

House District(s) 17, 31, 35, 38, 40, 41, 44-47 THE TWENTY-NINTH LEGISLATURE  
Senate District(s) 1-4, 16-23 APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

- GRANT REQUEST – OPERATING  GRANT REQUEST – CAPITAL

"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.

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): HAWAII DEPT OF EDUCATION  
STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): \_\_\_\_\_

1. APPLICANT INFORMATION:  
Legal Name of Requesting Organization or Individual:  
Teach For America  
Db: Teach For America-Hawaii  
Street Address: 500 Ala Moana Blvd Ste. 3-400  
Mailing Address: 500 Ala Moana Blvd Ste. 3-200

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:  
Name JILL BALDEMOR  
Title Executive Director  
Phone # (808) 521-1370  
Fax # \_\_\_\_\_  
E-mail jill.baldemor@teachforamerica.org

3. TYPE OF BUSINESS ENTITY:  
 NON PROFIT CORPORATION INCORPORATED IN HAWAII  
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL  
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:  
GRANT REQUEST TO SUPPORT TEACHER LEADERSHIP DEVELOPMENT FOR OUR CORPS MEMBERS AND ALUMNI TEACHERS.

4. FEDERAL TAX ID #: \_\_\_\_\_  
5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:  
FISCAL YEAR 2019: \$ 200,000

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 \$ 0  
FEDERAL \$ 0  
COUNTY \$ 0  
PRIVATE/OTHER \$ 0

\_\_\_\_\_  
JILL BALDEMOR- EXECUTIVE DIRECTOR  
NAME & TITLE  
JANUARY 19, 2018  
DATE SIGNED

JAN 19 2018 3:19 PM

## **I. Background and Summary**

### **1. Applicant's Background**

Teach For America-Hawai'i (TFA-HI) was established on O'ahu in 2006 and expanded to serve high-need schools on Hawai'i Island in 2009. For the 2017-2018 school year, TFA-HI has 111 first- and second-year corps members (CMs) in 20 of Hawai'i's high-need public schools in low-income communities on O'ahu and Hawai'i Island. In addition to our CMs, we have over 290 alumni who continue to live and work in Hawai'i beyond their initial two-year commitment, 45% of whom continue to teach in Hawai'i public schools and over 85% work in roles that directly impact Hawai'i's education landscape. Overall, TFA-HI CMs and alumni impact the lives of over 15,000 students on O'ahu and Hawai'i Island.

### **2. Goals and Objectives**

Objective 1: Identifying leadership opportunities and cultivating alumni for leadership roles. We will work to identify leadership opportunities, build partnerships to create leadership opportunities, and cultivate and prepare alumni for leadership opportunities, which includes applying to HICISL.

Objective 2: Providing continued development to support teachers as they move into leadership roles. We will work to implement professional development for mid-level leaders, summer fellows, and instructional mentors.

Objective 3: Building out differentiated program support for teachers in years 3-5+ in order to build a bridge between our corps program and the Hawai'i Certification Institute for School Leaders (HICISL) Program

We will execute all three programming paths with 2CMs and alumni across both islands.

### **3. Public Purpose and Need to be Served**

The State of Hawai'i boasts the oldest education system west of the Mississippi River. It is also one of the largest education systems in the country, with all of the schools across all islands unified under one single district. Despite its experience and size, the education system struggles to provide all students equitable access to academic excellence or sufficient preparation for college and career opportunities. Native Hawaiian students continue to achieve at lower rates than their white peers, which is evidenced by their lower proficiency rates in math, reading, and science as well as lower test scores on state standardized tests. In the 2015-2016 school year, Native Hawaiian student state-wide proficiency rates in reading, math, and science were 26 to 33% lower than their white peers.<sup>1</sup> This discrepancy is particularly alarming for students in our service areas where the population of Native Hawaiian students is as high as 85%.

These poor outcomes for Native Hawaiian students stem from three factors: 1) an insufficient supply of high-quality teachers in low-income schools, serve large numbers of Native Hawaiian

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<sup>1</sup> State of Hawaii NCLB School Report SY 2015-16

students 2) an inadequate number of Native Hawaiian teachers; and 3) a lack of culturally relevant education/pedagogy.

