



AMERICA FOR BULGARIA
F O U N D A T I O N
Фондация Америка за България

**Request for Proposal
For
Evaluation of Teach for Bulgaria**

**Sofia
April 2016**



Letter of Invitation

America for Bulgaria Foundation (ABF) is issuing a Request for Proposal (RFP) for the development of an evaluation methodology and conducting an evaluation of the impact of the Teach for Bulgaria (TFB) program since inception in 2010 and analysis of TFB's efficiency to date and its sustainability prospects for the future. ABF is soliciting responses from organizations (companies and NGOs) or consortia with experience in sociological research practices and results-based impact evaluation. Respondents will be competing to provide the services set forth herein in the Terms of Reference. The submissions of all Respondents shall be compared and evaluated pursuant to the evaluation criteria set forth in this RFP and a single Respondent shall be selected.

This RFP does not commit ABF to select any organization, award any work order, pay any cost incurred in preparing a response, or procure any services or supplies. ABF reserves the right to accept or reject any or all proposals received, cancel or modify the RFP in part or in its entirety, or change the RFP guidelines, when it is in the best interest of ABF to do so.

Selection Criteria:

- ✓ Adherence to solution requirements and appeal of proposed solutions;
- ✓ Significant experience in testing and measuring student achievement;
- ✓ Knowledge of alternative teaching methods and practices, particularly with Teach for All partner organizations across the globe or at least TFB;
- ✓ Strong knowledge of education sector structures, systems, and policies in Bulgaria;
- ✓ Knowledge of the issues of the economically disadvantaged population in Bulgaria;
- ✓ Experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;
- ✓ Experience in evaluation of effectiveness and efficiency of foundations.

Proposals should include:

- ✓ A cover letter;
- ✓ A description of the proposed approach/methodology for carrying out the assignment;
- ✓ Statement of Qualification of the Organization, including samples of relevant previous pieces of work, and contact list for tentative recommendations;
- ✓ Staff qualifications (CVs of the proposed key experts);
- ✓ Detailed Cost Proposal in USD broken down in categories;



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- ✓ Conflict of interest disclosure.

The deadline for submission of proposals is **6:00 p.m. Sofia time on May 4, 2016**. Late submissions won't be considered. Proposals shall be submitted in electronic format to itzankova@americaforbulgaria.org with a copy to IBossev@americaforbulgaria.org

Yours sincerely,

Ivanka Tzankova
Director, Impact Assessment and Evaluation



Terms of Reference

1. Background Information

The America for Bulgaria Foundation's (ABF's) mission is to help create a vibrant, prosperous market economy and a strong democracy. A major tool for achieving ABF's goals and objectives is the development of Bulgaria's human and intellectual capital through education and training. ABF is committed to improving the quality of education in Bulgaria, improving the effectiveness of teachers and principals while enhancing the prestige of the teacher's profession, and nurturing education as a core value. In addition, ABF supports programs that target educational inequalities among schools and among students. The end goal is to improve the educational quality for students across the board, with an emphasis on improving the success of the lowest achievers in the classroom¹.

In 2010, ABF created a new non-governmental organization – Teach for Bulgaria (TFB) – to test a Teach for All model for addressing the achievement gap among Bulgarian students. ABF's initial investment of USD 2,788,782 was used for setting up the organization, taking in relevant know-how and support from the Teach for All global network, and funding of the first two cohorts of TFB participants (teachers in pilot schools across Bulgaria). In 2012, ABF committed USD 12 million for a five-year period. Table 1 summarizes the financial support provided to the TFB's Motivating Teacher for Every Child Program.

Table1: Financial Support Provided to TFB

Grant	Amount Committed (USD) ²	Amount Disbursed (USD)
Teach for All (providing consulting, know-how, services to TFB)	1,020,351	1,020,351
Teach for Bulgaria - Educational Equity in Bulgaria - 2010 - 2013	1,768,431	1,768,431
Teach for Bulgaria - Educational Equity in Bulgaria – 2013 - 2018	12,020,263 ³	2,488,356
Total	14,809,045	5,277,138

Annex 2 summarizes the two grants to Teach for Bulgaria.

¹ Annex 1 summarizes the key issues of the Bulgarian educational system

² Used ROE as of November 30, 2015 is USD 1 = BGN 1,84861

³ Includes support to Teach for All



2. Description of the Organization and Its Program

The mission of TFB is to provide every child in Bulgaria with equal access to quality education, regardless of their region, type of school, ethnic or socio-economic background. TFB aims to raise the achievements of socio-economically disadvantaged, academically underperforming students by recruiting and selecting high-achieving graduates and highly-skilled professionals, training and supporting them to initially teach for two years in schools serving vulnerable communities and to become long-term leaders of change in our education system and society.

In the long run, TFB aspires to facilitate, in collaboration with its program participants, alumni and other core stakeholders, lasting changes in Bulgaria's education so that one day the school system has the human resources, the capabilities, and the policies in place to ensure access to quality education for every Bulgarian child.

To achieve its mission, TFB has launched a program, adapting the Teach for All model to the Bulgarian context that has so far recruited, trained, placed, and supported over 210 graduates and young- to-mid-career professionals to work for two years as full-time teachers in schools predominantly serving underprivileged students. As of February 2016, 79 participants (from three teacher cohorts) have already completed the program and obtained alumni status. Annex 3 illustrates TFB outputs as of December 2015.

This evaluation will focus on the goals and objectives set in the original proposals approved by the board and the targeted outputs and outcomes outlined in the initial documents. These are summarized in the paragraphs below.

Success Defined in 2010 (the 1st TFB grant):

Students' achievements is the major measure of success of the program in terms of:

- a. Improvement in student skills from the beginning of the year until the end of the year;
- b. Attainment of grade-level expectations per the educational standards; and
- c. Reduction in the difference between performance level of TFB students and the students in well-served schools.

Targeted Outputs for the 2nd TFB grant:

In addition to tracking the students' achievement as defined in the first grant, the second grant of TFB aims to achieve the outputs listed below:

- Recruit and train (with ABF funds) the following number of teachers in the five year period (baseline number of teachers):



	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Teachers (1 st and 2 nd year)	67	81	97	120	144

- Impact on student results - 80% mastery of learning goals (covering both subject knowledge and core competencies) for all students with no students achieving less than 60% mastery.
- Place 200 new teachers per year as of 2020, expecting to have a total of some 350 teachers across the two cohorts then (1st year and 2nd year teachers). These teachers will likely reach approximately 35,000 students in 2020.
- In 2023 (10 years after the 2012 proposal), at least 40% of TFB's funding comes from wealthy individuals, corporations, and the EU.

