

House District 34

Senate District 14

THE TWENTY- FOURTH LEGISLATURE
HAWAI'I STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES

Log No: 224-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

- GRANT REQUEST – OPERATING GRANT REQUEST – CAPITAL SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Teach For America, Inc.
Dba:

Street Address: 99-080 Kauhale St., Suite C-20
Aiea, HI 96701

Mailing Address: 99-080 Kauhale St., Suite C-20
Aiea, HI 96701

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JILL MURAKAMI BALDEMOR

Title Executive Director

Phone # 808-485-8127, ext. 2204

Fax # 808-485-8520

e-mail jill.baldemor@teachforamerica.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
 FOR PROFIT CORPORATION
 LIMITED LIABILITY COMPANY
 SOLE PROPRIETORSHIP/INDIVIDUAL

4. FEDERAL TAX ID # _____

5. STATE TAX ID # _____

6. SSN (IF AN INDIVIDUAL): _____

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Request for a grant to assist with the operating costs of Teach For America Hawaii to support the recruitment and training of talented, highly motivated teachers for Hawaii's public schools.

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$307,808

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$150,000
FEDERAL \$0
COUNTY \$0
PRIVATE/OTHER \$625,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

JILL MURAKAMI BALDEMOR, EXECUTIVE DIRECTOR
NAME & TITLE

1-30-08
DATE SIGNED

TEACH FOR AMERICA

GRANT PROPOSAL TO THE

Hawai'i State Legislature Grants-In-Aide Program
JANUARY 2008

I. Background and Summary

a. Organizational Background: History and Mission

Teach For America is a corps of outstanding recent college graduates of all academic majors who commit two years to teach in underserved urban and rural schools and become lifelong advocates working for systemic educational reform from all sectors. Our mission is to build the movement to eliminate educational inequity by enlisting our most promising future leaders in this effort.

Our theory of change is that building a corps of our country's most promising future leaders to teach in low-income communities has an important short-term and long-term impact. In the short run, we are providing children growing up in Hawai'i's under-resourced communities with talented and committed teachers who are willing to go above and beyond to compensate for the systemic inadequacies to ensure they make significant academic progress, narrowing and sometimes closing the achievement gap. In the long run, Teach For America's growth is fundamental to the success of the broader education reform movement, in two regards. First, the success of every reform initiative relies on leadership, and Teach For America is a unique pipeline of future leaders who have not only raw talent but also the insight and conviction that comes from having taught successfully in low-income communities. Second, the success of education reform relies on our having leaders not only within education but also at every level of policy and in every sector who understand the potential of children in low-income communities and the changes that must happen in education to ensure they fulfill that potential, and Teach For America is working to foster the leadership of our alumni in all sectors. Each year we launch an aggressive effort to recruit the most outstanding graduating college seniors and recent college graduates – people who will be the future leaders in fields such as business, medicine, politics, law, journalism, education, and social policy—to join our movement.

Teach For America was founded in 1990 by then college senior, Wendy Kopp who proposed Teach For America's creation in her Princeton University undergraduate thesis. She was convinced that many in her generation were searching for a way to assume significant social responsibility that would make a real difference in the world and that top college students would choose teaching over more lucrative opportunities if a prominent teacher corps existed. As a 21 year-old, Kopp raised \$2.5 million of start-up funding, hired a skeleton staff, and launched a grass-roots recruitment campaign. During Teach For America's first year in 1990, 500 men and women began teaching in six low-income communities across the country. Today, Teach For America has a national corps of approximately 5,000 corps members and 12,000 alumni. We have become the nation's largest provider of teachers for low-income communities, and we have been recognized for building a pipeline of leaders committed to educational equity and excellence.

Teach For America expanded to Hawai'i in 2006. In the second year of our program, we have 97 corps members (teachers), teaching primarily in the Leeward and Central districts of O'ahu.

b. Goals and Objectives

Teach For America's primary objectives are:

- 1) To establish our Hawai'i region and grow to scale to maximize our impact;
- 2) To prepare and support corps members to increase their students' academic achievement;
- 3) To grow our alumni base in Hawai'i and foster our alumni leadership as a force for long-term change.

