

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 02-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124051	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 07ACHHI0010003														
5. APPLICATION INFORMATION																
LEGAL NAME: Teach For America DUNS NUMBER: 621404383	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jill Baldemor TELEPHONE NUMBER: (808) 485-8127 2204 FAX NUMBER: (808) 485-8520 INTERNET E-MAIL ADDRESS: jill.baldemor@teachforamerica.org															
ADDRESS (give street address, city, state, zip code and county): 315 West 36th Street 7th Floor New York NY 10018 - 6404 County: New York																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 133541913	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Local Education Agency National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Teach For America Hawaii															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Our program serves students in Waianae, Nanakuli, Ewa, Waipahu, 'Aiea, Wahiawa, Leilehua, Waimea and Kalihi on the island of Oahu. We will potentially expand to serve students in areas (Keeau, Kau and Paho) on the Big Island in futu	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 008"/> b.Program <input type="text" value="HI 001"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 261,507.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 147,260.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 408,767.00</td> </tr> </table>	a. FEDERAL	\$ 261,507.00	b. APPLICANT	\$ 147,260.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 408,767.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 261,507.00															
b. APPLICANT	\$ 147,260.00															
c. STATE	\$ 0.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 408,767.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Nell Saunders-Scott	b. TITLE: Ms.	c. TELEPHONE NUMBER: (808) 521-1371 2211														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/09/11														

Narratives

Executive Summary

Since 2006, Teach For America-Hawai'i has placed over 275 corps members in Hawai'i; 58 are currently in their second year of teaching and 64 began their first year in the fall of 2010. Seventeen percent of the current teaching corps are Kama'aina or Native Hawaiian individuals. Our corps is comprised of outstanding college graduates who commit two years to teach in low-income public schools and become life-long leaders in the effort to expand education opportunity for students in Hawai'i.

Rationale and Approach

1) Rationale and Approach

a. Compelling Community Need

Teach For America addresses the significant gap in educational outcomes that persists along socio-economic lines. The need in Hawai'i is demonstrated by comparing our local results on National Assessments to those of other states. In the most recent test by the National Assessment of Educational Progress -- considered the gold standard for measuring student performance in core subjects -- Hawai'i ranked among the bottom eight states in the nation. In impoverished areas, such as the Leeward coast, statistics show that only 10 percent of all 10th graders are proficient in reading and two percent of 10th graders are proficient in math.

These disparities severely limit the life prospects of children growing up in poverty today. Out of 100 ninth graders in Hawai'i public schools, only 65 will graduate within four years. Of those, only 34 will go to college. By comparison, for students who attend Punahou and Iolani, 99 percent go on to attend four year colleges. To address this disparity, Teach for America-Hawai'i recruits, trains and selects a diverse group of talented recent college graduates to teach in high need schools with the aim of effecting academic gains in student achievement.

Narratives

Research consistently demonstrates that good teaching is the single most important factor in student learning and that if schools can get effective teachers to students who need them, the teachers can impact children's life prospects ('The Real Value of Value Added' Education Trust, 2004). One recent study by prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement,' 2002).

Despite this evidence, low-income students are less likely to get effective teachers in their classrooms than wealthier students by all measures ('The Real Value of Value Added,' 2004). Moreover, low-income children are also far more likely to have teachers who scored poorly on college and licensure exams (Jerald, 'All Talk, No Action: Putting and End to Out-of-Field Teaching,' Education Trust, 2002). To address this disparity, Teach for America-Hawai'i recruits, trains and selects a diverse group of talented recent college graduates to teach in high need schools with the aim of effecting academic gains in student achievement.

Teach For America Hawai'i primarily targets schools that: (1) are Title I (students receive free or reduced lunch), (2) historically are low academic achievement schools, and/or (3) historically have a high teacher turn over, in order to ensure that we are placing in "high need" areas. Consideration of these factors has encouraged us to work towards expanding our scope of services to reach students on the Big Island in the future.

Despite the importance of parental involvement in schools, parents in the communities we serve are less likely to be involved than their counterparts in higher-income areas. Research has shown that low-income parents are half as likely to attend parent-teacher conferences and otherwise be involved in the schools (see, e.g., Lareau, 'Home Advantage: Social Class and Parental Intervention in Elementary

Narratives

Education,' 2000). Yet we know that parents in these areas do not care less than parents in other areas; they tend to disengage because they have less academic experience, fewer resources and fewer connections (see, e.g., Bempechat, 'The Role of Parent Involvement in Children's Academic Achievement,' 2002). We must, therefore, bridge this gap between parents who want to engage and the schools that need their help but often do not receive it. To this end, Teach For America encourages and assists its members in effectively reaching out to parents.

Furthermore, while the academic component of the school day is critical, students in low-income areas need additional after-school resources. Yet, while research shows that disadvantaged students benefit the most from participation in extracurricular activities, they often have the least access to them (Annie E. Casey Foundation, "Child Care You Can Count On: Model Programs and Policies"). After-school programs can reinforce and enrich classroom experience and result in higher achievement; yet, schools in distressed communities have fewer after-school activities and lower rates of participation than schools in more affluent areas (Ibid). Our creative and hard-working teachers committed to community service can also meet this critical need. The citizen leaders of Teach For America-Hawai'i are educated in the importance of these opportunities for growth and given guidance on how to successfully participate in, lead, and begin extra-curricular activities in their school sites.

b. Description of Activities and Member Roles:

Throughout the grant period, Teach For America- Hawai'i will grow and improve the Hawai'i teacher corps, working with Hawai'i's Department of Education (DOE) and Kamaile Public Charter School to place members as full time teachers in public K-12 classrooms. Our members are talented recent college graduates of all academic majors, working in the highest-need schools on O'ahu as full-time teachers. Our corps will work across a variety of subject areas and grade levels and aim both to impact the

Narratives

academic achievement of their students and to take a lead role in accessing and leveraging additional resources for their schools and communities. In their service as full-time highly qualified teachers, 105 full-time members will reach over 9,000 students every school day, build meaningful relationships with parents and school communities, and provide extra instruction and opportunities for students that seek to maximize their academic achievement.

Given the structure of our professional corps and our members' terms of service, we request 105 full-time member slots for our corps members. Our members will use these full-time awards to attain full professional certification and licensure during their service, and in many cases they will pursue graduate work to advance their long-term interests.

Teach For America's program involves the following elements: Teach For America's program involves the following elements:

Please see Section C.2.b, Member Development, Training and Supervision for greater detail.

• recruiting at top colleges for talented and diverse seniors

• selecting the top candidates through intensive admissions process

• training at a residential summer institute in Houston where members teach in summer schools, participate in content-area workshops, and study our six part curriculum

• Hawai'i- specific orientation conducted with assistance from Kamehameha Schools

• placing the new teachers in the highest-need public schools in urban and rural sites across the state

• providing local professional development and mentoring for two years of teaching

• connecting alumni to the mission

Our corps members utilize the resources, training and professional development support that we

Narratives

provide to help them achieve their goals. All of our corps members establish goals of leading their students to more than one academic year of growth in one school year to catch them up with their wealthier peers. In addition, they engage families of their students and other community members, bringing them into classrooms and schools as volunteers. Members also participate in extracurricular activities in their schools and engage in continually developing their citizenship and leadership skills. Due to their work in the classroom and communities, corps members grow as active, informed citizens who contribute to the development of Hawai'i's communities.

As part of our program we will work to ensure that a high percentage of corps members will themselves volunteer in their schools and communities beyond their teaching. One way that members serve communities is by starting and leading extracurricular activities for students in areas in which they excel (e.g., coaching for sports, spelling bees, music groups, etc.), increasing the richness of their educational experience and life opportunities.

Teach For America seeks to ensure compliance with rules concerning prohibited service activities for corps members. All members receive and must sign a corps member contract that includes information on prohibited service activities. Beginning in the summer of 2009, all incoming corps members to Teach For America-Hawaii will participate in a series of orientation sessions led by our program manager and program staff. These sessions will be designed to familiarize them with the expectations, requirements, and benefits of being an AmeriCorps member and to create an understanding of the community responsibilities and prohibited activities, as well as the rationale underpinning these obligations. In addition, we will continue to reinforce these requirements for member compliance during monthly email blasts and during periodic corps member general meetings. Finally, our local program directors interact with corps members directly, supporting their classroom performance and professional development and also ensuring they meet appropriate AmeriCorps standards.

Narratives

c. Measurable Outputs and Outcomes

Two sets of performance measures are associated with this grant: the fully aligned set Effecting Academic Gains in Student Achievement, and Volunteer Recruitment and Training.

