

## **Part 1: Narrative Description**

### **1. Cover Page**

#### **Supporting Partner Application**

##### **Contact information:**

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##### **FEIN:**

13-3541913

##### **Geographic Areas Served:**

Region 1-A (Chicago)

##### **National Office:**

Teach For America  
315 West 36th Street  
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New York, NY 10018

CEO: Wendy Kopp  
[www.teachforamerica.org](http://www.teachforamerica.org)  
Founded: 1990

Description of business: Teach For America is an education-focused non-profit organization. Teach For America's mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort.

FEIN: 13-3541913

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Josh Anderson, Executive Director

## Part 1: Narrative Description

### 2. Executive Summary

Thank you for the opportunity to submit this proposal for Teach For America to become a supporting partner in the Illinois Partnership Zone. We deeply appreciate your time and consideration.

#### Service Area/Capacity Limitations

As a supporting partner, Teach For America has the capacity to provide the entire teaching staff of a turnaround school in region 1-A (Chicago). The staff would be composed of our highly-talented and data-driven corps members and alumni who have a proven track record of impacting student achievement. We are prepared to supply these teachers by fall 2011 in partnership with the Noble Charter School Network—provided that Noble is approved as a lead partner. If an appropriate lead partner is available for fall 2010, we will be ready to provide the teaching staff at that point. We are committed to serving students in low-income communities, so we are interested in staffing schools in which at least 80% of students are eligible for free or reduced price lunch.

#### Supporting Partner Proposal

Teach For America would like to supply an entire staff of high-quality teachers for a turnaround school in CPS. The teachers would come from our corps of first and second year teachers and our base of veteran alumni teachers.

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort. In the short term, we ask outstanding recent college graduates to teach for at least two years in low-income communities. During their two-year commitment, we support our teachers as they go above and beyond traditional expectations in order to meaningfully narrow the achievement gap for their students. In the long term, with the insight and conviction gained during their teaching commitments, alumni of our program go on to become life-long leaders and advocates for educational equity.

In order to effect immediate and long term benefits for the students we serve, Teach For America executes the following key program activities that help us onboard effective teachers and mentor them during their first two years in the classroom and in their careers beyond.

- **Recruitment** at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds and proven leadership abilities
- **Selection** of the top candidates through an intensive admissions process
- **Teacher preparation** through an intensive residential summer institute, in which corps members teach summer school classes under the supervision of excellent veteran teachers
- Provision of **ongoing support**, professional development and partnerships with universities for certification
- Connection to **alumni network** and to leadership opportunities after their service commitment through the Career and Leadership Center

We have found that successful teachers embody the same characteristics as successful leaders in other contexts, and we equip our corps members with the essential knowledge, skills and mindsets we have seen common to our most successful corps members. Teaching As Leadership (TAL) is the essential framework that guides our program at Teach For America and supports our classroom leaders. The TAL framework is entrepreneurial at the classroom level and was developed by studying exceptional teachers rooted in increasing student achievement outcomes. The TAL framework identifies the six strategies that we see in virtually all classrooms where students experience dramatic academic growth:

- Setting ambitious goals for student achievement
- Investing students and those who influence them in working hard toward those goals
- Planning purposefully
- Executing effectively
- Working relentlessly to overcome obstacles

Reflecting methodically and improving continuously

We measure our teachers' impact using a metric we call "significant gains." "Significant gains" was designed as an internal management tool to drive continuous improvement within Teach For America, specifically as it relates to corps member performance, and achieves the following purposes.

By infusing a school with our highly talented corps members and alumni and coaching these teachers to make the maximum impact on student achievement, we have the opportunity to change academic outcomes for students in an entire school.

