

SESSION SUMMARY: THE CASE FOR SUPPORT

One important element to bolster our fundraising strategy is how we make the case for an investment in Teach For All. We're sharing a draft presentation that we've recently revised based on feedback received. We are looking forward to the Board's further feedback. While we wouldn't envision using this presentation within meetings, the flow is similar to what we talk through with people, and we would envision using slides such as these as follow up.

We have also included an *optional read* that describes the global operations and initiatives we raise money for.

The purpose of this session is to seek your feedback to inform the next revision. We're particularly interested in your feedback on the following questions:

- Does our story come across clearly?
- Is it compelling?
- Are there parts of this presentation that are working well?
- Is this too long or not detailed enough?
- What would you like to see that you aren't seeing here?
- How would you suggest improving this?

Teach For All

Investing in the Rising Generation



EVERY CHILD HAS THE POTENTIAL TO SHAPE A BRIGHTER FUTURE

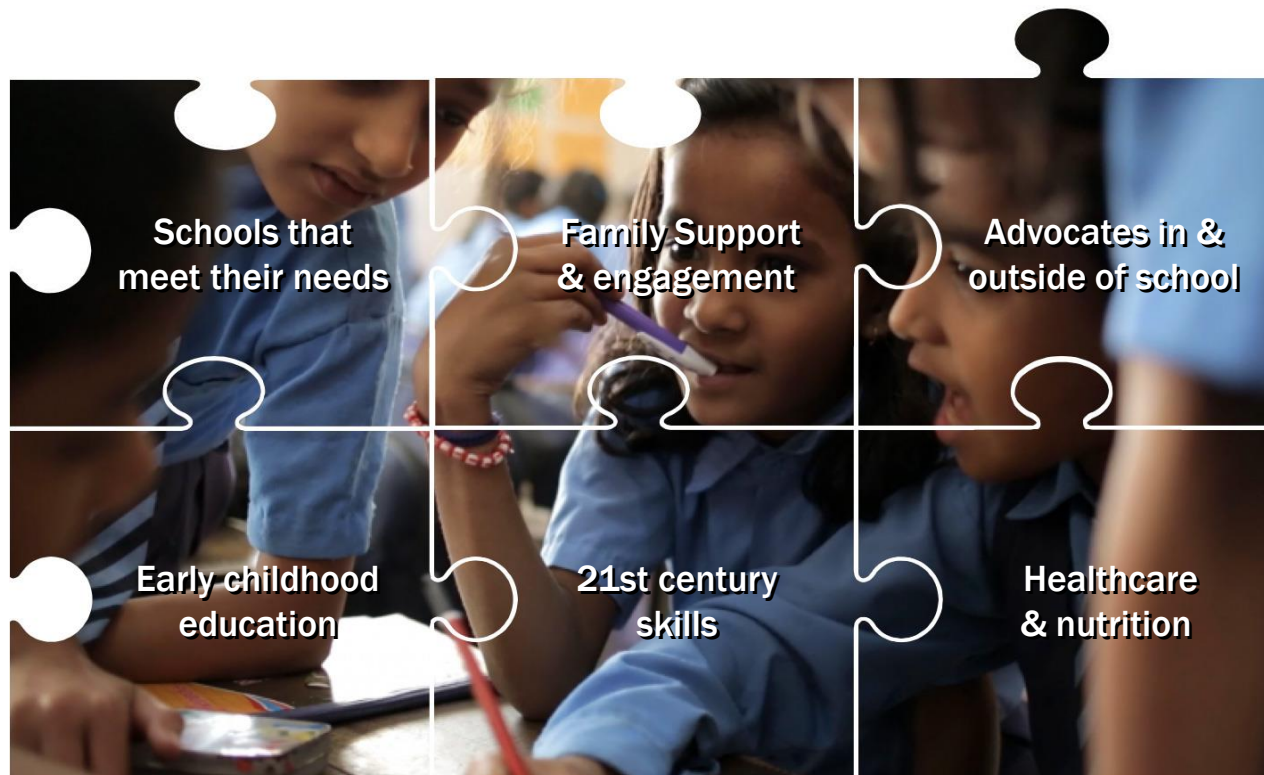
But around the world children don't have the education, support,
and opportunity they need to fulfill that potential



And when millions of children aren't learning, the results are devastating —
perpetuating poverty, dividing societies, and weakening economies.

THERE'S NO SINGLE SOLUTION TO SUCH A COMPLEX PROBLEM

To change the status quo for children in marginalized communities we have to address their needs both within and beyond the classroom



TO TRANSFORM THE SYSTEMS THAT HOLD CHILDREN BACK, WE NEED COLLECTIVE LEADERSHIP



We need many people pioneering many solutions and working together at all levels — in schools, in government, and in communities.

We need leadership that is collaborative and that inspires others to act and lead.

