

House District 7th

Senate District 1st

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

Log No: 45-0

For Legislature's Use Only

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:

Db: Kanu o ka Aina Learning Ohana

Street Address: 64-1043 Hiiaka St. Kamuela HI. 96743

Mailing Address:

PO Box 6511 Kamuela, HI 96743

**2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:**

Name Katie Benioni

Title Chief Financial Officer

Phone # 808-887-1117

Fax # 808-887-0030

e-mail katie@kalo.org

**3. TYPE OF BUSINESS ENTITY:**

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

**6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:**

Debt Service and Utilities support for Kanu o ka Aina Public Charter School as authorized in Article X, section 1 of the Hawaii State Constitution.

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

**7. AMOUNT OF STATE FUNDS REQUESTED:**

FY 2012-2013: \$ 575,000

**8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:**

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

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

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

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Taffi Wise, Executive Director

NAME & TITLE

1/30/2012

DATE SIGNED

## APPLICATION FOR GRANTS AND SUBSIDIES

### I. BACKGROUND AND SUMMARY

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

The Kanu o ka 'Āina Learning 'Ohana (KALO) was incorporated in December 2000 as a non-profit organization by a group of North Hawai'i community leaders committed to growing womb to tomb models of education that advance Hawaiian culture for a sustainable Hawai'i. Over the past twelve years, KALO has distinguished itself by incubating a family of innovative, highly effective programs – and building a permanent home for these programs via the creation of Kauhale 'Ōiwi o Pu'ukapu (Kauhale). Today the community and students of Kanu o ka 'Āina New Century Public Charter School (Kanu) are utilizing compliant, safe and appropriate facilities on a daily basis with excitement.

Through public private partnerships we have been able to get the charter school occupancy cost down to \$1,250 per student vs. an average DOE occupancy per student cost of \$1,675 (based on 2002 Kapolei campus construction). The following are a list of partners that have formally committed to this project:

- United States Department of Education
- Kamehameha Schools Bishop Estate
- Office of Hawaiian Affairs
- Department of Hawaiian Home Lands
- Institute of Museums and Libraries
- United States Department of Agriculture/Bank of Hawaii

With the completion of Kauhale Phase I and II, the facility provides appropriate educational space for Kanu's K-12 students in addition to multi-faceted technology and multi-media services to community learners ranging from pre-school to elders.

Kauhale hosts Hawai'i Islands first high performance facility. Phase I of the project (Halau Ho'olako) received **LEED® green building ratings Certified Platinum**, being the highest standard, based on state-of-the-art strategies in six areas: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality and Innovation and Design. According to the USGBC website, Hālau Ho'olako is one of only three platinum certified projects in Hawai'i and the first school building in Hawai'i to receive a LEED Platinum level of rating. This puts Hālau Ho'olako among the top green buildings in Hawai'i and the nation.

The most well-known program fiscally administered by KALO is Kanu o ka 'Āina New Century Public Charter School (Kanu), Hawai'i's first culturally-driven public charter school. This innovative school is now in its twelfth year, serving approximately 250 students from grades K-12. KANU is recognized statewide as a model of education combining 21<sup>st</sup> century learning with ancient Hawaiian educational paradigms and traditions. In 2010, Kanu was the first public charter school to become accredited by WASC/HAIS, receiving a 6 year term.

By providing quality Hawaiian-focused educational programs to P-20+ students and beyond, KALO is actively fulfilling the mandate of Article X of the Hawai'i State Constitution promoting "... the study of Hawaiian culture, history and language." This legislation also encourages the use of community expertise and partnerships as suitable and essential means in the furtherance of this effort. This has resulted in a variety of innovative Hawaiian-focused programs entirely designed and controlled at the community level. Collectively these programs present a new paradigm not just in education but also in community economic development and governance. We have made significant, direct and indirect impact not just on hundreds of North Hawai'i residents of all ages and ethnic backgrounds, but also countless individuals, organizations and communities near and far and consider this a replicable model as we share our concepts throughout the state.