A wide body of research consistently demonstrates that high-quality teaching is the most important factor impacting student learning. Unfortunately, low-income students, are less likely to have highly effective teachers in their classrooms than wealthier peers<sup>2</sup>. Native Hawaiian students, are less likely to have highly effective teachers in their classrooms than wealthier peers.<sup>3</sup> The inadequate number of high-quality teachers manifests itself in the form of teaching positions that remain vacant well into the school year<sup>4</sup>. Every year, the HIDOE struggles to fill certain teaching positions and many of these positions are forced to be filled by long-term substitutes. At the beginning of the 2016-2017 school year, HIDOE had 1600 teacher vacancies<sup>5</sup>.

Because we are part of a larger national organization, we are able to leverage our national recruitment resources, to go beyond what the HIDOE can do on its own to draw high-achieving college graduates and professional to classrooms to fill high-need areas. For the 2017-2018 school year, HIDOE hosted out-of-state teacher recruitment trips to eight cities from Los Angeles to Philadelphia over the course of nineteen days. TFA has 53 regions in 40 states across the country and recruits at over 1,500 college campuses year-round. Therefore, TFA-HI is able to leverage a more expansive recruitment area both geographically and durational. Given that our partner schools are particularly challenged in their efforts to recruit and retain science, technology, math and engineering (STEM) and special education teachers, we prioritize placing TFA-HI CMs in these subject areas. Over 70% of our 2016-2017 TFA-HI CMs taught in high need, hard-to-fill positions including 35% teaching special education, 21% teaching math, and 15% teaching science in Hawai'i's public schools. We expect these figures to grow in the 2018-2019 school year.

Secondly, research shows that educator diversity can have a significant impact on a student's academic achievement, such that lower-performing students benefit a great deal from being assigned to a teacher of the same racial background<sup>6</sup>. This growing body of research on the implications of race in education is evidence of the need for highly-qualified Native Hawaiian teachers in Hawai'i public schools, particularly those with large Native Hawaiian student populations. Currently, there are not enough Native Hawaiians in the teaching profession to support the academic achievement of Native Hawaiian students. According to the 2015 HIDOE Superintendent's Report, while 24% of the total HIDOE public school student population is Native Hawaiian, only 9.9% of HIDOE teachers are Native Hawaiian. This means that only 1118 Native Hawaiian teachers are available for over 45,000 Native Hawaiian students<sup>7</sup>. Since TFA-HI inception, we have believed that increasing the diversity of our teaching corps was critical to our programmatic success and, to that end, we have prioritized recruitment of Native Hawaiians. The research described above only strengthens our conviction and we have set a goal of fielding a corps with 50% of Native Hawaiian and/or Kama'āina CMs by 2026.

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<sup>2</sup> "The Economic Impact of the Achievement Gap in America's Schools," McKinsey & Company, 2009

<sup>3</sup> The Economic Impact of the Achievement Gap in America's Schools," McKinsey & Company, 2009

<sup>5</sup> <http://www.hawaiinewsnow.com/story/31642450/doe-recruits-mainland-teachers-to-deal-with-growing-shortage>

<sup>6</sup> "Representation in the Classroom: The Effect of Own-race Teachers on Student Achievement," Egalite, Kisida & Winters, 2015

<sup>7</sup> Hawaii Department of Education. (2016). *2015 Superintendent's Annual Report*. Office of the Superintendent. Retrieved from [http://arch.k12.hi.us/PDFs/state/superintendent\\_report/2015/2015SuptRptFinal.pdf](http://arch.k12.hi.us/PDFs/state/superintendent_report/2015/2015SuptRptFinal.pdf)



Finally, research also demonstrates that the practice of culturally-relevant pedagogy (CRP) is critical to enabling academic and personal success amongst Native Hawaiian students inside and out of the classroom. CRP is a pedagogical framework that requires teachers to: hold high, rigorous and transparent academic expectations; meet students where they are and scaffold their knowledge by building on their cultural and linguistic practices; understand their own cultural background and actively learn about those of their students; and view education as one pathway toward change by actively developing their own socio-political consciousness and that of their students.<sup>8</sup> Embedding CRP in teaching leads to: increased academic success for all learners; engaged and motivated students; and development of critical thinking skills necessary for higher learning. Understanding the importance of CRP can better position a teachers to cultivate classrooms where Native Hawaiian students meet the demands of rigorous standards, and where their identities and strengths are valued and affirmed. TFA-HI places a priority on fielding a corps who understand and practice CRP to enable stronger outcomes in our Native Hawaiian students. At the center of our training is fostering and reinforcing the mindsets, knowledge, and skills necessary to strong CRP practice beginning with pre-service training at institutes and continuing throughout a CM's two years in the classroom.

