



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

MEMORANDUM

TO: The Honorable Members of the State Board of Education

FROM: Janet Barresi

DATE: March 25, 2014

SUBJECT: Teach For America – Oklahoma Annual Report

Teach For America will present the 2013-2014 Oklahoma Annual Review.

JCB/ey

Attachments



2013-2014
OKLAHOMA
ANNUAL REVIEW

TEACHFORAMERICA

TEACH FOR AMERICA • OKLAHOMA
2013-14



Teaching more than
22,295 students
in **84** schools

174 in Tulsa
169 in Oklahoma City

34% of Oklahoma City and
17% of Tulsa corps members are teaching
science or math, and nationally TFA is a top provider
of STEM teachers in low-income communities
15% of Oklahoma City and
22% of Tulsa corps members are teaching
in early childhood classrooms

And teaching in our region's
highest-need subject areas:

OKLAHOMA CORPS MEMBERS JOIN **11,200** OF THEIR PEERS IN **48** REGIONS

Among all TFA corps members:
39% received a Pell Grant
39% identify as people of color
27% are first in family to attend college

CORPS MEMBERS FROM OKLAHOMA UNIVERSITIES 2013-14 SCHOOL YEAR

University of Oklahoma - 20	Oklahoma Baptist University - 2	Oklahoma Christian University - 1
University of Tulsa - 6	Oklahoma City University - 1	Oklahoma Wesleyan University - 1
Oklahoma State University - 10	Oral Roberts University - 2	

I come from a low-income background. Growing up, I never thought that I could become the first-generation college student that I did. Now, I am humbled to stand up for children like me each day. And I am inspired by those standing with me:



Our corps members, who have traveled from across the country to tirelessly commit their time and talents to Oklahoma's children.
Our partner school districts and fellow teachers, who constantly push forward in an imperfect environment that demands more from them each day.
Our alumni, who lead schools, school systems, nonprofits, and—in vast majority—classrooms towards change.
Our staff, non-stop problem-solvers devoted to making sure we improve daily so that students continue to learn.
Our board, supporters, and community partners, a tremendous group of people who give their time and resources to help us ensure that all kids in Oklahoma get an excellent education.

But most of all I am in awe of the students themselves. The challenges of poverty are tremendous—transportation issues, lack of resources, prevailing ideology that tells them all the things they "can't" do. Despite the obstacles, our students come to school, ask thought-provoking questions, dive into great literary works, and apply what they learn to real-world situations. They not only engage with rigorous content, they thrive in it and defy every expectation.

In partnership with our students, we continue to fight to change entire classrooms, which will in turn transform whole schools—schools that will provide students, without exception, an outstanding education and create healthy, vibrant communities.

The beginning of our fifth school year in Oklahoma leaves me inspired by what we have accomplished, encouraged by what's possible in years to come, and steadied by the work we still have to do. I believe that together and in our lifetimes, we will provide excellent educational opportunities to all of our children. In this annual review you will learn more about our accomplishments, approaches, and future aspirations. Thank you for your partnership, dedication, and inspiration.

In solidarity,

Janet Levitt

Lance Tackett
Executive Director
Teach For America-Oklahoma

Teach For America • Oklahoma

Regional Advisory Board

Janet Levitt, co-chair (Tulsa) Dean and Dean John Rogers Endowed Chair, University of Tulsa College of Law	Tom Adelson Manager, Viridian Ventures	Frank Murphy Executive Chairman, Innovation Controls	Talia Shaulit Chief Human Capital Officer, Tulsa Public Schools
Ken Levitt, co-chair (Tulsa) Executive Director, George Kaiser Family Foundation	Alan Armstrong President and Chief Executive Officer, Williams	Xavier Neira Director, Manhattan Construction	Renzi Stone Chairman and Chief Executive Officer, Soxum
Bob Ross, chair (OKC) President and Chief Executive Officer, Inasmuch Foundation	Susan Edwards Community Volunteer	Stacy Schusterman Co-Chair, Charles and Lynn Schusterman Family Foundation	Darton Zink President and Chief Executive Officer, Zecco Inc., Trustee, The John Steele Zink Foundation
	Jenny Love Meyer Vice President of Communications, Love's Travel Stops & Country Stores	Samson Energy Company	

Becoming A Corps Member

CORPS MEMBER TRAINING & DEVELOPMENT

100+ Hours

Before corps members ever arrive in Oklahoma, they spend time learning about content pedagogy, race, class, and our local communities.

