

LEARNING

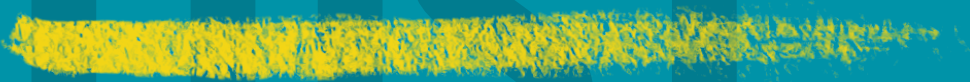
YEAR

OF



2020 ANNUAL REPORT

LOST



LEARNING



DEAR FRIENDS AND SUPPORTERS,

It's been more than a year since life as we knew it disappeared overnight, and we all began navigating a radically different reality. Nowhere has this been more apparent than in our education system. Over the past year, kitchen tables and beds transformed into desks. Classrooms shifted onto screens. Computers and Wi-Fi connections became required school supplies. And the systemic barriers facing students in low-income communities and students of color only grew larger.

Our country's education system has never met its promise to all children. Too many students—especially students of color and students in low-income communities—have been left out and left behind, denied the opportunity for a great education. A year into the pandemic, this injustice is clearer than ever to more people than ever.

Through the pandemic and always, Teach For America has centered on meeting our first promise to students: ensuring they have an education that enables them to learn, lead, and thrive. As we confronted 2020, our charge never changed—but we did. We're emerging from the last year with renewed energy and greater conviction about what's possible for our education system in the coming years. The need to reinvent education has never been more urgent, and I believe deeply that Teach For America's contribution of bold, courageous, and diverse leadership is critical to this effort.

Reinvention demands radical imagination and curiosity to shape learning and teaching for the next decade and beyond. We need to create a new educational experience for a new time. That education must be learner-centered, rooted in equity, and fueled by strong and enduring relationships.

We can’t limit our focus to getting students “caught up”—they must be fired up. Young people yearn for an education that’s relevant and personalized, that equips them with foundational skills, fuels their passions, and responds to their concerns. To adapt to a changing world and workforce, we owe students a more expansive education, centered on building critical thinking and interpersonal skills, empathy, and creativity. They deserve more than a one-size-fits-all model.

This system must be powered by educators who reflect the diverse backgrounds of their students—who build strong and enduring relationships with them and their families. When we lead with our values and work in broad and diverse coalitions to find solutions, we can reach remarkable results with our young people.

Grounded in this learner-centered vision for education, we set a bold 10-year impact goal last year that holds us accountable to students and their families:

By 2030, twice as many children in communities where we work will reach key educational milestones indicating they are on a path to economic mobility and co-creating a future filled with possibility.

As the pandemic widened long-standing gaps in educational access, the course we had set to pursue this 2030 goal became even more urgent. We sharpened our approach to meeting the immediate needs of our students. We supported our corps and alumni educators to connect and learn in new ways. The unexpected disruptions of the last year affirmed and accelerated our path forward. We will be building on the innovations highlighted throughout this report as our students continue to overcome last year’s lost opportunities for learning. Our network continues to enhance social-emotional learning and mental health supports and advance game-changing efforts to improve outcomes for all children. While the experiences of the last year shook us to the core, I’ve never been more confident that our 2030 goal is the right one.

Teach For America’s contribution has always been leadership, and in the coming years, we’ll continue to attract thousands of exceptional, equity-oriented leaders into education. We’ll develop their leadership and that of their students to reject the status quo and drive meaningful change. We’ll double down on supporting our nearly 60,000 alumni to ensure they are part of a thriving, connected national network of innovation and learning. And we’ll prioritize codifying and sharing insights across communities to drive progress toward our 10-year goal.

Our 10-year goal is bold and improbable. But probabilities have never guided our work at Teach For America. We’re driven by possibilities, clear-eyed and enduring hope, and a vision of all students reaching their dreams.

In this impact report, you’ll read about how our Teach For America community stepped up for all young people to continue learning; how our students, like Dalioanna Jones in Indianapolis, persevered through the changes that defined the past year; how we trained and supported our corps members, like the Rio Grande Valley’s Sara Arciniega, in new ways; and how our alumni, like Charity Haygood, continued to innovate and lead in communities across the country. You’ll have the chance to look back at Teach For America’s 30-year history and dive into our vision for the next decade of our work.

Your support of Teach For America is an investment in a fairer, more just, and more equitable future for every child. Going “back to normal” in the education system is not a worthy destination. It’s past time we find a new destination with our children, grounded in equity and excellence, and powered by their aspirations for themselves and our world. As we look to the next decade of this work together, we’re grateful for your support and commitment to creating the world our children want and deserve.



With thanks for all that you continue to make possible,

Elisa Villanueva Beard, CEO

A YEAR OF LOST LEARNING

**THE
STAKES
HAVE
NEVER
BEEN
HIGHER.**

2020 proved to be a dramatically different school year than we expected. When school buildings started to close due to COVID-19, our system experienced the single most disruptive moment in the history of U.S. education—one that further widened disparities caused by long-standing inequities. This last year drastically severed the way our most vulnerable students learn and engage academically and socially.

