

— 2012-2013 —
TEACH FOR AMERICA
**ANNUAL
LETTER**



DEAR TEACH FOR AMERICA FRIENDS AND FAMILY,

It's been 50 years since Dr. Martin Luther King, Jr. shared his dream – but we are still far from being a country where our children “will not be judged by the color of their skin but by the content of their character.” None of us can be complacent about the status quo when our most disenfranchised students are more likely to become statistics than statisticians. With your support, we are working with greater urgency than ever to change this.

In the past five years, Teach For America has doubled in size, from 5,000 corps members to 11,000, from 26 communities to 48; and as each day passes we see how much more there is to be done in the movement to ensure that all of our nation's children have the chances they deserve. Recognizing that we need more leadership capacity to meet growing needs and opportunities, this past spring, Teach For America's board of directors appointed longtime leaders Matt Kramer and Elisa Villanueva Beard as co-CEOs. After engaging regions across the country on a national listening tour, they are taking bold action based on what they heard to strengthen our community and increase our positive impact. Like so many of you, I've been deeply inspired by the energy and vision Elisa and Matt are bringing to our work. I know they will take us to new heights in the coming years.

Meanwhile, Teach For America's example has inspired social entrepreneurs around the world to similarly recruit and develop their nation's most promising future leaders to help break the link between demographics and destiny. I'm excited to be leading the development of the Teach For All network to accelerate the impact of this model. Today, Teach For All is contributing to a thriving global movement by supporting social enterprises in more than 30 countries on 6 continents. Our partners are already making an enormous impact in diverse and demanding contexts, and their innovations are informing our efforts here in the United States.

I hope the anniversary of the March on Washington – and the inspiring examples of the leaders in these pages – will light a fire under all of us to recommit ourselves to what King called the “fierce urgency of now.” Only when all of our children receive the education they need to realize their potential will we finally fulfill our country's promise as a land of equal opportunity.

This is the conviction that brings everyone in the Teach For America community together. I want to thank all of you for your commitment to realizing the day when all children in our nation will be able to live and learn together.

Sincerely,



Wendy Kopp
Founder and Chair





ELISA, WENDY + MATT AT THE PASSING OF THE BATON

DEAR FRIENDS AND SUPPORTERS,

On March 1, we assumed our roles as co-CEOs of Teach For America, and Teach For America founder Wendy Kopp became chair of our national board. Knowing that transitions can be important opportunities for reflection, we immediately set out on a 100-day listening tour, in which we visited regions from South Carolina to New Mexico – and spoke with more than 1,000 students, parents, educators, corps members, alumni, staff, and community partners at every stop.

We heard incredible stories of progress and impact, and those we heard from students of corps members and alumni and their parents were particularly inspiring. We also heard about the enormous and persistent gap between our vision for educational excellence and equity and the lived experience of millions of children growing up in low-income communities today, and how much work remains. From corps members and alumni, we heard about the escalating level of divisiveness among people and groups with competing theories about how to make progress. And, finally, we heard about the many ways that Teach For America can and must get better, and we heard enthusiasm for working in partnership with us to improve.

We came out of our tour energized by the opportunities in front of us and ready to take on the challenges. During a speech in December 1956, Dr. Martin Luther King, Jr. pondered aloud what it would take to realize the dream of a truly integrated and equitable society: "May I stress the need for courageous, intelligent, and dedicated leadership," he said. "Leaders of sound integrity. Leaders not in love with publicity, but in love with justice. Leaders not in love with money, but in love with humanity. Leaders who can subject their particular egos to the greatness of the cause." As we think about the lessons we've learned over the years, through our listening tour, and through our efforts during the last two years, we think that is equally true today.

LEADERSHIP: IT'S CHANGING THE LIFE PROSPECTS OF CHILDREN AROUND THE COUNTRY.

For this year's annual letter (which covers the 20 months from October 1, 2011 through May 31, 2013, as we transitioned to a new fiscal year in 2013), we're going to focus our reflections on leadership: what Teach For America is doing to cultivate it, the many ways our more than 40,000 current corps members and alumni exercise and embody it, and how it's changing the life prospects of children and communities around the country. From classrooms, schools, and school systems to policy, politics, and social entrepreneurship, our corps members, alumni, and those with whom they work every day are giving us hope that with the right leadership, and enough of it, we can make equal opportunity a reality in our lifetimes.

ECOSYSTEM OF CHANGE

As we travel from region to region, we are seeing very different pathways to equity emerge, each deeply rooted in the unique history and context of the community. Over the last couple of years, it has become clear to us that whether and when we see the day when all children have access to an excellent education is going to depend on the power of local movements across our country.

As we heard from so many parents on our listening tour, the central work of the broader movement of which we are part is to build more excellent schools and classrooms serving low-income children.

At Teach For America, we continuously reflect on our role in service of this shared aspiration. The work of our corps members, alumni, and partners is informing our growing conviction that the greatest contribution that Teach For America can make to fostering strong local movements, creating more excellent schools, and tackling the complex issues facing our kids and their families and communities is through developing leaders. We must work to ensure that every single person we bring into this work discovers his or her unique role as an agent of change, and develops into the committed, grounded, and culturally competent leader that our students and country require.

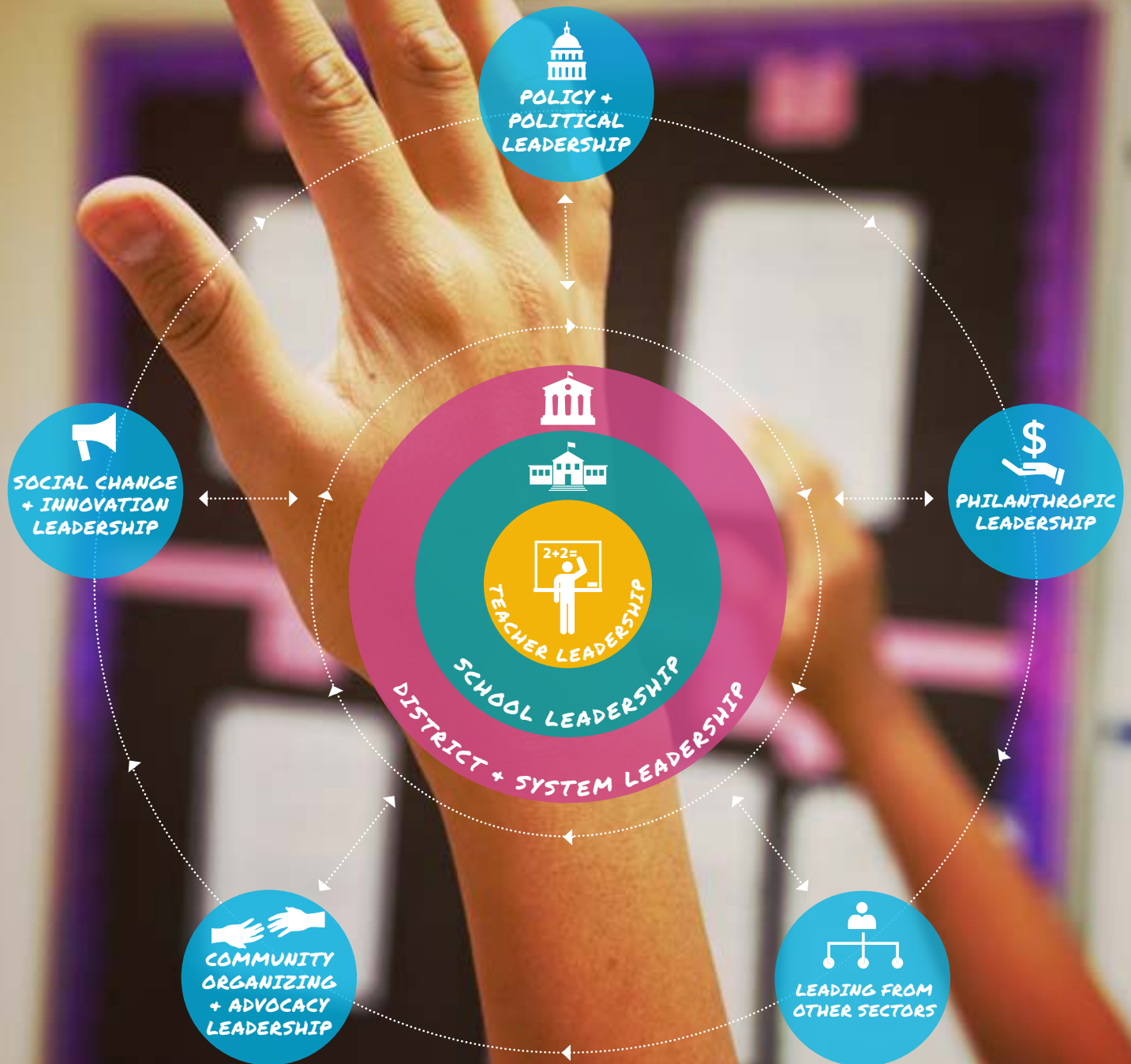
ROBERT CROSBY (D.C. REGION '09)
TEACHES ONE-ON-ONE AT FRIENDSHIP
CHAMBERLAIN ELEMENTARY IN WASHINGTON, D.C.