8 Weeks

Of on-the-ground training begins when corps members arrive in Oklahoma, including:

500+ HOURS

of development aligned to our Teaching As Leadership framework, teaching summer school students in Oklahoma, and engaging with the communities where they will teach.

Ongoing Support

Corps members complete an additional

100+ HOURS

of tailored professional development each year during their first and second year of teaching, plus they have:

24/7 ACCESS

to their MTL for support and guidance.

24/7 ACCESS

to TFA's national corps member and alumni website with resources including video examples, a resource exchange, and content-specific dialogue groups.

The Most Promising Leaders



Ahou Vaziri knows what it's like to lead by example. Growing up, her immigrant parents worked seven jobs to provide a better life for her family. And when they moved Ahou to Plano Public Schools in eighth grade, she quickly realized she was far behind her classmates.

But Ahou also knows how to persevere. Through hard work she caught up, made it to and through college, and joined TFA to teach at Clinton Middle School in west Tulsa. Today, she oversees TFA's recruitment efforts within Oklahoma.

In the seven-month TFA application window, Ahou will hold 250 information sessions for more than 1,000 students, conduct 400 one-on-one prospect meetings, and send more than 3,000 emails. All of Ahou's tireless recruitment efforts will likely result in at least 42 recruits who meet our selective admissions criteria and are committed to changing things for kids.

"My charge is to find individuals from Oklahoma's colleges and universities who possess a unique set of leadership attributes that we know correlate to success in the classroom," says Ahou.

She will speak to prospects about the challenges facing our education system and our children, and the potential that exists to overcome them—a potential she knows so well. She will look for attributes that include a proven record of achievement, grit in the face of obstacles, and organizational and critical thinking skills.

Ahou will also look for men and women with diverse backgrounds, particularly those who—like her—share common backgrounds with the students we teach. Because, as she knows, the lessons gained from that firsthand experience make her an ideal role model for students and a great champion for Teach For America.

Selecting for Success

In 2013, 57,000 applicants

14% admitted to the corps

180 selected to teach with Teach For America • Oklahoma

IN 2011 AND 2012, TFA WAS RANKED AS ONE OF

THE TOP 10 TOUGHEST JOB INTERVIEWS

(ACROSS ALL SECTORS) BY CLASSROOM.COM.

Institute: A Veteran's Viewpoint



"I have been a schoolteacher for 19 years, but this summer was the first (hopefully of many) that I had the honor of working as a faculty adviser with Teach For America at the summer institute in Tulsa.

Universally, the corps members I met were passionate, positive, and dedicated. They went out of the way to make a connection with their students' families. Their students felt they had a voice.

This was in part due to the way TFA prepared their corps members. Corps members learned from day one that the more prepared they were, the more successful and productive their day would be. They were very open to new ideas and techniques to improve their lessons, and we always kept the lines of communication open via daily feedback meetings after school.

There is an old saying that it takes a village to raise a child. TFA takes this axiom to heart. They realize teaching is more than curriculum and lectures: it takes loving each student, reaching out to families, and community involvement to nurture a child's life, leading to a lifelong love for learning.

I teach at a school that receives no federal funds and has very few students of color. Institute confirmed within me a desire to do whatever necessary to reach students from all socioeconomic and cultural backgrounds."

—Michael Stokely is a library media specialist with Carnegie Elementary School in Tulsa. He is one of 160 veteran teachers who observe and provide coaching and feedback to incoming corps members and who also receive professional development from TFA during the summer institute.

Perpetual Preparation



After up to nine weeks and more than 500 hours of intensive summer training, teaching, and coaching, our new corps members find themselves in the fall at the front of a classroom of their own. But they aren't alone.

Enter Feluke Olorunnisola, one of our 12 managers of teacher leadership development (MTLDs). It's a big title, and an equally big job. MTLDs are veteran educators who now educate, mentor, and coach corps members—developing them into empowered leaders who are prepared to give their students the knowledge and skills necessary to access the college or career of their choice.

MTLDs are available morning, noon, and night for the 20-30 corps members they each support. The hardest part of their job is trying to balance it in their lives, but for MTLDs—who were also successful at teaching children growing up in poverty—it's a labor of love.

Every week, the MTLDs come together to identify trends in classrooms and student data. They design training sessions to address those trends. Corps members commit about one evening every week to attend the resulting professional development workshops, which cover subjects such as designing engaging and rigorous lessons, partnering with families, managing student practice, and diversity and inclusion. Corps members also join monthly content or grade-level meetings and all-day professional development Saturdays led by TFA staff. In total, corps members spend more than 100 hours on TFA-led professional development during the school year to further ensure their success as teachers and to deepen their long-term commitment to ending educational inequality.