KALO as an "anchor institution" in its community is committed to honoring the past, addressing the present and serving the future to support a society that can thrive and prosper in an atmosphere of aloha. A vibrant culture is the sign of a vivacious, healthy people; educated energetic youth benefit all of Hawai'i and will be our future leaders.

## **2. The goals and objectives related to the request**

### **GOAL**

The goal of this GIA request is to reimburse KALO for the basic pro-rata share of debt service and its utility costs for school year 2012-2013, in the amount of \$575,000.

KALO, on behalf of Kanu has created appropriate, compliant, safe educational spaces meeting the current acute and desperate facility's needs of the public school students it serves. We have begun to address the issue by building Kauhale, incorporating environmentally-friendly design and energy self-sufficiency which models community-sustainability, cultural revitalization and rural economic development. Although the charter school movement in Hawai'i is strong and continuously growing, the lack of adequate facilities to house our students continues to greatly hinder the optimal growth.

Facilities are one of the most pressing needs of Kanu, spread across five different locations, in less than optimal learning environments. Though multiyear parent, student and staff surveys as well as the WASC/HAIS accreditation process it was clear that appropriate facilities needed to be our priority to enable a safe, nurturing and appropriate learning environment. KALO has worked to assist its partner Kanu, a Hawai'i start-up public charter school, in addressing its' capital improvement funding issues. A lack of access to the State of Hawai'i Department of Education's regular program of repair, maintenance, and capital improvement has been a major barrier.

Currently, early childhood education providers, private schools, and post-secondary institutions can all access the proceeds of state-issued special purpose revenue bonds. Charter schools are working with legislators to access these facilities finance options. Facilities inequities have forced charter schools to utilize unorthodox, stop-gap solutions like tents, shipping containers, and storefronts. These types of environments are not conducive for student achievement, teacher performance, or long-range success. In spite of these challenges, Kanu, the Waimea community

and our partners continue to exhibit the same resiliency, creativity, and commitment to ensure safe and appropriate facilities for our children. We are also sharing our learning experiences with the rest of the Hawaii charter school movement through a newly birthed Community Development Finance Institution, Lei Ho'olaha. This vehicle is currently allowing us to share our success and struggles with other communities in Hawaii through technical assistance.

The following are a few excerpts of the numerous studies done assessing the relationship between educational performance, teacher moral and the students learning environment.

- *The Users in Mind: Utilizing Henry Sanoff's Methods in Investigating the Learning Environment.* (Salama, Ashraf), suggests the need to sensitize users about the value of the school environment in reaching the desired academic performance while increasing teachers productivity, directly supporting the assumption that school environment has a direct impact on the way in which teaching and learning takes place.
- *School Building Condition, School Attendance, and Academic Achievement in New York City Public Schools: A Mediation Model.* (Journal of Environmental Psychology) examines the role of school attendance as a mediator in the relationship between facilities in disrepair and student grades in city and state tests. Data on building condition and results from English Language Arts and Mathematics standardized tests were analyzed. This study provides empirical evidence of the effects of building quality on academic outcomes and considers the social justice issues related to this phenomenon.
- *Building Green for Better Education.*(Hoffman, Paul) Concludes the positive impact of sustainable school building features on learning, attitudes, staff morale, and attendance.
- *Association between Physical Environment of Secondary Schools and Student Problem Behavior: A National Study* (Kumar, Revathy.) This study asserts that an attractive physical environment is associated with less truancy, cigarette, alcohol, and marijuana use, whereas a negative physical environment is associated with higher levels of these behaviors.

