organizations and individuals has expanded, public awareness of and support for Teach For America has grown, and we have started to realize efficiencies – we ended FY10 more than \$12 million underbudget, driven in part by \$2-3 million in sustainable annual savings for conferences, communications, shipping, and other areas as well as a nearly 20 percent reduction in cost per recruit.

Amidst all of this organizational success, we are inspired by the palpable momentum in the movement to ensure that all of our nation's children gain access to an excellent education. While this momentum is a function of many forces, there is no doubt that the leadership of Teach For America corps members and alumni has been fundamental to the progress we are seeing. In fact, Kate Walsh, President, National Council on Teacher Quality, stated recently, “Teach For America is, in my view, the most important education reform initiative since the call to action heralded in A Nation at Risk. Its army of teachers and alumni are almost singularly responsible for forcing the nation's attention on our dual education system: one for middle-class children and one for poor.”

Overall, while so much remains to be done, we are energized by the progress we have made over the past five years and more hopeful than ever before about what is possible in the next. Now, equipped with a strong foundation and base of experience, we believe we are sitting on the cusp of an historic opportunity to grow again in scale and impact.

As we celebrate our 20th anniversary and look ahead to 2015, we would like to thank you for the critical role you have played in helping us get to this point. We look forward to continuing to work together to ensure all children have the opportunity to fulfill their potential.

The following report draws on our progress over the last five years and provides a detailed synopsis of our results this past year across our four priorities: growing in scale and diversity; maximizing our impact on student achievement; fostering alumni leadership; and building an enduring institution. We are so grateful to you, our supporters, who continue to fuel our efforts to realize the day when every child in this nation will have the opportunity to attain an excellent education.

Walter and Wendy



Walter Isaacson
Chair, National Board of Directors



Wendy Kopp
CEO & Founder



GROW IN SCALE AND DIVERSITY

I. GROW IN SCALE AND DIVERSITY

We grew our incoming corps by about 10 percent this year, with 4,485 first-year corps members entering classrooms in the fall of 2010.

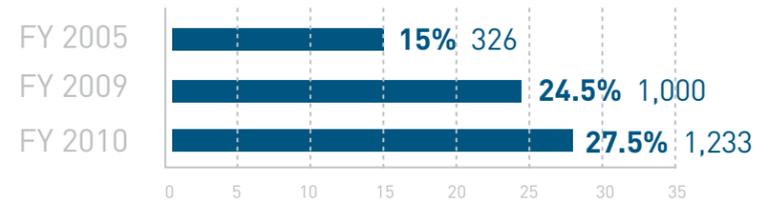
Over 46,000 individuals applied to Teach For America in 2009-10, surpassing the previous year's record number by 32 percent. Applicants included more than 5 percent of seniors at nearly 125 schools, including 12 percent of seniors at Ivy League institutions, 7 percent of those at the University of Michigan-Ann Arbor, and 6 percent at the University of California-Berkeley. One in 4 African American seniors and 1 in 5 Latino seniors from Ivy League schools applied, as well as 1 in 5 seniors at Spelman and 1 in 10 seniors at Morehouse.

DIVERSITY

We increased corps diversity over last year, growing the representation of corps members who identify as African American, Latino, and from low-income backgrounds. Notably, 31 percent of this year's incoming corps identify as people of color, up from 29 percent last year—an increase of nearly 200 corps members.