TEACH FOR ALL IS DEVELOPING COLLECTIVE LEADERSHIP TO ENSURE ALL CHILDREN CAN FULFILL THEIR POTENTIAL

We are a growing network of independent partner organizations, and a global organization that works to accelerate the network's progress and impact



Strong, independent organizations united by a shared purpose and approach and innovating in diverse contexts

+



A global organization facilitating connections, sharing solutions, and building capacity

=



A thriving network working to ensure all children fulfill their potential

OUR APPROACH IS DESIGNED FOR IMMEDIATE IMPACT IN CLASSROOMS AND LONG-TERM COLLECTIVE IMPACT IN COMMUNITIES



1. RECRUIT

Network organizations **recruit and select their nations' diverse, promising future leaders** to channel their energy into expanding opportunity for children in their countries



2. PLACE

These organizations work with local governments to **place participants as teachers** for at least two years in their nations' under-resourced schools and communities



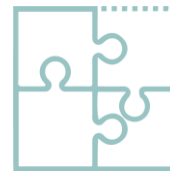
3. SUPPORT & DEVELOP

Partner organizations **support & develop** participants to work together with community members, families, and local leaders towards a shared vision for student success & to gain the foundation for a lifetime of leadership for children



4. CULTIVATE LEADERSHIP

Network partners **cultivate long-term collective leadership** among alumni, allies, and community members in pursuit of progress towards the vision for student success



5. SHARE SOLUTIONS

The global organization provides a platform for **staff, teachers, alumni and allies** around the world to **share solutions** to accelerate progress



6. COMMUNITIES SUPPORTING CHILDREN TO THRIVE

Communities all over the world provide all children the education, support, and opportunity to fulfill their potential

WE ARE DEVELOPING A NEW GENERATION OF CHANGEMAKERS



FOLAWÉ OMIKUNLE
CEO, Teach For Nigeria

Named among the 100 Most Influential Young Nigerians in 2016
In its second year, Teach For Nigeria:

- Generated **68,000** applications
- Placed **200** teachers across three states



RICHARD WILSON & JUSTIN MATTHYS
Alumni, Teach For Australia
Co-founders, Maths Pathway

Created a data-driven model to help teachers differentiate math instruction for the needs of their students

- Used in more than **250** schools by more than **50,000** students across Australia
- Students progress **~1.25** curriculum levels per year, compared to the traditional **~.54**



TARUN CHERUKURI
Alumnus, Teach For India
Founder, Indus Action

Founded Indus Action to raise awareness among low-income families of the Right to Education Act, which requires private schools to reserve **25%** of seats for children from disadvantaged communities

- In just five years, Indus Action has enrolled **90,000** low-income students in high-quality private schools across **11** states
- By 2020 aims to enroll **1** million



MAJA LASIC
Alumna, Teach First Deutschland
Member of Berlin's House of Representatives

An elected member of Berlin's House of Representatives, Maja is the state's spokesperson for educational issues

- Arrived in Germany as a refugee at age **14** and taught migrant and refugee students as a TFD Fellow
- Committed to ensuring students from disadvantaged communities have access to high quality schools and teachers

AROUND THE WORLD, THESE PIONEERING LEADERS WORK WITH MANY OTHERS TO EXPAND OUTCOMES FOR CHILDREN



NEDGINE PAUL DEROLY
CEO, Anseye Pou Ayiti (Haiti)

Co-founded and leads Anseye Pou Ayiti, a Haitian-led movement of civic leaders to spread educational equity

- One of 20 inaugural Obama Foundation Fellows
- Forbes “30 under 30” social entrepreneur in 2016



CHARLES OBORE
Teacher, Teach For Uganda

Charles Obore grew up in a refugee camp and overcame enormous odds to graduate from one of Uganda’s most prestigious universities as student body president

- Turned down lucrative job offers from companies such as PwC to join Teach For Uganda
- Has increased enrollment in his school from 80 to 300 students through parent and community engagement



QUIM SABRIA
Alumnus, Empieza por Educar (Spain), Founder EdPuzzle

Launched a tech platform that enables teachers to create engaging interactive video content and track student progress

Since launching in 2013, EdPuzzle

- Has been used by **1 million+ teachers** in **150+ countries**
- Is used in more than **50%** of US schools



MARCIA RIVAS
Alumna, Enseña Perú
Director of Special Education,
Ministry of Education in Peru

Trained as a lawyer, Marcia’s experiences as a teacher with Enseña Perú led her to understand the barriers children with disabilities face

- Began working for Peru’s Ministry of Education in 2015 to **ensure schools provide the support and opportunities students with special needs deserve**
- Named the **Ministry’s Director of Special Education** in 2017

WE'VE SEEN THE EXTRAORDINARY ROLE OUR FOUNDING PARTNERS HAVE PLAYED IN EXPANDING OPPORTUNITIES WITHIN COMMUNITIES

TEACHFORAMERICA

DENVER, COLORADO

Est. 2000, 180 current teachers, 1800 Alumni

Outcomes have improved:

The on-time graduation rate has increased from 38% in 2007 to 68% today, and the percentage of students scoring proficient or advanced on the state test has grown from 4% to 49%

Alumni have played a critical role:

- One in nine teachers in Denver is a TFA corps member or alumna, and one in six school leaders is an alumna
- 65% of the highest-performing schools are led by alumni and/or include many corps members and alumni on faculty
- The majority of senior leaders in the school district are alumni, and most significant education legislation in the last 10 years was authored by alumni

RIO GRANDE VALLEY, TEXAS

Est. 1991, 64 current teachers, 175 Alumni

Outcomes have improved:

Since 2001, the graduation rate in the RGV has climbed from 78% to 91%. 32% of these graduates are now college ready vs. the state average of 25% for disadvantaged students

Alumni have played a critical role:

- Founded by TFA alumni, IDEA Public Schools has grown to 39 schools in the RGV. 100% of IDEA's graduating seniors have been accepted to college
- Alumni work as teachers, principals, and district leaders. They help lead a collective impact organization, serve on school boards, lead teacher training organizations, and serve in leadership roles with the State Dept. of Education

WASHINGTON, D.C.

Est. 1992, 110 current teachers, 3000 alumni

Outcomes have improved:

Enrollment, graduation rates, and proficiency levels have all increased since 2005. Three times as many 4th graders are proficient in reading and math today based on the National Assessment of Education Progress

Alumni have played a critical role

- Teach For America alumni make up 20% of D.C.'s principals, were the last five teachers of the year, and lead numerous local education non-profits
- Alumni have led the school system as Chancellors, Deputy Mayors of Education, and Superintendents of Education for 11+ years

WE'VE SEEN THE EXTRAORDINARY ROLE OUR FOUNDING PARTNERS HAVE PLAYED IN EXPANDING OPPORTUNITIES WITHIN COMMUNITIES

TeachFirst

“[T]here is evidence to suggest that Teach First made a disproportionate contribution to the transformation of London schools.”

— *Lessons from London Schools: Investigating the Success* report

LONDON, U.K.
Est. 2003, 1125 current teachers,
2640 alumni

Outcomes have improved:

Between 2002 and 2013, the percentage of inner London students gaining 5 GCSEs grew from 22% to 48%

Alumni have played a critical role:

- Teach First has placed more than 5,000 teachers in the capital, and today its participants and alumni account for nearly one in 14 of all teachers working in schools serving low-income communities in inner London
- Nearly 900 Teach First alumni are currently working in middle or senior leadership positions in London schools
- Over 50 alumni work in education policy and research, and over 400 work for or have launched organizations addressing educational inequality



AND ACROSS THE NETWORK, WE SEE EVIDENCE THAT COLLECTIVE LEADERSHIP IS BUILDING



TEACHFORINDIA

PUNE, INDIA

Teach For India

Est. 2009, 230 current teachers,
200 alumni

- Teach For India alumni are working to develop 20+ new English language secondary schools in five years, helping ensure thousands of students complete secondary education
- Others are training thousands of educators through innovative programs like iTeach and India School Leadership Initiative
- Alumni-launched Leadership For Equity brings together schools, policymakers, NGOs, and community members to develop shared goals for Pune's children



TEACHFORBULGARIA

BULGARIA

Teach For Bulgaria

Est. 2011, 111 current teachers,
262 alumni

- Together with local partners, alumni are leading an initiative to improve outcomes in a Roma community
- Alumna Emiliyan Kadyisyski co-founded Vratsa Software to help his hometown become a regional tech hub
- Alumna Zlatka Dimitrova manages Education Bulgaria 2030 to align diverse stakeholders around shared goals for improved education outcomes
- An alumni-founded initiative shares Teach For Bulgaria's tools and practices to support principals and teachers improve student outcomes



eCh> enseñachile

CHILE

Enseña Chile

Est. 2009, 183 current teachers,
437 alumni

- 30 Enseña Chile alumni work at the Ministry of Education, including as head of strategy for the new Minister
- Alumni have launched Impulso Docente to provide professional development to new teachers, and CREE to build a network of high-performing schools for low-income students
- An alumni-led public-private partnership is helping hundreds of schools use student data to improve outcomes

GLOBAL EDUCATION LEADERS BELIEVE OUR WORK IS VITAL TO ACHIEVING QUALITY EDUCATION FOR ALL CHILDREN (SDG#4)



“The greatest need in education is for a new generation of pioneering innovators to pursue changes at all levels of the system. I’ve seen that the Teach For All network is cultivating exactly this kind of leadership and thus performs a vital role within the larger landscape.”

— Andreas Schleicher (Director, Directorate for Education and Skills, OECD)



“...improving learning system-wide begins with a constellation of leaders committed to transformational change... Teach For All network partners comprise one pipeline [of leaders]”

— Julia Gillard, (Chair, Global Partnership for Education; Former Prime Minister of Australia)



“I see the Teach For All approach as a key strategy for building management leadership capability in ministries, which is so crucial to the progress we need.”