Movement is still too disconnected from
the community we purport to
serve. feel it in DC w/ gentrification

ECOSYSTEM OF TRANSFORMATIONAL CHANGE

In 2012, we considered the lessons we were learning across our communities about the forces required to drive systemic change – the kind of change that enables excellent schools and classrooms to thrive. We envisioned the environment that would need to surround and support transformational schools that empower and equip students, parents, and teachers to achieve their educational and life goals.



2012-2013 ALUMNI + CORPS SNAPSHOT

ALUMNI LEADERSHIP

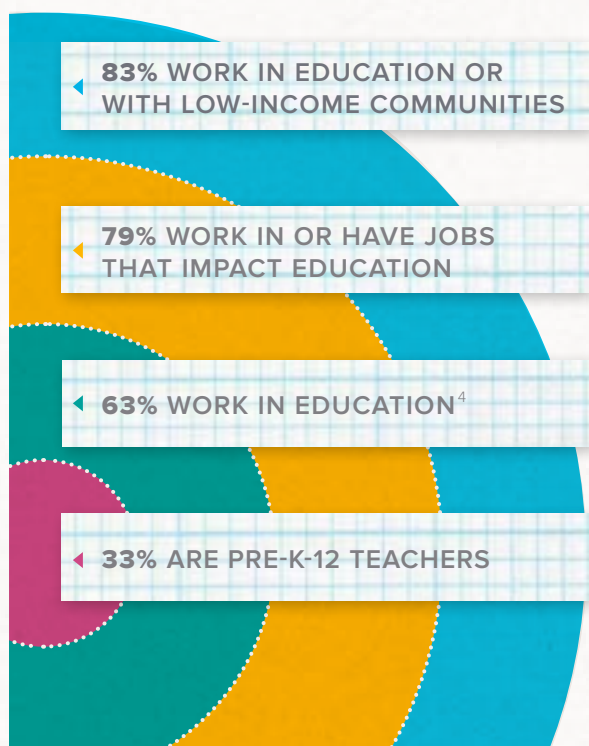
Armed with a firsthand understanding of what it takes to help students fulfill their potential, Teach For America alumni work from every sector to lead and support critical efforts to ensure educational excellence and equity.

Our 32,000¹ alumni are a growing force of transformational leaders.

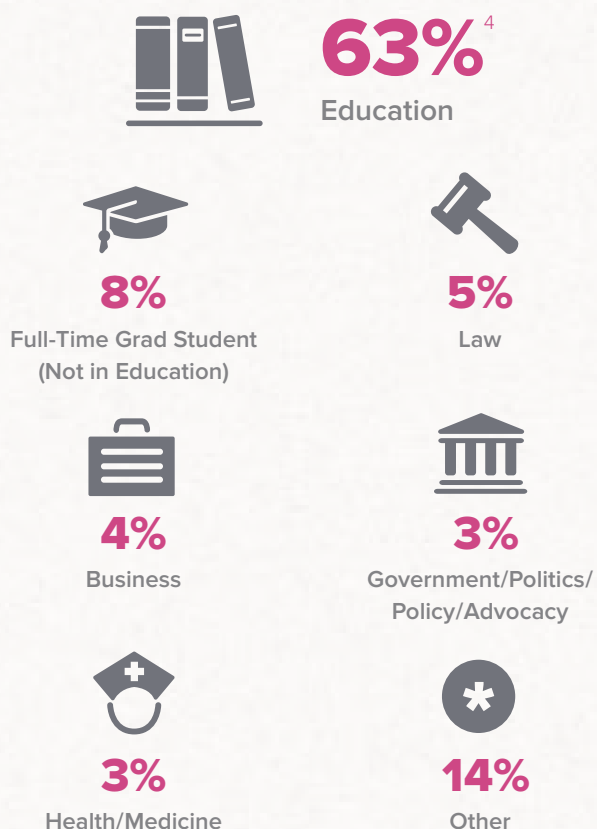


ONGOING COMMITMENT TO EDUCATION²

Teaching remains the most common profession among our alumni, with more than 9,000 alumni continuing to teach, even though only 15 percent of corps members considered a teaching career prior to their Teach For America experience.³



EMPLOYMENT BREAKDOWN BY PROFESSION



¹ Size of alumni base is approximate as of June 2013.

² Alumni figures are approximate as of February 2013. Data is drawn from alumni surveys and corps member and alumni website submissions since 2008 and reflects 85% of the alumni population.

³ Source: 2012 corps member applications.

⁴ Based on self-reported role in education and/or studying education full time.

