

# THE PARTNERS OF '63

July 2001

## STRATEGIC ALLIANCE THE PARTNERS OF '63 and THE NEW TEACHER PROJECT

Dear Member of the Harvard Business School Class of 1963:

This letter is aimed at those classmates that have a strong interest in reform of public education in the United States. This is not a fundraising letter. We seek something more valuable-your time!

Do you accept the premise that “no single factor has a greater influence on student achievement than teacher quality”?

Do you have an intuitive feel that “throwing more money at the problem” will not make much of a difference unless there is systemic change?

Would you have an interest to work and interact with (no pay, of course) a small cadre of your classmates?

If the answers to these three questions are “yes,” then you should carefully read this letter which discusses the Strategic Alliance between The Partners of '63 (“TP63”) and The New Teacher Project (“TNTP”). This initiative will provide assistance to a very talented, not-for-profit consulting organization (TNTP) that we strongly believe can make a meaningful difference by attracting “top quality” prospects to teach in local, high-need, school districts throughout the country.

### ***OUR OBJECTIVES***

This letter, together with subsequent communications, is structured to:

- **Describe** TNTP to the entire Harvard Business School class of 1963, their spouses or significant others.
- Help **educate** our class on the major problems related to public education.
- **Stimulate** active participation from those who want to seriously “get involved.” In order of priority, our interest is to capture their (a) intellect and time, (b) network of contacts and (c) financial support.
- **Provide** an opportunity for classmates to “constructively interact” with each other.
- **Enlist** the active support of at least 15 to 20 classmates (plus 5 to 10 of their spouses) for The Partners of '63/TNTP Strategic Alliance within two (2) years of our launch, with roughly half that number engaged by June 30, 2002.

## ***THE NEED***

**There are about 2.7 million teachers now actively teaching the 47 million students in 14,498 public school districts across the United States. Approximately 2 million teachers must be hired over the next ten years in order to handle retirements, chronic attrition of new teachers, and growth. On one hand, this situation has created a crisis. On the other, it provides a unique opportunity for systemic change.**

It is informative to note that 51% of our children are educated in less than 6% (810) of the 14,498 school districts across the United States.

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<b>District Size</b>	<b>Number</b>	<b>% Districts</b>	<b>% Students</b>
United States	14,4981	100.0	100.0
100,000 or more	24	0.2	13.2
25,000 to 99,999	212	1.5	19.6
10,000 to 24,999	574	4.0	18.4
5,000 to 9,999	1,026	7.1	15.2
2,500 to 4,999	2,062	14.2	15.5
1,000 to 2,499	3,496	24.1	12.2
under 999	7,104	49.0	5.9

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**These key 810 school districts represent a potential market for TNTP (at a \$220,000 annual contract fee per school district and a two-year contract term) in excess of \$350 million in (cumulative) consulting revenues alone!**

## ***BACKGROUND***

In 1989, Wendy Kopp founded Teach for America (“TFA”), the national corps of top recent college graduates — of all academic majors — who commit two years to teach in low-income urban and rural public schools. Over the past ten years, Teach for America has placed more than 6,000 corps members in 15 school districts across the country.

TFA has placed 1,600 new teachers in the 2000/01 school year and has plans to expand to placing 4,000 new teachers into 25 communities in the 2003/04 school year.

TFA has not only provided disadvantaged students with excellent teachers but has also influenced a generation of future leaders to commit themselves to improving education and the welfare of children growing up in low-income communities. Indeed, 60% of the Corp members are still involved in education either as teachers or administrators.

It operated last year a budget of about \$10 million (\$16 million this year) or about \$6,000 per new teacher placed into the classroom. This remarkable, non-profit success story is funded by corporations, private foundations, and individuals.

## ***THE NEW TEACHER PROJECT APPROACH***

Approximately three years ago, Teach For America formed a new not-for-profit organization called The New Teacher Project. The cornerstone of the TNTP approach is to revolutionize the way districts recruit and develop new teachers. TNTP seeks to apply many of the “lessons learned” by TFA to numerous school districts.