## **Demonstrated Record of Effectiveness**

Teach For America has been recruiting, training and supporting teachers in low-income classrooms since 1990. Throughout our organizational history, we have a track record of making a tremendous impact on student achievement. Our program is based on the idea that if we recruit the strongest human capital into the movement to end educational inequity, these future leaders will create substantive change. Below is an outline of the results our program has achieved broken out by scale, talent recruitment, corps member impact, and alumni leadership.

### *Chicago Scale*

- Our alumni are a critical source of talent in CPS. In Chicago, 500 hundred of our alumni work in education, 350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as CPS administrators, and many as nonprofit employees.

### *Talent Recruitment*

- For the 2009 corps, we received 35,000 applications—including 11 percent of all Ivy League seniors—and we accepted roughly 11 percent of our total applicant pool.

### *2009 Corps Profile*

- The average SAT score of admitted applicants was 1340.
- The average GPA was 3.6.

### *Teach For America Corps Member Impact*

- In 2008, the Urban Institute found that our corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.

### **Fiscal and Management Capacity**

For the fifth consecutive year, Teach For America has received Charity Navigator's four-star rating for sound fiscal management. Less than 12 percent of the charities rated by Charity Navigator have received two consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner.

## **Part 1: Narrative Description**

### **3. Service Area and Capacity Limitations**

As a supporting partner, Teach For America has the capacity to provide the entire teaching staff of a turnaround school in region 1-A (Chicago). The staff would be composed of our highly-talented and data-driven corps members and alumni who have a proven track record of impacting student achievement. We are prepared to supply these teachers by fall 2011 in partnership with the Noble Charter School Network—provided that Noble is approved as a lead partner. If an appropriate lead partner is available for fall 2010, we will be ready to provide the teaching staff at that point. We are committed to serving students in low-income communities, so we are interested in staffing schools in which at least 80% of students are eligible for free or reduced price lunch.

## **Part 1: Narrative Description**

### **4. Work Plan**

Teach For America would like to supply an entire staff of high-quality teachers for a turnaround school in CPS. The teachers would come from our corps of first and second year teachers and our base of veteran alumni teachers. Please see below for details on how we recruit, train, and support our corps members and alumni.

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting some of our nation's most promising future leaders in the effort. In the short term, we ask outstanding recent college graduates to teach for at least two years in low-income communities. During their two-year commitment, we support our teachers as they go above and beyond traditional expectations in order to meaningfully narrow the achievement gap for their students. In the long term, with the insight and conviction gained during their teaching commitments, alumni of our program go on to become life-long leaders and advocates for educational equity.

### **1. Needs Assessment**

Despite improvements in Chicago Public Schools (CPS), an achievement gap persists between students in low- and higher-income communities in our city.

- Nine-year-olds in low-income communities are already three grade levels behind their more-affluent peers.
- Half of low-income children will not graduate from high school; those who graduate, on average, will have the reading and math skills of higher-income eighth graders.
- Fewer than 1 of every 10 low-income children attends a four-year college.

Despite these statistics, we see evidence in our teachers' classrooms every day that when low-income students are given the high-quality teachers they deserve, then these students achieve academic success.

### **2. Community Involvement and Engagement**

We currently partner with US Empowered in many of our placement schools. US Empowered, which is short for Urban Students Empowered, provides extracurricular academic support for students in low-income communities. We plan to continue our collaboration with US Empowered if we are selected as a supporting partner. We would also work with our lead partner, whether that is Noble Street Charter Network or another entity, to share best practices. We integrate parents by supporting our teachers' efforts to build relationships with parents. We know that parents are critical influencers of student success and our teachers work to invest parents in their students' academic achievement. Teach For America has many supporters in the business community, and we often invite prominent figures to teach guest lessons in our classrooms, which gives students an opportunity to see that education opens the door to opportunity. We would leverage these and other partnerships as a supporting partner in a turnaround school.

### **3. Services Plan**

Teach For America addresses three of the Illinois Partnership Zone's Human Capital Strategies.

