



# HOUSE of REPRESENTATIVES

## STATE OF MICHIGAN

### Appropriations Requests for Legislatively Directed Spending Items

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1. The sponsoring representative's first name:  
John
2. The sponsoring representative's last name:  
Roth
3. The cosponsoring representatives' names. All cosponsors must be listed. If none, please type 'n/a.' A signed letter from the sponsor approving the co-sponsorship and a signed letter from the member wishing to co-sponsor are required. Attach letters at question #9 below.  
n/a
4. Name of the entity that the spending item is intended for:  
Teach for America
5. Physical address of the entity that the spending item is intended for:  
1938 Franklin, Detroit, MI 48207
6. If there is not a specific recipient, the intended location of the project or activity:  
The public funds will be used to support the ongoing operating costs associated with Teach For America's TeachMichigan initiative. This includes teacher recruitment, retention, development, innovation, communication and evaluation costs focused in school districts serving high-poverty communities across Michigan, including but not limited to our current district partners: Grand Rapids and Kentwood; Traverse City, Benzie County, and Kalkaska; Sault Ste. Marie; Saginaw; Lansing; Flint; and Detroit.
7. Name of the representative and the district number where the legislatively directed spending item is located:  
TeachMichigan is in Rep. John Roth's district 104, which includes Benzie County, Traverse City, and Kalkaska, and 19 other districts across seven regions overlapping with more than 15 legislative districts.
8. Purpose of the legislatively directed spending item. Please include how it provides a public benefit and why it is an appropriate use of taxpayer funding. Please also demonstrate that the item does not violate Article IV, S 30 of the Michigan Constitution.

Teach For America's TeachMichigan initiative was piloted from 2019-2021, and scaled statewide in 2023, to address teacher and school leader shortages and high attrition in our state's highest poverty communities and schools. The initiative has scaled to 19 districts across seven distinct regions, investing in nearly 600 high-impact educators and leaders, and reaching over 110,000 Michigan students. Two years of evaluation research and data have been produced, independently conducted by the Education Policy Innovation Collaborative at Michigan State University. Those reports, and reports submitted directly by Teach For America to the Michigan Department of Education, can be found here: <https://teachmi.org/research-and-learning/>.

In sum, the initiative, which was designed and continuously improved over the past five years based on research, evidence, and feedback from districts and educators, has now produced strong early results at scale in teacher retention, satisfaction, efficacy, and early indicators of improved school culture that will impact student success. Moreover, demand for participation in the TeachMichigan initiative continues to grow, with large numbers of applications, and strong support from district superintendents and school leaders.

The quality and stability of Michigan's education workforce is the most important input into the quality of our state's schools and ultimately, academic outcomes and economic opportunity for our 1.1 million school-aged children. Research consistently shows that high-quality teachers and leaders are the most significant school-based factor shaping student outcomes, with effects that persist well into adulthood. Our state's ability to identify, retain, and continue to develop high-impact educators and leaders – those who have a track record of strong results with students and who positively impact their colleagues and general campus operations – is of the utmost importance to improving our education system, and in the long-term, retain and attract more high-quality teachers in the profession. Moreover, this investment is focused on communities and school districts that serve high proportions of students growing up in poverty. This subset of over 400,000 students and 1,300 schools across the state has long experienced greater challenges recruiting and retaining qualified, experienced and high-impact educators. As a result, academic outcomes and economic opportunity are more limited than students and schools in more economically diverse and affluent communities. Finally, this initiative is closely monitored by an independent research and evaluation team at Michigan State University, who is publishing the short and long-term findings of the TeachMichigan initiative's impact on teacher retention, morale, development and efficacy with students.

To achieve this public benefit, Teach For America's statewide TeachMichigan initiative will use funds to lead and support teacher recruitment, training, development, and retention efforts of high performing educators in at-risk schools in Michigan. These efforts will include, but are not limited to, operating educator fellowship programs with a duration of at least three years per cohort in at least five regions across this state, including rural regions; supporting educator-led innovation within these regions; investing in a broad educator workforce campaign to celebrate high-performing educators that supports retention and recruitment of educator candidates to this state; and evaluating

the initiative.

9. Attach documents here if needed:

Attachments added to the end of this file.

10. The amount of state funding requested for the legislatively directed spending item.

40000000

11. Has the legislatively directed spending item previously received any of the following types of funding? Check all that apply.

["State","Private"]

12. Please select one of the following groups that describes the entity requesting the legislatively directed spending item:

Non-profit organization

13. For a non-profit organization, has the organization been operating within Michigan for the preceding 36 months?

Yes

14. For a non-profit organization, has the entity had a physical office within Michigan for the preceding 12 months?

Yes

15. For a non-profit organization, does the organization have a board of directors?

Yes

16. For a non-profit organization, list all the active members on the organization's board of directors and any other officers. If this question is not applicable, please type 'n/a.'