Our Teach For America corps members and alumni, serving in over 9,000 schools across the country, saw firsthand how this crisis disproportionately affected students of color and students in low-income communities. Absenteeism skyrocketed for both virtual and in-person instruction, and research accurately predicted some students would fall nearly a full academic year behind.

In partnership with parents, schools, and communities around the country, our network of over 62,000 corps members and alumni showed up in unprecedented ways to ensure that this difficult year of learning did not become a lost one.

Students and Families Reflect on 2020

Students and their families have been trying their best to work with teachers as they adjust to this new concept of virtual learning. As a means to catch up with families, assess their needs, and offer a platform for students and parents to open up about life and learning post-school closing, we launched *COVID-19: Community Voices*: a series of blogs that allowed our community to share the ups and downs of school closures. This initiative shed light on the severity of the pandemic's impact as well as the resilience of students and their families. Here are a few highlights:

Dalioanna Jones is a ninth-grader at KIPP Indy Legacy High in Indianapolis who had to adjust to the new normal of communicating with her teachers and peers through a mix of video chats, emails, and phone calls. While she enjoyed some aspects of working independently on her own schedule, there is much more that she missed about school and would give anything to get back.

The ability to interact with people that I can't now. Just being able to go outside. There's a lot that I miss about school.

- Dalioanna Jones (age 15)

Dalioanna's aunt and guardian, Teresa Jones, also had to cope with the stresses brought on by COVID-19. For Teresa, school closures meant that she would now have to prepare for Dalioanna to have breakfast and lunch at home.

Everything's changed. Normally, when they went to school, they'd be eating breakfast off at school. It's just going to take funds I'd use at other places. I'm used to juggling so I don't think too much of it. Just do what you got to do.

- Teresa Jones (guardian)

Aaliyah Thomas, a senior at Western High School in Las Vegas, has been waiting to hear if her grades have earned her the honor of being the valedictorian or salutatorian of her graduating class. She has been accepted to 30 colleges and has been applying for scholarships and crafting her graduation speech, all the while working part-time at a fast-food chain to help pay the bills.

I'm very glad to have a job right now. I feel like it gives me something to do while I'm out of school because I realized without being able to go outside and do things, I have a lot of time on my hands. Spending a little of that time making a couple extra dollars to help support my aunt makes me feel better about myself during the times.

- Aaliyah Thomas (age 17)

For Tenisha Green, a single mom of five school-aged children and a small business owner in St. Louis, working from home is nothing new. Neither is teaching. She has homeschooled some of her children in years past. Still, the days can be overwhelming. While she appreciates the bonding time that she is able to have with her kids, the financial impact of COVID-19 on her business has been tough.

Not being around your peers could be socially damaging to the children, so I just tried to make sure that they get some peer time, whether it's talking on the phone, or playing a video game, or on these different social sites, Zoom or something, FaceTime, so they can see their peers and interact with them.

- Tenisha Green (parent)

A YEAR OF IMPACTFUL LEARNING

Determined to support students and families, our national network of educators, school and district leaders, alumni-led nonprofits, and donors rose to the challenge. Knowing how much was at stake, our TFA community partnered with families, school and local leaders, and peers to meet the needs of students. Together, they reimagined learning to create the empowering and impactful experiences students needed at this pivotal moment in education.

Our Network Impact by the Numbers

June 1, 2019 - May 31, 2020

NATIONAL NETWORK

62,000+

6,192 corps members
55,700 alumni

TEACHERS

Over **21,000** corps member and alumni
teachers in classrooms

383,000 students reached by 2019 corps
members nationwide

ALUMNI IN LEADERSHIP

1,350 school leaders

570 school system leaders

270 elected officials

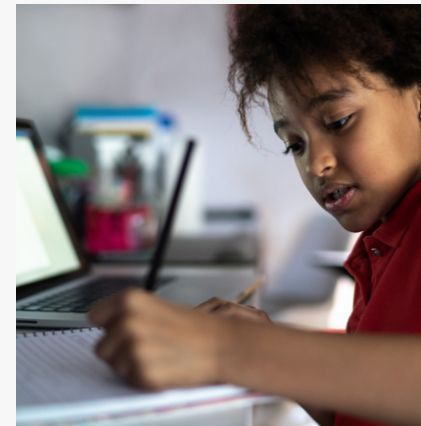
930 policy, advocacy, and organizing leaders

200 social entrepreneurs

270 union leaders

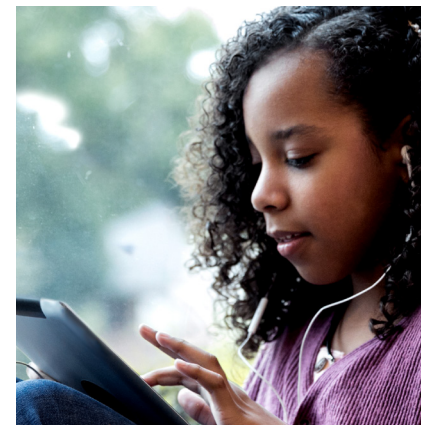
Going the Extra Mile

How a first-year teacher, a 24-year classroom veteran, and a tech giant got creative to support our students during the pandemic.