ALUMNI LEADERSHIP¹



9,000

Teachers



670

Principals



150

School System
Leaders



70

Elected Officials



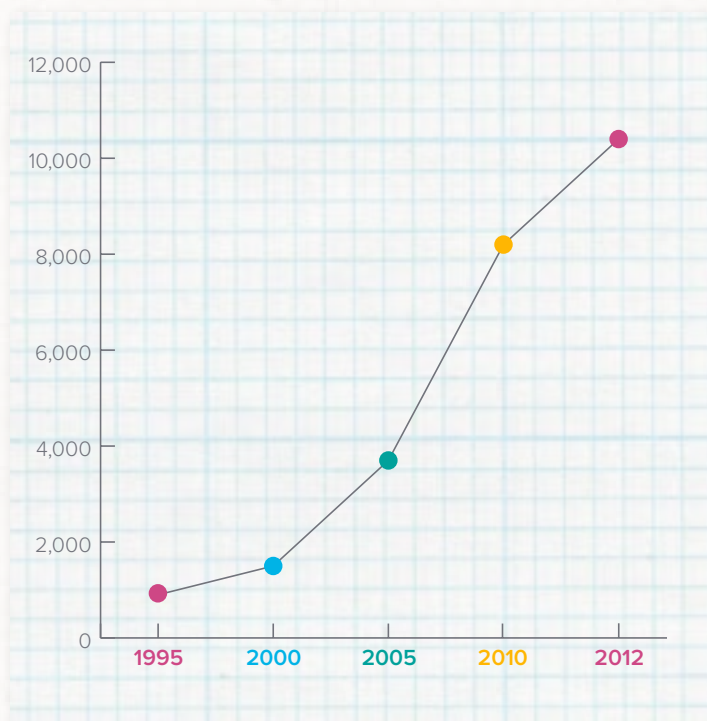
170

Policy, Advocacy
& Organizing Leaders

CORPS GROWTH

In the 2012–13 school year, more than 10,000 first- and second-year corps members taught in high-need classrooms in 46 regions that spanned 36 states and the District of Columbia.

OUR TEACHING CORPS HAS GROWN FROM 900 CORPS MEMBERS IN 1995 TO MORE THAN 10,000 IN 2012.



✦ MORE THAN **48,000** PEOPLE APPLIED TO JOIN TEACH FOR AMERICA IN 2012

✦ TFA WAS THE **#1 EMPLOYER** AT 55 COLLEGES AND UNIVERSITIES

✦ 2012 CORPS HAILS FROM MORE THAN **800** COLLEGES AND UNIVERSITIES, INCLUDING **34** HISTORICALLY BLACK COLLEGES AND UNIVERSITIES ACROSS THE COUNTRY

✦ MORE THAN **750,000** STUDENTS IMPACTED BY CORPS MEMBERS

INCOMING 2013 CORPS DIVERSITY

55%

People of color
or Pell grant
recipients

39%

Pell grant
recipients

27%

First in family to
attend college

39%

People of color

14%

African American

11%

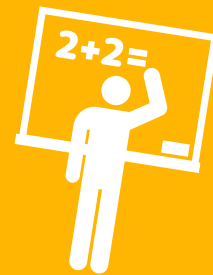
Latino

1%

Native American
or Hawaiian

¹ A School System Leader is defined as a cabinet-level position in a district or charter management organization (including Superintendent or Executive Director/CEO) and/or a position that manages principals/heads of school. Statistics for Policy, Advocacy, and Organizing Leaders provided by Leadership for Educational Equity (LEE). Figures include only LEE members and are accurate as of 12/31/2012 (prior to alumni survey data analysis).

We have an unlimited potential to serve as a talent src for leadership programs



In 2012, we considered the lessons we were learning across our communities about the forces required to drive systemic change – the kind of change that enables excellent schools and classrooms to thrive. We mapped those forces and drew up an “ecosystem” as a way of envisioning what a thriving local movement looks like.

We considered how many excellent schools a community needs to give every child access to expanded opportunity and life options. We then asked how many school leaders with the vision, skills, and will for transformation are needed, what kinds of leadership at the district and system levels are necessary to enable and empower those principals, and what teacher and principal pipelines are needed to fuel and sustain those schools.

Finally, we envisioned the environment that would need to surround and support transformational schools that empower and equip students, parents, and teachers to achieve their educational and life goals: the organizing and advocacy leaders working with parents, community members, and educators to channel and amplify their voices; the elected officials demonstrating uncommon courage; the innovation and social change leaders tackling the problem’s root causes inside and outside of the system;

AS EACH COMMUNITY IS UNIQUE, EACH MOVEMENT FOR CHANGE WILL BE UNIQUE.

the philanthropic leaders investing in promising ideas and in scaling what works; and those working and leading from other sectors that in different ways address the root causes of poverty and inequity, and shape the broader discussion about public education in America.

As we travel across the country, we are humbled and inspired by all that people in our community, alongside so many others, are doing to help fuel local movements and shape thriving ecosystems of change in communities across America. The diversity of approaches and local strength

we’re seeing fuels our optimism and inspires us to recommit to fostering the leadership and commitment of every person in this work, including corps members and alumni. What follows are highlights of some of the work that our corps members and alumni are taking on in their communities.

TEACHER LEADERSHIP

Teachers who ensure that students have the opportunity and are challenged to fulfill their potential are the anchor of every community’s education system. We see evidence every day that it is possible for a teacher to make a meaningful difference in the life of a child, even with all of the obstacles that come with poverty, even in one year. We also know that teaching in a low-income urban or rural community can be the foundational leadership experience for a lifetime commitment to working toward educational excellence and equity.

Thanks to the investments of our national and regional champions, in the 2012–13 school year, more than 19,000 corps members and alumni led classrooms as teachers across the country. Corps members alone impacted more than 750,000 students in 3,000 public schools in urban and rural communities.

Despite a more challenging recruitment environment than in recent years, our incoming 2013 corps is not only the largest in history, but also one of the most racially and economically diverse. This year, 55 percent of the corps identify as a person of color or come from a low-income background. Today, more corps members than ever are teaching in the communities where they grew up.

A growing body of rigorous, independent research continues to show that corps members are having a positive impact on their students. Between 2009 and 2012, three states – Louisiana, North Carolina, and Tennessee – studied the effectiveness of teachers from different teacher-preparation programs, as measured by student performance, and each concluded that Teach For America is among the top providers of new teachers in the state.

**IN THE 2012-2013
SCHOOL YEAR,
MORE THAN 10,000
CORPS MEMBERS
TAUGHT MORE THAN
750,000 STUDENTS.**



VICTORIA HONG (LOS ANGELES '11) WORKS WITH HER PRE-K STUDENTS ON AN ART PROJECT AT PACE HEADSTART IN LOS ANGELES, CA.



SHINGI MUTASA (NEW YORK CITY '11) HELPS HIS STUDENT WITH HER HOMEWORK AT THE URBAN ASSEMBLY SCHOOL FOR CRIMINAL JUSTICE IN BROOKLYN, NY.

Teaching remains the most common profession of our alumni, with over one-third of our alumni teaching pre-K-12th grade students across the United States. In 2012, we launched our inaugural Alumni Awards for Excellence in Teaching and recognized 10 outstanding educators from more than 600 nominees, giving us a platform to celebrate annually our most outstanding veteran teachers.

One award recipient, Belzie Mont-Louis (New York '04), teaches seventh grade reading in Boston. She is also a 3rd-5th grade English Language Arts (ELA) team leader and instructional coach. In 2006, Belzie took a job teaching at a local charter school. In each of the next four years, between 95 and 100 percent of her students scored advanced proficient on the Massachusetts state assessment. Three years ago, she took a job as the seventh grade reading teacher at Orchard Gardens Pilot School, a district-run turnaround school in Boston, where 10 percent of seventh graders were coming in proficient in ELA benchmarks. At the end of the year, all of Belzie's students passed the state benchmark exam, and 87 percent scored proficient or advanced. Her efforts helped boost Orchard Gardens into the 96th percentile of Massachusetts schools in producing student growth in English Language Arts. Since then, her students have continued to demonstrate strong growth.