Teach For America Detroit and the TeachMichigan initiative has an advisory board that includes the following directors: Imran Ahmad John Beilein Tavon Brooks Denise Brooks-Williams Paul Lindow Dana Locniskar Clare McKenna Kevin Prokop, Immediate Past Chair Jessica Roy Shirley Stancato John Sznewajs Punita Dani Thurman, Chair Ana Wagner Matt Wise Teach For America also has a national governing board that includes the following directors: Christine Burton Dan Carroll Hannah Cocca Chanelle Hardy Bill Haslam Kaya Henderson Kevin Huffman David Kenny, Board Chair Michael L. Lomax, Ph.D. Stephen F. Mandel, Jr. DeRay Mckesson Ken Mehlman Daniel R. Porterfield, Ph.D. Linnea Conrad Roberts Lindy Schumacher Aneesh Sohoni Miguel Solis

17. "I certify that neither the sponsoring representative nor the sponsoring representative's staff or immediate family has a direct or indirect pecuniary interest in the legislatively directed spending item."

Yes, this is correct

18. Anticipated start and end dates for the legislatively directed spending item:

10/1/2025-08/1/2029

19. "I hereby certify that all information provided in this request is true and accurate."

Yes

# This is TeachMichigan

The movement to invest in Michigan's best educators and leaders, for the students who need them the most.

Join us

**Teach!**  
**Michigan**

Powered by  **Teach For America**  
Detroit

# The Problem As We See It

Michigan schools are struggling. High quality teachers and leaders have the greatest impact on the outcomes for our students. Unfortunately, our State does not value our best educators in the schools where they're most valuable. This has an outsized and negative impact on Michigan students attending poverty-dense schools.



## Over 400,000 Michigan students

are growing up in poverty and attend a school where nearly every other student is also growing up in poverty.

Students who attend the state's 1300+ poverty-dense schools are **half as likely to reach key academic milestones**– math, reading and college readiness– as their peers. Economic mobility is limited.



## 47% more teacher attrition

occurs in districts with the greatest proportions of students from **low-income households**.

This is not just an achievement gap.

**We are limiting economic opportunity for hundreds of thousands of students.**

# Our Solution is TeachMichigan – Piloted in 2019, Scaled in 2022

TeachMichigan is modeling for the State what it'll take to ensure the best educators are in front of the students who need them the most.

Teach For America Detroit launched TeachMichigan to address the (quality) teacher shortage that plagues our state's highest poverty schools. We do this by **identifying, retaining and investing deeply into the highest impact educators already serving our students.**



# Our Solution - The TeachMichigan Strategy

**Identify, Retain & Develop  
High-Impact Educators  
at Every Level  
Through Multi-Year  
Fellowships**



District System Leaders

Current & Rising School Leaders

Teacher Leaders, National Board  
Certified Educators

Novice and Early Career Educators  
(Years 0-5)

## Fellowship Components

\$70,000 Invested  
into Every Fellow,  
including \$35,000  
Retention Bonuses

Connections  
Built through  
3-Year Cohort  
Based Program

Highest Quality  
Group & Individual  
Professional  
Development

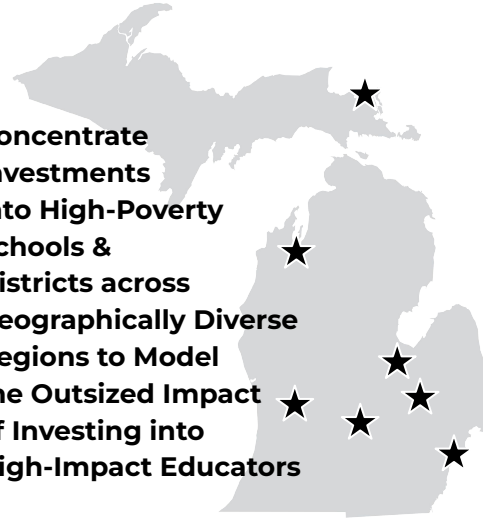
Access to  
Innovation Funds  
and Policy Spaces



**Concentrate  
Investments  
into High-Poverty  
Schools &  
Districts across  
Geographically Diverse  
Regions to Model  
the Outsized Impact  
of Investing into  
High-Impact Educators**



Partner with Leading Research  
Team to Design, Learn and Improve  
Broader Systems.