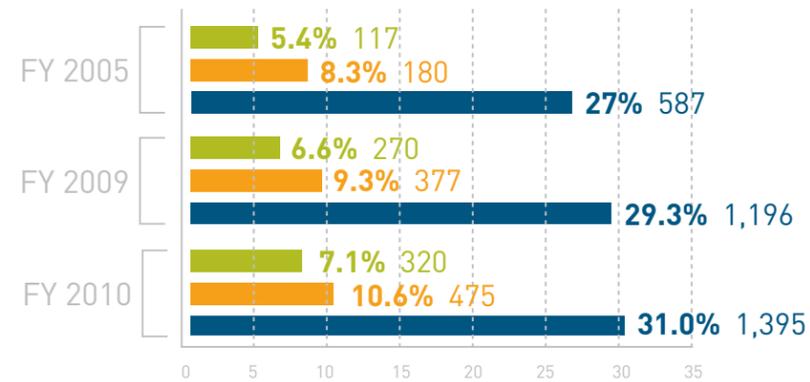
To increase the number of individuals who share the racial and economic backgrounds of the students we reach, we expanded and deepened our presence at 23 historically black colleges and universities (HBCUs) and 23 Hispanic-serving institutions (HSIs), in addition to refining our operational focus on identifying and cultivating prospects of color and prospects from low-income backgrounds. In the last year we have broadened awareness of Teach For America considerably within the Latino community through a concerted communications campaign directed toward a combination of English and Spanish language national media channels like CNN and Telemundo, as well as local publications and events highlighting the accomplishments of Latino corps members, alumni and staff.

% and # from low-income backgrounds



% and # of incoming corps members who are people of color, African American, or Latino or Hispanic

- people of color
- Latino or Hispanic
- African American

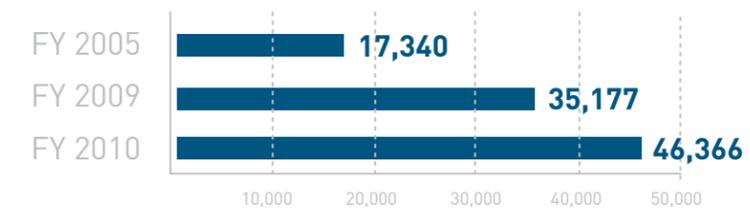


PLACEMENT

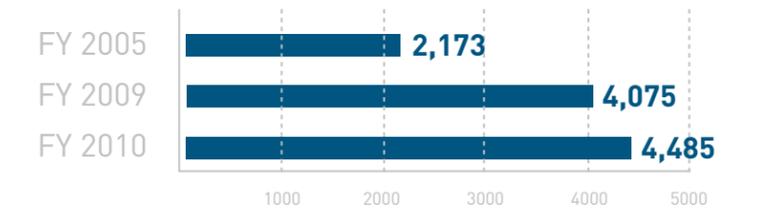
Heading into the 2010-11 school year, we bolstered efforts to secure placements for corps members earlier in the year, increasing our capacity for establishing strong partnerships with districts and developing a new online tracking system. In addition, we successfully launched four new sites: Alabama, Detroit, Rhode Island, and San Antonio; with a total of 270 placements, these regions accounted for nearly 60 percent of our total growth. Other notable placement results include the following:

- The Mississippi Delta and Houston became our largest regions; each has a total teaching corps of approximately 540 teachers.
- Miami-Dade and Memphis experienced the greatest growth in the size of their incoming corps, increasing by 129 percent and 100 percent, respectively. Dallas, Indianapolis, Greater Boston, and Atlanta each grew their incoming corps size by more than 50 percent, while the more limited available positions in both Chicago and New York led those regions to shrink their new teacher placements by nearly 30 percent.
- We expanded the number of placement partners by an estimated 40 percent, driven mostly by the addition of 70 new charter partners. In total, about 30 percent of our incoming corps members were placed in charter schools; this represents an increase of approximately 7 percentage points since last year.

of total applicants to the corps



of incoming corps members who start teaching





MAXIMIZE OUR IMPACT ON STUDENT ACHIEVEMENT

II. MAXIMIZE OUR IMPACT ON STUDENT ACHIEVEMENT

With increasingly targeted training and support, our internal measurement of student achievement results—significant gains—improved across the board for the 2009-10 school year. At the same time, we made substantial headway implementing our new student-achievement measurement system, which will provide a more accurate reflection of our corps members' impact going forward, allowing us to make clearer meaning of student performance on state tests and other “benchmarkable” assessments.