It is a truly separate corporation (from TFA), with its own finances and its own Board of Directors. It was formed principally as a response to a constant demand from school districts across the country for help from TFA. The unique strategy and focus of TFA prevented them from being able to adequately respond to large numbers of school districts.

**TNTP VISION.** One day, our nation’s public schools will be thriving organizations that offer all children an excellent education.

**TNTP MISSION.** The New Teacher Project partners with educational entities to:

- Increase the number of outstanding individuals who become public school teachers; and
- Create environments for all educators that maximize their impact on student achievement.

**TNTP STRATEGY.** TNTP will partner with school districts, states, and other educational institutions to enhance their capacity to:

- Recruit new teachers aggressively and strategically from a variety of sources.
- Select them according to high standards.
- Train them with hands-on experiences to focus on student achievement; and
- Support them to build networks and continue to develop themselves as educators.

TNTP is dedicated to partnering with school districts and states to enhance their capacity to **recruit, select, train, and support** new teachers effectively. With the conviction that the recruitment and retention of high quality new teachers must be an integral aspect of any school reform movement, The New Teacher Project is dedicated to ensuring that outstanding individuals are selected to have the privilege of teaching children, and that these new teachers are trained and supported in a way that maximizes their effectiveness in attaining gains in student achievement.

During the 1998/99 school year, TNTP worked on three contracts. In the next year, TNTP scaled to an equivalent of 11 contracts. In the FY 01 (ending September 30, 2001) TNTP will fulfill approximately 22 contracts with major school districts and states across the country.

The TNTP team is staffed and led by dynamic “thirty-something” team from both veteran TFA staff as well as major consulting firms such as McKinsey, Bain, and Accenture. The diversity of the team is what allows the organization to be mission-driven and focused on education, while always utilizing sound business principles and results-driven strategies. A central management team supports the efforts of eight regionally based Partners (working from virtual home offices) who have the responsibility for securing and fulfilling contracts in their regions. TNTP has ambitious growth plans, with the goal of fulfilling 36 contracts in the 2001-2002 school year and 52 contracts by 2002-2003.

In many ways, the first contract for TNTP proved its competence and demonstrated its potential. This contract was with the Massachusetts Department of Education, which had to deal with a crisis — in the summer of 1998, 59 % of the prospective teachers failed the state’s new teacher certification test!

The State’s incoming Education Commissioner recognized the need to look beyond traditional sources and worked out a program that provided \$20,000 signing bonuses for talented teacher candidates. TNTP devised an intensive campaign to recruit outstanding applicants aggressively across the nation. Qualified candidates had to be in the top 10% of their college class, possess a GPA of at least 3.5, or score in the 90<sup>th</sup> percentile of a nationally recognized test. Eight hundred applicants qualified. Through the rigorous TNTP-designed selection process, 58 candidates were chosen to teach in the fall of 1999. Of this group, 50% held a masters or higher degree, 48% had strong backgrounds in math or science, 44% were men, 23 % were minorities, 100% passed the Massachusetts teacher test.

Another early TNTP success story was the program developed by TNTP for the New York City Board of Education. With the creation of “NYC Teaching Fellows,” TNTP developed and implemented a program that attracted over 2,300 mid-career professionals to compete for the 250 (later expanded to 350) available positions. The 350 Fellows chosen had an average GPA over 3.2 at top institutions, 40% were people of color, and 40% male. In the second year of recruitment, the program received 8,000 applicants for 1,200-1,400 spaces!

TNTP took on the task to design and implement both projects. TNTP professionals were involved from the first day of planning, through the marketing blitz, candidate screening and selection, as well as establishing a summer institute of 6 to 8 week intensive training prior to entering the classroom.

Of these services, one of the most valuable “deliverables” are well researched “teacher selection criteria” that seem to accurately predict whether or not a candidate is likely to succeed in a “war-zone” classroom.