5. Establish an intensive induction and mentoring program for Illinois Partnership Zone teachers and administrators  
In order to effect immediate and long term benefits for the students we serve, Teach For America executes the following key program activities that help us onboard effective teachers and mentor them during their first two years in the classroom and in their careers beyond:

- **Recruitment** at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds and proven leadership abilities:  
We seek out graduating seniors and recent college graduates with proven leadership talent. Teach For America employs 170 full-time staff members nationwide who drive campus-specific campaigns to inspire top college graduates, many of whom are simultaneously courted by top corporations and graduate schools, to apply. Our efforts to recruit the nation's top graduates have won national accolades from both *Forbes.com* and *Business Week*. We received 25,000 applications for the 2008 corps, and accepted 17 percent of applicants. For the 2009 corps, we received 35,000 applications—including 11 percent of all Ivy League seniors—and we accepted roughly 11 percent of our total applicant pool. We received applications from a significant percentage of seniors at many of the most selective colleges and universities in the country: 13 percent applied to Teach For America this year at Harvard, 15 percent at Princeton, 14 percent at the University of Chicago, 25 percent at Spelman, and 9 percent at Northwestern.
- **Selection** of the top candidates through an intensive admissions process:  
To make selection decisions, Teach For America conducts ongoing research to understand key motivations and strategies that allow corps members to succeed with their students. This research has resulted in a selection model that enables us to accept applicants who have the greatest likelihood of success. We look for individuals with a proven record of achievement in school, work, or extracurricular activities. In addition, we look for evidence of perseverance in the face of challenges, strong critical thinking and organizational skills, the ability to influence and motivate others, high expectations for students and families in low-income communities, and a desire to work relentlessly in pursuit of our mission. Once an applicant is admitted, we work closely with each potential corps member to help ensure that the offer is accepted. Eighty percent sign on for a two-year commitment, a yield matching that of Harvard undergraduate admissions. Incoming 2009 corps members represent some of the nation's most promising future leaders. The average combined verbal and math SAT score for the 2009 Teach For America corps is 1333. Corps members earned an average G.P.A. of 3.6 in college, and 89 percent held a leadership position in at least one activity. Additionally, 30 percent of the corps identify as people of color.
- **Teacher preparation** through an intensive residential summer institute, in which corps members teach summer school classes under the supervision of excellent veteran teachers:  
After applicants are accepted to and join the corps, we focus our efforts on training these incoming corps members to be highly successful beginning teachers. Through continuous research and improvement, Teach For America has developed a knowledge base around how successful teachers in urban and rural communities attain results and what differentiates these teachers from those who do not drive significant results. We therefore have a clear understanding of the mind-sets, skills, and knowledge corps members must have before they begin teaching, and

which they must develop over time to be increasingly successful. The central component of our training program is a rigorous five-week summer institute held in Chicago. We work to prepare corps members during our summer institutes and continue working, through a two-year professional development program, to ensure their success. Corps members engage in hours of assigned reading and observation of experienced teachers before attending a five-week summer institute and one- to two-week local orientations to the schools and communities in which they will be teaching. The institute involves teaching in summer school programs that Teach For America runs in partnership with school districts, receiving feedback from a faculty of Teach For America alumni and veteran teachers, and participating in a regimen of seminars and practice sessions designed to build the requisite mindsets, skills, and knowledge to advance student achievement. In a 2009 independent survey of Teach For America partner principals, 91 percent reported that corps members' training was as good as the training of other beginning teachers, and 66 percent rated corps members as more effective than other beginning teachers—many of whom were traditionally trained.