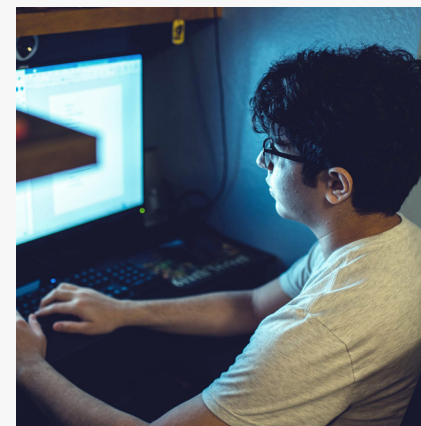
Leading Change Through Technology, Creativity, and Service

When first-year kindergarten teacher Sara Arciniega (Rio Grande Valley '19) heard her school was transitioning to distance learning, she rolled up her sleeves and **used her tech-savvy skills to help students, parents, and veteran teachers adjust**. By creating how-to videos and increasing the interactivity of her lessons, she has been able to keep her kindergarteners engaged and learning.



Helping Classrooms Stay Connected

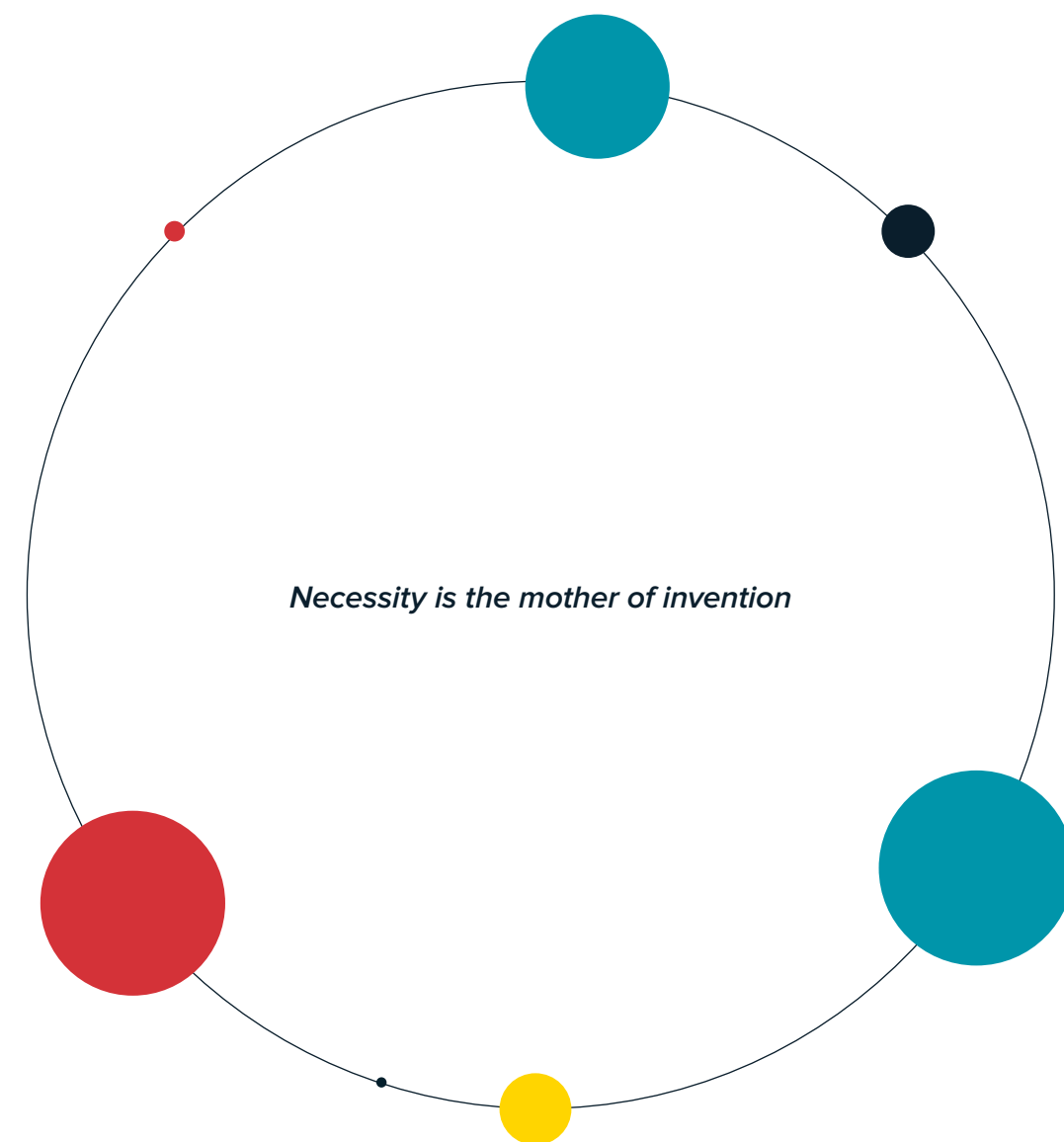
After Avon Avenue School shut down due to the pandemic, principal Charity Haygood (New Jersey '96) knew that **over 90% of students at her school did not have a laptop or internet access**. She had to ensure her 561 students were prepared for online learning or they would likely fall behind. Charity hand-delivered the devices the school had in its computer lab to 377 students. That's when Mike Rowe, host of *Returning the Favor*, stepped in to gift Chromebooks to cover the remaining students and arrange 60 days of free internet access.



