

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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July 25, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman, J.D.

RE: STAFF BRIEF: TEACH FOR AMERICA: RESULTS, BEST PRACTICES, AND STATEWIDE GROWTH PLAN

Teach for America is a national nonprofit organization that recruits, selects, trains, and supports new teachers. The Teach for America organization states that it provides over 110 teachers in northwest New Mexico each year in Central Consolidated Schools, Gallup-McKinley County Public Schools; Zuni Public Schools, and Bureau of Indian Education schools. Because the Legislative Education Study Committee (LESC) has statutory authority for teacher preparation programs, the committee has heard presentations from Teach for America regarding its work in the 2009 and 2010 interims. Teach for America requested an opportunity to appear before the LESL in the 2011 interim to present its results, best practices, and statewide growth plan to the committee.

State Funding for Teach for America

To support its work in New Mexico, Teach for America has received a total of \$1.3 million since FY 09 from the General Fund for providing contractual services to the Public Education Department (PED) from allocations in the *General Appropriation Act* to PED for the Indian Education Fund for “a nonprofit organization that provides teaching support in schools with a high proportion of Native American students.” The allocations have been:

- \$500,000 for FY 09;
- \$400,000 for FY 10; and
- \$400,000 for FY 11.

Requirements for Alternative Teacher Licensure

Teach for America states that it recruits recent college graduates, graduate students and professionals from over 500 colleges and universities and a variety of career backgrounds. Corps members make a two year commitment to their teaching placements. Most corps members who do not already have a teaching license pursue alternative paths to teacher licensure during their engagement with Teach for America:

- Teach for America provides an intensive five-week summer pre-service training before corps members take their assigned teaching positions;
- throughout their two-year commitment, they receive one-on-one coaching from Teach for America program directors, as well as online support; and
- in partnership with the University of New Mexico, Western New Mexico University, and Santa Fe Community College, members complete statutory requirements for their New Mexico licensure.

In the 2011 regular session, legislation was enacted to amend the *School Personnel Act* to require PED to issue an alternative Level 1 license to a candidate with a baccalaureate degree who has received a passing score on a state-approved subject-area examination in the subject area of instruction related to the license, and who, within two years of beginning teaching, completes a minimum of 12 semester hours in teaching principles in a program approved by PED (SB 361, *Level One Teacher Licensure Alternatives* (Laws 2011, Chapter 36)). Previously, state law required completion of a minimum of 30 credit hours of undergraduate or graduate study in the subject area of the license. Testimony from representative of Teach for America indicated that the change would benefit corps members who had been prevented from receiving alternative licenses in New Mexico because they did not meet the 30 credit hour requirement.

Impact and Plans for Expansion: Teach For America



Who We Are

Teach For America is the national corps of outstanding recent college graduates who commit two years to teach in low-income communities and become life-long leaders for expanding educational opportunity.

Over 450,000 students reached across 40 regions

- More than 95 percent are people of color
- On average, students begin the year scoring at the 14th percentile against the national norm*
- Three regions currently serve over 14,000 Native students



9,200+ corps members and 25,000+ alumni

2011 Corps Statistics → over 50,000 applications for ~5,000 teaching positions

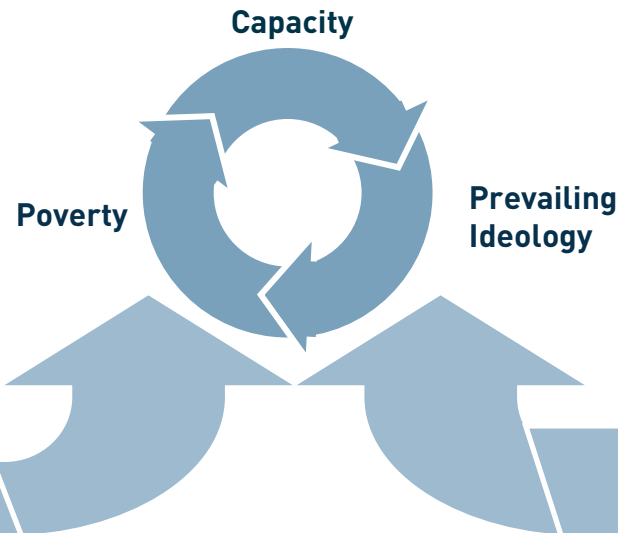
- Average GPA: 3.6
- Average SAT score: 1344
- 11% of all Ivy League seniors applied to TFA in 2009 (15% at Princeton and Yale, 13% at Harvard)
- 25% of Spelman's graduating class applied, and over 35% of African-Americans at Harvard applied as well

* Source: Mathematica Policy Research

Our Mission and Theory of Change

Our mission is to enlist our nation’s most promising future leaders in the movement to eliminate educational inequity.

