

House District _____

Senate District _____

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

Log No:

For Legislature's Use Only

Rec'd JAN 28 2011

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
PATRICIA E. HALAGAO, PH.D.

DbA:
Street Address:
3029 LOWREY AVE, APT D 1213

Mailing Address:
3029 LOWREY AVE, APT D1213
HONOLULU, HI 96822

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name PATRICIA E. HALAGAO, PH.D.

Title EXECUTIVE DIRECTOR

Phone # 808-780-2106

Fax # 808-956-9905

e-mail PHALAGAO@GMAIL.COM

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION GLOBAL TEACH, INC
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

THE SISTAN C. ALHAMBRA FILIPINO AMERICAN
EDUCATION INSTITUTE:
A Partnership to Raise K-12 Filipino American Educational
Achievement

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2011-2012: \$ 60,000.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE
AT THE TIME OF THIS REQUEST:

STATE \$ 0.00
 FEDERAL \$ 0.00
 COUNTY \$ 0.00
 PRIVATE/OTHER \$ 0.00

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

NAME & TITLE

DATE SIGNED

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawai'i Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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

GLOBAL TEACH, INC
(Typed Name of Individual or Organization)


(Signature)

1-27-11
(Date)

PATRICIA ESPIRITU HALAGAO, PH.D.
(Typed Name)

PRESIDENT
(Title)

Application for Grants and Subsidies

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

I. Background and Summary

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

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

Dr. Patricia E. Halagao is an Associate Professor of multicultural education and social studies in the College of Education at the University of Hawaii, Manoa. Her scholarship focuses on culturally responsive curriculum and pedagogy, particularly improving the education of Filipino Americans. She is Executive Director of Global Teach, a multicultural educational consulting firm; co-founder of the nationally recognized Pinoy Teach curriculum; recipient of two Smithsonian Institution grants to develop their Centennial online and multimedia Filipino American curriculum, *iJeepney.com*; and Project Director of a US DOE federal grant for the Sistan C. Alhambra Filipino American Education Institute.

2. The goals and objectives related to the request;

The major goal of this request is to fund the continued operation of the Sistan C. Alhambra Filipino American Education Institute (www.filameducation.com), which was successfully launched in 2010 to target the educational, social and language needs of Filipino American students in the content areas of English and Language arts.

Named after the first Filipina educator in Hawaii who later became the state's first Filipina principal, the Institute brings together leading Filipino American scholars from the University of Hawai'i system (UH Manoa's College of Education; UH College of Arts & Sciences; Leeward Community College, UH West Oahu) and Hawaii public school teachers from four schools in the Farrington Complex. Through innovation and collaboration, these University professors and DOE educators develop a unique and specialized curriculum that focuses on meeting the academic, social, cultural, and language needs of immigrant and local born Filipino American students.

The 2011 Institute goals are to: (1) sustain and grow partnerships (2) expand content and instructional focus to include culturally relevant and STEM (Science,

Technology, Engineering, and Math) education, and (3) develop academic outcomes and align Institute curricula to meet the new national common core standards.

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

In Hawaii public schools, Filipino American students are an “invisible majority.” They represent the second largest ethnic group in the public schools (21%), and rank second to bottom on Hawai‘i State Assessments (HSA) in reading and math achievement. Their low academic achievement has led to lower graduation rates and has resulted in underrepresentation at the University of Hawaii system, particularly at the Manoa campus where they are 9%.

The needs of Filipino American students are not being met institutionally in Hawaii’s public K-12 system as reflective in their alarming rates of failure. What is needed are professional development programs that draw on academic scholarship and community collaboration to help teachers understand their cultural and language backgrounds, needs and best instructional approaches for Filipino American students. When academic knowledge and skills are framed within their cultural context, learning is more meaningful and a higher interest level results in their academic achievement.

4. Describe the target population to be served; and

The audience served in this grant will be twenty-five in-service teachers and their respective hundreds of students from the Farrington complex, specifically – Fern Elementary School, Kalihi Kai Elementary, Kalakaua Middle School, and Farrington High School – specifically targeting the core subjects of math and science. All schools have endorsed this grant.

Our target schools in this grant are no different than the trend we see occurring among schools with a majority of Filipino American students. Fern Elementary School, Kalihi Kai Elementary (70% Filipino), Kalakaua Middle School (60%), and Farrington High School (60%), are all considered “under-performing” with an average of 45% students scoring well-below math standards (Star Advertiser, 8/13/10).

5. Describe the geographic coverage.

The geographic coverage of the grant is specifically the Farrington school complex in the Kalihi community, where Filipino Americans make up a large segment of this community population. It is our hope to expand our coverage to the Waipahu community and its school complex in the next few years and eventually impact all schools in the State with large concentrations of Filipino Americans.