3. Evaluation Objectives and Expected Results

ABF would like to pursue a formal evaluation of the implementation and the impact of the TFB program from 2010 till present. The main objectives are:

- Assess whether the Teach for All model works in Bulgaria;
- Analyze the alignment of TFB's pilot program with ABF's mission to assist in strengthening a vibrant market economy and a democratic society and specifically its goals to assist the disadvantaged and to improve education in Bulgaria;
- Assess TFB's progress towards achieving its overarching mission to close the achievement gap between low and high performers and to what extent the program participants have contributed to the systemic change necessary to improve access to quality education on a national scale;
- Analyze TFB's efficiency to date and its sustainability prospects for the future.

The evaluation should answer the following **research questions**:

1. Did TFB work in high need schools with impoverished populations? How many of the partner schools (with how many students) serve underprivileged communities versus other schools with low minority populations and higher academic performance? Trace by cohort.
2. Did TFB focus its placements to address the educational underachievement of minorities? Roma vs Turkish vs. ethnic Bulgarians. Trace by cohort.
3. Did TFB students show improved academic achievement? How much, in what subjects? Did it differ by grade level? Did it differ by type of teacher, subject teacher versus after school tutors?



Were the results sustainable in future grades? Can the claimed results be independently verified i.e. not self-evaluations? Compare to what is commonly observed in students in similar circumstances (family background, type of school), taught by other beginner non-TFB teachers.

4. What percent and number of TFB teachers in each cohort remained in education following their two-year service? In what specific jobs? Full time vs. part-time vs volunteerism? How many are hired by TFB?
5. What kind of change is introduced to the TFB partner schools as a result of their participation in the program?
6. Did TFB bring about systemic change in the Bulgarian K-12 system? Cite specifics (not just meetings), policy papers or other advocacy efforts. Use metrics such as:
 - I. Better teachers
 - II. Improved methodology
 - III. Higher pay
 - IV. Greater prestige
7. Did TFB make significant progress in diversifying its funding sources? How much was raised, from whom, for what specific purpose and for what duration i.e. one time vs multi-year grants?
8. How efficiently did TFB utilize ABF Funds? Compare expenses i.e. overhead, TFB labor, recruiting, training and support, Teach for All fees vs. teacher stipends. What number and percentage of each cohort were in classrooms teaching (versus after school tutors). What is the number of Full Time Equivalent teachers in each cohort and its per capita cost including all overhead and support costs? How much was spent on international travel, conferences and Teach for All gatherings?
9. What are TFB's sustainability prospects and how can it improve and take advantage of them? This includes, but is not limited to:
 - a. A desk review and description of other donors that provide support to education talent pipeline, leadership and innovation programs in Bulgaria, including their overall budgets for 2016 – 2020, requirements and criteria for applicants, priority funding-areas, selection procedures, and maximum amounts available per applicant;
 - b. A desk review and description of EU funding options for education talent pipeline, leadership and innovation projects in the new funding cycle (2014-2020) including requirements and criteria for applicants, priority funding-areas, selection procedures, and maximum amounts available per applicant. Which of these funding streams would TFB be eligible and qualified to apply for and which would best fit its mission and long-term goals?
 - c. Review of TFB's development strategy and results – including a review of TFB's fundraising efforts, the level of board involvement, major gift donors, creation of its long-term fundraising and contingency strategy, training of staff, etc.



4. Scope of the Evaluation Assignment

ABF is seeking the services of an audit, research, and evaluation team to develop the evaluation methodology and survey tools as well as to perform the data collection, analysis, and evaluation based on the specifications described in this TOR. The methodology shall include an adequate mix of quantitative and qualitative methods and shall consider the use of control or comparison groups and benchmarks. The evaluation shall answer the questions listed in the Evaluation Objectives and Expected Results section while analyzing and explaining the findings.

The evaluation team could access the following data, most of it internally collected by TFB:

On Teachers:

- Anonymous feedback surveys from participants;
- Anonymous feedback survey from alumni;
- Anonymous feedback surveys from parents and principals;
- Tripod survey results (anonymous feedback from students)
- Records from classroom observations;
- Records from participant performance evaluations;
- Recruitment, matriculation, and selection records;

On Students performance:

- Student formative assessment results as reported by teachers;
- Student grades at high-stakes national examinations (available for students in 4th, 7th, and 12th grade) – national, regional, or school-level benchmarks could be obtained from the Ministry of Education;
- Data on student growth in reading literacy – for select grades and years.

The evaluator shall assess the methodology of previous data collection and if that methodology is sound, conduct data verification, and consider the findings to inform the final conclusions and recommendations of this evaluation.

The evaluation will be an in-depth analysis of the program, its successes, issues, and sustainability prospects. Some of the key requirements for the evaluation are:

1. The evaluation shall cover the period September 2010 (organization official launch) – June 2017 (fifth cohort completes second year; sixth cohort completes first year) and shall take into account and analyze the evolution and/or change of the priorities and focus of the program;
2. The evaluation shall include a representative sample of TFB participants teaching in pilot schools with the program's support during the 2016-2017 school year (including first- and second-year teachers) as well as program alumni from its first 4 cohorts.
3. The evaluation shall consider all key stakeholders and their feedback should be reflected in the conclusions and recommendations.



4. The evaluation shall not prioritize any of the research questions already addressed in a separate and parallel study whose results will be available at the end of 2018 (Annex 5).

5. Deliverables and Schedule

The selected evaluation team/entity shall work closely with ABF throughout the entire evaluation. Workflow and deliverables shall be proposed in three phases:

5.1 Planning Phase - Definition of methodological approach: As a key part of the proposal, the Respondent shall propose the most adequate methodology and survey tools for conducting the evaluation. During the planning phase, the selected entity shall work closely with ABF's Evaluation teams to fine tune the methodology and make sure that it meets the evaluation objectives. During this phase the Respondent shall get access to more detailed project information in order to get a better understanding of the TFB program.

Deliverable: Detailed impact evaluation execution plan, including sources of data collection and methods of data verification.

5.2 Development Phase - Development and testing of data collection tools and questionnaires: During this phase, the selected entity shall develop all tools and instruments that have been approved by ABF for applying in the evaluation process. At the end of this phase, the evaluator will test the instruments.

Deliverables: Fully developed evaluation tools and instruments approved by ABF.

5.3 Implementation Phase - Fieldwork: The selected entity shall organize the data collection on the ground and shall arrange other events as required to get first-hand information about TFB and its program. As a minimum, visits to a reasonable number of schools is a must, as well as interviews with representatives of the different stakeholders as listed in section 4 of the current document. Depending on the type of instruments used for data collection and observation, ABF shall have the right to include its representatives in some of the activities.