Teaching As Leadership

Individuals who join TFA receive intensive training and support based on the Teaching As Leadership framework, designed to build mind-sets, knowledge, and skills essential for highly effective teachers in high-need communities. These corps members' reflections demonstrate the key principles of leadership they learn:



Set Big Goals

Before school began, Matthew Craig (Oklahoma '11) set the following goal for his students:

"At the end of the year, 100 percent of my students will pass the Oklahoma End of Instruction Exam for Algebra I with a score of proficient or advanced."
But he soon realized that goal was pretty lofty. Most of his students were academically far behind. Many hadn't had a math teacher through the entirety of middle school. In spite of those challenges, he was determined. Not only was passing the exam a requirement for graduation, but succeeding in algebra would open the door to more challenging math courses in high school and broader college and career options after graduation.

During the 2010-11 school year, before any corps members arrived, the Algebra I school pass rate was 41 percent. At the end of the 2010-2011 school year, this increased to 87 percent. And 100 percent of Mr. Craig's students scored proficient and nearly half scored at the advanced level.

Invest in Students & Their Families

"Students come to the classroom with a history that explains them, protects them, and unfortunately sometimes inhibits them from achieving their true potential. Success is not held with only the teacher. Success comes from a broad coalition of people understanding and investing in our students, their lives, and their communities.

TFA instilled in me the ideology of working alongside families and communities. By the end of the year, thanks to that, my students changed dramatically. My students grew more than 64 percent in mastery of both reading and math content. These were huge gains for a single year and couldn't have been accomplished without the dedication of the students and their families."

- Wwendy Zavala (Oklahoma '12), Stand Wylie Elementary School, Oklahoma City

Plan Purposefully

"My four-year-old students were academically behind, particularly in language and vocabulary. Rather than words, my students relied on gestures and physical outbursts to communicate. In response, I planned a series of intensive lessons that taught my students to conceptualize their classmates as family members and extract their thoughts into productive communication. Now at closing circle each day, students nominate peers whose actions embody family values and use their increasingly sophisticated vocabulary to communicate.

The level of intentionality of planning inside a pre-K classroom is far beyond what most would expect. I thought strategically about how to infuse carefully selected and increasingly sophisticated words into planned interactions that would engage students and provoke their thinking. Each element of the classroom is a connection to the world, and how I make these connections in every moment of the day requires immense preparation."

- Ashley Raber (Oklahoma '12), Martin Luther King Elementary, Oklahoma City

Continually Increase Effectiveness

"When we began, only one of my 25 second graders tested on grade level and behavior seemed to be a tremendous obstacle to overcome. However, in a single quarter, my students achieved .7 years of growth. Four of my students made half of a year's worth of reading growth in a single month.

One of the keys to this growth was continually—daily—reflecting on my practice and identifying specific actions I could take to drive measurable student achievement. When I needed support identifying the change I needed to make, I videotaped myself teaching and sought feedback from fellow teachers and my MTL. I assessed my students weekly and dove into this data to determine what each individual student needed. Our goals were so big and the stakes so high we couldn't afford to waste a single minute. My students and I challenged each other to work harder, longer, and more efficiently every day."

- Angelina Molina (Oklahoma '12), Bodine Elementary School, Oklahoma City

Work Relentlessly

"Each day after athletics practice, I tutored students from 6:00 - 7:30 p.m. For the first semester, we focused mostly on doing schoolwork and studying for end-of-year exams. In the spring, we transitioned to applications for college and scholarships. Twenty-three of my students went directly to college after high school. Of them, 21 are now in their second year of college. Statistically, if they make it through this year they will most likely finish college. While I care about end-of-year exam scores, I also care about life-changing events. Working relentlessly means doing whatever it takes to convince students they are worth their dreams."

- Sarah Peterson (Oklahoma '11), currently teaching at Nathan Hale High School, Tulsa



DURING THE
2012-13
SCHOOL YEAR,
ON AVERAGE,
STUDENTS IN OUR
CORPS MEMBERS'
CLASSROOMS
GREW
1.4 years
IN ONE
ACADEMIC YEAR.

Lighting the Path to College

In 2012, Lighthouse Academies (LHA)—already a successful charter network serving low-income communities in other states—partnered with our community to start a school in the heart of north Tulsa. They opened their doors on day one to kids from pre-K through fifth grade, but will ultimately grow to accommodate middle and high school students as well.