Our aligned Effecting Academic Gains measure contains an output, intermediate outcome and end outcome. As our output measure, we will work with Hawai'i's DOE and Kamaile Public Charter School to place highly qualified members to teach grades K-12 in under-resourced schools. Looking at the intermediate outcome, we will gauge the success of our professional development network meant to help corps members strive toward closing the achievement gap. Third, our end outcome measures the percentage of corps members achieving at least one to two years of academic growth in their classrooms and impacting the education of all of their students. We expect our members to strive for significant and solid gains in their classroom--significant gains align roughly with 1.5 or more years of student academic growth and solid gains reflect approximately one-year grade level growth over a one-year period. We estimate that our significant and solid gains will increase so that by the end of the 2009-2010 school year 60% of corps members will achieve at least one to two grade levels of students' academic growth therefore significantly accelerating the academic success of students in Hawai'i.

The second measure, Volunteer Recruitment and Training, recognizes that members of the broader community can impact students' academic achievement. We believe that we can strengthen the connection between communities and schools by encouraging corps members to bring the talents of volunteers to their classrooms. Our output is that corps members will recruit and engage at least 150 volunteers in their classrooms during the first year of our grant period.

Narratives

d. Plan For Self-Assessment and Improvement

Teach For America-Hawai'i is deeply engaged in a process of continuous improvement - measuring our progress against our goals, analyzing our program approach, and adapting that approach accordingly to increase our impact. We also believe strongly in the need for accountability to our goals. We have partnered with many external organizations and community members to continue our efforts towards improvement.

We employ a number of tools for self-assessment. We measure our program goals through two important tools: internally managed corps member surveys and independent surveys of the principals in the schools in which corps members teach. These tools allow us to measure the effectiveness of our training and support program and the impact our teachers have in schools in low-income communities. We also continue to work with independent research firms to enable studies that gauge corps member impact on schools in low-income communities.

Corps member online surveys are conducted at the middle and at the end of the academic year to poll our teachers on a wide range of issues from satisfaction to the effectiveness of Teach For America's training and support model to corps member involvement with parents and extra-curricular activities. We also frequently survey corps members after our professional development Saturday workshops to assess the success of our support systems and continue to work to improve them. The surveys also offer corps members the opportunity to provide written feedback on all aspects of the program. We track all of this data and evaluate it regionally and nationally to improve our work.

To measure the impact of our corps members on students and the schools where they work, Teach For America contracts with an independent firm, Policy Studies Associates, to survey principals every other

Narratives

year. The company develops and implements a tool to gauge whether corps members have a positive impact on student achievement and the school community. Principal satisfaction rates for our first year in Hawai'i were impressively high with 100% of principals reporting our teachers were as effective, if not more effective, than other first year teachers.

Apart from these above-mentioned tools, we also have a highly detailed system for assessing and improving member development and performance. At the end of the school year, our program directors meet with each member and analyze evidence of student gains - in some cases standardized test scores, in other cases, portfolios of student work evaluated against published external benchmarks. In Hawai'i, we have also piloted a series of assessments through the North West Education Association (NWEA) by which corps members can measure their students growth and obtain a clearer picture of their students' gains. By measuring the percentage of our corps members who can show evidence of attaining significant academic gains, we can improve our program over time to ensure that even more low-income students can catch up academically with their wealthier peers.

In aligning ourselves with our value of continuous improvement, we will set out to actively utilize the results of these surveys, corps member meetings, and periodic conversations with our school district partners to strengthen our program. We will collect data, analyze the data to identify key successes and challenges, step back and reflect on their meaning, and identify key levers to enable us to increase student achievement and member satisfaction as we constantly strive to improve each element of our program from recruitment to alumni involvement.

e. Community Involvement

In order for Teach For America-Hawai'i to establish our site, we required the assistance of key

Narratives

community partners and stakeholders. Our initial conversations began with the Department of Education (DOE), Superintendent Patricia Hamamoto, and personnel in the Office of Human Resources (OHR). When establishing this partnership we discussed Hawai'i's need for our corps, numbers of potential teachers desired and exact schools in which we would place corps members. We also rely on our partnership with the DOE and more specifically personnel in the OHR, to help us determine the specific schools in need of our teachers and to predict teacher vacancies. Our exchange of information and collaboration enables us to facilitate our placement and hiring process. In the fall of each year, we begin conversations with the OHR about their anticipated staffing needs for the following school year. We then work, through our recruitment, training and placement efforts, to meet these needs. Teach For America-Hawai'i staff also works with principals to familiarize them with our program and to discuss how we might work together to meet their needs.

Our initial conversations in 2006 extended to community stakeholders interested in combating the teacher shortages in Hawai'i, working towards educational reform efforts on O'ahu and willing to support our endeavors. We spoke with Dee Jay Mailer of Kamehameha Schools (KS), Kelvin Taketa of the Hawai'i Community Foundation (HCF), Mitch D'Olier of Harold K. L. Castle Foundation, Don Horner of First Hawaiian Bank, Bryan Luke of Hawai'i National Bank and Larry Stupski, who encouraged us that our services were greatly desired and needed.

To begin our first year in the islands, we established a regional advisory board of four community members mentioned above, Mitch D'Olier (Board Chair), Don Horner, Larry Stupski, and Bryan Luke. All members helped us to determine additional potential supporters, develop the program's directional strategies and connect with key members of the communities we planned to serve. Moving forward, we plan to continue our collaborations with our partners and stakeholders in order to cultivate further relationships, effectively support our corps members, build our leadership pipeline in Hawai'i and

Narratives

potentially expand to new areas, like the Big Island. We have already added new board members, David Carey (Outrigger Enterprises), Peter Ho (Bank of Hawai'i), Jeff Arce (The MacNaughton Group), and Dee Jay Mailer (Kamehameha Schools).

In addition to securing the necessary financial and moral support from key community constituents, we reached out to the local Universities to create a partnership to facilitate the professional development of our corps. Teach For America Hawai'i builds upon community and educational resources to provide effective support to our corps members. We have established University partnerships with both the University of Hawai'i (UH) and Chaminade University in order to have our teachers working towards certification in a State Approved Teacher Education Program. Corps members also have the option to pursue their Masters in Education. Both institutions have worked with us extensively to determine appropriate course requirements and establish their roles in assisting our corps members. Beyond the support that corps members receive from their Program Directors, they spend many hours with their University mentors determining ways to become more effective teachers.

We also work hard to partner with members of the community at-large and in the sector of education. We have collaborated with various educational organizations, service programs and schools to provide our corps members access to professional development opportunities. After launching our first year in Hawai'i, we reflected on ways to enhance our professional development support for corps members. For the 2007-2008 school year, we incorporated Professional Development Saturday sessions and a Dinner and Discussion series to further meet the needs of our corps members. These additional program structures allowed corps members to connect with local teachers and professionals in various sectors and gain from diverse people.

In addition to the culture and community sessions in our Orientation and our work with Walter

Narratives

Kahumoku III of Kamehameha Schools in organizing these sessions, we have also sought to include external guests and speakers for a variety of instructional and big picture workshops. Some of the people and organizations that assisted us with instructional sessions last year included: Lorna Hershinow (Director of Celebrate Reading -- Hawai'i), Jim McKown, (Professor at UH), Gail Peiterson and Robyn Otagaki (Teachers at Punahou School), Dolapo "Dola" Adeniji Neill (Professor at UH), Dr. Melfried Olson (Professor and Curriculum Developer at UH Lab School). Additionally, we sought speakers for workshops to provide a "big picture" lens on education reform in Hawai'i. To assist us with these sessions were guests including: Linda Smith (Senior Policy Advisor to Governor Lingle), Kelvin Taketa, (CEO of HCF), Terry George, (Executive Director, Harold K.L. Castle Foundation, Robert Witt (Executive Director, Hawai'i Association of Independent Schools), and Dr. Gail Awakuni (Principal, Campbell High School).

f. Relationship To Other National and Community Service Programs

Teach For America-Hawai'i values its relationship with AmeriCorps and to the other important programs that operate with its national and community support. In instances where there are national or community service projects that bring together members of service programs across Hawai'i in active service, we encourage our members to participate and provide support to programs. Most recently our corps members participated in the local Pathway Clean Up project was held as part of Service Nation's first national "Day of Action" and was initiated by former corps member Andrew Michaels. He organized a community outreach project with 45th District Representative Maile Shimabukuro on the Waianae Coast. Over 25 Teach For America corps members (teachers), their students, the Women of Waianae, Nani `O Wai`anae, Aloha Care, Kaho'omike and local residents worked to establish a multi-use pathway. The "People's Path" will provide children and other community members an alternative to walking on the road. Weekend service days provide a unique opportunity for our professional corps

Narratives

members to engage with other service groups and reflect on ways we can work to meet the varying needs of communities.