- Provision of **ongoing support**, professional development and partnerships with universities for certification: Building on the foundation corps members receive at the summer training institutes, Teach For America's regional support network offers a two-year program of teacher support and professional development. Full-time program directors, who each manage a cohort of 25 first- and second-year teachers, regularly observe corps members, reflect with them on student progress toward goals, and problem solve with them to improve their practice. Corps members also receive toolkits including assessments, standards, and teaching resources appropriate for their particular grade level, subject, and district. Our corps members meet regularly in content-area, grade-level groups to share best practices. They complete coursework at National Louis University or Dominican University towards full teacher certification and master's degrees.
- Connection to **alumni network** and to leadership opportunities after their service commitment through the Career and Leadership Center: The corps experience is transformative, deeply influencing the personal and professional lives of corps members. Although only 10 percent of incoming corps members report that teaching is one of their top career options, 66 percent stay in education after completing their commitments. They become veteran teachers and school and district leaders, work in education-related nonprofits, and take on other roles in the field. The vast majority of our alumni, regardless of career path, remain committed to our mission of ensuring educational equity; 93 percent report that they support Teach For America's mission through career, philanthropy, volunteer work, or graduate study. One of our key priorities in the coming years is to ensure that our alumni become a critical driver of school reform. To accomplish this goal, we are creating a pipeline to help our alumni move into school leadership positions. We are helping our alumni enter principal training programs and secure placements as school leaders. To ensure that our alumni are as effective as possible, we have launched strategic partnerships with four principal preparation programs: New Leaders for New Schools, the Harvard Graduate School of Education, the University of Illinois at Chicago's Urban Education Leadership Program, and the DePaul University School of Education.

6. Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based in part on student achievement and train administrators and other evaluators to use it.

Over 19 years of organizational history, Teach For America has developed a growing understanding of what it takes to teach successfully in low-income communities. By observing the actions of teachers who improve their students' academic achievement, we have developed a rubric for measuring teachers. In addition, we look at the student achievement data coming out of each teacher's classroom, and we coach our teachers to help them make the greatest impact on students.

We have found that successful teachers embody the same characteristics as successful leaders in other contexts, and we equip our corps members with the essential knowledge, skills and mindsets we have seen common to our most successful corps members. Teaching As Leadership (TAL) is the essential framework that guides our program at Teach For America and supports our classroom leaders. The TAL framework is entrepreneurial at the classroom level and was developed by studying exceptional teachers rooted in increasing student achievement outcomes. The TAL framework identifies the six strategies that we see in virtually all classrooms where students experience dramatic academic growth:

- Setting ambitious goals for student achievement
- Investing students and those who influence them in working hard toward those goals
- Planning purposefully
- Executing effectively
- Working relentlessly to overcome obstacles
- Reflecting methodically and improving continuously

During their two-year commitment, corps members receive individualized and tailored professional development utilizing this framework so that they can go above and beyond traditional expectations to ensure that more students growing up today have the educational opportunities they deserve. Our corps members become leaders in their classrooms and schools leading students to make significant academic gains based off of the TAL framework.

We measure our teachers' impact using a metric we call "significant gains." "Significant gains" was designed as an internal management tool to drive continuous improvement within Teach For America, specifically as it relates to corps member performance, and achieves the following purposes:

- Enables us to track our progress against organizational standards and manage and invest towards clear program outcomes.
- Motivates and focuses corps members on the academic achievement of their students, and explicitly on leading their students to achieve more than one year's growth in order to make progress in closing the achievement gap.
- Provides rich data that allows us to systematically learn from the highest performing teachers in our corps and improve our recruitment, selection, training, and support program accordingly.

Notably, these benefits all serve internal objectives, making it possible for us to strategically and methodically improve our performance. For example, each year, our staff studies the student achievement data from across the 35 regions to

determine the top corps members who led their students to achieve the highest gains. We use this student achievement data on an ongoing basis to differentiate support and professional development for our teachers.

Our methods of collecting student achievement data and using this data to evaluate and improve teacher performance could serve as a model at the district level of how to assess and support teachers. We work closely with area instruction officers and principals throughout Chicago, and we would welcome the opportunity to share our data collection and assessment methods to support administrators' abilities to evaluate teachers.

