



Teach For America – Texas Program Update, 2024-2025

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Note: This report offers an update to and makes multiple references to the prior reports filed with the Texas Education Agency in years 2016 - 2024.

1. Executive Summary

Vision, The Problem as we See It, Theory of Systemic Change, Mission & Approach

Teach For America works in partnership with communities across the country to expand educational opportunities for children. Founded in 1990, Teach For America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate. Today, Teach For America is a force of 70,000 alumni, corps members, and Ignite fellows working in pursuit of profound systemic change so that one day every child has an equal opportunity to learn, lead, thrive, and co-create a future filled with possibility.

In 2024-2025, over 300 new teachers joined approximately 5,200 alumni to create a network of nearly 5,500 leaders working inside and outside the classroom in pursuit of profound systemic change in Texas. Our network includes over 1,500 teachers; nearly 400 principals, assistant principals, and deans; and more than 110 senior school system leaders.

VISION

One day, all children in this nation will have the opportunity to attain an excellent education.

THE PROBLEM AS WE SEE IT

Potential is equally distributed across lines of race and class, but opportunity is not. Today in America, the circumstances of children's births are the largest predictor of the opportunities they have in life. Too many children lack access to a broad spectrum of resources and opportunities and attend schools that are not equipped to fully meet their needs. This disproportionately impacts children of color, who are more likely to be born into poverty, and who experience the additional burdens of low expectations and other biases in schools and other institutions.

Education is foundational to freedom and economic mobility, yet the public education system in our country was never designed to serve all kids. In fact, it was illegal or impossible for many children to even attend school when public schools in our country were first established. Even though access has expanded, it is still far from universally excellent. Our public education system, which has remained largely unchanged for 100 years, is not designed to give all students the opportunity to lead and shape the dynamic, global world into which they will graduate. Our students require a new set of tools and experiences in order to thrive - to pursue their purpose, to tackle increasingly complex challenges, and to co-create new possibilities for themselves and all of us.

OUR SYSTEMIC APPROACH

Expanding educational opportunity requires individual and collective leadership working from inside and outside of the education system. This is because solutions need to shift a complex

set of conditions.

Our mission and approach draw on our lessons about enduring system change, including the importance of:

- Proximity: sustained leadership close to the problem, creating examples of what's possible, learning and adapting lessons to new contexts
- Community leadership: solutions owned by communities, shaped by those most directly impacted by unfair educational opportunity and supported by many who share the conviction that access to an excellent education for all is vital, urgent and possible
- Broad, accountable coalitions: leaders from a range of backgrounds and perspectives, able to harness collective will and resources to impact the conditions necessary for systems change

OUR MISSION AND CORE CAPABILITIES

Teach For America finds, develops and supports extraordinary leaders to transform education and expand opportunity for all children.

Leveraging our national scale, we can deliver on our mission because of a specific set of core capabilities:

Talent sourcing: we recruit extraordinary, action-oriented leaders from all backgrounds, early in their careers. These leaders have demonstrated evidence of the values, mindsets and experiences necessary to have an outsized, positive impact on student learning and personal growth. We are proud of our track record of recruiting leaders from all academic majors, life experiences and backgrounds, united by a shared commitment to ensuring educational excellence for every child. For example, in 2024, over forty percent of corps members were teaching in a STEM placement, over forty percent were first in their family to attend college, and over fifty percent were people of color. Moreover, over the last decade, over 1,500 leaders joined the corps who were themselves taught by a Teach For America corps member when they were students.

Talent matching: focusing on community needs, we match the interests of these leaders - and the alumni they become - with high impact roles and opportunities to expand educational excellence for all students in and with local communities.

Talent development: we prepare and support these leaders to go beyond traditional expectations to advance the learning and personal growth of their students and help strengthen their schools. As they do so, they form deep connections and relationships with students, families, and fellow educators, which further strengthens their convictions and expands their perspective, knowledge and skill as educators, advocates and systems change leaders. We support this development by providing access to exceptional training, coaching and ongoing professional and leadership development rooted in research-backed approaches, and an unparalleled resource and support network. It is the sum of these experiences that lead to our

participants' tremendous growth as leaders and their commitment to work toward our vision throughout their lifetimes.

We apply these core capabilities to our current signature programs - the teaching corps and Ignite tutoring program - as well as through our work with alumni.

Our first regions in Texas, Houston, and the Rio Grande Valley, were founded in 1991; in 2009 we launched in Dallas and expanded into Fort Worth in 2010. Additionally, in 2010 we also launched in San Antonio. In the summer of 2019, TFA hired a full-time director to lead our efforts in Austin, which has a network of more than 900 alumni of our organization. In 2024-2025, the Teach For America network in Texas surpassed 5,800 members.

If the state is to reach the ambitious and deeply meaningful goals of our statewide higher education plan and our statewide public education plan, we need as much top human capital working in education as possible.

Our unique role: There are many important efforts happening to address the injustices facing America's children growing up in poverty, and we strive to be a key partner among many. Teach For America contributes additional leaders to the growing movement to end educational inequity. Our commitment starts with developing teacher leaders who offer their students the opportunity to attain an excellent education and continues through the work our alumni pursue across education and related fields. We drive change through leadership, ultimately with and for the sake of our students, both inside and outside the classroom. We believe that this is a unique and important role to play and our efforts, alongside many others, will enable us to reach our vision of educational excellence and equity in our lifetime.

Our Teacher Pipeline Program Model

For over thirty years, Teach For America's admissions process, training program, and ongoing professional development have created a corps of teachers who positively impact student achievement. Research shows that Teach For America's impact extends to other areas that are crucial to achieving educational excellence.

