

House District 28

Senate District 12

THE TWENTY-SIXTH LEGISLATURE  
HAWAII STATE LEGISLATURE  
APPLICATION FOR GRANTS & SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 98-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

REC'D JAN 28 2011

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.

Dbas:  
Teach For America-Hawai'i

Street Address:  
500 Ala Moana Boulevard, Suite 3-400  
Honolulu, HI 96813

Mailing Address:  
Same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JILL BALDEMOR

Title Executive Director

Phone # (808) 521-1371 x 27101

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3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

TEACH FOR AMERICA-HAWAII REQUEST FOR FUNDS TO SUPPORT EFFORTS TO RECRUIT, SELECT, TRAIN, AND SUPPORT CORPS MEMBERS AS THEY TEACH IN UNDERSERVED HAWAII SCHOOLS AND SUPPORT ALUMNI TO BECOME LEADERS IN THE MOVEMENT TO ELIMINATE EDUCATIONAL INEQUITY.

4. FEDERAL TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2011-2012: \$ 269,218

8. 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 \$ 320,419  
 COUNTY \$ \_\_\_\_\_  
 PRIVATE/OTHER \$ 500,987

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED SIGNATURE]

JILL BALDEMOR, EXECUTIVE DIRECTOR  
NAME & TITLE

1/27/2010  
DATE SIGNED

**DECLARATION STATEMENT  
APPLICANTS FOR GRANTS AND SUBSIDIES  
CHAPTER 42F, HAWAI'I 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, Hawai'i 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 ensuring 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.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

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

Teach For America- Hawai'i

\_\_\_\_\_  
(Typed Name of Individual or Organization)



(Signature)

(Date)

Jill Baldemor

Executive Director

\_\_\_\_\_  
(Typed Name)

\_\_\_\_\_  
(Title)

## Application for Grants and Subsidies

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### I. Background and Summary

*This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Include the following:*

#### *1. A brief description of the applicant's background;*

In 1989, Wendy Kopp 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 a significant responsibility that would make a real difference in the world and that top college students would choose teaching over more lucrative opportunities if recruited effectively to join a prominent teacher corps.

As a 21-year-old, Kopp raised \$2.5 million of start-up funding, hired a skeleton staff, and launched a grassroots 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. For our 2010 corps, more than 4,500 were selected from a pool of 46,000 applicants. We have become one of the nation's largest providers of teachers for low-income communities, and we are a recognized pipeline for leadership committed to educational equity and excellence. In 2009, we were ranked as the fifth-largest employer of college graduates by CollegeGrad.com.

We established our program in Hawai'i in 2006 in order to work to close the achievement gap in Hawai'i. In our first year, 50 Teach For America teachers taught in schools in the Leeward and Central districts of O'ahu. In the 2009-2010 school year, we expanded to the Big Island. We currently support 40 teachers on the Big Island including five teachers in the high need area of Kau/Kea'au/Pahoa. For the 2010-11 school year, we are supporting a corps of 120 teachers in 39 schools across O'ahu and the Big Island who collectively impact over 10,000 students.

#### *2. The goals and objectives related to the request;*

Teach For America is finalizing an ambitious growth plan and vision for our program in 2015, which includes significantly growing our corps to reach a greater number of Hawai'i's underserved students, improving our ability to provide excellent education to the students we serve, and developing our alumni base to become leaders for change across Hawai'i's and the nation's education landscape. In order to set ourselves on the trajectory to reach our 2015 vision and ensure we are making ambitious progress towards our goal of eliminating educational inequity, Teach For America-Hawai'i is working towards the following objectives:

- 1) Grow our corps size to scale and increase diversity in order to maximize our impact, as measured by 1) number of new corps members ; 2) number of incoming corps are Kama'āina.

- 2) Maximize the impact of corps members on student achievement, as measured by 1) percent of first year corps and second year corps members effecting solid or significant gains; 2) percent of principals who report our teachers are as effective or more effective than other beginning teachers
- 3) Build our alumni base in Hawai'i and foster their ongoing leadership as a force for change, as measured by number of alumni retained in Hawai'i post two year commitment

The above objectives drive us to concentrate on the activities where we can most effectively impact the education available to students in Hawai'i's low income schools. By measuring our progress towards these objectives, evaluating our results, and using our conclusions to alter our program and practice as necessary, we are able to continuously improve our model and deepen our impact in Hawai'i's underserved communities.

3. *State the public purpose and need to be served;*

Teach For America's mission is to build the movement to eliminate educational inequity by enlisting our nation's most promising future leaders in the effort. We recruit outstanding recent college graduates who commit two years to teach in urban and rural areas and become lifelong leaders in pursuing educational excellence and equity. With extensive training and support, these corps members work relentlessly to ensure that students growing up today in low-income communities are given the educational opportunities they deserve. As alumni, they are a powerful force of leaders who act on the conviction and insight they gain from their teaching experience, working in education and all other sectors to effect the fundamental changes needed to ensure that all children have an equal chance in life.

In the 2009 mathematics test results published 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. And evidence shows that schools in impoverished areas often perform much worse than others in the state. For example, in the rural Kā'u/Kea'au/Pāhoa district of the Big Island, where 23 percent of families have children living in poverty and the median household income is \$29,154, 3rd graders are already significantly behind with only 28 percent proficient in reading and just 17 percent proficient in math. In contrast, in the Kaiser district of O'ahu where just 3.9 percent of families include children living in poverty and the median household income is \$81,746, 75 percent of third graders are proficient in reading and 65 in math.

The gap is clearly evident in low-income communities on O'ahu as well. For example, in 2009, only 53 percent of 10th graders at Nānākuli High and Intermediate School, located on the relatively impoverished Leeward coast, met or exceeded reading standards. Comparatively, 88 percent of 10th graders at Kalani High, a public school in a more wealthy area, met or exceeded standards. That Kalani has just 9.7 percent of Native Hawaiian students as compared to 71.5 percent Native Hawaiian students at Nānākuli High and Intermediate highlights the fact that Native Hawaiian students are overrepresented in our under-performing schools. Our program seeks

to provide highly-qualified educators to teach in such schools and become leaders within their school communities.

These statistics reveal a serious and daunting problem. But, every day as our corps members work to give students in low-income communities the educational opportunities they deserve, we see clear evidence that all students can achieve and this problem can be solved. We are driven to action because the achievement gap is intolerable, and the injustice it represents fuels our urgency to work towards ensuring educational opportunity for all.