— Jaime Saavedra (Leads the Education Global Practice at the World Bank Group; former Minister of Education of Peru)



“Without effective leadership, we simply cannot expect any progress in education. I visited Teach For Ghana and Enseña Chile classrooms recently and became even more convinced that Teach For All partners are bringing in exactly the leadership capacity that is essential for developing countries to achieve Sustainable Development Goal #4.”

— Dzingai Mutumbuka (Former Chair of the Association for the Development of Education in Africa (ADEA) & Former Minister of Education in Zimbabwe)

OUR WORK IS INFLUENCING THE GLOBAL EDUCATION DISCUSSION

We've helped put the need for investment in local leadership capacity center stage



Wendy Kopp on the opening panel at the launch of the first-ever World Development Report on education



We initiated an advocacy effort and co-authored a report urging greater investment in enabling local leaders to learn from cross-border knowledge sharing in education.



Drawing on lessons from classrooms around the world, Teach For All's Global Learning Lab helped lead working groups that informed the OECD's 2030 learning framework.



A consortium of five network partners collaborated with their countries' ministries of education to pilot alternative pathways into teaching via a project supported by the European Commission.

AND THE NETWORK'S EFFORTS ARE GAINING RECOGNITION

The New York Times

“What was so refreshing about spending four days with leaders of Teach For Lebanon, Teach For China, Teach For India and all the others was... I’ve spent so much time writing about people who are breaking things... This was a week with the makers.”

— Thomas L. Friedman, “Meet the Makers”

The
Economist

“Programmes that place bright and ambitious graduates in poor schools are spreading around the world—and show what it takes to make a difference.”

— “High-fliers in the Classroom”



Forbes

In 2017, Wendy Kopp was among three recipients in recognition for her contributions to creating and spreading knowledge in innovative ways.

In its 2016 "Millions Learning" report, the Brookings Institution featured Teach For All as a case study of programs designed to contribute to large-scale gains in learning.

Two Teach For All network CEOs and two alumni of network partner Teach For America are among the 20 inaugural Obama Foundation Fellows.

In its “30 Under 30” feature, several network alumni in the US, Europe, and Asia have been recognized as disruptors in the fields of education or social entrepreneurship.

WE'VE COME TOGETHER AS A NETWORK
AROUND AN AMBITIOUS VISION

In 2040, **communities**
in every part of the world
are enabling all of their children
to have the education, support
and opportunity **to shape a
better future for themselves**
and all of us. These
**communities are inspiring and
informing a worldwide movement**
to achieve this everywhere.

We focus
on ensuring all
children grow as
leaders with abilities
to shape a better
future

We focus on
communities so that
we can develop a
critical mass of leaders
who can take the
issues on in their full
complexity

We focus on
sharing insights
across borders
to accelerate
impact

TO REACH OUR VISION FOR THE FUTURE, OUR NETWORK IS WORKING TOWARDS SIX INTENDED OUTCOMES



Communities all over the world are making progress towards our 25-Year Vision.



We are an interconnected global community of students, teachers, alumni, staff, and allies who are learning from and supporting each other.



We are developing a significant number of extraordinary leaders who teach successfully in under-resourced communities and continue working to ensure all children have the opportunity to fulfill their potential.



We are an engine of innovation and learning, sharing expertise from within and beyond our network on creating transformational progress in classrooms and communities.



All across the network, participants and alumni are ensuring students attain an excellent education that enables them to grow as leaders who will shape a better future for themselves and all of us.



We are an influential voice in the global discussion, advocating based on our diverse experiences for equity and opportunity for children.

