This report represents Todays Students Tomorrows Teachers's responses to Charting Impact, a joint project of BBB Wise Giving Alliance, GuideStar USA Inc, and Independent Sector. Charting Impact uses five simple yet powerful questions to encourage strategic thinking and help organizations share concise information about their plans and progress toward impact.

The content of this Charting Impact Report is the sole product and responsibility of Todays Students Tomorrows Teachers. This report does not in any way represent an endorsement from Independent Sector, BBB Wise Giving Alliance, or GuideStar, nor does it represent fulfillment of the BBB Wise Giving Alliance's Standards for Charity Accountability. For more information on Charting Impact, visit www.guidestar.org/chartingimpact
1. What are we aiming to accomplish?

Teachers of Color comprise only 13% of our nation's teacher workforce; while the Student of Color population is over 45%, primarily African American and Hispanic. TSTT's goal is to expand our initiatives to address critical teacher shortage areas including 1) the lack of male teachers of color and 2) the lack of teachers of color who are certified to teach Science, Technology, Engineering and Math (STEM) subjects. To this end, 23% of our participating students are male. Approximately 25% of our high school and college students are either majoring in STEM subjects or plan to become STEM certified teachers. TSTT has over 117 alumni who are teaching and positively impacting an average of 150 students per day or an aggregate of 17,550 students daily. Among these teachers, are TSTT's Perkins Scholars, a group of teachers who were in the first cohort of TSTT students and have remained in the classroom, serving as role models for 10 or more years. They are now becoming school leaders i.e., Assistant Principals, Deans, staff development leaders and administrators in their school communities. TSTT students are mentored and trained in the TSTT research based 8 year curriculum in high school, admitted to college, qualified for admission to their college's school of education, and become certified in one or more high need subject area(s) including: science, math, English Language Learners and special education.

2. What are our strategies for making this happen?

TSTT has implemented a full circle career development model to prepare economically challenged, culturally diverse high school students for successful admission to and completion of college as well as to create a pipeline into rewarding careers in the teaching profession. Our strategy is to recruit, mentor and train to students from the 9th grade through college and to continue to give them support and guidance upon placement in teaching positions. Our early college and career preparation model enables students to increase their academic achievement, become peer leaders from the time they enter the program. As role models, TSTT high school students are required to tutor, observe classroom management techniques, and shadow teachers, plan and co-teach lessons and give back to their community. They are eligible to attend a TSTT partnering college with a minimum 50% tuition scholarship. Our college partners provide TSTT’s economically challenged students both financial and academic support i.e. a college mentor to ensure that they will graduate with a degree in education and meet the required certifications to work as effective teachers. In 2011, we launched the TSTT Male Teacher of Color Initiative in the Bronx, New York and in 2012 in Rochester, NY at the all male Leadership Academy for Young Men. Currently 23 percent of TSTT students are male. We plan to aggressively seek additional funding to support this effort and to increase the proportion of total male participation to 30% over the next two years 2014-16. Going forward our strategies will expand our program to attract more young African American and Hispanic males (14-19) in urban areas including New York City who are in need of increased interventions to close their achievement and academic opportunity gaps. In 2012, we launched a middle school Student Leadership Movement (SLM) pilot that increased early awareness of college and career preparation among motivated 7th and 8th grade students at the Eagle Academy. We are expanding this program to help younger students to become focused and expose them, prior to high school to the teaching profession and to encourage them to join the TSTT high school program. In 2013, TSTT launched our STEM Teacher Initiative to encourage more students majoring in STEM subjects to careers in the teaching profession. Currently 25% of TSTT high school students are interested in STEM subjects and 17% of TSTT college students are majoring in STEM, and 16% of TSTT teachers are STEM certified. TSTT is seeking to double these numbers in the next three years and to develop a partnership with the US Department of Education, our school district and college partners to build upon our curriculum and address the need for STEM teachers of color. Our strategy is to create a cohort of STEM Academy high school students and a state-of-the-art STEM teacher training syllabus.