To achieve this impact, TFA has had to evolve over time. The big challenge we have been tackling for the past three years is how we respond to the rapidly changing world in which we operate, while remaining centered on the ultimate goal of ensuring students have access to the education they want and deserve.

One way we are evolving is by taking the best practices from our TFA network and the teacher preparation field, and scaling that in a consistent way. This improvement ensures that every TFA corps member experiences the same highly effective, cohesive training program. The new program model builds from this consistent foundation of research-tested teacher training while allowing for customization to ensure TFA teachers are supported in their individual learning and mental wellness needs, all centered on the needs of their students and local communities.

About ten years ago, TFA decentralized its teacher preparation program to allow it to be more responsive to local environments. While this change allowed our program to be localized, which had benefits, it also led to inefficiencies in our work and inconsistent variations in corps members' experiences. As we evolve TFA's teacher preparation and support program for current student needs, we are drawing from what we learned has worked and what hasn't in former program models, while modernizing and digitizing our program overall.

Each incoming corps member is assigned a Managing Director, Leadership Development (MD, LD), whom they work with from the time they accept their offer with Teach For America until they complete their corps commitment. The Managing Director, Leadership Development is an experienced leadership coach who steward corps members through their corps experience. Every MD, LD will support 15-20 incoming corps members and 25-30 current corps members and will be dually managed by both our national program team and regional executive directors to maintain alignment with our national program while being steeped in local context.

The corps member co-creates an individual learning plan with their leadership development partner (MD, LD). The learning plan is developed from a foundation of live and on-demand learning experiences that include individual and group learning opportunities aligned to cutting-edge research on what is required for students to learn, lead and thrive in the 21st century. TFA Leadership Development partners will be experts on all the resources available to the corps members and help guide the creation of their learning plans that will best position each corps member to grow as anti-racist classroom leaders in their communities.

As has been the case, corps members will continue to have a coach (the MD, LD) responsible for their development and impact as teachers. The MD, LD will visit corps member classrooms; help corps members understand their students' learning outcomes and experience; support their reflection; and connect them with the strongest resources to drive their learning and increase their skill and impact. These coaches will work closely with TFA partner schools, collaborating with school leadership to ensure that our teachers have the support they need to have a positive and meaningful impact with their students.

In addition to their learning plans, corps members will have access to the following support:

- **Credentialing Support:** Necessary teaching credentials to ensure they can teach on day one and throughout their two years.
- **Hiring Support:** Support to ensure corps members are hired into teaching roles that sit at the intersection of their strengths and interests and the needs of our partner schools and communities.
- **Pre-Service Training:** Research tested pre-service training to prepare them to enter their classroom.
- **Instructional Coaching:** As needed, 1:1 instructional coaching experts in their grade and/or content area through our partnership with Better Lesson.

- **Digital Resources:** Access to an internal digital platform with instructional resources as well as the entire Better Lesson Connect platform of resources, tools, and workshops.
- **Group Learning Experiences:** Two virtual and one in-person group learning experiences alongside CMs from across other regions to deepen their skills, connections, and conviction towards One Day.
- **AmeriCorps Award:** While Teach For America advocates for increased teacher pay to help make the teaching profession a financially feasible option for professionals, TFA also endeavors to provide direct financial awards to corps members. Most corps members are eligible to enroll in AmeriCorps and, as such, are eligible for AmeriCorps education awards totaling over \$13,000 (which can be applied to past or future educational expenses).
- **Alumni Network:** Access to an alumni network of over 60,000, equipped to support CMs as they plan their path to contribute to One Day after their corps commitment.

Our updated program and support model aims to collect and use data from three main areas to inform our work throughout the year: classroom conditions, teacher practice, and student achievement data. As part of this, we are scaling two tools, the CLASS Teachstone teacher rubric and Cultivate student surveys, which will allow us to better understand how our teachers are growing in core pedagogy skills, as well as how students are experiencing their classrooms with corps members. Having this information at the enterprise-wide level will allow us to tailor and design our work to accelerate our progress and go further and faster. We also plan to expand our data-sharing agreements with partner schools in order to better support student and educator growth.

Timeline of Activities

Figure 1 highlights the timeline of activities described in this report:

Figure 1: Timeline of Activities

Activity	Period
Yearly (minimum) stakeholder meetings with superintendents, heads of human resources/human capital in all partner districts (establishing expectations for partnership)	- Summer/Fall 2024 - Ongoing
Back to school meetings with principals at partner campuses (setting shared expectations, with focus on key retention strategies)	Fall 2024
Ongoing stakeholder meetings with principals at partner campuses (progress updates regarding individual teachers on campus)	Ongoing, as necessary
Coordination with alternative certification providers to streamline program services between alternative certification and TFA where appropriate	Summer/Fall 2024
Open door policy for TFA sponsored professional development events for partner district personnel	Ongoing, depending on regional PD schedules
Update relevant employment data for TFA alumni in Texas	- Ongoing, as necessary - Yearly, Summer 2025
Launched teacher support cohorts, fellowships, and programs in each TFA region in Texas (not all cohorts available in all regions, further detailed beginning on page 10)	- Spring/Summer/Fall 2024 - Ongoing into Spring 2025
- Redesigned staff roles and responsibilities in various ways to focus on supporting teacher retention, including: - Extending TFA professional development coaching and support that typically ends at the end of year 2 of teaching to year 3 + teachers who opt in (San Antonio, RGV, Dallas and Houston)	- Summer 2024 redesign, for 2024-2025 school year - Summer 2025 redesign, for 2025-2026 school year
Articulating our overall cost model for preparing new teachers, including funding sources	Spring/Summer 2025
Updating comparisons between TFA retention rates and retention rates for other new teachers in low-income communities	Spring/Summer 2025

Summary of Activities

The activities we pursued to meet the expectations of our appropriation can generally be divided into those that are common across our five Texas regions, and those that were pursued specifically in a single Texas region. The specific initiatives that each regional operation pursued are described in further detail below, in the “Region-Specific Activities” portion of Section 2: Efforts to Improve Retention in Public Education

2. Efforts to Improve Retention in Public Education

Statewide Activities

In the 2024-2025 school year, there are a variety of activities happening across our organization in Texas that are aimed at increasing the retention of members of Teach For America in the teaching profession, and in the field of K-12 public education. Some of these activities are happening across Texas, and some of these activities occur in one or more of our regional placement sites.