SINCE 2008, TEACH FOR ALL
HAS GROWN TO INCLUDE 48 PARTNERS
ACROSS 6 CONTINENTS



14,000
teachers



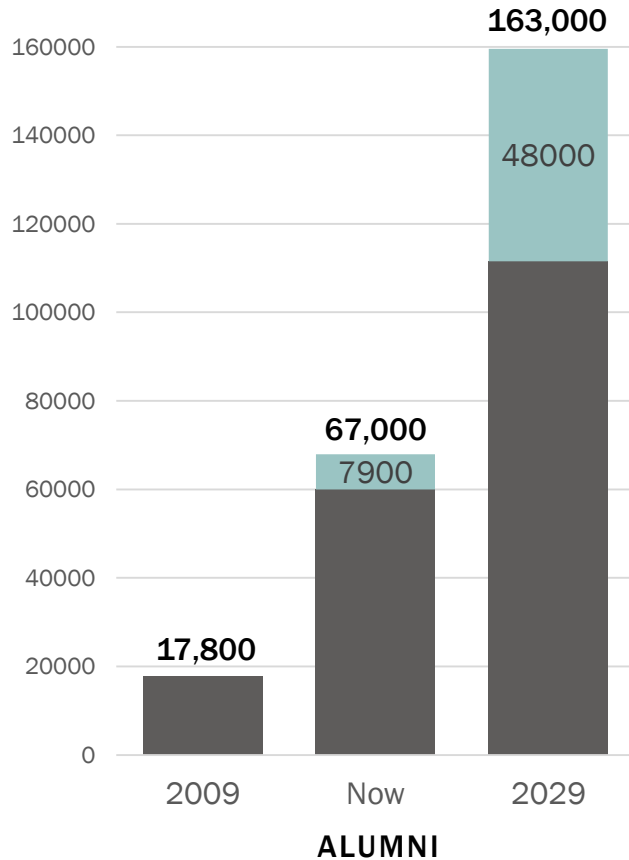
67,000
alumni



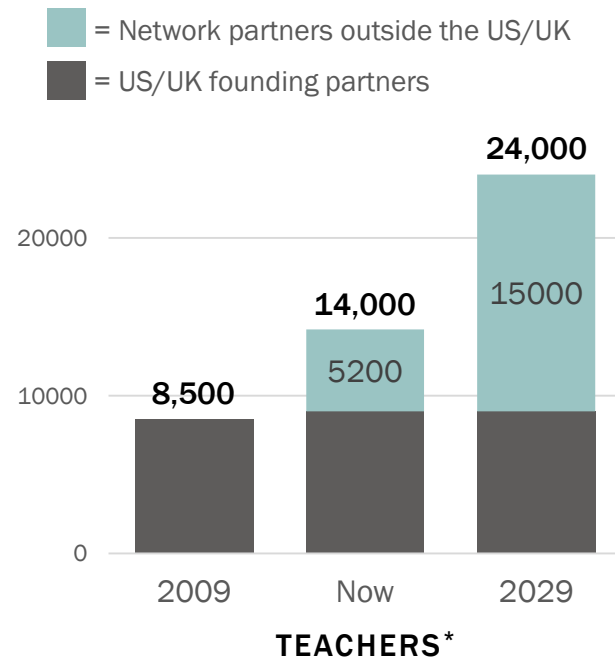
Over 70%
still working in education

Outside of the US and UK, where founding partners
Teach For America and Teach First work, network partners are
already fielding **5,000+ teachers** and **7,500+ alumni**

OVER THE NEXT 10 YEARS,
WE WILL RECRUIT AND DEVELOP OVER 100,000
NEW TEACHERS AND LEADERS



More than half of these new teachers and leaders will come from outside the US/UK



* Teachers in classrooms in this year as part of their two-year commitment

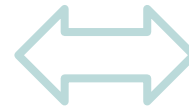
IF WE RAISE THE NECESSARY RESOURCES, WE CAN EXPONENTIALLY INCREASE OUR IMPACT

To make this possible we need investments in two key areas
that will fuel our growth and impact:



GLOBAL ORGANIZATION

Teach For All's global organization is a force multiplier of the network's impact. To meet the needs of a growing network, the global organization will need to raise nearly \$136 million over the next five years.



CATALYST FUND

In order to scale partners in low and middle income countries, where the philanthropic community is more nascent, we also need to build a Catalyst Fund to provide matching support for those organizations. We're building a fund of \$16 million over five years.

SUPPORTING OUR GLOBAL ORGANIZATION ENABLES THE NETWORK TO MOVE FASTER TOWARDS OUR VISION



FOSTERING NETWORK GROWTH

- Build awareness of the network's approach among prospective local social entrepreneurs and allies
- Support emerging entrepreneurs to develop the necessary understanding, plan, and capacity to launch



SUPPORTING PARTNER SCALE, IMPACT, AND CAPACITY

- Capture and spread learning about scaling, developing strong teachers and leaders, and building strong and sustainable organizations
- Contribute to leadership development of staff, teachers, and alumni
- Influence public and private donors to support network partners



BUILDING AN INTERCONNECTED GLOBAL COMMUNITY

- Create virtual and in-person opportunities for students, teachers, alumni, staff, and allies to learn from and support each other
- Develop tools and resources for network participants and alumni to deepen their connection to the global Teach For All community and to each other



INFLUENCING GLOBAL UNDERSTANDING

- Operate a Global Learning Lab to capture, synthesize, and share insights from transformational classrooms and communities around the world
- Elevate diverse voices from the network to influence the global discussion
- Collaborate with global education organizations and multilateral actors to increase investment in local leadership development

SUPPORTING THE CATALYST FUND ADDRESSES THE FINANCIAL CHALLENGES FACING ENTREPRENEURS IN LOW AND MIDDLE INCOME COUNTRIES

THE CHALLENGE

- A still-nascent culture of philanthropic giving hinders efforts in these contexts, and local start-up funding can be virtually impossible to find
- Government funding and even diaspora funding requires proof of concept and evidence
- Bias against local social entrepreneurs results in preferential funding for internationally-led interventions

THE GOAL OF THE CATALYST FUND

To catalyze progress in low/low-middle income countries, and to give prospective and young partners in these contexts the ability to establish the proof of concept, evidence of impact, and relationships necessary to achieve self-sufficiency over time