4. *Describe the target population to be served; and*

Our 120 corps members are primarily recent college graduates, though approximately 14 percent of our corps members nationally are individuals who have graduate school and/or professional experience. Approximately 17 percent of our 2009 and 2010 Hawai'i corps members are Kama'āina individuals who have committed to giving back to their home state. Our teachers teach students (approximately 10,000 in the current 2010-11 school year) in K-12 classrooms in low-income schools across O'ahu and the Big Island and are placed in hard-to-fill positions. As such, one third of our teachers teach special education. Additionally, approximately 30 percent of the students we serve are Native Hawaiian.

5. *Describe the geographic coverage.*

Now in our fifth year of Hawai'i operations, we currently have over 120 corps members teaching in 39 schools on O'ahu and the Big Island of Hawai'i, impacting over 10,000 students. We currently place the majority of our teachers in the Leeward and Central Districts of O'ahu and the West Hawai'i district of the Big Island. We also have teachers in the Honolulu district and the Kau/Kea'au/Pāhoa district of the Big Island. Given our commitment to serving Hawai'i's low income communities, we have prioritized growth in areas such as the Leeward Coast of O'ahu and the Kau/Kea'au/Pāhoa area of the Big Island where schools and students are struggling most. A full list of our current schools is below.

O'ahu Schools			Big Island Schools		
Placement School	District	# of CMs	Placement School	District	# of CMs
'Aiea High	Central	3	Kā'u High	Kā'u/Pāhoa/Kea'au	5
'Aiea Intermediate	Central	7	Honoka'a High	West Hawai'i	1
Hale Kula Elementary	Central	5	Hookena Elementary	West Hawai'i	1
Haleiwa Elementary	Central	1	Kahakai Elementary	West Hawai'i	3
Highlands Middle	Central	1	Kealakehe Elementary	West Hawai'i	7
Leilehua High	Central	1	Kealakehe High	West Hawai'i	9
Solomon Elementary	Central	5	Kealakehe Intermediate	West Hawai'i	2
Wahiawā Middle	Central	4	Kohala High	West Hawai'i	1
Waialua IHS	Central	3	Kohala Middle	West Hawai'i	1
Wheeler Middle	Central	9	Konawaena Middle	West Hawai'i	4
Farrington High	Honolulu	1	Waikoloa Elementary	West Hawai'i	2
Fern Elementary	Honolulu	2	Waikoloa Middle	West Hawai'i	1

Jefferson Elementary	Honolulu	1	Waimea Elementary	West Hawai'i	2
Ka'ahumanu Elementary	Honolulu	1			
Ka'iulani Elementary	Honolulu	1	Total		39
Kalihi Waena Elementary	Honolulu	1			
Kawānanakoa Middle	Honolulu	1			
Royal Elementary	Honolulu	1			
Campbell High	Leeward	13			
Ewa Makai Middle	Leeward	1			
Honowai Elementary	Leeward	1			
Kamaile Elementary	Leeward	2			
Kapolei High	Leeward	3			
Kapolei Middle	Leeward	1			
Nānākuli High/Intermediate	Leeward	6			
Wai'anae High	Leeward	3			
Wai'anae Intermediate	Leeward	3			
Total		81			

**II. Service Summary and Outcomes**

*The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request.*

*1. Describe the scope of work, tasks and responsibilities;*

The following activities comprise our program continuum. Each activity has been carefully developed and molded over time to produce the most effective teacher leaders who are capable not only of impact student achievement in the classroom during their two-year teaching commitment, but also of impacting broader education reforms as leaders within our communities.

*Recruitment* We engage in recruitment at the nation's top colleges to find talented and diverse graduating seniors with strong academic backgrounds and proven leadership abilities. Each year our Hawai'i staff focuses heavily on efforts to increase the number of Native Hawaiian applicants, and eventually matriculants, into our teacher corps. We employ four general approaches/strategies in our Kama'āina and Native Hawaiian recruitment efforts: (1) sharing information broadly about the educational achievement gap and Teach For America's mission (e.g. informational sessions to college students over the holidays and during the summer, informational sessions at Hawai'i universities, informational sessions to high school seniors); (2) in person meetings and phone calls with interested candidates who we think may have the potential to be a successful teacher leader and a good fit for the program; (3) supporting all Kama'āina and Native Hawaiian candidates through the interview process with information on "how to put your best foot forward" and connecting candidates to other Kama'āina corps members for additional information; and (4) inspiring applicants to preference Hawai'i and encouraging them to accept if they are given

an offer (e.g. we will set up phone calls with current corps members and ask members of the community to reach out to applicants and encourage them to accept).

Such coordinated efforts have significantly increased the number of Kama'āina individuals in our corps. For the 2010-11 school year, we were thrilled to welcome 14 Kama'āina to our 2010 corps representing over 20 percent of the incoming Hawai'i corps. This was a significant increase over the eight Kama'āina individuals who made up just 14 percent of our 2009 corps.

By recruiting nationally at over 300 colleges and universities we are ensuring a deep applicant pool from which we can select the most qualified and capable individuals who exhibit the qualities we have found are most likely to set them up for success in the classroom. We prioritize recruiting so broadly not only to increase the number of qualified applicants, but also to increase the diversity of our corps so it more closely reflects the communities we serve. Our commitment to recruitment is the first step in the process to ensure our teachers are highly effective in the classroom and that they have the potential to be community leaders committed to serving low income communities after completing their corps commitment. Both highly effective teachers and leadership for the education and other sectors are essential to improving education results for Native Hawaiian students.

*Selection* We select the top candidates through an intensive admissions process. The 2010 national recruitment season during which our 2010 corps was selected culminated in over 46,000 applications for just 4,500 positions. Compared to the 12 percent acceptance rate for the 2009 corps the previous year, it is clear that the rigor of the application and selection process candidates must pass through to gain acceptance into the program has increased and that individuals who seek to join Teach For America are among the most highly sought-after graduating college seniors.

*Teacher Preparation* Our corps members undergo teacher preparation through an intensive residential summer institute in Houston, in which corps members teach summer school classes under the supervision of excellent veteran teachers. Our summer institute has two, interrelated aims: 1) provide rigorous pre-service training to our corps of beginning teachers, in order to accelerate their development and readiness to teach in the fall, and 2) to support the academic achievement of summer school students.