II. Service Summary and Outcomes

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

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

The Filipino American Education Institute is focused on three areas of work: curriculum development, professional development and teacher application. First, Institute PARTNERS comprised of UH leading scholars and select teachers will collaborate to develop culturally responsive and interdisciplinary curriculum.

Next, twenty-five DOE teacher PARTICIPANTS will experience the curriculum specifically developed for their school context during an intensive three-week summer Institute. As a result, these DOE teachers will construct standards-based multicultural interdisciplinary unit plans, which they will implement in their classrooms in Fall 2012.

As teachers implement these unit plans and lessons learned from the Institute, they will also conduct teacher inquiry projects in their classroom to assess its impact and student educational achievement. Because it is important to support teachers in the field, teachers will also attend follow up teaching seminars to assess student progress in the classroom (time and cost not part of grant).

Dr. Halagao will manage all grant goals, activities, and evaluations and reports. She will communicate with DOE language arts education specialist Dr. Petra Schatz, DOE Math education specialist, Dewey Gottlieb, and DOE science specialist, Derrick Tsuruda, as well school principals and partner teachers to recruit teacher participants and ensure meeting teacher needs.

Table 1 below outlines the Institute’s curriculum scope and sequence, along with PARTNER (those who will develop curriculum and teach during the Institute) affiliation, backgrounds and responsibilities.

Table 1. Institute Scope and Sequence

- NEW PARTNER ** 2010 Institute Teacher Participant turned Partner

DATE	TOPICAL OUTLINE (THEMES)	PEDAGOGY SKILLS	COLLEGE OF EDUCATION	DEPARTMENT OF EDUCATION	COLLEGE OF ARTS & SCIENCES	COMMUNITY
WEEK 1 Monday, June 11 8:30- 12:30 pm 12:30-1:30 pm	Introductions iJeepney.com filam website Tech Tutorial	Culturally Responsive Pedagogy (optional)	Dr. Patricia Halagao Associate Professor Curriculum Studies	Ojay Tambio Kawananakoa Middle School Art Teacher		
Wednesday, June 13 8:30-2:00	Identity, Culture, Arts	Performanc e Pedagogy	Dr. Patricia Halagao Associate Professor Curriculum Studies	**Jane Toyama Fern Elementary School Math Coordinator	Wayland Quintero, Leeward Community College	

				*Brandt Like Kalakaua Middle School, Science		
Friday, June 15 8:30-2:00	Voyaging Celestial Navigation Balangay	STEM	*Tara O'Neil Assistant Professor, Curriculum Studies Science Education STEM	*Dawn Bischoff Farrington High School, Marine Science	*Linda Furuto Assistant Professor, Mathematics UH - West Oahu Wayland Quintero, Leeward Community	
<u>WEEK 2</u> Monday, June 18 8:30-2:00	Senses, Food, Language, Culture and Literature	Critical Culinary		*Michael Javines Farrington High School Math *Blaine Kashiwaeda Kalakaua Science	Dr. Pia Arboleda Professor, Indo-Pacific Languages and Literature *Meredith Hermosura, Ph.D. Pacific Biosciences Research Center	Filipino Chef/ Restaurant/ RAMAR Foods
Wednesday, June 20 8:30-2:00 pm	Immigration, Local identity, Stereotypes	Local-style Pedagogy	Dr. Jeff Moniz Co-Chair, Secondary Ed Associate Professor Institute for Teacher Education	**Marie Domingo Kalakaua Middle School English Laurie Luczak Farrington High School Interim VP	*Dr. Cedric Lorenzo UH Medical School	
<u>WEEK 3</u> Friday, June 22 8:30-2:00 pm	Social hierarchy, Issues, and Social Action	Critical Pedagogy Pinayist Pedagogy	Rayna Fujii Curriculum Studies Ph.D. Student Fern Elementary School	*Seanyelle Yagi Kalakaua Middle School, Math	Dr. Rod Labrador, Assistant Professor Ethnic Studies *Laarni Sumibcay Researcher, Tropical Medicine & Medical Microbiology	*Jeff Acido Director Nakem Youth
Monday, June 25 8:30-2:00 pm	ELL Pedagogy Heritage Language Learning		Dr. Doris Christopher Institute for Teacher Education Felicia Flores Ford Fellow Curriculum Studies M.Ed.	Sherri Livingston Kalakaua Middle School Rebecca Hiramami Kalihi Kai Elementary School	Julius Soria Instructor, Indo- Pacific Languages	
Wednesday, June 27 8:30-2:00 pm	Putting It All Together	Interdiscipl inary, MC Unit Plan	Dr. Patricia Halagao Curriculum Studies			
Friday, June 29 8:30-12 noon	Presentations Ceremony Multicultural Potluck follows		Partner Representatives	Partner Representatives	Partner Representatives	Invited Community Leaders
<u>Fall 2012</u> October 4:30-7:00 pm	MC Unit Plans Inquiry Seminar 1		Dr. Patricia Halagao Curriculum			
November 4:30-7:00 pm.	Inquiry Seminar 2		Dr. Patricia Halagao Curriculum			