In order to achieve our goals and move students towards educational excellence, we aim to continue to provide support to our 97 corps members in the 2007-08 school year, and grow to 100-125 corps members (who will reach 8,500 – 10,500 students) during the 2008-09 school year. In the long-term, we aim to influence the career direction and civic commitment of our corps members so that as alumni, they will become part of an ever-expanding force of leaders and citizens who have the insight and commitment to effect the broad, systemic changes needed to ensure equal opportunity for all children.

c. Public Purpose and Need

In America today, educational inequity persists along socioeconomic and racial lines. Nine-year-olds growing up in low-income communities are already three grade levels behind their peers in high-income communities, and fully half of them won't graduate from high school by the time they turn 18. Those who do graduate will, on average, read and do math at the level of eighth graders in high-income communities. These children are seven times less likely than their more affluent peers to graduate from college.

Teach For America - Hawai'i focuses specifically on the educational achievement gap that exists between children growing up in low-income communities and those growing up in higher income areas. In the most recent test by the National Assessment of Educational Progress – considered the gold standard for measuring student performance in core subjects – Hawai'i ranked among the bottom eight states in the nation. In impoverished areas, such as the Leeward coast, statistics show that only 10 percent of all 10th graders are proficient in reading and two percent of 10th graders are proficient in math.

These disparities severely limit the life prospects of children growing up in poverty today. Out of 100 ninth graders in Hawai'i public schools, only 65 will graduate within four years. Of those, only 34 will go to college. By comparison, for students who attend Punahou and Iolani, 99 percent go on to attend four year colleges.

While the problem is daunting, we see evidence every day in classrooms across the country that when students in low-income communities are given the educational opportunities they deserve, they excel. It is this - the clear potential of students - that makes the disparities in educational outcomes so unconscionable and fuels our sense of urgency and responsibility to do everything we can to ensure educational opportunity for all.

d. Target Population

This year, Teach For America • Hawai'i will reach nearly 8,300 PreK-12 students on Oahu. We primarily target schools that: (1) are Title I (students receive free or reduced lunch), (2) historically are low academic achievement schools, and/or (3) historically have a high teacher turn over, in order to ensure that we are placing in "high need" areas. Nearly 20% of our teachers (19/97) are Special Education teachers.

e. Geographic Coverage and Service Area

For the 2007-08 school year, we currently have a total corps of 97 teachers at 22 schools across Oahu. A majority of the corps members teach in West O'ahu and the Leeward Coast with 70 working in the Leeward District. 22 corps members teach in the Central District, and five are placed at Kalakaua Middle School in the Honolulu District. Our current school placements and number of teachers at each school are detailed below.

Corps Members Per School

Name of School	# of Teachers Currently Placed
Waianae High	12
Campbell High	8
Waianae Intermediate	8
Nanakuli Inter/High	8
Aiea Intermediate	8
Ilima Intermediate	7
Waianae Elementary	6
Pohakea Elementary	6
Wheeler Middle	5
Kalakaua Intermediate	5
Wahiawa Middle	4
Waipahu High	4
Nanakuli Elementary	3
Kaimiloa Elementary	2
Kaleiopuu Elementary	2
Lehua Elementary	2
Leilehua High	2
Ewa Elementary	1

Hale Kula Elementary	1
Kaala Elementary	1
Waipahu Intermediate	1
Waialua High	1

II. Service Summary and Outcomes

a. Scope of Work, Tasks, & Responsibilities: The Teach For America Program Continuum

In order to effect immediate and long term benefits for the students in Hawai'i, Teach For America will pursue the following key program activities: (1) recruitment at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds, with a focus on increasing our recruitment of Hawai'i kama'aina and Native Hawai'ians; (2) selection of the top candidates through an intensive admissions process; (3) teacher preparation through an intensive residential summer institute; (4) local induction and placement of new teachers in the Hawai'i's highest-need public schools; and (5) provision of ongoing regional support, professional development and partnerships with universities for certification; and (6) connection to alumni network and to leadership opportunities after their service commitment.



Recruitment: Teach For America places great emphasis on recruitment and selection, since we have found the personal attributes of recruits to be a major determinant of their success as teachers and then as alumni. We target the most highly sought-after college graduates of all academic majors and career interests from leading colleges and universities.