Since there is a limited number of Americorps programs in Hawai'i, we do not duplicate any of the pre-existing programs and therefore provide a service unique from the services Americorps programs already provide. Where appropriate we will work to establish collaborative opportunities with other Americorps Organizations like the Hawai'i Conversation Corps and the Hāna Like Program. We currently have one teacher working as a secondary Mathematics teacher at Farrington High where the Hāna Like Program has been established as a part of the Farrington School-to-Work Center. We will explore opportunities for collaboration as the program aims to provided community service internships to students in health, education, environmental science, and social service areas to strengthen community-school linkages. These opportunities prepare students for careers in these career pathway years by extending learning beyond the classroom. Our professional corps members aspire to similar goals for their students and would likely appreciate the input and insight gained from working with the group.

g. Potential for Replication

Teach For America-Hawai'i is part of the Teach For America national program which operates sites in 29 regions. Each Teach For America site is developed around one national program model, and adapted to fit a particular regional context. From the very beginning, Teach For America designed its program with internal replication and expansion in mind. We have been successful over the past 16 years in opening and developing regional sites and look forward to even greater expansion over the next several years. Replication leads to our ability to recruit, train, and support even more citizen-leaders, addressing the needs of thousands of students across the country.

Narratives

In addition to our internal replication, our model has influenced the creation of other non-profits that share our mission. Upon the founding of Teach For America in 1990, it was unusual for people who did not major in education or attend a traditional college of education to enter the public school teaching profession. There was no clear alternative path toward licensure, and the barriers to entry into the profession were quite high. Now, a number of organizations are bringing college graduates of all academic majors into teaching in low-income school districts at unprecedented rates. Programs such as The New Teacher Project, the New York City Teaching Fellows and Oakland Teaching Fellows are modeled after Teach For America's idea that it is essential to bring the most talented recruits into the profession. We have also spoken to Walter Kahumoku III of Kamehameha Schools about helping to assist with such replication here in Hawai'i if KS were to attempt to design a similar program.

Organizational Capability

1) Sound Organizational Structure

a. Ability to Provide Sound Programmatic and Fiscal Oversight

Teach For America started in 1990, and we currently service 29 communities nationwide. Locally, we came to Hawaii in 2006 with 50 corps members teaching in public schools as a part of Hawai'i's Department of Education. Since that time we have grown to over 100 corps members leading over 9,000 students to academic achievement in 21 schools in Hawai'i.

Teach for America's national staff provides support to our regional sites in a number of different areas, including finance and grants management. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to

Narratives

coordinate cash-in and expenses throughout the organization. This structure allows for the appropriate breakdown of responsibilities and a system of checks and balances needed to ensure accurate financial accounting, coordination of regional fundraising and spending and the accurate tracking of all finances across the country.

In particular, our finance team coordinates our A-133 audit, our annual audit and our monthly reconciliation processes, and produces and monitors our projected budgets for each site and the organization. We have implemented accurate financial management systems and use our Financial Edge database to help track funding streams and expenses by department and program element. This centralization allows us to provide assistance to, and oversight of, our regional operating sites in their compliance with federal budget requirements; our central program team helps ensure compliance with the programmatic elements of federal grants.

At the regional level, Teach For America-Hawai'i has received and effectively managed our AmeriCorps responsibilities through our National Direct grant since our inception in 2006. Receiving a State Competitive AmeriCorps grant will enable us to continue our program's stability, community engagement, and strong local partnerships. The awarding of the grant also highlights our program as a recipient of national funding and lends credibility as we seek increased funding sources and seek to make a lasting name for ourselves. As a State Competitive Americorps award recipient, Teach For America-Hawai'i will be able to expand our partnership with the Hawai'i Commission on National and Community Service. We feel convinced we will benefit from the local commission's staff guidance and the opportunities they create for professional development through trainings and service opportunities for corps members.

Since the 2006-2007 school year, our program has increased capacity through the expansion of our corps size and this year we placed additional teachers at Kamaile Charter School. During this time we

Narratives

have added a Development manager, an additional program director, and a managing director of program. These additions to our regional organizational capacity has allow us to increase our support of Hawai'i corps members and provide sound programmatic and fiscal oversight regionally.

b. Board of Directors, Administrators, and Staff

Teach For America-Hawai'i benefits from national and local leadership, as well as the talents of our regionally-based staff. Teach For America's national office, based in New York City, works in conjunction with its regional operating sites, including Hawai'i, to ensure the success of our teacher corps. Hawai'i also has an advisory board, comprised of a diverse group of community leaders who guide and support our efforts to build relationships with the local education community, maximize our programmatic impact, raise funding and help us connect further to all stakeholders in the community. Please see section D.2)a.

Our Executive Director, Jill Baldemor, leads our regional office by maximizing program quality, building a sustainable funding base and raising public visibility through community partnerships with institutions and individuals in public and private sectors. Jill also works with the Hawai'i Department of Education, University Partners, funders, community groups, and the Hawai'i Board of Advisors. Jill was a 1995 New York City corps member and taught 2nd grade in Washington Heights, NY. 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 serves as our Managing Director of Program and oversees all aspects of regional program in Hawai'i, including professional development, university partnership, placement and hiring and developing program directors. Leigh served as a 2000 corps member and fourth grade teacher in Atlanta. She was nominated by her colleagues for the Sue Lehmann-Teach For America Teacher of the

Narratives

Year in recognition of her teaching. Leigh also worked as a curriculum developer in India on a fellowship with the American India Foundation and as a Field Observer with the U.S, Early Childhood Longitudinal Study.

Teach For America-Hawai'i also has a team of three program directors who work with our Managing Director of Program to ensure that we reach our programmatic goals by helping members maximize their impact on student achievement. Our Program Directors also help to build corps members' dedication towards continuing Teach for America's vision beyond their two-year commitment. Their discussions and mentoring work help corps members establish a sense of responsibility for national service and a commitment to Teach For America and Hawai'i. Our Hawai'i Program Directors are Rana Boone, Stephanie Goodman, and Julia Schlenker. These program directors are all Teach For America and AmeriCorps alumni who were excellent teachers.

Andrew Boring works in the role of Coordinator of Operations and Communications. He is responsible for all office operations and corps communications, including matriculation and coordination of alumni and corps events. Andrew was a 2005 corps member in Texas. He taught 6th, 7th, and 8th grade reading and reading elective at Patrick Henry Middle School. He is a graduate of UC-Davis where he majored in English Literature.

c. Plan For Self-Assessment or Improvement

Throughout the year, Teach For America will collect data regarding our progress against the performance metrics agreed upon with AmeriCorps. Please see Plan for Self-Assessment and Improvement under the Rationale and Approach section for more details. Our national management team will reflect on this data along with our local executive director. This process allows us to see which

Narratives

operating sites have developed strategies that are truly effective and share them across the organization. It also allows us to determine if any region's performance is inadequate by providing an objective comparison against other regions, providing us the ability to intervene if a site begins to face challenges.

To assess and improve staff capacity on an ongoing basis, Teach For America employs assessment tools which allow managers to quickly and effectively hone in on the key levers for staff growth and development. We believe that engaging in regular reflection on performance and competency acquisition is a key strategy for attaining our goals and developing the leadership potential of our staff members. Thus, staff members and their managers engage in structured reflection, providing constructive feedback and targeting areas for improvement. Performance reviews happen twice a year.

As our corps grows in the future, we will continue to reflect upon our needed improvements and hire additional program staff to support more corps members if need be. We plan to continually assess the growing needs of the Hawai'i corps and manage our staff projects through weekly staff check-ins, staff and corps member surveys, and review meetings to identify any further organizational changes that may be necessary.

d. Plan for Effective Technical Assistance

Teach for America's national staff provides support to our regional sites in a number of different areas, including finance, grants management, and program support. At the national office, a number of well-qualified specialists are available to guide regional staff on AmeriCorps compliance, filling out standard forms, budget creation, and general grant management. In addition to these specialists, the Teach For America national server is constantly being updated with document resources and tutorials on these same topics. Additionally, the national team provides on-going trainings and assistance for all regional

Narratives

staff positions via conference calls, regional and national conferences, and on-line tutorials.

The national office of Teach For America in New York City also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level. Our staff in Hawai'i reaches out to the technology team via email and telephone and have the capacity to interface with our personal computers in Hawai'i. As part of standard new staff training, Teach For America-Hawai'i personnel are trained on all software and programs that enable and improve work function.

2) Sound Organizational Structure

a. Volunteer Generation and Support

The Hawai'i advisory board currently consists of 8 volunteer leaders from the Hawai'i community who help guide and assist the regional office in establishing and promoting Teach For America on a regional level. The advisory board expands our organizational capacity primarily by helping to create program recognition in the community, advising our staff on program challenges and relationships with community institutions, and assisting in securing diverse community funding. They specifically work on key projects throughout the year that help raise funds for the organization, raise visibility, and provide additional resources to corps members and alumni. They have been involved in various meetings with key community stakeholders and collaborators. Mitch D'Olier our Board Chair and CEO of the Harold K. L. Castle Foundation often joins our meetings with the DOE and key stakeholders such as Kamehameha Schools and OHA. All board members participate by engaging community members in our work, by inviting them to our annual fundraising events and also by hosting smaller Inspire Events.

b. Organizational and Community Leadership

Narratives

At a National level, both the Teach For America program and its members have received recognition for successfully combating one of the nation's most challenging domestic issues. Teach For America was selected as a winner of the 2007 and 2006 Fast Company/Monitor Group Social Capitalist Award. The award honors U.S. nonprofits, or "social entrepreneurs," who combine creativity and ingenuity with business solutions to address today's most challenging social problems.