1. **Ongoing Meetings with Superintendents/Human Resource Directors in Partner Districts:** In each of our regional placement sites, we conduct ongoing meetings with the lead teams of our partner districts. These meetings typically happen at minimum on a yearly basis to establish and or confirm the baseline expectations for our partnership, as well as cover key areas of focus in a given academic year. These conversations include consideration of the retention of Teach For America members through the end of their first two years, beyond year two and transitions to positions of leadership or administration at the campus or district level. These engagements set the tone for the nature of engagement at the campus level through the school year.
2. **Ongoing meetings with Campus Principals/Administrators:** As part of our redesigned program model, our coaching roles (MDLDs) conduct conversations with campus principals or a designated administrator at a minimum at the start and end of the school year. Similar to engagement at the district level, this is an opportunity to establish or confirm baseline expectations for our support of Teach For America members on a given campus, including a division of responsibilities between campus staff and Teach For America staff. These campus-level meetings establish a partnership of support with campus administration that is informed by the ongoing progress and performance of Teach For America members on that campus. These conversations are the basis for aligning across our organizations on the topic of the factors that could be influencing a member of Teach For America to complete their two year commitment, remain for a third year and beyond or depart the teaching position or the campus for some reason – and in these instances, strategizing where possible to ensure retention.
3. **Coordination with Educator Preparation Programs:** Given that a majority of the members of Teach For America are not certified educators when they apply to our program, they must pursue alternative certification and secure their probationary teacher certification through their participation in an Educator Preparation Program (EPP) authorized to certify educators by the State Board of Educator Certification (SBEC). In the 2023 – 2024 school year, we partnered with

multiple non-profit EPPs: Southern Methodist University, ACT-RGV, Houston ISD Alternative Certification Program, University of Texas at Arlington, and Teaching Excellence. Given the requirements of each EPP in Texas, each regional office of Teach For America works with the relevant partner EPP to coordinate activities required and delivered by the EPP and activities required and delivered by Teach For America. The intent of this coordination is to prevent, as much as possible, duplication of requirements to streamline the professional development expectations of these new teachers. Because most members of Teach For America successfully complete their alternative certification program requirements in their first year of teaching and receive their standard certificate before their second year of teaching, this coordination most significantly impacts our first-year teaching cohorts. Emerging research as well as anecdotal evidence does show that teachers who are fully certified have a higher retention rate in the teaching profession.

4. **Open Door Policy for Teach For America Professional Development:** Increasingly, we are working to share the professional development opportunities that are required and delivered by Teach For America as optional activities for other teachers in a region or partner district. We believe this is one way in which we can strengthen the networks between members of Teach For America and other teachers on a campus or in a district and is rooted in a belief that the strength of those networks can have a real impact on the retention of our members on a campus or in a district. Teach For America offers Continuing Professional Education credits to participants.

One example is the annual Mindful Educator Summit hosted in the Rio Grande Valley. The half day event is open to any educator in the region. The goal is to provide opportunities for educators to reconnect with their passion to become an educator and leave feeling renewed and recommitted to their profession. We have grown from 30 to 60 attendees representing many different school districts in just the initial two years of this event.

5. **School Leadership Development:** We support aspiring and current school campus leaders by offering our 6-month School Leadership Learning Lab (SLLL) to our alumni across the state. This cohort learning experience supports approximately 250 campus leaders to develop leadership skills, build their understanding of extraordinary learning, and become stronger community-centered advocates. The cohort participates in virtual and in-person learning spaces, including school visits to Texas schools exemplifying excellent, transformative, 21st century educational opportunities for all students. Ultimately, TFA Texas hopes the SLLL will help catalyze a cohort of leaders that are reimagining classrooms and campuses that better meet student needs now and in the future.
6. We also offered **School Leader Coaching** to alumni school leaders across the state. We piloted this program with ten school leaders receiving 1:1 leadership coaching offered by certified leadership coaches. Each participant received a leadership inventory and detailed debrief, along

with five 60-minute virtual coaching sessions. Sessions were scheduled flexibly to accommodate school leader's preferences. This coaching was available to TFA alumni in Texas working full-time in pre-K – 12 campus leadership roles. The participants reported incredibly high levels of satisfaction with the program, and many reported that the coaching directly supported their mental health and sustainability in their role.

7. In response to the needs of our alumni network, we organized two separate **TFA Texas Schools to Learn From** school visits to high-performing, innovative schools in Texas. In total, thirty TFA alumni attended these two visits to schools in Dallas (Prestonwood Montessori and Solar Preparatory Academy for Girls) and Houston (Rodriguez Elementary and YES Prep Southwest). The visits allowed teachers and campus leaders the opportunity to meet with leadership teams, observe classroom instruction and school culture, and debrief the observations with one another. Participants were able to make connections between what they observed and learned and their home campuses and walk away with ideas and actions to take to improve the experience for all students on their home campuses.