To find a principal for their new school, LHA called home Jamila McArthur. Jamila grew up in Clinton and Norman and earned her B.A. from the University of Oklahoma. In 2005, she joined TFA and moved to Los Angeles where she taught elementary school for four years in south Los Angeles before joining the Mayor's Partnership of Los Angeles to mentor teachers in curriculum and classroom management. After, Jamila worked as a math intervention specialist, instructional support director, and later as an assistant principal with KIPP LA. When LHA presented her with the opportunity, she was excited to come home.

A fellow alum, Mary Jean O'Walley (Oklahoma Corps '09) helped ready the way, leading a team of TFA alumni to develop the original charter for the school, recruit students, and establish partnerships with organizations including the Arts & Humanities Council and the Dream Center.

"It was such an exciting time to come back to Oklahoma," says Jamila. "As a committed advocate for an excellent public education for all students, opening the school in my home state was an opportunity to show what OK students are made of — how brilliant they are."

As excited and optimistic as she was, Jamila says she was shocked at how far behind her Tulsa students were. Jamila and her team of 18 inaugural teachers—more than half of whom were TFA alumni—created individualized instruction, focused on college readiness, encouraged parental involvement, and instituted longer school days. In that first year, LHA's fourth graders grew nearly 2.5 years in reading. Some children grew 11 reading levels in one year. On end-of-year exams, 70-80 percent of LHA students scored proficient or advanced on their state tests—results on par with Tulsa's top elementary schools.

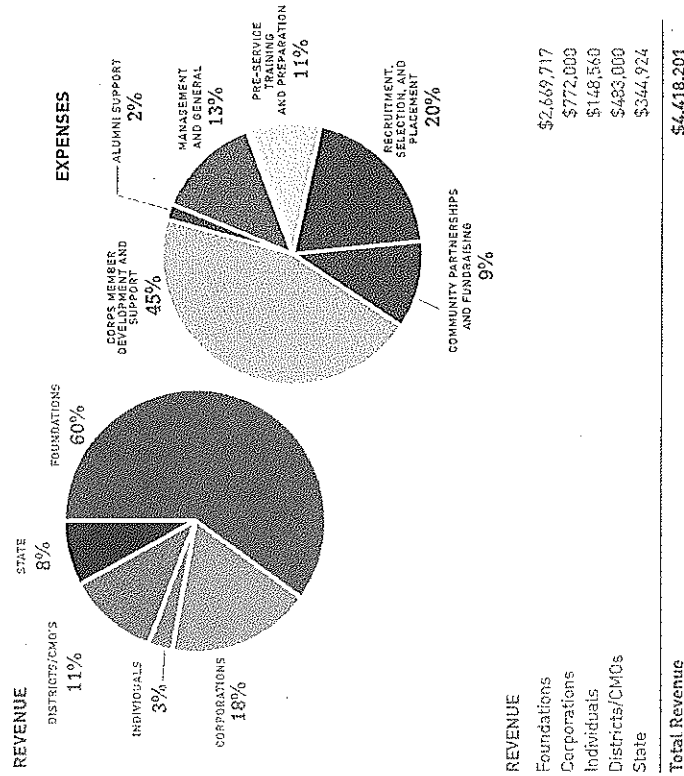
Jamila says the many TFA connections at the school helped make it so successful.

"Being a part of Teach For America brings a dedication and upbringing belief that children can and will succeed," says Jamila. "We don't make excuses for children. We don't want to hear excuses about parents or homework. Learning is a constant. It's non-negotiable."

And the team is constantly working to improve. Every week, LHA's director of instruction sits down with every teacher to look at each individual student's progress, scores, and personal and academic growth. They use that information to tailor instruction for each student. Parents are kept informed weekly as part of the school's "home partnership" approach to teaching. There are no shortcuts or magic. It's a tremendous amount of hard work, tenacity, and a "whatever it takes" attitude within every staff member that makes the model work.

LHA now has a waitlist of nearly 200 kids. If the success they've achieved thus far is any indication, many years of LHA students will be on an excellent path to a college and career of their choice.

Financial Year-In-Review (October 1, 2012 – May 31, 2013)*



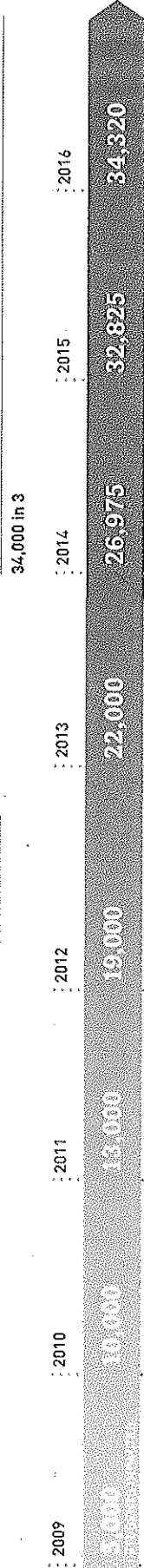
*Teach For America changed its fiscal year-end from September 30 to May 31 to more closely align with the academic calendar, resulting in a shortened fiscal year for FY12.