As part of our strategy to bring top talent to Hawai'i, we will recruit competitive graduates from Hawai'i who are studying at colleges and universities on the mainland and increase their awareness of the opportunity to return home and give back to Hawai'i through Teach For America. Kamehameha Schools, Iolani School, Punahou School and the Hawai'i Association of Independent Schools have all committed to help in our recruitment effort.

Selection: Teach For America's research-based selection process aims to identify individuals who demonstrate the traits needed to excel as teachers in low-income communities and to effect long-term fundamental change in our country. Through studies and ongoing analysis, we have found that these qualities include: a demonstrated record of past achievement; personal responsibility and perseverance; strong critical thinking skills; the ability to influence and motivate others; organizational ability; high expectations for children and families in low-income communities and respect for others in these communities; and a desire to work relentlessly toward our mission and vision.

The 2007 corps members have a proven track record of academic achievement, averaging a 3.6 GPA from their prior academic institutions and averaging 1307 on their SAT scores. This year, Teach For America also successfully recruited and trained eight corps members who are from Hawai'i and two who are of Native Hawai'ian descent. These corps members have been placed in

hard to fill teaching positions in low-income communities and began their first year of their two-year commitment this fall.

Training and Local Orientation: Before entering Hawai'i schools, corps members attend a pre-service five-week training institute in Houston, Texas, designed to ensure that our corps members internalize the critical elements they will need to lead their students to achieve at high academic levels.

In Hawai'i, corps members participate in induction and orientation events to introduce them to the region, the people, and their cultures. Corps members join in cultural activities to help them learn more about the communities and students they will serve as a part of their two-year commitment. In addition, teachers also take part in additional professional development activities. They are provided with resources to help them construct curriculum plans and assessments for their students which align to the Hawai'i Benchmarks and Standards.

Ongoing Support and Professional Development: During their two-year teaching commitment, Teach For America provides ongoing professional development support to our corps members through direct contact with our program directors (who are high-achieving former corps members), through our own professional development programs, and through referral to a network of external resources. Our partnership with the University of Hawai'i also enables each corps member to gain feedback from experienced local teachers.

At the heart of our regional support model is a progression through formal, one-on-one classroom observations and reflection cycles between a corps member and their program director at four key points in the year. Through these cycles of observations and discussions, program directors act as resources and guides, keeping corps members focused on their goal of making significant academic gains while helping them access resources to move them forward in day-to-day classroom challenges.

Alumni Engagement: As our alumni base grows from 12,000 to nearly 20,000 alumni over the next three years, Teach For America is doing more to promote their leadership in education and social reform efforts. We are working to accelerate their leadership by fostering a strong alumni community, through publishing regular e-newsletters and a quarterly alumni journal; organizing alumni summits that bring together hundreds of alumni to advance their thinking and inspire their ongoing commitment to educational excellence and equity; and developing an online community that will provide easy access to resources, networks, and opportunities. Moreover, we are working in partnership with others to create streamlined paths to leadership, initially designed to enable alumni to assume principalships, develop social enterprises, run for elected office, attain excellence in teaching, and pursue careers in policy and advocacy.

While nine out of ten incoming corps members tell us they would not have taught upon graduation if it was not for Teach For America, more than two-thirds (67 percent) of our alumni remain in education after their two-year commitment. Of those who leave education many have jobs that relate to teaching or low-income communities. And while the majority of our alumni are in their twenties and thirties, they are already assuming significant leadership roles in education reform. They are being appointed as superintendents, running many of the highest performing schools in low-income communities as principals, winning the highest accolades teachers can win,

pioneering education reform efforts, advising governors and senators on education policy, and channeling the resources of law firms and corporations towards education reform. For example:

- More than two hundred and eighty-five alumni are serving as school leaders, of which over 30 percent are people of color.
- Of our alumni employed as teachers, school administrators, or other school faculty, 72 percent are either working in a low-income community, in their placement region, or in their placement school.
- Finally, the overwhelming majority (94 percent) of those surveyed said that they are contributing to Teach For America's mission through career, philanthropic activity, volunteer work, study, or through direct support of Teach For America.

We hope to work with the school district, universities and other businesses and organization to create a pipeline for long-term school leadership, as well as for community and economic leadership in Hawai'i.