Through this proposed project, TFA-HI aims to continue to retain high numbers of alumni in Hawai'i Schools by providing high-quality leadership development opportunities to support their continued growth.

**4. Target Population to be Served**

TFA-HI teachers will serve over 6,500 students in low-income schools where at an average of 72.44% participate in the Free and Reduced Lunch Program and 46% are Native Hawaiian. Over 96% of TFA-HI CMs teach at Title I schools.

**5. Geographic coverage**

O'ahu and Hawai'i Island

**II. Service Summary and Outcomes**

**1. Scope of work, tasks and responsibilities**

<b>Owner(s)</b>	Lindsey Bailey; Lia Rozmiarek-Held; Isaiah Peacott-Ricardos	
<b>Responsibilities</b>	<b>Milestones</b>	
Engage alumni to keep alumni in the education field in Hawai'i in order to continue to increase student academic achievement.	<ul style="list-style-type: none"> <li>• TFA-HI alumni networking events</li> <li>• Alumni satisfaction/engagement surveys</li> <li>• Alumni Advisory Board</li> <li>• Connecting alumni with opportunities to facilitate learning sessions for CMs</li> </ul>	

<sup>8</sup> Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-91.

	<ul style="list-style-type: none"> <li>• Alumni newsletters/email blasts</li> </ul>
Provide continued leadership development and support to encourage alumni to pursue education leadership positions to give students and teachers a voice in decision-making spaces	<ul style="list-style-type: none"> <li>• Pathways Program</li> <li>• CISL application support</li> <li>• Connecting alumni with opportunities to facilitate learning sessions for CMs</li> </ul>

**2. Projected annual timeline for accomplishing the results or outcomes**

June 1, 2018- May 31, 2019

**3. Quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results**

We have various evaluation metrics in place to determine the success of our work. This includes classroom observations and debriefs, monthly data tracking and reflection, five portfolios throughout the year as part of the Alternative Route to Credentialing (ARC) program, and principal surveys. Ten staff members are exclusively focused on our new Pathway Program and leadership pipeline with corps members and alumni. They work closely with our teachers to track their progress through customized databases tracking system. This tracking system also measures our recruitment and placement target for recruiting and selecting diverse corps members. We also measure principal satisfaction with our teachers in order to determine our teachers' effectiveness. Student achievement data is also based on ongoing and summative assessments.

In addition, we've also developed some solid systems to our leadership work with alums under the school and system leadership pathway. Teach For America's Constituent Technology (TFACT) is the organization's constituent relationship management (CRM) system. As with any system, it is only as good as the information gets entered into it. Each fall, TFA conducts an alumni survey to update information on our alumni. We ran a regional campaign to collect survey responses and had a completion rate of 84%, the highest of any TFA region nationwide. Following the completion of the national survey, our staff followed up with those that did not complete the survey to determine additional information on their current roles and leadership positions.

In addition to our national CRM system, we have created an initial version of a local tracking system, with additional data on all TFA Hawai'i corps members and alumni (people who did the corps in Hawai'i) for the past five years (2011-2015). In the second half of this school year, we plan to build out the tracking system with additional information for the remaining corps years.

**4. Measures of effectiveness**

TFA will provide a pipeline of leaders for HODOE. Our measure of success includes:

- 35 mid-level leaders

- 6 participants in HIDOE supported teacher leadership programming – e.g. TLA, Hope Street Fellows# of alumni TA-VP
- 3 of HICISL applicants
- 3 in school administration, including TA-VP, VP, and Principal

**Outcome 2**

TFA will provide leadership development programming for alumni. Our measure of success includes:

- 8 of alumni receiving development as part-time instructional mentors
- 12 of TFA teachers (CMs and alumni) participating in TFA summer institute
- 10 of TFA teachers (CMs and alumni) participating in summer internships and/or development opportunities in Hawai‘i or related to Hawai‘i

**Outcome 3**

Increased retention of TFA presence in Hawai‘i

- 65% of people participating in programming above, who continue to work in Hawai‘i in positions related to public education
- 245 TFA working in Hawai‘i in positions related to education

**III. Financial**

**Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds (**Attached**)
  - b. Personnel salaries and wages (**Attached**)
  - c. Equipment and motor vehicles (N/A)
  - d. Capital project details (N/A)
  - e. Government contracts, grants, and grants in aid (**Attached**)
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.  
Attached