Additionally, we supported alumni school leaders across the state by connecting them with additional high-impact leadership programs and opportunities for development. We recruited and financially sponsored 16 alumni to attend Deloitte Courageous Principals Academy, 5 aspiring school leaders to attend TFA's Aspiring Latinx Leadership Institute, and 5 school leaders to attend TFA's Principal Retreat. Our alumni reported high levels of satisfaction with these programs, with several sharing that the development they received was among the best they have experienced in their educational careers.

8. **Principal Pipeline Recruitment:** We focus our efforts on preparing, positioning, and developing our alumni to become high-quality school leaders. We support alumni in entering principal preparation programs, help them identify and obtain mid-level and school leader roles, and then offer on-on-one coaching and professional development. We collaborate with established programs primarily in Texas to increase the number of alumni in school leadership pipelines (SMU, University of Texas, University of Texas in Arlington, Rice University, and Columbia University). We build the pool of candidates to enter school leadership pipelines through local alumni by executing one-on-one prospecting meetings, holding medium-sized events, and providing application/coaching workshops.
 - a. *University Partner Info Sessions:* Virtual events where we share with alumni how having a principal certification can be an incredible advantage as it is required by traditional public schools and most often than not, preferred by charters as well. We partnered with the universities mentioned above to funnel alumni and 2cms into their programs and negotiated benefits exclusive to network members to make obtaining this certification more accessible. The benefits vary by program/partnership, but they range from discounted tuition to application waivers. TFA-Texas also provides a one-time, \$450 tuition scholarship to incentivize network members to join programs and make the

endeavor more affordable. At the info sessions, network members: learn of the unique program benefits available to them; network with the program director; understand how to submit a competitive application; and learn how the Texas Alumni Team can support them in the application process. We hosted 5 info sessions:

- i. TFA x SMU
 - ii. TFA x Rice University
 - iii. TFA x Columbia University
 - iv. TFA x The University of Texas
 - v. TFA x The University of Texas in Arlington
 - b. *Explore School Leadership*: Virtual event where alumni and 2CMs who are interested in learning more about school leadership positions attend a virtual panel and hear from, ask questions, and network with alumni in these roles. The panel addresses the pathways to school leadership and how to become a competitive candidate for these roles.
9. **School Systems Executive Coaching**: During the 2024-2025 school year, we provided free, 1:1 leadership coaching to TFA alumni in Texas serving in school systems. Twenty-eight alumni participated in the 3–6-month program, which included six 60-minute virtual coaching sessions. Sessions were scheduled flexibly to accommodate bi-weekly or monthly preferences. This exclusive coaching was available to TFA alumni in Texas working full-time in pre-K – 12 systems leadership roles, aiming to develop actionable strategies and gain valuable leadership insights.
10. **Texas Education Symposium**: Teach For America Texas hosted the second annual Texas Education Symposium in Austin with over 110 community members and TFA alumni. Our symposium provided opportunities for the Texas education community to hear from statewide policy leaders including State Representative Brad Buckley and State Board of Education Member Staci Childs. Participants engaged in leadership development through policy priorities and personal storytelling, dug deep into statewide STAAR data to learn about trends in student achievement with Texas 2036, and expanded their knowledge of teacher pipeline innovations with The Commit Partnership, Teach Plus and former State Senator Larry Taylor.

Region Specific Activities

Regions have developed and implemented a variety of activities to promote retention in teaching and education among current corps members and alumni.

Dallas – Fort Worth

At Teach For America Dallas-Fort Worth, our North Star states that by 2030, twice as many children in communities where we work will meet college readiness standards. Our approach centers around Community Impact Zones, allowing us to concentrate our efforts in close partnership with schools, teachers, and the community while tailoring strategies to each zone’s unique context.

Each Community Impact Zone had dedicated staff members to continue supporting our corps members and alumni. Our focus lies in offering responsive, targeted coaching, development, and opportunities for our corps members and alumni by collaborating with, learning from, and understanding the unique strengths, histories, contexts, and needs of each zone.

We prioritize empowering alumni within school and school systems by providing expertise, establishing pipelines & partnerships, and removing barriers to their impact. During the 2023-2024 school year, we offered personalized one-on-one coaching, leadership development programs, and sponsored opportunities, equipping our alumni with the skills and knowledge to drive their own learning and career advancement within schools and school systems. Targeted initiatives include:

1. **Rising Alumni Summer Fellowship:** Led a 6-week Summer Fellowship for corps members & early-career alumni educators working in part-time, paid positions at various mission-aligned organizations throughout DFW. Fellows gain insights into the challenges in the DFW landscape and the organizations/people that are working to expand opportunities for kids and improve our communities.
2. **School Leader Networking:** To support our alumni school leaders in building connections with one another, we hosted our School Leader Dinner at the conclusion of the 2023-24 school year. This dinner celebrated the incredible work of our alumni school leaders and provided an opportunity for them to connect and build relationships with one another. We hope this event will sustain our school leaders by providing them with connections and lifelines, which are so important in the work they do.
3. **School Systems Leadership:** To increase the footprint of alumni in school and school systems leadership, we use a multifaceted approach that includes targeted outreach, resume collection drives, and strong partnerships which connect alumni with district leadership to interview leadership opportunities. In addition to these strategies, we held our second School Systems Leaders Academy, an 8-month professional development series for emerging leaders who wish to increase the impact in K-12 school systems in Texas.