Our Teach For America • Hawai'i staff, is presently comprised of former corps members. Additionally, we already have alumni in Hawai'i working to improve education in other areas. Stephen Scharz, a 1994 Teach For America alumnus, is presently the principal of Pohakea Elementary in Ewa Beach. Patricia Halagao, a 1992 Teach For America alumna, is a Professor in the Education Department at the University of Hawai'i. These alums came to Hawai'i before we even had a Teach For America • Hawai'i site. Now, with a Hawai'i region established, it is exciting to imagine the possibilities as our alumni base grows.

b. Timeline

Date	Milestone
July 2007	Current corps (classes of 2006 and 2007) began teaching in region
July 2007 – June 2008	Execution of ongoing professional support program for our current corps members, including classroom observations, one-on-one feedback, small group workshops, and three all corps weekend training days during the school year
September 2007 – March 2008	National recruitment drive for applicants to join our 2008 teaching corps
September 2007 – March 2008	Execution of corps member retention programs and development of alumni engagement initiatives
October 2007, December 2007, January 2008, March 2008	Selection of 2008 teaching corps; 4 admission dates
June 2008 – July 2008	Induction in Hawai'i and Summer Training Institute in Houston to train the incoming 2008 corps members.
July 2008	Hawai'i orientation to introduce corps members to their placement communities and schools
July 2008	The 2008 teaching corps begins teaching in Hawai'i, joining the 2007 corps members beginning their second year in the classroom.

c. Evaluation

Given the realities of the academic achievement gap and Teach For America's goal to expand opportunities and put students on a different life path, our corps members aim to exceed the student academic progress typically made over a single school year. In order to gauge our progress, motivate and lead our corps members towards the outcomes we desire for students, and have data to inform our program design and operations, our organization has created a robust internal measurement system for evaluating student gains. This system continues to evolve and improve each year.

Since 2000, Teach For America has defined national standards for the level of impact and rigor of assessment that constitute "significant gains," "solid gains," or "limited gains" in student achievement. Under this system, we consider two types of tests as valid evidence of student achievement: growth assessments, which measure progress from a diagnosed starting point (which is typically relevant in elementary grades, for reading and often for math); and mastery assessments, which measure the absolute level of achievement a student reaches against a set of objective standards (which is typically relevant in secondary subjects, and sometimes for elementary math).

The gains categories are designed to work with either type of assessment, and are defined as follows:

Big Goal

The level of achievement that a corps member aims to lead his/her class to reach in one school year, which must be ambitious yet feasible, tailored to the context of his/her students, and reflects a vision of what students should be able to know and do if they have mastered the material. In addition to the "big goal", each corps member determines an assessment or set of assessments, and an expected performance level for each student, to demonstrate proof that the students have reached this goal. Both of these decisions will be made with the support of program staff members, who will work closely with each corps member to ensure that the goal is sufficiently bold and attainable, and that the assessment is appropriate and rigorous. Corps members are asked to use the most rigorous assessment to which they have access. If the state or district provides a rigorous, standardized test, we encourage corps members to use that as an assessment.

Pace-setter Goal

The pace-setter goal is based upon a comparison of the average baseline of a comparable group of students at the conclusion of the previous year against the end-of-year average score demonstrated by a comparable (in size and grade level) group of students from a more affluent community. The score from the wealthier community is considered the "pace-setter" in the region.

Once the pace-setter is determined, the corps member would decide his or her goal by determining the midpoint between the baseline (where a comparable student group from a low-income community ended their year) and the pace-setter (the more affluent students' average score). This midpoint number represents narrowing of the gap between low-income students and their peers from more affluent backgrounds by 50 percent, which would make these students significantly more competitive and is feasible given what we have seen other corps members accomplish in the past. Depending on the grade level or subject taught, about a quarter of our

corps members will choose this method of assessing their impact; the other 75 percent will choose one of the other assessment models.

Significant Gains

If a corps member reaches the big goal set for his or her classroom, he or she has achieved “significant gains”, which could be defined as one of the following:

- 1.5 years of progress or greater in math and reading
- 2 years of progress in math or reading or greater and 1 year of progress or greater in the other subject
- >80 percent mastery of state standards
- Demonstrates progress of 1/2 the distance from baseline to pace-setter scores, as measured by a state exam

Solid Gains

If a corps member does not meet his or her big goal, but reaches one of the following, he or she has made “solid gains”, which could be defined as one of the following:

- 1-1.4 years of progress in math or reading
- 70-79 percent mastery of state standards
- Demonstrates progress of 1/4 of the distance from baseline to pace-setter scores, as measured by a state exam

In addition to our internal measurement system, some of our teachers (depending on school and content area), will administer the Hawai‘i Quarterly Assessments and the Hawai‘i State Assessment. We will review our teachers’ progress on these standardized tests to ensure that our teachers’ classes are making progress on these exams.