4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.  
N/A
5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

**Attached**

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.  
**Attached**

#### **IV. Experience and Capability**

##### **1. Necessary Skills and Experience**

TFA-HI has a paid staff of 19; more than 80% of whom have taught in the classroom--both at the K-12 level and the university level, make up our internal affairs, external affairs, and program/professional development teams. Many of our staff members received accolades during their time in the classroom, including Teacher of the Year and nominations for Excellence in Teaching awards. The vast majority of our staff holds advanced degrees, including two members with doctorates. Most importantly, the entire team is invested and actively working to close the opportunity gap in the region for the benefit of Hawai'i's students.

##### **2. Facilities**

All of our corps members and our program/professional development team work in HIDOE schools which meet ADA requirements for persons with a disability or disabilities. Our TFA O'ahu office located at 500 Ala Moana Boulevard, Suite 3-400 is ADA compliant. Audiovisual equipment, adequate space, conference rooms, elevators, and supplies are available to accommodate physical or mental impairment. Additionally, our centralized TFA Human Assets team ensures that our organization is run effectively and within all relevant laws and regulations. Moreover, professional development opportunities for corps members, alumni, and staff are held at the TFA offices or at a Department of Education school compliant with ADA standards.

#### **V. Personnel: Project Organization and Staffing**

##### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

**Jill Baldemor- Executive Director:** Jill works to develop and execute a strategic vision and plan to maximize our efforts to provide our keiki equal access to educational and life opportunities. She works with the Hawai'i Board of Advisors, the Department of Education, and community organizations to align, evolve, and contextualize our work to best contribute to our educational landscape. She leads the regional leadership team and oversees our staff programming and initiatives.

Jill taught second grade in Washington Heights as a corps member. Prior to joining staff, she practiced law at Goodsill Anderson Quinn & Stifel, LLP for seven years.

Born and raised in Honolulu, Jill holds masters and bachelors degrees from Northwestern University and a JD from the University of Washington School of Law.

**Lia Rozmiarek-Held- Director Program Continuum:** Lia works to shape our vision for development of our program continuum (from newest corps member through alumni) alongside the Program team on both O'ahu and Hawai'i island. Lia was a 1999 Los Angeles corps member, where she taught for 13 years at her placement high school. She co-founded Campus Culture Days, designed to address tensions around issues of race, sexuality, and personal identity; directed musical productions; was a WASC school leader and accreditor; and wrote and implemented grants partnering with community groups and resources in the greater Los Angeles area. She returned home to Hawai'i and joined Teach For America staff in 2012. She holds a Masters in Education from Loyola Marymount University.

**Lindsey Bailey- Manager Values, Diversity, and Culture:** Lindsey provides professional development and support to teachers in years 2-5+ with a focus on programming related to values, diversity & culture. She received her bachelors degree from University of Washington in Psychology and earned her Masters degree in Educational Leadership from Chaminade University. She was a 2012 Hawai'i Corps Member and worked as a teacher at Makakilo Elementary for three years. Lindsey has been an active member of numerous TFA diversity initiatives, including participating and facilitating sessions with our Native Alliance Initiative and Hawai'i's Culturally Responsive Teaching Program, as well as serving on our kama'āina Diversity Recruitment Team.

**Isaiah Peacott-Ricardos- Manager School and Community Solutions:** Isaiah supports our corps members on O'ahu and Hawai'i Island and provides professional development for our school community solutions pathway. Isaiah graduated with a BS in Communication from Boston University and a M.Ed in Special Education from the University of Hawai'i at Mānoa. He was a 2012 corps member and worked for three years at Kipapa Elementary in Mililani, his hometown. Isaiah taught K-1 Special Education for the first year and FSC Special Education for students on the autism spectrum for two years. While serving as a classroom teacher, he also served in multiple leadership roles, including Special Education Instructional Coach, Data Coach, and assistant Literacy Coach.



**2. Organization Chart**  
**Attached**

**3. Compensation**  
**Attached**

**VI. Other**

**1. Pending Litigation**

N/A

**2. Licensure or Accreditation**

*Accreditation*-The depth and strength of our training programming is demonstrated by TFA-HI's national accreditation. Since 2012, we have had the opportunity to certify our teachers as an HTSB-approved alternative credential program. In the spring of 2016, TFA-HI received national accreditation through the Council for the Accreditation of Educator Preparation (CAEP), making it the first TFA region in the nation to achieve such designation.