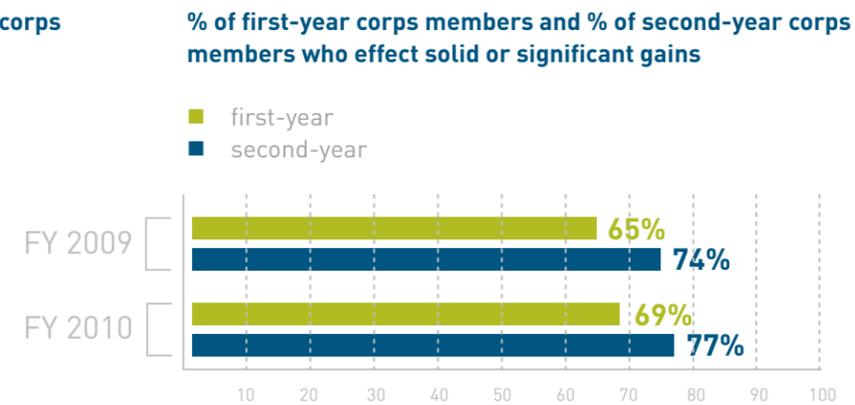
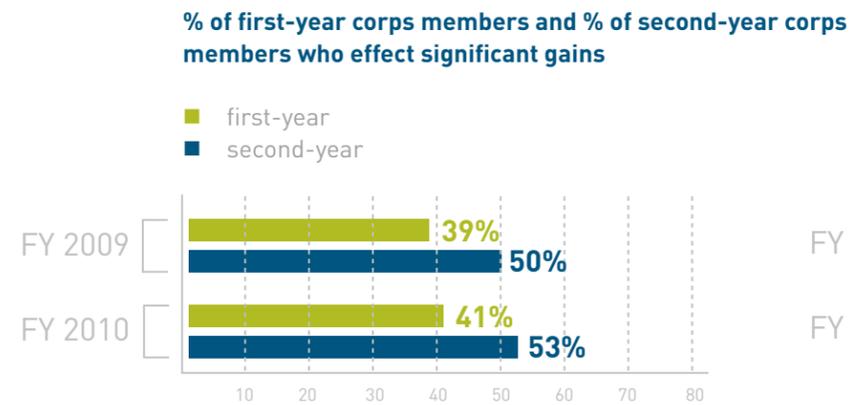
Our system of measuring student achievement has two parts: the assessments that our corps members use in their classrooms, and the metrics and goals we construct from these assessment results to calibrate, aggregate, and interpret what they tell us about student achievement.* Corps members who effect solid academic gains make at least one year of academic growth with their students, or an equivalent level of mastery of ambitious standards. Those who effect significant gains make at least a year and a half of academic growth.

In addition to our internal metrics reflecting positive results for our corps members and their students, a growing body of external research reinforced the positive impact of our corps members on student achievement:

- **Portal Report: Teacher Preparation and Student Test Scores in North Carolina (2010):** Researchers at the University of North Carolina conducted a study of pathways into teaching in the state of North Carolina in order to understand better the effects on student achievement of graduates of the UNC teacher-preparation system (the leading provider of teachers in the state) compared with teachers from other pathways, including Teach For America. At every grade level and subject studied, Teach For America corps members did as well as or better than the traditionally prepared UNC graduates. Teach For America corps members had a greater impact on student achievement in middle school math and high school math, science, and English than did teachers from UNC's teacher-preparation program. [Read the full study >> www.publicpolicy.unc.edu/files/Teacher_Portals_Teacher_Preparation_and_Student_Test_Scores_in_North_Carolina_2.pdf](http://www.publicpolicy.unc.edu/files/Teacher_Portals_Teacher_Preparation_and_Student_Test_Scores_in_North_Carolina_2.pdf)

*Learn more about how we measure corps member effectiveness.

- **Recruiting Effective Math Teachers, How Do Math Immersion Teachers Compare? Evidence from New York City (2009):** This study by the Teacher Pathways Project found Teach For America middle school math teachers to be more effective than other beginning middle school math teachers, including traditionally prepared teachers. The study, which is part of a multi-year examination of teachers and teacher-preparation programs in New York City, concluded that Teach For America corps members were having a positive impact on middle school math achievement relative to all other new teachers, and that this impact was stronger than the researchers had found in their previous studies. [Read the full study » www.teacherpolicyresearch.org/portals/1/pdfs/NYC%20Math%20Immersion.pdf](http://www.teacherpolicyresearch.org/portals/1/pdfs/NYC%20Math%20Immersion.pdf)



NOTE: In fiscal year 2007, we undertook significant efforts to substantially recalibrate our model for significant and solid gains. Therefore, data from FY05 is not a relevant comparison.