Partnering to Keep the Classroom Connection Strong

According to a report, in 2020, **one-third of K-12 students weren't adequately connected for remote learning**. By partnering with AT&T, TFA was able to help fill in the gap. Through their Distant Learning and Family Connection Fund, our educators and families were provided distance-learning tools and resources needed to keep school in session.

A YEAR OF INNOVATIVE LEARNING



In partnership with our network of corps members and alumni, we approached the challenges of 2020 with a sense of urgency and innovation to provide crucial support to students and their communities.

Empowering Our Network Digitally

To rapidly respond to the impacts of COVID-19, we launched a **Direct-To-Community Giving** portal. With this platform, corps members and alumni were able to request funding from our network to help meet the needs of kids and their communities that emerged from the pandemic. Our community submitted over 150 fundraising initiatives across student learning, technology, health, wellness, and food security. Thanks to generous donors and the support of Take-Two Interactive, who helped sponsor the portal, the fully funded projects included tablets for at-home learning, books to combat the summer learning loss, hand sanitizers and cleaning sprays for students, and grocery boxes for families who lacked access to fresh produce.

Total raised: nearly \$130,000

To help teachers within and outside the TFA network navigate this moment and continue their leadership development, we launched our **COVID-19 Education Resource** and **Virtual Learning Resources hubs**. With the help of partners Adobe, 3M, and AT&T, we designed a platform that gives teachers, school administrators, and education advocates access to a range of supports. Online teaching tools, free educational resources, plans for managing school closures, mental health and wellness resources, and pathways for advocating for vulnerable students and communities impacted by the pandemic are just a few of the resources available. Both hubs continue to be a go-to source for educators and advocates looking for information and resources during this unprecedented time.

Total visitors to the site: 30,000

Virtual Summer Teacher Training

As schools closed and cities across the country came to a halt, our organization had a limited amount of time to determine how we would adapt our teacher training to an entirely new landscape. We had to quickly pivot from 19 in-person summer institutes to a robust virtual teacher training platform. In addition to revamping our training program, we also had to help our corps members navigate teaching students virtually -- an enormous departure from the in-person training model we'd used for the last 29 years.

Our staff and network swiftly came together to reimagine and create a new virtual training experience -- the Virtual Summer Teacher Training (VSTT). Seeing the increased demand for an agile teacher workforce, VSTT was complete with instruction and training courses for both virtual and in-person learning environments that ensured the safety and satisfaction of our incoming corps and partners. We steeped our curriculum and new instructional experiences with the quality and rigor that our school partners and communities expect of us.

With grit, determination, imagination, and tremendous cross-team collaboration, we were able to create an impactful experience for our 3,000 eager incoming corps.

Here's a glimpse of what the days were like for our incoming corps members at VSTT:

- Live, interactive learning sessions as well as self-paced independent work, including readings, reflections, and lesson planning
- Engaging, equity-oriented curriculum that covered topics such as systemic oppression in education, addressing anti-Blackness in schools, supporting marginalized students such as LGBTQ+, AANHPI, and undocumented scholars, and becoming an inclusive, culturally relevant educator
- Virtual reading and literacy sessions with children (K-3) in partnership with the Springboard Collaborative
- Immersive lessons and video recordings of corps members teaching via the Teaching Channel—a digital platform and TFA partner
- Interactive, engaging cohorts and pods where incoming corps members and staff rehearse lessons, receive peer feedback, and build upon collective learning
- Localized training within the regions where they would work

[Virtual Summer Teacher Training] was a test of not only our perseverance but also our commitment to this work during this time. We are strong. We are resilient. We are the change agents that we need in this moment in history.
- Thomasena Thomas (D.C. Region '20)

A YEAR OF EQUITABLE LEARNING

In 2007, we wrote our Diversity and Inclusiveness Statement, which focused on recruiting a far more racially and socio-economically diverse corps and staff. Since then, we have made meaningful progress to ensure racial, ethnic, and economic diversity within our corps, on our staff, and in the variety of roles our alumni lead after their corps commitment.