Corps members will take part in the following experiences as part of their training throughout the spring and summer:

1. 30-35 hours of pre-institute independent work, followed by 5 intensive weeks of institute.
2. Week 1 of institute is focused on coursework, planning, and rehearsal.
3. During Weeks 2-5, corps members spend the day at district schools.
  - Corps members teach summer school students, under the supervision of Teach For America staff (corps member advisor) and a district teacher (faculty advisor).
  - Corps members attend course seminars (led by Teach For America curriculum specialists), to build and apply key knowledge.
  - Corps members reflect, review student work and plan, and rehearse new skills.

4. Corps members spend the evenings at the university site, doing a range of activities.
  - Participate in seminars and workshops on content-specific pedagogy or other skills.
  - Review student work and plan lessons.
  - Meet with Teach For America staff for feedback and coaching.
5. Over the weekends, corps members reflect and plan.

We employ the following strategies to reach measurable academic gains with the students in the summer school classrooms at the institutes:

1. Elementary and middle-school students start each day with “Math-Literacy Hour,” where students receive small group instruction and differentiated support from 3-4 corps members.
2. Teach For America prepares a “Student Achievement Toolkit” for each grade and subject area of the summer institute. Corps members use these toolkits to guide their planning and assessment.
3. Assessments and unit plans are pre-designed based upon collaboration with district officials prior to the summer.
4. Corps members write lesson plans 3-5 days in advance of teaching each week, which must be approved by Teach For America supervisors
  - Faculty advisors may also offer corps members front-end input on their lesson plans, to fit with student needs.
5. While corps members lead teach throughout the day, faculty advisors play a key role in observing and offering feedback to corps members.
6. Student achievement is formally measured and rolled up mid-institute, in order to enable data-driven management.

Additionally, during induction and orientation in Hawai'i, our incoming 2010 corps members were introduced to our program and the history, people, and culture of Hawai'i and learned about Hawai'i specific education standards. Through partnerships with the DOE, Kamehameha Schools, Office of Hawaiian Affairs and other community members, corps members are also introduced to the history, people, and culture of Hawai'i and learn about Hawai'i specific education standards. Big Island corps members participate in the DOE and Kamehameha Schools' Kahua sessions for teachers new to the island (see enclosed attachment for photos). We are working to ensure that our O'ahu corps members have the opportunity to take place in the Kahua program on O'ahu next year.

*Placement* We work to place corps members in highest-need public schools on O'ahu and the Big Island. We experienced increased demand for our corps members at our June 2010 hiring fair due to several principals from new schools attending. As a result a greater percentage of corps members were placed before leaving for summer institute and the remaining corps members were hired over the summer or shortly after the school year began.

Our priority is to serve the Leeward Coast and Kau/Kea'au/Pāhoā district of the Big Island. We currently have 33 corps members and at least 13 alumni teaching in the Leeward Coast where approximately 53 percent of the students they serve are Native Hawaiian, and 5 teachers in the



Kau/Kea'au/Pāhoā district of the Big Island where approximately 44 percent of students they serve are Native Hawaiian.

There is continued demand for Teach For America-Hawai'i corps members in both the Leeward Coast and KKP districts. For school year 2010-11, we experienced high demand for our teachers in the Kau/Kea'au/Pāhoā district late in our hiring process and with more lead-time, we would have been able to place several more teachers in the KKP district, reaching a significantly greater number of Native Hawaiian students. As we prepare to welcome our 2011 corps of teachers, we will focus on strengthening relationships with the DOE and school administrators in both the Leeward Coast and KKP districts in order to ensure a high proportion of our corps members continue to be placed there in the future. Given that our goal is to provide highly qualified teachers to the most underserved districts, we will maintain a priority of expanding our outreach in the Leeward Coast and KKP districts so that we may directly impact the achievement gap where help is most needed.

*Ongoing Training and Support* Corps members receive ongoing regional support through professional development, mentorship from program directors, partnerships with universities for certification, and continued learning around diversity and community. Building on lessons learned from past years, we continue to develop our Professional Saturdays, Professional Learning Communities, and our Diversity and Community series in order to continuously improve the support we provide to our corps members.

We encourage corps members to not only focus teaching their students content, but also to recognize their familial and cultural backgrounds, to involve students' care-givers in the educational process, and to instill confidence in their students daily so they know they can succeed. By placing motivated and high achieving leaders in classrooms we have, not only a direct impact on student achievement, but also hope to bring about broader change by which students of our teacher become lifelong lovers of learning and more active, involved members of their communities.

Through the hard work of our teachers and the support and development of our staff, our corps members made significant academic outcomes with their students. For example, Justin Brown (Corps '09), a math teacher at Kealakehe High School on the Big Island, helped his pre-algebra freshman make an average of 1.7 years growth over the course of the school year, setting them on a trajectory of leaving high school on grade level in math. Justin also started the Waverider Jazz Band and a robotics club at Kealakehe High.

*Alumni Network* After their two-year commitment corps members have access to our alumni network and to leadership opportunities after their service commitment through the Career and Leadership Center. As we enter our fifth year of our program, we are also beginning to see our young alumni rise to leadership positions which are enabling them to have a greater impact in schools. For example, this past year, Kristen Wong (Corps '06) was the SpEd Department Head at Ilima Intermediate and helped lead Ilima's special education students to meet AYP, safe harbor. Maggie Desmond (Corps '08) and Jonathan Sager (Corps '06) are among the faculty selected to help lead the New Tech High rollout at Nānākuli High and Intermediate this year. Daria Silvestro (Corps '07) is the 9th Grade Facilitator at Campbell High School and continues to teach at

Campbell for her fourth year in 2010-11. In each of these positions, corps members are positioned to lead, share and collaborate with other teachers and departments school wide.

In Hawai'i, we have one school leader, Steve Schatz, who was a 1994 Teach For America corps member in Los Angeles. He returned to Hawai'i and was a principal at Pohakea Elementary school and now serves as one of the Complex Area Superintendents for the Honolulu District. Steve is a great example of the type of impact and leadership alumni can have here in Hawai'i in the future. At the administrative level, we believe that alumni will be able to greater contribute to school wide transformational impact.