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

The majority of the curriculum planning for the Institute will take place July 2011 - April 2012 in preparation of the summer Institute. The summer Institute will occur in June 2012 immediately after teacher participants conclude their DOE teaching responsibility and to take advantage of their availability. The following is a detailed outline of the tasks and results of the stages of planning, implementation, and evaluation of the Institute.

JULY - AUGUST 2011

Dr. Halagao will convene all partners of the Institute for a meeting to brainstorm overarching goals and outcomes for the Institute. She will conduct training on Institute website: www.filameducation.com and a webinar workshop on common core state standards. Following this meeting, the pattern for Curriculum Teams will be to break-out according to designated curriculum themes and meet separately to complete assigned tasks. Curriculum teams will then report their progress at general partnership meetings.

TEAM TASKS	GENERAL MEETING
<ul style="list-style-type: none"> • Discuss Audience • Discuss Objectives • Brainstorm Content, concepts, pedagogy, activities, standards 	<ul style="list-style-type: none"> • Teams report on brainstorm of module objectives, content, pedagogy, standards, ideas • Present existing Filipina/o curriculum

SEPTEMBER - OCTOBER, 2011

TEAM TASKS	GENERAL MEETING
<ul style="list-style-type: none"> • Develop curriculum materials associated with F2F module objectives, activities, standards • Determine necessary resources 	<ul style="list-style-type: none"> • Present curriculum materials • Meet with artist to discuss and design artwork for module

In addition, Dr. Halagao and teacher partners will actively recruit twenty-five mostly math and science teachers from Farrington Complex (evenly distributed elementary, middle, and high school teachers) and from both public and private schools through information meetings.

NOVEMBER - DECEMBER 2011

TEAM TASKS	GENERAL MEETING
<ul style="list-style-type: none"> • Plan teaching module – 6 hour lesson, readings, activities, curriculum development and time 	<ul style="list-style-type: none"> • Present/practice teaching modules • Teams give feedback for revisions and improvements. • Meet with Technology Designer to discuss and design online modules

JANUARY - FEBRUARY, 2012

TEAM TASKS	GENERAL MEETING
<ul style="list-style-type: none">• Develop Online modules• Upload homework, resources	<ul style="list-style-type: none">• Pilot test modules• Launch 2012 www.filameducation.com

MARCH - MAY, 2012

Dr. Halagao will assist in the registration of students through Outreach College and survey teacher backgrounds and interests in the Institute.

JUNE 11 -29, 2012 - FILIPINO AMERICAN EDUCATION INSTITUTE -

Twenty-five select DOE teachers will participate in a three-week (MWF) summer professional development course (MWF) that consists of nine 5.5-hour sessions with Dr. Halagao and partners. Morning session will focus on content and pedagogy on a particular theme; afternoon focuses on content application with Institute culminating with the development of a draft standards-based, multicultural, interdisciplinary unit plan. Pre-post test surveys will assess teacher growth. Dr. Halagao will analyze the pre- and post survey and teacher reflection journals to evaluate the summative success of the project and submit a final report.

July – September, 2012 (time and cost below not covered by grant; pro-bono)

Teachers will implement and examine the effects of their own unit and lesson plans on Filipino American students in their classroom. Teachers will maintain an Inquiry Journal to examine the effects of their curriculum on their Filipino American students.

October 2011:

Teachers will debrief and discuss the implementation of the unit and lesson plans. During Filipino American History Month of October, teachers will contribute to the celebration by sharing their Institute experiences and their unit and lesson plans with colleagues.

November 2010:

Teachers will attend a final seminar to share findings and implications of their inquiry project. They fill out post-survey, course evaluations, and submit final unit plan.

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

The director, partners and teacher participants will all be involved in evaluating the institute goals and objectives on teacher effectiveness and student learning through formative and summative evaluation measures.

Formative Evaluation

- After each module, teachers will write post-module online comment to reflect on the objectives and address (a) how they might infuse their subject matter with the module's content about Filipinos; (b) their efforts to transform their teaching styles to meet the learning styles of Filipino American students (c) record any data in regards to their inquiry question.
- Dr. Halagao will keep records of discussions with teachers about the strengths and areas needing improvement to shape/modify future professional development activities.