Our program team works closely with each corps member to monitor, evaluate, and improve the work that our teachers are doing in their classrooms. We also ask our corps members to complete two comprehensive surveys and three mini feedback forms throughout the year, to solicit feedback from corps members on our training, support, and overall satisfaction with our program.

d. Outcomes: Measures of Effectiveness

Teach For America places a strong emphasis on evaluation and accountability for results. We will continue to track our progress towards our three main objectives over the next three years:

Goal/Objective	Measures of Effectiveness that will be Reported
Establish our Hawai‘i region and grow to scale to maximize our impact	We will report: <ul style="list-style-type: none"> ● Overall number of corps members ● Number of corps members per region/district ● Number of corps members per school/content area ● Number of corps members who are Native Hawai‘ian and/or have ties to Hawai‘i
Prepare and support corps members to increase their students’ academic achievement	We will report: <ul style="list-style-type: none"> ● Standardized assessment data, including results on the Hawai‘i Standardized Assessment and Hawai‘i Quarterly Assessments

	<ul style="list-style-type: none"> • Additional assessment data as utilized by schools, including but not limited to Directed Reading Assessment, Everyday Math, Gates-McGinnity, McLeod Assessment, etc. • Additional quantitative data as determined by other teacher compiled assessments (utilizing AP exams, SAT II, etc.) • Other evidence of student academic achievement.
Grow our alumni base in Hawai'i and foster our alumni leadership as a force for long-term change	<p>We will report on:</p> <ul style="list-style-type: none"> • Number of teachers that we retain in Hawai'i post their two-year commitment • Number of alumni in school leadership

III. Financial

a. Budget: See Attachments

b. Quarterly Funding Requirements

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
76,952	76,952	76,952	76,952	\$307,808

IV. Experience and Capability

a. Necessary Skills and Experience

Since our inception, the lives of nearly 3 million students have been impacted by Teach For America. This fall, we placed more than 5,000 corps members in 26 regions across the country. This group of outstanding young leaders is now working to level the playing field for more than 440,000 of our nation's most underserved students. In addition, over 285 alumni are now serving as school principals, an alumna is driving a major, 55,000-student urban district as the schools chancellor, and thousands of other alumni are teaching, leading district reform, or working from outside the system to drive change.

Ensuring that our corps members are successful in the classroom is our top priority and most critical responsibility. With more than 17 years of experience in preparing corps members for the rigors of the classroom, Teach For America is at the forefront of teacher training. Each year, Teach For America trains more teachers for low-income communities than any other institution. In a June 2007 independent survey of Teach For America's partner principals, 93 percent reported that corps members' training was as good as the training of other beginning teachers, and nearly two-thirds of principals (63 percent) rated corps members' training as *better* than that of other beginning teachers.

The central component of our training program is a rigorous five-week summer institute held in Houston. During institute, corps members develop the foundational knowledge, skills and

mindsets needed to be highly effective beginning teachers. At the core of our approach to teacher preparation are six important strands of content:

- 1) **Teaching As Leadership:** focuses on the overarching approach of successful teachers in low-income communities
- 2) **Instructional Planning and Development:** presents a goal-oriented, standards-based approach to instruction, including diagnosing and assessing students, lesson planning and instructional delivery
- 3) **Classroom Management and Culture:** teaches how to build a culture of achievement to maximize student learning
- 4) **Diversity, Community and Achievement:** examines diversity-related issues new teachers may encounter
- 5) **Learning Theory:** focuses on learner-driven instructional planning
- 6) **Literacy Development:** explores elementary and secondary methods for teaching literacy

These interactive courses, which include structured reflection and rehearsal sessions, as well as lesson planning and curriculum clinics, are designed to build knowledge, deepen skills, and apply learning to actual teaching.