Deliverables:

1. Raw data collected and submitted to ABF;
2. One-page summary of the field efforts and challenges.

5.4 Reporting Phase: Once the field work is over, the Respondent shall prepare a preliminary report of findings with draft recommendations to share with ABF. The report shall be in English and shall follow the structure outlined below:

- I. Executive Summary (5-6 pages, standard formatting)
- II. Project Background (title, grantee, amount of funding, objectives (1-2 pages)
- III. Evaluation design and Methodology
 - 3.1 Purpose of the Evaluation



- 3.2 Scope of the Evaluation
- 3.3 Methodology used
- IV. Findings and Analysis
- V. Conclusions
- VI. Recommendations

ABF shall provide feedback on the content before the final report is produced.

- Deliverables:**
1. Draft Report to be reviewed and approved by ABF;
 2. Final Report **not to exceed 40 pages, annexes excluded.**

ABF shall work closely with the implementer in a collaborative manner during all phases of the evaluation process to make sure that it is exhaustive and productive. The evaluation organization shall be flexible to adapt its approaches if and as required by ABF.

5.5 Schedule

Planning Phase:	Three weeks
Development Phase:	Six weeks (including the testing of the instruments, which might not happen before October 2016)
Implementation Phase:	12 weeks during the timeframe October 2016 - May 2017
First Draft of the Report:	June 30, 2017
Final Report:	August 31, 2017

6. Required Qualifications

The evaluator should suggest a team to work on the assignment. It is highly recommended that at least one of them is of Bulgarian nationality. All team members should have at least 5 years of experience in education development or other relevant for the evaluation areas of expertise and a strong proficiency in English. They must have a minimum academic training at the Masters level, though doctoral degree is preferred. In addition, the team must have the following mix of skill and abilities:

- Significant experience in evaluation of the effectiveness and efficiency of foundations;
- Significant experience in testing and measuring student achievement;
- Strong knowledge of education sector structures, systems, and policies in Bulgaria;
- Knowledge of the issues of the economically disadvantaged population in Bulgaria;
- Knowledge of the Teach for America, Teach First, or the program of any of the Teach for All members is a plus.
- Established track record and demonstrated experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;



- Ability to evaluate the effectiveness of the survey instruments and methodology, and to revise as needed to achieve the best results;
- Proven ability to plan, manage and execute complex projects, and to ensure high quality delivery of results;
- Ability to adapt to unexpected program needs and changing work requirements;
- High ethical standards and deep sense of integrity and commitment.

7. Logistics and Timing

7.1 RFP Schedule: The RFP process shall proceed according to the following anticipated schedule:

April 1, 2016	RFP Issued
April 10, 2016	Deadline for all questions and clarification inquiries submitted via e-mail to itzankova@americaforbulgaria.org and ibossev@americaforbulgaria.org
April 20, 2016	Deadline for all answers to Respondents' questions
May 4, 2016	Proposals due
May 27, 2016	Selection of implementer completed & notification sent

7.2 Instructions for Submission of Responses: All responses shall be sent by email to itzankova@americaforbulgaria.org and ibossev@americaforbulgaria.org no later than **May 4, 2016, 6:00 pm Sofia time (Greenwhich+2)**. Parties interested in undertaking this assignment shall submit the following information in **English**:

7.2.1 Cover Letter

7.2.2 Description of the Suggested Evaluation Methodology: This is a core component of the proposal that each Respondents shall provide. The narrative shall justify the use of specific quantitative and qualitative methods and the approach the Respondent shall apply for achieving the objectives of the subject evaluation;

7.2.3 Statement of Qualifications of the Organization: All responses shall include a statement of qualifications, experience and description of the Respondent organization and its history in implementing projects related to school education (1 page max). Samples of relevant previous pieces of work, and contact list for tentative recommendations shall be included as well;

7.2.4 Staff Qualifications: All Respondents shall identify the individual(s) who will have primary responsibility in the evaluation and shall submit their CVs. In addition, a contact person for communications with ABF and/or a person authorized to negotiate and contractually-bind the Respondent shall be specified;



7.2.5 Cost Proposal in USD: The Respondent shall provide a cost proposal for the Required Services, which includes a list, by type and amount, of all fees, overhead charges, or reimbursable expenses, together with timeline and estimate of days, preferably broken down by the three phases outlined above. ABF is prepared to provide appropriate funding for the methodology proposed.

7.2.6 Conflict of interest: Should the Respondent has worked in a way for any of the Teach for All structures, the fact shall be disclosed.

The proposal should not exceed 20 pages, annexes excluded.

7.3 Evaluation Process, Criteria and Selection: ABF shall evaluate each response with timely and complete submission. After review of the offers, interviews might be requested.

Selection Criteria:

1. Adherence to solution requirements and appeal of proposed solutions;
2. Significant experience in testing and measuring student achievement;
3. Knowledge of alternative teaching methods and practices, particularly with Teach For All partner organizations across the globe or at least TFB;
4. Strong knowledge of education sector structures, systems, and policies in Bulgaria;
5. Knowledge of the issues of the economically disadvantaged population in Bulgaria;
6. Experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;
7. Experience in evaluation of effectiveness and efficiency of foundations.



Issues of the Bulgarian Educational System⁴

The quality of education in Bulgaria is deteriorating. In recent years, the country saw a sharp decrease in math performance in both the TIMSS and PISA international evaluations. Bulgarian students rank lower than their peers from Serbia, Turkey, and Romania and far lower than those from Hungary. Less than half of the 15-year-olds in Bulgaria manage to meet the critical threshold in reading and math skills defined by the Organization for Economic Cooperation and Development.

*Today the public education system in Bulgaria does not provide equal opportunities for every child.*⁵ The relatively high performance of students in specialized secondary schools and the lower scores of those in regular secondary schools and vocational schools underscore the lack of equal access to quality education. Students from linguistic minorities and low-income families consistently score lower than their peers from more affluent families on state subject exams. Social and economic barriers inhibit participation in school. These particularly impacts Roma households, where 87 % live at or below the poverty line and the Roma children drop out of school at alarmingly high rates. Nearly 80 % of those children attend “challenged” schools. These include village, segregated, and “special” schools for children with learning disabilities which struggle to recruit quality teachers.

According to recent data of the National Statistical⁶, the enrolment rate in pre-school education (children aged 3 to 6) decreased from 83.6% in 2013-2014 to 82.9% in 2014-2015. Surveys and census data suggest that only about 42% of Roma children aged 4-7 are enrolled in pre-school or kindergarten and 23.2% of Roma children aged 7-15 are completely outside of the educational system.