- In 2019, the Center for American Progress (CAP) highlighted Teach For America as one of three teacher preparation programs that have “done an exemplary job of significantly increasing diversity while maintaining a high bar for selectivity.”
- For the past 6 years, more than half of our corps members and staff identify as people of color
- Nearly two-thirds of the staff on our executive leadership teams identify as people of color

Renewing Our Commitment to DEI

Our commitment to diversity, equity, and inclusiveness is one of Teach For America's foundations—a north star that guides our work, principles, and strategies. In the past year, we took additional steps to fully embody our commitments to DEI, deepen our grounding in equity, and chart the path to becoming a racial equity organization in service of our mission. To assess our practices with a fresh perspective, we partnered with DEI experts to incorporate viewpoints from our network of alumni, corps members, staff, and partners to reimagine our culture of inclusivity.

Here are a few of the results from our current and evolving efforts:

- We announced Dr. Barbara Logan Smith (formerly the executive director of our Greater Delta: Mississippi & Arkansas region) as Chief of Diversity, Equity, and Inclusiveness.
- We partnered with the Racial Equity Institute to conduct an organization-wide training and equity audit to reveal gaps in our perspective and identify how we can improve systems to meet our DEI commitments and reflect the equity-driven organization we want to be.
- We reconstructed how we recruit, select, and onboard new corps members with equity as a key design principle. As a learning organization, we continue to evolve the model based on new data and selector feedback, to identify the strongest future teachers and change agents.
- We continued to evolve our teacher training model to support aspiring racial equity educators. We revised our curriculum to ensure it's consistent with this model at our Virtual Summer Teacher Training.
- We overhauled systems to elevate expectations and drive accountability for executive-level personnel, senior leaders, and people managers to center DEI and belonging in all staff roles. We standardized talent policies that uphold racial equity ideals and integrated training and development opportunities to fight against anti-Blackness.



“We can create a sense of belonging and connection, loving and rigorous support and accountability to live into those [racial equity] expectations.”

- Dr. Barbara Logan Smith,
Chief of Diversity, Equity, and Inclusiveness





Demographic	Incoming 2019 Corps	Total Corps Member Network
Black	19%	19%
Latinx	15%	15%
AAPI	8%	8%
American Native	<1%	.5%
Native Hawaiian	<1%	.2%
Multi-Racial	7%	7%
Another Race	3%	3%
White	48%	48%

Alliances Affiliation:	% of corps members who share the identity that this alliance or initiative supports:
AANHPI	8%
Black Community Alliance	19%
DACA	1.4%
LGBTQ+ Initiative	14%
Military Vet or Spouse	1.23%
Native Alliance	.73%

TFA's corps members and alumni with similar backgrounds and interests have the opportunity to participate in our national identity-based alliances. Through these groups, they're able to connect, collaborate, and partner with each other and other community organizations to lead identity-based initiatives that bring awareness, appreciation, and movement towards causes that impact the communities we serve.

A YEAR OF EMPATHETIC LEARNING

Just as education must be about the whole child, ending educational inequity requires addressing student needs both in and outside of the classroom. This year we saw our network go above and beyond to listen, ideate, and respond to student and family needs in partnership with others in our network, community members, and students themselves.

Alumni-Led Initiatives

Mental Wellness

Jacob Allen (Chicago-Northwest Indiana '13) helped students de-stress and disconnect from the troubles of the pandemic by creating an on-campus farm at pilotED Schools in Indianapolis.

English and language arts teacher Roseangela Hartford (Rio Grande Valley '19) polled her seventh graders about their stress levels and, in response, instituted an optional virtual morning yoga class.

Healthcare

In Houston, Esther Kwak (San Antonio '10) spends her days as a mobile mental health specialist. She collaborates with school leaders across 11 school campuses to come up with effective ways to virtually serve students' mental health needs. Through research, coordination, and agile strategizing, Esther uses innovative approaches to maintain a sense of confidentiality and connection with her students.

Food Insecurity

The pandemic laid bare many long-standing equity issues within Native communities. Teachers Kate Sultuska (Oklahoma City '15) and Tracie Benally (New Mexico '19) decided to support Oklahoma City and the Navajo Nation by taking collective action to deliver food, supplies, and masks to protect their students, relatives, and neighbors.