We also partner with a school district in the city where the Institute is located to run a summer school program for thousands of students under the close supervision of veteran teachers from the school district and Teach For America instructional staff. Corps members teach in teams while receiving feedback from experienced teachers with proven track records of success. The Teach For America instructors observe every corps member several times each week, provide them with written feedback, and engage in multiple constructive discussions to help them refine their teaching practice. Through opportunities for practice, observation, coaching and study, as well as careful planning and thoughtful reflection, corps members are well prepared to address the achievement gap head on.

To further study our immediate impact Teach For America partnered with an independent external evaluator Mathematica Policy Research, Inc., a leading research firm. Researchers randomly assigned students to the classrooms of corps members and of other new and veteran teachers at the same grade levels in their schools, and then gave students a norm-referenced test (the Iowa Basic Skills Test) at the beginning and end of the year. The result of this rigorous study on corps member impact on student achievement was released in a 2004 report which found that Teach For America corps members:

- Make more progress in both reading and math than would typically be expected in a year
- Attain significantly greater gains in math than the other teachers in the study, even when compared to certified teachers and veteran teachers
- Are working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm

The methodology used in this study is widely regarded as the gold standard in research, and the study is considered the most methodologically sound analysis of Teach For America's impact.

As a result, our innovative program model has garnered much attention and praise. Teach For America has received national recognition for the impact that we are having on our nation's greatest social injustice receiving the *Fast Company*/Monitor Group Social Capitalist Award the last three years in a row. This prestigious honor is given to U.S. nonprofits, or "social entrepreneurs," who combine creativity and ingenuity with business solutions to address today's most challenging social problems. This year's winners, selected by an independent advisory board, were rated on five factors: social impact, entrepreneurship, innovation, aspiration and growth, and sustainability.

A 2006 article published in the *New York Times Magazine*¹ illustrates the contribution we are making to shift public perceptions of the achievement gap. The article was one of the first times the paper pointed to the possibility of solving this problem:

"What the small but growing number of successful schools demonstrate is that the public-school systems accomplish that result [low levels of academic achievement] because we built it that way. We could also decide to create a different system, one that educates most (if not all) poor minority students to high levels of achievement. It is not yet entirely clear what that system might look like... but what is clear is that it is within reach."

The article reached this conclusion by sharing lessons from three networks of high-performing charter schools. The school model it featured was pioneered by two Teach For America alumni, Mike Feinberg and Dave Levin, both 1992 corps members. Sixty percent of the 70 schools featured in the article are run by Teach For America alumni; and as the article notes, our alumni form significant percentages of the teaching faculties in these schools. This article is a promising sign that the prevailing ideology could in fact tip, and indicates that Teach For America will play a fundamental role in making that happen.

b. Facilities

All corps members teach in DOE schools, as described in Section I.e above. We utilize space at these schools to meet with teachers individually and/or in groups. Our University Partners (University of Hawai'i at Manoa & Chaminade University), private school partners, and the local business community also provide space for teacher orientation, training, and corps related events. Our staff of six works out of our Aiea office, located at 99-080 Kauhale St, Suite C-20.

V. Personnel: Project Organization and Staffing

a. Staff Qualifications, Supervision, and Training

We presently have six full time staff members: an Executive Director, a Managing Director of Program, three Program Directors, and an Office Manager. We have one open position for a Development Manager. Responsibilities and qualifications of each of our staff members are described below:

¹ Tough, P. (2006, November 26). What it Takes to Make a Student. *New York Times Magazine*. Last retrieved January 8, 2008 at http://www.nytimes.com/2006/11/26/magazine/26tough.html?_r=1&oref=slogin.

Executive Director: Jill Baldemor

As Executive Director of Teach For America · Hawai'i, Jill oversees all aspects of the Hawai'i region including development strategy, program strategy, and community and school partnerships. Jill works with the Department of Education, University Partners, local funders, community groups, and the Hawai'i Board of Advisors, among others, to establish and facilitate the long term strategic plan and vision for Teach For America · Hawai'i. Jill is also responsible for increasing local awareness for Teach For America's efforts through effective public relations and fostering a strong alumni network within the region to maximize the impact of Teach For America's work.

Jill is an alumna of Teach For America and taught second grade in Washington Heights, New York City for two years as a 1995 corps member. Previous to joining staff, Jill practiced law at Goodsell Anderson Quinn & Stifel, LLP, for seven years. Born and raised in Honolulu, she holds master's and bachelor's degrees from Northwestern University and a JD from the University of Washington School of Law.