Many children do not attend school regularly and drop out of school. During the 2008-2009 school year, 15,500 students left school prematurely for a variety of reasons. The early school leaving rate has been slowly increasing since 2012 and reached 12.9% in 2014⁷.

Lack of resources and incentives do not lead to modernizing the teaching process. According to TALIS 2007, the majority of Bulgarian teachers rely on passive teaching methods. Bulgaria is ranked third out of 23 countries in teacher preference for passive teaching methods. The average teacher in Bulgaria is 50 years old. Over 38% of teachers are 50 and older. Only 3.4 percent are under 30 and 0.5 percent are 25 or younger. As a result, in 2012-13 the World Bank conducted an extensive benchmarking study and recommended a number of changes in teacher-related policies in Bulgaria with the goal of improving the overall quality of teaching in the country.⁸

⁴ An update of the analysis at: <http://teachforall.org/en/spotlight/about-teach-bulgaria>

⁵ <http://documents.worldbank.org/curated/en/2014/09/20289139/can-bulgaria-improve-education-system-analysis-pisa-2012-past-results>

⁶ http://ec.europa.eu/education/tools/docs/2015/monitor2015-bulgaria_en.pdf

⁷ http://ec.europa.eu/education/tools/docs/2015/monitor2015-bulgaria_en.pdf

⁸ <http://documents.worldbank.org/curated/en/2013/01/18451472/bulgaria-teachers-policy>

ABF Grants to TFB

Teach for Bulgaria - Educational Equity in Bulgaria - 2010 – 2013

The project seeks to address educational disparity in Bulgaria by enlisting the most promising future leaders in the effort. The aim is to close the achievement gap by building a cadre of outstanding recent university graduates of all academic backgrounds and to give them the tools they need to become excellent teachers in Bulgaria's most challenged schools, committed to leading their classrooms and to overcoming the obstacles that block access, achievement, and aspiration for thousands of young people in Bulgaria. Long-term, the goal is to develop program participants into leaders focused on creating the systemic change necessary to improve access to quality education on a national scale.

Three factors come together to create the cycle that results in the prevailing achievement gap:

1. **Children that grow up in low-income communities face extra challenges:** Quite often, these children may not have adequate health care or nutrition, access to high-quality pre-school programs, and adequate housing. As a result, it is difficult for them to realize their full potential at school or in life. Moreover, because children in low-income communities disproportionately belong to minority groups, they are more likely to encounter the effects of societal low expectations and even discrimination.
2. **Schools lack sufficient capacity to help students with extra needs:** The delegated budget ensures that all schools receive the same amount of funding per child. However, there are often not sufficient resources to help children with special learning needs, particularly those with a bilingual background, those with functionally illiterate parents, or those whose attendance has been irregular due to economic, social, and cultural factors. Schools with low-income children are also often less successful at attracting external resources and their students do not have the same access to quality education. Moreover, these schools lack leaders who deeply believe that low-income children, particularly children belonging to minority groups, can achieve at high levels.
3. **Prevailing public attitudes have not led to necessary policies and investments:** Among other things, many in Bulgaria are hampered by societal beliefs that schools cannot make a significant difference in the face of socioeconomic disparities, that Roma and other minority children cannot meet high expectations, and that it is not worthwhile to invest in mitigating the challenges of poverty that make it hard for students to focus on school.

The approach suggested by ABF builds upon a model implemented by Teach for America in the early 1990s (and later through Teach for All in other countries all over the world) and directly addresses each of these issues:

1. Firstly by recruiting and developing outstanding, diverse recent graduates of all academic disciplines and career interests to commit two years to teach in predominantly Roma or village schools. These



- teachers are expected to help students overcome the extra challenges they face and as a result to have a positive impact on their students' academic and life trajectories;
2. Secondly, in succeeding with their students, the teachers gain added conviction that educational inequity is a solvable problem. The teachers' positive impact on their students' achievement will provide evidence that it is possible for low-income children and children from ethnic minorities to succeed academically;
 3. The alumni of the program will continue to play a key role in society. The expectation is that TFB alumni will ultimately work directly for change at every level of Bulgaria's educational system as teachers, school principals, and district administrators; or influence Bulgaria's priorities and policies as advocates, policy advisers, elected officials, and influencers in other sectors.

The program achieves its goals by focusing on the **following activities**, which at the same time are the core of the tested Teach for All methodology:

Recruitment: TFB builds upon the experience of Teach for America for applying effective ways to recruit the most appropriate participants for the program who will stay committed to their assignment.

Training: The summer training institute is a rigorous teacher preparation program that develops qualities identified in the applicants during recruitment and selection. It takes 10 weeks and includes practice at schools.

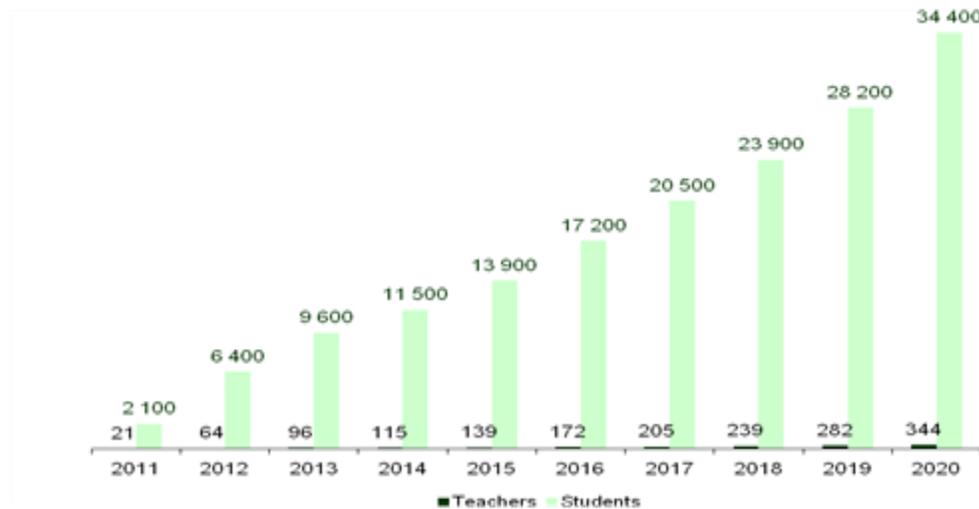
Placement: Since the program aims to overcome barriers facing Bulgaria's most disadvantaged students, it directs its activities toward those students that are at the greatest risk of dropping out or not continuing their education. This means that the initial focus is on 1st-8th grade schools. The emphasis is on schools with a high percent of Roma students and/or schools in isolated neighborhoods and villages. About 700 of these schools have significant numbers of Roma children in attendance, could be identified as "challenged", and are potential targets for the program.