Houston

In Houston, we organize our support around District Community Hubs; staff are charged with partnering with school districts and communities to support district transformation. Additionally, they partner with schools and teachers to support school and classroom transformation. All this is done by leveraging the talent and resources of the TFA network. Further, the Network Learning & Innovation Hub drives engagement, innovation, learning, and collective leadership amongst the TFA network and like-minded peers. The Networks Learning and Innovation Hub expanded opportunities for students by researching, prototyping, and designing experiences and programs for teachers and alumni in partnership with the District Community Hubs that find solutions to reimagine the future of learning.

1. Corps Member Professional Development

- a. Corps members received a series of choice-based small group sessions that focused on “back to basics” teaching pedagogy, culturally responsive pedagogy, trauma informed practices, wellness, career readiness and leadership development.
- b. Corps members attend two full day Saturday professional development experiences geared towards the following purpose: “To regroup us in our purpose as educators, engage in self-care that will further spark our passion and serve the Houston community. Our network of leaders will explore the assets and inequities found within our communities and collaborate as we boldly reimagine what is possible for education in our city.” They learned firsthand in partnership with the following organizations: Houston Food Bank, Westbury Community Garden, 8 million Stories, Nora’s Home, The Central American Minors Working Group, Kids in Need of Defense, and the Houston Immigration Legal Services Collaborative.
- c. Second Year Corps Members engage in a year of learning experience called presentations of learning. Presentations of Learning are an opportunity for our second-year corps members to authentically articulate their impact and reflect on their experience with Teach For America Houston through storytelling. Grounding in TFA’s Theory of Leadership, it is a time for corps members to reflect on their personal and collective journey, proudly share stories of change, and make a commitment to continued change efforts in the future.
- d. Incoming corps members attend a series of virtual webinars with alumni, local organizations, and current corps members to learn about teaching in Houston, summer preservice, the path to alumni-hood, financial literacy, and wellness as an educator.
- e. Summer Preservice was reconvened in person in partnership with Houston Independent School District and Promise Ready Schools. Purpose: Corps Members will be equipped as aspiring anti-racist educators to lead relevant, rigorous, inclusive, and supportive classrooms. We desire to build a corps experience that prepares you to provide your students with an informed high-quality education that prioritizes connection and curriculum. Furthermore, it is inspiring and equipping you to pursue a life-time commitment to advancing educational equity and excellence.
- f. We launched the Ignite Fellowship, which connects college students who serve as tutors with students across 8 elementary and middle schools in Houston. All students showed growth in both key academic markers and social emotional markers in Spring semester.

2. Alumni Professional Development:

- a. We steered our local network towards national programming through our new online portal called Docebo that focused on effectively engaging and educating students online or in a hybrid environment. We revised our Houston Hub to support alumni seeking career support such as resume workshops and open roles. We partnered with the National Team to launch TFA Connect where partners and alumni can create profiles and connect with current roles across several sectors including social innovation.
- b. We successfully brought our signature and executed our signature Headshots & Coffee series to Houston for the second time. In this digital era, we know it’s more important than ever to have a strong, professional brand online. To that end, we increased the number of slots we had available for alumni from 60 to 82 and all were filled. Specifically, we were able to get 6082 alumni from all sectors, predominantly schools and schools-systems, to get a professional headshot to aid in their career acceleration. This event was also helpful in reconnecting with our base and gathering updated data for them to serve them in a better, more targeted way.

- c. We hosted our first Learn & Play series in Houston this year as part of our initiative to engage Houston alumni. This series blended learning and creativity. The first Learn & Play event was Sparks of Insight; an event where alumni heard an insightful update on the Texas legislative session from Good Reason Houston CEO, Cary Wright (Mississippi Delta '09) and then tapped into their creative sides as they designed their very own candle. The event had a maximum capacity of 30, and all 30 slots were filled. The second event in this series was Solve & Serve. During this event, alumni learned how to design and customize an AI tool to their own needs and then played pickleball. We engaged 21 alumni through this initiative.

Rio Grande Valley

Mindful Educator Summit

- Continued to offer our Mindful Educator Summit which provided space for our alumni and other educators to recharge, connect, and be inspired.
- The overall purpose of the Summit is to support and retain local educators.
- We celebrated our alumni with headshots, wellness workshops, coffee, lunch, and appreciation.
- We selected workshop sessions focused on mindfulness and wellness. Educators were able to choose sessions that aligned with their needs. The goal was for educators to feel re-energized, refreshed and connected to others through providing professional development opportunities unlike others they have received.
- We also opened the space to educators from outside our network. The aim was to provide space to connect with other educators who are motivated by similar values and create connections outside of their school building.

Key Takeaways:

The need for educators to connect and take care of themselves remained prevalent during this year's summit. We increased our attendance to over 60 attendees. We heard positive feedback that they enjoyed this time out from their daily routine to be with other educators, to reflect, and think about their personal reasons behind their commitment to education. Participants really appreciated the sessions we provided and workshops available to them. Our attendees took full advantage of the headshots and networking.

Opportunities to Connect Alumni

- Cafe, Conchas and Careers- we hosted several topic-based meetups throughout the school year. These meetings were a great way for alumni and corps members to connect with the alumni board, discover how the board could support them, and enjoy coffee, sweet bread and good conversation.
- Social media- our monthly alumni Instagram takeovers were popular ways to spotlight our alumni and create opportunities for connections among alumni. Our alumni Facebook group provides an easy-to-use space for alumni to share resources and ideas with each other.
- Volunteering- we hosted a volunteer experience for the MLK Day of Service spearheaded by alumni, and we also invited our current corps members. People came out of motivation to volunteer but gained new connections in the process.
- Taquiza- our annual fall picnic which together our alumni across the region and across corps years for food and socializing. The event is very inclusive for families which makes it a unique

opportunity for people to tap into the TFA network in the middle of their busy lives.