Most recently, the Urban Institute, a highly regarded independent research organization, conducted a methodologically rigorous study of the impact of Teach For America corps members on high school students. Researchers analyzed end-of-course student exam data from 2000 through 2006 in North Carolina. The study examined differences between the student achievement impact of Teach For America teachers and other comparison groups composed of non-Teach For America teachers. The study found that high school students taught by Teach For America teachers outperform their peers, even those taught by instructors fully certified in their subject area. The positive impact of having a Teach For America teacher was three times that of having a teacher with three or more years of experience.

Our local corps members have received recognition for the leadership qualities as well. Two corps members, Caroline Bordelon and Roxanne Moore, at 'Aiea Intermediated won majority votes to join the School Council Committee as teacher representatives. Both corps members will be able to lead and effect change at a broader level in terms of community outreach and school policies. Caroline has also become the Math Department Head and will help align the math curriculum across gradelevels and classes.

We have had many other corps members create and assume leadership positions in conjunction with their schools, communities and outside organizations to help promote and develop community

Narratives

activities. Tiffany Parson (Corps '07) joined the Parent Teacher School Organization at Kalakaua Middle School and inspired them to organize a weekly coffee night for parents. Scot Matayoshi (Corps '06) is continuing to work with his Peacemakers Club at Nanakuli IHS during his third year of teaching. He leads the students of his club to think of alternatives to violence when mediating conflicts.

Teach For America-Hawai'i has also gained recognition locally. We have had a number of articles in the Honolulu Advertiser, Star Bulletin and Punahou Bulletin highlighting our corps members' work and the program's mission. Additionally, we have successfully established a partnership with Aloha United Way, under the umbrella United Way organization. As a Partner Agency we have also qualified to receive Issue Area funding through the Financial Stability and Independence Issue Area as we address a need in the local community. Aloha United Way's recognition of our program confirms that our work significantly impacts Hawai'i's children, helps improve education, and provides a necessary community service.

Jill Baldemor, our Executive Director, also received recognition and assumed a leadership position in the community when accepted to join the Pacific Century Fellows Program. The Pacific Century Fellows Program brings together annually up to 25 of Hawai'i's most promising individuals from all walks of life, fields and professions. The task force works to develop leaders with a greater awareness and sensitivity to the people and institutions of Hawaii.

3) Success in Securing Community Support that Recurs, Expands in Scope, Increases in Amount, and is More Diverse

a. Collaboration

Narratives

Teach For America-Hawai'i's primary collaborations are with the local public schools where our teachers serve, and the local universities that we partner with to build professional development and to ensure certification of the teachers. As mentioned above, we have partnered with the DOE, Kamaile Public Charter School, UH and Chaminade to achieve our programmatic objectives. Our collaboration with Kamaile Public Charter School enabled us to increase our reach to Hawai'i's children by almost 1,000 students. Teach For America-Hawai'i also strives to build additional local partnerships with other key organizations in the community, including non-profit and community-based organizations.

The partnerships we have established help us to more effectively execute our program activities and increase the quality of our services. We often have volunteers from various organizations attend our Professional Saturday sessions and lead workshops. See section C.2)b. and C.1)e.

After our first year in the Hawai'i community, we decided to create an additional program structure to deepen our collaborations with external stakeholders and organizations. We piloted a series of Dinner & Discussions (D&D) as a result of conversations with Hau'oli Akaka, Walter Kahumoku III, and Teresa Makuakane-Drechsel. Corps members meet with members of the community who share valuable insight, wisdom, and perspective on living and working in the Hawai'i schools and communities where we teach.

We are proud to report that we received overwhelmingly positive feedback and are looking to increase the frequency of these dinners for this school year. For our first D&D this year, we hosted Trustee Oswald Stender from OHA, who discussed educational issues, the creation of the OHA and his views on ways to perpetuate and preserve the Hawaiian culture. We believe that these D&D events help improve the quality of services we provide by allowing corps members to gain perspectives from the community to infuse into their instruction and classroom discussions.

Narratives

b. Local Financial and In-Kind Contributions

Teach For America-Hawai'i's strong relationships with our community funders have lead to our success in renewing grants, some of which have expanded in scope and amount. The Harold K. L. Castle Foundation generously funded our program for our first three years with a total grant of \$500,000, they have recently agreed to increase their funding to \$750,000 for our next three years. Larry Stupski has also been a strong supporter since our inception in 2006, at which time he contributed \$300,000 for three years to support our expansion to Hawai'i and regional operations. He has also agreed to expand his funding to \$400,000 for the next three years.

We have had similar success with our corporate and individual funders as well. Alexander & Baldwin, First Hawaiian Bank, Royal Contracting company are all examples of supporters who have renewed their support over multiple years. We have grown our number of individual sponsors giving more than \$1,000 to a group of 30 sponsors in the most recent fiscal year. We plan to continue this growth this coming fiscal year as well as diversify our funding sources to include more corporate and individual donors by recruiting new advisory board members, holding more targeted fundraising events and cultivating new sponsors with the help of our current board members.

Teach For America-Hawai'i is proud to receive a number of in-kind donations from our private funders and alumni in the forms of donated instructional materials, books, school and art supplies, and games. These donations are housed in our resource room at our regional office. Corps members may come in and take what they need to enhance their efforts in the classroom.

c. Wide Range of Community Stakeholders

Narratives

In addition to the many individuals, corporations, and foundations that support our work in Hawai'i, a number of community institutions are stakeholders in Teach For America-Hawai'i. First, the 21 individual schools in which we place corps members care deeply about our members' success and the principals continue to work with us to ensure our corps members make a significant impact on their students. In addition to continuing to place corps members in their schools year after year, administrators who lead these educational institutions have expressed their satisfaction in the first survey we conducted. We are proud to report that of the 22 principals of schools our corps members taught in last year, 19 of the principals turned to Teach For America-Hawai'i to fill vacancies they had for this school year.

Additionally, our advisory board is committed to our program. Their support has continued, expanded and diversified over time throughout our first three years in Hawai'i . We have had many of our Board Members solicit additional support from external stakeholders over time as well as engage more actively as we continue to expand. See section D.2)a.

We also benefit from diverse stakeholder support in the form of extended invitations for collaboration. Most recently Kelvin Taketa of HCF, a strong Teach For America Hawai'i supporter, invited us to engage in a "Schools of the Future" conference at which Tony Wagner, of the Harvard University Change Leadership Project. The Na Lei Aloha Foundation has also invited us to participate in a workshop bringing community organizations together to discuss local problems and the best ways to address them.

Cost Effectiveness and Budget Adequacy

1) Cost Effectiveness

Narratives

Teach For America is an efficient and cost-effective program. While we are confident that we have budgeted sufficient resources for our program needs based on our experience operating a professional corps, we are very cognizant of the need to be cautious and efficient in our spending to justify the significant investment that the public and private sector makes in our program. Teach For America is recognized by outside groups for its efficiency. Charity Navigator, a non-profit watchdog group, gave Teach For America its highest 4-star rating in past years; and Worth magazine named Teach For America one of its top 100 charities in America based partially on financial efficiency.

a. Corporation Cost per Member Service Year (MSY)

We are requesting 105 full time members slots in year 1 of this proposed grant beginning in 2009. Our corporation cost per MSY will be \$2,490.55.

b. Diverse Non-Federal Support

Teach For America-Hawai'i works to raise money from a wide array of funding streams. Last year, in fiscal year 2008, we raised over \$1.2M. We set ambitious funding goals and are currently working in fiscal year 2009 towards raising \$1.4M. We currently already have \$400,000 in commitments including: \$250,000 from the Harold K. L. Castle Foundation, and \$150,000 from Larry and Joyce Stupski. We also have submitted two grant proposals that are pending a decision from OHA and Kamehameha Schools. In 2008, Teach For America-Hawaii raised over \$1M in non-federal support and aims to diversify this funding even further over the next three years.

2) Budget Adequacy

Narratives

Our total cost per member is approximately \$21,000 for all costs, of which only a small portion is on our attached budget. Because we are a professional corps, we leverage salaries and benefits from the school districts, and our costs relate solely to recruiting, selecting, training, placing and supporting our members. Our proposed budget is based on the size of our projected corps for the 2009-2010 school year and includes the regional portion of costs associated with national recruitment, selection, and training, as well as local management costs and regional corps member support costs.