## OBJECTIVES

Appropriate, safe and compliant learning facilities

- Indoor and outdoor learning spaces for Kanu students and the surrounding community
- Appropriate and safe Learning Conditions to enhance and foster student achievement and teacher performance

### **3. State the public purpose and need to be served**

This proposal requests funding reimbursement for the free and appropriate public education housing needs of Kanu students for the SY12-13 to include basic pro-rata debt service and utility bills. Utilizing the authority as stated in Article X, section 1 of the, Hawaii State Constitution

*"The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefor."*

#### 4. Describe the target population to be served

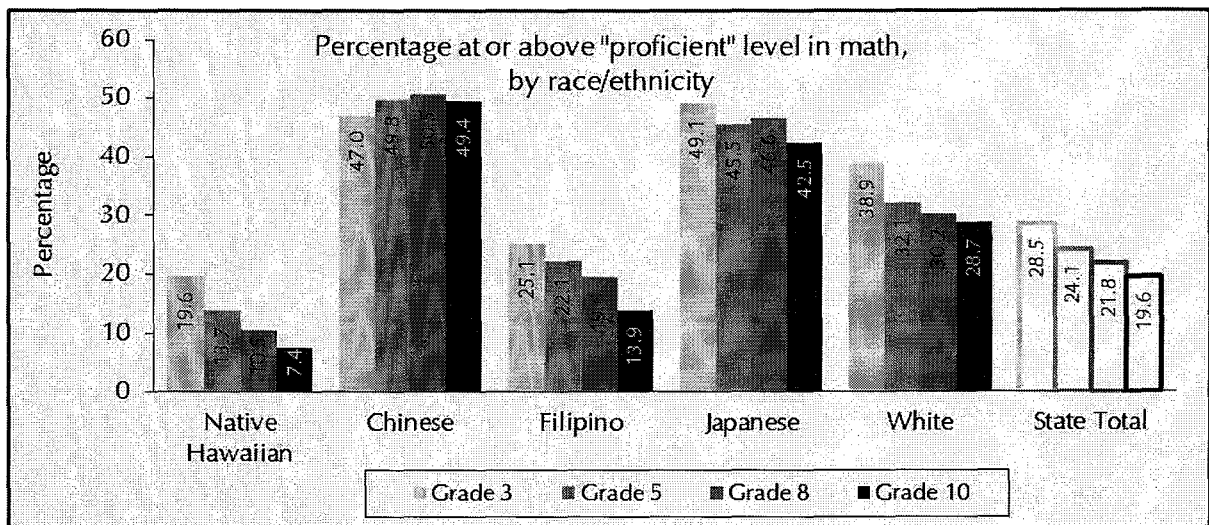
The primary target populations to be served by this pro-rata reimbursement are the public school students of Kanu, recognized as one of the most underserved and economically destitute portion of Waimea's rapidly growing multi-ethnic population. Other Waimea residents will constitute the secondary target population. While the Waimea community will be the primary users of Kauhale, the technological capacity of these buildings will allow us to also reach out to other communities across the state, nation and the even the world.

Kanu currently services:

- 77% Hawaiians, 33% Other
- 62% Economically disadvantaged (Title 1)
- 8% SPED

In general:

- Statistics show that public schools with high concentrations of at risk students have higher faculty turnover and tend to have teachers with less experience and fewer qualifications compared with other schools.
- Under the No Child Left Behind Act, nearly half of the schools in Hawai'i targeted for restructuring in school year 2005–06 serve predominantly Native Hawaiian students, making Native Hawaiian children twice as likely as their peers to attend a restructuring school (1 in 8 versus 1 in 17 for non-Hawaiians).
- The test scores of our primary target at risk children lag behind statewide averages by approximately 10 percentile points in reading and math. The achievement gap widens as students progress to higher grades.
- Academic disparities are pronounced in rural regions.
- With a more rapidly escalating rate of special education referrals than that of their peers, almost one in five Native Hawaiian students (18.5 percent) is identified for special education services, compared with roughly one in ten non-Hawaiians (10.9 percent).