**3. Private Educational Institutions**

N/A

**4. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2018-19, but
- (b) Not received by the applicant thereafter.

We have been fortunate to benefit from committed supporters who believe in our mission. Substantial public funding comes from our Hawai'i Department of Education and Americorps Hawai'i contracts. For each dollar the state invests, we have historically been able to match with four more dollars from the contributions of foundations, corporations, and individual donors. We will continue to work with our board to engage and advocate with the DOE and our elected officials to support our work as well as the foundations, corporations and individuals who believe that all children deserve the opportunity for an excellent education.

**5. Certificate of Good Standing (If the Applicant is an Organization)**

Attached

**6. Declaration Statement**

Attached

**7. Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: Teach For America

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	116,905	42,579	25,210	175,582
2. Payroll Taxes & Assessments				
3. Fringe Benefits	22,212	8,090	4,790	33,361
<b>TOTAL PERSONNEL COST</b>	<b>139,117</b>	<b>50,669</b>	<b>30,000</b>	<b>208,943</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				7,817
2. Insurance				
3. Lease/Rental of Equipment				392
4. Lease/Rental of Space	46,983	1,108		7,279
5. Staff Training				
6. Supplies	4,000			
7. Telecommunication				562
8. Utilities	9,900			
9. Alumni Affairs				53,674
10. Indirect		2,723		69,667
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<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>60,883</b>	<b>3,831</b>		<b>139,391</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>200,000</b>	<b>54,500</b>	<b>30,000</b>	<b>348,334</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Brady Duplan (646) 265-4878 Phone		
(b) Total Federal Funds Requested	54,500			
(c) Total County Funds Requested	30,000	[Redacted] 11/9/18 Date		
(d) Total Private/Other Funds Requested	348,334			
<b>TOTAL BUDGET</b>	<b>632,834</b>	Jill Baldemar - Executive Director Name and Title (Please type or print)		





**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Teach For America

Contracts Total: 84,500

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
1	Hawaii Americorps	9/1/18-6/30/19	Americorps	U.S.	54,500
2	County Grant in Aid	7/1/18-6/30/19	County of Hawai'i	Haw	30,000
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Teach For America-Hawai'i  
 FY19 Projected Sources of Funding  
 June 1, 2018-May 31, 2019

Account Name	Amount
Alexander & Baldwin, Inc.	\$6,500.00
American Savings Bank	\$10,000.00
Bank Of Hawaii	\$25,000.00
Cades Foundation, The	\$10,000.00
Castle Medical Center	\$6,000.00
First Foundation	\$1,875.00
First Hawaiian Bank	\$45,000.00
First Insurance Company of Hawaii	\$10,000.00
Foodland Give Aloha	\$231.47
Foodland Supermarket, Limited	\$45.00
Gentry Homes, Ltd.	\$3,000.00
Grace Pacific Corporation	\$3,500.00
Hawaiian Electric Industries Foundation	\$10,000.00
Hawaii USA Federal Credit Union	\$2,000.00
Honolulu Star-Advertiser	\$5,000.00
Island Insurance Foundation	\$20,000.00
J. Crew	\$4,922.35
Johns Hopkins University	\$47,517.00
Kaneohe Ranch Management Limited	\$500.00
Matson Foundation	\$5,000.00
Royal Contracting Co., Ltd.	\$5,000.00
Starwood Hotels Hawaii	\$1,940.00
TD Food Group, Inc.	\$5,000.00
The MacNaughton Group Foundation	\$10,000.00
Air Central	\$3,000.00
Bank Of Hawaii	\$4,000.00
Cades Schutte	\$6,000.00
Hawaii Island Car Show and Fitness Expo	\$10,628.60
Hawaii Pacific Health	\$832.00
Hawaii Pacific Health	\$5,168.00
J. Kadowaki, Inc.	\$6,000.00
Nordic PCL Construction	\$6,000.00
The MacNaughton Group	\$10,000.00
The Queen's Health Systems	\$6,000.00
Title Guaranty of Hawaii, Inc	\$4,000.00
Visitor Industry Charity Walk Hawaii	\$3,400.00
Atherton Family Foundation	\$25,000.00
Change Happens Foundation	\$8,000.00
Dorrance Family Foundation	\$20,000.00
Ewa Beach Community Fund	\$5,000.00
G. N. Wilcox Trust	\$10,000.00