Our budget in Hawai'i is structured around the projected corps size and includes the regional portion of recruitment, selection, and training costs; national administrative services costs; and local management costs. Budget management is implemented and overseen on both a regional and national level and is subject to an annual independent audit as well as review by the national Board of Directors, the regional Advisory Board, the DOE, and all of Teach For America-Hawai'i's private funders.

Teach For America-Hawai'i's operating budget for FY08 was \$2,133,690. This included all the costs to recruit, select, and train the 2008 corps members who came to Hawai'i in July to begin teaching. It also included all costs associated with supporting and developing the Hawai'i corps during the 2007-2008 school year, as well as local management and administrative costs. Teach For America-Hawai'i's regional funding goal for the year was \$1.25M as our remaining funding is provided through national fundraising. We ended the year within range of our goal, securing over \$1.2M. This includes \$200,000 from the Harold K. L. Castle Foundation; \$100,000 from Kamehameha Schools; \$100,000 from HCF; \$125,000 from the McNerny Foundation; \$144,000 from the DOE; \$100,000 from Larry and Joyce Stupski; and solid funding from other foundations, corporations, and individuals.

Evaluation Summary or Plan

N/A

Amendment Justification

Narratives

N/A

Clarification Summary

FY11 Clarification Summary Round 2:

Programmatic:

We understand that our ASP for the Criminal History Checks has not yet been approved and understand the new requirements of the Criminal History Check. We understand we are responsible for and agree to comply with meeting the requirements for all members and staff as previously stated.

Performance Measures:

We have updated our National Pilot Performance Measures per your request in the Performance Measures section of eGrants. We agree to delete our previous performance measures Effecting Academic Gains in Student Achievement and Volunteer Recruitment and Training, but could not locate them in eGrants for deletion. They were not listed in our Performance Measures section.

FY2011 Clarification Summary

1. Alternative Search Protocol

Teach For America has a current Alternative Search Protocol (ASP) in place with the Corporation approving our corps members to cover the cost of the FBI criminal history check. In addition, Teach For America submitted an ASP to CNCS on December 23, 2010 in preparation for the new requirements to the criminal history check regulations outlined by the Serve America Act effective on April 21, 2011. In our ASP, we propose a continuation of our current criminal history check procedure, in which NSOPR and FBI fingerprint checks are conducted on all corps members and grant-funded staff prior to the start of our enrollment in AmeriCorps. The Teach For America Hawai'i state grant was specifically included

Narratives

in this ASP request. We are awaiting a response from CNCS on our ASP for 2011.

Given our admissions cycle we have already begun conducting Criminal History Checks on our incoming 2011 corps members (we have 5 application deadlines: 1DL, 2DL, 3DL, 4DL, 5DL) . Our 2011 Criminal History Check policy states that all corps members must be checked against the National Sex Offender Public Registry (NSOPR) database prior to AmeriCorps enrollment. In addition, an FBI fingerprint check must be initiated on all corps members no later than their enrollment in AmeriCorps. Any corps member with a pending FBI check at the time of our 30-day AmeriCorps enrollment will be prohibited from AmeriCorps enrollment until their check is completed. Alternatively, any corps member enrolled in AmeriCorps with a pending FBI check must be accompanied by a supervisor while teaching students until their check is returned and cleared. Supervision must be well documented to ensure full compliance with AmeriCorps regulations.

Additionally, we have allocated funding to secure criminal history checks for staff members.

2. Please describe how your program builds in its members an AmeriCorps identity and how it connects members to national service.

Teach For America Hawai'i corps members are first invested in their AmeriCorps membership during our Induction week in June. We host an Introduction to AmeriCorps session where we discuss the mission, history and impact of AmeriCorps. We share our role in the national service movement and invite our corps members to join our program as AmeriCorps members, having them complete the necessary enrollment paperwork. At this time, our corps members also take the AmeriCorps pledge. This year, we'll be hosting another AmeriCorps investment session with our corps members in early fall. Here, we plan on rallying our corps members around national service and investing them further in AmeriCorps initiatives like volunteerism and participation in national service days, among others.

Narratives

Throughout the service year, we invite corps members to participate in service events, attend service and volunteerism conferences and trainings that we hear about, and to share their impact stories from the classroom.

Many of our corps members actively engage their students in service learning projects in their communities. For example, Amy Green, a 2009 corps member teaching Math at Kapolei High School, recently took her students on a beach clean up trip. Nick Courtney, a 2009 corps member teaching Special Education Science at Kealakehe High School, engaged his students in a service-learning by including 2 hours of service as a requirement in his class. He taught his students the five stages of service learning and worked with them to implement the stages in their own lives. As part of this activity, Nick's students were featured in the local newspaper.

Towards the end of the service term, we present an Alumni session where we prepare our corps members for transition out of our program and into our alumni movement. Here, we introduce our corps members to the many opportunities available within and outside of education that ensure continued momentum in the movement. As a part of these sessions, we invite alumni who have continued to impact their community through service to speak to corps members about the importance of maintaining a connection to the movement.

3. The application mentions that schools have identified TFA-HI as an economic source for qualified teachers. Please describe how your site Selection and placement process ensures that AmeriCorps members won't be placed in positions that were recently occupied by paid staff. Please detail how you will ensure that displacement is not taking place.

Teach For America-Hawaii works with school district leadership to fill new and vacant positions

Narratives

through their routine hiring processes. Because Teach For America-Hawaii is a professional corps, our corps members are hired employees of the school districts/charter network in which they work.

Therefore, our corps members do not displace hired employees because they are hired employees.

Program applicants who:

(1) Propose to serve as the placement site for AmeriCorps members; and

(2) Have employees engaged in the same or substantially similar work as that proposed to be carried out by AmeriCorps members; and

(3) Those employees are represented by a local labor organization, must include in their application the written concurrence of the local labor organization representing those employees. Written concurrence can be in the form of a letter or e-mail from the local union leadership.

4. Please provide a copy of the labor union concurrence for your program. If you believe your program does not meet this description, please provide a detailed explanation of how it does not meet them. For your information, ¿program applicant¿ includes any applicant to the corporation or a State Commission, as well as any entity applying for assistance or approved national service positions through a Corporation grantee or subgrantee.

As stated above, the labor concurrence requirement applies to programs that are serving as both program applicant and service site. This requirement does not apply to Teach For America-Hawaii because we do not serve as the placement site for AmeriCorps members.

Narratives

5. Performance Measures section has been adjusted to incorporate national performance measures.

FY 2010 Clarification Summary

1. The program failed to meet minimum compliance for 30-day reporting of enrollments and exits. For program year 2009, there were no compliant enrollments and so far, 2 of 3 exits failed to be compliant. Please direct the program to provide a justification for failing to meet minimum reporting requirements.

Teach For America Hawaii was not able to complete enrollment for its 105 members within the 30 day requirement due to the change over from WBRS to the eGrants enrollment system. The AmeriCorps Corporation made the switch from WBRS to eGrants between July 15th, the last effective date to exit CMs from the WBRS system, and July 27th, the first date eGrants was fully functional. We received log-in information for eGrants on July 31st, at which time we began enrollment of our corps members. All 105 corps members were enrolled by August 15th, 2009. Absent the change in enrollment systems which happened in 2009, we fully expect to be compliant for future enrollments. Additionally, we have provided a detailed explanation of our enrollment and exiting process to the Hawaii Commission so that they may monitor our progress.

The 2 exits out of compliance were delayed as our staff was waiting to receive the exiting paperwork from the exiting Teach For America corps members. We are now aware that members can be exited with program-generated set of paperwork if documents are not received within the 30 day window from their

Narratives

date of separation and their required date of exit. Thus, we expect to be fully compliant on any future exit processes.

FY09 Clarification Summary

1. The applicant uses the national net established by TFA for identifying and recruiting qualified college students, but does not offer a plan for recruiting members locally. Similarly, the applicant describes the diversity of TFA's current teacher corps but does not offer a plan for recruiting diverse members. Please provide further clarification.

At Teach For America Hawai'i we make extensive efforts to recruit Kama'aina or local students and professionals to return to their home of Hawai'i and provide service in public schools as teachers working towards certification. Locally, Teach For America Hawai'i works relentlessly to increase the number of "local" and Native Hawaiian corps members in our program. As part of our strategy to bring top talent to Hawai'i, we recruit competitive graduates from Hawai'i who are studying at colleges and universities on the mainland and increase their awareness of the opportunity to return home and give back to Hawai'i through Teach For America. We see this as an exciting opportunity to bring our "home-grown" talent back to the islands. Kamehameha Schools, Iolani School, Punahou School and the Hawai'i Association of Independent Schools have all helped in our past recruitment efforts and have committed to continuing to assist us.