THANK YOU



Enseñax Argentina
Sumate al compromiso



teach for austria
wir bilden zukunft

TEACH FOR BANGLADESH

TEACH for BELGIUM



TEACHFORBULGARIA



eCh>
enseñachile



enseña POR COLOMBIA

TEACH FIRST DANMARK



le choix de l'école



TEACH FOR INDIA



TEACH FOR JAPAN



Enseña por México



TeachFirst NZ
Ako Mātātupu

TEACH FOR NIGERIA



ENSEÑA POR PANAMÁ



Teach For Thailand

TEACH FOR UGANDA



TeachFirst

TEACH FOR AMERICA



TEACH FOR VIETNAM
Giảng dạy vì Việt Nam

Appendix

RESEARCH DEMONSTRATE WE ARE HAVING A POSITIVE IMPACT

Developing students as leaders

TEACHFORAMERICA

A 2017 meta-analysis of the impacts of alternative teaching pathways found that students of Teach For America, on average, tend to **excel more academically** compared to students of teachers from traditional training programs ([Whitford, et al, 2017](#)).



Enseña por México

A pioneering impact evaluation of Enseña por México finds participants have a **positive impact on the development of students' skills such as self-efficacy, self-management, growth mindset, and social awareness**, in addition to creating positive classroom environments for their students using student perception surveys. ([Peña and Chacón, 2017](#))

Developing participants and alumni as leaders



A 2019 two-year study on five European network partners demonstrates that participants of these organizations are **highly prepared to teach** before entering the classroom and **continue to develop both the pedagogical and leadership skills to be effective classroom leaders** throughout the two year program.

TEACHFORINDIA

A part of Global Equity Within Reach, a quasi-experimental study investigates the effects of teaching as a participant in Teach For India on **individuals mindsets and perceptions of systemic injustice, educational inequity, and impact on alumni career trajectories**. (Ongoing)



A part of Global Equity Within Reach, a quasi-experimental study on **alumni mindsets, behaviors, and career trajectories** shows that Enseña Chile's program influences its participants' opinions and perceptions regarding public policies that impact educational opportunities for children (Claro and Sanchez, 2018).

TEACHFORAMERICA

Experience as a corps member has lasting impact on participant leadership; a 2017 study on Teach For America shows that participants demonstrate a **decrease in both class-based and racial resentment** ([Mo and Conn, 2017](#)) and that alumni are more likely to **participate in the political process**.

HIGHLIGHTED RESEARCH ACROSS THE NETWORK

THEORY OF CHANGE	PARTNER ORG	RESEARCH TITLE	AUTHORS
Short-term impact on student outcomes	Teach For America	<u>Meta-analysis of the Impact of Teach For America on Student Academic Achievement</u>	Denise Whitford, Dake Zhang, and Antonis Katsiyannis (2017). Journal of Children and Family Studies
		<u>The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs</u>	Melissa A. Clark, Hanley S. Chiang, Tim Silva, Sheena McConnell, Kathy Sonnenfeld, and Anastasia Erbe (2013).
		<u>Impacts of Teach For America on Early Grade Student Academic Achievement in Reading</u>	Melissa A. Clark, Eric Isenberg, Albert Y. Liu, Libby Makowsky, and Marykate Zukiewicz (2017). Mathematica Policy Research, Inc.
	Enseña Chile	Impact of Enseña Chile Participants on Student Academic Achievement	Christopher Neilson, Princeton University and Soledad de Gregorio, University of Southern California (np)
	Enseña por México	<u>Impact Evaluation of Enseña por México on Students' Non-Cognitive Skills</u>	Pablo Peña and Armando Chacón (2017). Microanalítica.
Teach First	<u>Department of Quantitative Social Science: Matched panel data estimates of the impact of Teach First on school and departmental performance</u>	Rebecca Allen and Jay Allnutt (2013). Department of Quantitative Social Science, Institute of Education, University of London	
Medium-term impact on participant and alumni leadership	Teach For America	<u>The Impact of Voluntary Youth Service on Future Outcomes: Evidence from Teach For America</u>	Will Dobbie and Roland G. Fryer, Jr. (2015) Harvard University
		<u>Global Equity Within Reach – Impacts on mindsets/perceptions of Teach For America Corps Members</u>	Cecilia Mo and Katherine Conn (2018) American Political Science Review, 1-21.
		<u>Global Equity Within Reach – Impacts on women’s political ambition</u>	Cecilia Mo, Katherine Conn, and Georgia Anderson-Nisson (np)
	Teach First	<u>The careers of Teach First Ambassadors who remain in teaching: job choices, promotion and school quality</u>	Rebecca Allen, Meenakshi Parmeshwaran, and Philip Nye (2016)
	Enseña Chile	Global Equity Within Reach — The Effect of Teaching on Educational Policy Preferences	Susana Claro and Alonso Sanchez (np)
Long-term impact on communities and systems change	Teach First	<u>Lessons from London Schools: Investigating the Success</u>	Sam Baars, Eleanor Bernardes, Alex Elwick, Abigail Malortie, Tony McAleavy, Laura McInerney, Loic Menzies and Anna Riggall (2015) CfBT Education Trust.
	Teach For America	<u>Teach For America alumni network attributed to systems progress toward improved student outcomes in the District of Columbia</u>	Tomas Toch (2018) “A Policymaker’s Playbook: Transforming Public School Teaching in the Nation’s Capital. FutureED at Georgetown University. (2018)