We continue to encourage our corps members and alumni to seek out and take on leadership opportunities in their schools so they may continue to share and collaborate at the school wide level and bring new perspectives to their school community. As noted above, we have already seen a number of our teachers take on leadership positions within their schools, and as our alumni establish themselves in their schools and communities, we anticipate this number to grow over the years. Below is an excerpt from a letter we received from Dr. Awakuni last year:

"A corps member has agreed to renew her contract for a fourth year and serves as our School Community Chairperson and Co-facilitator for the Ninth Grade Academy. Another has been invited to demonstrate how the Promethean Board can engage students in the classroom to the Joint Venture Educational Forum (JVEF) military schools and "It's All about Kids" Literacy in service.... The corps teachers resonate the belief that all students can learn and do whatever it takes for our students to achieve and grow."

- Gail Awakuni, former Campbell High School principal

In regions where Teach For America has had a presence for a greater period of time, we have seen this leadership pipeline consistently manifest itself over the years. Nationally, we are projecting to have 552 school leaders for the 2010-11 school year. The Bay Area and Los Angeles will start the year with an impressive 53 and 50 school leaders respectively. Chicago is anticipating starting the year with 37 school leaders and, through diligent efforts to build alternative pathways to school leadership, will have 22 alumni in pipeline programs to become school leaders within the next few years, including 8 Harvard graduates. Phoenix is also actively growing their school leadership base having placed 23 alumni in school leadership programs this past year through their partnerships with Arizona State University and University of Phoenix. Houston Independent School District's new Apollo 20 Turn-Around Initiative is being led by an alumnus and has several alumni filling critical leadership roles with 2 principals as well as several Assistant Principals in addition to alumni and corps member teachers.

Our program activities described above are all essential components of our efforts to provide excellent education for underserved students. Starting with our commitment to recruitment, the activities in our program continuum ensure that our teachers are highly effective in the classroom and that they have the potential to be community leaders committed to serving low income communities after completing their corps commitment. Both highly effective teachers and

leadership for the education and other sectors are essential to improving education results for Native Hawaiian and other underserved students across Hawai'i.

2. *The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service;*

The following table outlines the timing of our program activities for the period July 1, 2011 to June 30, 2012.

Date	Program Activity
June 2011	Hawai'i induction marks the start of <b>teacher preparation</b> activities and introduces 2011 incoming corps members to their local communities and Teach For America. <b>Placement</b> begins as the majority of corps members are offered jobs at our hiring fair.
June – July 2011	<b>Teacher preparation</b> continues at summer training institutes in Houston to train the incoming 2011 corps members
August 2011 – May 2012	Execution of <b>ongoing regional support</b> for 2010 and 2011 corps members, including classroom observations, one-on-one feedback, and four weekend training programs during the school year
September 2011– February 2012	National <b>recruitment</b> drive for applicants to join our 2012 teaching corps; including local efforts to recruit Kama'āina and Native Hawaiian individuals
November 2011 - April 2012	<b>Selection</b> of 2012 teaching corps
May 2012	End-of-year conversations take place between 2010 and 2011 corps members and program directors; program directors reported on corps members' plans for the following year (if new alumni)
Ongoing	Support of our <b>alumni network</b> and facilitation of alumni activities and initiatives

3. *The applicant shall describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and*

As noted in above in Section I.2, Teach For America-Hawai'i has identified the following objectives: grow our corps size to scale and increase diversity in order to maximize our impact, 2) maximize the impact of corps members on student achievement, 3) build our alumni base in Hawai'i and foster their ongoing leadership as a force for change. The following describes our plans to evaluate our progress towards each of these objectives.

*Growing to Scale and Increasing Diversity* In order to track our progress towards our objective to grow our corps size and increase diversity, we will use internal tracking systems to continually

monitor and evaluate our recruitment and matriculation activities. We also partner with the Department of Education to ensure that we have clear information about the number of teachers needed so we can work in advance to matriculate enough corps members to the Hawai'i corps and train them in anticipation of the school year.

We, along with many of our partner organizations in Hawai'i, are committed to increasing the number of Native Hawaiian and Kama'āina individuals serving in our corps. We continually monitor the number of Kama'āina individuals who have expressed interested in applying from the corps and work with them to ensure they have the necessary tools to submit strong applications and perform well in interviews. We have relied on past years results and lessons learned to improve our local recruitment efforts and, as a result, have significantly increased the number of Kama'āina individuals in our corps since opening our site. We continue to strategize how to continue this growth and to further increase our Native Hawaiian representation in the corps, working with partners like Kamehameha Schools to implement effective strategies towards this end.

<b>Corps Member Statistics</b>			
	<b>2008 Corps</b>	<b>2009 Corps</b>	<b>Incoming 2010 Corps</b>
<b>Native Hawaiian</b>	3	3	2
<b>Kama'āina</b>	4	8	14
<b>Corps Members</b>	61	59	66

*Student Achievement* Teach For America-Hawai'i has a long history of using data results to improve the program. 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. We define significant gains as 1.5 years or more of growth in one academic year or at least 80 percent content mastery. We define solid gains to be measurable student growth of 1-1.4 years or 70-79 percent content mastery. 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.

Our results related to our student achievement objective highlight our ability to improve our future efforts. The table below shows historical data on our corps members' effectiveness in the classroom. As evidenced by the growth in percentage of teacher who have made significant or solid gains over the past four program years, we continually use our results to improve our program and increase our impact on Hawai'i's most underserved children.

<b>Corps Members Making Significant and Solid Gains Over Time</b>				
	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>1st Yr CMs</b>	38%	59%	59%	68%
<b>2nd Yr CMs</b>	NA	55%	75%	84%

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.

Similarly, we use feedback from principals to improve our training and support of corps members and have seen consistently high levels of satisfaction from principals who hire teachers, as well as interest in hiring our teachers from other principals who have received recommendations to do so from their colleagues at other schools.

*Build Alumni Base* In order to ensure that significant numbers of our Hawai'i alumni choose to remain teaching and living in the state, we use internal tracking systems to monitor corps member plans for after completing their two-year commitment. We hold informational sessions about opportunities in Hawai'i, engage in campaigns to encourage corps members to pursue pathways to leadership in education, and hold one-on-one conversations to help corps members think through their future plans. As such, we have had at least 50 percent of our corps members remain in Hawai'i for their third year each year.