\*\*\*Graph provided by Dr. Kanaiaupuni, Kamehameha Schools 2011

## 5. Describe the geographic coverage

The geographic area to be serviced by Kauhale is the north corner of the island of Hawai'i. While the specific target is the Hawaiian *paniolo* community of Waimea, also known as Kamuela, the geographic coverage also includes the district of Hāmākua, as well as all of North and South Kohala.

Providing a resource to anchor the well-being of Hawai'i residents and visitors alike, by creating a place where one can experience Hawaiian culture, is an important contribution to the community of Waimea, Hawai'i island and the State of Hawai'i. Across the world, indigenous cultures are endeavoring to meet the 21<sup>st</sup> century. Creating culturally-grounded facilities like, Kauhale not only enrich our community, but have tremendous potential to bring all stakeholders closer to recognizing our similarities rather than our differences.

## II. Service Summary and Outcomes

For the past five years KALO has worked diligently to provide quality educational programs to the Waimea community and beyond. Utilizing an approach that is at once ancient and modern, KALO has worked collaboratively with community stakeholders, government officials, and a wide variety of supporters to initiate the creation of Kauhale. In May 2007, KALO broke ground on the first facility of this future 30-acre learning destination. By January 2009 Phase I of Kauhale was opened to the community, a 9,300 square foot multimedia center. In the year 2011 over 1,000 members of the community were able to use the facility for education and community programs. Phase II of Kauhale, Early Childhood Education Complex began construction in April 2010 and will open for the community in June of 2012.

All programs have identified culturally-appropriate facilities that provide adequate working, learning and meeting space, as the number one priority. Phase I (Hālau Ho'olako Community Resource Center) currently provides access to technology in an effort to increase academic and job skills and facilitate the building of community and learning networks. It strengthens the entire community. It reaches those who are isolated, enhances knowledge and opportunities and establishes a locus for the perpetuation and advancement of education and culture. It will serve as a technology resource in the community; helping students, parents, families and community organizations use technology to strengthen their endeavors. It is also providing a needed community asset, giving individuals a resource to increase their self-sufficiency through the following:

- Video/related equipment and software,
- technology resource personnel,
- high speed online service,
- teleconferencing center,
- community meeting and learning spaces,
- computers and other technology tools, including software
- two multipurpose labs, a video editing lab, reading room

Phase II, Hālau Pōki'i Early Childhood Learning Complex will serve learners from infancy until they have learned how to read fluently. This innovative, research-based early education center

features a seamless, bilingual curriculum that provides students with a strong cultural foundation and prepares them for success in education and in life. Hālau Pōki'i is Hawai'i's first 0-10 program and a model for 21st century early education, merging our 0-5 Mālamapōki'i program with the K-5 component of Kanu o ka 'Āina Charter School,

The goal of the Early Childhood Education Complex programs is to improve the educational attainment of children and to provide a place where children and families can be nurtured together. Providing a seamless early education experience will have positive and lasting benefits for young children, their families and the community. Hālau Pōki'i also provides parenting and prenatal classes to build a lifelong foundation for success. By housing the infant toddler preschool Mālamapōki'i (0-5 and Kanu's (K-5) program, KALO is building upon recognized scientific research of best practices in Early Childhood Development. These practices assert that early experiences clearly influence brain development; that healthy early development depends on nurturing and dependable relationships; and that culture influences all aspects of early development.

### **1. Scope of Work, Tasks and Responsibilities**

Since our first request to the legislature in 2005 to assist with this project, the scope of work has included the completion of Phase I and Phase II of Kauhale. KALO is requesting funds to pay the pro-rata share of utilities and debt service for the Kanu students occupying the space to receive a free and appropriate public education.

<b>Tasks</b>	<b>Person Responsible</b>
Occupancy schedules of Kanu students	Kanu Administration
Process payments for utilities	Chief Financial Officer
Process payments for debt service	Chief Financial Officer
Ensure energy efficiency in all buildings	Executive Director

### **2. Annual Timeline**

Equal monthly payments for debt service and utilities.