TNTP contracts typically fall into one of two categories. In some cases, TNTP is providing consulting to districts in recruiting, selecting, and developing teachers hired through “**traditional routes**” (i.e., people who come with the education courses necessary for teacher certification). However, in the vast majority of the contracts, TNTP has been engaged to create high-quality “**alternate routes**” into teaching for individuals who do not have the required education courses.

TNTP, while still a “development-stage” (not-for-profit) consulting firm, is well positioned to strive for the following aggressive goals.

	<b>Fiscal Year Ending September 30</b>				
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
Revenue (\$Millions)	\$0.2	\$1.0	\$2.9	\$7.4	\$11.0
(Deficit) Surplus (\$Millions)	-0.2	-0.2	-0.4	0.8	1.0
Contracts (units) fulfilled	3	11	22	36	52
Regional Partners	0	4	8	9	12
Site Managers	2	2	22	36	52
Total Personnel	3	12	30	60	80

### ***ALTERNATIVE CERTIFICATION***

Until a few years ago, a teacher had to graduate from a recognized college or university and obtain a teaching certificate before entering the classroom. The numbers, as well as the quality of these “traditional-route” teachers, were discouraging and were not fulfilling the needs of the school districts nationwide.

Interest among the states in providing alternate routes for certifying teachers is escalating. In 1998-99 alone, states developed ten new alternate route programs. In the past two years, 14 states have passed or plan to introduce new legislation to establish alternative programs for the preparation and certification of individuals who already have a bachelor’s degree and want to become teachers.

**Exhibit One** summarizes the current status (as perceived by TNTP) of alternative certification in each of the states.

### ***TNTP ORGANIZATION***

TNTP has divided the United States into nine regions. Each is headed by a Regional Partner. This individual has the responsibility to market the organization, secure the contracts, hire staff, and manage the team of consultants who provide services to the school districts. Each contract has a Site Manager responsible for the actual execution of the contract. For FY 02, each Regional Partner has a “short list” of about 30 prospects from which they expect to secure four (or more) contracts.

The Regional Partners are supported by a strong home-office staff, including a Chief Knowledge Officer, VP-Programs, VP-Marketing, CFO, certain specialists, and the CEO.

### ***TNTP MARKETING PRIORITIES/CRITERIA (for new clients)***

- **Size of Impact.** TNTP targets districts with 10,000 students or more, and generally seeks clients interested in improving the entire continuum — recruitment, selection, training, and ongoing support.
- **Need.** The TNTP staff members care deeply about educational quality. They also feel they can have the greatest impact if they effect change on districts that need it the most! In those cases where they accepted assignments with districts whose need was not as great, the staff members who worked on the projects were less than enthusiastic.
- **Ability to Impact.** The New Teacher Project has found that there are some districts that do not have an atmosphere conducive to change. In cases such as these, existing circumstances limit TNTP's ability to positively impact the client and achieve sustainable results. Therefore, TNTP seeks evidence of a favorable environment to allow for change, such as the investment of the Superintendent and other decision-makers in the project, a critical mass of forward thinkers among staff, and a level of stability within the district. Also critical in determining TNTP's ability to impact the client is whether or not the State has existing alternate route legislation or is willing to develop a pilot program.
- **Feasibility.** TNTP focuses on projects that can be adequately funded and staffed. One of their goals as an organization is to become completely self-sufficient, through revenue from their contracts. In some cases, districts have expressed an inability to pay the entire cost. Though they have allowed (and even facilitated in some cases) a relationship with a foundation or corporation, TNTP requires the district to pay a large percentage of the bill to ensure their commitment and investment in the project.
- **TNTP Capability Building.** They strive to work with new types of clients in innovative contracts, to deepen and broaden TNTP's expertise in the recruitment and development of new teachers.