FUTURE AND ONGOING RESEARCH ON THE NETWORK

THEORY OF CHANGE	PARTNER ORG	RESEARCH TITLE	AUTHORS
Short-term impact on student outcomes	Teach For Bulgaria	Evaluation on Student Socioemotional Skills, Teacher Practices, and School-level effects	Keith Kershner, Research & Evaluation International, & Radostina Angelova, Global Metrics – Planned for Fall 2019 Collaborating with researchers from OECD CERI, Oxford University, and Pepperdine University
	Teach For India	Global Equity Within Reach – Impacts on Mindsets/Perceptions of System Injustice and Educational Inequity	Cecilia Mo, University of California, Berkeley, and Katharine Conn, Teachers College of Columbia University. Planned Summer 2019
Medium-term impact on participant and alumni leadership	Enseña Perú	Global Equity Within Reach – The Effect of Teaching on Educational Policy Preferences and Mindsets	Susana Claro, Pontificia Universidad Católica de Chile. Planned Summer 2019
	Teach For Austria, Teach For Bulgaria, Iespejama Misija (Latvia), Teach For Romania, Empieza por Educar (Spain)	New Ways for New Talents in Teaching (NEWTT) – Multi-Country Comparative Study of Teach For All Partner Organizations’ on Participants’ Mindsets and Competencies	Hermann, Abs, Eva Anderson-Park and Stefanie Morgenroth, Universität Duisburg-Essen. Planned Spring 2019
	To be determined	Research exploring leadership capabilities, commitment to mission, and connectedness of Teach For All participants and alumni	Adam Grant, Wharton School at University of Pennsylvania
Long-term impact on communities and systems change	To be determined	Developing concept notes for long-term research studies in association with Research on Improving Systems of Education (RISE)	Padmini Iyer, Research For Equitable Access and Learning (REAL) Centre at the Faculty of Education, University of Cambridge
Program effectiveness research using behavioral science	To be determined	Expanding evaluations on program improvements in recruiting, selecting, and placing a significant number of diverse and extraordinary leaders in our global movement	Potential partnerships with Wharton School, Behavioral Insights Team, CAF, and the IDB
	Teach For India	Increasing candidate conversion in the recruitment and selection funnel through automated reminders	Judd Kessler, Clayton Featherston, and Colin Sullivan, Wharton School at the University of Pennsylvania. Planned for Spring 2019

OUR SUPPORTERS

GLOBAL CHAMPIONS

BHP Foundation | Chan Zuckerberg Initiative DAF, a donor advised fund of the Silicon Valley Community Foundation
Deutsche Post DHL Group | Omidyar Network | Robertson Foundation | Seedlings Foundation

PARTNERS

Acacia Conservation Fund | Carnegie Corporation of New York | ExxonMobil | Finnegan Family Foundation
Laura and John Arnold | Oak Foundation | Susan and Thomas Dunn | William K. Bowes Jr. Foundation

SUPPORTERS

America for Bulgaria Foundation | Chubb Charitable Foundation | The Craig and Susan McCaw Foundation
Credit Suisse | Doris & Donald Fisher Fund | The Greg and Carrie Penner Fund of the Walton Family Foundation
IKEA Foundation | Lone Pine Foundation, Inc. | Mohammed Bin Rashid Al Maktoum Knowledge Foundation
The Moriah Fund | The Scully Peretsman Foundation

STRATEGIC PARTNERS

Boston Consulting Group | Cisco Systems

FRIENDS OF TEACH FOR ALL

Aga Khan Foundation | Amgen Foundation | Antonella Mei-Pochtler | Apax Foundation | Arconic Foundation
Bank of America Charitable Foundation | Big Win Philanthropy | Bill & Melinda Gates Foundation | Bloomberg Philanthropies
The Capital Group Companies Charitable Foundation | co-funded by the Erasmus+ Programme of the European Union | Dow Jones
Echidna Giving | Felipe Medina | Gbenga Oyebo | Gregory Wendt | Huo Family Foundation
Ian Davis | Joel Segre and Abigail Falik | The Kendeda Fund | Laura Barrowman | Lidow Family Trust
Lisa and John Pritzker Family Fund | MacArthur Foundation | Marcy Engel and Stuart Cobert | Nommontu Foundation
Paul & Sarah-Gay Fletcher | Rachel and Mike Jacobellis | Sheryl Sandberg and Dave Goldberg Family Fund | Shwartz Family Foundation
Swarovski Waterschool | Ted Dreyfus and Sue Lehmann | Tim Purcell | Ting Tsung and Wei Fong Chao Foundation | Vitol Foundation

TEACH FOR ALL'S CORE VALUES



Sense of Possibility We believe in the extraordinary potential of all children and in our collective potential to realize our aspirations, and so we act with courage, boldness, urgency and perseverance in pursuit of transformational impact.