### **3. Quality Assurance and Evaluation**

KALO is committed to the highest level of excellence. This can only be achieved through ongoing, rigorous quality checks. To this effect, a comprehensive quality assurance and evaluation plan has been developed to monitor and assure the efficiency in usage and maintenance of Kauhale.

An online scheduling and maintenance request service is utilized to manage the facility. Each month the Executive Director meets with the administrative staff of Kanu to review schedules, maintenance requests and financial reports and discuss any concerns regarding the facilities. This insures that the goals, objectives and outcomes are met. The Executive Director presents any major concerns to KALO's Board of Directors. All budget changes must be reviewed by the Executive Director.

These monthly reports allow KALO to identify strengths and weaknesses in the process and provide information regarding the following elements:

- The ability to remain within the established budget limitations.
- Technical expertise and the ability to communicate issues and facilitate resolution in a timely manner.
- Adherence to and maintenance of the schedule and provision of appropriate and consistent staffing for the project.
- Ability to communicate effectively.

Annual student, parent and community satisfaction surveys are completed at Kanu, the Malamapokii preschool and after all community programs. Additionally Kamehameha Schools conducts an annual survey of our programs assessing community empowerment, research and development, Hawaiian culture and language and stewardship.

The following is the Kanu HAIS/WASC Accreditation Goal that will be specifically used to assess the Kanu public school students.

<b>Goal 4 Area for Improvement</b>	<i>Create a high performance learning destination to effectively implement the school program and meet learning expectations.</i>			
<b>Rationale/Justification Statement</b>	High performance facilities incorporating design principles aligned with Hawaiian values will enhance learning and allow all of our programs to be in one place supporting our multi-age, interdisciplinary teaching philosophy through a healthy learning environment			
<b>Impact on Student Growth</b>	These facilities will provide optimal learning conditions appropriate for project based, place based learning empowering staff, students, families and community.			
<b>Task</b>	<b>Actions</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Evidence of Progress</b>
Build Halau Pokii portion of Kauhale intergenerational learning destination	LSB develop an advancement strategy to better ensure community support for both capital and operational needs for future viability of the school	LSB, KALO Development Officer, KANU Executive Team, KANU stakeholder groups	Ongoing	Development plan completed and in place
	Finalize Halau Pokii construction documents	KALO Development Officer, KANU Executive Team, Project Manager, Architect	Begin Spring 2010, complete Summer 2010	Completed construction documents
	Received County permitting & plan approval.	KALO Development Officer, Project Manager	Begin Spring 2010, complete Summer 2010	Approved permit received
	Close USDA loan	KALO E.D., Legal	Begin Spring	Escrow closed



	on Phase I	& CFO	2010, ongoing	
	Solidify Phase II financing	KALO E.D., and Finance Committee	Begin Spring 2010, ongoing	Financing documents executed
	Update Phase II revisions in Capital Campaign	KANU LSB in concert with KALO Board and identified stakeholders	Begin Spring 2011, ongoing	Plan solidified
	Begin construction of Phase II	KALO Development Officer, KANU Executive Team; Project Manager; architect	Begin Spring 2010, complete by Summer 2012	Building construction completed
	Move		Fall 2012-13 School Year	Occupancy

**4. Measures of Effectiveness**

KALO in concert with Kanu will produce for the legislature the following:

- Annual external audit of finances showing GIA funds
- Certificate of occupancy validating appropriate, safe and compliant learning facilities
- Results of Kamehameha Schools annual survey
- WASC/HAIS accreditation reports showing success in fostering academic growth

**III. Financial**

1. All applicable budget forms are attached to detail the cost of the request.

2. Quarterly requests

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
143,750	143,750	143,750	143,750	575,000

3. We have found no other source of funding to cover the cost of the operating expenditures we are requesting in this proposal.