- **Teach For America Teachers' Contribution to Student Achievement in Louisiana in Grades 4-9: 2004-2005 to 2006-2007 (2009):** Researchers found that Teach For America corps members in Louisiana were outperforming other new teachers and were as effective as veteran teachers across the state in math, science, reading, and language arts. The researchers concluded that corps members' impact on student achievement is more like that of experienced teachers than that of other new teachers, and that corps members were more effective than other teachers with the same level of experience, even in their first year. This report is part of a multi-year statewide study of teacher-preparation programs. [Read the report » www.nctq.org/docs/TFA_Louisiana_study.PDF](http://www.nctq.org/docs/TFA_Louisiana_study.PDF)

CORPS MEMBER TRAINING AND SUPPORT

In FY10 we worked to increase student achievement by leveraging a more seasoned program staff and rolling out tailored teacher training and support. In addition, we continued to evolve our online Teaching and Learning Center (TLC), which contains tools, communities, videos, and blogs to help corps members improve their instruction. As a result, we saw spikes in usage of our Resource Exchange, a searchable online database of teacher-created, teacher-rated tools such as lesson plans, activities, and worksheets, as well as staff-vetted assessments and unit plans. In total:

- More than 900,000 resources have been downloaded since August 2009
- Over 50 percent of corps members downloaded resources every month during the 2009-10 school year

RETENTION

This year, we realized the highest corps completion in organizational history, as 91 percent of corps members completed two years in the classroom. In addition, we saw high first-year retention into the second year, at 92 percent, and will continue to focus national and regional attention on maintaining a strong corps culture even as we continue to grow.



FOSTER ALUMNI LEADERSHIP

III. FOSTER ALUMNI LEADERSHIP

We concluded the year with strong results across our alumni leadership efforts. We saw a 25 percent increase in alumni school leaders since last year, and the emergence of six new alumni social entrepreneurs.

SCHOOL LEADERSHIP

Our progress on the number of alumni school leaders was driven in part by success in several regions, including Baltimore, the Bay Area, and Newark, who exceeded their leadership goals. In addition, we met or exceeded matriculation targets with national school-leadership-pipeline partners, including KIPP, and surpassed our goals around the number of alumni preparing for school-leadership roles (either through graduate school or participation in a development program). We also established new university partnerships in Indianapolis and Phoenix, positioning us to continue to grow the number of alumni principals going forward.

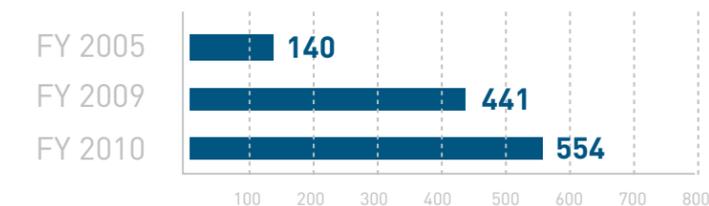
Our progress over the last four years demonstrates the impact of our investments and the potential for significant future growth. Since launching this initiative in 2006, our results with partnering school-leadership-pipeline programs have increased significantly, as we have done more to help alumni applying for these highly competitive fellowships:

- In 2008, alumni comprised about half of the KIPP School Leadership Program cohort; in 2010, they represent about 80 percent of the cohort.
- Alumni represented about 8 percent of the total New Leaders for New Schools offer pool in 2007, compared with 18 percent in 2010.
- This year, our conversion rate (percentage of applicants accepted) for the KIPP School Leadership Program was 50 percent and for New Leaders for New Schools, it was about 23 percent, compared with 15 percent and 6 percent respectively for the overall applicant pools.