#### 8. Attracting the "best of the best" from traditional undergraduate, alternative programs, and the existing education workforce to work in low-performing schools

Our program is based on the idea that if we recruit the strongest human capital into the movement to end educational inequity, these future leaders will create substantive change. Therefore, we strive to recruit the best of the best to work in low-performing schools. We are attracting a high volume of top talent from highly selective schools across the nation.

We received 25,000 applications for the 2008 corps, and accepted 17 percent of applicants. For the 2009 corps, we received 35,000 applications—including 11 percent of all Ivy League seniors—and we accepted roughly 11 percent of our total applicant pool. We received applications from a significant percentage of seniors at many of the most selective colleges and universities in the country: 13 percent applied to Teach For America this year at Harvard, 15 percent at Princeton, 14 percent at the University of Chicago, 25 percent at Spelman, and 9 percent at Northwestern.

### **4. Building Capacity for Sustained Improvement**

After a five-year period, it would be possible, using the teacher effectiveness measures and student achievement data collection methods established by Teach For America, for the turnaround school to sustain a strong teaching staff. By establishing a strong school culture in the early years of the turnaround, and equipping the school leadership with tools to build and sustain a strong staff, the school will be in a good position to become self-sustaining. There is also a high degree of likelihood that Teach For America corps members and alumni will remain in the school beyond the initial five years after the turnaround.

### **5. Outcomes-Based Measurement Plan**

Each year, Teach For America establishes a set of achievable outcomes related to talent recruitment, student achievement, and the impact of our alumni. Over the course of the next three years (by fall 2012), we are driving toward the following outcomes:

1. 95% of our second-year teachers will lead their students to at least one year of academic gains in a single academic year.
2. We will recruit an incoming corps of 300 teachers for Chicago classrooms.
3. We will provide and place more high quality principals for charter and traditional schools. A total of 65 of our alumni will be leading schools in Chicago.

We will establish similar benchmarks each year we supply the teaching staff for the turnaround school. Our five-year goal for the school would be for 80% of students in the school to be meeting or exceeding state standards. From the very first year, 100% of the teachers to meet the rigorous selection criteria of Teach For America, and the majority of the school administration to be made up of Teach For America alumni. We would maintain this staffing model for the duration of the project.

Our student achievement benchmarks are set on a yearly timeframe and are designed to scale up the student achievement levels in the school.

Year 1: 40% of students meeting or exceeding state standards

Year 2: 50% of students meeting or exceeding state standards

Year 3: 60% of students meeting or exceeding state standards

Year 4: 70% of students meeting or exceeding state standards

Year 5: 80% of students meeting or exceeding state standards

## **6. Fiscal Status Reporting**

We would be happy to issue fiscal reports on the schedule and in the format that is most convenient for ISBE and the district.

## Part 1: Narrative Description

### 5. Demonstrated Record of Effectiveness

Teach For America has been recruiting, training and supporting teachers in low-income classrooms since 1990. Throughout our organizational history, we have a track record of making a tremendous impact on student achievement. We have established partnerships with many Chicago principals to place our highly effective teachers in their schools. Our program is based on the idea that if we recruit the strongest human capital into the movement to end educational inequity, these future leaders will create substantive change. Below is an outline of the results our program has achieved broken out by scale, talent recruitment, corps member impact, and alumni leadership.

#### *Chicago Scale*

- This fall will mark our tenth year of placing corps members and alumni in high-need Chicago classrooms.
- From our original corps of 40 teachers in 2000, we have grown to 400 corps members this year.
- Our alumni are a critical source of talent in CPS. In Chicago, 500 hundred of our alumni work in education, 350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as CPS administrators, and many as nonprofit employees.
- Collectively, our corps members and alumni impact more than 60,000 low-income students every day.