Underlying Causes of the Problem



Our Theory of Change

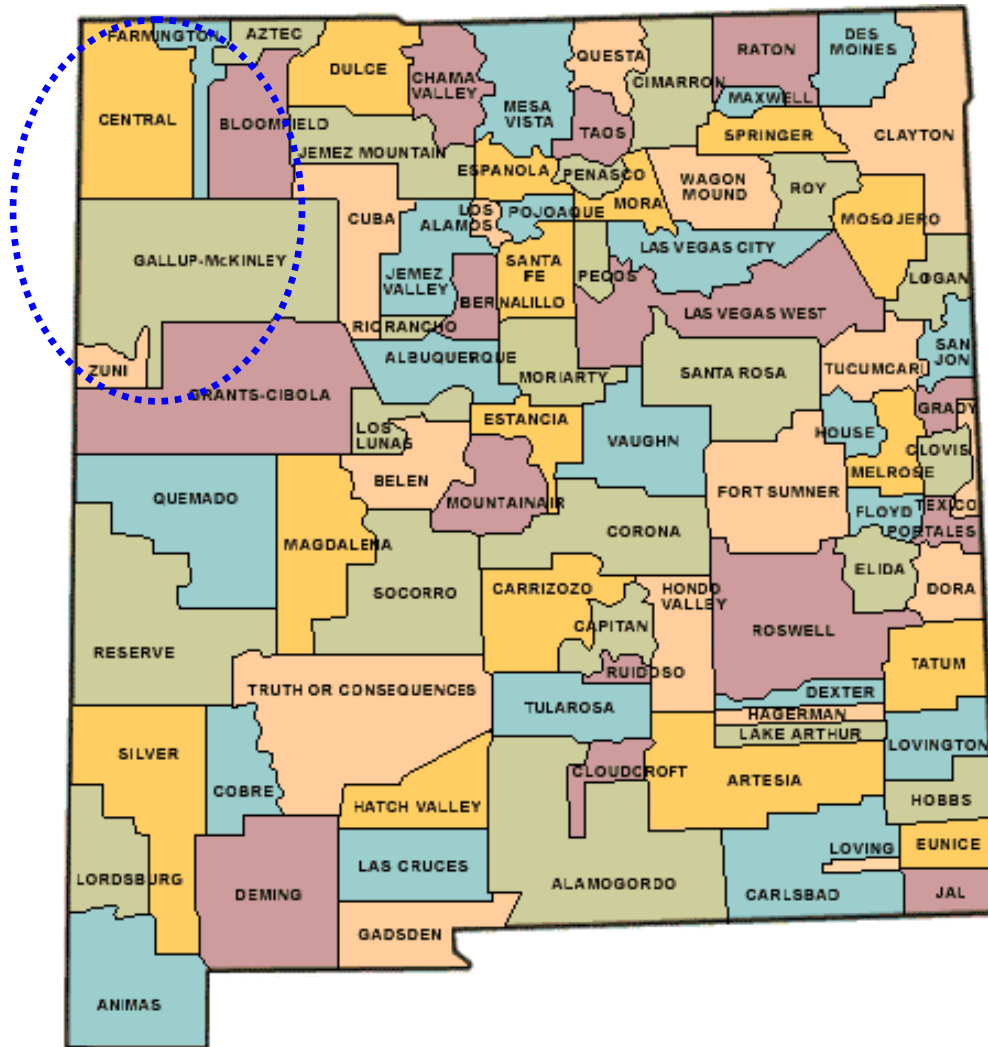
Recruit, select, prepare and develop outstanding recent graduates of all majors and career interests to commit two years to teach in urban and rural public schools – where they adopt a goal-oriented approach and go above and beyond traditional expectations to help students overcome the challenges of poverty despite the current capacity of the school system.