- Teacher Appreciation Week- we hosted small coffee pickups in multiple locations throughout the region. We invited any campus-based staff to come and grab a beverage after school.

Key Takeaways

Alumni most often know other alumni if they were in the same TFA corps or work together. These connections are strong but limit the power of our network. We continued some of the communication channels to build connections but also continued to offer smaller in-person opportunities for alumni to meet other alumni. The goal was to provide casual, low-pressure ways to meet other alumni. The combination of different opportunities meant we could appeal to different alumni and also provide multiple opportunities knowing that schedules vary and often make it difficult for people to attend things. We will continue to provide a variety of spaces which are not too difficult to coordinate and provide the support of other alumni.

Alumni Board

- The 2024-2025 school year was the 11th year for our alumni board. Our 14 members met every other month to chart the course for serving our local network of 200+ alumni.
- We continued a model with a board chair and two committee chairs, to lead our board. The staff liaison met monthly with the board leadership to support the execution of board plans.
- The leadership development committee continued to execute on key programming for alumni and corps members aimed at career development and support. We held our second Mindful Educator Summit, engaging over 60 educators in our region.
- The community building committee continued its focus on building a strong culture between our alumni network and improving communications.

Key Takeaways:

Continuity of the board and leadership team allowed for a stronger start to the year. Based on the learnings from last year, the board devoted significant planning time to the Mindful Educator Summit. The result was a much more complex event, higher attendance, and smoother logistics.

Targeted Activities for 2nd Year Teachers:

- Our coaches ran a series of group learning experiences for all our second-year corps members. They focused on how to integrate student and community feedback into their instructional approach.
- Once again meetings were strategically conducted with all second-year teachers by our coaching staff given their proximity to the corps members relationally. The information was then consolidated and used to strategically map and plan out transition pieces for our 2nd year CMs for the following year and we were able to create a comprehensive transition plan and conversation for our second-year teachers this year.
- During these transition conversations and meetings, our staff make connections with people and resources that can be useful and influential in keeping our rising alumni in the field of education. Additionally, these conversations are informative in that they provide us feedback on our programming structures, experiences of people in different schools and districts and overall sentiment regarding teaching and school employment for the long term – all of which we

use to inform our programs in the coming year.

- Our staff coaches with support from alumni put on the Cafe, Conchas, and Careers Series targeted for our 2nd year teachers. They focused on personal values and discerning a career of impact aligned with one's strengths. The series connected corps members with other alumni and those in the community through an independent research component. The training sequence concluded with a session on how they can continue to connect to the TFA network in the future as alumni.

Key Takeaways:

We have some successful strategies which have been honed over time to support the transition of our 2nd year corps members into the next phase of their time with TFA as alumni. Our coaches, alumni board, and other alumni all provide different supports which are differentiated by the needs of the corps members. We are aware of the many demands of teachers, so we integrate support from alumni into the ongoing group learning experiences this year, so they are not a separate meeting. We also increase our digital resources each year so we will ensure our 2nd year corps members are aware of these as they plan out their next steps.

Programs and Events

- The Rural School Leadership Academy prepares current and aspiring school leaders to lead public schools in rural communities. Three alumni participated in this program during the 2024-2025 school year.
- As Teach For America has expanded its career development resources, we have seen a need to inform our alumni about the resources available. We communicated about these to our alumni via our monthly email newsletter and on social media.
- Regional Pre-Service: we recruited solely from our alumni to serve in regional summer staff roles. We hired alumni to serve as instructional coaches, facilitators, and in an operational role. We provided alumni with training this past spring which also sharpens their instructional knowledge and can prepare them for additional responsibilities on their campuses.

Key Takeaways:

Through collaboration with others throughout Texas and the entire Teach For America network, we can provide increasingly differentiated support to alumni. Specifically, we focus on providing programs for each key group of educators from teachers to aspiring school leaders to aspiring school systems leaders. Alumni who participate have had very positive experiences and become strong advocates for the program which allows us to recruit participants in the future. This year, we are putting together our full list of offerings at the start of the year to ensure we can get the information out in a more proactive way to our alumni educators.

San Antonio

Corps Member Professional Development

- Corps members participated in a robust set of professional development opportunities designed to strengthen their teaching practice, deepen their community connections, and grow their leadership:

Saturday Professional Development Sessions

- Corps members attended two full-day Saturday sessions focused on building their capacity to use data to inform instruction and to reflect deeply on student outcomes to improve pedagogy.

Second-Year Capstone Experience

- Second-year corps members engaged in a year-long learning experience that culminated in capstone projects. Grounded in Teach For America's Theory of Leadership, they collaborated with community partners—including Raise Your Hand Texas, Leadership for Educational Equity, and New Politics—to design solutions to systemic challenges in education.

Leadership Walks

- Corps members and alumni visited two exemplary SAISD schools, where they observed strong school cultures and learned directly from school leaders. These visits helped deepen their vision for their own leadership in education.

Dinner with TFA Leadership

- Corps members and alumni gathered for dinner with TFA leadership, including the regional executive director, the senior managing director of leadership development, and the vice president of leadership development. This event provided space to reflect on their leadership journeys while building authentic relationships in community and providing feedback to organizational decision makers.

Social Gatherings and *Familias*

- In 2024–25, we launched the Familia program, which intentionally integrated alumni into corps member social events. Familia leads participated in network events such as Friendsgiving and our holiday *Tamalada*, creating meaningful opportunities for corps members to connect with alumni and receive ongoing mentorship and support in their leadership development.