We held "Home For the Holidays" events over the past two holiday seasons to encourage recent college graduates and seniors from Hawai'i to consider serving our Hawai'i public schools through Teach For

Narratives

America. This past December we held three events at Punahou, Kamehameha Schools and Mid-Pac for interested prospects. Our staff collaborated with local high schools to determine their alumni graduating from college and ways we can inspire them to join our program. We contacted high-achieving leaders graduating from both local universities and mainland universities via email and phone to provide them with information about our local program. We have also been fortunate to have Alumni Directors from various local high schools send out information to their alumni and post short blurbs on their websites. Finally, this year we also participated in local career fairs to connect with Kama'aina attending Hawai'i Pacific University, University of Hawai'i, Chamindade, and BYU.

Through our recruiting events we wanted students from Hawai'i to become aware of the opportunity to return home and give back to Hawai'i communities through Teach For America. In panel and group discussions, corps members who grew up in Hawai'i shared their experiences as Teach For America corps members and as teachers in O'ahu's most under-resourced schools. Each session started with a short presentation about the educational achievement gap in Hawai'i and the opportunity to help combat these inequities and serve our Hawai'i communities through Teach For America. As a result of our efforts last year, we are proud to share that 17 of our 2008 corps members claim ties to Hawai'i, 6 attended school here, and 2 report Native Hawaiian descent. This year we have already had over 30 Kama'aina apply to join our 2009 corps during our four application deadlines.

Our most recent incoming Hawai'i corps graduated from a broad range of colleges and universities including, University of Hawaii, UC -- Berkeley, Middlebury, Duke, Loyola Marymount, Gonzaga and Princeton, and held an average GPA of 3.59. As Teach For America is deeply committed to recruiting a diverse corps of teachers, we are proud to share that approximately 1/3 of the 2008 corps identifies as a person of color.

Narratives

Through our National recruitment initiatives we aim to also build the pipeline of African American and Latino/Hispanic talent for the corps and staff to increase our corps and staff diversity. We currently host a Campus Speaker Series events in cities across the country that target African American and Latino/Hispanic communities and bring together thought leaders in the field of education and beyond to stimulate conversations and action to close the achievement gap. We are also working to create resource groups for our staff, corps and alumni to come together around common identity areas to network, build community, strengthen skills and support one another. In addition, we are implementing a diversity and inclusion communications strategy to raise awareness of Teach For America in communities of color, including Spanish language radio and media initiatives targeting the Latino/Hispanic community. In all regions and at all levels of our organization, we are incorporating diversity and inclusiveness into manager training for staff. Finally, our commitment to diversity is highlighted and most clearly demonstrated by our efforts to launch a diversity and inclusiveness committee on Teach For America's national board.

2. The applicant appears to rely on its overall program design to establish a life-long ethic of service in members and does not provide clear information on any training, curricula, or activities specifically for this purpose. Please provide further clarification.

Part of Teach For America's mission and long term plan is to build a movement to end educational inequity in this country by mobilizing our alumni to work across all sectors to improve the lives of the students and communities. We establish a life-long ethic of service through Teach For America's alumni team. To build our alumni movement, our alumni team has developed a robust network to support our alumni, to provide career support in key sectors, and to connect alumni to service opportunities. Alumni are provided with access to career services online, public service fellowship opportunities, and volunteer opportunities through our TFANet. Further, alumni and corps members are provided with monthly

Narratives

email blasts that highlight these opportunities as well as provide local service opportunities in their communities.

Here in Hawai'i, we recognize that operating with a strong sense of Aloha means that we encourage and train our corps members to engage in service opportunities and teach their students how to become involved in service and cultivate the desire to do so. We have organized a number of community service and outreach events for our corps members, including the Waianae bike path clean-up, a day of service at Hawai'i's IHS in Kalihi, and a school day clean-up and beautification project. We have also held professional development sessions with Youth Service Hawai'i to help corps members generate service projects with their students. We believe that continuing to inform corps members about service opportunities and emphasize the importance of participating in service and having their students participate as well, will help foster their desire to continue serving others.

3. The applicant information on supervising members is vague. Please provide further clarification.

As a professional corps of full-time teachers, our members' direct supervisors are their principals and assistant principals with whom Teach For America program directors and staff work very closely during the placement process and throughout the school year. Our staff at Teach For America Hawai'i communicate frequently with Principals and Vice Principals throughout the year. Our Program directors meet with them to discuss the progress corps members are making in their classrooms and well as discuss vacancies when Principals wish to hire additional corps members. In terms of school supervision, our corps members are each directly supervised by a Program Director who is charged with the responsibility of assisting corps members' professional growth in their classrooms and helping them build and implement concrete teaching resources and strategies. Our corps members report their student achievement gains and student progress to their Program Directors so that we can collect an

Narratives

overall picture of the student gains made in corps members' classrooms.

Teach For America -- Hawai'i provides ongoing professional development support to corps members through a program team of three directors and one managing director, all of whom are high-achieving former corps members. They help the corps members to prioritize areas for improvement and to build the knowledge, skills and mindset necessary for classroom success. This support aims to provide corps members with experiences that lead them to reflect constantly on progress they have made towards their student achievement goals and to access the additional resources necessary to be more effective in closing the achievement gap for their students. Corps member participate in three one on one co-investigation conversations with their program director throughout the school year, during which program directors and corps members analyze their students' academic performance in relationship to their Big Goal, reflect on student progress, gather data about problems their students are facing in the classroom, critically assess the root cause of those problems, and identify solutions to address the root causes.

Our corps members also receive a student achievement toolkit with Hawai'i standards, sample assessments, diagnostics, and long-term plans for each content area, as well as our Teaching as Leadership rubric, which we believe to be the principals of good teaching: Setting Big Goals for Students' Academic Achievement, Investing Students (and Their Influencers) in Working Hard to Reach Big Goals, Planning Purposefully, Executing Effectively, Continually Increasing Effectiveness, and Working Relentlessly.

Professional Saturdays: During the school year, the Hawai'i corps members participate in three Professional Development Saturday sessions meant to address their immediate teaching demands, which typically concern classroom or curriculum issues. The Saturday sessions are also designed to

Narratives

engage corps members in dialogue about broader educational and community issues. We work hard to find community leaders from various sectors to present at the workshops or lead group discussions. To capture our efforts to create an environment enabling significant professional development and to provide more specificity on our activities, we have outlined a sample of workshops which were offered in each theme:

1) Teaching as Leadership: strategies for investing students, building a strong classroom culture, and efficient procedural practices; best practices and hands on activities that provide engaging student practice while reinforcing daily and/or unit objective(s). Some examples of Teaching as Leadership workshops are:

- * Ready, Set Read: Literature Circles in the Classroom (Lorna Hershinow, Director of Celebrate Reading -- Hawai'i)
- * Best Practices in Middle School Math (Jim McKown, Professor at University of Hawai'i)
- * Hands on Learning in the Science Classroom (Gail Peiterson and Robyn Otagaki, Teachers at Punahou School)
- * Teaching Social Studies with Primary Sources and DBQ (Dolapo "Dola" Adeniji Neill, Professor at University of Hawai'i)
- * On Track! Tracking Student Performance in Your Classroom (Wendy Torigoe and Tanya Cornely, Program Directors of Teach For America Hawai'i)
- * Using Investigations to Develop Geometry Understanding (Dr. Melfried Olson, Professor and Curriculum Developer at UH Lab School)

2) Connecting to Culture & Community: information and ideas on integrating culture and community. Some examples of Culture & Community workshops are:

Narratives

- * Hawaiian Language and Culture 101 (Aaron Mersberg, Kamehameha Schools)
- * Placed-Based Education as it Relates to Native Hawaiians (Brandon Keoni Bunag, Kamehameha Schools)
- * Identifying Successful School Strategies: School Conditions and Academic Gains among Hawaiian Children

3) The Larger Movement to Eliminate Educational Inequity: information and opportunities in the larger education reform movement. Some examples of "The Larger Movement" workshops are:

- * A Discussion with the Senior Policy Advisor to Governor Lingle: Hawai'i Education Reform and Policy (Linda Smith)
- * Non-Profit Opportunities in Hawai'i (Kelvin Taketa, CEO Hawai'i Community Foundation)
- * Moving Mountains Together: Different Ways to Make Public Education Really Work for Every Child (Terry George, Harold K.L. Castle Foundation)
- * Hawai'i Educational Leadership, Change Leadership Project (Robert Witt, Executive Director, Hawai'i Association of Independent Schools)

Corps members attend three workshops of their choice and also meet with their "professional learning communities" (PLC) during their lunch hour to collaborate with grade and subject-level corps member colleagues.

PLC (Professional Learning Community) Sessions: During the summer, the Teach For America Hawai'i program staff thought strategically about how to improve our program structures to provide corps

Narratives

members with additional support in order that they achieve even more significant gains with their students. For the 2008-2009 school year, we decided to develop the PLC as more consistent support structure. We held sessions to train PLC leaders so that they could more effectively professionally develop corps members in their groups. The program staff also decided to increase the number of PLC meetings that corps members attend to occur every other month. PLC leaders are either alumni or second year corps members who have proven to be strong classroom leaders. These leaders organize workshops for their content and grade level professional learning community, during which they exchange best practices, discuss certain teaching strategies or analyze student data and trends.