Kyle Wade (New Jersey '98), CEO of Atlanta Food Bank, partnered with schools to help get families food during the pandemic. The organization delivers more than 67 million meals annually.

Student Spotlight

In Indianapolis, Leila Champion, a senior at Charles A. Tindley Accelerated High School and student of Teach For America educators, turned her school capstone project into a mission to show Black and Latinx students that top tier universities are attainable to them. The Champion Project takes middle and high school students on tours of five prestigious universities so they have the opportunity to picture their lives on campus and meet university students and alumni who share similar backgrounds.

A YEAR OF COLLABORATIVE LEARNING



This year was as much about being together as it was about being apart. Though the pandemic kept us physically distanced, overcoming the challenges that 2020 presented required deep collaboration from our partner organizations across all sectors.

Promise in the Time of Quarantine

Researchers at the Cognizant U.S. Foundation and Bellwether Education Partners, with support from Teach For America, studied schools in underserved communities that quickly and successfully adopted promising practices in response to the pandemic. Their report offered valuable lessons for schools seeking to improve distance learning.

Of the 12 schools studied, 10 are led by Teach For America alumni or have corps members and/or alumni on their instructional staff. The report surfaced eight key promising practices:

- Providing human capital support and adjustments;
- Innovating instructional content and approaches;
- Serving special student populations;
- Big-picture planning and establishing core principles;
- Designing data-intensive approaches;
- Focusing on social-emotional learning;
- Creating supportive school-student connections; and
- Building relationships with families and communities.

Alumni at the Center of the DACA Supreme Court Case

Teach For America celebrated a great victory when the Supreme Court of the United States issued an important ruling that prevented the Administration from ending the Deferred Action for Childhood Arrivals (DACA) program.

TFA alumna Miriam Gonzalez Avila (Los Angeles '16) was a corps member teaching at Crown Preparatory Academy in Los Angeles when she became a party to a case in California on the Administration's attempt to end the DACA program. The California court deemed the attempt illegal. Calling on the U.S. Supreme Court to uphold lower court rulings and retain the DACA program, TFA filed an amicus brief. In our brief, we noted the vital role the program played in educational equity for students, schools, and communities and argued that rescinding it was arbitrary and capricious in violation of the Administrative Procedure Act.

In a 5-4 decision, the Supreme Court agreed that rescinding the order was arbitrary and capricious, the argument that TFA supported. Since 2013, Teach For America has actively recruited, trained, and supported 280 DACA recipients who work tirelessly on behalf of children to ensure each has access to an excellent education.

Supporting Black Educators

Funded by Ballmer Group and with an inaugural cohort of 850 educators, we launched the Black Educators Promise (BEP) Initiative to recruit and retain more Black educators.

To improve student outcomes, research supports the critical importance of a teacher workforce reflective of students' diverse racial and economic backgrounds. For students of color, having educators that share their identity can increase test scores, raise graduation rates, and improve students' chances of success in college.

The Black Educators Promise Initiative is designed to increase understanding, at Teach For America and within the education sector, of the resources and supports needed to best support Black teachers and bolster their presence in the education field. Supports include:

- New and enhanced recruitment activities at Historically Black Colleges and Universities
- Stipends for all incoming Black corps members and for Black third-year teachers who continue to teach at a school in a predominantly low-income community
- Additional financial supports for Black corps members, including funds to help cover the costs of certification and testing

"... Black teachers can be critical disruptors to our historically inequitable educational system and powerful role models and advocates for Black students and for all students. The BEP Initiative is helping ensure that Black students, and every student, can benefit from the unique value of having a Black teacher."

*- Tamila Gresham (Connecticut '09),
Senior Managing Director of Black Community Alliances*



30

YEARS OF TRANSFORMATIONAL LEARNING

In 1990, Teach For America launched with 489 corps members in New York, Los Angeles, Eastern North Carolina, South Louisiana, and rural Georgia. Thirty years later, we work in partnership with over 350 urban and rural communities nationwide and have a network of more than 62,000 corps members and alumni who work in more than 9,000 classrooms.

As we celebrate our 30th anniversary, we invite you to reflect on some of the milestones we've met on our path to achieving "One Day."