### ***KEY TARGETS FOR FY 02***

- **They hope to work with most of the largest 15-20 school districts in the USA.** These districts need TNTP most. In addition, they are “high-profile” contracts, so they help TNTP establish a national identity among other prospective clients. District's they would love to “close” in 2001/02 include Chicago, Los Angeles, Miami-Dade, Clark County (Las Vegas), and Dallas.
- **There are five states (New Jersey, California, Arizona, Texas and Louisiana) that are very reform-minded and are ripe for programs (like Massachusetts) that would “push the envelope.”** This typically requires extensive work with the State Department of Education.
- **There are another ten (10) States that have adequate to marginal alternative certification laws. Although more difficult to master, these states have districts that could become great clients.** TNTP is gearing up to serve them including: Connecticut, Florida, Georgia, Illinois, New York, Pennsylvania, Ohio, North Carolina, as well as a joint effort with New Hampshire and Vermont.

## ***SPECIFIC ASSIGNMENTS FOR OUR CLASSMATES***

Review **Exhibit Two** for a summary of specific tasks that TNTP and our Partners of '63 Task Force members felt could be a constructive use of our classmates' time and intellect. Obviously, any actual assignment would be a function of the particular interest, skill set, and time available on the part of our classmates and the specific needs, at that point in time, of the TNTP Regional Partner.

## ***TNTP WEB SITE***

We expect that many of you will generate more questions as you reflect on our Strategic Alliance with TNTP. Accordingly, much more detailed information about The New Teacher Project has been organized for your review. Simply access our Internet Web site at [www.tntp.org/tp63](http://www.tntp.org/tp63). Once TP63's work with TNTP is well underway across the country, the Web site will also contain an ongoing "status report" on joint progress/successes made by The Partners of '63 with TNTP.

## ***EXPRESSION OF INTEREST FORM (TNTP)***

A one-page form is enclosed with this mailer. It's purpose is to elicit responses from (a) anyone in our class that wants to work with us, as well as (b) those with a strong background and interest in the reform of public education. **We ask that you make your decision by August 31, 2001.** This will give you "**registered-classmate**" status for The Partners of '63 Strategic Alliance with TNTP.

## ***INFORMAL SESSIONS***

These will be informal meetings, hosted by an interested classmate at his home. The initial meetings will be hosted by a few of The Partners of '63 members that are interested in TNTP. Each session would include two or more additional classmates (and spouses) plus the TNTP Regional Partner. It would involve a discussion about the specific TNTP activities in the local area, and an outline of the specific sales targets and needs of the Partner, at that point in time. These meetings would provide the classmates with an excellent chance to interact with the Partner and each other. The "informal sessions" would be spread out between September 2001 and December 2002, in line with TNTP market development needs and the priorities of their programs.

Invitations to these sessions will be extended to those in a local area that return the "Expression of Interest" Form and register a specific interest in the TNTP initiative.

## ***EMAIL UPDATES***

The TNTP Regional Partner will send a quarterly (more often if warranted) email update to every registered classmate in their region that has filed an expression of interest form. It will include a short progress report, a list of target clients, and a "wish list" of specific needs as well as upcoming "informal sessions." Registered classmates can respond by email at their discretion.

**THE PARTNERS OF '63 TACTICAL PLAN.** Within one year of our launch date, we can make a judgment on how much in the way of resources we are prepared to commit as a group. Our vision on how we can integrate our involvement against specific projects is as follows:

- **Level 1.** As a minimum, we should be able to attract enough interest, to focus our resources to help TNTP attain its goal of 52 contracts (in large school districts) in FY 03.
- **Level 2.** Take on a project to help TNTP work out an efficient model to serve smaller “**suburban**” school districts (under 10,000 students) using some form of collaboration among districts. Help to structure (and secure financing, if needed) one to three pilot programs in 2002/3 that confirm the business model for expansion in later years. Help to develop the marketing plan for the rollout. Our vision is to take these on as The Partners of '63 projects (as consulting assignments) but within the structure of TNTP.
- **Level 3.** Take on the project to help TNTP work out a viable model to serve “**rural**” districts. Understand the proposed “pilot” in Arkansas, which is now in the feasibility study phase. Again, this would be a TP63 project and a vehicle for classmates to interact. Ian Arnof (Section G) has agreed to lead this effort.
- **Level 4.** Actively assist TNTP to put together a much more aggressive Business Plan for 2003/4/5 with expanded resources that the TP63 helps to assemble.
- **Opportunistic.** If a classmate or two steps forward, provide the leadership (or actively support) “alternative certification” efforts in certain states.