TEACH FOR AMERICA OKLAHOMA ALUMNI

- 180 TFA alumni live in Oklahoma
- 81% remain in education
- 62% are teachers
- 2 are school leaders
- 6 are assistant principals
- 2 are instructional leadership directors overseeing
- 20 schools
- 38 are preparing to become school leaders
- 7 are working at a district or the State Department of Education



Timeline



A group of local leaders worked to bring TFA to Tulsa. We launch with nearly 80 corps members and five staff members.



Lance Tackelt, a TFA alum, is named executive director of the region. Our corps members teach nearly 5,000 students in 22 Tulsa Public Schools and Community Action Project pre-K sites in our first year. 16 alumni from other regions are already living in Oklahoma.

With the arrival of nearly 50 corps members in Oklahoma City, Teach For America • Tulsa becomes Teach For America • Oklahoma. We now have 200 corps members who reach nearly 13,000 students. Tulsa wins the bid to become the ninth home of a TFA summer institute, joining other host cities including New York, Los Angeles, Houston, and Atlanta. Second-year corps member Chelsea Vasacore partners with the Community Action Project to create a summer school program, reaching nearly 400 students. TFA receives The Recruiters' Boottown Award from the Tulsa Regional Chamber, which recognizes an organization that positively represents Tulsa to college and university students. The Metropolitan Tulsa Urban League honors TFA with the Picocharitas Greshington Award for Educational Impact, awarded to an individual or organization whose activities have helped reduce the opportunity gap in education. 75 alumni are working in the region.

We have 300 corps members teaching more than 19,000 students. 116 alumni live in the region. Executive Director Lance Tackelt is named one of Oklahoma's 40 Under 40" by the Tulsa Business Journal. Our first national summer institute is conducted, bringing more than 600 corps and staff members from across the country to Tulsa to provide, for the first time, free and comprehensive summer school to more than 3,000 students in pre-K through 12th grade.

Nearly 340 corps members teach more than 22,000 students. 180 alumni live in the region. Tulsa hosts TFA's 2013 National Growth, Development, and Partnerships conference, upholding Tulsa as a model of strong community partnerships. Our second annual summer institute reaches 4,000 students, an increase of more than 1,000 students from the previous year.

THE PACE at which we have scaled makes us one of the fastest-growing TFA regions in the nation and one of the largest organizations working to end educational inequity in Oklahoma. This year is a pivotal one for our region's continued growth. In partnership with the Oklahoma State Department of Education, we are excited to announce the launch of an expansion effort that will take us into new communities in Oklahoma and, in just three years, allow us to grow from a corps of 340 to 500. At that size we will reach 34,000 students annually.

We are also expanding the number of students we will reach each summer. Studies show that summer learning loss accounts for nearly two-thirds of the ninth grade achievement gap in reading.

Over the past two years, we have partnered with Tulsa Public Schools, the Community Action Project, and the University of Tulsa to counter this trend by providing free summer school to between 3,000 and 4,000 Tulsa students. Beginning next summer, we will expand our summer program to Oklahoma City and teach more than 6,000 students. Local non-TFA veteran teachers and new corps members will have even more opportunity for meaningful professional development to carry into their schools in the fall. Nearly 230 veteran teachers statewide will be hired to serve as coaches and mentors over the summer program. Even more will take on roles as school directors and curriculum specialists, accelerating their development as educational leaders.

**CORP MEMBERS
OUTSIDE OF TULSA &
OKLAHOMA CITY**

2014-15	50
2015-16	116
2016-17	134

Corporate Donors

Thank You to Teach For America's FY13 Oklahoma Corporate Donors

Stakeholder \$100,000 - \$499,999
Chesapeake Energy
Devon Energy
Madel & Gussman Energy
Oklahoma Gas & Electric

Champion \$50,000 - \$99,999
AT&T
Hobby Lobby Stores
SandRidge Energy
Williams Foundation