#### *National Scale*

- Over the past 19 years, Teach For America has placed more than 20,000 corps members in classrooms across the country, which means we have reached nearly 3 million students.
- Today, we have 7,300 corps members teaching in low-income classrooms, and 17,000 alumni, nearly two-thirds of whom still work or study full time in education.
- Throughout the country, 400 Teach For America alumni are leading schools as principals. By fall 2010, we anticipate this number will grow to nearly 800 due to our efforts to recruit alumni into school leadership.

#### *Talent Recruitment*

We are attracting a high volume of top talent from highly selective schools across the nation.

- We received 25,000 applications for the 2008 corps, and accepted 17 percent of applicants.
- For the 2009 corps, we received 35,000 applications—including 11 percent of all Ivy League seniors—and we accepted roughly 11 percent of our total applicant pool.
- We received applications from a significant percentage of seniors at many of the most selective colleges and universities in the country: 13 percent applied to Teach For America this year at Harvard, 15 percent at Princeton, 14 percent at the University of Chicago, 25 percent at Spelman, and 9 percent at Northwestern.

#### *2009 Corps Profile*

- The average SAT score of admitted applicants was 1340.
- The average GPA was 3.6.

- 89 percent held leadership positions on their college campuses.
- 97 percent were non-education majors, which means that we are attracting highly talented people to education who otherwise would not enter the field.

### *Teach For America Corps Member Impact*

A growing number of external studies underscore the impact of our corps members on student achievement, which demonstrates that our teachers are meaningfully narrowing the achievement gap for their students.

- In 2008, the Urban Institute found that our corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.
- In 2004, Mathematica Policy Research found that our corps members advanced students against the national norm in both reading and math. The study also found that the impact of having a Teach For America math teacher versus a non-Teach For America beginning math teacher exceeded the impact of reducing class size by eight students, while being far less expensive.
- In 2008, Westat found that students of our pre-kindergarten teachers in Washington, D.C., outperformed the usual levels of academic achievement of their peers in other low-income inner-city schools.

During the 2008-2009 school year, 79% of our second-year Chicago corps members led their students to make at least 1 year of academic growth.

### *Teach For America Alumni Leadership*

Alumni of our program are a major source of talent at the principal, teacher, and policy levels.

- Nearly two-thirds of our alumni work or study full time in education, as teachers, principals, administrators, or non-profit employees.
- Last year, Teach For America - Chicago looked at PSAE and ISAT data from 10 alumni led schools and compared each of them to nearby schools with similar percentages of low-income students. In every case, we found that students in alumni led schools were outperforming their peers.

## **References**

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## Part 1: Narrative Description

### 6. Fiscal and Management Capabilities

#### a. Organization description

In 1989, Wendy Kopp proposed the creation of a national teacher corps in her senior thesis at Princeton University. Convinced that many accomplished recent college graduates seek work that offers significant responsibility and makes a real difference in the world, the 21-year-old Kopp raised \$2.5 million of start-up funding, hired a skeleton staff, and launched a grassroots recruiting campaign. During Teach For America's first year (1990), 500 corps members taught in six low-income communities. Today, Teach For America places more than 7,300 teachers in 35 regions, and our network includes over 24,000 corps members and alumni who have directly impacted the lives of nearly 3 million students.

Teach For America – Chicago was opened in 1990 and at that time began placing corps members in low-income classrooms. Since then, we have grown from 40 to 400 corps members, 350 alumni teachers, 30 alumni school leaders, 40 alumni assistant principals, and 22 alumni who are CPS administrators. Collectively, our corps members and alumni are impacting more than 60,000 students daily.

#### b. Legal entity

Teach For America, Inc.