The experience of succeeding in the classroom transforms our corps members into outcome-oriented alumni agents of change on behalf of low-income students.

Alumni become leaders in education and across all sectors, attacking the challenges of poverty and building school system capacity.

Collectively, alumni contribute to changing the prevailing ideology by bringing hope about what is possible and perspective on what it will take to close the achievement gap.

Our current foundation



- **3 Counties:** San Juan, McKinley, Cibola
- **6 School Districts:** CCSD, GMCS, ZPS, GCCS, BIA, Laguna
- **3 College/University Partners:** UNM, WNMU, SFCC
- 2001 – Charter Year
- 450 brought in since 2001
- 7,000 students impacted in 2010
- Over 12,000 square miles
- 98% Native American
 - Navajo
 - Zuni
 - Acoma
 - Laguna
- Currently 100 Alumni across the state

Rigorous studies show that Teach For America teachers raise student achievement

- An intensive, [six-year study](#) of North Carolina's teachers found that Teach For America corps members were, on average, **more effective** than non-Teach For America teachers in **all subject areas**, and especially in math and science. The **positive impact of having a Teach For America teacher was two or three times that of having a teacher with three or more years of experience** relative to a new teacher.
- A [2010 study by the Tennessee State Board of Education](#) evaluated 40 college and university teacher preparation programs and found that **Teach For America was the only organization to train beginning teachers who led students to significant positive gains in every subject area**. On average, students in classrooms taught by Teach For America teachers scored higher than other students, including those taught by veteran teachers, in Reading, Science, and Social Studies.
- Teach For America would welcome a similar analysis of teacher impact in New Mexico. Teach For America teachers currently reach approximately 20% of Native American students in New Mexico public schools, helping to push the consistent statewide increase in Native achievement. Results from the 2010 New Mexico Standards Based Assessment show that **Teach For America's middle school teachers led students to average proficiency gains of 9 to 16 percent, compared to the statewide growth rate of 1 to 3 percent**.

The most rigorous studies consistently show that Teach For America teachers' impact exceeds that of both beginning and experienced teachers in the same schools.

Last year, four Teach For America teachers led their students to the greatest proficiency gains in the state

- In February 2011, the New Mexico Public Education Department analyzed results from the 2010 Standards Based Assessment (NMSBA) to identify the schools that made the most growth in the state in each subject and grade level. The PED recognized two schools in Teach For America's placement area for their tremendous growth. **In all four cases, the students' proficiency growth was the greatest in the state, and in all four cases, the students had a Teach For America teacher.**
- Amanda Markey, 11th Grade Math, Tse'Yi'Gai High School. Amanda's students grew from 0% proficient to 40.9% proficient in math, the most high school math growth in the state.
- Gwyn Raisner, 8th Grade English, Navajo Middle School. Gwyn's students grew from 24% proficient to 70.3% proficient in reading, the most 8th grade reading growth in the state.
- Kyle Guillet, 8th Grade Math, Navajo Middle School. Kyle's students grew from 18% proficient to 56.8% proficient in math, the most 8th grade math growth in the state.
- JT Erbaugh, 8th Grade Science, Navajo Middle School. JT's students grew from 20% proficient to 51.4% proficient in science, the most 8th grade science growth in the state.