Leader \$25,000 - \$49,999
Bank of Oklahoma
FW Murphy
JP Morgan Chase Foundation

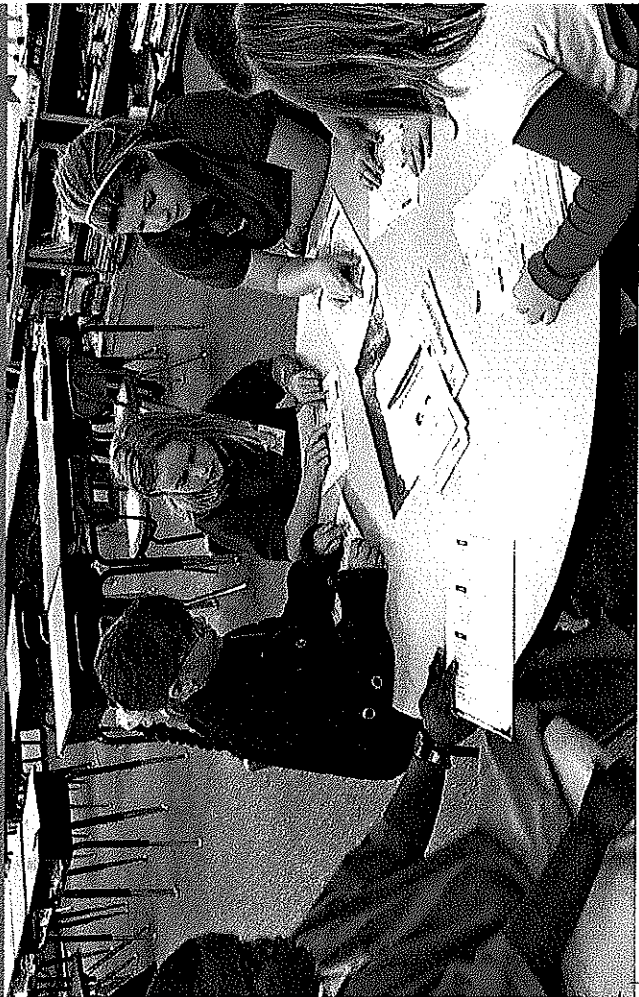
Benefactor \$10,000 - \$24,999
Boeing
JCPenney Company
McElroy Manufacturing

Sponsor \$5,000 - \$9,999
Duell Creek Bank
Uplands Resources

Friend \$1,000 - \$4,999
Accel Financial Staffing Solutions
American Residential Group
WPX Energy, Inc

“What strikes me about Teach For America is the sense of urgency they place on solving critical challenges in our education system. They constantly evaluate where and how they can make the greatest impact and move quickly and with great intent to make it happen. Just look at their growth in Oklahoma in four short years. Lance Tackett has brought tremendous leadership to the Oklahoma region and is bringing together a coalition of community leaders, policymakers, and educators who have the will and the ability to enact change, and our children are better for it.”

-- Robert J. Ross, CEO, Inasmuch Foundation



Foundation Donors

Thank You to Teach For America's FY13 Oklahoma Foundation Donors

Lead Growth Investor \$1 Million and Above
Charles and Lynn Schusterman Family Foundation
George Kaiser Family Foundation

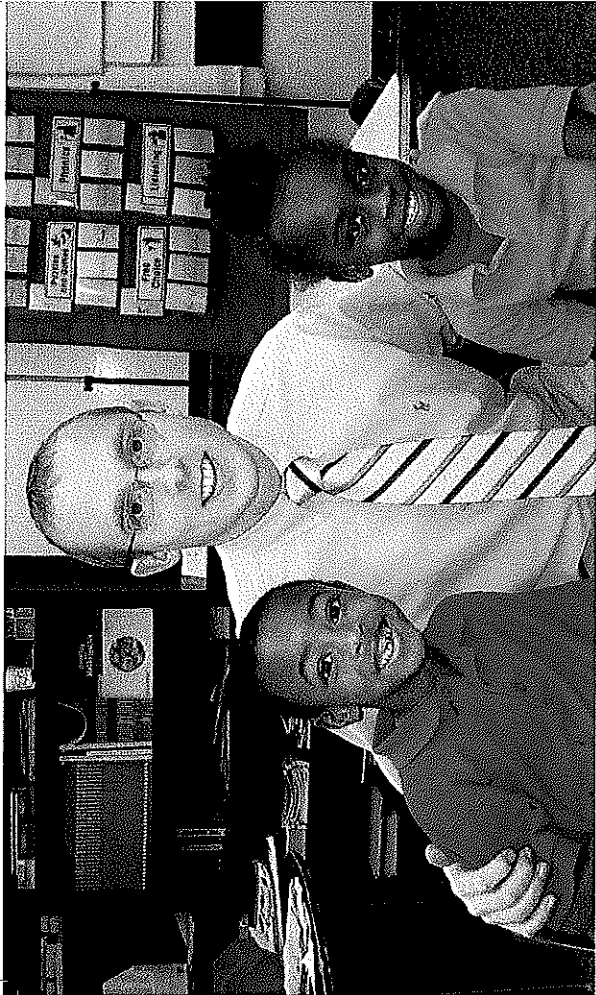
Stakeholder \$100,000 - \$499,999
E.L. & Thelma Gaylord Foundation
Inasmuch Foundation