#### c. Staff qualifications

##### Josh Anderson

**Executive Director** *is responsible for maximizing the organization's impact in the region by working to establish Teach For America's presence in the community, ensuring effectiveness of corps members, building a broad and sustainable base of financial support, and raising community awareness.*

Josh Anderson was appointed Executive Director of Teach For America-Chicago in February 2007. Josh joined Teach For America's staff as a recruitment director for the Midwest Recruitment Team in 2006, during which time he produced a record number of applications. He previously worked as a Teach For America corps member in New York City, where he taught middle school English and Social Studies in the Hunts Point community of the southeast Bronx. A Chicago native and a son of educators, Josh graduated summa cum laude from Princeton University in 2004 with a bachelor's degree from the Woodrow Wilson School of Public and International Affairs. Josh was inducted into Phi Beta Kappa and was a 2005 Rhodes Scholar finalist.

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##### Aviva Jacobs

**Managing Director of Program**, a senior program leader in the region, ensures that the region achieves its vision for student achievement and corps member effectiveness. Aviva works specifically with the early childhood and lower elementary cohort. A Managing Director of Program manages and develops the regional program team to ensure that our corps members and their students achieve ambitious academic goals.

As a 2003 corps member, Aviva taught elementary special education in Greater New Orleans, where her students made, on average, 3 years of growth in reading. Aviva then completed a third year of teaching at KIPP Ascend Charter School in Chicago, where she taught 5th/6th grade writing. Aviva graduated from the University of Michigan where she played Division I soccer, and then received a Master's in Education from Harvard University.

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### **Wendy Erskine**

**Managing Director of Program**, a senior program leader in the region, ensures that the region achieves its vision for student achievement and corps member effectiveness. Wendy works specifically within the cohort of math and science teachers. A Managing Director of Program manages and develops the regional program team to ensure that our corps members and their students achieve ambitious academic goals.

Wendy taught sixth grade for three years at Herzl Elementary in Chicago Public Schools as a 2001 Chicago corps member. In 2005 and 2006, she taught middle school mathematics at the University of Hawai'i Laboratory School and engaged in the production and research of mathematics curriculum, including a presentation at the National Council for Teachers of Mathematics conference in St Louis in 2005. She returned home to help start the Teach For America Hawai'i region in 2006 as a Program Director, and was a Program Director last year in Chicago. She is a graduate of Northwestern University with a degree in History and International Studies and National Louis University with a master's degree in Curriculum Design.

Wendy.erskine@teachforamerica.org Office number: 312.283.2482

### **Ned Stanley**

**Managing Director of Program**, a senior program leader in the region, ensures that the region achieves its vision for student achievement and corps member effectiveness. Ned works specifically with a cohort of junior high and high school teachers. A Managing Director of Program manages and develops the regional program team to ensure that our corps members and their students achieve ambitious academic goals.

Ned is a native of Salt Lake City, UT, and graduated from The American University of Paris in 2005 with a degree in literature. He was a 2005 New York City corps member, where he taught high school English. After his two year commitment, he joined the New York City regional staff as a program director, directly supporting corps members in New York. This past summer, he moved to Chicago to join our team as a Managing Director of Program, and is incredibly excited to take his four years of experience in New York to help lead our middle school and high school teachers to maximum success with their students.

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### **Sabrina Peter**

**Managing Director of District Strategy** *is responsible for the execution of the process of transitioning accepted applicants into the corps and finding corps members placements in schools.*

Sabrina joined Teach For America-Chicago in July 2008 after completing her Master's Degree in Policy, Organization, and Leadership from Stanford University. Sabrina was a 2005 Charlotte corps member where she taught 6<sup>th</sup> grade Social Studies. Over two years, more than 85% of her students passed the End of Course exam and her classroom served as a district-wide model for teaching English Language Learners. Sabrina completed her Bachelor's Degree from Boston College in 2005, where she competed on the Division I women's rowing team, winning gold medals at the Big East and New England rowing championships.