Summative Evaluation

- Demographic information on the teachers will be collected via online survey on website.
 - To assess changes in teacher content and pedagogical knowledge, an online pre-post survey that measures teacher's prior content knowledge and attitudes about the Institute content will be administered at the onset of the Institute and conclusion of Institute. There will be a follow up survey at the conclusion of the November meeting.
 - Interdisciplinary unit plans that integrate content knowledge about Filipinos in various subject areas and identify the common core state standards will be collected as well as examples of student work will be shared in follow up class sessions in Oct/Nov.
 - To assess student outcomes in student engagement, achievement and behavior, teachers will conduct an Inquiry project where they identify a problem that is addressed through their unit plans. Teachers will raise research questions i.e. "Does integrating Filipino American content and pedagogy raise student learning and engagement?" Teachers will journal observations and gather data from students on their research question to examine the impact their new teaching practices have on Filipino American student outcomes.
 - In October and November, we will hold a reflective seminar for teacher participants to evaluate their curriculum and pedagogy implementation. We will also discuss implications and recommendations from their Inquiry project and ways they will be teacher-leaders who advocate for Filipino American students in their school.
 - A record of grant-related activities will be kept – number/hours of professional development sessions/contacts; number of teachers completing graduate course work, graduate course and instructor evaluations, lesson plans and units.
4. The applicant shall list the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

A composite of the following seven measures will be used to rate the effectiveness of the program's achievement or accomplishment:

- (1) Rate of Course Completion
- (2) Summary and analysis of Online Module Comments to survey participants' attitudes and gained knowledge after each class
- (3) Summary and analysis of Post-Institute Evaluations
- (4) Summary and analysis of Post-Institute Partner Focus Group Interviews
- (5) Summary and analysis of Pre-Test/Post Test Online Surveys
- (6) Rates of submission and assessment of Assignments (i.e. homework, unit plan)
- (7) Results of Teacher Participant Inquiry Project

III. Financial

Budget

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

Please see included Budget forms for breakdown and below for an explanation of the budget.

The majority of the budget focuses on compensating the numerous partners involved in this project. Because the Institute is a triangle collaboration, all partners will be compensated equally in the amount of \$1000.00 for their participation in curriculum development and teaching. .

The grant includes a web designer to update and maintain the Institute website and develop its online modules, a graphic artist to develop brochures and resource materials regarding the Institute, an administrative assistant for accounting and purchasing materials, and monies for one community consultant to share his/her expertise in community organizing

The grant designates monies to pay for ½ day substitutes for partners during the Institute curriculum making phase. This allows partner teachers to take off ½ day to attend general meetings.

A part of the budget will be devoted to instructional support costs to support five teachers who might want to receive graduate 3- credits, EDCS 640M for their professional development work.

The twenty-five DOE teachers in the Institute will be given \$150.00 worth of selected Filipino resources. An additional \$50.00 will be used for each teacher to buy age-appropriate and subject specific books and resources to support their multicultural unit plans.

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$10,616.00		\$6000.00	\$43,384	\$60,000.00

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

- Island Innovation Fund (submitted application)
- Senator Daniel Inouye's office is assisting in securing additional funding
- US DOE Federal Grant "Improving Teacher Quality" (will apply June 2011)

IV. Experience and Capability

A. Necessary Skills and Experience

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

As the applicant, my professional background, scholarly publications, published curricula and website resources, and leadership roles in university-school partnerships programs and other community activities positions me to successfully lead this grant project.

I am a tenured Associate Professor of multicultural education and social studies in the College of Education at the University of Hawaii, Manoa who is strongly committed to connecting my professional work with the betterment of the community. I have a track record of fostering partnerships that bring together different segments of our community. I want to create opportunities where academia and teacher practitioners collaborate to improve the educational experience of marginalized ethnic groups, particularly Filipino Americans.

I have been the Executive Director of Global Teach, a multicultural educational consulting firm for almost eight years. Through our diverse resources, websites, and services, we have been successful in producing culturally relevant curriculum and raising the community's awareness on important educational curriculum and issues. My expertise in curriculum development will be useful in training content experts and practicing teachers.