**Topline  
Goals  
BY 2028**

## 250,000+ Students

Attending Poverty-Dense School  
Have Improved Outcomes

## 700+ High-Impact Educators and School Leaders

Are Ready to Lead Extraordinary  
Classrooms and Schools

## 15 Model Schools

Embrace a Culture of School and  
System Innovation and  
Improvement

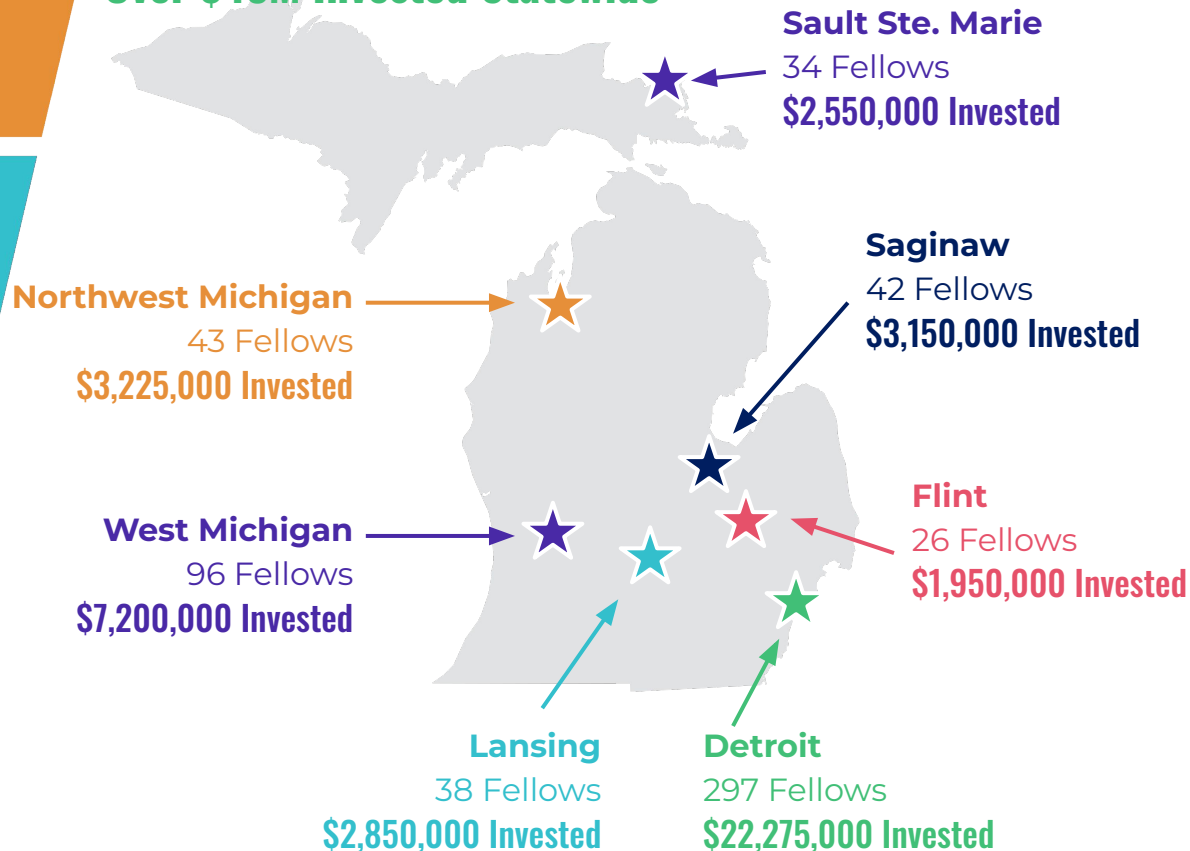
## Inform State Level Policies and Investments

That Ensure Every Michigan Child,  
Especially Those Growing Up in  
Poverty, Have a High-Impact  
Educator



# 150,000+ Students, 18 Districts, 600+ High Impact Educators

Over \$43M Invested Statewide



16 District System Leaders

250 Current & Rising School Leaders

140 Teacher Leaders & National Board Candidates

200 Novice & Early Career Educators

60 Policy Fellows

95%

Retention Rate

#1

Newly Credentialed  
NBC Teachers in  
Michigan since 2021

# Meet a Few of Our TeachMichigan Fellows

**Bryan Kay**

**Sitting Leader Fellowship**  
Principal



**Vanessa Allen**

**Sitting Leader Fellowship**  
Assistant Principal



**Matthew Vriesman**

**National Board Fellowship**  
History Teacher  
National History  
Teacher of the Year



**Tasha Sairls**

**Early Career Educator  
Fellowship**  
Kindergarten Teacher



Sault Ste. Marie

Benzie County,  
Traverse City,  
and Kalkaska

Grand Rapids  
and Kentwood

Saginaw

Flint, Beecher, &  
Westwood Heights

Lansing

Detroit

**Nicole Minor**

**National Board Fellowship**  
Michigan Regional  
Teacher of the Year, 2023



**Rebecca Arbic**

**National Board Fellowship**  
Math Teacher



**Arshen Baldwin**

**Aspiring Leader  
Fellowship**  
Multi-Tiered System of  
Support Specialist



**N'Kenge Robertson**

**Early Career Educator  
Fellowship**  
English Language Arts  
Teacher



**Katie Paulsen**

**Sitting Leaders Fellowship**  
National Board Certified, 2020  
TFA Corps Member, 2012



# Early Results from Our Independent Evaluation Are Strong

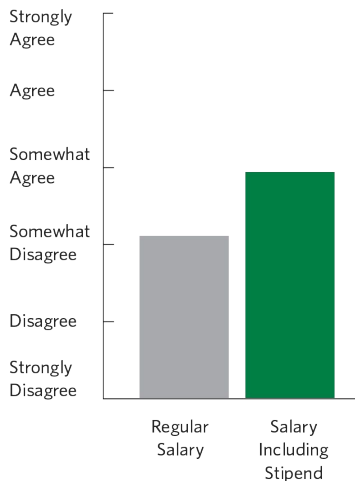


We've retained MSU's Education Policy Innovation Collaborative (EPIC) as our research partner. EPIC shares their findings semi-annually with policymakers and investors. EPIC's Fall 2024 presentation included the **impact of the \$35,000 stipends** and an **assessment of the professional development**. EPIC's full presentation is in the attached appendix.