The History of Teach For America

1990-1994: A Movement Unfolding

- 1990 - Wendy Kopp launched Teach For America with 489 corps members
- 1993 - The federal government established AmeriCorps, with Teach For America as one of several charter programs
- 1994 - Corps members began to lead their own classrooms during summer training, rather than serving as student teachers

1995-2000: Building a Coalition

- 1995 - Created our National Board of Directors
- 1999 - National survey found 90% of principals rate corps members' teaching as "good" or "excellent"
- 2000 - Launched an ambitious five-year expansion plan to double the size of the corps and expand to more than 20 regions

2000-2013: Growing in Scale and Diversity

- 2002 - Students of the first corps members' kindergarten classrooms graduated from high school
- 2005 - Elisa Villanueva Beard is named COO
- 2007 - Wendy Kopp co-founded Teach For All with Brett Wigdortz, bringing our model to other countries facing educational injustices
- 2008 - Corps saw increased diversity; 29% of incoming corps members identify as people of color
- 2012 - TFA launched The Collective, a national association of alumni of color
- 2013 - TFA expanded from 22 to 48 regions, growing its network from 12,500 to 43,000 leaders while improving student outcomes each year

2013-2016: Adapting to Unique Local Contexts

- 2013 - First two corps members with Deferred Action for Childhood Arrivals (DACA) status began teaching
- 2014 - The number of Teach For America alumni leading schools or school systems reached 1,000
- 2014 - We continued to prioritize diversity as 50% of incoming corps members identify as people of color
- 2015 - Elisa Villanueva Beard is named CEO of Teach For America
- 2016 - We celebrated our 25th anniversary

2016-2020: Innovation and Collective Leadership

- 2017 - Published "Our Foundations," which included new core values and a revised Commitment to Diversity, Equity, and Inclusiveness
- 2017 - Introduced our "Theory of Leadership," which guides program and selection model evolutions in the coming years
- 2019 - Launched the Systems Learning Lab to explore the future of learning and grow our thinking and leadership capabilities
- 2020 - Kicked off the first virtual summer teacher training as well as an evolved selection model for prospective corps members
- 2020 - Named Barbara Logan Smith as Chief of Diversity, Equity, and Inclusion

An Expanding Network and Growing Impact:

Serving more than 50 regions and with more than 62,000 people in our alumni and corps member network, our focus has evolved from an emphasis on the individual to an emphasis on the network and collective leadership

Approximately 78 percent of alumni report working in jobs that impact education in low-income communities

14,900 alumni serve as classroom teachers

1,350 serve as school leaders

270 alumni serve in elected positions around the country, from state representatives to city council members to school board officials

Hundreds more are deeply engaged in policy, advocacy, organizing, and politics

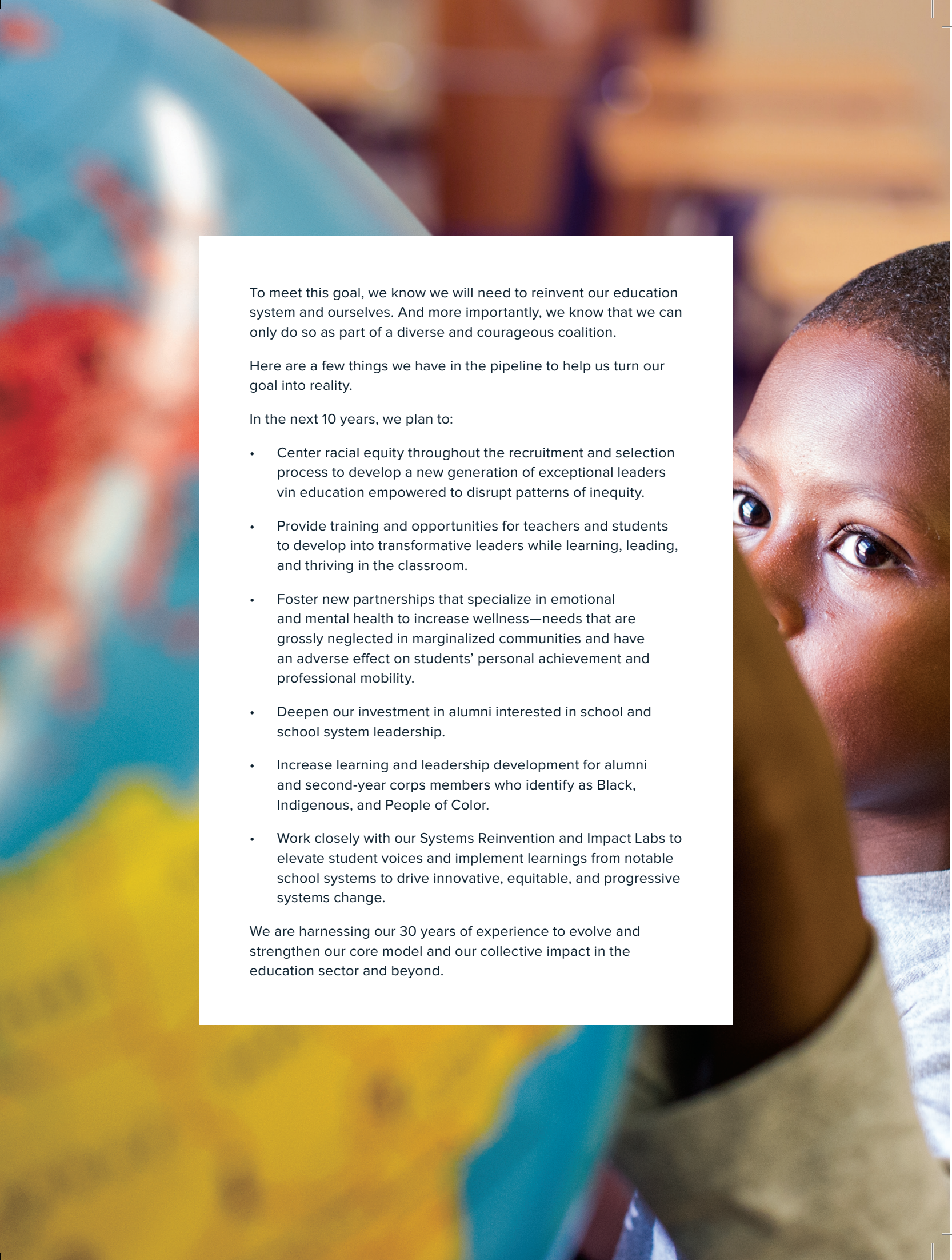
The impact of corps members and alumni at all levels of the education ecosystem is driving meaningful educational progress in communities across the country





