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Executive Summary

Teach For America-HAWAII provides a critical source of well-trained teachers who are helping break the local cycle of educational inequity. Corps members teach for two years in low-income schools on Oahu and Hawaii Island, going above and beyond traditional expectations to help their students achieve at high levels. At the end of the 2013-2014 school year, 200 AmeriCorps members will have significantly improved educational outcomes for nearly 17,400 students and set in motion their own individual careers that will have a long-term impact on expanding educational opportunity for low-income students. The CNCS investment of \$400,000 will be matched with \$141,406.

Rationale and Approach

A. NEED: Educational inequity is our nation's greatest injustice. The stunning reality is that today, in a nation that prides itself on equal opportunity for all, children's educational opportunities are largely determined by where they are born and the wealth of their family. The result is that millions of students are denied the educational opportunity they deserve.

Teach For America Hawaii 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. According to the 2011 data, the most recent testing information available from the National Assessment of Educational Progress -- considered the gold standard for measuring student performance in core subjects -- Hawai'i ranked among the bottom states. A mere 39 percent of Hawaii's eighth graders were considered proficient or above in math. In reading, it was 26 percent. The performance gap--the gulf between students at affluent schools and those in impoverished areas, such as the Leeward coast--has not yet been closed. Both Native Hawaiian students and disadvantaged students lagged about 10 percent behind their peers in their 2011 HSA math and reading scores. In areas such as Waianae and Nanakuli, it's often less than one in five students who is 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. Additionally, only 13% go directly to college and graduate within 150 percent of program time (three years for an associate degree, six years for a bachelor's). By comparison, for students who attend Hawaii's prestigious private schools such as 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.

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We chose to serve this population because of the short and long-term repercussions of perpetuating an achievement gap between low-income students and their peers in wealthier communities. For example, a less educated person is more likely to earn less and be less civically engaged; a high school dropout is five to eight times more likely to be incarcerated than a college graduate. Because African-American, Latino, and Native American children are three times as likely to live in a low-income area, children of color are disproportionately impacted by this inequality (America's Children in Brief: Key National Indicators of Well-Being, 2008," Federal Interagency Forum on Child and Family Statistics).

B. AC MEMBERS AS HIGHLY EFFECTIVE: While the problem is daunting, Teach For America-Hawaii (TFA-Hawaii) addresses the achievement gap by placing members as the teacher of record in low-income classrooms. We see evidence every day in classrooms across Hawaii that when students in low-income communities are given the educational opportunities they deserve, in particular excellent teachers, they excel. A member's typical day includes teaching a full class schedule, lesson planning, participating in professional development, and often leading extracurricular activities.

Additionally, many of our corps members typically engage in community activities with their students on a regular basis. For example, Kim Kuo, a 2011 corps member at Nanakuli Intermediate and High School, partnered with a community organization, Ma'o Farms, in which students learned about sustainable and organic agriculture and how to malama' aina (take care of the land). Throughout the year, the students regularly experienced an "outdoor classroom" in which students learned about Community Supported Agriculture (CSA) and business ventures through the distribution of Ma'o Farms produce across the island.

Through these daily actions, corps members influence the prevailing ideology by demonstrating that children in low-income communities can achieve at high levels.

AmeriCorps membership is a critical component of TFA's recruitment and expansion efforts, particularly in increasing the diversity of our corps. We have seen that when teachers share the same background as their students, they have the potential to have an additional impact because they are uniquely positioned to serve as models of the potential for success. As a result, we place a particular focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach -- 90% of whom are African-American or Latino children living in low-income communities.

The number one barrier to applicants from low-income communities joining TFA is the financial burden, specifically mandatory certification costs, and managing student loan payments on a beginning teacher's salary. The AmeriCorps education award and loan forbearance benefits alleviate

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these concerns and have thus enabled thousands of outstanding corps members to serve who might not have been able to do so without AmeriCorps. These corps members have positively impacted the lives of hundreds of thousands of students in low-income communities.

To continue our efforts, TFA- Hawaii is requesting 200 fulltime education award slots. Fulltime enrollment in AmeriCorps accurately reflects our members' service as fulltime teachers

C. EVIDENCE BASED: Through 20 years of research and experience, we have gathered tangible evidence that AmeriCorps members working as TFA teachers can compensate for the additional challenges that inhibit learning in low-income classrooms and increase student achievement.

We believe that three factors come together in a cycle that perpetuates the problem of underachievement in high-poverty communities. These factors consist of (a) the variety of students' personal and economic challenges driven by poverty; (b) the dire lack of resources in high-poverty schools and (c) the prevailing ideology in our communities that low-income children cannot succeed at the rate of their wealthier counterparts.

Internal and external research of TFA-Hawaii, and of Teach for America more broadly, conclusively show that, through the recruitment and training provided by TFA in partnership with AmeriCorps, our corps members' impact is equal to or greater than that of other new teachers. Moreover, the most rigorous studies have shown that corps members' impact exceeds that of experienced and certified teachers in the same schools. Additionally, we are beginning to see robust research on the impact of TFA beyond the classroom.

Mathematica Policy Research, Inc. released an independent study in 2004 using a research methodology widely regarded as the gold standard. This study found that students of TFA corps members made more progress in a year in both reading and math than would typically be expected and attained significantly greater gains in math compared with students of other teachers, including veteran and certified teachers. The study also found that corps members were working in the highest-need classrooms in the country, where students begin the year on average at the 14th percentile against the national norm ("The Effects of Teach For America on Students: Findings from a National Evaluation," Mathematica Policy Research, June 2004).

Additionally, a 2008-2009 Urban Institute study found that TFA corps members were, on average, more effective than non-TFA teachers in all subject areas, especially in math and science, even when compared with experienced and traditionally certified teachers. Additionally, the study found the positive impact of having a TFA teacher was two to three times that of having a teacher with three or more years of experience (The Urban Institute/CALDER Research Center, 2009).

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The impact of corps members is evident in individual classrooms, as well as more broadly through external evaluations of our work. Teach For America's corps members are on the front lines of our movement and demonstrate inspiring success. For example, second year corps member Brian Bienenfeld led his Wheeler Middle School English students to achieve high levels of success on the Hawai'i State Assessment (HSA) reading test. A score of 300 equates to "meeting" proficiency, a score of 324 is considered "exceeding" proficiency, with high-performing schools scoring between 325 and 330. Brian's students earned an average score of 336 on the HSA, with one class scoring a high of 357. On average, Brian's students not only exceeded proficiency and left his classroom above grade level, but outperformed high-achieving benchmark schools.

By the end of the three year cycle, TFA-Hawaii aims to increase the effectiveness and impact of our corps members on student achievement and aims to foster a transformative corps member experience resulting in vision driven leadership in the classroom and dramatic academic outcomes for student. For these reasons, we are opting into the following performance measures: ED2, ED5, ED12-15, ED17. The targets for these measures were determined by reviewing past data and in alignment with TFA-Hawaii's regional student achievement goals.

TFA measures performance based on the impact our corps members have on student achievement. This includes measuring the growth students make throughout the year and/or students' ability to demonstrate mastery of content at the end of the year. Our corps members are expected to progress their students at least a year or more of academic growth per school year. For the 2013-2014 school year, we anticipate that 70% of students will make gains of a year or more of academic growth.

Each corps member administers a diagnostic test in the beginning of the year to each student, and is then required to monitor student growth through ongoing and end-of-year assessments.

To ensure that our corps members lead their students to significant academic growth, we rely on high quality student achievement data from rigorous tests to drive program improvements and provide tailored support to corps members. In order to address the complications of cross-contextual comparisons and the need for well-calibrated student achievement data, we have designed a new Student Achievement Measurement System (SAMS), which focuses on a continuous measure, whereby corps members are evaluated based on the percentage of goal attained. SAMS will be used to set classroom goals, guide decision-making, assess student progress, and fuel continuous improvement. CURRENT GRANTEE: During the last year that we received competitive AmeriCorps funding, we set out to meet several performance targets. The first target was that 75% of our corps members will answer agree or strongly agree in response to the question of whether the regional

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support network helps them to be more effective in the classroom. Overall, 71% of our corps reported agree or strongly agree. We put into place several regional strategies to correct this for the 2012-2013 school year, including Island Based Learning and All Corps Events designed around inspiration and professional development and Content Community and School Based Groups designed to ensure corps members have access to the peers and the support networks that they are most aligned to.

Our second target was that 60% of participants would provide evidence of measurable student gains in academic achievement of at least one to two grade levels. Our actual performance against this target was 81%, a full 21% point increase.

Lastly, we set a target around 150 volunteers being recruited in our corps members' classrooms. We exceeded this target at 227 volunteers, with 34 of them being college students and 78 being of the Baby Boomer generation. These volunteers continue to spread a spirit of volunteerism and strengthen our connection between schools, students and communities in Hawaii.

This year, we have 148 teachers serving in over 40 schools on Oahu and Hawaii Island, and thus far, we are on track to meet our student achievement goals. D. MEMBER RECRUITMENT: TFA employs a rigorous recruitment campaign to develop a robust pool of candidates of top performing students that are in the top third academic cohort and high achieving professional, and are rigorously screened for other qualities believed to be predictors of successful teachers -- perseverance, ability to motivate others, passion for children, and organization and communication skills.

TFA recruits at more than 350 colleges and universities, with aggressive campaigns focused on over 200 campuses. Through this intensive targeted recruitment effort and mass marketing, more than 48,000 people applied to join the 2012 corps.

Since 2006, we have grown our Kama'aaina and Native Hawaiian representation from 8% to 30% in our 2012 corps. We aim to increase this representation to 35% in the 2013-2014 school year. Additionally, our 2015 goal is 50% Kama'aaina and Native Hawaiian corps members

We place a particular focus on attracting and fostering the leadership of the individuals who share the racial and/or socioeconomic backgrounds of the students we teach. Native Hawaiian and Kama'aaina corps member will continue to contribute to the diversity of our corps while also acting as role models for the students and communities they serve. We recognize that while all corps members can make an impact on their students, schools, and communities, corps members who share the racial and or socioeconomic background of the students underserved in our Hawai'i public schools may have the ability to make an additional impact. To that end, it is powerful for students of Native Hawaiian ancestry to look up to a teacher leader who is also Native Hawaiian and who has had

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success in education and in life, contributing to the changing ideology of education and expectations in Hawai'i. Native Hawaiian and Kama'aina corps members also bring a unique and valuable perspective to our corps. They are able to help navigate school and community relationships and additionally assist in paving the way for their fellow corps members. While we also very much believe that each and every one of our corps members can have a significant impact on the students they teach, we know it will enrich our corps to grow the size of our Kama'aina and Native Hawaiian corps members.

In pursuit of our diversity vision and goals, we are implementing several important initiatives to ensure members from underrepresented populations have a positive experience. We offer and encourage staff, corps members and alumni to form resource groups to come together around common identity areas and to network, build community, strengthen skills and support one another. We recently launched a diversity and inclusiveness committee on our national board. We also incorporate diversity and inclusiveness into manager training for staff and corps member training. E. MEMBER TRAINING: The bedrock of our training and evaluation model is a framework we call Teaching As Leadership (TAL), which include the six strategies that we have found drive effective teaching: (1) setting an ambitious vision; (2) investing students and families in that vision; (3) planning purposefully to meet ambitious goals; (4) executing plans effectively; (5) working relentlessly to achieve their vision; and (6) continuously reflecting and improving. Each of these strategies corresponds to a series of 28 teacher actions, which comprise the TAL rubric. Our training and support model is based on helping members successfully employ these teacher actions, which happens through the general training timeline listed below. INDUCTION -- At the beginning of the summer, members spend a week in Hawaii learning about the communities in which they will serve. AmeriCorps pre-service orientation is conducted, so members learn about the responsibilities and benefits of AmeriCorps membership before they begin serving. INSTITUTE -- Next, corps members attend a rigorous five-week residential summer training institute to prepare them for teaching in a low-income classroom. There are two main components of the institute: summer school teaching and curriculum sessions. Members teach as part of a four-person collaborative that is supervised and mentored by both a veteran teacher and TFA staff member who provide regular feedback about their teaching, reflect and refine their practice to ensure that students meet summer school goals. They also observe one another and videos of themselves teaching, allowing corps members to see which teaching methods are most effective. Corps members attend daily curriculum sessions where they gain the foundational knowledge needed to become highly effective beginning teachers. We have

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created our curriculum based on years of research and input from education experts. ORIENTATION -- After Institute, corps members return to Hawaii to create their first unit plans, assessments and tools to track their students' progress. With these elements established before the school year begins, our teachers are better prepared to move their students forward. ONGOING SUPPORT -- Building on the foundation received during the summer training, TFA- Hawaii program team provide intensive training and professional development. There are four main components to our ongoing professional development model.

First, corps members are paired with a Manager of Teacher Leadership Development (MTLD). MTLDs conduct observations of the member's class, and provide corps members with feedback and support. They work with corps members to review student data to identify and find solutions to problems or gaps in student achievement. This approach builds corps members' abilities to independently evaluate student outcomes, identify causes of problems, and seek solutions. Second, corps members have access to TFAnet -- our private website for corps members and alumni. The site includes a searchable database of resources designed to help members create data-driven, student achievement-focused classrooms. Third, members meet regularly in content- or grade-level-specific learning teams led by experienced teachers to discuss ongoing challenges, share best practices, and work together on professional development. Finally, members participate in certification and/or master's degree programs designed to ensure that members meet state certification requirements. These programs prepare corps members to stay involved in the movement to end educational inequity beyond their two-year commitments.

Throughout the training and support cycle outlined above, we have imbedded several opportunities to reinforce key issues of AmeriCorps compliance. Prohibited activities are reviewed with corps members at TFA- Hawaii's pre-service orientation to ensure that they have clear and solid understanding of their responsibilities. We continue to enforce collective compliance at monthly professional development sessions and email blasts. Individual compliance will be monitored by MTLDs who are trained annually on prohibited activities. This training includes a comprehensive explanation of the prohibited activities, examples and case studies of what these activities encompass, and how to detect and report them. Through their regular interaction with corps members, MTLDs are able to review regulations with members and verify that corps members are not engaging in them.

Our placement sites will be provided with an AmeriCorps orientation guide, which includes information on AmeriCorps policies and prohibited activities. Ensuring that our principals and other school administrators are aware of these activities provides another system to ensure corps members

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are not engaging in this activities, as well as an on site resource, should they have any questions or want clarification or guidance on any activities they plan to participate in.

F. MEMBER SUPERVISION: TFA - Hawaii's plan for supervising corps members may differ from the majority of AmeriCorps programs because we are a professional corps. All TFA corps members are college graduates who have gone through a rigorous application process that is designed, in part, to measure their ability to work effectively in a professional setting. Therefore, our supervision plan is concerned with corps member development and evaluation. Additionally, since our corps members work as full-time professional teachers, they are directly supervised by their school principal and other school administration.

As mentioned previously, every corps member is matched with a MTLT -- highly effective TFA alums who manage a cohort of current members, which provides an additional layer of support and a high level of supervision to corps members. Our MTLTs are corps members' first point of contact with TFA. They perform regular observations of member classrooms, regularly meet with corps member to review student data with a focus on progress to date, and provide strategies for overcoming current challenges. MTLTs refer corps members to targeted resources based on strengths and weaknesses. At the end of the year MTLTs and corps members analyze student growth based on final assessments.

To be hired, MTLTs must have a demonstrated track record of success during their time in the classroom and had to display the characteristics needed to be a successful in this role, such as critical thinking, influencing and motivating, and problem solving. Upon joining staff, MTLTs attend a new staff conference and independently participate in 20 hours of online modules before working with corps members. Once MTLTs complete their on-boarding process and begin working with members, they engage in the following ongoing trainings: weekly check-ins with their manager; bi-weekly group professional development and skill building sessions; and weekly individualized professional development. G. MEMBER EXPERIENCE: TFA's mission is to build the movement to end educational inequity by enlisting our nation's most promising future leaders in the effort. Accomplishing our mission requires that we provide corps members with a powerful service experience.

Leading students in low-income communities to achieve significant academic outcomes transforms corps members' sense of possibility and urgency regarding closing the achievement gap. Although just 15% of incoming corps members report that they had an interest in teaching prior to joining TFA, 65% of our nearly 28,000 alumni currently work in education. Additionally, 87% report that they support TFA's mission through career, philanthropy, volunteer work, or graduate study.

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TFA - Hawaii works to reinforce a culture of service by providing opportunities for members to take on increased responsibility. For example, second year members have the opportunity to mentor first year members, and develop and conduct professional development sessions. Additionally, all members are encouraged to work at our summer training institute, welcome new members, and recruit at their colleges and universities. During their service, we host discussions and panels designed to help members reflect on the causes of educational inequity and fostering a sense of responsibility to address these issues.

TFA-Hawaii has an increased focus on leadership development and as such, we have developed programming that allows them to reflect upon the challenges and successes they have in order to problem solve and fully develop their leadership for their communities. They have the opportunity to engage collaboratively with community partners and build community connection in order to develop a deep understanding of local and Hawaiian culture and become a more integrated part of the Hawaii community.

TFA -Hawaii values its relationship with AmeriCorps. In instances where there are national or community service projects that bring together members of service programs across our region, we encourage our members to participate and provide support to programs. Further, through their direct access to students, our teachers provide information, encouragement, and support for students to join local youth volunteer programs, thus creating a culture and legacy of civil responsibility and service in the next generation.

Weekend service days provide a unique opportunity for our professional corps members to engage with other service groups and reflect on ways we can work to meet the varying needs of communities. We have worked to establish collaborative opportunities with other AmeriCorps organizations such as the Hawai'i Conservation Corps (Kupu) where our members worked together on environmental restoration projects. Additionally, many of corps members and students engage in service learning activities. For example, two 2011 corps members, Nandita Bhargava and Amy Clinger, are working with their students to participate in a project with Kualoa Ranch which connects Hawaiian history with current events and issues. On Hawaii Island, students of Mathiew Williams ('12) and Lia Cary ('11) are creating an advisory class built around mindsets and traits that will lead students to greater self-efficacy, resilience, pride, and empathy. They have designed a culminating activity in which the students identify a service project they will engage in with their school and community.

TFA-Hawaii strategically reinforces the AmeriCorps identity and brand with corps members and community members. Prior to their summer pre-service training, corps members receive written

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materials designed to provide foundational information and history about AmeriCorps as it relates to both TFA and the broader AmeriCorps network. These materials enable corps members to gain a basic understanding of AmeriCorps prior to the start of their term of service.

To build upon this information, all TFA- Hawaii corps members participate in an AmeriCorps Pre-Service Orientation, led by our program staff, which familiarizes them with the benefits and responsibilities of being an AmeriCorps member. During this pre-service orientation, corps members are provided with numerous materials and resources that they can utilize to: (1) gain more information about AmeriCorps; (2) provide information to others about AmeriCorps; and (3) help them to clearly identify as an AmeriCorps member. We continue to reinforce these ideas during regular email blasts and during periodic member general meetings. Orientation sessions and ongoing discussions with program staff help members develop a deeper understanding of what it means to be an AmeriCorps member, including viewing their service commitment as part of a much larger movement.

To further foster esprit de corps and a sense of connection with the AmeriCorps identity we will ensure that our corps members identify as AmeriCorps members. To begin, our corps members will have their AmeriCorps pins and logos visible in their classrooms. Additionally, we had a very successful AmeriCorps week last year and intend to continue this tradition, as well as broaden it to include students of our teachers. We will also invite other AmeriCorps members to further strengthen the spirit of the corps. H. VOL GEN:TFA uses four methods to recruit volunteers to expand the impact of our program. First, we strongly encourage corps members to recruit and involve volunteers in their classrooms. Many of these volunteers are school-wide volunteers that are recruited through school based volunteer programs, which corps members manage or collaborate with other teachers and school administrators on.. Our corps members are also encouraged to build relationships with their students' families and invite them to volunteer in the classroom to help by reading aloud to students, assisting in completing class projects, and with tutoring students in areas of high need. Many corps members also recruit and manage one-time volunteers from the community for help in the classroom, guest speaking opportunities, assisting with special events, and helping with extracurricular activities. Second, we involve volunteers through our annual Teach For America Week event. Over the course of a week in late February, TFA-Hawaii invites community leaders to present lessons in corps member classrooms. Teach For America Week volunteers bring real world lessons into schools and encourage students to set high goals for themselves. TFA- Hawaii has welcomed current Governor Neil Abercrombie and the chief executive officer of Kaneohe Ranch Management, as some

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of our volunteers in the past. Thirdly, our advisory board is a diverse volunteer body of community leaders and is responsible for advising the organization's development, program implementation and visibility initiatives. Finally, we have built significant capacity to engage our nearly 28,000 alumni in taking greater responsibility for the organization's well-being. This year, about 52% of our total alumni base contributed time or money to the organization.

Corps members provide supervision and instruction to their classroom volunteers to ensure they have clear expectations, goals are met, and that no volunteer is engaging in prohibited activities. Additionally, each corps member signs a statement on our mid and end of year surveys affirming that they have managed and supervised their recruited volunteers at a level that they can ensure that no volunteer has engaged in prohibited activities. I. ORG COMMITMENT TO AC IDENTIFICATION: Teach For America has two specific teams, Marketing and Communications, that function to build and strengthen the Teach For America's brand among our most crucial constituencies, including corps prospects, corps members, alumni, staff members, donors, and all media outlets. We will leverage the experience and expertise of these two teams to develop clear strategies and plans to co-brand Teach For America and AmeriCorps. In 2013-2014, we will incorporate an AmeriCorps communications plan for senior leaders at Teach For America. We will work with our Marketing and Communication team to develop and implement a plan that will highlight the importance of our partnership with AmeriCorps and focus on essential speaking points that define our role as an AmeriCorps partner, so senior leaders can clearly communicate about the partnership in aligned way across the organization. Additionally, our Communication Team will be working with regions to ensure all press kits have the AmeriCorps language present. Our Marketing Team is working to ensure that all stationary, email signatures, signage, and marketing materials have the AmeriCorps logo clearly displayed.

Regionally, we are focused on ensuring that our community and stakeholders understand the importance of AmeriCorps for our work. Our senior leadership team is committed to sharing information about AmeriCorps to funders, community stakeholders, and the school community, to help continue to share the branding of AmeriCorps. We will also be putting up signage in our office to announce that we are an AmeriCorps program and will include the AmeriCorps logo on signs and banners at regional professional development events. As previously mentioned, we will also ensure that we highlight AmeriCorps throughout our participation in AmeriCorps Week. All of our staff members also have an e-signature at the bottom of their emails that highlights Teach For America as an AmeriCorps program.

Organizational Capability

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A. ORG STAFFING & HISTORY: Wendy Kopp proposed the idea for Teach For America in her Princeton University undergraduate thesis in 1989. In 1990, a charter corps of 500 committed recent college graduates joined Teach For America and began fueling the movement to eliminate educational inequity. Since then, nearly 37,000 participants have reached more than 3 million children nationwide during their two-year teaching commitments.

TFA-Hawaii was founded in 2006 with 49 corps members serving over 4,200 students. In the 2012-2013 school year 148 corps members are teaching over 12,000 students.

TFA has effectively managed large-scale federal grants through both AmeriCorps and the Department of Education. We have received unqualified A-133 audits every year, and have built significant internal capacity to manage both the financial and programmatic components of a national AmeriCorps program. At the national office, a number of well-qualified specialists are available to meet and guide regional staff on AmeriCorps compliance, budget creation, and general grant management. We use our Financial Edge database to help track funding streams and expenses by department and program element. Our finance team reports to the auditing and finance committees of our board, and works closely with our development team and budget trackers to 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 fundraising and spending, and the accurate tracking of all finances. Additionally, the national team provides on-going trainings and assistance for all regional staff positions via conference calls, regional and national conferences, and on-line tutorials. The national office also includes a well-staffed technology department that is available to assist with any technical problems that should arise at the regional level.

In addition, Teach For America values research and internal and external evaluations and understands its place in refining and evolving our program model; and has a team devoted to this field of work. The purpose of our Research Partnerships team is to: shape internal research agenda, field and manage external research inquiries, studies, and surveys, translate research and respond to studies and work to improve data quality. Through this focus on research, Teach For America seeks rigorous independent evaluations to measure our impact and continually improve our program.

Regionally, Teach For America-Hawai'i benefits from national and local leadership, as well as the talents of our regionally-based staff. Hawai'i also has an advisory board, comprised of a diverse group of community leaders who guide and support our efforts. TFA-Hawaii is fully staffed and employs 15 full-staff members that work directly in the region to handle the day-to-day programming and

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operational responsibilities of the TFA- Hawaii.

Jill Baldemor (Executive Director) is responsible for maximizing the organization's impact in the region by working to establish TFA's presence in the community, ensuring effectiveness of corps members, building a broad and sustainable base of financial support. Jill was a 1995 New York City corps member where she taught 2nd grade in Washington Heights. She holds masters and bachelor's degrees from Northwestern University and a JD from the University of Washington School of Law.

Katy DeBruin, Daria Silvestro, Sarah Park, and Eri Higashi (MTLDs) manage and develop corps members to ensure that they achieve ambitious academic goals with their students. All of our MTLDs have spent a minimum of two years in the classroom. William Scott (Managing Director of Teacher Leadership Development) ensures that the region achieves its vision for student achievement and corps member effectiveness. Will received his A.B. (with Honors) in History from Dartmouth College in 1992. As a Los Angeles corps member, he taught history in public schools in Los Angeles and San Francisco for seven years. Will earned an M.A. and Ph.D. in American History from the University of California, Berkeley.

Christina Torres is (Operations Associate) responsible for all office operations and corps communications, including matriculation and corps events. Christina was a Los Angeles corps member. Shayna Mora (Director, Strategy, Talent, and Operations) works to manage cross functional team projects and events including budget management, local recruitment efforts, and AmeriCorps policies and procedures. Lia Rozmiarek (Director, of Teaching and Learning) is responsible for working with second year corps members through the leadership development continuum. She was a Los Angeles corps member. Kelly Miyamura (Manager of District and Community Partnerships) is responsible for working with placement partners to hire corps members.

As outlined above, our regional and national staff capacity is such that it enables us to provide each Teach For America corps member comprehensive training. Each corps member completes a 5-6 week intensive training program prior to entering the classroom. This training program is designed to give corps members hands on experience by actually teaching in a classroom, as well as to learn the skills and values that will prepares them to be leaders and excel in the classroom. Once in the region, each corps member is assigned a Manager, Teacher Leadership Development--a one-on-one coach--who works closely with corps members to further develop teaching and leadership development. In addition, corps members also attend TFA led professional development opportunities throughout the year, many of which are specific to the content and grade level that they teach.

As a recipient of AmeriCorps funding since 1994. TFA has built the systems and tools to successfully

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manage AmeriCorps grants and ensure compliance. Additionally, TFA receives other federal sources of funding and continuously updates our systems accordingly to successfully manage these grants. TFA-Hawaii has managed our relationship with AmeriCorps well and has performed satisfactorily, with a record of compliance and responsiveness. Specifically, we have completed yearly Progress Reports on time. Furthermore, with a dedicated AmeriCorps staff member on our regional team, we look forward to strengthening our relationship and continuing to look for ways to better our partnership.

CURRENT GRANTEE: In addition to the support and guidance from our national team, TFA- Hawaii has worked to build a strong relationship with the Hawai`i Commission for National and Community Service in order to deepen our understanding of AmeriCorps in the state of Hawaii. TFA-Hawaii attends all trainings hosted by the commission and is in close communication with the Commission via email and phone. Information that is learned at Hawai`i Commission for National and Community Service events and trainings are reported back to the region, and have informed strategy, staffing, and compliance surrounding the AmeriCorps grant. As we continue to learn more about the strongest structure for compliance, TFA- Hawaii is continuing to strategize the strongest management plan, which is being led by Shayna Mora, the region's Director of Strategy, Talent, and Operations. In the 2011/2012 school year TFA-Hawaii exceeded all of our performance measure targets. B.

SUSTAINABILITY: TFA -Hawaii has had significant experience raising the necessary resources to run our program from a variety of sources: foundations, corporations, individual donors, and public sources. We actively seek to grow funding across all sources going forward and expanding across Hawaii where both funding and placement opportunities exist.

Beyond the term of this grant, TFA will continue to meet the needs of our communities through the capacity-building and knowledge sharing efforts of our corps members and alumni. As teachers, school leaders, social entrepreneurs and elected officials, TFA alumni are building the capacity of their communities to take on the root causes of educational inequality. Additionally, our staff, corps members and alumni often provide principals and district leaders with technical assistance around the recruitment, training and support of teachers.

TFA-Hawaii's impact on closing the achievement gap is dependent upon our ability to form partnerships with the State of Hawaii Department of Education, charter schools, and certifying bodies, in addition to building a large and sustainable base of supporters.

We rely on the guidance of our district partners in placing and supporting corps members. Our partner districts identify their staffing needs each spring and request our assistance in meeting them. We foster an ongoing relationship with each partner conducting meetings with principals and the

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superintendent of each district to ensure that they are satisfied with our teachers' performance. Currently, we place in over 40 high-need schools on Oahu and Hawaii Island.

Once placed, our corps members work to earn the teaching certification they need to be classified as "highly qualified" under state law. Additionally, corps members have the option of pursuing a Masters in Education through our local university partners.

C. COMPLIANCE: As a long time AmeriCorps grantee Teach For America has developed strong systems to ensure grant compliance internally, with corps members, and at their placement sites. Teach For America's national AmeriCorps Team will provide training and technical assistance to all regions, which includes ongoing technical assistance and communications around AmeriCorps rules and regulations including those related to prohibited activities. TFA-Hawaii will also check-in with the national team regularly to norm on all member service activities. To ensure compliance at our placement sites, TFA-Hawaii will provide extensive pre-service and ongoing training to both corps members school administrators. These trainings will be designed to communicate AmeriCorps rules and regulations, as well as assist corps members and site supervisors make well informed decisions regarding the members' activities to successfully maintain compliance. Additionally, TFA-Hawaii's program team will be trained on both acceptable and prohibited AmeriCorps activities so they are equipped to reinforce these ideas to corps members, as well as monitor member activities.

Through sites visits, corps member classroom observations, and regular communication with site supervisor's our Managers of Teacher Leadership Development (MTLDs) will provide strict oversight of corps members and the activities that they engage in. Due to the frequency of interactions that MTLD's have with members and their in depth knowledge of the prohibited activities, they will be able to detect if members are in violation of AmeriCorps regulations.

If an MTLD or school administrator suspects that a member is engaging in prohibited activities, they will notify our regional leadership team. Partnering with our national legal counsel and the state commission as needed, the regional leadership team will assess the suspected violation and determine next steps. CURRENT GRANTEE: AmeriCorps co-branding has become a priority for Teach For America-Hawaii. We have taken the feedback the national commission provided and have used it to inform our operations. We recognized that we needed to do a better job of promoting ourselves as a Hawai`i Commission for National and Community Service program and providing AmeriCorps information to our partners and members. We also revised the national Teach For America press kit for 2012 with increased visibility to our AmeriCorps partnership. Here in Hawaii, we revise our e-mail communication to include increased visibility about our AmeriCorps partnership.

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With the implementation of a system and strategies aligned to ensure timely compliance of paperwork collection in 2012, we were able to collect all paperwork on time and all paper was filled out correctly, which allowed us to enter information in eGrants in a timely manner. **ENROLLMENT:** In the last completed program year (2011-2012), Teach For America filled 99% of the slots on our state grant demonstrating an improvement over the previous program year. Due to the timing of AmeriCorps application deadlines as compared to our admissions cycle, we are never certain of our final corps size at the time of application. Due to the nature of our professional corps, with centralized admissions and intensive training required prior to service, we are unable to fill additional slots after awards have been announced. Therefore, our request for MSYs is always based on our best estimate of the number of slots we will need.

The high enrollment rate cited above demonstrates Teach For America'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: Teach For America's retention rate for the 2011-12 school year was 96.2% a rate markedly higher than 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.). This also represents an 8% improvement over the previous year's results.

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'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.

OPERATING SITES: We begin meeting with district officials to identify the highest need schools and teaching positions in Hawaii in advance of placing members. Corps members interview at the school site and compete for open positions along with other new teachers.

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TFA-Hawaii has partnered with Oahu and Hawaii Island districts, as well as Kamaile Academy Charter School, to meet the needs of low-income students by providing highly qualified teachers to assist in their efforts to close the achievement gap. We work closely with our partners throughout the year to align our pre-service training and ongoing support with district needs, and engage in an ongoing dialogue with school leadership to ensure they are satisfied with our teachers' performance.

Currently, all TFA-Hawaii corps members are teaching in high need schools as defined by (1) Title I classification (students receive free or reduced lunch), (2) historically are low academic achievement schools, and/or (3) historically have a high teacher turn over. In the 2012-2013 school year, we secured commitments to place 148 corps members in Hawaii's schools including 100 on Oahu and 48 on the Big Island. Most teachers are clustered to serve in schools with at least one other corps member as we recognize the impact multiple corps members can have at a school site. We are currently working with the Department of Education and charter partnerships as we determine service sites for 2013-2014.

The State of Hawaii Department of Education pledged \$1,740,000 for school years 2012-2013 and 2013-2014 for our corps members at our placement sites. Additionally, Kamaile Public Charter School provides funding of \$15,000.

Cost Effectiveness and Budget Adequacy

A. COST EFFECTIVENESS: TFA-Hawaii is requesting 200 full time member slots at \$2000/MSY through a reimbursable amount grant. The \$2,000 cost per MSY is far below the the maximum amount that can be requested for this type of grant. A reimbursable grant, combined with commitments, will allow us to continue and further our work in Hawaii.

As a professional corps, our members are provided salaries and benefits from the school districts. Therefore, our costs relate solely to training and supporting our members. These expenses are directly linked to outputs and outcomes -- the AmeriCorps grant will cover a percentage of the costs that enable TFA to recruit, place and support corps members so that they are prepared to make academic gains with their students and engage community members in their classrooms. Our 2013 budget is \$2.8 million; with \$2000/MSY, we depend on other funding sources to raise the additional funding necessary to support our corps members.

In total, we raised \$2.8 million in FY12, which comprised of dollars from: FOUNDATIONS : In FY 2012, we raised \$765,724 from foundations in Hawaii, which comprised 27% of our regional budget. We continue to prioritizing forming new partnerships with Hawaii foundations, and are utilizing our network of current supporters to identify connections, to secure meetings with new foundations, and

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to create opportunities for TFA to share our work with a broad range of foundations through various organizations. CORPORATIONS: Last year, we raised \$163,363 from Hawaii corporations, which comprised 6% of our regional budget. To ensure that prospective corporations understand that TFA can provide a significant return on their investment, we are creating unique partnership opportunities that align with individual corporations' strategic plans and philanthropic priorities, enabling them to view our partnership as mutually beneficial.

INDIVIDUALS: In FY 2012, we were able to raise nearly \$1,034,560 from individuals in the Hawaii community, which comprised 37% of our regional budget. We plan to hold events in FY 2013 to further expand our pool of potential supporters and to increase awareness of TFA among new networks of individuals.

SCHOOL PARTNERS: In addition to our fundraising efforts noted above, we received \$622,181 from our school partners to help offset the training and recruitment costs of the TFA-Hawaii teachers working their schools. These funds comprised 23% of our regional budget.

If TFA-Hawaii were to be granted a state AmeriCorps grant, it would comprise 14% of our regional budget over the next three years.

Prior to receiving our AmeriCorps grant from the Hawaii Commission for National and Community Service in 2008, the only CNCS support TFA-Hawaii received was education awards for our corps members. In 2012, we received a fixed grant award for \$85,000. We are very excited about continuing our partnership with the Hawaii Commission for National and Community Service, as such funding is key to growing our impact in Hawaii.

We are confident that we will be able to raise total program costs. In fact, TFA is recognized by outside groups for its efficiency. In 2009 Worth Magazine named TFA one of the 10 most cost effective charities in the country.

Additionally, we have the organizational capability to manage our program and raise non-federal funds. Our entire total of \$2.8 million raised in FY2012 was sourced from non-federal funds.

Currently, we have about \$1,794,742 of unrestricted, non-federal moneys that would continue into FY2013. These funds come from various foundations (Harold K.L. Castle Foundation, Chamberlin Foundation), the Hawaii Department of Education, and individuals. This puts us at 64% to fully-funded for FY13 leaving a current gap of \$1,005,258.

As a particularly cost effective model for increasing student achievement and closing the achievement gap. First, we provide school districts who serve predominantly low-income students with a pool of highly successful candidates who exhibit the traits of highly effective teachers. Research

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consistently demonstrates that high-quality teaching is the most important factor in student learning; yet, low-income students are far less likely to get effective teachers than their wealthier peers. As part of TFA's program model, our intense recruitment process selects individuals with a strong sense of civic duty and record of high achievement, who consistently demonstrate the characteristics that have been found in successful teachers. Second, our corps members commit to teach for at least two years and many remain in education as teachers or school leaders for a third year following their AmeriCorps commitment. School districts who serve predominantly low-income students often face high teacher turn over annually. Thus, TFA not only provides a strong candidate pool of highly effective teachers, but also a more stable pool of candidates to our districts. This drastically decreases the amount of resources they spend annually to recruit teachers and attracts high level talent that they may not otherwise attract. Finally, in addition to providing pre-service training, we are one of the few teacher providers in the country who continue to give on-going support to teachers throughout their two year commitment. Because of our rigorous selection model and student achievement focused training, TFA corps members are consistently reviewed as the strongest new teachers with the greatest impact on student achievement in every state that runs the data and in the most rigorous independent studies. CURRENT GRANTEE: As part of our 5-year plan, TFA-Hawaii strives to increase both the depth and breadth of our impact. As we grow our corps to scale while continually improving our program's effectiveness, we are taking on much larger fundraising goals. We are requesting an expansion to 200 slots without an increased cost per MSY, which will allow us to serve twice as many students. In addition, consolidating our corps members onto one grant will increase the efficiency of program staff by alleviating the need to monitor the separation of multiple grant awards. This expansion will also increase our corps members' sense of connection to AmeriCorps in the state of Hawaii, as all corps members will be under the commission's portfolio, which will increase our ability to partner with other AmeriCorps programs. Greater opportunity for partnership with other AmeriCorps programs will expand our impact by increasing the resources that we are able to offer our students and corps members. B. BUDGET ADEQUACY: Our budget is designed to adequately support our program and to align with our mission. 70% of our budget represents costs directly related to corps member development and support-- which includes costs related to personnel, trainings, and corps member meetings.

These allocations are reflective of our programs needs for ongoing support and professional development, which enables them to lead their students to make significant academic gains. The remaining portion of our budget is allocated for placement and services. Expenses within this

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allocation are associated with management, operations, and development of our regional office and ensuring all staff are continually developed and highly effective. TFA has budgeted AmeriCorps funds to cover the costs of the national service criminal history checks.

Evaluation Summary or Plan

TFA-Hawaii's evaluation has been sent to the state commission.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A