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### **Jessica Borchert**

**Director of Alumni Affairs** *is responsible for maximizing the reach and impact of the movement by connecting alumni to each other, to great opportunities, and to the work of Teach For America.*

As the Director of Alumni Affairs, Jessica manages Teach For America -Chicago's human capital pipeline by connecting alumni with local school, political and teacher leadership positions, furthering efforts to close the achievement gap in this city. She is responsible for making the Teach For America alumni network the hallmark source of top talent for education and social justice institutions in Chicago. As a 2006 corps member, Jessica taught special education in St. Louis and in Gary, Indiana. Jessica completed her Bachelor's Degree from Indiana University in 2006.

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### **Andy Redman**

**Managing Director of Development** *is responsible for substantially growing the base of foundations, corporations, and individuals in Chicago who are actively contributing to Teach For America.*

Andy joined Teach For America in 2009 after working in consulting for Deloitte's Government and Healthcare strategy team for four years – two years in Washington DC and most recently in London. During that time, he worked with more than a dozen clients on topics such as national healthcare strategy, innovation policy, strategic planning, and performance evaluation. He also helped lead Deloitte's Employability Initiative in the UK, which delivers practical, skill-building classes to Further Education (FE) students in England. Andy graduated from the Honors College at Auburn University in 2002 with a degree in business. He went on to study for a masters degree in public policy at the University of Texas and later for an MPhil as a Rotary Scholar at the University of Cambridge.

Andy is a sixth generation native of New Orleans and grew up in Baton Rouge.

Andy.redman@teachforamerica.org Office number: 312.254.1000 x4499

### **Andria Ryberg**

**Managing Director of Operations** *is responsible for creating and sustaining the infrastructure, systems, and team culture necessary for a high performing regional operation.*

Andria first joined the Teach For America-Chicago team in August 2007. Prior to her current role, she worked on the development team to build and steward partnerships with Chicago corporations and foundations. Previously, she spent two years teaching second grade at Sunrise Acres Elementary

School as a 2005 Las Vegas Valley corps member. In her second year, Andria created an after school tutoring club which paired current students with former students and older siblings to work on standards-based remediation and enrichment. She also directed The Sunrise Acres Players, a group created with another corps member. Prior to her corps commitment, Andria studied Philosophy and Hispanic Studies at Oberlin College. At Oberlin, Andria was a member of the Bonner Scholar Program, a scholarship program for low-income, minority, and first generation college students with a strong commitment to community service.

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#### **d. Evidence of adequate resources**

- Teach For America- Chicago currently has the organizational capacity to staff a turnaround school. This undertaking would account for approximately 10% of our existing program and would continue to account for approximately this amount of our budget in the coming years.
- Please see the attached 990 forms
- Please see attached audited financial statements
- Evidence of financial capacity: Last year, Teach For America – Chicago raised. \$6.3 million. For the fifth consecutive year, Teach For America has received Charity Navigator’s four-star rating for sound fiscal management. Less than 12 percent of the charities rated by Charity Navigator have received two consecutive four-star evaluations. As such, Teach For America outperforms most U.S. charities in carrying out its mission in a fiscally responsible manner. Charity Navigator is an online source for ratings of the financial health of America’s charities. They rate charities by evaluating two broad areas of financial health, their organizational efficiency and their organizational capacity. By using a set of financial ratios or performance categories to rate each of these two areas, they issue an overall rating that combines the charity’s performance in both areas. They base their evaluations on the financial information each charity provides in its informational tax returns, or IRS Forms 990. For more information on Charity Navigator or their rating table go to [www.charitynavigator.org](http://www.charitynavigator.org).
- Auditing: At the end of each Fiscal year (October 1), Teach For America contracts with an outside auditor to review our financial practices. Please see the attached audited financial statements for an example.
- Proof of legal authority to operate in Illinois: Not applicable because we are a nonprofit organization

**Part 1: Narrative Description**

**7. Exceptions to the RFSP**

Teach For America does not request any exceptions.

## **Part 1: Narrative Description**

### **8. Contracts with ISBE**

Teach For America currently receives funding from ISBE under Region, County, District code 65108973551, and source of funds code 3999-00.