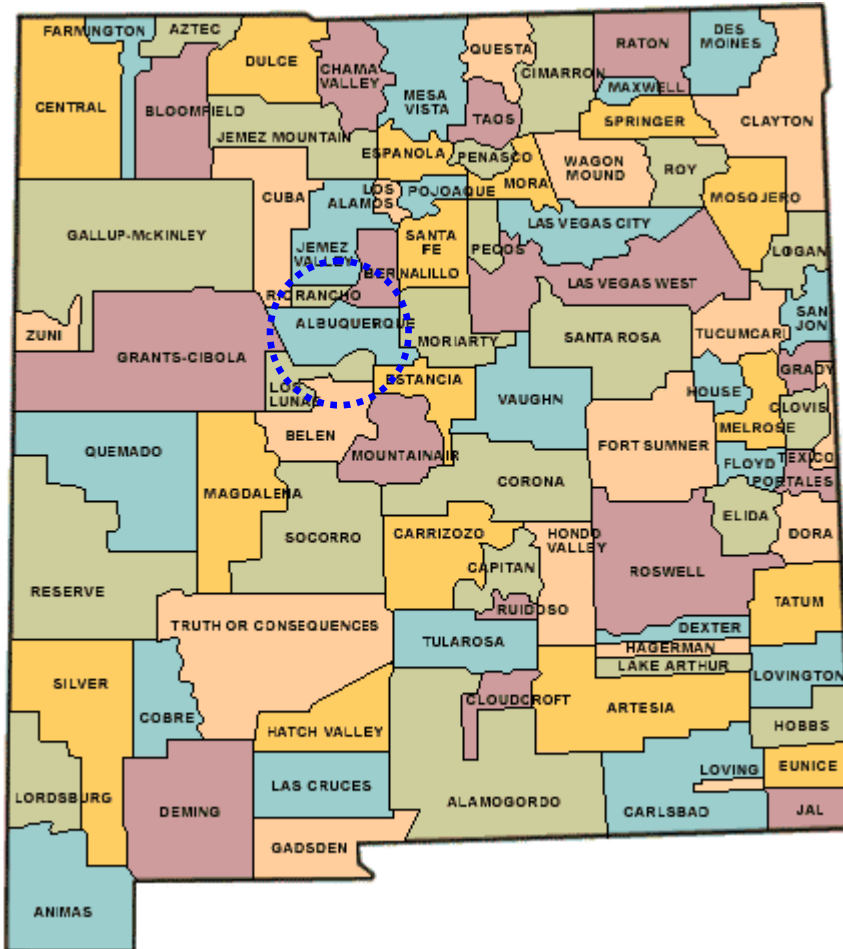
Data from the New Mexico Public Education Department shows that many of the most effective teachers in the state are Teach For America corps members.

Teach For America Teachers stay in education at a higher rate than other new teachers

- **Teach For America corps members are more likely than other new teachers to return for a second year of teaching.** Ninety-two percent of the 2008 corps returned for a second year of teaching. In contrast, about 82 percent of new teachers in low-income communities and 86 percent of all new teachers return for a second year.
- **Many alumni teach for a third year and beyond.** A recent study by researchers at Harvard University found that 61 percent of Teach For America corps members stay in teaching beyond the two-year commitment. Nearly half (48 percent) of Teach For America's 2008 corps members remained in New Mexico to teach for a third year.
- **The majority of Teach For America alumni remain in the education field.** Nearly two-thirds (63 percent) of alumni are in the field of education (including K-12 teaching). Nationally, approximately 460 alumni serve as principals, district leaders, charter school founders, superintendents, and chancellors.
- **100 Teach For America alumni are working across New Mexico today.** 57 are teaching in the Four Corners area, Albuquerque, Santa Fe, and Las Cruces. 67 continue to work in the education field.

