Overview of TeachUNITED Scaling Strategy

Our Vision
We envision a world where teachers are empowered, effective, and have the strategies to connect, inspire, and improve student outcomes. To reach our goal, we help schools, districts, and government systems of education shift toward a better model for teaching and learning.

Where We Are Going
In alignment with the United Nations Sustainable Development Goal #4 (Quality Education), TeachUNITED aims to reach over 1,000,000 students by 2030 with a focus on small and rural communities where the disparities are most acute.

Our model works with 5 teachers or trainers per site to shift the culture of a school. Unlike large groups or all-staff training, which tend to be viewed negatively as top down mandates, working with a group of 5 participants allows us to maximize the benefits of group participation, collaboration, modeling, and peer feedback. In Year 1, these groups of 5 complete the program, and in Year 2 they model and mentor other teachers in their schools for sitewide buy-in. Our goal is to build capacity, not dependency.

Density matters when we think about how we scale our work. We are still determining the impact threshold for each unit of scale, meaning the saturation required in each district, state, etc. that will result in a larger cultural and structural change within the system.

How We Will Get There
Given the need for a concentrated focus in certain geographic areas, TeachUNITED (TU) will reach scale and systems change through pursuing two different endgames (see Stanford SSIR Twin Engines model here).

<table>
<thead>
<tr>
<th>SCALING MODEL</th>
<th>DIRECT SUSTAINED SERVICES</th>
<th>REPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCATION</td>
<td>United States</td>
<td>International&lt;br&gt;International&lt;br&gt;All new regions outside of the US</td>
</tr>
<tr>
<td>DOER</td>
<td>TeachUNITED&lt;br&gt;&lt;i&gt;TU coaches work directly with schools and teachers.&lt;/i&gt;</td>
<td>Partner NGO&lt;br&gt;&lt;i&gt;TU partners with NGOs already established in new regions. TU trains and certifies NGO staff to implement the TU program within their network of schools.&lt;/i&gt;</td>
</tr>
<tr>
<td>PAYER</td>
<td>Primary: Revenue - Direct Sales&lt;br&gt;Secondary: Philanthropy&lt;br&gt;&lt;i&gt;School &amp; District Revenue from schools who hire TU. Limited philanthropic subsidies&lt;/i&gt;</td>
<td>Primary: Philanthropy&lt;br&gt;Secondary: NGO Partner Revenue&lt;br&gt;Partner NGOs may pay for some direct services. However philanthropic support allows us to reach our mission of operating in areas of higher poverty.</td>
</tr>
</tbody>
</table>

Our Partners
Who we partner with for replication is an important decision to ensure high-quality program replication and maximize impact. We have identified the key drivers of success for partnership to be (1) Partner Characteristics & Capacity, (2) TU Capacity, and (3) Funding Sources. To this end, we have created a tool to help guide our decision-making when taking on new partners, and to prioritize how we direct philanthropic dollars for non-revenue partnerships.
Note: To continue proving the concept of density and saturation, TU will also provide direct services within our International Model Districts outside of the US. This also ensures TU meets the requirements of our current government MOUs as well as providing each region with modes for site visits. Model Sites: LatAm (Sarapiqui, CR) and East Africa (Karatu / Monduli, TZ)