4. *The applicant shall list the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.*

Our objectives are restated below along with the measures, current year goals and evaluation methods for each objective. We will measure our progress towards our targets so that we can continually improve our processes and ensure we are able to reach them. Each year we challenge ourselves to set ambitious targets based on past improvements and in many of our goal areas, our targets are continually increasing. We see our specific goals and objectives as key to guiding our activities so that we have the maximum impact on eliminating educational inequity in Hawai'i.

Objectives	Measure	Goals	Evaluation Method
Grow to scale while increasing diversity	Total number of corps members	75 new corps members (for a total corps of approx. 135)	Customized databases that track our recruitment and placement targets
	Number of incoming corps members who are Kama'āina and/or Native Hawaiian	12 teachers (20 percent)	Conversations with corps members, customized databases to track results
Maximize the impact of corps members on student achievement	Percent of first year corps and second year corps members who effect solid or significant gains	65 percent; 75 percent	Student achievement data based on ongoing assessments
	Percent of principals who report our teachers are as effective or more effective than other beginning teachers	90 percent	Anonymous principal surveys administered by National Staff
Foster the leadership of our alumni as a force for change in Hawai'i	Number of teachers retained in Hawai'i post two year commitment	24 teachers (40 percent)	Surveys administered at the end of corps members commitment

**III. Financial**

**Budget**

- The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.*

See Attachments.

- The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2011-2012.*

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$ 66,850	\$ 67,054	\$ 67,643	\$ 67,671	\$269,218

- The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2011-2012.*

See Enclosed "2010-11 Sources of Support."

**IV.**

## Experience and Capability

### A. Necessary Skills and Experience

*The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.*

Teach For America has been placing teachers in underserved schools across the country for 20 years. Our network currently includes over 20,000 alumni and approximately 8,000 current corps members. Over the years, we have seen substantial evidence of our teachers' effectiveness in the classroom and we work continually to improve our recruitment, selection and training model to ensure corps members are prepared for the classroom. Additionally, as our alumni base grows, we see increasing evidence that Teach For America is a necessary pipeline of leadership for underserved communities.

At the corps member level, research over time has conclusively shown that Teach For America corps members' impact on their students' achievement is equal to or greater than that of other new teachers. Moreover, the most rigorous studies have shown that corps members' impact exceeds that of experienced and certified teachers in the same schools. The evidence of corps members' positive impact spans subject areas and grade levels, from pre-kindergarten through high school. We welcome and seek out rigorous independent evaluations in order to measure our impact and continuously improve our program.

In 2009, Teach For America received its fourth straight four-star rating from Charity Navigator, the independent evaluator of nonprofits. This rating places Teach For America among the upper echelon of nonprofits in terms of financial health: Only 2 percent of the organizations Charity Navigator rates have received seven or more consecutive four-star ratings.

As noted above, we have 11 staff working in our regional office to ensure progress towards our local goals and implementation of our program in Hawai'i. Eight of 11 staff members served as corps members, teaching for two or more years in underserved school districts across the country. Staff members receive continual training to improve performance and develop skills. Our technology, finance, marketing, and human resource departments are housed on our national team which helps us to be more cost effective as an organization while providing specialized assistance, support, and oversight for our 35 regions.

Our regional board serves in an advisory capacity, and plays a significant role in fundraising and relationship building with community partners in the education and business communities. Members meet four times per year. Significantly, 100 percent of our board members personally contribute financially to our cause and also support our mission with donations from their corporate or foundation affiliates. We currently have six members on our Hawai'i regional board: H. Mitch D'Olier (Chair), Jeff Arce, Jill Higa, Don Horner, Bryan Luke, and Larry Stupski. As a non-profit, our national Board of Directors, comprised of 32 members, is charged with exercising its fiduciary duties to ensure that our organization is run effectively and within all relevant laws and regulations.

**B. Facilities**

*The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. Also describe how the facilities meet ADA requirements, as applicable.*

All corps members teach in DOE schools or Kamaile Academy Charter School, as described above in Section I.5. We utilize space at these schools to meet with teachers individually and/or in groups. Our university partners (University of Hawai'i at Mānoa, Chaminade University), private school partners, and the local business community also provide space for teacher orientation, training, and corps related events. Nine of our eleven staff members work out of our office located at 500 Ala Moana Boulevard, Suite 3-400 in Honolulu, HI. Additionally, two staff members support our Big Island corps and work out of an office at 75-170 Hualalai Road Suite C-209 in Kailua-Kona, HI.

**V. Personnel: Project Organization and Staffing****A. Proposed Staffing, Staff Qualifications, Supervision and Training**

*The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.*

Job descriptions and brief professional histories for each of our 11 staff members are below. We anticipate this staffing model to continue for the coming year.

**Jill Baldemor**, *Executive Director* As Executive Director of Teach For America · Hawai'i, Jill establishes our long term vision, and works with the Hawai'i Board of Advisors, the Department of Education, university partners, funders and community groups, among others, to develop and execute a strategic plan to maximize Teach For America's impact and effectiveness here in Hawai'i. Jill oversees and manages the region toward ambitious goals in regional recruitment, program, development, alumni, finance, and operations. She works to develop our school and community partnerships and engage supporters to grow and maintain a sustainable, diversified local funding base to support the Hawai'i region. Jill was a 1995 New York City corps member and taught second grade in Washington Heights, New York City. Previous to joining staff, Jill practiced law at Goodsill Anderson Quinn & Stifel, LLP, for seven years. Born and raised in Honolulu, she holds masters and bachelors degrees from Northwestern University and a JD from the University of Washington School of Law.

**Leigh Kincaid**, *Managing Director of Program* As Managing Director of Program, Leigh works closely with the executive director & national managing director of teacher support and development to shape an ambitious vision of student learning and effectively execute a strategy to enable corps members to lead their students to reach ambitious student achievement goals. She manages our director of teaching and learning and program directors to ensure we are providing high quality and effective training, support, and professional development to corps members. She works to develop and maintain collaborative partnerships with University partners, schools, and community organizations. Previous to joining staff, Leigh served as a 2000 corps member teaching



fourth grade 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 Lehmann-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 as a Field Observer with the federal Early Childhood Longitudinal Study.