Managing Director of Program: Leigh Kincaid

As Managing Director of Program, Leigh manages regional program in Hawai'i. She oversees our three program directors, and is responsible for professional development of our program staff and corps members, as well as coordinating our university partnerships and placement.

Previous to joining staff, Leigh served as a 2000 corps member and fourth grade teacher in Atlanta. During that time, she was nominated by her colleagues and principal, and selected by regional staff, as the Atlanta nominee for the Sue Lehman-Teach For America Teacher of the Year in recognition of the academic gains that she made with her students. Leigh stayed in Atlanta to teach for a third year and taught an additional year in her home state of Alabama. In addition to her classroom experience, Leigh worked as a curriculum developer in Haryana, India on a fellowship with the American India Foundation and traveled the United States as a Field Observer with the federal Early Childhood Longitudinal Study. Leigh graduated from the University of Arizona with a degree in sociology.

Program Director: Wendy Torigoe*

As Program Director for Teach For America Hawai'i, Wendy manages and works directly with our Math and English teachers (see below for additional information regarding the Program Director role). In addition, Wendy manages Induction (the first week our new teachers are introduced to Hawai'i, meet principals, and begin training), and Matriculation (the entering process for our new corps members).

Previous to joining staff, Wendy was a 2001 corps member in Chicago. She taught sixth grade for three years in the Chicago Public School District before coming home to Hawai'i. During the last two years, she taught middle school mathematics at the University Laboratory School and engaged in the production and research of mathematics curriculum, including a presentation at the National Council for Teachers of Mathematics conference in St. Louis in 2005. She is a graduate of Northwestern University with a degree in History and International Studies and National Louis University with a master's degree in Curriculum Design.

Program Director: Tanya Cornely*

Tanya Cornely works to support and develop Science, Spanish and Social Studies corps members (see below for additional information regarding the Program Director role). In addition, Tanya manages testing and licensure and acts as the Hawai'i point person for our summer training institute in Houston.

Tanya is an alumna of Teach For America. She taught 7th and 8th grade middle school science for two years at Luis Munoz Marin Elementary school in Philadelphia. Since her two year commitment Tanya has taught 6th, 7th and 8th grade middle school science at Our Lady Star of the Sea School in Bremerton, Washington. Tanya and her husband moved to Hawai'i in September 2006. Before Tanya joined staff at Teach For America she worked to develop math curriculum for the Employment Training Center at Windward Community College. She is a graduate of Villanova University with a degree in Psychology and Human Services and a secondary teaching certificate recipient from University of Pennsylvania.

Program Director: Naomi Jozovich*

Naomi manages and supports our Special Education and Elementary corps members (see below for additional information regarding the Program Director role). In addition, Naomi is responsible for our new teacher orientation in the summer.

Prior to joining staff, Naomi was a 2004 corps member in New York City. She taught third and fourth grade self-contained special education for two years in the South Bronx. Last year she worked as a Program Director for Teach For America New York City. In this role she worked to support 50 corps members, the majority of which taught Special Education. She is a graduate of the University of Idaho with a degree in English Literature and City University of New York-Lehman College with a master's degree in Special Education.

Office Manager: Andrew Boring

As the Office Manager for Teach For America Hawai'i, Andrew provides critical support to our entire team, with a focus on managing our operations including, technology, budget, communications, and special projects.

Before joining Teach For America Staff Andrew was a 2005 corps member in Houston, TX. He taught 6th, 7th, and 8th grade reading and reading elective to a wonderful group of students. Andrew is a graduate of the University of California-Davis with a degree in English Literature.