Alumni Engagement

We planned three alumni engagement events for our alumni to connect, network, and expand their professional networks. At the start of the year, we hosted our Back-to-School Fall Festival, bringing together our alumni and current corps members to celebrate the start of the school year. We also shared information about our statewide programming (School Leadership Learning Lab, School Leader Coaching, Executive Coaching, Schools to Learn From, etc.) In March, we hosted our Headshots and Coffee event geared to support alumni considering career transitions. At this event, we invite alumni to receive a free professional headshot and enjoy coffee and breakfast tacos as they network with other alumni and deepen their professional relationships. At the end of the year, we celebrated the kick-off to Fiesta with an alumni and corps member gathering. This event encouraged alumni and corps member networking and fostered a sense of community as we celebrated the end of another successful school year.

Deeper Community Engagement

1. Teach For America continued the Ignite program, which connects college students who serve as tutors with students across elementary and middle schools in San Antonio.
2. In 2024-25, we served 5 schools in SAISD. We had 124 Fellows and served 248 students. All students showed growth in both key academic markers and social emotional markers over the course of the year.

Austin

In 2024-25, the Austin team focused on building relationships among our network, providing excellent learning opportunities to our alumni and continuing our work of coalition building across the state. We continued to work side by side with our regional board to engage our community members.

Teach For America Austin Alumni board

Our Teach For America Austin Alumni Board had another successful year with 16 members actively participating on the board. We continued the model of having a single board chair with three sub-committees. The board met each month to plan a variety of social, networking, and learning opportunities for our alumni network in Austin. Additionally, the board played a key role in supporting other regional events such as our SxSwEDU event and our Central Texas Education Symposium. The board supported five signature events. These include:

1. **Back to School Event:** This event was hosted at a TFA alum's home. The host is a longtime supporter of our alumni board, was pivotal in the development of Austin as a region and is the Founder and Superintendent of Austin Achieve Public Schools. He opened his home to our network last fall and hosted our back-to-school event where nearly 40 alumni came to meet one another, get to know the board members, and learn about our program and network in Austin.
2. **Holiday Party:** Our signature event of the school year was hosted this year at the EF Tours Austin office. Thanks to the support of EF Tours, our network was able to come together to celebrate the Holidays again this year.
3. **Headshots & Coffee:** We once again held our successful Headshots & Coffee series in Austin. For the second year in a row, we were thrilled to be able to offer free, professional headshots to nearly 30 alumni from all sectors, as a way to aid their career acceleration. This event was also an excellent networking event for our alumni and offered a great opportunity for alumni to meet and reconnect with others in our network.
4. **SxSw EDU Networking Event:** For over 15 years, Teach For America Austin has hosted an annual networking event to connect Austin area alumni to Teach For America alumni across the country in town for SXSWEDU. This year over 150 Teach For America alumni attended the networking event allowing Austin alumni to learn about learning opportunities and for others to learn about opportunities available in Austin.

5. **Teacher Appreciation Event:** Each year we celebrate our TFA alumni teachers in Austin during Teacher Appreciation Week. This year, we provided our alumni teachers with gift cards to show our appreciation for their hard work. Alumni teachers were able to use gift cards at a variety of shops and retailers. We look forward to continuing to appreciate our teachers this year, and to focusing on our new corps members in Austin.

1. Appendices

A. Financial Data (2024-2025)

Note: An overview of our financial model and key definitions are included in our prior report to the Texas Education Agency, November 2016¹.

Our FY2025 ended on May 31, 2025. Data on sources of funds and expenditures are up to date as of August 21, 2025, and represent preliminary actuals, which may shift as we complete our audit process.

Texas FY25 (June 1, 2024 - May 31, 2025)

	FY25 12+0 Hard Close
FUNDRAISING	
TOTAL LOCAL REVENUE	20,235,031
RESERVE DRAW	612,525
UNRESTRICTED TFA ANNUAL FUND	6,415,214
TOTAL REVENUE	27,262,770
EXPENSES	
Corps Member Line of Impact	15,294,904
Ignite Line of Impact	1,950,856
Alumni Line of Impact	1,868,784
Community Partnerships and Innovation	1,372,696
Total Program Expenses	20,487,240
Management & General	3,154,289
Fundraising	3,621,238
Total Support Expenses	6,775,527
TOTAL EXPENSES	27,262,767

¹ <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539611216>, p.33-37

B. Performance Measures (2024-2025)

1. Number of first- and second-year corps member participants in the targeted areas of Houston, the Rio Grande Valley, San Antonio, and the Dallas/Fort Worth Metroplex area schools, specified by school year and public school district or charter campus to which they are assigned.
 - a. 236 members in the 2023 cohort
 - b. 323 members in the 2024 cohort
 - c. Note: Table with district/charter assignment located below.
2. Percent and number of participating corps members provided guidance, resources, and mentoring as appropriate by local contact.
 - a. 100%/236 members of the 2023 cohort
 - b. 100%/323 members of the 2024 cohort
3. Average number of hours per week that a participating corps member receives in research-based mentoring from TFA staff or local school district.
 - a. 1.5 hours per week
4. Percent and number of TFA corps members who are placed in Math, Science, or Bilingual/ESL courses in each of the targeted areas.
 - a. Dallas – Fort Worth:
 - i. Math: 29/140 (21%)
 - ii. Science: 24/140 (17%)
 - iii. Bilingual/ESL: 7/140 (7%)
 - b. Houston:
 - i. Math: 32/220 (16%)
 - ii. Science: 44/220 (20%)
 - iii. Bilingual/ESL: 9/220 (9%)
 - c. Rio Grande Valley:
 - i. Math: 10/76 (13%)
 - ii. Science: 15/76 (20%)
 - iii. Bilingual/ESL: 1/76 (1%)
 - d. San Antonio:
 - i. Math: 4/67 (6%)
 - ii. Science: 14/67 (21%)
 - iii. Bilingual/ESL: 2/67 (3%)
5. Percent and number of recruits that complete the specific program/training in Math, Science, or Bilingual/ESL in Houston area schools.
 - a. Math: 82/232 (35%)
 - b. Science: 98/232 (42%)
 - c. Bilingual/ESL: 99/232 (43%)
6. Percent and number of recruits that complete a specific program/training in Math, Science, or Bilingual/ESL in Rio Grande Valley area schools.
 - a. Math: 12/54 (22%)
 - b. Science: 16/54 (27%)
 - c. Bilingual/ESL: 17/54 (31%)
7. Percent and number of recruits that complete a specific program/training in Math, Science, or Bilingual/ESL in Dallas/Fort Worth Metroplex area schools.
 - a. Math: 53/127 (42%)
 - b. Science: 60/127 (47%)
 - c. Bilingual/ESL: 40/127 (31%)