Ongoing Professional Development: An ongoing professional development model also ensures that participants will achieve maximum impact in the classroom. This includes TFB program staff that mentor, advise, and provide coaching to participants. Teachers meet at national and regional workshops conducted throughout the year to discuss ongoing challenges, share best practices, and work together on professional development. Activities include creating and exchanging lesson plans and other instructional materials, modeling exemplary lessons, examining student work, and collaborating to track student progress toward significant gains.



Teach for Bulgaria - Educational Equity in Bulgaria – 2013 – 2018

The second grant continues to address the educational disparity in Bulgaria by scaling up the number of TFB teachers placed and schools and students reached out. The figure below illustrates the planned growth of the program.



Based on this plan, the projection is that the average cost per student will be USD 434 per student⁹, including overhead, over the 5-year period, i.e. at the end of the project.

Building on the experience of the first grant, TFB continued to develop the model by working on the following **strategic priorities**:

Recruitment, selection and matriculation

- Improve the ability to recruit, select, and matriculate from the target market
- Remove barriers to allow recruiting a broader swath of leaders to the program

Teacher support and impact analysis

- Identify the highest-need schools for teacher placement by conducting a *Gap Analysis* study, with the help of partners like Amalipe, to assess which factors contribute to low student achievement and where these students typically study;
- Pinpoint where TFB teachers can add the highest value and answer strategic questions around how and whether to cluster TFB teachers in certain schools, regions, and grade levels;
- Analyze and integrate strategies that prove most effective in helping the most disadvantaged students catch up with their higher-performing peers through conducting annual *Transformational Teaching case studies*.

⁹ This is assuming that one TFB teacher works with the same student for a period of two years.



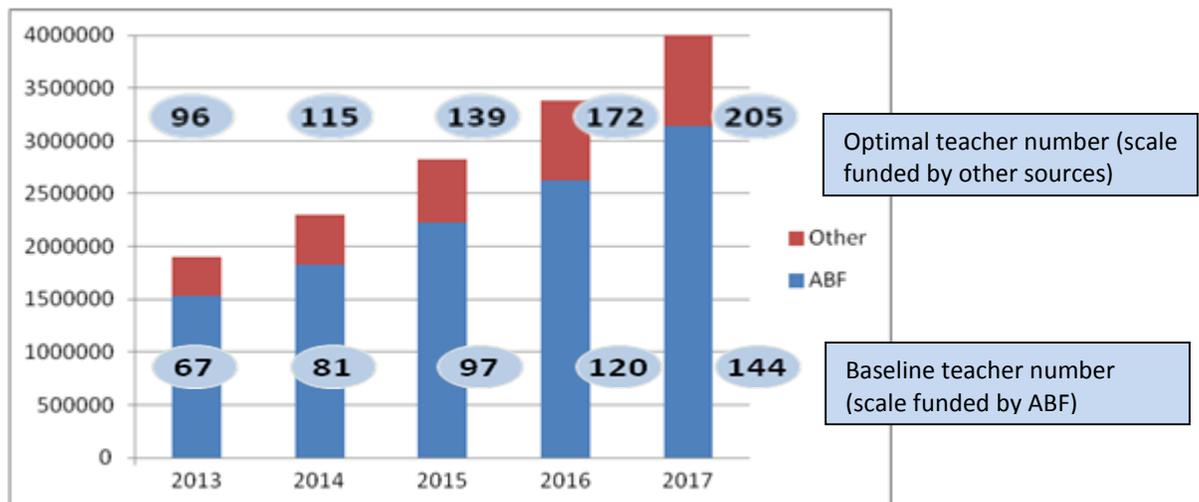
Engage alumni in TFB activities

Establishing a sustainable organization

- Build a strong team
- Leverage the international network
- Diversify sources of funding: This will allow to recruit, train, and fund 40% more teachers. If TFB raises more external funds than can be successfully utilized, these funds will go to a long-term endowment, which will ensure support for future teachers.

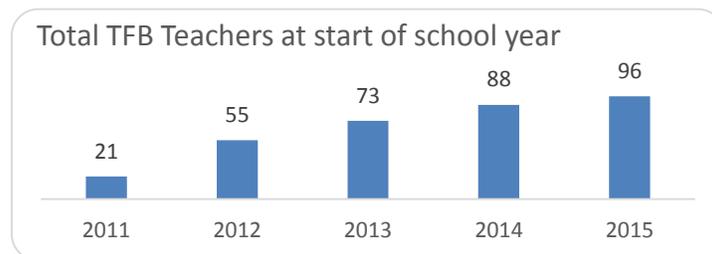
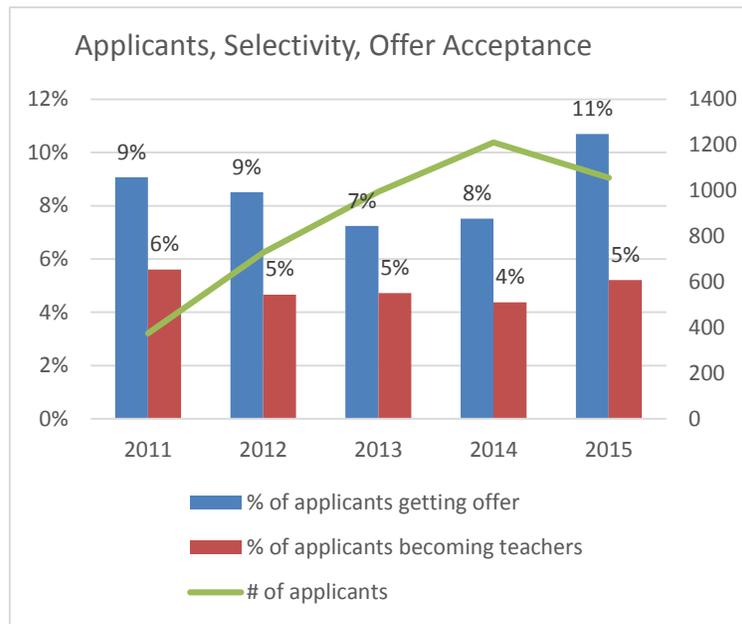
The figure below shows the projected numbers of teachers and how much would come from other donors.

Projected Budget Shown in Millions of Euros: Requested ABF contribution vs. other funding sources
(1 Euro = 1.956 BGN = 1.3279 USD)



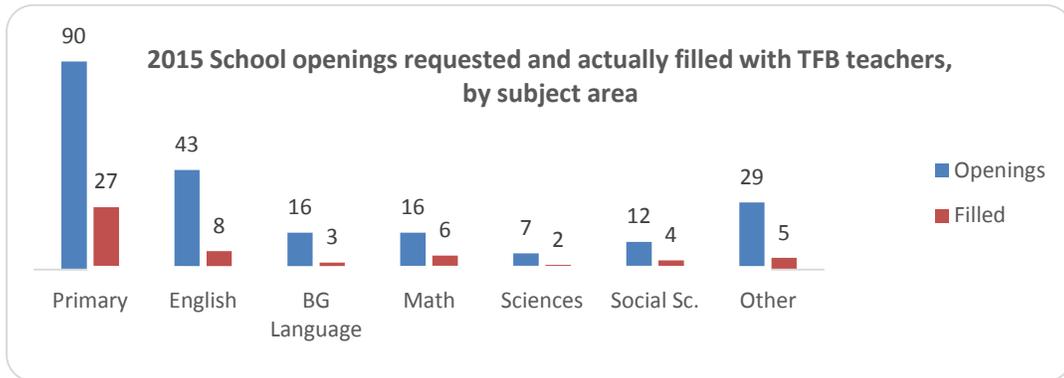
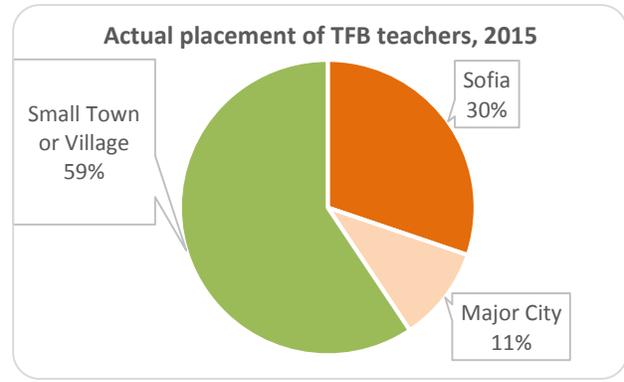
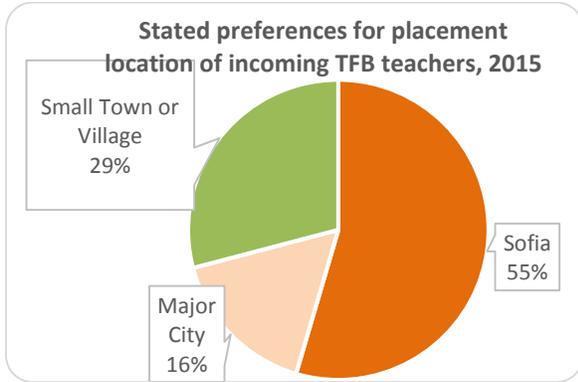
The First Five Years of Teach for Bulgaria

Recruitment of TFB Teachers





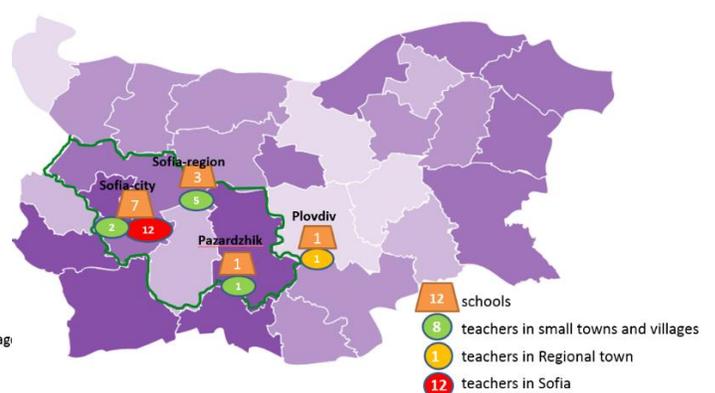
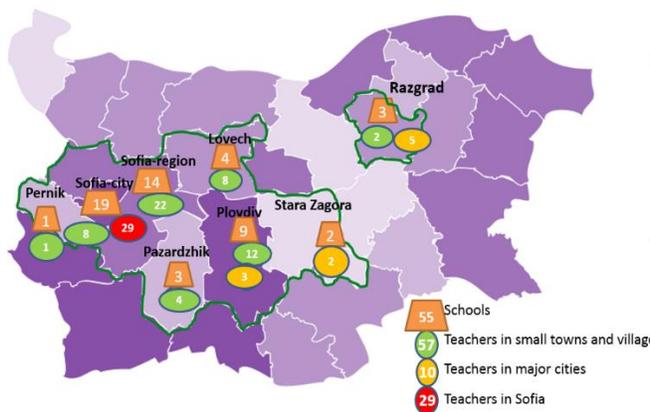
Placement of TFB teachers



Placement Scope 2015

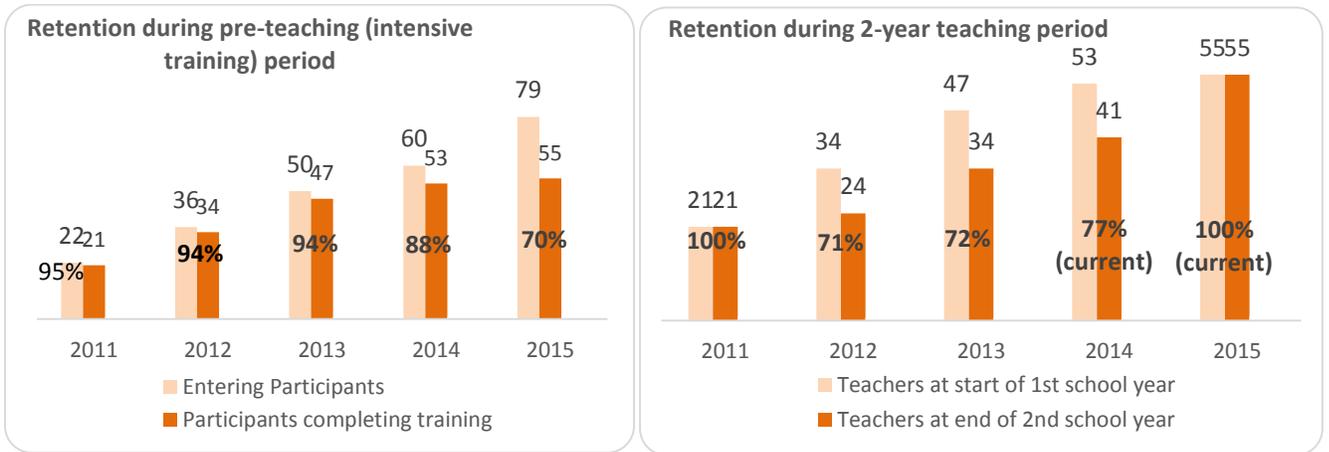
vs

Placement Scope 2011



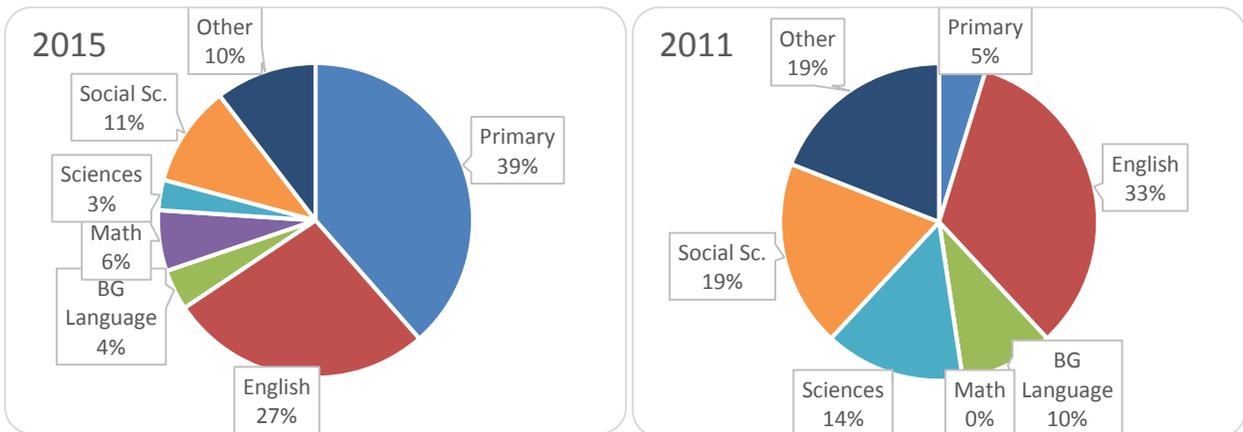


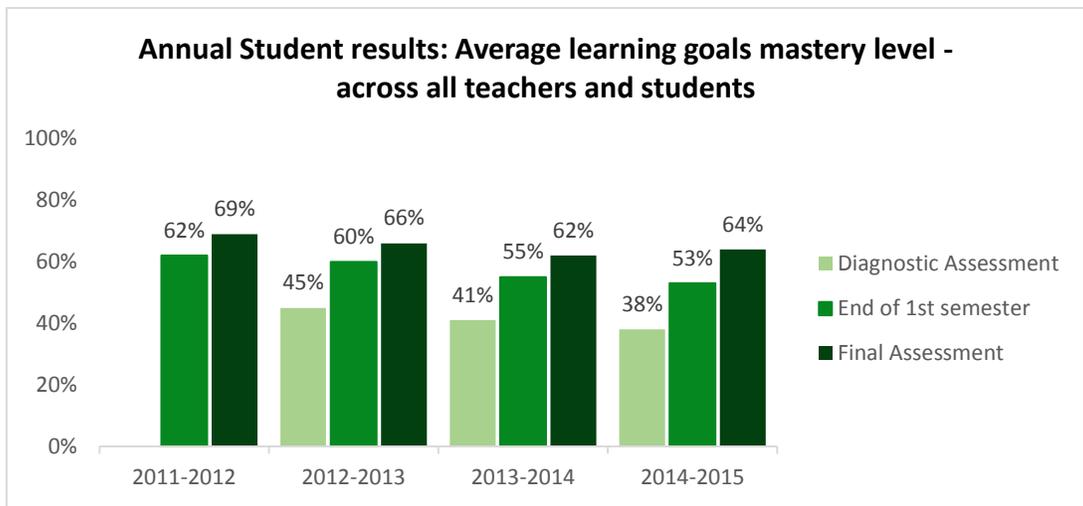
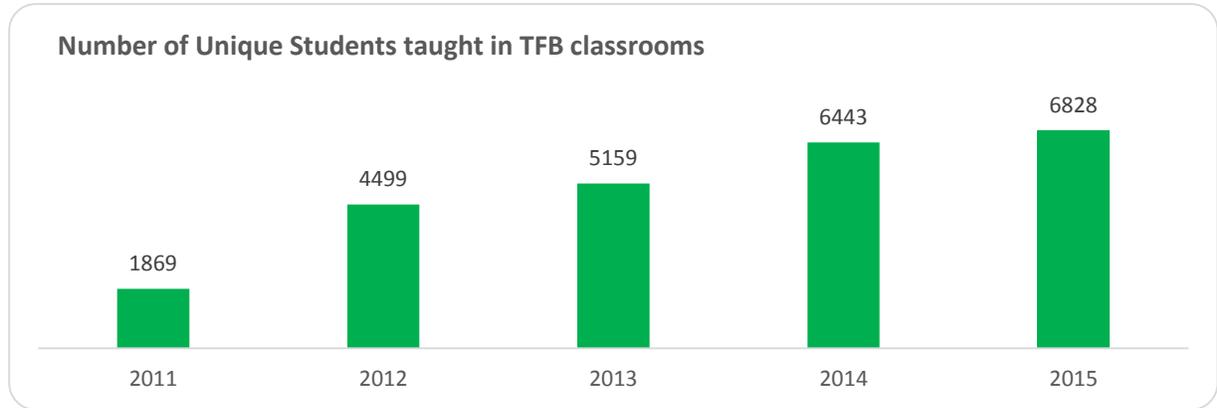
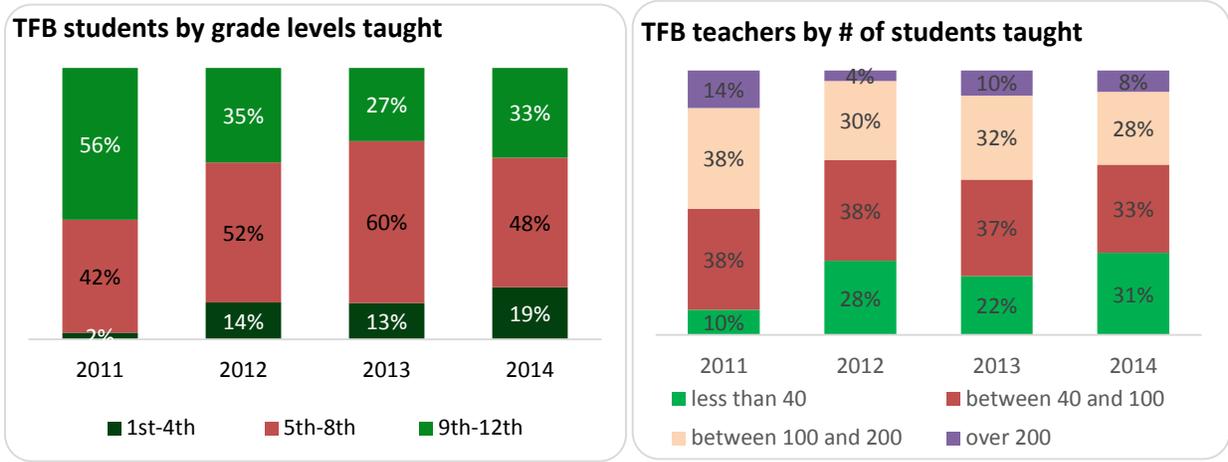
Retention of TFB teachers



TFB teachers at School

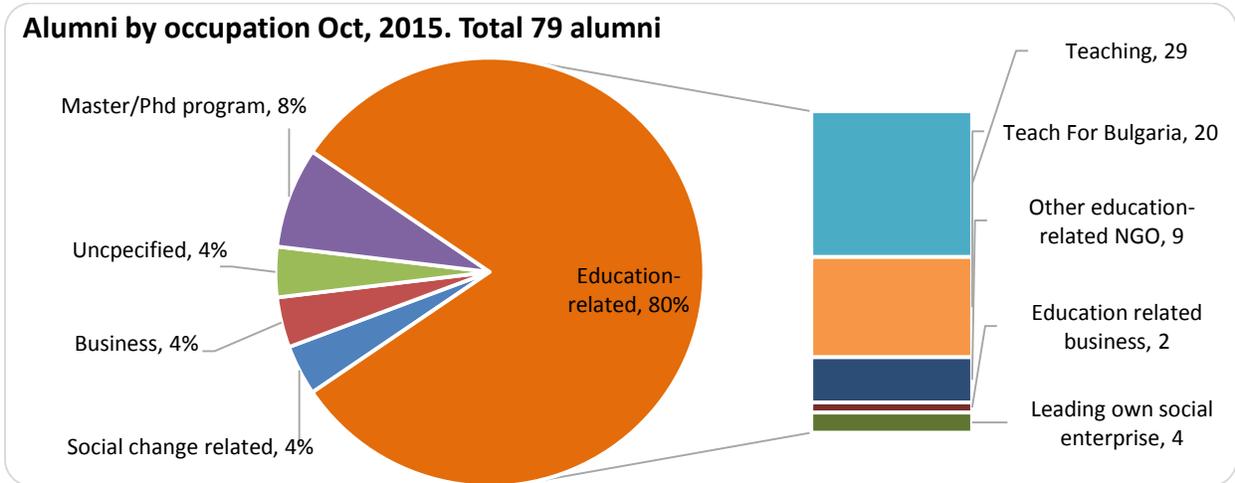
TFB Teachers by subject they teach in 2015 vs 2011



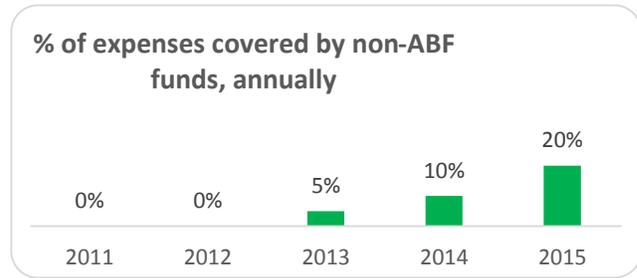
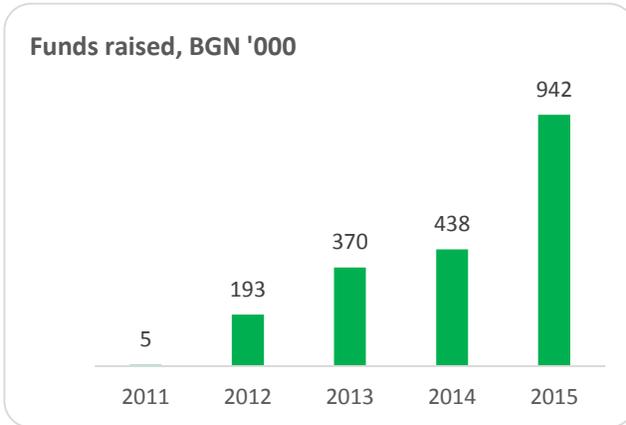




TFB alumni



Fundraising



Third-Party Evaluation of the TFB Program

TFB has already secured a formal, third-party evaluation of their program at the level of teacher competencies and mindsets. The third-party evaluation is part of a cross-European project funded by the European Commission and led by TFB, which aims to test the viability and effectiveness of implementing alternative pathways to teaching. The evaluation of TFB program’s impact on participants’ skills and mindsets will involve at least 70 TFB fellows (members of the 2016-2018 cohort) who will be surveyed over the course of two years. The evaluation will be funded independently (via an EC grant) and conducted by a leading research team at the University of Duisburg-Essen in Germany. It will be conducted on TFB fellows as well as on incoming teachers through Teach for All partner programs in Spain, Austria, Latvia and Romania.

If we apply a common framework used in assessments of training and professional programs (see Table 1 below), the third party evaluation will cover levels 1 through 5.

Table 1

Level of impact	Specified focus in teacher training studies / evaluations
1. Implementation	Training conducted as planned and according to international best practices
2. Satisfaction while learning	Participants’ assessment of training program’s content, structure, relevance, personnel
3. Conceptual learning	Development of trainees’ formal knowledge over time
4. Self-perceived competences	Participants’ self-assessed competency / effectiveness / motivation
5. Externally perceived competences	Qualified peers’ assessment of participants’ competency / effectiveness / motivation (e.g. principals or instructional coaches)
6. Effect on student learning	Students’ assessment of quality / effectiveness / motivation of teacher
7. Effect on learning outcomes	Tested student competencies and longer-term academic & life outcomes

The study will seek to answer the following research questions:

- What kind of people does the TFB program (alternative pathway to teaching) bring into teaching – compared to incoming new teachers from traditional teacher training programs?
- How do mindsets and competencies of new TFB fellows (alternative-route trainees) evolve during the course of the two-year program?
- How do the teaching competencies of TFB fellows compare with those of new teachers trained in traditional-route certification programs?
- How do principals perceive the impact of TFB teachers compared to traditionally trained new teachers?

Given the longer timeframe of the European study, its results will be made available in 2018.