Dinner & Discussion Series: We are continuing our "Dinner and Discussion" series which we launched last year. In the 2008-2009 school year, we have conducted three successful dinner and discussion events. We are proud to report that we received overwhelmingly positive feedback on these events from our corps members and have increased the frequency of these dinners to approximately once a month for this school year. For our first Dinner & Discussion on September 5th of this year, we hosted Trustee Oswald Stender from the Office of Hawaiian Affairs, who discussed educational issues, the creation of the Office of Hawaiian Affairs and his views on ways to perpetuate and preserve the Hawaiian culture. We again received great feedback from both Trustee Stender and our corps members about their involvement in the event. We have also had two other Dinner and Discussion sessions this fall as well as a Meet the Teachers event for our sponsor a teacher sponsors. Corps members had the opportunity to meet both Puanani Burgess and Linda Smith, Senior Policy Advisor to Governor Linda Lingle, at our last two Dinner and Discussions.

4. Under Other Program Operating Costs, the applicant has not budgeted any funds for criminal history background checks.

Narratives

Although background checks are an allowable cost on our grant, given the fact that Teach For America is a professional corps program whose members receive full teacher salaries, we believe it is fair and reasonable to ask corps members to cover the costs associated with entering the profession, including background checks.

Continuation Changes

YEAR 3

REQUEST FOR EXPANSION

In 2011-2012, Teach For America-Hawai'i intends to grow its corps of teachers to approximately 135 teachers in order to meet currently unfilled need and demand for high quality teachers in Hawai'i's low-income schools. We have prioritize the Kau/Kea'au/Pahoa region in the south east area of Hawaii island for growth because it is one of the most impoverished, isolated, and underperforming in Hawai'i. For example, in the rural Ka'u/Kea'au/Pahoa district, where 23% of families have children living in poverty and the median household income is \$29,154, 3rd graders are already significantly behind with only 28% proficient in reading and just 17% 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%of third graders are proficient and reading and 65% in math.

Not only is the need great, but past experience has shown that demand for our teachers from administrators is sufficiently strong to warrant corps growth. For school year 2010-11, we experienced high demand for our teachers in the Kau/Kea'au/Pahoa district late in our hiring process and five of our teachers were hired to teach in Kau High School 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 are focused on strengthening relationships with the DOE and school administrators in the KKP district in order to meet the anticipated high demand for our teachers by KKP administrators.

Narratives

Given the immediacy of the need we are addressing, TFA employs a selective application process. Through a national application process, we accept all applicants that meet our rigorous admission standards, so that we bring an increasing number of high-quality teachers into under-resourced classrooms. By doing so we are changing the life trajectory of more than 10,000 students across Hawai'i. Education research proves that providing high-quality teachers to the communities that need them most is fundamentally important in closing the achievement gap ('Good Teaching Matters,' Education Trust; 'Quality Counts 2003,' Education Week). One recent study by prominent education theorists concluded that 'having a high quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of low socio-economic background' (Rivkin, Hanushek and Kain, 'Teachers, Schools and Academic Achievement,' 2002).

With the strong demand for our corps members in high-need areas of the state and the unprecedented opportunity to bring more high-quality teachers into our state's neediest classrooms, TFA-Hawai'i seeks to support an increased number of AmeriCorps members serving O'ahu and the Big Island. To accommodate our growth, TFA-Hawai'i requests an expansion of 30 full-time member slots for the 2011-12 program year, in addition to the 105 slots awarded in the 2009-10 and 2010-11 years, for a total of 135 slots.

Full-time education awards are critical to our members' success. This is particularly true as our corps becomes more diverse. Currently, 32 percent of our corps members come from a low socioeconomic background, and do not have the additional support needed to offset loan payments and certification costs. Our corps members often use their education awards to counterbalance the cost of attaining the required certification and licensure, and many corps members depend on the loan forbearance and interest accrual payments afforded to AmeriCorps members.

Narratives

As a professional corps we do not provide housing or living stipends to our members. Members receive a first year teacher's salary, which they use to support themselves. Most of our members join the corps immediately after college, and begin paying their loans during their first year of teaching. Although salaries vary depending on region and cost of living within that region, first year teachers' salaries are generally low. Often the cost of loan payments puts additional stress on our corps members; loan forbearance and interest accrual payments relieve some of this pressure and allow our members to concentrate more fully on their service.

Additionally, full time enrollment in AmeriCorps accurately reflects our members' service as full-time teachers, with numerous responsibilities, who work long hours throughout the year.

TFA-Hawai'i corps members work to end educational inequity in both the short and long-term. In the short term, they work to advance students further in an academic year than they would otherwise be expected to advance, raising their educational prospects and putting them on a different track in life. In the long-term, TFA-Hawai'i cultivates and supports a growing base of alumni working to address educational inequity from all sectors particularly school leadership.

Rigorous studies released in 2008 in North Carolina and Louisiana showed that students taught by TFA members learn more in a year than students taught by other teachers. The Urban Institute released a study on the impact of TFA teachers on high school students and found that students taught by our corps members advanced more in a year than students taught by other teachers in the same schools. Louisiana uses student achievement data to rate the teacher preparation programs based on the effectiveness of their teachers. A 2009 report found that TFA corps members were outperforming other new teachers and were as effective as veteran teachers across the state in math, science, reading, and

Narratives

language arts.

Additionally, more than two-thirds of TFA's 20,000 alumni are still working in education. Currently, over 550 alumni are serving as school leaders, over 6000 are still teaching, 45 are elected officials, over 500 alumni work in public policy, and more than 20 are social entrepreneurs. Over 120 alumni are living in Hawaii, providing leadership for our community across a variety of sectors.

ENROLLMENT

In the last completed program year (2009-2010), TFA-Hawai'i filled 104 of 105 (or 99%) slots on our Hawaii State AmeriCorps grant. We fully anticipated filling all 105 slots, however, one of the members originally slated to receive benefits from the state AmeriCorps grant had already received two years of AmeriCorps benefits, and was therefore ineligible.

The high enrollment rate cited above demonstrates TFA-Hawai'i's accuracy in projecting our need, indicating tight internal systems and expertise in the midst of many moving parts. We expect that our current request will have an even higher level of accuracy, leading to a higher rate of enrollment.

RETENTION

TFA's retention rate for the 2009-2010 school year was 97% as three of our enrolled members has decided not to complete their commitment. This retention rate is higher than both the estimated average retention for first-year teachers in low-income communities in general (82 percent) and the overall average for all first-year teachers regardless of school setting (86 percent) ("No Dream Denied: A Pledge to America's Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

Narratives

As full time teachers in high-need schools, our corps members work long hours in highly stressful situations both in and outside of school. Our corps members combat the myriad of problems facing under served schools, operating with a strong sense of possibility and energy to succeed despite many obstacles.

Although Teach For America-Hawai'i's retention rate is higher than the national average, we are constantly working to improve our program and thus our retention rates. We work vigorously to improve our selection process to make sure we are selecting members who will relentlessly pursue our mission in the face of steep odds. Additionally, we regularly survey our members as to their satisfaction with their initial training as well as the support they receive regionally throughout the year.

We are proud of our corps members' perseverance and our role in supporting them in the profession. Teach For America is working to improve the way we evaluate corps members. As Teach For America's evaluations improve, we refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. As we make further enhancements to our program, our members will be even better trained and supported, which will help us maintain and even increase member satisfaction and retention.

LOCAL RECRUITMENT EFFORTS

Each year our Hawai'i staff focuses heavily on efforts to increase the number of Native Hawaiian and Kama'aina applicants, and eventually matriculants, into our teacher corps. We employ four general approaches/strategies in our Kama'aina and Native Hawaiian recruitment efforts: (1) sharing information broadly about the educational achievement gap and TFA's mission (e.g. informational sessions to college students over the holidays and during the summer, informational sessions at Hawai'i

Narratives

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'aina and Native Hawaiian candidates through the interview process with information on "how to put your best foot forward" and connecting candidates to other Kama'aina 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'aina individuals in our corps. For the 2010-11 school year, we were thrilled to welcome 14 Kama'aina to our 2010 corps representing 22 percent of the incoming Hawai'i corps. This was a significant increase over the eight Kama'aina individuals who made up just 14 percent of our 2009 corps.

YEAR 2

Rationale and Approach

Compelling Community Need

Our impact area has expanded to the Big Island where we have placed 19 corps members in 8 schools. We also have 103 corps members teaching in 28 schools on O'ahu for a total corps of 122.

Description of Member Activities and Roles

Our corps members are attending institute in Atlanta rather than Houston this year. As the national Teach For America corps has grown, additional institute sites have been added and our corps members will attend the Atlanta institute this year for logistical reasons.