4. There have been no tax credits granted to KALO nor has KALO ever applied for tax credits.

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

##### **A. Necessary Skills and Expertise**

KALO is comprised of community members from multiple disciplines and fields of expertise, who all share a strong affinity for Hawai'i's host culture. This includes educators with credentials from early childhood certifications to doctoral degrees, legal experts, technology experts, building and construction experts, and various levels of managers and fiscal experts, as well as community leaders, visionaries and grassroots supporters. While many of these learning 'ohana members provide voluntary services, KALO also employs a variety of professionals knowledgeable about all aspects of education, fiscal management, organizational capacity building, and construction including the permitting process.

Besides building up a strong, culturally-grounded human resource base, KALO has also built up its fiscal capacity. This includes successfully completing A-133 major federal program audits over the past ten years without any findings. Since its start-up in 2000, KALO has managed over fifty (50) million dollars in federal, state and foundation funds and shared them with 17 communities. This includes seven large grants received between 2000- 2011 from the U.S. Department of Education Native Hawaiian Education Grant Program.

Professional advisors include:

- Carl Williams, CW and Associates (Auditor)
- Earnest Moore, Torkildson, Katz, Fonseca and Moore Attorneys at Law
- Dave Ramos, Fiducial (Accountant)
- Wesley Chang, esq. (Facilities counsel)
- Janet Mason, Risk Management (Auditor)
- Miles Moriyama, Pyramid Insurance

##### **B. Facilities**

Over the past eleven years, the number one challenge for all programs affiliated with KALO has been finding adequate physical facilities in a rural community like Waimea. A lack of adequate facilities has seriously hampered the ability of our various community programs to reach their fullest potential. Rather than expending efforts to improve current program facilities, which are all located on lands that can only be leased on a year-to-year basis, KALO chose to concentrate our efforts on creating new permanent facilities for all our current and future programs on a 16 acre portion of Hawaiian Homes Lands. All of the facilities within Kauhale will have multiple use and multiple users and service a wide range of residents and community members.

Kauhale is comprised of 3 buildings totaling 31,800 square feet. The first building, Hālau Ho'olako Community Learning Center, was completed in 2009 and currently services grades 6-12 of Kanu Public Charter School during the school day. Phase II of Kauhale includes an elementary classroom building and a secondary classroom building. Phase II will be completed in June 2012 with students occupying the space beginning late July 2012. All facilities are used by the community for afterschool, weekend and intersession community meetings and programs.

From the very beginning, the creation of the Kauhale has involved a wide number of shareholders. In 2001, KALO received a community planning grant from the Hawai'i Community Foundation to determine the needs of our stakeholders. During a series of workshops stakeholders identified the need for facilities as a high priority for our organization. Since "the need for facilities" was such a resounding need, KALO staff conducted additional workshops to define key factors to drive the creation of a community facility. *Kūpuna* (elders), *mākua* (parents), *'ōpio* (youth), *keiki* (children) were intimately involved in developing the following values to guide the design, construction and maintenance of Kauhale:

1. The facility will reflect the Hawaiian culture and practices.
2. The facility will reflect the community of Waimea.
3. The facilities will *mālama 'āina* (care for the land).
4. The facility will be for community use.

In developing these values, our *kūpuna* (elders) spoke of "understanding one's place" and "being mindful of our responsibilities to that place." This concept initiated conversations about "building green", a global movement gaining increasing popularity in Hawai'i as elsewhere. It was this concept of "building green" that community members felt most exemplified our desire to be true to Hawai'i's host cultural value of *mālama 'āina* (caring for the environment). According to native cosmogonic genealogies, Hawaiians have had a familial relationship to the environment, dating back to the beginning of time. This interdependence between man and the environment no doubt evolved as a result of living on islands in the middle of the vast Pacific Ocean. There is no doubt that our *kūpuna* (ancestors) recognized and respected Hawai'i's limited natural resources, which resulted in a strong sense of responsibility to care for the environment and to maintain a balance to ensure the continuance of place, self and community. With the growth of green building and green technology throughout the world, which is directly in line with the worldview of Hawai'i's host culture, Hawaiians will be able to access 21<sup>st</sup> century technology, while maintaining our cultural values.