3. What are our organization’s capabilities for doing this?

Today's Students Tomorrow's Teachers (TSTT) was founded by Dr. Bettye H. Perkins in 1994 in two Westchester County school districts, based on her belief that all children need and deserve to have access to an excellent education. As an educator and former IBM executive, Bettye H. Perkins, Ed. D. has spent over 20 years developing and implementing
educational programs to enhance academic achievement of young people throughout New York and the northeast. TSTT has been successfully replicated in both urban and suburban school districts from the Bronx in New York City, the Greater Hudson Valley and Greater Rochester, NY, Greater Boston and Worcester, MA, Bridgeport, CT to Northern Virginia (Prince William and Loudoun Counties). TSTT employs regional program managers (RPM) who implement the program along with TSTT teacher mentors in each high school and coordinate with their college students’ mentors. All RPMs have Masters Degrees, and educational experience as teachers and in school leadership positions. In 2012, TSTT was selected by the Social Impact Exchange as a charter member of the S&I 100 Index of top US non profit organizations that have been carefully vetted and are deemed as effective charitable organizations that are making a measurable social impact. Modeled on aspects of the S&P 500, the S&I 100 aggregates evidence-based non profits so donors and foundations may have confidence contributing to organizations that consistently achieve results and make an impact. TSTT has been recognized by the US Dept. of Education as a model program that is replicable across the country. TSTT now serves 773 (high school and college students) in four states: New York, Connecticut, Virginia, and Massachusetts. TSTT provides 40 school districts and 24 college partners with an effective teacher pipeline of qualified teacher candidates while also improving diversity. TSTT has placed over 117 graduates back into their communities as teachers and role models.

4. How will we know if we're making progress?

Current statistics show that only 13% of U.S. teachers are African American or Hispanic, and only 2% are minority males, whereas students of color represent 45% of all public school students. TSTT’s goal is to address this need area through the following key elements of our research based curriculum and training syllabus: *Academic Career Planning *College Preparation *Personal Development *Curriculum Design Strategies *Instructional Skill Development *Media and Educational Technology *Literacy *Classroom and Diversity Management Strategies *Job Readiness and Teacher Placement *Financial Literacy *Tutoring and Mentoring These programs are designed to recruit and prepare a steady stream of excellent teachers for all school districts. TSTT is the only "Trademarked" organization that has developed a researched-based, 8 year pipeline mentoring and training program to grow the next generation of caring, competent and committed teachers. TSTT has proven to be an effective "pipeline" for increasing teacher quality, retention and cultural diversity among teachers and has placed over 117 teachers back in their communities. In the process, over 90% of our economically disadvantaged students are accepted into college, compared to only 29% nationally; over 70% graduate from college compared to only 24% nationally. Our teachers are highly successful and stay in the profession longer. Among TSTT alumni, 90% of our teachers have remained in the profession after five years, compared to only 50% of teachers nationwide. Among TSTT students we expect the following outcomes: *90% will experience an increase in their overall GPA, and achieve a B+ average or better by their senior year in high school. *90% will show a dramatic improvement in their attendance records. *90% will graduate high school and be admitted to college. *90% of students will participate in a range of weekly college preparation activities and meetings with their TSTT teacher mentors and regional program managers to cover TSTT's program training elements including weekly tutoring experience, teacher shadowing, and attend the TSTT annual technology conference and bi-annual career development workshops, college visits, and gain summer tutoring and internship experiences. *70% will graduate college and enter the field of teaching. *90% will remain in the profession for 5+ years. In 2014, TSTT was inducted into the 100Kin10 network of partners collaborating to address the nation's shortage of STEM teachers. They stated that "TSTT was accepted because of the strength and boldness of its commitment, leadership and its ability to contribute meaningfully to the 100Kin10 community."

5. What have and haven't we accomplished so far?

TSTT was selected by the Social Impact Exchange in 2012 as a charter member of the S&I 100 Index of top U.S. non profits who are addressing the nation’s issues and expanding their services to help more people. We have learned that our goal is not simply to increase the effectiveness and diversity of the nation's teacher workforce but to have an impact such that all students in our educational system can learn. TSTT teachers are caring competent, and committed to go above and beyond the call of duty and to ensure that all students can learn so that we can reduce the dropout rate, and increase the number of
U.S. college graduates who are prepared for careers in our highly competitive global economy. Our ultimate goal is to ensure there are sufficient diverse STEM educated workers to fuel a fast growing US economy as well as to ensure equity in educational and academic opportunities for all children.