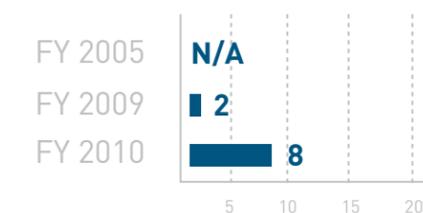
More broadly, with a strong base of more than 550 school leaders and about 6,000 alumni teachers, we are seeing powerful examples of how our alumni are realizing results for students in low-income communities across the country, including the following:

- Since **Lindsay Krey Vollentine** (Greater New Orleans Corps '00) took over as principal of Holabird Academy in Baltimore, Maryland, the school's enrollment has more than doubled and student achievement has improved dramatically (today 75 percent of third, fourth and fifth graders are scoring proficient or advanced in Math; up from 37 percent when Lindsay began her tenure). Under her leadership, the school was pulled out of Corrective Action, has been deemed a Title I Choice school and highlighted as a turnaround by the Center for School Improvement.
- Alumni are leading 65 percent of KIPP schools (founded and led by **Mike Feinberg** and **Dave Levin** (both Houston Corps '92), and corps members and alumni comprise about 28 percent of KIPP faculty and staff. According to a recent report published by Mathematica Policy Research, Inc., students' gains in mathematics after three years in KIPP middle schools are large enough in about half the schools to significantly narrow race- and income-based achievement gaps among students. Of the 22 schools examined in the study, 17 are led by Teach For America alumni.
- Across Sacramento and the San Francisco Bay Area, 50 public schools are currently led by Teach For America alumni, a number that continues to grow each year. **Ana Gutierrez** (Houston Corps '00) is one such alum, who became principal of Higher Learning Academy in Sacramento in 2008. Under Ana's leadership, student performance on the CSAT has increased by 20 percent and 21 percent in English Language Arts and Math, respectively. She has increased the school's Average Performance Index score by over 141 points.

of alumni who are school leaders



of new alumni recognized as social entrepreneurs



SOCIAL ENTREPRENEURSHIP

By helping several alumni in the earlier stages of the pipeline to win business-plan and online competitions, we have seen six more alumni social entrepreneurs emerge. We focused our efforts on sharing best practices in guides, toolkits, collaborations and connections, and continued our individual coaching. New ventures launched in FY10 include a teacher residency program, an online networking and resource-sharing website for teachers, and a school turnaround-focused organization:

- **UCLA Impact: Urban Teacher Residency:** Having served for several years as the principal of the Selma Elementary School in the Los Angeles Unified School District, **Julie Kane** (Los Angeles Corps '91) saw the need for a new way to prepare human capital to meet the needs of Los Angeles public schools. She partnered with UCLA's Center X and the Los Angeles Small Schools Center to launch a residency program that will redesign pre-service teacher education to align with the medical-school model. The program will provide a year-long intensive residency program under the tutelage of a master teacher in a supportive, innovative school.
- **BetterLesson: Alex Grodd** (Atlanta Corps '04) launched this free, web-based organizational tool and curriculum-development community that helps educators connect and share high-quality resources, best practices, and ideas. BetterLesson.org allows educators to organize lesson plans and instructional content through a dynamic, user-friendly operating system and to easily share ideas and access each other's content.
- **Seton Education Partners:** After organizing a conference for the Philanthropy Roundtable on the future of America's urban Catholic schools, **Stephanie Saroki** (Bay Area Corps '98) was inspired to cofound this organization, which helps struggling urban Catholic schools explore alternatives to school closure—and works to ensure that students in Catholic schools that do close continue to have access to high-quality educational options.

POLITICAL LEADERSHIP

Increasingly, Teach For America alumni are a growing force for systemic change in the public policy-making realm, where they bring extraordinary conviction about the possibility of providing transformational education to kids in low-income communities and deep personal insight into what it takes to deliver it. This year we saw a significant increase in the number of alumni who chose to pursue leadership roles in policy or advocacy or run for public office. The number of alumni working full-time for advocacy organizations and as policy advisors has grown from 69 in FY09 to 101 in FY10. Moreover, this year 79 alumni (71 for the first time) declared candidacy for elected positions ranging from state senate to school board to small local seats across the country, up from 17 in FY09. While win rates were slightly less than we might have hoped, we have seen significant progress in one year: 45 alumni currently hold public office, up from 27 in FY09.

With more than 300 alumni participating in public leadership trainings this past year and new employer partnerships with Stand for Children, 50CAN, the Center for Education Reform, and Teach Plus, we improved our ability to “match” alumni with opportunities and successfully grew the pipeline of future public leaders. We also conducted a thorough analysis of our overall approach to public leadership, and specifically our relationship with the 501(c)(4) organization Leadership for Educational Equity.

*In the spring of 2010, **Bill Ferguson** (Baltimore Corps '05) decided to run as an insurgent candidate for public office in Baltimore City. With the help of many motivated Teach For America alumni, he won the Democratic primary against a 27-year incumbent and then ran unopposed in the general election to become the state senator for Maryland's 46th Legislative District. Ferguson's campaign brought attention to the need for new, energetic political leadership in Maryland that prioritizes improving public education. He was sworn into office on January 12, 2011, becoming the youngest elected state senator in Maryland history.*



BUILD AN ENDURING INSTITUTION

IV. BUILD AN ENDURING INSTITUTION

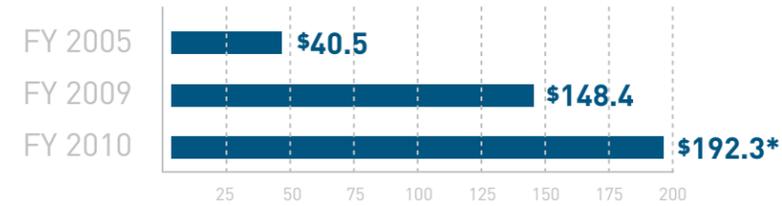
We raised over \$190 million in FY10 while cutting expenses to end the year approximately \$12 million under budget. In addition, we saw modest improvement both in staff diversity and in our organizational strength measures. Finally, as a result of focused efforts on the alumni-engagement front, half of all alumni donated time and/or money to our organization—a reflection of the strength of our ever-expanding alumni network.

REVENUE GROWTH

There were key drivers of our revenue growth in FY10. First, a multi-pronged federal effort resulted in an additional \$7.1 million in AmeriCorps funding, as Teach For America secured the largest competitive grant in AmeriCorps history, providing \$11.4 million annually in national grants. Second, we saw strong regional revenue growth, with regions increased funding by 29 percent; this increase was driven by local growth particularly in the Atlanta, Colorado, Miami, Houston, and Mid-Atlantic regions.

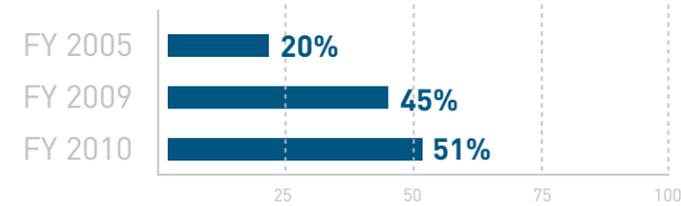
Additionally, we began building a strong foundation for our 2015 revenue goals as one of four “scale-up” winners of the federal Investing in Innovation (i3) grant competition. While not a driver of our FY10 revenue growth, this four-year, \$50 million grant was contingent on our ability to raise \$10 million in matching funds, which we did successfully under a very tight timeline. In addition, 25 foundations, corporations, and individuals generously contributed at least \$1 million as champion investors.

operating revenue raised (\$M)



*Includes \$2.4M of state funds committed to the Mississippi Delta region and expected to be realized in Fiscal Year 2011.

% of alumni who donate time or money



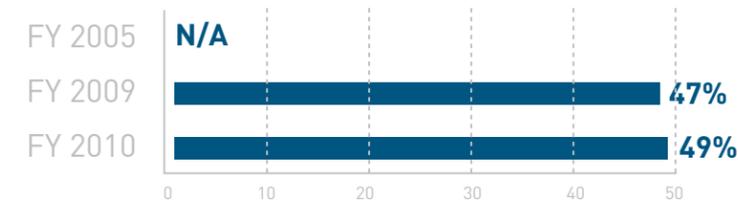
BUDGET AND COST EFFICIENCIES

We aggressively reduced costs regionally and nationally in FY10, through changes to our expense management policies, travel policies, enhanced negotiation strategies, shipping and communication usage, technology usage, and marketing spending. We were nearly \$12 million under our FY10 budget and will continue to realize more efficiencies as we further automate back-office functions.