**BELZIE MONT-LOUIS (NEW YORK, '04)
SEVENTH GRADE TEACHER IN BOSTON, MA**

We need to drop the superhero teacher
~~idea~~ concept - teachers need to be
part of a team w/ parents

Belzie's experience coming to the United States from Haiti when she was 13 years old has influenced her approach to teaching. Last year, about 60 percent of her students were recent immigrants from the Dominican Republic, El Salvador, Puerto Rico, the Caribbean, and Nigeria. Belzie spends 10 to 15 minutes of every class teaching vocabulary,

IT IS POSSIBLE FOR A TEACHER TO GIVE CHILDREN AN EDUCATION THAT IS LIFE-CHANGING, EVEN IN ONE YEAR.

morphology, and cognates—words that have their roots in other languages. “Kids are excited to see that they don’t have to forget their language in order to learn English,” she says. “I only have these students for one year, and in that one year, I want every single child I teach to love to read.”

Today, many corps members and alumni teachers lead in important ways outside of their school buildings too. For example, Jordan Henry (Los Angeles '94) and Wes Farrow (Los Angeles '06) are both members of their union, United Teachers of Los Angeles (UTLA), and help to lead NewTLA, the progressive caucus within UTLA that Jordan founded and which today accounts for over 25 percent of UTLA's official governing body. Ben Spielberg (Bay Area '10) was elected as the youngest member of the San Jose Teachers Union Executive Board in 2012. Campbell McLean (Baltimore '02) spearheaded an effort in 2012 to change the Baltimore Teachers Union Constitution to make voting easier and more accessible for all teachers. And Sydney Morris and Evan Stone (both New York '07) have begun a national expansion of the organization that they founded as corps members, Educators 4 Excellence (E4E), which works to ensure that the voices of classroom teachers are included in decisions that affect students and the teaching profession.



STUDENTS SMILE FOR THE CAMERA AT
EAST ST. JOHN HIGH SCHOOL IN NEW ORLEANS, LA.

SCHOOL LEADERSHIP

As important as classroom-level efforts are, we have come to see that the only sustainable approach to helping more children succeed is to work at the level of the whole school. Teachers play a central role in creating and sustaining excellent schools, and exceptional school leaders are critical for building a culture in which teachers and their students thrive.

A TRANSFORMATIONAL SCHOOL SHOWS A COMMUNITY WHAT'S POSSIBLE—FUELING DEMAND FOR MORE GREAT SCHOOLS.

We define a transformational school as a school serving low-income students (for whom demographics would predict 90 percent will not graduate from college), from which nearly all students emerge on a trajectory to expanded educational and life options. We know that while these schools are doing extraordinary work, the additional challenges that their students face are enormous, and these schools are working to do so much more to set their kids up to have access to equal opportunity in our country.



JOANN GAMA (RIO GRANDE VALLEY '97) IDEA PUBLIC SCHOOLS CO-FOUNDER, AND HER TEAM AT IDEA INSPIRE STUDENTS TO STRIVE TOWARD COLLEGE GRADUATION.





TOM TORKELSON (RIO GRANDE VALLEY '97) CO-FOUNDED IDEA PUBLIC SCHOOLS, WHICH SERVES 13,000 STUDENTS IN 28 SCHOOLS ACROSS THE STATE OF TEXAS.



2013 IDEA DONNA GRADUATE PATSY ARREOLA IS NOW A FIRST-GENERATION COLLEGE STUDENT ATTENDING THE UNIVERSITY OF TEXAS-PAN AMERICAN.

At the same time a transformational school expands opportunity for its students, it shows a community what's possible in a vivid and accessible way, fueling demand for more great schools and generating momentum within the community for improving educational options and outcomes for its children. Elisa grew up in the Rio Grande Valley of south Texas, where Teach For America alumni Tom Torkelson and JoAnn Gama (both Rio Grande Valley '97) founded the first IDEA Academy as an after-school program in their district placement school in 1998. Today, IDEA Public Schools is serving 13,000 students in 28 schools across the state of Texas. IDEA's Class of 2012 received 1,161 college acceptances to more than 128 schools in 28 states and 3 countries. Moreover, IDEA seniors received a cumulative \$9 million in scholarship awards. IDEA soon will become the largest source of low-income college graduates in the Rio Grande Valley.

Nearly 700 Teach For America alumni are leading schools, including some of the most extraordinary and fastest-improving schools in the country. Every day, we are inspired by alumni school leaders who foster powerful cultures in their schools, build strong teams, effectively manage and develop their people, and partner with students and families around a shared mission and a commitment to do whatever it takes to ensure that all children can meet their full potential as incredible citizens of their community.

“WE WANT EVERY ONE OF OUR SCHOLARS TO BE ABLE TO COMPETE WITH KIDS FROM ALL OVER THE STATE, ALL OVER THE NATION, AND ALL OVER THE WORLD.” – PRINCIPAL LOZIER

Frank Lozier (Los Angeles '00) is one such school leader, who during his first two years in the classroom developed a deep conviction that all children can achieve at the highest academic levels when given the opportunities they deserve. In 2011, his school, Laurel Street Elementary School in Compton, CA, earned a 927 on the State Academic Performance Index, representing high achievement across all grades and subjects, a score that was on par with schools in the neighboring community of Beverly Hills. And in 2012, under Frank's leadership, Laurel Street earned status as a California Distinguished School and a "Dispelling the Myth" award from The Education Trust. The members of "Team Laurel," like many teams of educators, share a deep belief in and unwaveringly high expectations of their students, assume collective responsibility for student learning and growth, and are committed to fostering a strong and supportive community for each other and their students.



PRINCIPAL FRANK LOZIER (LOS ANGELES '00) LAUGHS WITH TEACHERS ON THE PLAYGROUND AT LAUREL STREET ELEMENTARY IN COMPTON, CA.



Everyone is talking about turnaround,
but not dealing w/ lack of
trust/disenfranchisement/hope



We are working with district, charter, and nonprofit partners to grow the number of alumni launching and leading transformational schools. As one example, we launched a Rural School Leadership Academy this year, which will train 20 aspiring school leaders in our 13 rural regions in an apprenticeship model. This program will be a critical resource to our alumni in rural regions, who often do not have access to an alumni community, high-quality professional development, or principal certification programs. In addition, we are working with a wide variety of graduate schools, charter management organizations, nonprofits, and school districts to help alumni access high-quality school leadership training programs.

DISTRICT AND SYSTEM LEADERSHIP

District and school system leaders shape the context in which schools and school leaders operate. In the past two years, we saw dramatic growth in the number of alumni in school system leadership roles – state commissioners of education, district superintendents, and senior cabinet members – from 84 in 2011 to more than 150 in 2013.

In January 2012, Jeff Riley (Baltimore '93) was named Receiver of Lawrence Public Schools and charged with turning around the school system, which serves more than 13,000 students, most of whom are Latino and come from a low-income background. Over his nearly 20-year career in public education, Jeff has served in numerous roles in schools and districts, including serving as principal of Edwards Middle School in Boston and Chief Innovation Officer for the Boston Public Schools. When Jeff assumed leadership of Lawrence, the district had been designated “chronically underperforming” by the Massachusetts Board of Elementary and Secondary Education and placed into state receivership. In Jeff’s turnaround plan, he focuses more on creating great schools than a great system, and therefore offers significant resources and flexibility to schools, while a minimized central office takes on a support role. All schools in the district are granted charter-like autonomies but continue to operate as unionized, neighborhood schools. As part of his strategy, Jeff has successfully recruited several high-performing school operators into Lawrence.

Alumni superintendents lead Newark (Cami Anderson, Los Angeles '93), Washington, D.C. (Kaya Henderson, New York '92), and the Tennessee Achievement School District (Chris Barbic,

DISTRICT LEADERS PLAY CRITICAL ROLES IN BUILDING TRANSFORMATIONAL SCHOOLS—MORE THAN 150 ALUMNI FILLED THESE ROLES IN 2013.

Houston '92), among others, and serve as state commissioners of education in Louisiana (John White, New Jersey '99) and Tennessee (Kevin Huffman, Houston '92).

Learning from alumni who are paving the way, Teach For America is creating pathways for more alumni to learn about and prepare for district and system leadership. In 2013, we launched the School Systems Leaders Fellowship, through which a diverse cohort of 12 alumni educators are learning from their full-time positions in districts across the country, combined with professional development and executive coaching.



PRE-K STUDENTS READING AT PACE
HEADSTART IN LOS ANGELES, CA.

**“I DON’T CARE ABOUT
[TRADITIONAL] PUBLIC
OR CHARTER—I JUST
WANT GOOD SCHOOLS.”**

– Jeff Riley (Baltimore '93)



JEFF RILEY (BALTIMORE '93) READS DURING THE ANNUAL READ ACROSS AMERICA DAY TO A CLASS OF KINDERGARTEN STUDENTS FROM THE HENNESSEY SCHOOL IN LAWRENCE WHO WERE CELEBRATING DR. SEUSS' BIRTHDAY.



CIVIC AND POLITICAL LEADERSHIP

Sustainable change is not possible unless it is demanded and driven by the students, families, and communities it is intended to serve; and an increasing number of Teach For America alumni have dedicated their careers to engaging and enlisting their communities in the broader movement to end educational inequity.

MANY ALUMNI LAUNCH EFFORTS TO ELEVATE THE VOICES OF PARENTS, FAMILIES, COMMUNITY MEMBERS, AND EDUCATORS AS A FORCE FOR CHANGE.

Across the nation, Teach For America alumni are working to ensure the policies that shape the context in which students learn and schools operate truly reflect our common aspirations for every child. Teach For America, in partnership with Leadership for Educational Equity (LEE), a 501(c)(4) organization dedicated to developing the civic and political leadership of Teach For America corps members and alumni, is committed to supporting these efforts.

In January 2012, Jonathan Klein (Los Angeles '97) became the executive director of Great Oakland Public Schools, co-founded in 2008 with Hae-Sin Thomas (Bay Area '93), which is building a community coalition of parents, teachers, principals, and community leaders to advance policies that ensure all Oakland students can attend quality public schools. Christina Sanchez (Los Angeles '06) is the deputy organizing director for Parent Revolution, an organization that empowers parents to turn around underperforming schools. Nicole Baker Fulgham (Los Angeles '91) founded The Expectations Project, which mobilizes faith-motivated individuals, leaders, congregations, and organizations as advocates for educational equity.

In Baltimore, the collective leadership of Teach For America alumni is catalyzing community-level change. In 2011, Zeke Berzoff-Cohen, Matt Stern, and Yasmene Mumby (all Baltimore '08) founded The Intersection, a nonprofit that empowers students from underserved

areas to become engaged civic leaders. The Maryland Dream Act, which allows undocumented students who complete high school in Maryland to be eligible for in-state college tuition, passed in November by popular vote due in part to the extraordinary advocacy efforts of The Intersection as part of a broader coalition.

Today, Yasmene Mumby (Baltimore '08) and Shannen Coleman Siciliano (Baltimore '03) are both leaders within the Baltimore Education Coalition, a partnership of more than 25 schools, nonprofits, and religious institutions committed to improving the city's schools. In March 2012, they rallied more than 1,600 teachers, students, parents, and stakeholders to mount a successful protest against \$100 million in cuts from Maryland's fiscal 2012 state budget, and then garnered bipartisan support of city and state lawmakers to invest \$1.1 billion into revitalizing Baltimore city schools' crumbling infrastructures.

The success of these efforts has only inspired and encouraged others to take action in their communities. LEE has experienced tremendous growth in membership, with more and more alumni aspiring to effect change in their communities as organizers and advocacy leaders, and – increasingly – as policy and elected leaders in key decision-making roles at all levels of government.



LEADERS + STUDENTS FROM THE INTERSECTION OF BALTIMORE MEET WITH ELISA DURING THE LISTENING TOUR.

Holly (Dream) - a lot of ppl doing great work here. How do we partner & convene? (vs polarizing ppl)



Examples include Icela Pelayo, Ph.D. (Los Angeles '03), who moved to New Mexico to become the Director of Bilingual and Multicultural Education for the New Mexico Education Department; JoAnn Gama (Rio Grande Valley '97), who was appointed to President Obama's Advisory Commission on Educational Excellence for Hispanics; Kira Orange Jones (South Louisiana '00), who was elected

ALUMNI IN POLICY REMIND US HOW IMPERATIVE IT IS THAT MORE ELECTED OFFICIALS ARE GROUNDED IN THE LESSONS THAT COME FROM TEACHING IN LOW-INCOME COMMUNITIES.

as a member of the Louisiana Board of Elementary and Secondary Education; and Alexis Gonzales-Black (Eastern North Carolina '07) and Allison Serafin (Houston '01), who were both elected to Nevada's state board of education.

Alumni in these roles tell us how critical it is that many more of our nation's public leaders and elected officials are grounded in the lessons that come from teaching successfully in low-income communities.



PETER KANNAM (BALTIMORE '93), EXECUTIVE OFFICER OF GOVERNMENT RELATIONS AND PUBLIC POLICY, NEW LEADERS FOR NEW SCHOOLS MODERATES THE ROLE OF THE FEDERAL GOVERNMENT IN SHAPING EDUCATION POLICY PANEL.



KIRA ORANGE JONES (BATON ROUGE '00), EXECUTIVE DIRECTOR OF OUR GREATER NEW ORLEANS-LOUISIANA DELTA REGION AND MEMBER OF THE LOUISIANA STATE BOARD OF EDUCATION, SPEAKS AT THE NEW YORK ALUMNI SUMMIT.

SOCIAL CHANGE AND INNOVATION LEADERSHIP

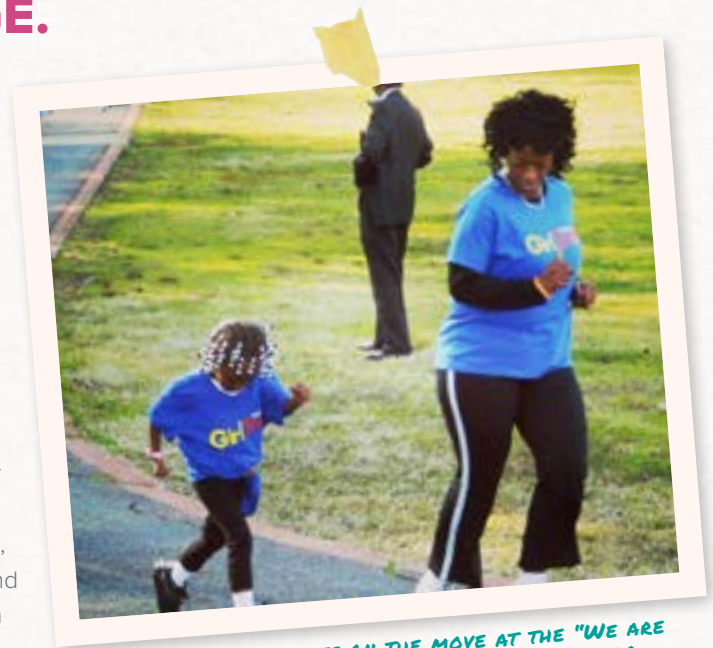
Throughout Teach For America's history, countless alumni have been inspired to use the skills and insights gained in the classroom to become social entrepreneurs, pioneering new approaches to solving our most intractable problems.