I have an extensive background in multicultural curriculum development with over 15 years of experience in developing Filipino American curricula and pedagogy and

professional development programs for teachers who serve Filipino American students. My following contributions are as follows:

- (1) Between 1996-2001, I developed and implemented the first Filipino American curriculum and school-based partnership program in eleven middle schools in the Seattle and Bellevue School district called Pinoy Teach.
- (2) Between 2006-2009, I received two competitive grants (\$13,000) from the Smithsonian Institution to develop and train teachers on our Centennial online and multimedia Filipino American curriculum, *iJeepney.com*.
- (3) In 2010, I was the recipient of a US Department of Education "Improving Teacher Quality Grant" (\$56,000) and UH Diversity SEED grant (\$2000) to develop the Sistan C. Alhambra Filipino American Education Institute.

B. Facilities

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

Not applicable

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

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

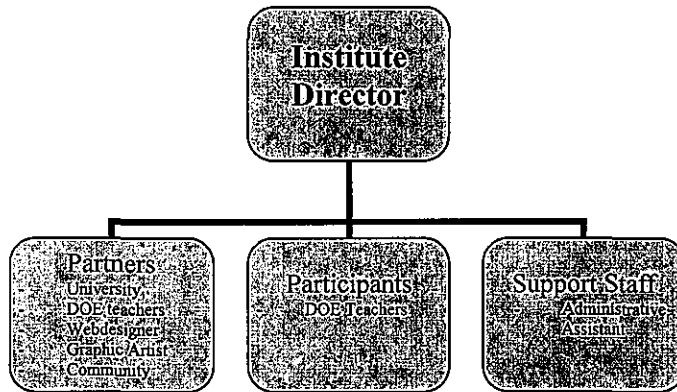
This grant is a collaboration between faculty from the UH College of Education, Colleges of Arts and Sciences, (specifically Ethnic Studies, Indo-Pacific Languages and Literature, School of Medicine, Pacific Biosciences Research Center), UH West Oahu, Leeward Community College, and teachers from four DOE Partner Schools from the Farrington Complex. Please see previous Table 1 under Section II, number 1, "Service Summary and Outcomes" for a description of the qualifications and experience of partners, who are the personnel Section II, number 2 for the annual timeline to address our ability to administer services.

The applicant, Dr. Patricia Halagao from Department of Curriculum Studies is the Director in the project. In addition to administrating the Institute, she will provide instruction, in-class assistance, curriculum development, professional development training, evaluation, and one-on-one consultations with teachers as needed.

One administrative assistant will be hired to help the Director with accounting and purchasing resource materials. This person will be a graduate student in the College of Education.

B. Organization Chart

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



VI. Other

A. Litigation

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

Not applicable

B. Licensure or Accreditation

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

Not applicable

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

Applicant: Global Teach/ Filipino American Education Institute

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	42,500			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	42,500			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies		6,000		
7. Telecommunication				
8. Utilities				
9. Substitute Teachers		4,391		
10. Instructional Support Cost (grad class)		6,225		
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES		16,616		
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	42,500	16,616		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	60,000	Patricia Halagao, Ph.D. 808-956-9292		
(b)		Name (Please type or print) Phone		
(c)		Signature of Authorized Official Date		
(d)		Patricia Halagao, Ph.D Director		
TOTAL BUDGET	60,000	Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Global Teach/ Filipino American Education Institute

Period: July 1, 2011 to June 30, 2012

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Director	part-time	\$75,000.00	13.00%	\$ 9,750.00
Curriculum Developers and Instructors (24)	part-time	\$50,000.00	50.00%	\$ 25,000.00
Web Designer	part-time	\$60,000.00	6.50%	\$ 3,900.00
Graphic Artist	part-time	\$35,000.00	3.00%	\$ 1,050.00
Administrative Assistant	part-time	\$24,000.00	12.50%	\$ 3,000.00
Community Consultant	part-time	\$10,000.00	5.00%	\$ 500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				43,200.00
JUSTIFICATION / COMMENTS: All positions are temporary and part-time. The annual salary and % of allocated time to grant is based on an estimated range.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Global Teach

Period: July 1, 2011 to June 30, 2012

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Global Teach/ Filipino American Education Institute

Period: July 1, 2011 to June 30, 2012

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST: \$60,000.00	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2009-2010	FY: 2010-2011	FY:2011-2012	FY:2011-2012	FY:2012-2013	FY:2013-2014
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						



January 28, 2011

State Capitol, Rm. 215
Honolulu, HI 96813
Attn: Roderick Becker


Dear Mr. Roderick Becker,

Enclosed you will find my Grants-In-Aid Application (FY 2011-2012) for "The Sistan C. Alhambra Filipino American Education Institute: A Partnership to Raise K-12 Filipino American Educational Achievement.

If you have any further questions, please contact me at 780-2106 or phalagao@gmail.com.

Thank you for your consideration.

Sincerely,


Patricia E. Halagao, Ph.D.
Project Director, Filipino American Education Institute