ALUMNI ENGAGEMENT

By executing high-impact, high-volume campaigns this year, we secured donations of time and/or money to Teach For America from over 50 percent of alumni. Our success on this front was also supported by the implementation of a new system that better tracks the effectiveness of outreach (e.g. e-mail click-through rates).

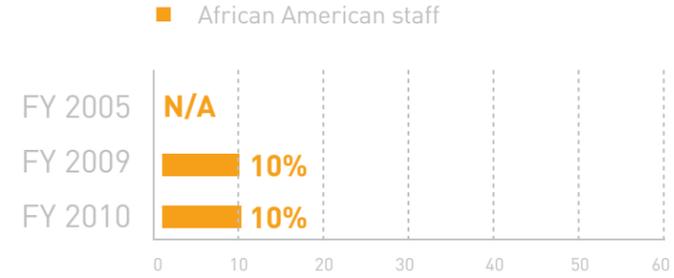
% of staff who average responding “strongly agree” on organizational strength measure



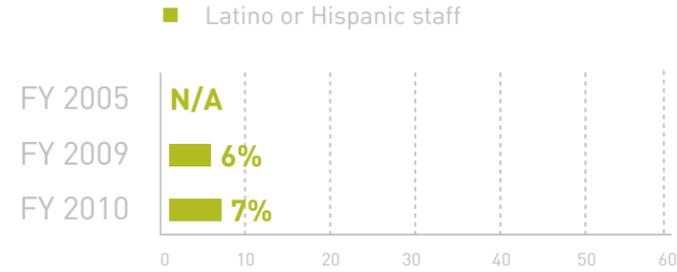
ORGANIZATIONAL STRENGTH

Satisfaction of staff members continues to increase steadily. Modest improvement over last year's organizational strength scores can be attributed to investments in developing and retaining our strong talent.

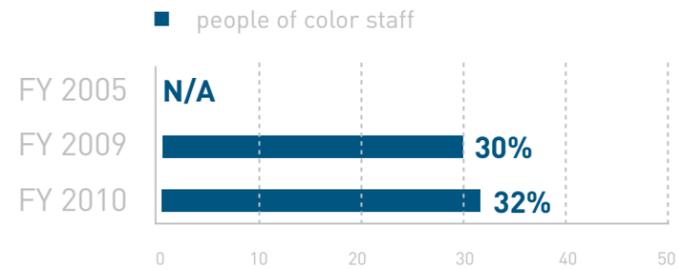
% of staff members who are African American



% of staff members who are Latino or Hispanic



% of staff members who are people of color



CONCLUSION

As we close out our ambitious 2010 growth plan, we are energized by the progress of the last five years and filled with ever more optimism and urgency about what is possible and the work ahead of us in the next five years. We have seen dramatic growth in our scale and impact: our collective investment in the recruitment, selection, preparation and support of exceptional future leaders is fueling an unstoppable movement to eliminate educational inequity, evidenced by corps member impact on student achievement and an alumni leadership force bringing their extraordinary talents to join many others in the difficult work of transforming schools and school systems across the country. At the same time we have laid a strong foundation for the future: a sustainable, thriving, diverse organization poised to seize the opportunity before us to grow again in scale and impact. We want to thank our dedicated supporters and everyone who has worked so hard and contributed so much to making this progress possible. As we now set our sights on 2015 and beyond, we look forward to continuing to work with you to ensure that all children in this nation have the opportunity to attain an excellent education.

NATIONAL GROWTH INVESTORS

Teach For America gratefully acknowledges our national growth funding investors who have helped provide the foundation for our significant growth between 2006 – 2013.

\$10 Million +

The Eli and Edythe Broad Foundation
 Michael & Susan Dell Foundation
 Doris & Donald Fisher Fund
 Martha and Bruce Karsh
 Steve and Sue Mandel
 Rainwater Charitable Foundation
 Robertson Foundation
 The Walton Family Foundation

\$5 Million - \$10 Million

Marsha and James McCormick
 Arthur and Toni Rembe Rock

\$1 Million - \$5 Million

Bezos Family Foundation
 Carnegie Corporation of New York
 Mary and Paul Finnegan
 Bobbie and Lew Frankfort
 Bill & Melinda Gates Foundation
 Tina Goldberg and Jide Zeitlin
 Sue Lehmann
 Joan and Joel Smilow
 Joyce and Larry Stupski
 Sandi and John W. Thompson

\$250,000 - \$500,000

Bezalel Foundation
 Josh and Anita Bekenstein
 William K. Bowes, Jr. Foundation
 The Hyde Family Foundation
 George Kaiser Family Foundation
 Ewing Marion Kauffman Foundation
 Mark and Katie Leinweber
 John Manley
 Richard S. Pechter
 Nancy Peretsman and Robert Scully

CHAMPION INVESTORS

Teach For America gratefully acknowledges the support of the following corporations, foundations, and individuals who have contributed \$1 million or more between October 1, 2009 and December 31, 2010.

\$5 Million +

Laura and John Arnold Foundation
 The Eli and Edythe Broad Foundation
 Mary and Paul Finnegan
 Sue and Steve Mandel
 Robertson Foundation
 The Walton Family Foundation

\$1 Million - \$5 Million

Amgen Foundation
 Anonymous
 Cisco
 Cornerstone OnDemand, Inc.

The Dalio Family Foundation, Inc.
 Michael & Susan Dell Foundation
 The Education First Fund at The Community Foundation of Middle Tennessee
 Doris & Donald Fisher Fund
 Bill & Melinda Gates Foundation
 Glenview Capital
 The Goizueta Foundation
 Google, Inc.
 Martha and Bruce Karsh
 Lindy and Michael Keiser
 John S. and James L. Knight Foundation
 The Lenfest Foundation

Lilly Endowment, Inc.
 The Medtronic Foundation
 The Mind Trust
 Rainwater Charitable Foundation
 Arthur and Toni Rembe Rock
 Mr. T. Denny Sanford
 Debbie & Howard Schiller
 C.D. Spangler Foundation, Inc.
 State Farm®
 Visa Inc.
 Wells Fargo

NATIONAL CORPORATE PARTNERS, SUPPORTERS, AND SPONSORS

\$1 Million + in national support



NATIONAL CORPORATE SPONSORS

\$500,000 - \$1 Million
 in national support

Gap, Inc.
 The Medtronic Foundation

NATIONAL CORPORATE SUPPORTERS

\$250,000 - \$500,000
 in national support

Deloitte
 FedEx Corporation
 Fidelity Investments
 Goldman Sachs
 PepsiCo, Inc.
 State Farm®
 TechTurn

NATIONAL CORPORATE INVESTORS

\$100,000 - \$250,000
 in national support

Bank of America
 GE Foundation
 IBM
 O'Melveny & Myers
 The Prudential Foundation
 Symantec Foundation

NATIONAL SUPPORTERS

The following donors provided \$5,000 to \$100,000 to support our national efforts between October 1, 2009 and December 31, 2010.

Artio Global Management LLC
 Bain Capital Children's Charity
 Brown University

The Capital Group Companies
 Charitable Foundation
 The Coca-Cola Foundation
 Dancing Tides Foundation Inc.

Dewey & Leboeuf
 Dr. Scholl Foundation
 HBO
 National Board for Professional Teaching Standards

PUBLIC FUNDERS

The following public funders have provided \$1 Million or more of support in fiscal year 2010.

AmeriCorps
 Arizona Office of the Governor
 Baltimore City Public Schools

National Aeronautics & Space Administration (NASA)
 State of Mississippi
 State of Colorado

State of Texas
 U.S. Department of Education

In addition, Teach For America gratefully acknowledges the generosity of our many funders across the country who have supported our work in 2010.

ONE DAY, ALL CHILDREN IN THIS NATION WILL HAVE THE OPPORTUNITY TO ATTAIN AN EXCELLENT EDUCATION.

TEACHFORAMERICA

www.teachforamerica.org