8. Percent and number of recruits that complete a specific program/training in Math, Science, or Bilingual/ESL in San Antonio area schools.
 - a. Math: 24/90 (27%)
 - b. Science: 16/54 (30%)
 - c. Bilingual/ESL: 22/90 (24%)
9. Retention rate of TFA corps members placed in Houston, the Rio Grande Valley, San Antonio, and the Dallas/Fort Worth Metroplex area.
 - a. Dallas – Fort Worth: 87%
 - b. Houston: 87%
 - c. Rio Grande Valley: 94%
 - d. San Antonio: 78%
10. Percent of students served by TFA corps members who demonstrate student achievement in Math, Science, and Bilingual/ESL (if applicable) in each of the targeted areas.
 - a. Math STAAR
 - i. Approaches+ = 58%
 - ii. Meets+ = 29%
 - iii. Masters = 11%
 - b. Science STAAR
 - i. Approaches+ = 66%
 - ii. Meets+ = 32%
 - iii. Masters = 6%
 - c. Bilingual STAAR
 - i. N/A given student level data masking
11. Aggregated data on the percentage of economically disadvantaged students served by TFA corps members demonstrate improvement in student achievement in each of the targeted areas.
 - a. Note: Teach for America cannot differentiate student achievement data based on students' economic status due to student level data masking; since we do focus our partnership with districts and schools on low-income students as a rule, we are reporting on the aggregate achievement of all students.
 - b. Math STAAR
 - i. Approaches+ = 58%
 - ii. Meets+ = 29%
 - iii. Masters = 11%
 - c. Science STAAR
 - i. Approaches+ = 66%
 - ii. Meets+ = 32%
 - iii. Masters = 6%
 - d. Bilingual STAAR
 - i. N/A given student level data masking
12. Percent of corps members who earned a State of Texas Teaching Certificate after the second year in each of the targeted areas.
 - a. 76%
13. Percentage of principals who rate their level of satisfaction with TFA corps members' performance above average or higher.
 - a. 88%
14. Percent and number comparison between the target and actual numbers of TFA corps members recruited and placed in the Rio Grande Valley, Houston, San Antonio, and Dallas/Fort Worth Metroplex. All TX: 286/326 (88%)

- a. Austin: 25/22 (114%)
 - b. DFW: 82/90 (91%)
 - c. HOU: 110/124 (89%)
 - d. RGV: 28/45 (62%)
 - e. SAN: 41/45 (88%)
15. Number of Teach for America graduates in the state who are employed by a public school district or charter, by school year. Include length of service, job title, district or charter campus of current employment, and district or charter campus to which the graduate was initially assigned.
- a. 2,657, additional detail available in [Appendix D](#)
16. Number of Teach for America graduates in the state who are no longer employed by a public school district or charter, and length of service. Provide reason for leaving public school employment as applicable based on available data surveys and rate of response.
- a. 2,493, additional detail in [Appendix E](#)
 - b. Note: of the total, 27% of records do not currently have recent survey response. These individuals are noted as “No Active Record”
17. Demographic information on Teach for America first- and second-year corps members and graduates to include birthdate, gender, race/ethnicity, institution of higher education where undergraduate degree was earned, undergraduate major, and the educator preparation program enrolled in.
- a. 5,887, additional detail in [Appendix F](#) (559) & [Appendix G](#) (5,328)

C. LEA Partners (2024-2025)

2024-2025 Dallas - Fort Worth District/Charter Partners	Teachers
Dallas ISD	46
Fort Worth ISD	34
KIPP Texas Public Schools	3
Richardson ISD	12
Rocketship Education – Tarrant County	1
Uplift Education	1

2024-2025 Houston District/Charter Partners	Teachers
Aldine ISD	52
Baker Ripley	7
Etoile Academy	5
Houston ISD	66
IDEA Public Schools	4
KIPP Texas Public Schools	46
YES Prep Public Schools	40

2024-2025 Rio Grande Valley District/Charter Partners	Teachers
Donna ISD	4
Edcouch Elsa ISD	3
Harlingen CISD	24
IDEA Public Schools	3
McAllen ISD	8
Pharr - San Juan - Alamo ISD	10
Point Isabel ISD	3
Rio Grande City Grulla ISD	6
Roma ISD	3
San Benito CISD	7
Santa Rosa ISD	1
Vanguard Academy Network	4

2024-2025 San Antonio District/Charter Partners	Teachers
Essence Prep	2
IDEA Public Schools	2
KIPP Texas Public Schools	5
San Antonio ISD	57
South San Antonio ISD	1