Kauhale utilizes an efficient design and technologies saving thousands of dollars a year in energy costs. This includes utilizing solar technology incorporating daylighting strategies replacing 42% of electrical lighting use. Research indicates that utilizing a variety of controlled daylighting in educational spaces increases student, staff attendance and performance. The roof mounted photovoltaic panels will produce 7.2 k Watts of electricity, some of which is planned to be returned to the HELCO grid.

Natural ventilation is utilized in 90% of the building and all adhesives, sealants, paints, carpet, coatings, cleaning agents have low Volatile Organic Compounds. Research shows that improved indoor air quality results in improved student and staff health, which in turn increases attendance and performance. The building and interior products utilize products with more than 10% of recycled content. Kauhale also features VIP parking stalls for low-emitting and fuel-efficient vehicles.

As a LEED platinum certified building, Kauhale has tremendous potential to become a model of green technology for the entire archipelago in a time when natural resources are declining locally, as well as worldwide.

One of the main features of the Kauhale is its focus on access to the latest in technology. This is being achieved via a collaborative effort with Sandwich Isles Communications, which has equipped Kauhale with the latest in digital fiber at no cost. This will provide high speed connectivity and allow for high volume use during all hours of the day and night.

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

**A. Proposed Staffing, Staff Qualifications, Supervision and Training**

**Executive Director**

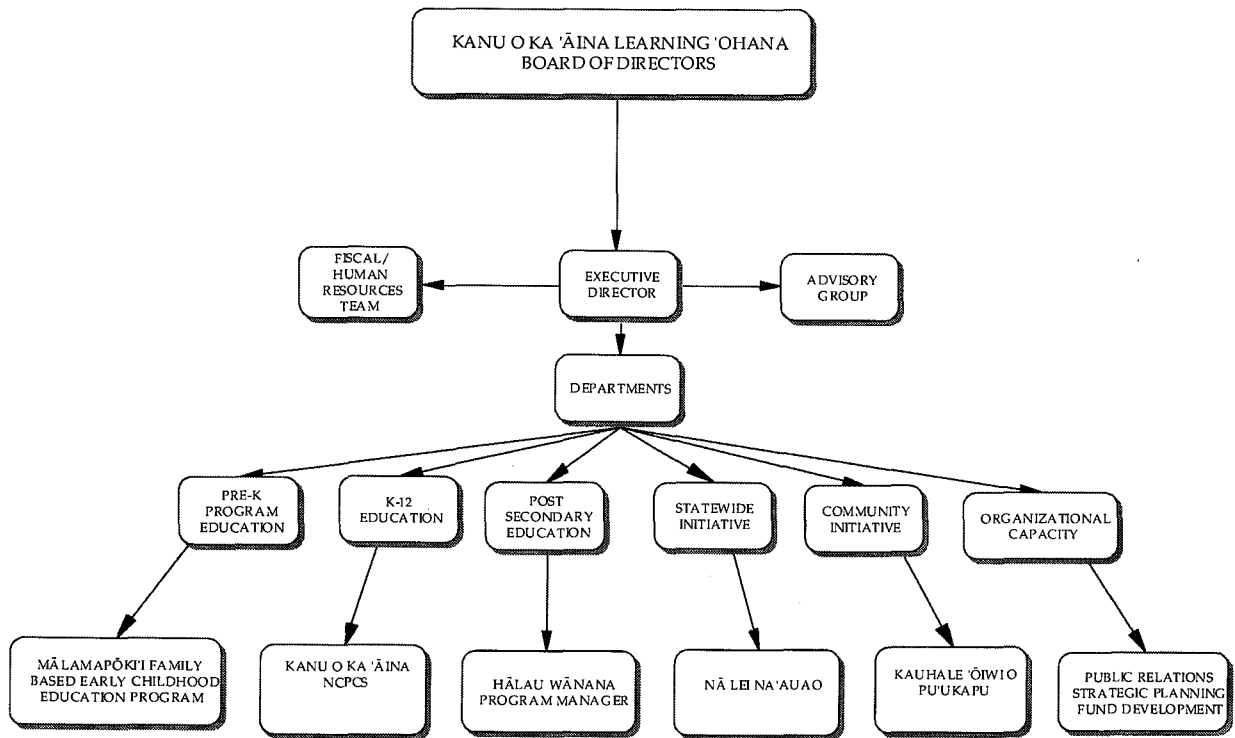
Taffi Wise is KALO's Executive Director and was one of the founders of Kanu Public Charter School in 1999. As the fiscal expert responsible for KALO's ongoing financial growth, she is highly regarded and acknowledged in the charter community for her business expertise. Since its inception, Ms. Wise has been instrumental in finding solutions addressing many fiscal woes facing charter schools. She reports to the KALO Board of Directors and provides ongoing support to the administration of Kanu. She assumes all fiduciary responsibility and focuses her efforts on ensuring trust between project partners and the community.