* PROGRAM DIRECTOR – supervision and professional development of corps members

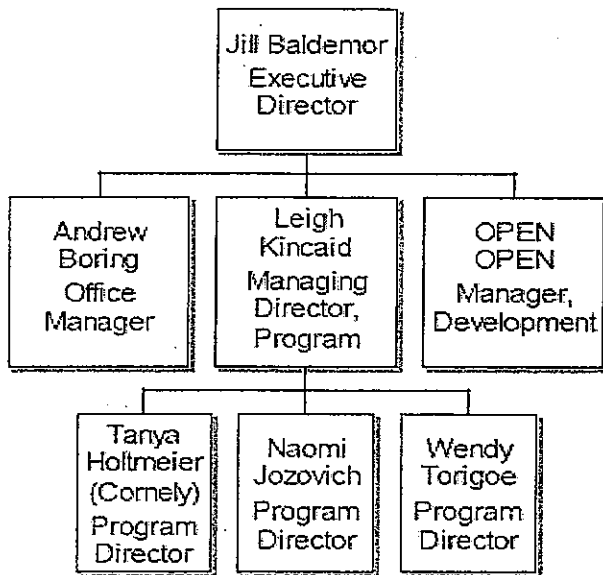
Teach For America provides a two-year program of teacher (corps member) support and professional development. Full-time program directors manage cohorts of 30-35 first and second year teachers by regularly observing corps members, reflecting on student progress toward goals, and problem-solving with the corps members about how to improve their practice, using the Teaching As Leadership rubric as a guide. Corps members also receive toolkits including assessments, standards, and teaching tools appropriate for their particular grade level, subject, and

district; meet in content-area grade-level groups to share best practices; and take coursework towards full teacher certification and master's degrees.

At the core of our regional support network is what we call the "formal cycle." In the beginning of the year, program directors meet with their corps members one-on-one to analyze diagnostic data and to discuss academic goals for students. In the middle of the year, these meetings are focused on progress to date as demonstrated by benchmark assessments and strategies for overcoming current challenges. During this time program directors also refer corps members to targeted professional development resources based on his or her strengths and weaknesses. Finally, the end of the year is marked by a meeting during which the program director and corps member analyze student growth based on final assessments and create professional development plans for the summer months. For those completing their two-year commitment, this discussion will also include discussion about options for continuing to work toward educational equality.

In addition to this formal cycle of support, program directors regularly meet and assist corps members, "pop in" for short observations between formal observations, and hold planning sessions and workshops (e.g. unit planning, lesson planning, summative assessments, etc.) as needed.

b. Organization Chart



VI. Other

a. Litigation

Not Applicable

b. Licensure and Accreditation

Teach For America also works with universities and credentialing agencies in each of our placement regions to ensure that our teachers are certified and credentialed for their respective states and districts. Several states now grant corps members credit toward their credentials because of their five weeks at our intensive training institute, a validation of our rigorous preparation program and support model.

In Hawai'i, we have presently have two university partnerships – University of Hawai'i at Manoa and Chaminade University. All our teachers attend a State Approved Teacher Education Program (SATEP) at one of these schools while they are participating in our program. The UH program is a 2-year license and Master's in Education program. The Chaminade program is a 1-year license and optional second year Master's program. By the end of their two year commitment with Teach For America, all our teachers will have completed their SATEP and Praxis exams, and be ready for state certification.

Teach For America teachers are considered an "alternative route" to certification under NCLB and meet the qualifications for Highly Qualified once they take and pass their Praxis content area exams. More than half of our teachers have already taken and passed these exams and count toward the State's Highly Qualified count. Starting this year, in 2008, we have added taking the Praxis exams to our entry requirements so that the majority of our teachers will be Highly Qualified prior to arriving in Hawai'i.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2008 to June 30, 2009)

App Teach For America

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	221,833			
2. Payroll Taxes & Assessments	0			
3. Fringe Benefits	39,930			
TOTAL PERSONNEL COST	261,763			
B. OTHER CURRENT EXPENSES				
1. Car Travel, Mileage	7,200			
2. Insurance	0			
3. Lease/Rental of Equipment	3,720			
4. Lease/Rental of Space	21,000			
5. Staff Training	350			
6. Supplies	1,680			
7. Telecommunication	8,225			
8. Utilities	2,550			
9. Postage/Shipping	1,320			
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	46,045			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	307,808			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	307,808	Douglas Stay (212) 279-2080, x 196		
(b) HI DOE (07-08)	150,000	Name (Please type or print) Phone		
(c) Private (07-08)	625,000	Signature of Authorized Official Date 1/30/2008		
(d)		Douglas Stay - Managing Director, Grants & Contracts		
TOTAL REVENUE	1,082,808	Name and Title (Please type or print)		

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Teach For America, Inc.
(Typed Name of Individual or Organization)



(Signature)

1/30/08

(Date)

Jill Murakami Baldemor

(Typed Name)

Executive Director

(Title)

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