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Women United in Philanthropy Proposal
AATF Scholarship Program
June 2016

Charlottesville-Albemarle Community's Need

In our local schools, less than 1 out of every 10 teachers identify as African American. This creates a serious disadvantage for African American youth, in that they lack role models and authority figures who share ethnic, sociological, and cultural roots. It also denies all children the experience of learning from and developing positive relationships with teachers from diverse backgrounds.

The student body in both Charlottesville City Schools (CCS) and Albemarle County Public Schools (ACPS) are more diverse than their teachers. In CCS, only 16% of the 426 teachers are African American. However, the student body of 3,945 consists of 43% black students (as of 2012). In 2014, 9% of the ACPS instructional staff consisted of minorities. With a student population consisting of over 20% minority students, the diversity of the county's instructional staff pales in comparison to that of its student population. ACPS's student body of 13,122 consists of the following demographics: 69.7% white; 11.4% black; 9.0% Hispanic; 4.5% Asian; 5.5% other. Our community serves over 15,000 students and employs more than 1,500 teachers, but there are fewer than 150 African American teachers working in our schools.

A diverse cadre of teachers in the Charlottesville-Albemarle community presents implications for our community's public school students. When minority students see minority teachers, they tend to view the academic environment as a more welcoming place. "It is important for all students to interact with people who look and act differently than they do in order to build social trust and a wider sense of community," says Ulrich Boser from the Center for American Progress, thus reinforcing the notion that minority teachers benefit both students of color and Caucasian students.

Our Program

Our mission is to recruit, support, develop, and retain a cadre of African American teachers to serve the Charlottesville City and Albemarle County public schools. Our Fellowship enables African American college students to develop into premier teachers in order to serve the children that attend schools in Charlottesville and Albemarle.

Since AATF's inception, we have had remarkable success. There are a total of 16 Fellows teaching in the state of Virginia. Out of that 16, 14 Fellows are teaching in the Charlottesville-Albemarle community. One-hundred percent of our recent Graduating Cohort of Fellows will return to their respective schools in Charlottesville and Albemarle for the 2016-2017 school year. Each teacher that has successfully completed our program have taught in Charlottesville in Albemarle beyond their fellowship requirement, which speaks to their commitment to increasing diversity in these schools.



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AATF Scholarship Program Description & Relationship to Community Need

Racial disparity in the local public schools is the problem. Having a diverse group of premier teachers is the solution. The AATF Scholarship Program provides tuition assistance for up to three years for each Fellow. These funds also cover the required licensure tests and fees for obtaining a teaching license in Virginia.

In exchange for the scholarship funding, each Fellow commits to teach in the Charlottesville-Albemarle public school systems for the amount of time equivalent to the years of funding received. AATF's programming, ranging from professional support to leadership development, helps Fellows foster a connection to and an affinity for the Charlottesville-Albemarle community, thus contributing to the retention of our Fellows in our community.

In 2015, our Scholarship Program provided tuition assistance to five future teachers in the amount of \$5,000 (full-time)/\$2,500 (part-time) for our Student Fellows enrolled in a teacher licensure program.

Goals & Measurement

The success of the AATF Scholarship Program will be measured by the attainment of the following goals:

- (1) To provide direct tuition assistance for 5 Student Fellows.
- (2) To contribute financially to the degree attainment and teacher licensure process of 5 Student Fellows.

Each semester, each Fellow submits a Semester Review Form and Funding Request Form to the AATF Program Director. The Program Director submits the paperwork to the Executive Director and Program Committee for review and approval. The review process facilitates tracking of each Fellow's student status (part-time/full-time), GPA, Fellowship requirements, progress towards degree completion, and the amount of funding requested.

The AATF Executive Director, in partnership with the Program Director and Program Committee, will ensure that the funding allocation per fellow is in alignment with the 2016 project budget and student enrollment status. In addition, AATF Staff will leverage the semester review process as a means to track Student Fellow progress towards teacher licensure and degree attainment.

Funding

The total AATF Scholarship Program's cost for direct tuition support will be \$25,000 at the start of the Fall Semester for our Fellows. One-hundred percent of the \$20,000



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requested of the United Women will be restricted to AATF's Direct Assistance Fund, which solely funds AATF Fellow scholarships and will serve a total of five Student Fellows.

Your investment in the AATF Program would help us further our mission of diversity and multicultural awareness in the Charlottesville-Albemarle community's public school systems.

Budget and Income

Individuals	\$102,850	49%
Foundations	\$68,130	32%
Corporate	\$19,300	9%
Faith-based & community organizations	\$7,850	4%
State	\$6,200	3%
Miscellaneous	\$3,705	2%
In-Kind	\$1,900	1%
Total Budget	\$209,935	

70% of our income is spent on direct and indirect support of our Fellows. We spend over \$10,000 per year to fulfill our mission in recruiting, supporting, developing, and retaining each active Fellow in our program.

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