Locally Rooted and Globally Informed We value the enormous assets in the communities where we work, immerse ourselves in local perspectives, needs and opportunities, and work in deep partnership with students, families, educators, and community members—all while also seeking to build our understanding of what is possible based on insights from outside of our communities and countries.



Constant Learning We commit to continuous education, reflection and improvement as the foundation for the transformational leadership we strive to develop.



Diversity and Inclusiveness We seek to ensure full participation of people from all cultures and backgrounds, and we believe those who have themselves experienced the inequities we're working to address should guide and lead this work.



Interdependence In recognition of our shared humanity and interconnectedness, we work with generosity and compassion to help each other develop and grow.

OUR NETWORK'S UNIFYING PRINCIPLES

Teach For All partners commit to the following programmatic and organizational design principles:

PROGRAMMATIC

- **Recruiting and selecting** as many as possible of the country's most promising future leaders from diverse academic disciplines and career interests, who demonstrate the capabilities to positively impact student learning and development and become long-term leaders able to effect transformational impact
- **Training and developing** participants so they build the skills, mindsets, and knowledge needed to maximize impact on student learning and development and grow as leaders working collectively for change
- **Placing participants as teachers** for an initial two year commitment in areas of educational need, with full accountability for their classrooms
- **Accelerating the leadership of alumni** by fostering connections amongst them and furthering their individual and collective impact as they work to ensure equity and opportunity for all children
- **Driving measurable impact** in the short term on student learning and development and in the long term through the development of leaders who will help ensure equity and opportunity for all children

ORGANIZATIONAL DESIGN

- **Operating a non-profit enterprise** committed to working in a national level, innovating and adapting the approach to the local context
- **Maintaining independence** from the control of government and other external entities, with an autonomous Board, a diversified funding base, and the freedom to make operational decisions, challenge traditional paradigms, and sustain the approach in the face of external change
- **Partnerships with the public and private sectors** to ensure the teaching placements, funding, and supportive policy environment necessary to achieve the shared mission and sustain impact over time
- **Ensuring representation and inclusiveness** of diverse team members, participants, alumni, and supporters, with a focus on those who share the background of their students

GLOBAL BUDGET

		FY19			FY20	FY21	FY22	FY23
		Personnel	Non-Personnel	Total	Total			
PE		2,251,000	232,000	2,483,000	2,584,000	2,686,000	2,878,000	2,899,000
Network Growth		623,000	181,000	804,000	838,000	871,000	904,000	940,000
Scale		428,000	32,000	460,000	479,000	498,000	516,000	537,000
	DGEP	701,000	135,000	836,000	870,000	904,000	939,000	977,000
	RSM	457,000	354,000	811,000	845,000	878,000	910,000	947,000
	Marketing & Positioning	131,000	63,000	194,000	202,000	210,000	217,000	226,000
Org Dev		1,094,000	127,000	1,221,000	1,270,000	1,320,000	1,370,000	1,424,000
PAI		1,198,000	398,000	1,596,000	1,662,000	1,727,000	1,792,000	1,864,000
DREAM		692,000	301,000	992,000	1,033,000	1,074,000	1,114,000	1,158,000
GLL		911,000	366,000	1,277,000	1,330,000	1,382,000	1,435,000	1,492,000
Comm Impact		488,000	256,000	744,000	774,000	804,000	835,000	869,000
Leadership		400,000	236,000	636,000	662,000	689,000	715,000	744,000
Learning		918,000	194,000	1,112,000	1,158,000	1,203,000	1,249,000	1,300,000
Global Conference		0	588,000	588,000	612,000	636,000	661,000	687,000
Portal		114,000	83,000	197,000	205,000	213,000	221,000	230,000
Connectivity		223,000	170,000	393,000	409,000	426,000	441,000	459,000
Communications and Marketing		894,000	198,000	1,092,000	1,137,000	1,182,000	1,226,000	1,276,000
GML		474,000	87,000	561,000	584,000	608,000	631,000	657,000
Flex		630,000	71,000	701,000	730,000	758,000	787,000	819,000
Technology		618,000	303,000	921,000	958,000	996,000	1,034,000	1,075,000
Exec Mgmt		893,000	141,000	1,035,000	1,077,000	1,120,000	1,162,000	1,209,000
Development		1,754,000	62,000	1,816,000	1,890,000	1,964,000	2,038,000	2,120,000
POC		696,000	139,000	835,000	869,000	903,000	938,000	976,000
Finance		772,000	537,000	1,309,000	1,362,000	1,416,000	1,469,000	1,529,000
People Operations		342,000	94,000	436,000	454,000	472,000	490,000	510,000
Administration		86,000	0	86,000	89,000	93,000	97,000	101,000
Common Costs		0	798,000	798,000	831,000	864,000	897,000	932,000
Payroll fees		0	465,000	465,000	484,000	504,000	522,000	543,000
Total		17,790,000	6,610,000	24,400,000	25,400,000	26,400,000	27,400,000	28,500,000