Champion \$50,000 - \$99,999
Anne & Henry Zarrow Foundation
Anschutz Foundation
Ruth & David Levine Charitable Fund

Leader \$25,000 - \$49,999
Judith & Jean Pape Adams Foundation
Sharna & Irvin Frank Foundation

Benefactor \$10,000 - \$24,999
Flint Family Foundation
John Steele Zink Foundation
Kerr Foundation
Kirkpatrick Family Fund
Mervin Boveird Foundation

Sponsor \$5,000 - \$9,999
American Fidelity Foundation
Ethics & Excellence in Journalism Foundation
Fred Jones Family Foundation
McLaughlin Family Foundation



JOIN US

Sponsor A Teacher

Sponsor A Teacher donors give \$5,000 or more to help TFA recruit, select, train, and support one of our outstanding corps members. These results-oriented philanthropists are matched with an Oklahoma corps member and get a firsthand look at the work their investment facilitates through classroom visits and interactions. To participate, contact Elizabeth McCrary at Elizabeth.McCrary@teachforamerica.org or 918-406-1141.

Pioneering Pathways

Teach For America-Oklahoma's Pioneering Pathways campaign connects Oklahoma's many influential women with our female teachers and students. Pioneering Pathways sponsors are matched with an Oklahoma corps member and have the opportunity to participate in events that build the leadership and networks of the next generation of Oklahoma's female education leaders and entrepreneurs. To get involved, contact Venita Cooper at Venita.Cooper@teachforamerica.org or 580-678-2978.

Thank You to Teach For America's FY13 Individual, District, and Partner Donors

- Stakeholder \$100,000 - \$499,999
- Oklahoma Community Service Commission
- Champion \$50,000 - \$99,999
- David Hudiburg
- Benefactor \$10,000 - \$24,999
- Nancy Payne Ellis
- Greater Oklahoma City Chamber of Commerce
- Sanjay & Julie Meshri
- John & Jenny Meyer
- Sponsor A Teacher \$5,000 - \$9,999
- James & Natasha Bennett
- Peze & Karen Delaney
- Stuart & Mary Kay DeSalms
- David & Donna Dutton
- Jim & Christy Everest
- Chip & Shannon Fudge
- Ken & Janet Levit
- Scott & Janis Lewis
- A.H. IChipl & Sharon McElroy
- Patrick & Marianne Rooney
- Dave & Peggy Tanner
- Lyndon & Pam Taylor
- Jon & Theda Werthen
- Friend \$1,000 - \$4,999
- Ron & Kathy Colby
- Domenic & Nicole Dell'Osso
- Ira Schlezinger
- 2013-14 District Partners
- Community Action Project
- KIPP Reach
- KIPP Tulsa
- Oklahoma City Public Schools
- Tulsa Lighthouse Charter School
- Tulsa Public Schools

Step Up to STEM

Teach For America is one of the nation's largest suppliers of science, technology, engineering, and math (STEM) teachers for low-income schools. Step Up to STEM allows STEM-related companies to support the future of the STEM workforce through the recruitment, selection, and development of outstanding STEM teachers in Oklahoma's highest-need schools. To get your company connected, contact Beth Schmidt at Beth.Schmidt@teachforamerica.org or 918-895-3622, X50103.

Donate

Via check

Mail a check payable to "Teach For America" and a letter including the donation amount and region (Oklahoma) to: Teach For America-Oklahoma
1202 W. Easton St.
Tulsa, OK 74127

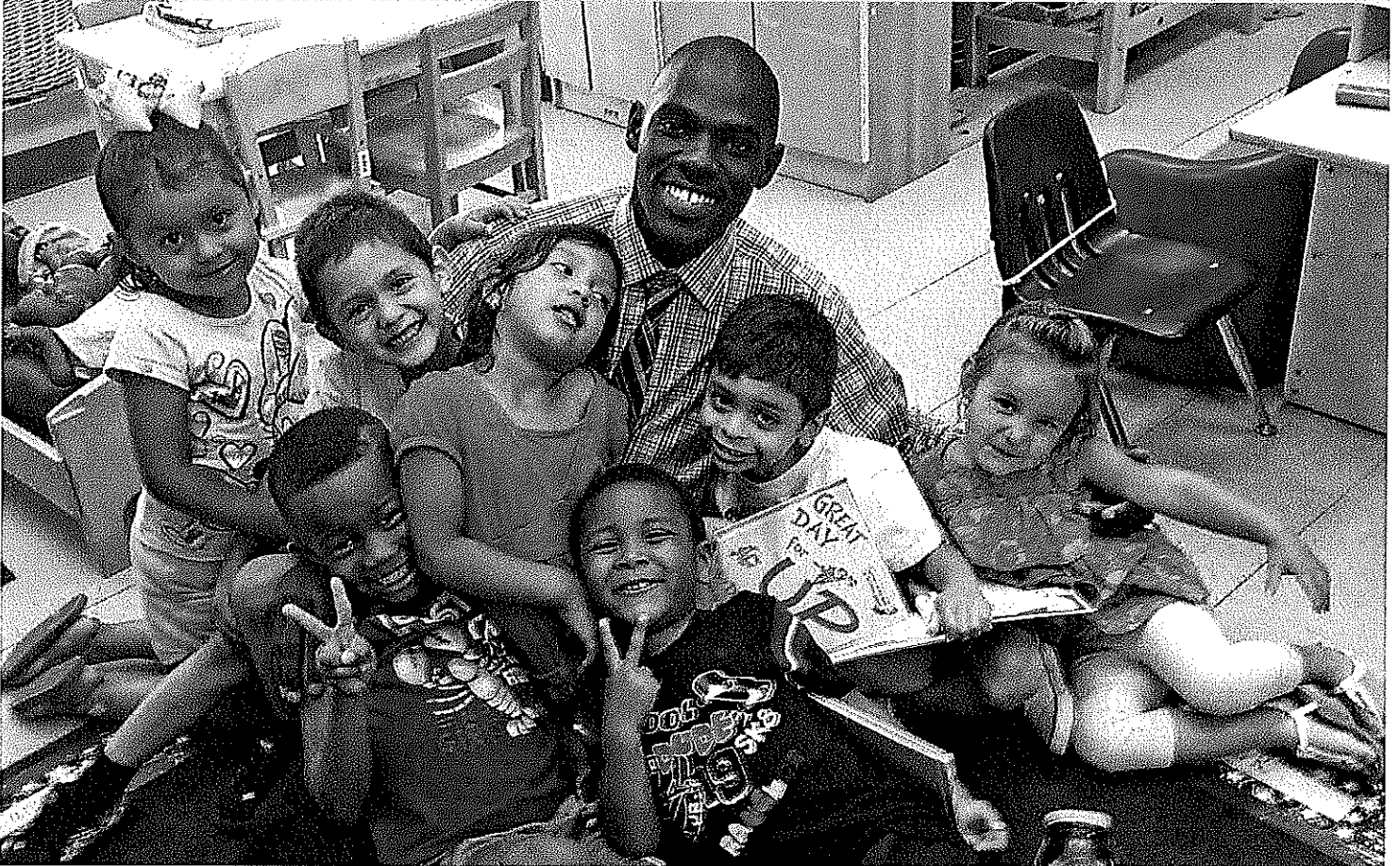
Via credit card

Visit www.teachforamerica.org/donate and complete the online donation form, selecting "Regional Operations" and "Oklahoma" as your gift designation.

*Lacking Consequences of the Summer Learning Gap? Neil L. Alexander, Doris B. Emdin, and Linda Strat Olson, American Sociological Review, 2010.

“ Where there was once indifference, there is now a small spark of hope at the opportunity that lies before them. This is the ultimate goal of teaching, isn't it? It isn't just the test scores, the grades, or the rigor of tasks completed—it is the ability for each student to look beyond his or her individual circumstances and see a future taking shape that is bright and limitless. ”

– Nate Morris, 2012 Corps Member, Tulsa



Teach For America • Oklahoma
1202 W. Easton St.
Tulsa, Oklahoma 74127
918-835-3622

Leslie.Daugherty@TeachForAmerica.org

Follow us on Twitter: [@TFAOklahoma](https://twitter.com/TFAOklahoma)

Like us on Facebook: Teach For America • Oklahoma

Web: teachforamerica.org/oklahoma

TEACHFORAMERICA



Teach For America –
An AmeriCorps Program