Harold K. L. Castle Foundation	\$348,334.00
Hawai'i Bowl Foundation	\$1,000.00
Hawaii Community Foundation	\$6,000.00
Hawaii Hotel Industry Foundation	\$3,400.00
Hui 'O Na Wahine	\$3,500.00
Kamehameha Schools	\$100,000.00
Kukio Foundation	\$15,000.00
McInerney Foundation	\$200,000.00
Nanea Foundation	\$50,000.00
Oscar L. & Ernestine H. Armstrong Advised Fund	\$4,000.00
The Bill Healy Foundation	\$25,000.00
The Harry and Jeanette Weinberg Foundation, Inc.	\$200,000.00
The James and Abigail Campbell Foundation	\$50,000.00
The Schauble Family Foundation	\$10,000.00
The Schuler Family Foundation	\$5,000.00
The Wollenberg Foundation	\$30,000.00
Castiglione A Casauria Foundation	\$2,000.00
Chamberlin Family Foundation	\$125,000.00
Hung Wo & Elizabeth Lau Ching Foundation	\$3,500.00
Kosasa Family Fund at the Hawai'i Community Foundation	\$50,000.00
Laulima Foundation	\$1,000.00
Michael J. Anderson Memorial Fund	\$3,000.00
Rev. Abraham Kahu Akaka Ministries Foundation	\$250.00
Roberts Foundation	\$200,000.00
Straub Clinic and Hospital	\$2,000.00
Stupski Family Fund	\$100,000.00
The R.E. Wilhelm Fund of the Ayco Charitable Foundation	\$10,000.00
The Schauble Family Foundation	\$10,000.00
AmeriCorps Hawai'i	\$108,814.90
County of Hawaii	\$5,500.00
Hawaii Department of Education	\$440,000.00
Individual Donors (Including 100% Board and Staff participation)	\$304,229.80