**Amy Leiboh**, *Director of Teaching and Learning* As Director of Teaching and Learning, Amy works with corps members to set rigorous content-specific visions of student learning and works to develop the assessments, tools, resources, and learning experiences necessary for corps members to continually increase their effectiveness and succeed as classroom leaders. As our senior staff member on the Big Island, Amy also works closely with the executive director and other staff members to help facilitate all aspects of our Big Island program to ensure we are meeting the unique needs of our Big Island region. She serves as our Big Island liaison and works to develop and maintain our Big Island partnerships. Amy was a 2003 Teach For America corps member in Phoenix, where she taught fourth grade in the Littleton Elementary School District. Amy stayed in the classroom an additional year and was nominated by her peers as Westside Impact Teacher of the Year. Following her time in the classroom, Amy worked as a Master Teacher, coaching other fourth and fifth grade teachers, and serving as a member of the school leadership team. In 2007, Amy joined Teach For America staff as a program director in Phoenix. In 2009 she joined our Hawai'i team to help launch our Big Island program.

**Alyson Emrick**, *Manager, District and Community Partnerships* As Manager of District and School Partnerships, Aly works with the executive director to manage and coordinate our regional work to identify, develop, and maintain strong and collaborative partnerships with schools, districts, and community organizations. She serves as our DOE liaison, participates in district planning meetings, and works to ensure our new teachers meet the requirements to be Highly Qualified and are hired and prepared to begin teaching at the start of the school year. Aly was a 2006 Greater Philadelphia Camden corps member and taught sixth grade and third grade. Prior to joining Teach For America, she spent 16 years attending international schools in Australia, Japan, Indonesia and the Philippines and studied abroad in both Spain and Argentina. She received a Masters of Science in Urban Education at the University of Pennsylvania and a BA from the University of Richmond. Aly joined our Teach For America Hawai'i staff in 2008 first as a program coordinator and assistant to the executive director, where she provided critical support to our regional team, including leading our recruitment efforts and managing the implementation of the Northwest Evaluation Association assessment in our region. In 2010 she transitioned to her current role as Manager of District and School Partnerships.

**Nell Saunders-Scott**, *Development Manager* As Development Manager, Nell works closely with the executive director to ensure the region meets its annual fundraising goals and maximizes opportunities to ensure long-term sustainability. She manages our local Sponsor-a-Teacher campaign, a campaign which matches individual donors to Teach For America teachers, and works to ensure that current and prospective donors have opportunities to engage with our program through written communications, school visits, receptions, and events. She assists with all aspects of development operations, including research, pledge and gift tracking and processing, and grant

reporting, and provides support to the executive director in work with the regional board of advisors. Prior to joining staff, Nell worked in Development and Alumni Relations at the University of Michigan's Ford School of Public Policy, and completed her MBA at the Ross School of Business with an emphasis in non-profit management. She grew up in Northwestern Wisconsin and received her BA in Psychology with a minor in Dance from Macalester College.

**Joe Ament, Manager, Strategy and Operations** As Manager of Regional Team Operations, Joe manages our team operations to ensure we are maximizing synergies across the team, operating in the most strategic and efficient manner, and continuing to increase our team's effectiveness. He manages our team operations, finance, technology, regional communications, and corps and alumni engagement efforts. Prior to joining Teach For America - Hawai'i, Joe worked with Habitat For Humanity - New York City as a member of the development team. In 2005, he joined Huron Consulting Group in Chicago as part of the Turnaround and Restructuring group where he worked with financially distressed clients. Most recently, he was a strategy analyst at Oakley in Southern California. He earned his BBA from the Ross School of Business at The University of Michigan, and wrote his senior thesis on Corporate Philanthropy.

**Program Directors** Our program directors work directly with our teachers to provide individualized support and feedback in order to ensure teachers have the knowledge, skills, and mindsets to effectively lead their students to ambitious academic outcomes. They coach and develop corps members to establish ambitious goals, strategic plans, and tracking systems to monitor progress; they observe corps members in their classrooms and provide feedback; they work with corps members to analyze student achievement data and problem solve around challenges and priorities; they work to continually increase our corps members' effectiveness and help corps members gain insight to serve as effective stewards of Teach For America and education reform broadly beyond their corps experience. Each program director supports and manages between 30-35 first and second year teachers and assists with critical components of the corps member continuum including selection, matriculation, and our alumni efforts.

**Anika Fernandez, Program Director** Anika is a Program Director on the island of O'ahu and also manages our matriculation efforts. Anika was a 2003 New Mexico corps member, where she taught Special Education at Thoreau Middle School. Anika stayed at her placement school for 2 additional years where she served as the Department Chair for Services for Exceptional Students and worked to increase inclusive practices and curriculum alignment for all middle school students. In 2007, Anika joined Teach For America staff as a program director in Phoenix and in 2010 she joined our Hawai'i team. Anika was born and raised in Northern California, and attended school at Mount Saint Mary's College in Los Angeles where she obtained her degree in Sociology with a minor in Child Development.

**Shayna Mora, Program Director** Shayna is a Program Director on the island of O'ahu and also manages our regional recruitment efforts. Shayna was a 2007 Hawaii Corps Member and taught 9<sup>th</sup> grade Freshman Seminar and United States History at Campbell High School in Ewa Beach. She also held the leadership position of 9<sup>th</sup> Grade Facilitator, and worked as a Transition Team Member, Professional Learning Community Facilitator, and Corps Member Advisor at the Houston Summer Institute in 2009. Shayna was born and raised on Oahu and graduated from

'Iolani High School and the University of Hawai'i at Mānoa with a double major in American Studies and International Law in 2007, and her Masters of Education in Teaching in 2009. Shayna has also traveled extensively and participated in the study abroad program, Semester at Sea.