### ***CASH NEEDS OF TNTP***

Obviously, some of our classmates may eventually decide to place Teach For America or The New Teacher Project on their list of organizations worthy of a contribution.

**However, the TNTP business model as now structured is rather unique. In our view, the most exciting aspect of the TNTP initiative** is that TNTP management is successfully applying a **traditional business model** for building a consulting/recruiting practice rather than adopting the traditional not-for-profit (requiring annual contributions to survive) approach.

**TNTP is demanding that their client “invest” by paying a consulting fee for services rendered! The users (the school districts) are paying real money for a service they feel is of significant value. A typical annual contract to provide 75 to 100 new teachers involves a \$220,000 annual consulting fee to TNTP. This concept alone separates TNTP from almost all other not-for-profit organizations.**

Moreover, it is building the cash-flow “disciplines” into the TNTP culture needed to implement a nationwide roll out. As TNTP attains the goal that every project is essentially self-financing, it has created the opportunity to rollout TNTP across the country without a massive capital infusion. **The vision for TNTP as conceived by Michelle Rhee (the TNTP CEO) is eminently sound.**

Our judgment is that the FY 02 operating budget contains healthy “stretch goals.” They call for a swing from a loss of \$400,000 in FY 01 to a profit of \$800,000 on a 150% revenue increase. It is our belief that they will indeed make the transition to profitability in FY 02, but the shortfall in profit (and cash) could be in the range of \$500,000 for the year. This is still an incredible accomplishment for a not-for-profit organization, just three years old. Accordingly, The Partners of '63 will assist TNTP to structure and raise up to \$500,000 in “quasi equity” prior to February 28, 2002.

### ***DUE DILIGENCE***

**A Task Force of The Partners of '63 members, led by Fred O'Such (831-620-0865) and assisted by Ian Arnof (831-626-5458) and Alan Shalleck (609-924-4166), has conducted extensive due diligence on TNTP over the last nine months. In addition, TNTP has welcomed our support to help them refine their latest Business Plan. You should find answers to most of your additional questions on the TNTP Web site [www.tntp.org/tp63](http://www.tntp.org/tp63).**

In addition, our initiative is structured to have the primary interaction between the classmate and the appropriate TNTP Regional Partner. On the other hand, if you have questions, please feel comfortable to contact any of the Task Force members.

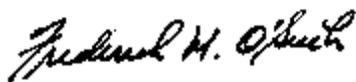
### ***THE ASK***

This is a “self-selection” process. For those classmates that decide to participate, we encourage you to actively involve your spouse (or significant other). In order to involve yourself with the Strategic Alliance between The Partners of '63 and TNTP simply:

- **Join The Partners of '63.** Submit the “Enrollment Form” enclosed with the letter you recently received announcing The Partners of '63. If you need another copy of the Enrollment Form, you can download it from [www.tntp.org/tp63](http://www.tntp.org/tp63).
- **Complete the attached Expression of Interest Form (TNTP).** Mail it to:

The Partners of '63  
c/o The New Teacher Project  
331 Madison Avenue, 2<sup>nd</sup> Floor  
New York, NY 10017

Very truly yours,



Frederick M. O'Such  
The Partners of '63

FMO:kab  
Attachments

**EXHIBIT ONE**  
**ALTERNATIVE CERTIFICATION STATUS**

**Category 1.** States with **adequate** legislation:

Alabama	Kentucky
Arizona	Massachusetts
California	New Jersey
Connecticut	New York
Delaware	Texas
District of Columbia	