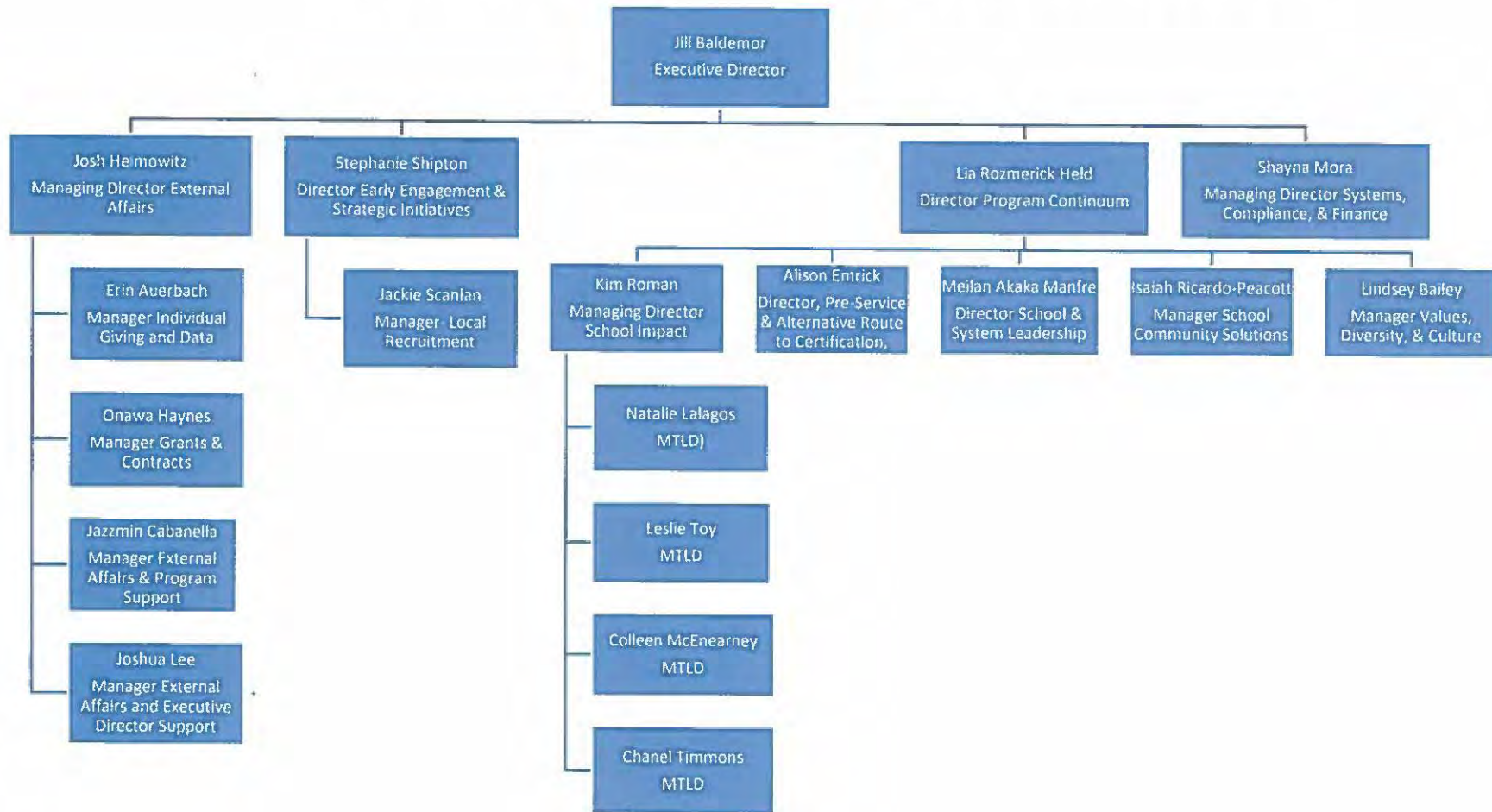
Total: \$2,787,588.12

**TEACH FOR AMERICA**  
**Statements of Financial Position**  
**As of May 31, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 23,968,136	\$ 28,059,529
Restricted cash (Note 2)	2,012,334	2,012,334
Grants and contracts receivable	6,979,601	8,449,320
Fee for service receivable, net (Note 2)	350,305	612,041
Prepaid expenses and other assets	9,566,894	11,439,250
Contributions receivable, net (Note 4)	29,329,812	50,053,944
Loans receivable from corps members, net (Note 5)	4,979,863	6,037,952
Investments, at fair value (Note 3)	320,297,666	266,957,572
Fixed assets, net (Note 6)	<u>22,565,801</u>	<u>29,216,452</u>
Total assets	<u>\$ 420,050,412</u>	<u>\$ 402,838,394</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 35,551,559	\$ 39,972,591
Deferred rent payable (Note 14)	8,641,066	7,961,530
Deferred revenue	15,547,066	9,937,786
Other liabilities	<u>670,402</u>	<u>1,804,393</u>
Total liabilities	<u>60,410,093</u>	<u>59,676,300</u>
<b>COMMITMENT AND CONTINGENCIES (Notes 7 and 14)</b>		
<b>NET ASSETS</b>		
Unrestricted (Note 9)	126,787,463	119,026,174
Temporarily restricted (Notes 8 and 9)	115,690,982	106,974,046
Permanently restricted (Note 9)	<u>117,161,874</u>	<u>117,161,874</u>
Total net assets	<u>359,640,319</u>	<u>343,162,094</u>
Total liabilities and net assets	<u>\$ 420,050,412</u>	<u>\$ 402,838,394</u>

*The accompanying notes are an integral part of these financial statements.*

# Teach For America-Hawai'i FY 18 Organization Chart





**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's current officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's current key employees, if any. See instructions for definition of "key employee."
- List the organization's five current highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's former officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's former directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) STEPHEN F. MANDEL JR. CHAIR	1.00	X		X				0.	0.	0.
(2) BEVERLY DANIEL TATUM PH.D. VICE CHAIR	1.00	X		X				0.	0.	0.
(3) PAUL FINNEGAN TREASURER	1.00	X		X				0.	0.	0.
(4) WENDY KOPP FOUNDER	5.00	X					97,163.	0.	0.	0.
(5) THOMAS H. CASTRO DIRECTOR	1.00	X					0.	0.	0.	0.
(6) MAXINE CLARK DIRECTOR	1.00	X					0.	0.	0.	0.
(7) DAVID GERGEN DIRECTOR	1.00	X					0.	0.	0.	0.
(8) RANDALL H. HARBERT DIRECTOR	1.00	X					0.	0.	0.	0.
(9) KAYA HENDERSON DIRECTOR	1.00	X					0.	0.	0.	0.
(10) KEVIN HUFFMAN DIRECTOR	1.00	X					0.	0.	0.	0.
(11) WALTER ISSACSON, DIRECTOR (UNTIL 05/06/16)	1.00	X					0.	0.	0.	0.
(12) JOEL KLEIN DIRECTOR	1.00	X					0.	0.	0.	0.
(13) SUE LEHMANN DIRECTOR	1.00	X					0.	0.	0.	0.
(14) MICHAEL LOMAX PH.D. DIRECTOR	1.00	X					0.	0.	0.	0.
(15) KEN MEHLMAN DIRECTOR	1.00	X					0.	0.	0.	0.
(16) RICHARD D. PARSONS DIRECTOR	1.00	X					0.	0.	0.	0.
(17) GREG PENNER DIRECTOR	1.00	X					0.	0.	0.	0.