Looking **10** Years Ahead

We're aiming for a new moonshot. By 2030, our goal is to double the number of students who are learning, leading, and thriving in the communities where we work. We will help students reach key educational milestones, indicating they are on a path to economic mobility and co-creating a future filled with possibility.



To meet this goal, we know we will need to reinvent our education system and ourselves. And more importantly, we know that we can only do so as part of a diverse and courageous coalition.

Here are a few things we have in the pipeline to help us turn our goal into reality.

In the next 10 years, we plan to:

- Center racial equity throughout the recruitment and selection process to develop a new generation of exceptional leaders in education empowered to disrupt patterns of inequity.
- Provide training and opportunities for teachers and students to develop into transformative leaders while learning, leading, and thriving in the classroom.
- Foster new partnerships that specialize in emotional and mental health to increase wellness—needs that are grossly neglected in marginalized communities and have an adverse effect on students' personal achievement and professional mobility.
- Deepen our investment in alumni interested in school and school system leadership.
- Increase learning and leadership development for alumni and second-year corps members who identify as Black, Indigenous, and People of Color.
- Work closely with our Systems Reinvention and Impact Labs to elevate student voices and implement learnings from notable school systems to drive innovative, equitable, and progressive systems change.

We are harnessing our 30 years of experience to evolve and strengthen our core model and our collective impact in the education sector and beyond.

Thank You to Our Donors

Teaching is among the greatest acts of leadership on the easiest of days. In 2020, we can all agree this past year was far from easy.

Amid a global pandemic and on the heels of national protests in the fight for racial equity, our students, families, corps members, alumni, and partners like you chose to show up and demonstrate courage when it was needed the most.

With your help, we were able to support and stand by our students, families, and educators to create a fundamentally different reality for the young people we serve at such a pivotal moment in history.

Teach For America is strengthened by the generosity of individuals, foundations, corporations, institutions, and partners who believe in education equity and excellence. As a powerful collective of exceptional, equity-oriented leaders who co-create with our students, families, and partners, we can create an education system that works for all.

Thank you for your continued support and contribution to our work and commitment to ensuring that One Day all children will have the opportunity to attain an excellent education.



Financials^(a)

Fiscal Year 2020

REVENUES, GAINS, AND OTHER SUPPORT	
Contributions	\$ 185,513,762
Grants & contracts	47,679,896
Fee for service	23,072,372
Special events	10,212,795
Interest and dividend income	7,084,602
Net appreciation (depreciation) in fair value of investments	21,214,588
Other revenue	3,415,327
Total revenues, gains, and other support	\$298,193,342
OPERATING EXPENSES	
Program Services:	
Corps member recruitment, selection and placement	54,639,363
Pre-service institute	34,209,522
Corps member professional development and other	97,414,494
Alumni affairs	31,178,024
Total program services	\$217,441,403
Supporting Services:	
Management and general	44,655,787
Fundraising	29,919,357
Total supporting services	\$74,575,144
Total operating expenses	\$292,016,547
Change in net assets	\$6,176,795
Net assets, beginning of year	400,120,701
Net assets, end of year	\$406,297,496

(a) All financial information was obtained from Teach For America's final audit report for the 2020 fiscal year starting June 2019 and ending May 2020.



YEAR

OF

IMPACTFUL

INNOVATIVE

EQUITABLE

EMPATHETIC

COLLABORATIVE

TRANSFORMATIONAL

LEARNING