**Category 2.** States with **marginal** legislation (a constraint on TNTTP efforts):

Arkansas	New Hampshire
Colorado	North Carolina
Illinois	Ohio
Louisiana	Pennsylvania
Maryland	South Dakota
Mississippi	Utah

**Category 3.** States with **no** alternative certification legislation:

Alaska	Nevada
Hawaii	New Mexico
Iowa	Rhode Island
Indiana	South Carolina
Kansas	Tennessee
Maine	Vermont
Michigan	Virginia
Minnesota	Washington
Missouri	West Virginia
Montana	Wisconsin
Nebraska	Wyoming

**Category 4.** Difficult to say:

Florida	North Dakota
Georgia	Oklahoma
Idaho	Oregon

**EXHIBIT TWO**  
**SPECIFIC ASSIGNMENTS FOR OUR CLASSMATES AS “RESOURCES”**

- 1) **Access to Superintendents.** In local districts targeted by the TNTP Partner, assist the TNTP Partner to access certain Superintendents and help communicate the merits of the New Teacher Project to the local community. In a few cases, the Superintendent may need some help to secure outside funds to help finance the TNTP consulting contract. *(TNTP believes a little “gray hair” can help this process along. Moreover, there is evidence that TNTP in certain regions markets largely to HR departments. Quicker access to Superintendents can have a positive impact on the marketing cycle. Each of the eight TNTP Regional partners has a short list of the top 30 or so school districts that are their top prospects for the upcoming year. Our classmates can influence priorities, if their personal network of contacts can accelerate the process.)*
  
- 2) **Alternative Certification.** Certain states (such as Washington) have not yet provided a mechanism for alternative certification. In other states, the certification process needs improvement. Can we identify classmates whose network can help to influence legislation, or initiate a pilot project?
  
- 3) **Suburban and Rural District Models.** Currently, TNTP is marketing to the 810 school districts with at least 10,000 students in the district. There are another 3,088 prospective clients with at least 2,500 students in a district. In addition, there are numerous rural communities that have a serious need. TNTP would like to create viable business/delivery models that may involve collaboration between districts, etc. This could be an ideal project for a group of our classmates to develop pilot programs, critically reflect on outcomes, and then help TNTP rollout to similar locals.
  
- 4) **Top “clusters” of alternative-route teacher prospects.** TNTP has 20 ongoing contracts, some of which call for recruiting large numbers of alternative-route prospects. (For example, in San Jose, TNTP has signed up to provide 75 to 100 of the 250 new teachers needed for the 2001/02 school year.) Identify “clusters” for target “guerilla” marketing. Some might include:
  - Retired military
  - Ex dot-comers
  - Industrial employees – two year sabbatical
  - Empty nest parents (or within a few years)
  - Soccer mom’s
  - Ex teachers who may want to re-enter

Obviously, the “clusters” will vary area to area.

- 5) **Summer Stipends.** In all cases, the “alternate-route” teacher must attend a six-week summer “boot-camp” program prior to starting on their teaching assignment in September. Each has quit their old job, but School Districts are not set up to pay teachers until the new school year starts. The new teacher either has to go without pay for six weeks or receive (approximately) a \$5,000 stipend. Our classmates can identify sources for the stipends.
- 6) **Career Ladders.** Can we help develop programs in which a bright young graduate can visualize investing about two to five years in teaching and then move on to another career that provides for greater income and new challenges? Hopefully, some will return to teaching or education administration later in their career.
- 7) **Local Supporter.** There are now fifteen (15) TFA sites across the USA. Some classmates may prefer to involve themselves with the TFA rather than the TNTP project.
- 8) **Partner Advisory Board.** A small group of “passionate” members of our class will be invited to join an “informal advisory group” (starting in mid 2002) for each of the TNTP Partners. The members would help with organizational issues, and serve as a sounding board for creative marketing programs tailored for the local area.
- 9) **Corporate Partners.** In each TNTP project, they create a marketing blitz aimed at the clusters of top prospects. It is carefully crafted to be highly selective. They need donations of “conference rooms” at “prestige facilities,” temporary office space for 4 to 5 months, as well as printing and graphics support.
- 10) **Local University Liaison.** Link TNTP with the right “local” university.