Narratives

Plan for Self Assessment and Improvement

Principal satisfaction as measured after the 2008-2009 school year again showed that 100% of principals who responded to the survey reported that Teach For America teachers were as effective if not more effective than other first year teachers.

Several corps members are participating in Kahua, a teacher induction program offered jointly by Kamehameha Schools and the Hawai'i Department of Education. The program seeks to introduce new teachers to Hawai'i's cultural approach to learning. This program enhances the other orientation and professional development activities offered to our corps members in efforts to familiarize them with the culture of the communities in which they teach.

Member Outputs and Outcomes

Enrollment

We were able to place 104 corps members in the 105 slots from our AmeriCorps State grant, for an enrollment rate of 99 percent. We originally planned to fill the full 105 slots, however one of the members we had slotted for to receive benefits from the state AmeriCorps grant had already received two years of AmeriCorps benefits, and was therefore ineligible.

Retention

Our retention rate for 2009-10 state AmeriCorps members is currently 99% as one of our members has decided not to complete her commitment. This is higher than both the estimated average retention for first-year teachers in low-income communities in general (82 percent) and the overall average for all first-year teachers regardless of school setting (86 percent) ("No Dream Denied: A Pledge to America's

Narratives

Children" (2003) National Commission on Teaching and America's Future. Washington, D.C.).

Organizational Capability

Board of Directors, Administrators, and Staff

Nell Saunders-Scott has recently assumed the position of Development Manager and works with the Executive Director to develop strategies for fundraising and community outreach. Nell is responsible for all development operations and will pursue strategies to diversify Teach For America's funding base and reach a measure of sustainability. She also serves as the primary contact for the state AmeriCorps grant.

Nell previously worked in Alumni Relations and Development at the University of Michigan's Ford School of Public Policy for four years and has an MBA from the University of Michigan's Ross School of Business with a concentration in non-profit management.

Caroline Bordelon works in the role of Coordinator of Operations and Communications. She is responsible for all office operations and corps communications, including matriculation and coordination of alumni and corps events. Caroline also works closely with the AmeriCorps grant, helping corps members to ensure that they understand and have access to AmeriCorps benefits. Caroline was a 2007 Hawai'i corps member teaching math at 'Aiea Intermediate School. She attended Emory University prior to joining the corps.

Teach For America-Hawai'i also has a team of four program directors who work with our Managing Director of Program to ensure that we reach our programmatic goals by helping members maximize their impact on student achievement. Our Program Directors also help to build corps members' dedication towards continuing Teach for America's vision beyond their two-year commitment. Their

Narratives

discussions and mentoring work help corps members establish a sense of responsibility for national service and a commitment to Teach For America as an organization. Our Program Directors on O'ahu are Stephanie Goodman, Shayna Langsner, and Julia Schlenker. Amy Leiboh serves as our Senior Program Director overseeing our program on the Big Island. These program directors are all Teach For America and AmeriCorps alumni who were excellent teachers and leaders in their content and grade levels.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | | | |
|--|-------------------------------------|---|--------------------------|
| <input checked="" type="checkbox"/> Education | | <input type="checkbox"/> Healthy Futures | |
| <i>Selected for National Measure</i> | <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | | <input type="checkbox"/> Veterans and Military Families | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | | <input type="checkbox"/> Other | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 105

Service Categories

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Teach For America-Hawai'i places corps members as teachers in low-income schools throughout Hawai'i. Our corps members will serve as full-time teachers in grades K-12. Each corps member teaches an average of 74 students, therefore the number of students who begin in our program is 7770. We estimate 6993 students will complete participation in our program due to schedule changes and relocation. Throughout the year, we provide extensive training and professional development to instruct corps members in making and tracking the academic achievement made by their students. Teach For America-Hawai'i corps members will lead their students to increased academic progress by the end of the school year.

Result: Output

Result.

Teach For America-Hawaii estimates that 7770 students will start the year in our corps members' classrooms

Indicator: ED1: Students who start in an AC ED program.

Target : Teach for America-Hawaii estimates that 7770 students will start the year in our corps members' classrooms.

Target Value: 7770

Instruments: Teach For America-Hawaii uses an internal tracking system to track the number of students each corps member teaches

PM Statement: Teach For America-Hawaii will use an internal tracking system to track the number of students being taught by Teach For America-Hawaii corps members, estimating that this will be 7770 students.

Result: Output

Result.

Teach For America- Hawaii estimates that 6993 students will complete participation in our program due to schedule changes and relocation.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : Teach For America- Hawaii estimates that 6993 students will complete the year in our corps members' classrooms.

Target Value: 6993

Instruments: Teach For America- Hawaii uses an internal tracking system to track the number of students each corps member teaches.

PM Statement: Teach For America- Hawaii will use an internal tracking system to track the number of students who complete the year being taught by Teach For America- Hawaii corps members, estimating that this will be 6993 students.

Result: Intermediate Outcome

Result.

Teach For America- Hawaii estimates that 5051 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

National Performance Measures

Result.

Indicator: ED15: Students with improved academic performance.

Target : 5051 students will make improved academic achievements of at least one year's worth of growth in one academic year or grade-level sufficient mastery of content standards.

Target Value: 5051

Instruments: Teach For America- Hawaii uses an internal tracking system to track the academic achievement that is made by the students taught by our corps members.

PM Statement: Teach For America- Hawaii will use an internal tracking system to determine students that will make either at least one year's worth of growth or grade-level sufficient mastery of content standards, with 5051 students.

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Teach For America-Hawaii partners with local school districts and charter networks to place corps members as teachers in low-income schools. We regularly improve our evaluations, allowing us to refine our ability to recruit successful applicants, and improve our ability to train and support our corps members. As we make further enhancements to our program, our members will be even better trained and supported, which will help us maintain and even increase member satisfaction and retention. Teach For America-Hawaii encourages corps members to continue teaching in public schools or remain in the field of education in the year after their term of service. Additionally, the training that corps members receive while in the corps ' through Teach For America and our university partners ' enable alumni to remain in teaching or in the education field.

Result: Intermediate Outcome

Result.

Teach For America- Hawaii estimates that 13 former AmeriCorps members will remain in the education field after their term of service.

Indicator: ED17: Teachers remaining in education field but not teaching after service.

Target : Teach For America- Hawaii estimates that 13 former AmeriCorps members will remain in the education field after their term of service.

Target Value: 13

Instruments: Teach For America- Hawaii uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue remain in the education field after their term of service.

PM Statement: Teach For America- Hawaii will use an internal tracking system to track the number of alumni (former AmeriCorps members) who remaining in the education field in the year after their term of service, an estimated 13 members.

Result: Intermediate Outcome

Result.

National Performance Measures

Result.

Teach For America- Hawaii estimates that 13 former AmeriCorps members will remain teaching in the year after term of service.

Indicator: (DELETED) ED16: Teachers in schools in the year after service

Target : Teach For America- Hawaii estimates that 13 former AmeriCorps members will remain teaching in the year after term of service.

Target Value: 13

Instruments: Teach For America- Hawaii uses an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service.

PM Statement: Teach For America- Hawaii will use an internal tracking system to track the number of alumni (former AmeriCorps members) who continue teaching in public schools in the year after their term of service, an estimated 13 members.

Result: Output

Result.

Teach For America- Hawaii estimates that 100 AmeriCorps members complete their service as teachers.

Indicator: ED13: AmeriCorps members who complete serving as teachers.

Target : Teach For America- Hawaii estimates that 100 AmeriCorps members complete their service as teachers.

Target Value: 100

Instruments: Teach For America- Hawaii uses an internal tracking system to track the number of corps members who complete serving as teachers.

PM Statement: Teach For America- Hawaii will use an internal tracking system to track the number of corps members who complete their year of service as teachers, estimating that 100 will do so.

Result: Output

Result.

Teach For America- Hawaii will place 105 AmeriCorps members as teachers in high-need public schools.

Indicator: ED14: Individuals teaching in high-need schools.

Target : Teach For America- Hawaii will place 105 AmeriCorps members as teachers in high-need public schools.

Target Value: 105

Instruments: Teach For America- Hawaii uses an internal tracking system to track the number of corps members who teach in high-need public schools.

PM Statement: Teach For America- Hawaii will use an internal tracking system to track the placement of 105 AmeriCorps members as teachers in high-need public schools

Result: Output

Result.

Teach For America-Hawaii will place 105 AmeriCorps members as teachers.

Indicator: ED12: AmeriCorps members who begin serving as teachers.

Target : Teach For America-Hawaii will place 105 AmeriCorps members as teachers.

National Performance Measures

Result.

Target Value: 105

Instruments: Teach For America-Hawaii uses an internal tracking system to track the number of corps members placed as teachers.

PM Statement: Teach For America-Hawaii will use an internal tracking system to track the placement of 105 corps members as teachers.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable