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south dakota
DEPARTMENT OF EDUCATION

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November 12, 2014

Jason Hancock, Director
Legislative Research Council
South Dakota State Capitol
500 East Capitol Avenue
Pierre, SD 57501-5070

Dear Mr. Hancock:

Per SDCL 13-55-63, please find enclosed a report regarding the Teach for America grant program in South Dakota. The report was prepared by Teach for America South Dakota, based in Mission, S.D.

In addition, we have included the lists of private funds eligible for the TFA matching grant, as established by the South Dakota Legislature. This documentation is from the time of the last report, and the invoices from TFA match with the payments documented here at the Department of Education.

This marks the fulfillment of the \$500,000 appropriation.

Please distribute to the Legislature's members as required. The Governor will be receiving a copy as well.

Thank you.

Sincerely,

Dr. Melody Schopp
Secretary

enc.

Teach For America—South Dakota State Grant Report, August 2014

By September 1 of each fiscal year of the grant program, the Grantee agrees to provide a report to the state with the following information:

- a. The amount of matching funds provided to the Grantee for that fiscal year from private contributors: a total amount and individual amounts broken down by contributor.*

We have received 3 installments of matching funds from September 1, 2013 to date:

1. \$77,500.00
2. \$148,000.00
3. \$18,395.24

The total of these funds is \$243,895.24. Together with the \$256,104.76 we received prior to September 1, 2013, we have drawn down the entire \$500,000 from the two \$250,000 matches set up by the state legislature.

The attached statements include the list of contributors whose donations were matched by the state fund.

- b. The progress of the Grantee's expansion efforts in South Dakota, including:*

- a. Number of teachers placed*

Teach For America—South Dakota has 76 teachers placed in some of our state's most underserved schools for the 2014-2015 school year. There are also approximately 30 Teach For America alumni continuing to teach in our partner school districts, as well as in schools in Rapid City and Sioux Falls.

- b. Number of students impacted*

Our best estimate is that our 76 corps members and alumni teachers impact around 4,000 students each day. Due to the transience and frequent school changes that many students in reservation schools experience, a precise count is much more challenging to ascertain.

- c. Demographic data concerning the aggregate composition of students in classrooms served by teachers placed by the Teach For America program*

More than 95 percent of the students in our corps members' classrooms are Native American and all qualify for free and reduced lunch.

- d. List of schools and school districts in which teachers were placed*

American Horse School
Crazy Horse School
Little Wound School
Loneman School
Lower Brule School
McLaughlin School District

McLaughlin Elementary School
McLaughlin Middle/High School
Porcupine School
Rock Creek School
St. Francis Indian School
Todd County School District
Littleburg School
Rosebud Elementary
Spring Creek School
Todd County Elementary School
Todd County Middle School
Todd County High School

e. Other information that may be required by the Grantor

We emailed Mary Stadick-Smith on August 21 to ask if there is additional information we should provide.

- c. The results that the Teach For America program is achieving in the state in closing the achievement gap, providing enhanced educational opportunities, preparing students for higher education, and in meeting any other goals established by the program.*

In the following pages we will lay out the results which are important for students and our communities. Those student-based outcomes are most critical. We will then end with a quick narrative on how powerful the State's investment has been for Teach For America-South Dakota.

We do want to be clear that we do not believe that Teach For America by itself will close the achievement gap. We believe our passionate, typically young, diverse, and community-oriented teachers can be a major piece of the talent pipeline needed for schools to achieve transformational outcomes for students.

We will present progress and outcomes in the following categories:

- Student Impact
- Increasing and Diversifying Leadership in Need Areas
- District and Community Partnerships
- Increase in Alumni Working in Hard-to-Fill Roles
- State Dollars Promote Dramatic Increase in Private Investment

Student Impact

Our goal: Our corps members will demonstrate a positive impact on student achievement.

Progress: The two big headlines from the data taken at the end of the 2013-14 school year are:

1. We are Outpacing Typical Gains
 - a. 74 percent of corps members led their students to exceed the typical gains made by students who began the year at a similar level.
2. We are Helping Kids Catch Up
 - a. Our classrooms made, on average, learning gains of one grade level or more, ensuring students catch up to their peers.

Teach For America Invests in Measuring Student Progress

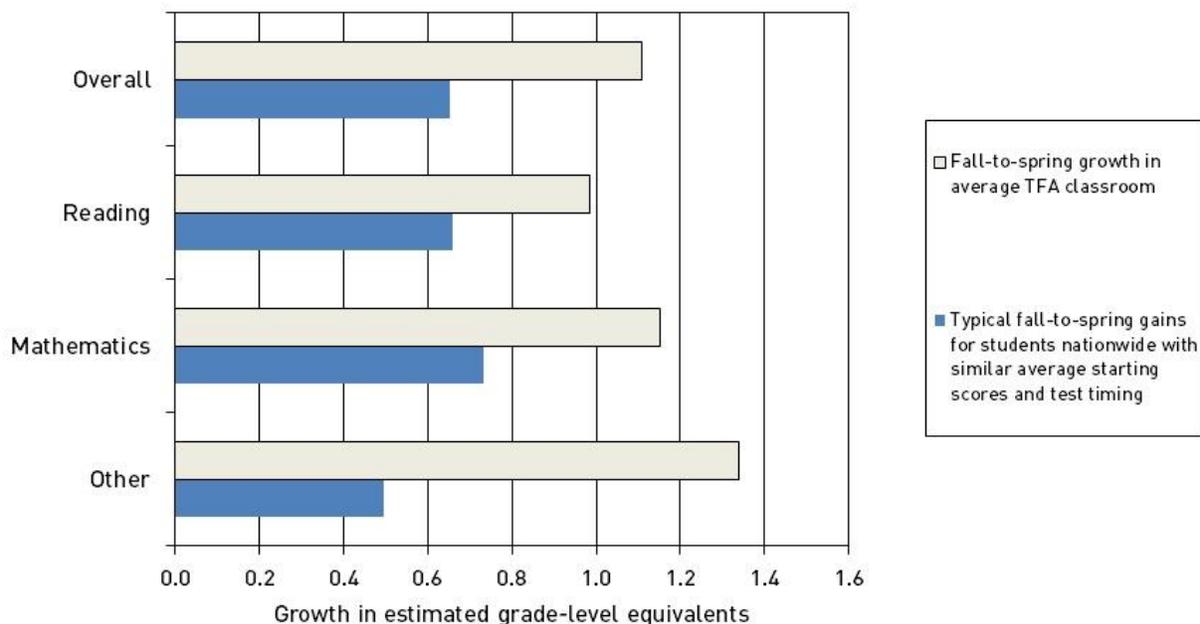
- **Focus on Progress Data:** Teach For America focuses on high-quality assessments that enable corps members to measure student learning gains from beginning to end of the school year and that allow us to compare gains in our teacher's classrooms to those occurring in classrooms across the state or nationally.
- **The NWEA MAP Test and why we use it:**
 - The Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) is a nationally normed, computer-based, adaptive growth assessment which can be aligned to Common Core or state standards.
 - We use it because it gives us the most accurate read on our teachers' progress for the following reasons:
 - *Drawing Comparisons:* Teach For America has access to data which enables us to compare Teach For America-South Dakota corps members' classroom gains on the MAP against the gains that are typical of students taking the MAP nationally.
 - *Real Time Data:* MAP is given at the beginning, middle, and end of year; teachers have timely access to their students' scores via NWEA's online reporting system.
 - *Accessibility:* Approximately 60 percent of Teach For America-South Dakota corps members currently have access to this assessment tool. Those that don't are in grades or subjects that do not use standardized tests. The Bureau of Indian Education (BIE) provides for the purchase of licenses to use NWEA MAP for all teachers in their BIE schools across 23 states. Due to the variance of the 23 state assessments, the BIE utilizes NWEA as a formative assessment that gives educators detailed insight into students learning and growth.
- **How we use ACT data as an additional metric:**
 - The ACT is a nationally recognized measure of college readiness which is part of a package of three assessments known collectively as EPAS; the three individual assessments are the EXPLORE, the PLAN, and the ACT.
 - Teach For America also has access to data which enables us to compare Teach For America-South Dakota corps members' classroom gains on the EPAS exams against gains seen for students nationally.
 - Because corps members administer released versions of the ACT, the EXPLORE and the PLAN, students can take the exams at the beginning, middle, and end of year.
- **Why the South Dakota STEP Test doesn't currently provide us with the same level of data:**
 - This test was not designed to measure student growth and therefore makes it difficult to see how much progress students are making. Additionally, the DOE does not currently have an effective way to tie student results to individual teachers.
 - With the transition to the Smarter Balanced assessment, the results from spring 2014 are not being publicly released by the state.

- **Student Achievement Results in Teach For America-South Dakota Classrooms**

NWEA MAP Results

- **Starting Below Grade Level:** The vast majority of students in the 66 classrooms served by Teach For America-South Dakota where NWEA MAP was administered **began the 2013-14 school year well below grade level.** Historical MAP results of test-takers nationwide suggest that students at similar starting points would tend to fall further behind their peers over the course of the school year, making less than one grade level of growth.
- **Helping Kids Catch Up:** Classrooms taught by Teach For America-South Dakota corps members made, on average, **learning gains of at least one grade level, and in some subject areas, they made more than one grade level of growth,** ensuring students at least kept pace with the growth of their peers and in some cases began to catch up.

TFA-South Dakota NWEA MAP Gains, Fall 2013-Spring 2014



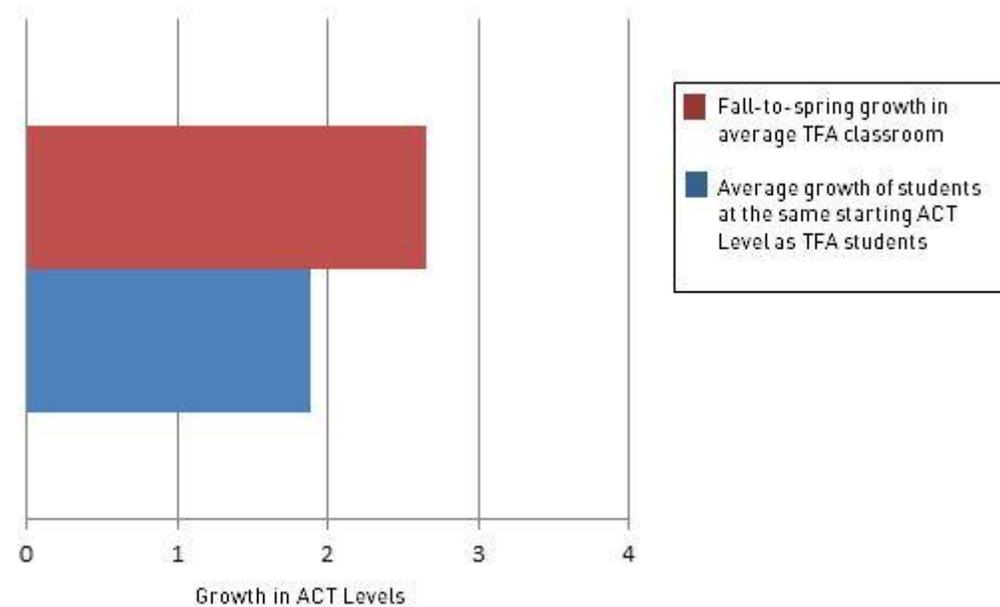
NOTES: (1) TFA classroom gains computed using results for only those students who took the assessment in both the fall and the spring. (2) Typical gains based on growth norms for students nationwide provided in NWEA’s 2011 “RIT Scale Norm Study”; it reflects the average growth for students with the same fall scores as TFA classrooms, in the same grade(s) and subject, over approximately the same number of weeks. Average growth data is only available for every fifth score, so linear interpolation was used for scores not multiples of five; and average growth data is only through 10th grade, so average score growth for 10th graders was used for comparison in higher grade TFA classrooms. (3) “Other” includes Language Usage and General Science. (4) Grade-level equivalents were computed by defining the average fall RIT score for a grade level as performance at that grade level and assuming RIT scores grew linearly between grade levels.

EPAS/ACT Results

- On average, students in Teach For America classrooms (taking released tests) made greater gains than students with similar beginning scores have historically made nationwide.¹

¹ Please see notes (2) and (3) on chart for additional details.

TFA-South Dakota ACT Gains, Fall 2012-Spring 2013



NOTES: (1) TFA results are for the small, but growing, number of classrooms (ten) able to utilize released ACT assessments to measure student gains over the school year, and they are based on released assessments administered by TFA corps members, not official ACT results. (2) TFA classroom gains computed using results for only those students who took the assessment in both the fall and the spring (excludes students in semester-long classes who were not taught by a TFA corps member for both semesters). (3) Average growth for students nationwide computed using data provided by ACT, Inc. (4) Some TFA students are in multi-grade high school classrooms; all are in classrooms in which growth is measured from fall to spring. Comparative data is grade-specific and growth is measured from spring to spring. In those cases where TFA students are in multi-grade classrooms, average growth comparison reflected in chart is computed by averaging the typical growth for students in grades 9, 10, and 11 whose prior year spring test results equaled the average fall score in each TFA classroom. Isolating the growth comparison for each classroom to students in a specific grade level produces a range for the average growth comparison from 1.86 to 1.91 ACT levels. In those cases where TFA students are in grade 12, average growth comparison reflected in chart is computed using the typical growth for students in grade 11 whose prior year spring test results equaled the average fall score in the TFA classroom.

Additional Evidence of Student Achievement

National Teaching Award Winners

For the first time in the history of Teach For America—South Dakota, we had not just one, but two teachers advance to the semi-finalist stage of the national Sue Lehmann Excellence in Teaching Award. This means that two of our second-year corps members were among the top 20 of over 5,000 second-year corps members from all regions nationwide. This is a testament to the quality of our corps members' teaching, and to what is possible for our students to achieve.

The purpose of this award is also to elevate our strongest examples of teaching across our organization so that we can learn from their successes. This allows our corps members in South Dakota to have models of excellence who are from their own region, and allows corps members nationwide to see our students and teachers in action and study their practice.

Jaimie Gua '12 and Mary Powers '12 were recognized as two semi-finalists for the Sue Lehmann Excellence in Teaching Award. Mary taught high school math at Little Wound School, where she founded an AP Calculus course, served as chair of the math department, and

led her students to make over four years of growth. Jaimie taught high school English at Crazy Horse School, where she led students to win the United States Design for Change competition, and traveled with them to India for the international competition.

Mary was ultimately chosen as a finalist for the award, placing her as one of the top 5 second-year corps members across the nation. This is the first time a South Dakota corps member has won this highly prestigious and competitive award. In winning, Mary is recognized for her innovative work in her school and impacting substantial academic and personal growth in her students.

Teachers of the Year

Since 2004, more than 15 corps members and alumni have won school or district Teacher of the Year awards. Below is a snapshot of a few of those winners.

- **Katey Lee Swank '06:** After teaching 1st and 2nd grades for 6 years at Rosebud Elementary on the Rosebud Reservation, Katey was a finalist for the South Dakota state Teacher of the Year in 2012.
- **Grant Swanson '11:** Grant was the 2013 Teacher of the Year for St. Francis Indian School, a K-12 school on the Rosebud Reservation. Grant teaches 6th grade and is returning to teach for a 3rd year.
- **Michelle Verrochi '09:** Michelle was the Teacher of the Year for the Todd County School District in 2012. Michelle taught classes in the biomedical sciences at Todd County High School through Project Lead the Way.
- **Josh Menke '11:** Josh teaches high school math at Crazy Horse School on the Pine Ridge Reservation. Josh was the 2012 Teacher of the Year at Crazy Horse Middle/High School as voted by students. Josh is returning to teach for a 3rd year.
- **James Cho '13:** As a first-year corps member, James was selected as Teacher of the Year at Lower Brule School.

Taking on Additional Responsibilities

Our corps members also contribute inside and outside of the classroom to expand learning opportunities for their students. They add leadership capacity at the schools in which they work, taking on coaching positions, and establishing tutoring, mentoring, and service learning programs. In the 2013-2014 school year, **78%** of our corps members participated in an extracurricular activity at their schools and **67%** led an extracurricular activity at their schools. Approximately **38%** of our corps members founded an extracurricular activity at their schools. Given the limited experiences our students have access to, the range of extracurricular activities our teachers lead is important for students' development and growth.

Increasing and Diversifying Leadership in Need Areas

Our Goal: Our goal is to expand to at least 50 new corps members each year to meet local demand, enabling us to expand to several new communities state-wide. By 2015, 20 percent of our corps will identify as Native.

Progress: We brought in 37 corps members in our 2014 South Dakota corps. We forged two new school district partnerships this summer as well.

Since 2004, Teach For America—South Dakota has been bringing our nation’s top young leaders to teach and lead in our state’s toughest schools. In 2004, our corps size was 17, and in each subsequent year, we brought in approximately 25 new corps members. Each year, our corps is able to impact between 2,000 and 2,500 Lakota students on the Pine Ridge and Rosebud Reservations. However, there are around 14,000 Native students living on reservations in our state, and the vast majority of them attend failing schools. School and tribal leaders from around the state have expressed demand for our talent pipeline. The barrier to increasing our corps size in past years has only been funding.

Our recent fundraising success, mobilized by the grant from the state of South Dakota, coupled with demand from school and tribal leaders for our corps members, enabled us to bring in our largest corps ever last year, with 41 members of the 2013 corps. The state legislature chose not to renew our matching fund during the 2014 session; due to this projected loss of revenue, we reduced our incoming corps this year to 37.

As we begin the 2014-15 school year, there are 40-50 unfilled, high-need positions in our state’s reservation schools right now. These classrooms will likely have long-term subs leading them this year.

This map indicates our current placement footprint, including our most recent community partnerships, and where we have plans to expand.



A critical piece of our vision is increasing the number of corps members who identify as Native. We deeply believe that corps diversity is critical to the success of our movement. Corps members

who share the racial and/or socioeconomic background of their students have the potential to make a profound additional impact on those students' lives. To ensure we are acting upon this belief, we set out in 2011 to intentionally identify and recruit the top Native college students across the country. We have hosted three annual Native Leadership Retreats. The purpose of these retreats is to bring Native college students into our schools, meet our corps members, students, and community members, and show these prospects the impact they could have if they joined our movement. During the summer of 2014, we added a recruitment manager to our team who will focus on recruiting top Native talent at tribal colleges and universities across the Upper Midwest. We believe our efforts to significantly diversify the pool of applicants and invest them personally in South Dakota has resulted in having a corps that is 18 percent Native. An important point of comparison here is that Native students make up less than one percent of the college population nation-wide. Teach For America is one of the top producers of new Native teachers in our teaching force across the nation.

District and Community Partnerships

Goal: Increasing alliances with local leadership and organizations, improving how we are perceived by communities, and catalyzing a community-driven movement.

Progress: We received a grant to cover two community investment staff members, have established new partnerships with community organizations, and garnered official tribal support.

Community Investment Staff

We are working to cultivate political will and community momentum around educational equity. We will only be successful if our vision aligns to the vision of our community leaders, families and students. We've hired two managers of community investment to focus community investment: partnerships with tribal programs, connecting corps members to students and families, helping corps members get out into the community and working directly with local leaders to get them excited and urgent about educational equity.

Community Partnerships

We are incredibly excited by the progress we have made in forming and strengthening partnerships in our community and across the state. Members of our staff have provided direct programming support to several organizations on the Rosebud Reservation, including White Buffalo Calf Woman Society, Wica Agli, and Tokala Inajiyo. As an AmeriCorps subgrantee, we have formed a strong partnership with the South Dakota Nonprofit Association/Corporation for National Community Service (now known as Serve SD) to bolster the service community here in South Dakota.

Principals Highly Satisfied with Corps Members

For the past 18 years, Teach For America has commissioned independent, external surveys of its partner principals asking them to evaluate the performance of Teach For America teachers in their schools. The most recent survey was completed in May 2013 by Policy Studies Associates. South Dakota results found:

- **100%** of principals somewhat agreed to strongly agreed with the statement, "*I am satisfied with the Teach For America corps members in my school.*"

- **100%** of principals somewhat agreed to strongly agreed with the statement, *“Teach For America corps members make a positive difference in my school.”*
- **100%** of principals somewhat agreed to strongly agreed with the statement, *“I am satisfied with the Teach For America alumni in my school.”*
- **100%** of principals reported being somewhat likely to extremely likely to *recommend hiring Teach For America corps members to a fellow school leader.*
- **92%** of principals rated corps members *as good, very good or excellent in terms of impact on student performance.*
- **92%** of principals rated corps members *as good, very good or excellent in terms of having high expectations for all students.*

Tribal Support

In July 2013, the Pine Ridge Tribal Council voted unanimously 17-0 to pass a resolution in support of Teach For America--South Dakota. In December 2013, the Rosebud Sioux Tribal Council also passed a unanimous resolution in support of our work. The support of our tribes and the alignment of our work to the visions of our tribes are crucial to ensure the movement for educational equity is community driven, culturally responsive, and sustainable.

Increase in Alumni Working in Hard-to-Fill Roles

Our Goal: By 2015, we will have five TFA alumni school leaders in South Dakota and 75 alumni.

Progress: We have one principal at Crazy Horse School in Wanblee, one at Canyon Lake Elementary in Rapid City, and one at Tiospa Zina Middle School in Sisseton, and one assistant principal at Todd County Middle School in Mission. We have approximately 54 alumni living, working, and leading in South Dakota this year, up from 35 in 2012.

Research shows that classroom teachers are the biggest determining factor in a child’s success. To create an entire school that is truly transformational for students, there must be a strong school leader in place. To achieve this goal, we have formed a partnership with the University of South Dakota to offer an accelerated master’s in educational administration tailored for alumni of TFA. Approximately 10 corps members and alumni are currently enrolled in the program. Two of our alumni school leaders came out of this pipeline. We are excited that the growth in our alumni base has been consistent over the past two years. Sixty-five percent of the 2012 corps has decided to remain in South Dakota for a third year beyond their two-year commitment.

Alumni Leadership

As we begin the 2013-14 school year, we currently have over 50 alumni in South Dakota who are teaching, in school leadership, or whose work directly impacts our communities here in South Dakota. Here are a few examples:

- **Cristin Hedman ’05:** Legal Aid Lawyer for the Lower Brule Tribe
- **Anna Berg LaDeaux ’06:** Assistant Principal of Todd County Middle School in Mission
- **Lakota Mowrer ’06:** Assistant Director of Four Bands Community Fund in Eagle Butte
- **Katey Lee Swank ’06:** Instructional Coach at General Beadle Elementary School in Rapid City
- **Sabrina Brooks ’07:** eighth year art teacher at Todd County Middle School

- **Sara Kock '07:** Project Manager for the Statewide Longitudinal Data System at the South Dakota Department of Education
- **Daniel Seibel '08:** Principal of Crazy Horse Middle/High School in Wanblee
- **David Swank '08:** Principal at Canyon Lake Elementary in Rapid City
- **Daniel Zimansky '10:** Principal at Tiospa Zina School in Sisseton

Here are examples of alumni from other Teach For America regions who have relocated to South Dakota to address the sources of educational inequity from all sectors in our state:

- **Rebecca Sather Durr '03:** Clinical Social Worker in Sioux Falls
- **Amanda Westland '03:** School Psychologist with the MidCentral Education Cooperative
- **Megan Walsh '08:** Special Education Teacher at Hayward Elementary School in Sioux Falls
- **Traci Horner '08:** Teacher at The Challenge Center in Sioux Falls
- **Eric Terrell '11:** Teacher at Todd County High School in Mission
- **Nicole Tupman '05:** Attorney at Lindquist and Vennum in Sioux Falls

State Dollars Promote Dramatic Increase in Private Investment

In 2012, the South Dakota State Legislature set up a \$250,000 matching fund that we were able to leverage to mobilize new gifts on the corporate and individual giving side. Given four years to draw down from that fund, we were able to secure commitments for the full \$250,000 in matching grants within six months. In 2013, that matching fund was renewed, and we were again able to secure commitments for the full \$250,000 in less than one year.

This put us in a position where we were able to raise enough funds to cover local costs for the first time since our establishment in 2004. The state grant was the key catalyst in the increase of private funding, which allowed us significant regional autonomy to pursue the goals and priorities outlined in this report. The sections below summarize the developments resulting from the state's investment of \$500,000.

Raising Local Dollars Enables Growth, Innovation and Hiring of Tribal Members

Without having to rely heavily on Teach For America's national support to subsidize our costs, we were able to significantly increase our regional autonomy. With increased local control, we were able to make decisions and bring about several changes that have significantly improved how we operate and the impact our corps members have at their schools. One of the more exciting results is that we were finally able to increase our corps size. In 2012 we brought in 26 corps members, and in 2013 we brought in 41. We could have brought in 50, but the sequestration left question marks about school budgets and hiring decisions. This larger corps size allowed us to meet more of the demand that school and tribal leaders expressed for our corps members, and we established new partnerships with schools on the Lower Brule and Standing Rock reservations. This year, we brought in 37 corps members, reducing our corps slightly when the state chose not to renew the matching fund for a third time.

Another important outcome here was our ability to focus on creating a community-driven movement to demand better schools. In stepping back and asking ourselves and others what this

would truly take, we realized we would be a far more effective organization if our staff were more diverse and focused on building community involvement in our work. To achieve this, our region applied for and won an internal Teach For America grant competition to hire two staff members to focus community investment: partnerships with tribal programs, connecting corps members to students and families, helping corps members get out into the community and working directly with local leaders to get them excited and urgent about educational equity. We hired the first manager of community investment last fall, and the second one this past spring. They have been incredibly instrumental in helping our corps members build relationships more quickly and authentically with students and their families, and in enlisting tribal support. They have increased Teach For America's presence and exposure in our communities, helping to correct misunderstandings about who we are and improve the ways in which we partner with other organizations. In July 2013, the Pine Ridge Tribal Council officially passed a unanimous resolution in support of Teach For America, and the Rosebud Sioux Tribal Council did the same in December 2013. These outcomes were accelerated by the incredible work our managers of community investment have taken on.

In 2014, we hired a part-time community investment staff member to work on Standing Rock, and hired a top local teacher from Rosebud to join our Teacher Leadership Development team.

Regional Innovation Spurs Measurable Results

These decisions and innovations outlined above resulted in some important outcomes. First, our base of support expanded. From funders, to principals, to community members, supporters of our work have increased, and have a deeper understanding of our organization. Second, our corps members are transitioning into the community more easily and establishing more authentic relationships with students and families, allowing for increased collaboration between schools and families. Third, South Dakota is now considered a leader nationally among our 48 regions in terms of community investment and vision-setting. Other Teach For America regions are looking to South Dakota to learn more about how to do this. Finally, we're seeing a tremendous increase in the alumni presence here in South Dakota. In 2012, there were just over 30 alumni in our state—for the past two years, we have over 50. Additionally, 65 percent of the 2012 corps is choosing to remain in South Dakota beyond their two-year commitment. The excitement and optimism about what is happening regionally is contributing to the retention and recruitment of top talent to South Dakota.

Our Gratitude to the State of South Dakota

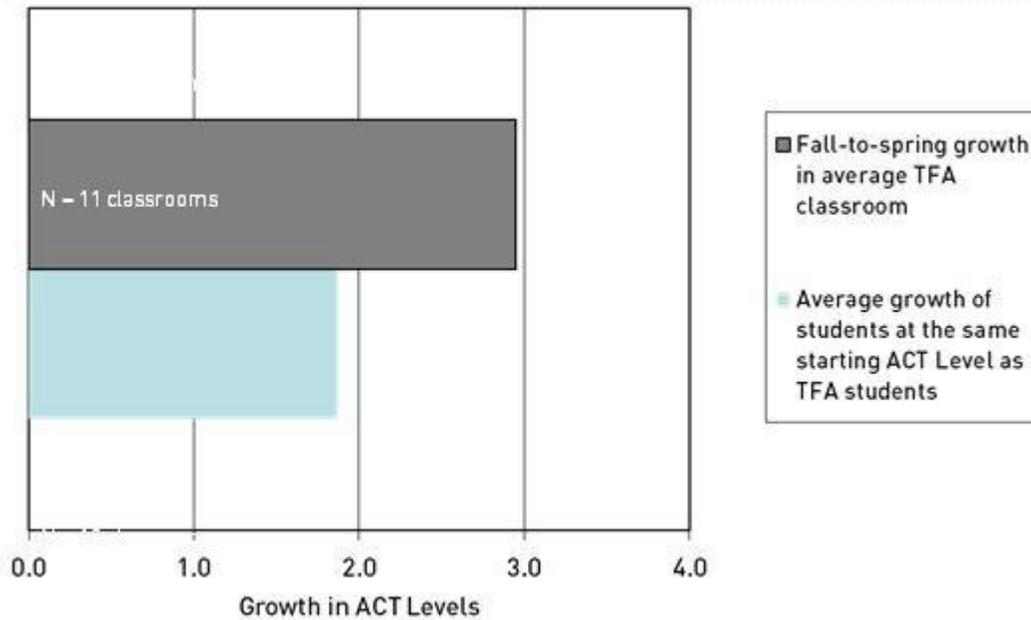
According to most metrics, our organization is in a dramatically different place than we were before the state's investment. During our Fiscal Year 2011, just 12 donors were contributing amounts greater than \$1,000 to our organization. In Fiscal Year 2014 (which closed May 31, 2014), 54 individuals, companies, and foundations were making investments greater than \$1,000. The state's matching fund was a clear catalyst for these gifts, and for the innovations we were able to make in our program—ultimately benefitting the students and communities with whom we partner. We close this report with our thanks for the state's partnership and investment in our communities.

STUDENT DATA APPENDIX

In November 2014, Secretary of Education Melody Schopp requested additional detail relating to the data we shared on pages 4-5 of this report. Below we have included updated graphs to provide additional details regarding the student growth attained in our corps members' classrooms.

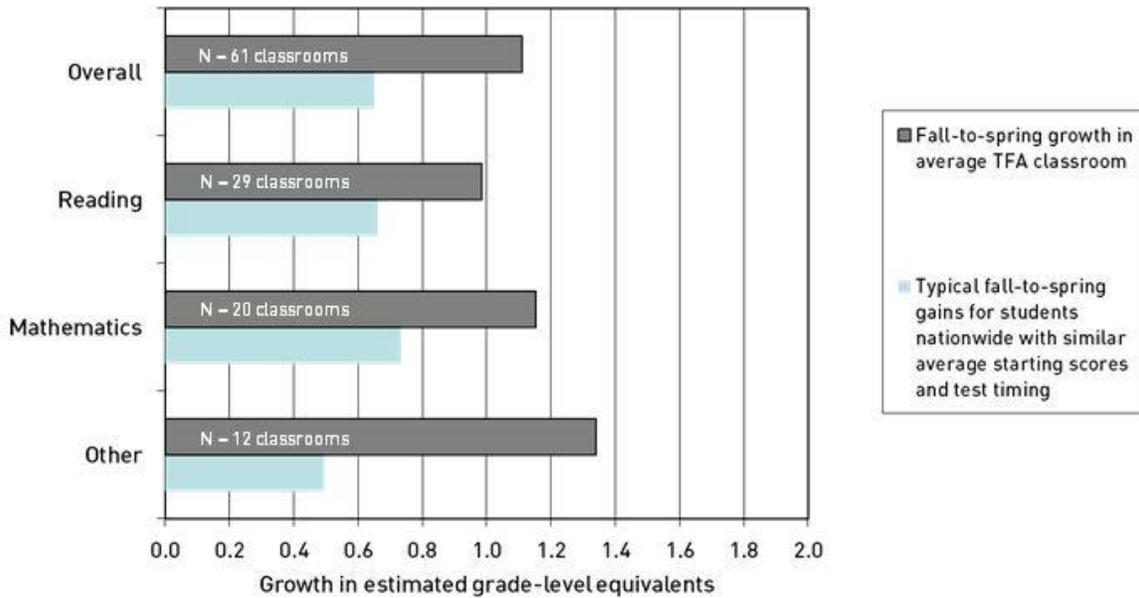
Where we indicate number of classrooms below, "classroom" is defined as each unique grade and subject taught by a corps member (e.g. an elementary teacher will typically be counted twice, once for English and once for math)

TFA-South Dakota ACT Gains, Fall 2013-Spring 2014*

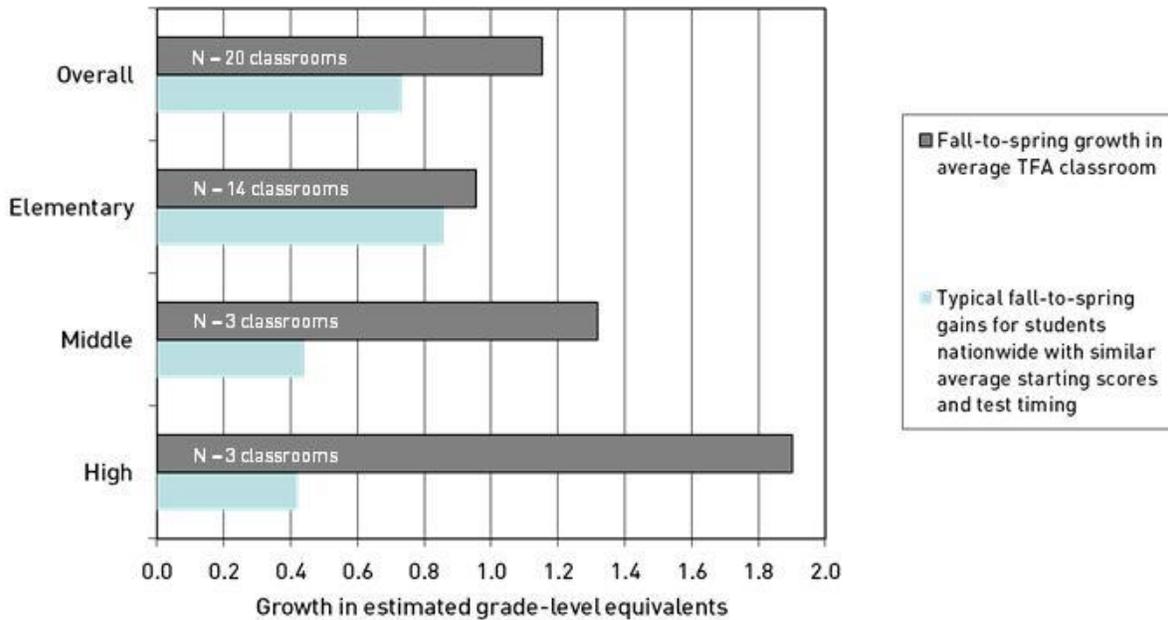


* Our corps members use released ACT tests as diagnostic and end-of-year assessments to gauge growth on the subject-applicable ACT tests. For example, a high school math teacher would give the ACT math test and a high school social studies teacher would give the ACT reading test.

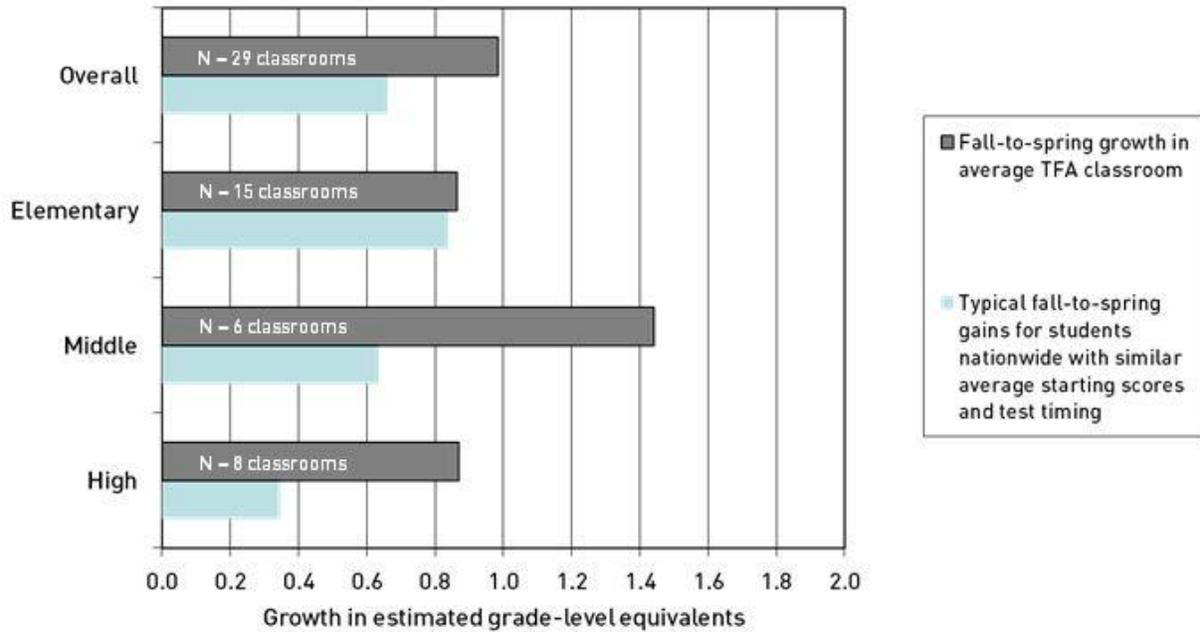
TFA-South Dakota NWEA MAP Overall Gains, Fall 2013-Spring 2014



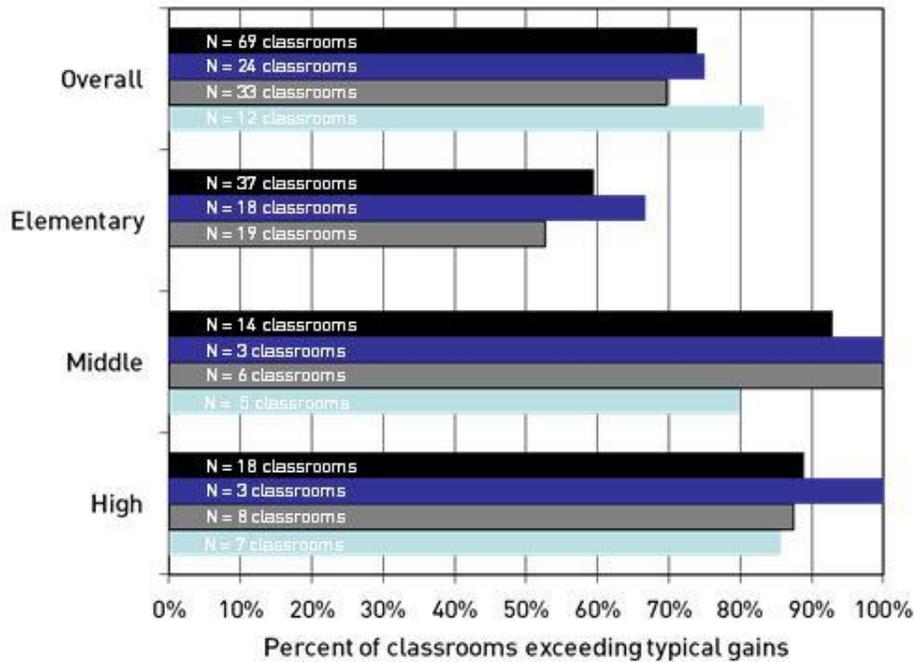
TFA-South Dakota NWEA MAP Math Gains, Fall 2013-Spring 2014



TFA-South Dakota NWEA MAP Reading Gains, Fall 2013-Spring 2014



Percent of Classrooms Exceeding Expected Gains, Fall 2013-Spring 2014



Teach For America
DOE record of payments

Appropriation

FY2012	250,000.00
FY2013	250,000.00
Total	<u>500,000.00</u>

Payments

09/17/2012	67,604.76
02/06/2013	129,000.00
05/02/2013	59,500.00
10/15/2013	77,500.00
03/21/2014	148,000.00
05/06/2014	18,395.24
Total	<u>500,000.00</u>

Balance	<u><u>-</u></u>
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TEACHFORAMERICA South Dakota

Teach For America—South Dakota has received an additional \$25,000 as of 4/29/2014 in private funds to be drawn down from the matching fund established by Senate Bill 139, and renewed by HB1137 in 2013.

The remaining balance in the matching fund is \$18,395.24. We wish to match \$18,395.24 of the \$25,000 gift.

Date	Donor Name	Amount
4/17/2014	Marguerite Casey Foundation	\$25,000.00
	Total	\$25,000.00

TEACHFORAMERICA South Dakota

Teach For America—South Dakota has received an additional \$148,000 as of 2/20/14 in private funds to be drawn down from the matching fund established by Senate Bill 139, and renewed by HB1137 in 2013.

Date	Donor Name	Amount
9/25/2013	Nancy Turbak Berry	\$2,000.00
10/15/2013	Duane Harms	\$5,000.00
10/24/2013	Raven Industries	\$5,000.00
10/24/2013	Bill Byrne	\$5,000.00
11/22/2013	WalMart	\$25,000.00
11/22/2013	Stan Adelstein	\$10,000.00
12/2/2013	Stan Adelstein	\$10,000.00
12/13/2013	Sharon Warner	\$5,000.00
1/6/2014	Steve Egger	\$1,000.00
1/6/2014	George Sercl	\$20,000.00
1/6/2014	Jerstad Family Foundation	\$15,000.00
1/6/2014	Dacotah Bank	\$10,000.00
1/6/2014	NorthWestern Energy	\$5,000.00
1/23/2014	Sanford Health	\$5,000.00
1/23/2014	Raven Industries	\$5,000.00
2/4/2014	Avera McKennan	\$5,000.00
2/4/2014	First National Bank in Sioux Falls	\$5,000.00
2/4/2014	POET	\$5,000.00
2/14/2014	Rod and Glenna Fouberg	\$5,000.00
	Total	\$148,000.00

TEACHFORAMERICA South Dakota

Teach For America—South Dakota has received an additional \$77,500 as of 9/3/2013 in private funds to be drawn down from the matching fund established by Senate Bill 139, and renewed by HB1137 in 2013.

Date	Donor Name	Amount
5/1/2013	Dana Dykhouse	\$10,000.00
5/2/2013	Roy Wise	\$1,000.00
5/22/2013	Karen Schreier	\$2,500.00
5/23/2013	Sheldon F. Reese Foundation	\$15,000.00
5/23/2013	Timothy Dougherty	\$2,500.00
5/23/2013	Steven and Kathy Sanford	\$1,000.00
5/23/2013	Mark and Gail Benedetto	\$1,000.00
5/23/2013	Phyllis Heineman	\$1,000.00
5/23/2013	Brendan and Jana Johnson	\$1,000.00
5/23/2013	David and Deanna Knudson	\$5,000.00
6/3/2013	Fishback Financial Corporation	\$2,500.00
6/4/2013	Joe and Jennifer Kirby	\$5,000.00
7/3/2013	Howalt-McDowell	\$5,000.00
7/22/2013	Citi	\$25,000.00
	Total	\$77,500.00