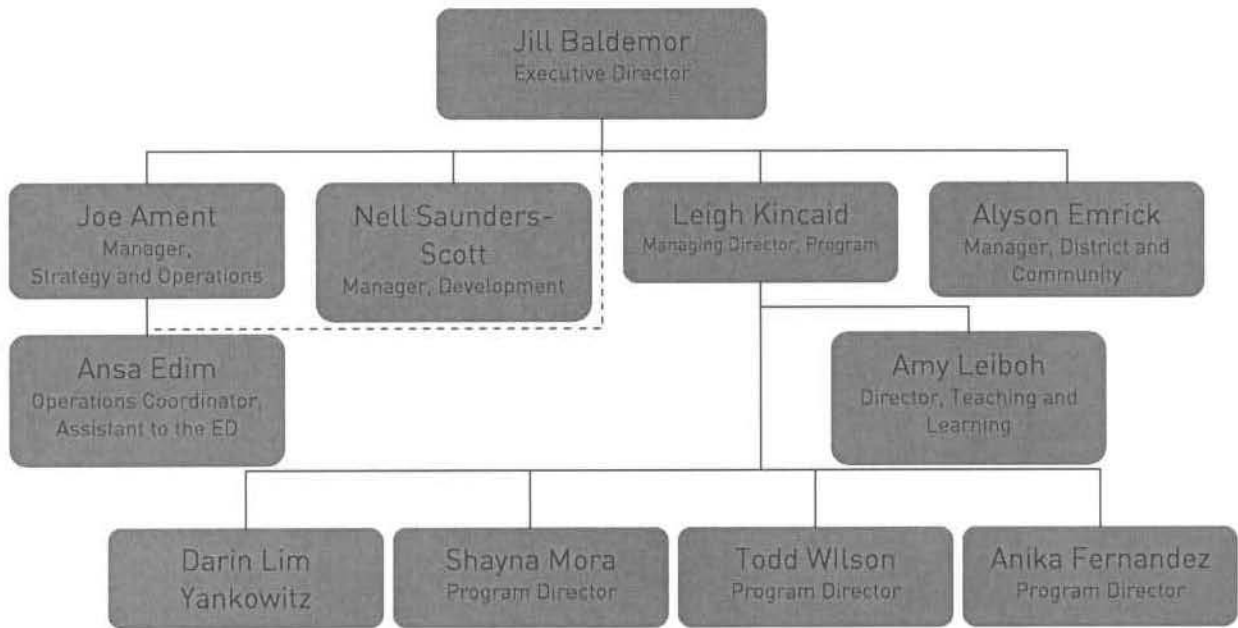
**Todd Wilson, Program Director** Todd is a Program Director on the island of Hawai'i. Todd was a 2000 corps member in the Rio Grande Valley of Texas where he taught 8<sup>th</sup> grade English. Following the corps, he worked as manager of an environmental education campus in Yosemite National Park and coordinator of a service-learning program in Taos, New Mexico. He returned to the classroom at KIPP: Adelante Preparatory Academy in San Diego and then moved to Maui where he taught humanities at Seabury Hall Middle School. He has worked on Teach For America staff as a corps member advisor at the Houston Institute in 2006 and a Curriculum Specialist at the Phoenix Institute in 2010. He holds a master's degree from St. John's College and a bachelor's degree from Grand Valley State University.

**Darin Lim Yankowitz, Program Director** Darin is a Program Director on the island of O'ahu. Darin was a 2008 Greater New Orleans corps member, and taught high school math and science. He also managed the school's Key Club, founded the Mixed Martial Arts team, and mentored 9 first-year science teachers. Darin graduated from the University of California-San Diego with a BA in philosophy. In addition to his classroom experience, Darin has spent two summers in rural South India teaching orphans and designing a comprehensive nutrition program.

**Ansa Edim, Operations Coordinator and Assistant to the Executive Director** As the Operations Coordinator and Assistant to the Executive Director, Ansa manages our regional office needs, tracks our budget and expenses, and ensures compliance with AmeriCorps. She serves as the primary point of contact for communications to and from new prospects, current corps members, and alumni. As assistant to the executive director, she also provides critical administrative support to the executive director. Prior to joining Teach for America – Hawai'i, Ansa worked as the staff writer and web coordinator for the Army Historical Foundation, a non-profit dedicated to raising funds to build the National Museum of the United States Army, in Arlington, Virginia. She earned her BA from James Madison University with a double major in Spanish and Media Arts and Design with a concentration in Corporate Communication.

**B. Organization Chart**

*The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organizational chart that illustrates the placement of this request.*



**VI. Other**

**A. Litigation**

*The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. If applicable, please explain.*

Not applicable.

**B. Licensure or Accreditation**

*Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.*

Teach For America 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 three university partnerships – University of Hawai'i at Mānoa, Chaminade University, and University of Phoenix. Our teachers are required to attend a State Approved Teacher Education Program (SATEP) at one of these schools while they are participating in our 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. Many of the teacher certification programs our teachers complete also include the option to obtain a masters degree.

Teach For America teachers are considered to be take and pass their Praxis content area exams prior to beginning teaching in order to meet the qualifications of Highly Qualified (“HQ”).

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2011 to June 30, 2012)

Applicant: Teach For America - Hawaii

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	172,567	240,481	84,797	
2. Payroll Taxes & Assessments	0			
3. Fringe Benefits	32,788	45,691	16,111	
<b>TOTAL PERSONNEL COST</b>	<b>205,355</b>	<b>286,172</b>	<b>100,908</b>	
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	10,260	0	10,000	
2. Insurance	0			
3. Lease/Rental of Equipment	5,908			
4. Lease/Rental of Space	30,801	28,511	39,092	
5. Staff Training	725	44		
6. Supplies	3,655			
7. Telecommunication	12,515			
8. Utilities	0			
9. Mileage/Gas/Parking/Tolls		3,930		
10. Professional Saturdays		1,600		
11. Background Checks		162		
12. Administrative/Indirect		16,854		
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>63,863</b>	<b>51,101</b>	<b>49,092</b>	
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>			
<b>E. CAPITAL</b>	<b>0</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>269,218</b>	<b>337,273</b>	<b>150,000</b>	
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	269,218			
(b) AmeriCorps	320,419	Name (Please type or print)	Phone	
(c) OHA	150,000			
(d) Other*	500,987	Signature of Authorized Official	Date	
<b>TOTAL BUDGET</b>	<b>1,240,624</b>	Name and Title (Please type or print)		

\* Unrestricted general operating dollars and therefore cannot be split in columns (b) and (c).