WE MUST ENSURE THAT EVERY SINGLE PERSON WE BRING INTO THIS WORK DISCOVERS HIS OR HER UNIQUE ROLE AS AN AGENT OF CHANGE.

In the past two years, 140 alumni applied for our Social Innovation Award. Finalists are imagining bold and innovative school models, developing new ways for rural students to leverage technology, and fostering the civic leadership of students to address challenges facing their communities.

Our 2012 Social Innovation Award went to T. Morgan Dixon (Atlanta '00), co-founder of GirlTrek, for her work to support tens of thousands of black women and girls to work together to develop healthy habits, redefine cultural traditions, and contribute to broader conversations about health in America. Morgan and her co-founder, Vanessa Garrison, were named 2013 Echoing Green Fellows, one of 25 social entrepreneur teams selected from more than 2,800 applications for this prestigious fellowship. Morgan joins Alejandro Gac-Artigas (Greater Philadelphia '09), founder of Springboard Collaborative and 2012 Echoing Green Fellow, and Nick Ehrmann (D.C. '00), founder of Blue Engine and 2010 Echoing Green Fellow, as the third alum awarded the fellowship in the past four years.

This year, we selected three winners of the 2013 Social Innovation Award. Kelly Amis (Los Angeles '90) launched TEACHED, a short film series documenting the causes and consequences of educational inequity in America, particularly as experienced by urban students of color. Elliot Sanchez (Kansas City '08) founded mSchool, which brings state-of-the-art math classes to students by transforming community centers and after-school programs into innovative blended learning classrooms. And Zeke Berzoff-Cohen (Baltimore '08, previously mentioned) was also celebrated for his work as co-founder and leader of The Intersection.



GIRLTREK PARTICIPANTS ON THE MOVE AT THE "WE ARE HARRIET" 100-MINUTE WALK IN WENDERSON, NC



**COUNTLESS ALUMNI
HAVE BECOME SOCIAL
ENTREPRENEURS,
PIONEERING NEW
APPROACHES TO
SOLVING OUR MOST
INTRACTABLE
PROBLEMS.**



*T. MORGAN DIXON (ATLANTA '00) AND VANESSA
GARRISON, CO-FOUNDERS OF GIRLTREK*

PHILANTHROPIC LEADERSHIP

Teach For America and the broader movement to expand educational opportunity would not be making the kind of progress we are seeing in communities around the country without the support of the philanthropic community.



THE MOVEMENT TO EXPAND EDUCATIONAL OPPORTUNITY WOULD NOT BE WHERE IT IS WITHOUT THE DEEP SUPPORT OF THE PHILANTHROPIC COMMUNITY.

It is this support that has catalyzed Teach For America's efforts to increase our impact and grow in scale and diversity. We were able to increase revenues in FY12 by 16 percent over FY11, came in under budget, and successfully secured \$27 million in federal grants. In FY13, we exceeded our fundraising target thanks to generous leadership gifts, growth in state funding, and successful applications for competitive federal funding grants. Additionally, 56 percent of our alumni donated time or money to Teach For America in FY12 and FY13, contributing more than \$1.4 million and 56,000 hours of direct support for our organization.

We remain ever-grateful for the many long-standing champions who continue to contribute their time, talent, and financial resources to this effort, and welcome the new friends and supporters at all levels who are joining us to ensure educational excellence and equity for all children in this country. This year, we used a portion of our funding to launch an innovation challenge, which has spurred bold local initiatives related to corps member training and support and alumni programming. We are excited to share lessons from these innovations across our national network to ensure that they inform our efforts in other communities.



MARK FRALEY (SOUTH LOUISIANA '92), A SENIOR ADVISOR AT LEE, COLLABORATES WITH FELLOW COMMUNITY MEMBERS IN MILWAUKEE, WI.



ORGANIZATIONAL
SUPPORT FROM ALUMNI

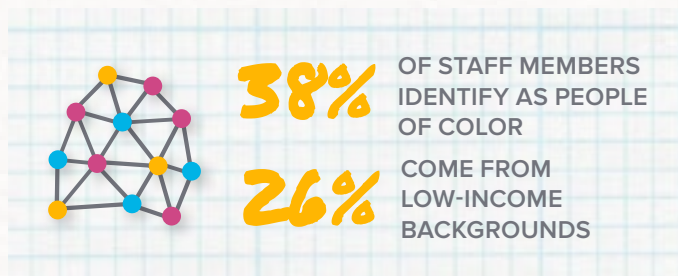
\$1.4 MILLION

56,000 HOURS

when I realized someone actually cared abt
me, it changed my whole life around.
as got to know me, really care abt me.

OUR TEAM

The greatest sources of strength for Teach For America are the corps members, alumni, and staff who have been drawn to do this work, and who commit themselves each day to living into our Core Values (see pages 23–28).



We were thrilled to be named one of *FORTUNE* magazine's Best Places to Work for a third consecutive year, rising 10 spots from last year to number 60. And we earned a perfect four-star rating from Charity Navigator for the 11th consecutive year, putting us in the top 1 percent of nonprofits in efficiency.

We continue to place a particular focus on attracting and fostering the leadership of individuals who share the racial, ethnic, or socioeconomic backgrounds of the students we teach. In 2013, 38 percent of staff members identify as people of color and 26 percent come from low-income backgrounds, both of which represent substantial increases. Moreover, with increasing

WE ARE PROUD TO BE PART OF A GLOBAL MOVEMENT FOR EDUCATIONAL EQUITY.

focus on unleashing the leadership of staff members as change agents, we are engaging deeply in a variety of formats on issues of personal identity and the role of race, class, and privilege in our work. We are making important investments, though we recognize that we have far to go to reflect the diversity of students and families in the communities where we teach.

Finally, we are proud to be part of a global movement for educational excellence and equity, which is proving to be an important source of innovation and inspiration to accelerate our progress in the United States. Seven years ago, Wendy led the development of Teach For All in response to requests from social entrepreneurs all over the world who wanted help enlisting their own countries' future leaders to end crippling disparities in educational opportunity. Today, we are part of a thriving global network, with independent organizations in 30 countries and counting. The organizations, teachers, and alumni of the Teach



MILWAUKEE EXECUTIVE DIRECTOR MAURICE THOMAS (METRO ATLANTA '08) LEADS CORPS MEMBERS ON A TOUR OF HISTORIC MLK DRIVE.

For All network are sharing ideas and adapting solutions across borders, hastening the pace of change.

While no single community, in America or elsewhere, is close to claiming victory yet, we are more optimistic than ever that in our lifetime we will realize the day when all children in this nation have the opportunity to attain an excellent education.

Every day, we see evidence that we are on the path there: in the accomplishments of the incredible children we

teach; in the voices of their parents demanding excellent schools; in the impact of our corps members on their students and schools and communities; in the leadership of our alumni as a force for change at every level within and outside the education system; in the work of our partners in schools and in districts, across sectors in our communities; and in the generosity and active engagement of supporters like you.

We have a long way to go, but we are committed to getting better every day, and it is our privilege to be working alongside you on this journey.

Elisa & Matt

Elisa Villanueva Beard and Matt Kramer
Co-CEOs, Teach For America



TEACH FOR AMERICA **CORE VALUES**

Our core values are our culture. By learning more about them, you can learn more about what lies at the heart of Teach For America. Staff members look to our core values to guide their decisions and actions, and corps members and alumni draw inspiration from them – both inside and outside of the classroom.

A photograph of two women in a school setting. The woman on the left, wearing a patterned top and a lanyard, is looking at a large board. The woman on the right, wearing a white shirt and a polka-dot scarf, is writing on the board. The board has a sign that reads 'Parent Volunteer Calendar Class 01'. The entire image has a blue tint.

RESPECT + HUMILITY

We value the strengths, experiences, and perspectives of others, and we recognize our own limitations. We are committed to partnering effectively with families, schools, and communities to ensure that our work advances the broader good for all children.

A photograph of three students in profile, looking towards the left. The image is overlaid with a solid pink color. The student in the foreground is wearing glasses and a plaid shirt. The student in the middle is holding a white piece of paper. The student in the background is partially obscured.

DIVERSITY

We act on our belief that the movement to ensure educational equity will succeed only if it is diverse in every respect. In particular, we value the perspective and credibility that individuals who share the racial and economic backgrounds of the students with whom we work can bring to our organization, classrooms, and the long-term effort for change.

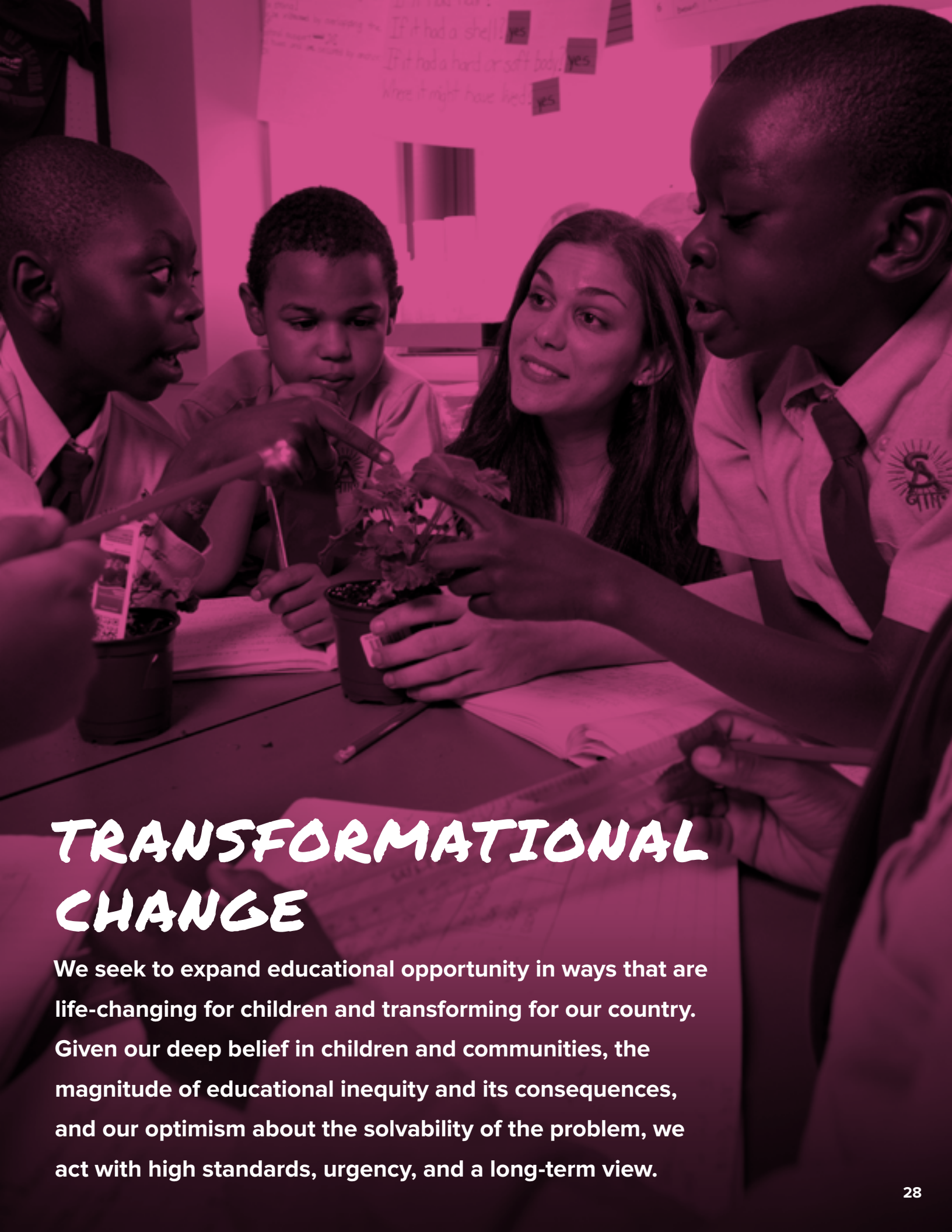
TEAM

We value and care about each other, operate with a generosity of spirit, and have fun in the process of working together. To maximize our collective impact, we inspire, challenge, and support each other to be our best and sustain our effort.



LEADERSHIP

We strive to develop and become the leaders necessary to realize educational excellence and equity. We establish bold visions and invest others in working toward them. We work in purposeful, strategic, and resourceful ways; define broadly what is within our control to solve; and learn and improve constantly. We operate with a sense of possibility, persevere in the face of challenges, ensure alignment between our actions and beliefs, and assume personal responsibility for results.



TRANSFORMATIONAL CHANGE

We seek to expand educational opportunity in ways that are life-changing for children and transforming for our country. Given our deep belief in children and communities, the magnitude of educational inequity and its consequences, and our optimism about the solvability of the problem, we act with high standards, urgency, and a long-term view.

FINANCIALS

2012 TOTAL

2011 TOTAL

REVENUES, GAINS, AND OTHER SUPPORT:

Contributions	\$215,770,936	\$196,883,416
Government grants and contracts	61,546,661	42,874,615
Fee for service	28,742,484	23,198,766
Contributed goods and services	306,635	4,754,355
Interest and dividend income	411,524	128,762
Net appreciation (depreciation) in fair value of investments	10,556,244	[1,398,720]
Licensing fees and other revenue	2,065,929	3,626,368
Total revenues, gains, and other support	319,400,413	270,067,562

EXPENSES:

Program services:

Teacher recruitment and selection	44,056,551	37,651,869
Pre-service institute	38,635,757	33,112,266
Placement, professional development, and other	104,037,074	91,817,578
Alumni affairs	20,396,035	20,532,707
Total program services	207,125,417	183,114,420

Supporting services:

Management and general	19,911,043	14,450,804
Fundraising	25,521,342	21,624,070
Total supporting services	45,432,385	36,074,874

Total expenses	252,557,802	219,189,294
Increase in net assets before nonrecurring activities	66,842,611	50,878,268

Transfer of net assets - deconsolidation of Teach For All, Inc.	—	[9,271,742]
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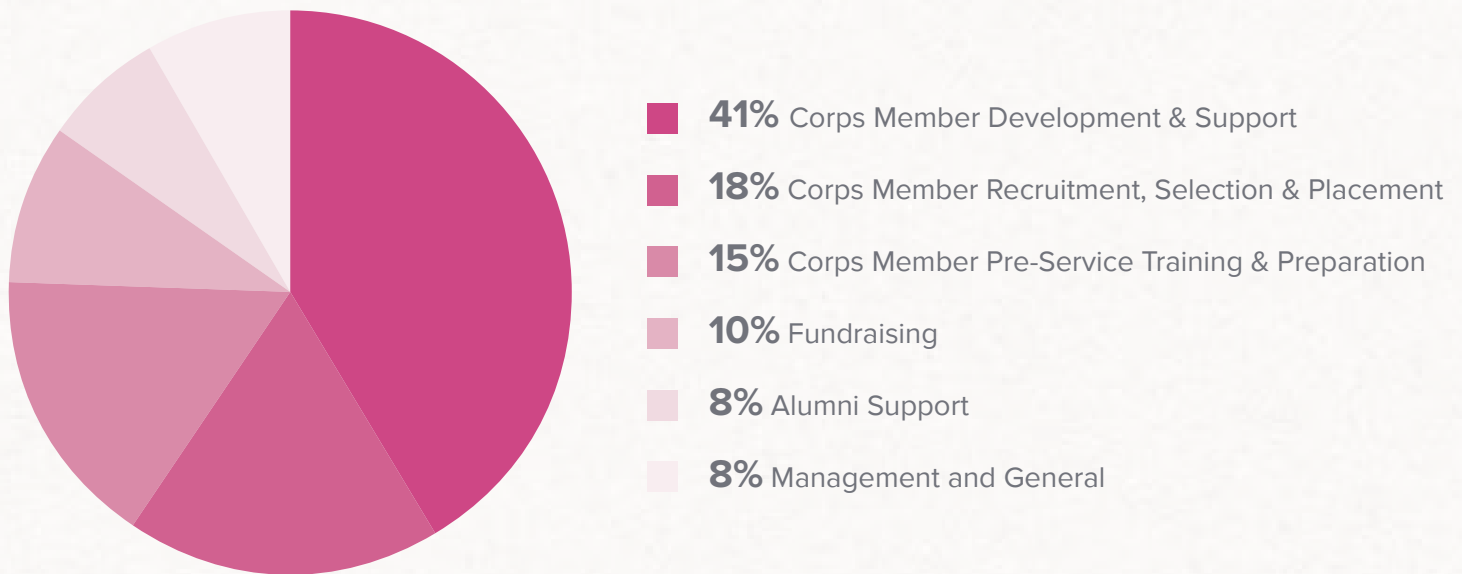
Transfer of net assets - consolidation of Leadership for Educational Equity	—	211,968
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Expiration of education awards	1,372,371	—
Change in net assets	68,214,982	41,818,494

Net assets, beginning of year	350,933,676	309,115,182
Net assets, end of year	419,148,658	350,933,676

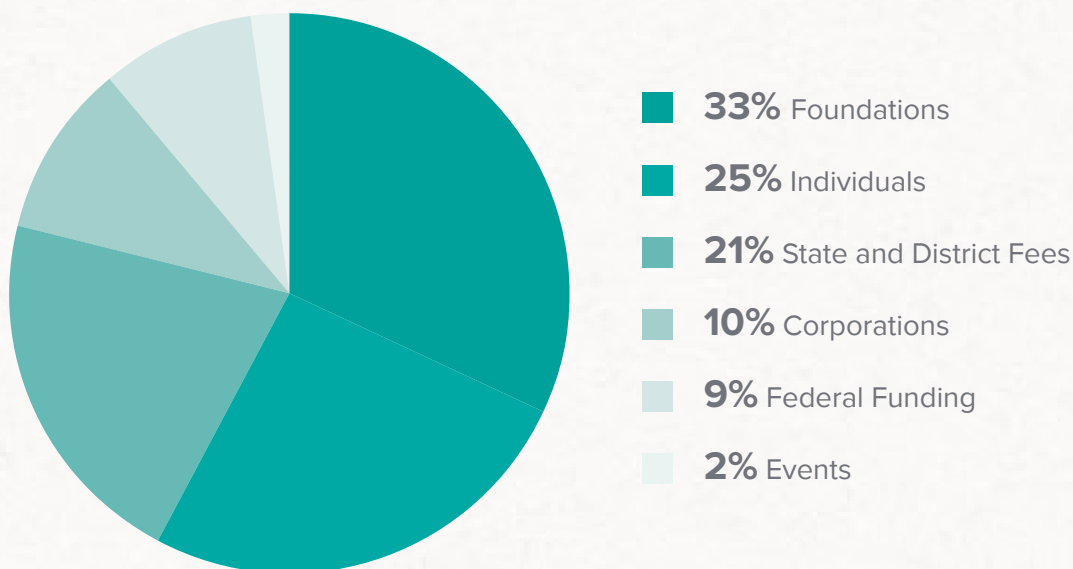
In 2013, Teach For America changed its fiscal year from October 1 – September 30 to June 1 – May 31. To make the shift, fiscal year 2013 was an 8-month year. This Annual Letter highlights progress over both fiscal years, thanks donors who contributed over one or both fiscal years, and includes our audited financials from fiscal year 2012 and the shortened fiscal year 2013.

2012 COST DRIVERS



82 percent of our costs are related to recruiting, training, and developing our corps members and alumni. This figure includes critical investments in national infrastructure, brand, and strategy that underpin these efforts.

2012 REVENUE SOURCES



Teach For America raises money nationally and locally from a diverse set of funders, with 30 percent of our operating revenues coming from public sources and 70 percent from private sources. Eighty percent of our FY12 revenues were generated in direct support of work in the regions.

REVENUES, GAINS, AND OTHER SUPPORT:

Contributions	\$149,697,616
Government grants and contracts	43,165,773
Fee for service	83,750
Special events, net of cost of direct benefit to donors of \$856,643	1,202,289
Interest and dividend income	1,703,289
Net appreciation in fair value of investments	11,907,638
Contributed goods and services	287,277
Licensing fees and other revenue	2,389,798
Change in donor intent	—
Net assets released from restrictions	—
Total revenues, gains, and other support	210,437,430

EXPENSES:

Program services:

Teacher recruitment and selection	33,546,651
Pre-service institute	16,864,443
Placement, professional development, and other	74,110,830
Alumni affairs	19,406,802
Total program services	143,928,726

Supporting services:

Management and general	26,295,745
Fundraising	20,848,321
Total supporting services	47,144,066

Total expenses	191,072,792
Change in net assets	19,364,638

Net assets, beginning of period	419,148,658
Net assets, end of period	438,513,296

Teach For America is deeply grateful for the support of the following individuals, foundations, corporations, and states that have contributed \$100,000 or more to our regional and national efforts in fiscal year 2012 (October 1, 2011 – September 30, 2012) and/or the shortened fiscal year 2013 (October 1, 2012 – May 31, 2013).

CHAMPION INVESTORS

\$5 MILLION+ IN NATIONAL AND REGIONAL SUPPORT

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Teach For America would like to thank the following organizations for their partnership in 2012 and 2013. Through collaboration, these organizations deepened and sustained our collective work throughout the year.

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100Kin10

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