**Part VII** Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) NANCY PERETSMAN, DIRECTOR (UNTIL 05/04/16)	1.00	X						0.	0.	0.
(19) VINCE ROIG DIRECTOR	1.00	X						0.	0.	0.
(20) PAULA A. SNEED DIRECTOR	1.00	X						0.	0.	0.
(21) LAWRENCE SUMMERS DIRECTOR	1.00	X						0.	0.	0.
(22) GREGORY W. WENDT DIRECTOR	1.00	X						0.	0.	0.
(23) MEG WHITMAN DIRECTOR	1.00	X						0.	0.	0.
(24) MATTHEW KRAMER, CO-CEO (UNTIL 12/31/15)	53.10	X		X				392,529.	0.	36,457.
(25) ELISA VILLANDEVA BEARD CEO	80.70	X		X				392,529.	0.	37,957.
(26) JOSHUA GRIGGS EVP, TALENT, OPERATIONS & CFO	63.70			X				260,097.	0.	27,298.
<b>1b Sub-total</b>								<b>1,142,318.</b>	<b>0.</b>	<b>101,712.</b>
<b>c Total from continuation sheets to Part VII, Section A</b>								<b>2,586,648.</b>	<b>0.</b>	<b>178,737.</b>
<b>d Total (add lines 1b and 1c)</b>								<b>3,728,966.</b>	<b>0.</b>	<b>280,449.</b>

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **401**

	Yes	No
<b>3</b> Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	X	
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

**Section B. Independent Contractors**

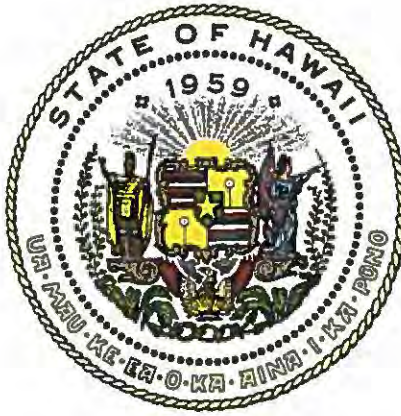
**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
JRM CONSTRUCTION MANAGEMENT 242 WEST 34TH STREET, NEW YORK, NY 10018	CONSTRUCTION MGMT	8,490,238.
TURNER CONSTRUCTION COMPANY, 375 HUDSON STREET, 6TH FLOOR, NEW YORK, NY 10014	CONSTRUCTION MGMT	2,055,639.
WORKDAY, INC., 6230 STONERIDGE MALL RD., PLEASANTON, CA 94588	IT & PAYROLL CONSULTING	925,971.
COMPUTER DESIGN & INTEGRATION LLC 696 ROUTE 46 WEST, TETERBORO, NJ 07608	SOFTWARE CONSULTING	822,993.
PHASE2 TECHNOLOGY LLC, 1330 BRADDOCK PLACE 7TH FLOOR, ALEXANDRIA, VA 22314	MARKETING CONSULTING	483,272.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **18**

SEE PART VII, SECTION A CONTINUATION SHEETS

Form 990 (2015)



## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

TEACH FOR AMERICA, INC.

incorporated under the laws of Connecticut

was duly registered to do business in Hawaii as a foreign nonprofit corporation on 04/10/2006, and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporation Act, regulating foreign nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 19, 2018

Director of Commerce and Consumer Affairs



**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) 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 is awarded;
  - b) Complies 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;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant 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.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant 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 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 - HAWAII  
(Typed Name of Individual or Organization)

  
(Signature) 1/19/18  
(Date)

JILL BALDEMOR  
(Typed Name) EXECUTIVE DIRECTOR  
(Title)