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2011 to June 30, 2012)

Applicant: Teach For America - Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
<b>A PERSONNEL COST</b>				
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3 Fringe Benefits	32,788	45,691	16,111	
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<b>B OTHER CURRENT EXPENSES</b>				
1 Airfare, Inter-Island	10,260	0	10,000	
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<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>63,863</b>	<b>51,101</b>	<b>49,092</b>	
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
<b>TOTAL (A+B+C+D+E)</b>	<b>269,218</b>	<b>337,273</b>	<b>150,000</b>	
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	269,218	Christine Koidu 521-1371		
(b) AmeriCorps	320,419	[REDACTED]		
(c) OHA	150,000	[REDACTED]		
(d) Other*	500,987	[REDACTED]		
<b>TOTAL BUDGET</b>	<b>1,240,624</b>	[REDACTED]		

\* Unrestricted general operating dollars and therefore cannot be split in columns (b) and (c).



Teach For America-Hawaii  
FY 2011 Anticipated Sources of Support

Estimated FY 2011 Fundraising Goal	\$ 2,600,000	
<i>FY 2011 runs from October 1, 2010 - September 30, 2011</i>		
Donor Name	Ask Amount /	Pipeline Status
<b>Foundation Contributions</b>		
Harold K. L. Castle Foundation	\$ 250,000	Committed
Hawaii Community Foundation	\$ 100,000	Committed
Atherton Family Foundation	\$ 25,000	Committed
Aloha United Way	\$ 22,954	Committed
Bill Healy Foundation	\$ 30,000	Committed
Schuler Family Foundation	\$ 10,000	Committed
West Hawai'i Fund	\$ 8,000	Committed
McInerney Foundation	\$ 200,000	Pending Renewal
Charles and Helen Schwab Foundation	\$ 150,000	Pending Renewal
Kamehameha Schools	\$ 100,000	Pending Renewal
Nanea Foundation	\$ 25,000	Pending Renewal
G. N. Wilcox Trust	\$ 40,000	Pending Renewal
Cooke Foundation, Ltd.	\$ 15,000	Pending Renewal
Nanea Foundation	\$ 12,000	Pending Renewal
Change Happens Foundation	\$ 10,000	Pending Renewal
Friends of Hawaii Charities, Inc.	\$ 5,000	Pending Renewal
Na Lei Aloha Foundation	\$ 2,000	Pending Renewal
<b>Corporate Contributions</b>		
K. Taniguchi Ltd.	\$ 10,000	Committed
DFS Group Ltd	\$ 5,000	Committed
First Hawaiian Bank	\$ 50,000	Committed
Bank of Hawaii	\$ 25,000	Pending Renewal
A&B Foundation	\$ 15,000	Pending Renewal
American Savings Bank	\$ 10,000	Pending Renewal
Hawaiian Electric Industries, Inc.	\$ 10,000	Pending Renewal
Island Insurance	\$ 10,000	Pending Renewal
The MacNaughton Group	\$ 10,000	Pending Renewal
Isemoto Contracting Co. Ltd.	\$ 5,000	Pending Renewal
Oceanic Time Warner	\$ 5,000	Pending Renewal
Outrigger Enterprises Group	\$ 5,000	Pending Renewal
Royal Contracting Co., Ltd.	\$ 5,000	Pending Renewal
Grace Pacific	\$ 5,000	Pending Renewal
Hawaii National Foundation	\$ 5,000	Pending Renewal
First Insurance Company of Hawaii	\$ 5,000	Pending Renewal
Goodsill Anderson Quinn and Stifel	\$ 5,000	Pending Renewal
Kobayashi Group LLC	\$ 5,000	Pending Renewal
Nordic PCL Construction	\$ 5,000	Pending Renewal



Teach For America-Hawaii  
FY 2011 Anticipated Sources of Support

<b>Individual Contributions</b>		
Stupski Family Fund at Hawai'i Community Foundation (Board Member)	\$ 150,000	Committed
Bank of Hawai'i Employee Giving Campaign	\$ 39,800	Committed
First Hawaiian Bank Kōkua Mai Employee Giving Campaign	\$ 6,598	Committed
Ken and Shaunagh Robbins	\$ 5,000	Committed
H. Mitchell D'Olier (Board Member)	\$ 5,000	Committed
Bryan K. Luke (Board Member)	\$ 5,000	Committed
Donald G. Horner (Board Member)	\$ 5,000	Committed
Jeff Arce (Board Member)	\$ 5,000	Committed
Peter Ho	\$ 5,000	Committed
Bob and Gena Wilhelm	\$ 5,000	Committed
Julia Ing	\$ 1,000	Committed
Gary Caulfield	\$ 1,000	Committed
Richard Dahl	\$ 1,000	Committed
Deborah Berger and Bill Reeves	\$ 25,000	Pending Renewal
Jill and Sandy Friedman	\$ 25,000	Pending Renewal
Kosasa Family Fund at Hawai'i Community Foundation	\$ 25,000	Pending Renewal
Barney and Temple Schauble	\$ 20,000	Pending Renewal
Growney Family Fund at the Hawai'i Community Foundation	\$ 20,000	Pending Renewal
Dwayne and Marti Steele Fund at the Hawai'i Community Foundation	\$ 10,000	Pending Renewal
The Ron and Sanne Higgins Family Foundation	\$ 10,000	Pending Renewal
Charles B. Wang Foundation	\$ 5,000	Pending Renewal
Easton Manson	\$ 5,000	Pending Renewal
Ritchie and Sunny Mudd	\$ 5,000	Pending Renewal
David Carey	\$ 5,000	Pending Renewal
Jean Rolles	\$ 5,000	Pending Renewal
Jhamandas Watumull Fund	\$ 5,000	Pending Renewal
Lewis and Sue Williamson	\$ 5,000	Pending Renewal
James C. McIntosh	\$ 3,000	Pending Renewal
Dee Jay Mailer	\$ 2,000	Pending Renewal
Sharon McPhee	\$ 2,000	Pending Renewal
Miles Baidack	\$ 1,000	Pending Renewal
Collin M. Fritz	\$ 1,000	Pending Renewal
Robert Wo	\$ 1,000	Pending Renewal
<b>Public Contributions</b>		
Americorps - Hawaii Commission	\$ 261,000	Committed
Hawaii Department of Education	\$ 180,000	Pending Renewal
Office of Hawaiian Affairs	\$ 150,000	Pending Request
Kamaile Elementary School	\$ 15,000	Pending Renewal
<b>Total Committed and Pending Renewals</b>	<b>\$ 2,220,352</b>	
<b>Expected New Contributions from Corporations, Foundations, and Individuals</b>	<b>\$ 379,648</b>	
	<b>\$ 2,600,000</b>	