## The Stipends Create a Competitive Advantage

TeachMichigan's \$35,000 stipends increase salaries in high-poverty districts where turnover is highest, to levels that are comparable to affluent districts in their regional markets. Teachers who have greater satisfaction with their pay are more likely to stay teaching and in their district long-term.

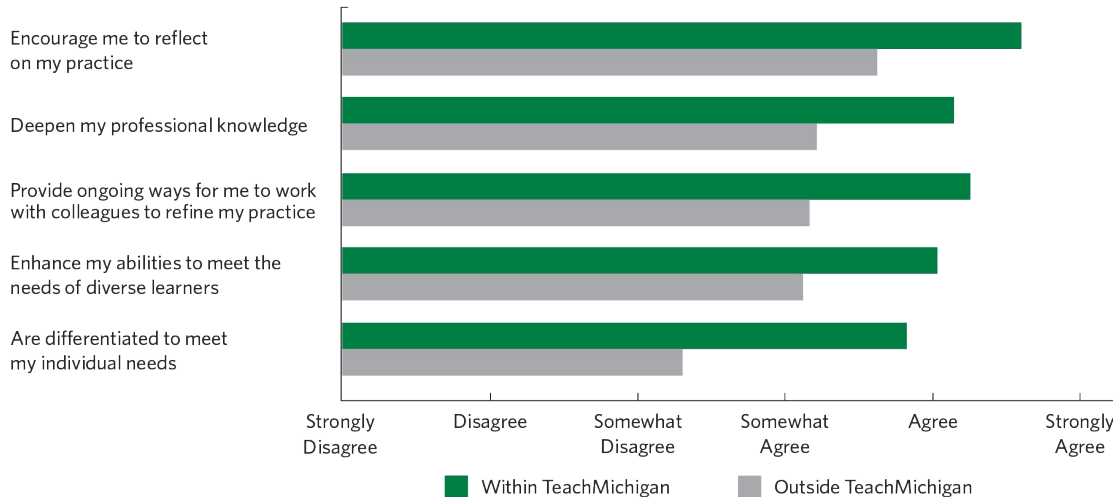
Satisfaction With Pay








All TeachMichigan  
Fellows

## The Professional Development is Uniquely Good

My professional learning opportunities...



# Exceeded All Milestones in State's Original 2021 Investment

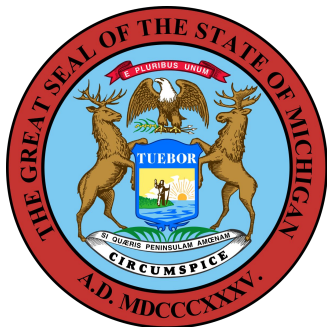
	REQUIRED IN BUDGET LANGUAGE	PROGRESS
	<i>Retain and develop a total of 450 high performing educators in at-risk schools in Michigan, including but not limited to operating educator fellowship programs;</i>	So far, \$42M has been invested into 650+ educators, including \$25M in direct financial stipends, reaching over 150,000 at-risk students.
	<i>In at least three regions across this state, including rural regions;</i>	Investing into 7 regions, 18 districts, including Sault Ste. Marie, Traverse City & Benzie County, Kalkaska, Grand Rapids & Kentwood, Lansing, Flint, Saginaw & Detroit.
	<i>The provision of educator-led innovation in this state;</i>	34 educator and school partner projects funded, \$490K committed to date
	<i>Investment in a broad educator workforce campaign to recruit and retain high-performing educators and educator candidates in this state;</i>	Launched TeachMichigan campaign in Fall 2023 to lift up great educators. Since its launch, three commercials have aired during primetime Michigan events.
	<i>Engage with an external evaluator and produce semi-annual reports to the legislature;</i>	Retained MSU's Education Policy Innovation Collaborative (EPIC) and submitted three reports to the legislature.

# How We Invest

We will invest **\$16M annually** over the next five years, reaching more than **1,000 high impact educators and leaders** who are expanding opportunities for **250,000 students** across Michigan.

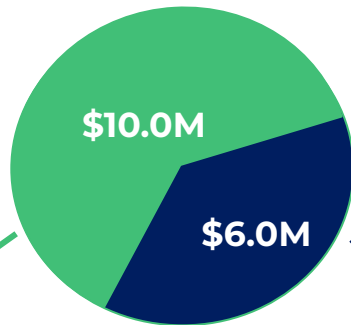
## How We Invest

Through a combination of public and private funds, we directly **invest \$70,000** into every educator and leader fellow.



### State Funding

Public funding covers the \$35,000 stipend to every educator fellow, the core professional development activities and team, and the project evaluation.



### Private Funding

We raise \$6M annually in private funds to cover expenses that enhance the development and experience for fellows, including the Educator Innovation Fund, experiential trips to learn from other cities and states, our semi-annual convenings, and other spaces for top educators to connect and learn together.



**Thank you for your consideration.**

**Teach!  
Michigan**

Powered by  **Teach For America**  
Detroit



# Appendix

Learnings from our evaluation and research to date.



# What are we learning from TeachMichigan to inform policy?

**October 30, 2024**

**Madeline Mavrogordato, Ph.D.**  
*Michigan State University, EPIC*

**Jason Burns, Ph.D.**  
*Michigan State University, EPIC*



# THE EPIC APPROACH

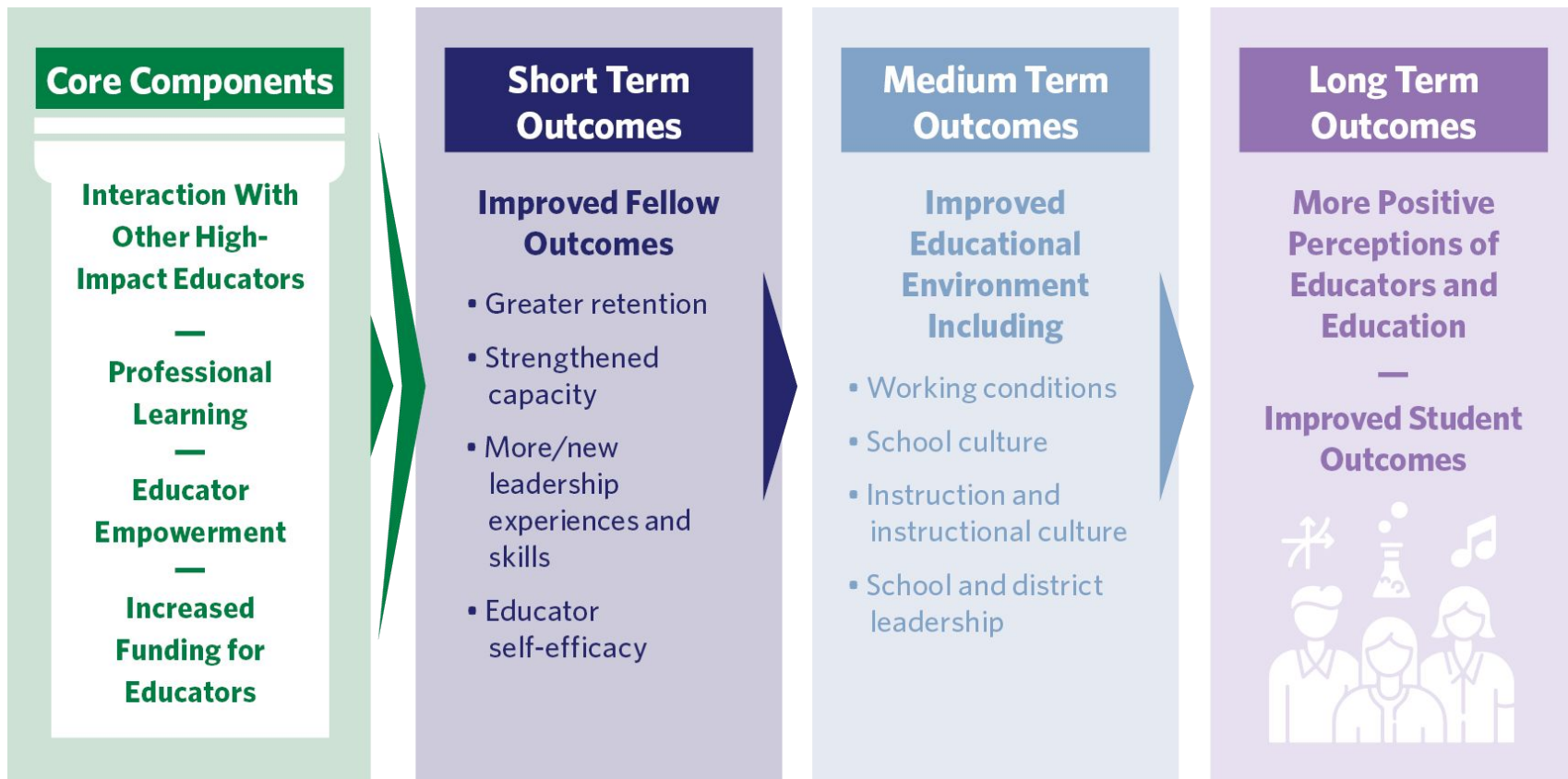
The **Education Policy Innovation Collaborative (EPIC)** is an independent, non-partisan education policy research center located in the College of Education at Michigan State University. In **close collaboration** with our state, district, and agency partners, we establish a **comprehensive research agenda** and pursue a series of coordinated projects examining an array of interrelated questions and look at them from multiple angles.

This approach requires a **team of experts** doing rigorous work that integrates multiple methods. As a university-based center, we are also **training the next generation of talented researchers** to provide evidence that



Together with our partners, we are ultimately working to **improve educational outcomes** for all kids, and especially students, educators, and families in urban, rural, and historically underserved communities by providing **objective and actionable research** to inform decisions.

# TeachMichigan's Theory of Change



# Increasing educator compensation and support costs money, but **so does doing nothing**



Higher teacher quality is associated with stronger academic and life outcomes, making it imperative to recruit and retain high-quality teachers

*(Chetty et al., 2014)*



It costs ~\$21,000 to replace each teacher, including advertising costs, costs to select and interview candidates, and onboarding new teachers

*(Carver-Thomas & Darling-Hammond, 2017; Learning Policy Institute, 2017)*



Increased funding improves student outcomes, which is driven by using new funding to increase educator salaries

*(Hyman, 2017; Jackson & Mackevicius, 2024; Rauscher et al., 2024)*

# Teacher compensation in Michigan is below what we need to attract high-quality teachers and keep them in classrooms



Teachers in Michigan earn roughly **20% less** than other college graduates

*(Economic Policy Institute, 2023)*



Accounting for inflation, the average Michigan teacher's salary has **declined by more than 20%** since 1999

*(Burns & Mavrogordato, 2024)*



Michigan **ranks 41<sup>st</sup>** among the states (and D.C.) in terms of starting teacher salaries, and has been falling further behind in recent years

*(National Education Association, 2024)*



There is strong public support for **increasing teacher compensation**, especially for early career teachers

*(Burns & Mavrogordato, 2024)*

# TeachMichigan stipends increase salaries in high-poverty districts where turnover is highest



In most TeachMichigan districts, the average **teacher's salary is among the lowest** in their region



TeachMichigan's stipend represents a raise of **16-22%** of the average teacher's salary, bringing compensation in line with other college graduates



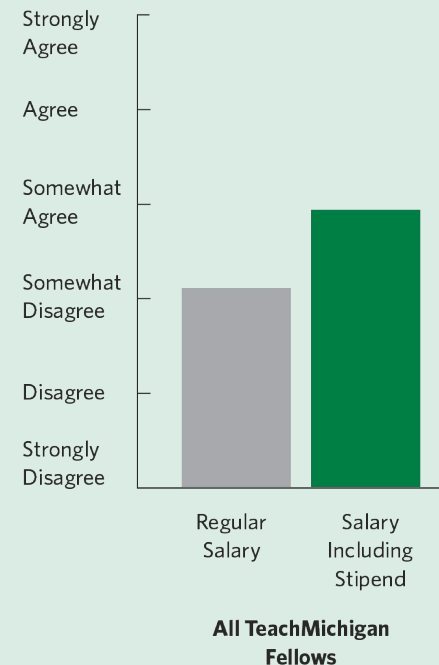
**Stipends increases** fellows' compensation to be among the **highest in their region**



Source: Mavrogordato & Burns, 2024

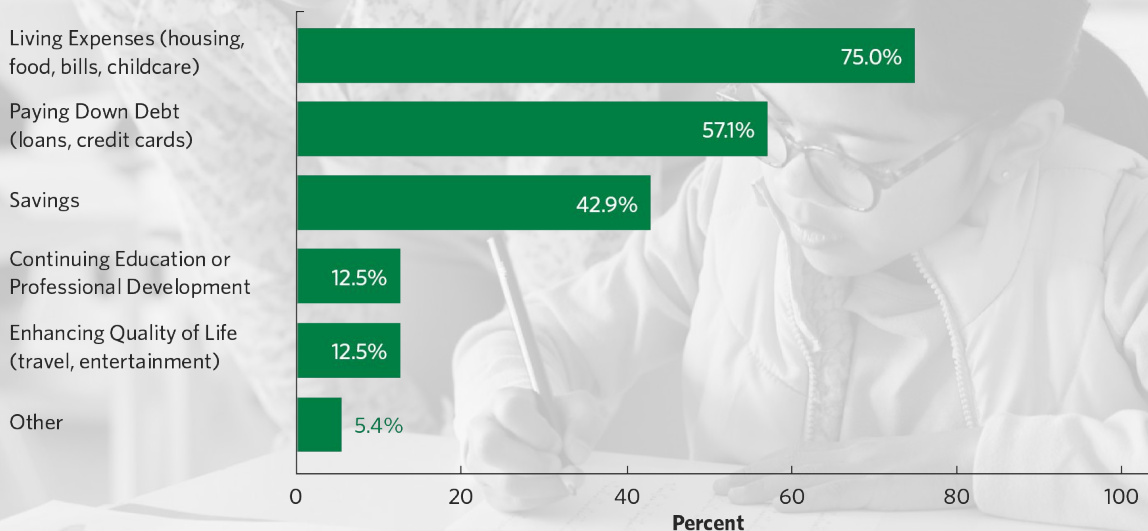
## TeachMichigan stipends increases fellows' satisfaction with their compensation

Satisfaction With Pay



# Fellows overwhelmingly use their stipend to cover regular expenses

## How Early Career Educator Fellows are using their stipend



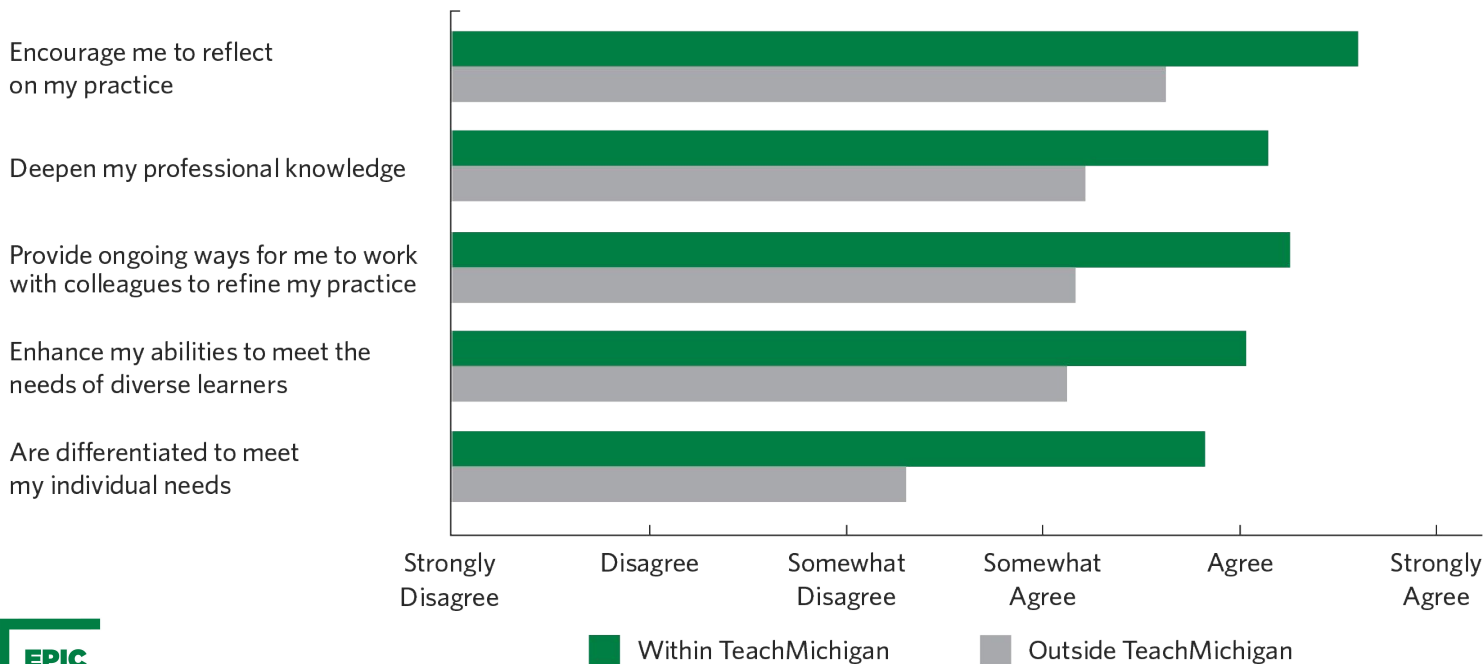
Note: Fellows were asked, "How are you using the money from your Teach Michigan stipend this year?"

"I actually work another job at a restaurant. So because I have that \$5,000 at the beginning of the year, I was able to only work once a week instead of two or three times a week. So I can focus more on school than I think I would be able to if I didn't have any sort of extra income."

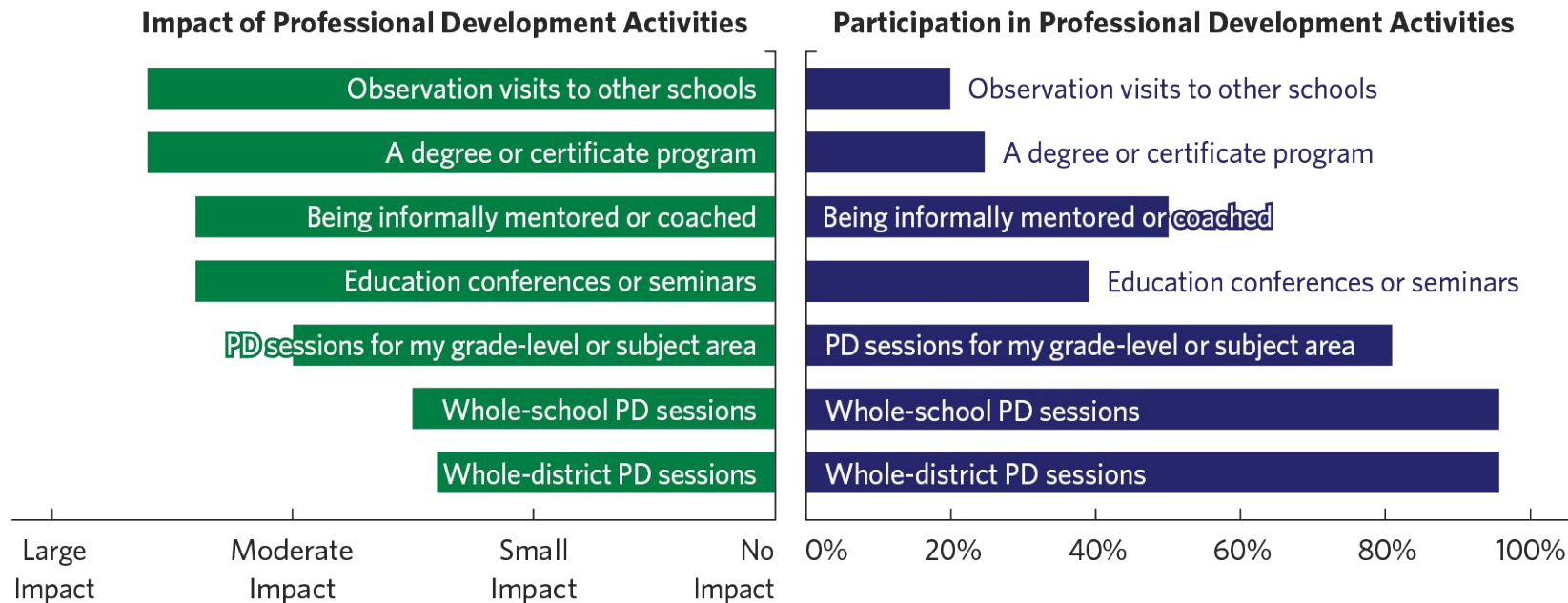
- Early Career Educator Fellow

# Educators need continuous support, and **fellows** rate the support they receive from TeachMichigan as superior to the other PD they receive

My professional learning opportunities...



# Fellows report that, outside of TeachMichigan, the PD they are most likely to experience has among the least impact on their development





# Quotes From TeachMichigan Fellows

“

...especially in special ed, a lot of times you're going to PD that's very, very geared towards gen ed. A lot of instructional stuff or classroom management stuff. And I'm always like, well, this doesn't apply to me. I don't teach a whole class but this, there's never really been a time where I'm like, “Ooh, I couldn't use this information...”

they've taught us how to coach other people. Talking through these dilemmas with our consultancy protocol that we have. It's all been helpful. And like I said, I'm able to even do it now with the teachers that I mentor. I'm able to use it.

”

*- Aspiring Leader Fellow*



# Summary

What We Currently Know	What We Are Learning
TeachMichigan fellows report that the supports they receive are helping them improve their practice.	We will be learning more about how TeachMichigan promotes educator development in support of student outcomes.
TeachMichigan stipends increase fellows' satisfaction with their pay.	How TeachMichigan supports educator retention.
There is strong public support to increase teacher compensation, especially for early career teachers.	What the public thinks about how teacher compensation should be improved.



**Madeline Mavrogordato, Ph.D.**

Associate Professor, MSU

**Jason Burns, Ph.D.**

Research Specialist, EPIC

**Education Policy Innovation Collaborative**

COLLEGE OF EDUCATION | MICHIGAN STATE UNIVERSITY

236 Erickson Hall, 620 Farm Lane, East Lansing, MI 48824 | (517) 884-0377 | [EPICedpolicy@msu.edu](mailto:EPICedpolicy@msu.edu)

# Additional Learnings through Research & Evaluation Partnership

## TFA's Semi-Annual Reports

### December 2024

Within this report, we share key findings 18 months into executing our statewide program, including: 1) findings about the **effect of improved compensation on retention** in hard to staff schools, 2) what it takes to bring **game changing professional development** to educators, and 3) the importance of **district and school level support to make real change with talent initiatives**.

### July 2024

Key findings: Programs must **intentionally recruit and select high impact and high potential educators**; programs must be **designed around essential core components**; and the finding that **fellows are using TeachMichigan stipends to better meet their basic needs**.

### December 2023

Key findings: The importance of understanding **why people stay in or leave their schools**; ensure a program is designed to **meet the needs of those they seek to serve**; and the importance of **intentionally targeting those with the highest potential for impact**.

## EPIC Spring 2024 Learnings

### A Summary of TeachMichigan Year 1 Findings

Key findings: **Theory of change, research activities** related to EPIC's evaluation, a **summary of data collection**, and an **overview of the findings** from the most recent reports

### Compensation & TeachMichigan

Key findings: How **teachers are compensated across TeachMichigan partner districts**, an analysis of **how fellows view their compensation**, and an evaluation of **how the stipends provided by TeachMichigan impact fellows' lives**

### TeachMichigan Fellow Perception of Their Learning

Key findings: How fellows **perceive the professional development (PD) and coaching**; how perceptions **differ across fellowship cohorts**

### Recent Trends & Public Perception of Teacher Compensation in Michigan - Research Report

Key findings: An overview of **recent trends in teacher compensation** and the **current state of public perception of teacher compensation in Michigan**.