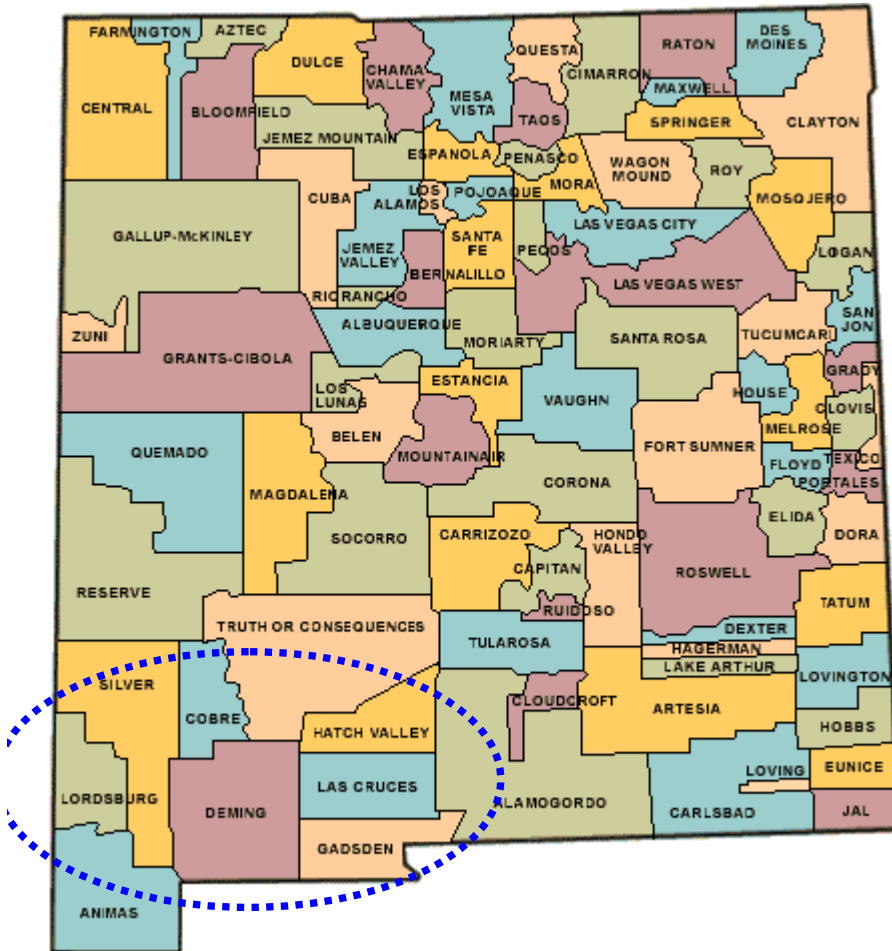
Teach For America strives to keep teachers in New Mexico, and data shows that corps members remain in teaching for two years at a higher rate than other new teachers.

Albuquerque; Proposed



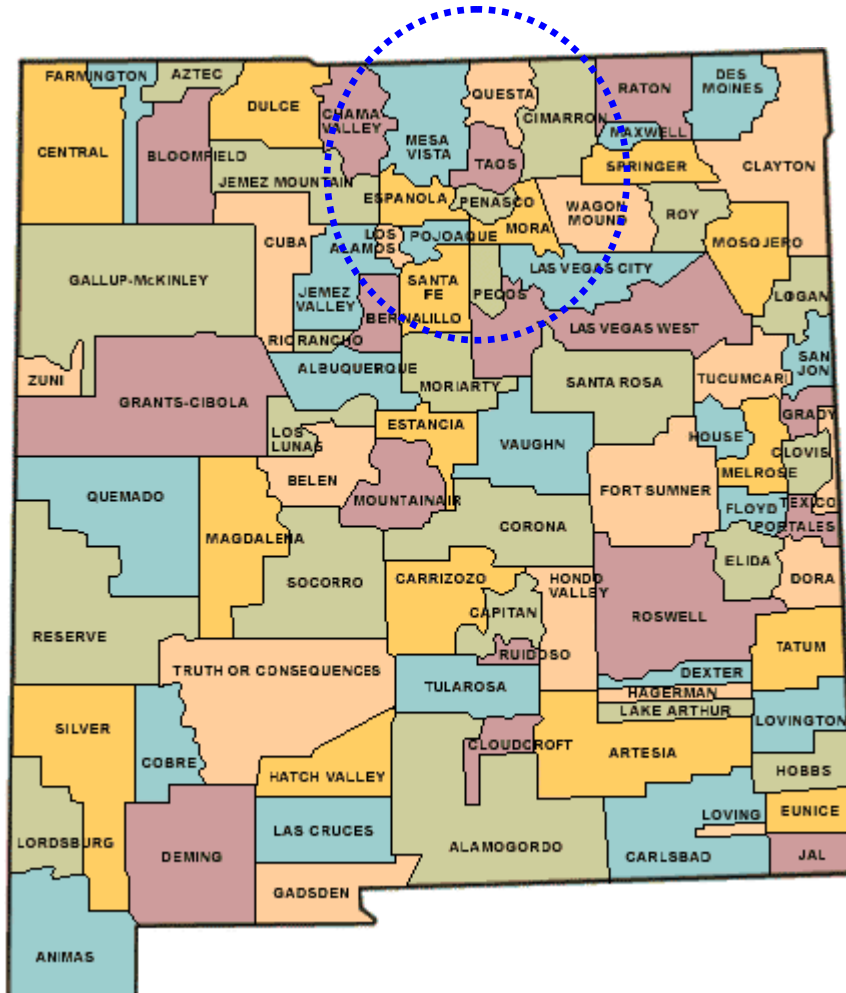
- 3 Counties: Bernalillo, Valencia
- 2 School Districts: Bernallilo, Albuquerque, Los Lunas
- College/University Partners: UNM

Las Cruces, Southern New Mexico; Proposed



- Counties: Dona Ana, Otero, Eddy
- School Districts: Las Cruces, Hatch Valley, Gadsden, Deming, Cobre, Silver, Lordsburg, Animas
- College/University Partners: NMSU

Santa Fe North; Proposed



- **Counties:** Santa Fe, Rio Arriba, Taos, Mora, Colfax, San Miguel
- **School Districts:** Santa Fe, Pojoaque, Espanola, Penasco, Mora, Las Vegas, Wagon Mound, Chama Valley, Mesa Vista, Taos, Questa, Cimarron, Maxwell, Springer, Raton
- **College/University Partners:** SFCC, NM Highlands

So what does this mean for kids?

- Tens of thousands of kids having access to highly effective in tough schools
- Adding leadership capacity across schools and sectors of New Mexico to focus
- To make dramatic progress towards closing the achievement gap
- Set up New Mexico as a national model for statewide intervention for teacher quality and effectiveness

Our Request

- This committee pass a resolution to recommend to the PED, the Governor and the Legislative Finance Committee to support and fund Teach For America expansion to serve New Mexico

New Mexico 2015 plan



In order to meet the unique needs of students growing up in poverty in our state and to develop a robust leadership pipeline of alumni working to effect lasting change, Teach For America will expand to 260 corps members across New Mexico by 2015.

	New Mexico 2015 plan				Notes
	2011-12	2012-13	2013-14	2014-15	
Corps members					
Four Corners	110	110	110	110	We will solidify our impact in the Four Corners.
Expansion Region #1	-	25	50	50	We propose opening regions in Las Cruces/Gadsden and Albuquerque for the 2012-13 school year, and a region in the Santa Fe area prior to the 2013-14 school year.
Expansion Region #2	-	25	50	50	
Expansion Region #3	-	-	25	50	
Total Corps Members	110	160	235	260	

Students Impacted	6,700	9,400	13,900	15,300	By 2015, we will reach 15% of all low-income students in New Mexico
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Alumni in New Mexico	100	110	160	240	Our alumni will provide a leadership pipeline and advocate for students from every sector
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Estimated Regional Budget	\$ 2,200,000	\$ 3,200,000	\$ 4,200,000	\$ 5,500,000	Our regional budget reflects the cost to recruit, select, train, and support our corps members and alumni
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Funding Sources					
State of New Mexico	\$ 400,000	\$ 1,700,000	\$ 2,150,000	\$ 3,000,000	The state will invest a total of \$6.85 million in effective teachers over the next three years
AmeriCorps	\$ 260,000	\$ 320,000	\$ 470,000	\$ 520,000	
Foundations	\$ 300,000	\$ 600,000	\$ 630,000	\$ 835,000	Community partners will provide crucial funds to help match the state's investment
Corporations/Individuals	\$ 75,000	\$ 200,000	\$ 250,000	\$ 365,000	
Districts	\$ 230,000	\$ 380,000	\$ 700,000	\$ 780,000	
National Subsidy	\$ 935,000	\$ -	\$ -	\$ -	
Total Funding	\$ 2,200,000	\$ 3,200,000	\$ 4,200,000	\$ 5,500,000	

Estimated Regional Expenses, FY10-12

The vast majority of our operating expenses are devoted to program related costs, including the recruitment, selection, training, and professional development of our teachers and alumni.

Our national administrative overhead costs are 18%, well below the non-profit sector standard of 25%.

This has earned our organization a four-star rating (****) – the highest distinction – from the highly regarded independent nonprofit rating company Charity Navigator for several consecutive years.