**EXPRESSION OF INTEREST FORM (TNTP)**  
**Strategic Alliance between The Partners of '63 and The New Teacher Project**  
**(This is not a solicitation for funds!!)**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Telephone# \_\_\_\_\_ Fax # \_\_\_\_\_ e-mail address \_\_\_\_\_

**Circle Yes or No on each of the following eight questions.** It is our attempt to identify and calibrate certain interests (as well as networks) of members of the Harvard Business School Class of 1963. (Your answers are based on the critical assumption that The New Teacher Project survives your own personal "due diligence" effort.) Add your comments on the reverse side of this form.

**Public education reform is very high on my list of "personal" priorities. I really have a strong interest in the subject!** YES or NO

**I would like to learn a lot more about the entire subject of the underlying problems impacting public education.** YES or NO

**I would like to learn a lot more about The New Teacher Project.** YES or NO

**I would be pleased to use my network to introduce TNTP to the Superintendent of Schools in \_\_\_\_\_ (city/state).** YES or NO

**I would be pleased to use my network to assist TNTP in its alternative certification efforts with top political leaders and/or the Department of Education in the State of \_\_\_\_\_.** YES or NO

**Over the years, I have actively participated in activities related to public school reform in the following school districts/or initiatives \_\_\_\_\_** YES or NO  
 (Keep in mind that this is not a requirement. However, we are trying to identify certain classmates that have developed networks of individuals active in public education.)

**Quite frankly, this could be of real interest to me but not at this time. Keep me informed!** YES or NO

**My spouse (significant other) \_\_\_\_\_ also has an interest.** YES or NO  
**My spouse's e-mail address is \_\_\_\_\_.**

**I'd like to attend one of the Informal Sessions at the home of a classmate. Check the locations that could work for you, assuming that you had at least 60 days notice.**

- |                                           |                                         |                                                    |
|-------------------------------------------|-----------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Atlanta          | <input type="checkbox"/> Los Angeles    | <input type="checkbox"/> San Francisco             |
| <input type="checkbox"/> Boca Raton       | <input type="checkbox"/> Louisville     | <input type="checkbox"/> Santa Barbara, CA         |
| <input type="checkbox"/> Boston           | <input type="checkbox"/> New Hampshire  | <input type="checkbox"/> Seattle                   |
| <input type="checkbox"/> Carmel, CA       | <input type="checkbox"/> New Orleans    | <input type="checkbox"/> St. Louis                 |
| <input type="checkbox"/> Cambridge        | <input type="checkbox"/> New York City  | <input type="checkbox"/> Sun Valley, ID            |
| <input type="checkbox"/> Cincinnati       | <input type="checkbox"/> Palo Alto, CA  | <input type="checkbox"/> Vermont                   |
| <input type="checkbox"/> Chicago          | <input type="checkbox"/> Philadelphia   | _____                                              |
| <input type="checkbox"/> Dallas/Ft. Worth | <input type="checkbox"/> Phoenix        | _____                                              |
| <input type="checkbox"/> Fairfax, VA      | <input type="checkbox"/> Portland       |                                                    |
| <input type="checkbox"/> Greenwich        | <input type="checkbox"/> Princeton      |                                                    |
| <input type="checkbox"/> Houston          | <input type="checkbox"/> Raleigh/Durham |                                                    |
| <input type="checkbox"/> Long Island      | <input type="checkbox"/> Sacramento     | <input type="checkbox"/> Call me to host a session |

**Mail to:** The Partners of '63  
 c/o The New Teacher Project  
 331 Madison Avenue (2<sup>nd</sup> Floor)  
 New York, NY 10017

**Web Site:** [www.tntp.org/tp63](http://www.tntp.org/tp63)  
**Phone:** (212) 297-1801 ext. 10

**Return by:** August 31, 2001