**Chief Financial Officer (CFO)**

As CFO, Katie Benioni provides both operational and programmatic support to KALO. She oversees the management and coordination of all fiscal reporting activities for the organization including: organizational revenue/expense and balance sheet reports, reports to funding agencies, development and monitoring of organizational and contract/grant budgets. She manages all accounts payable and payroll activity. Under her direction, KALO has excelled at completing its annual financial audits (A-133) as well as a number of State and Federal grant audits. She reports directly to the Executive Director (ED) on all strategic and tactical matters as they relate to budget management, cost benefit analysis, forecasting needs and the securing of new funding.

**B. Organization Chart**

CHART A  
KANU O KA 'ĀINA LEARNING 'OHANA  
ORGANIZATIONAL CHART



## **VI. Other**

### **A. Litigation**

Kanu o ka 'Āina Learning 'Ohana does not have any pending litigation to which we are a party, including any outstanding judgment.

### **B. Licensure or Accreditation**

- KALO is an IRS 501(c)3 nonprofit organization, incorporated in 2000
- Kanu is a New Century Public Charter School, chartered by the Board of Education in 2000. In 2010, Kanu was the first public charter school to become accredited by WASC/HAIS, receiving a 6 year term.
- Mālamapōki'i Early Childhood Program is a Department of Health Licensed Preschool

## BUDGET REQUEST BY SOURCE OF FUNDS

(Period: July 1, 2012 to June 30, 2013)

Applicant: Kanu o ka Aina Learning Ohana

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
<b>A. PERSONNEL COST</b>				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>				
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	532,980			
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities	42,020			
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>575,000</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>575,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	575,000	Katie Benioni	887-1117	
(b)		Name (Please type or print)		Phone
(c)				1/30/12
(d)				Date
<b>TOTAL BUDGET</b>	<b>575,000</b>	<u>TAFF WISE, E.D.</u> Name and Title (Please type or print)		

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Kanu o ka Aina Learning Ohana

Period: July 1, 2012 to June 30, 2013

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				

JUSTIFICATION/COMMENTS:  
Not Applicable



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Kanu o ka Aina Learning Ohana

Period: July 1, 2012 to June 30, 2013

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b> <i>Not Applicable</i>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b> <i>Not Applicable</i>				

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Kanu o ka Aina Learning Ohana

Period: July 1, 2012 to June 30, 2013

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b> <span style="font-size: 1.2em; margin-left: 20px;">Not Applicable</span>						

**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.

**Kanu o ka Aina Learning Ohana**

(Typed Name of Individual or Organization)



1/30/12  
(Date)

Taffi Wise

Executive Director

(Typed Name)

(Title)

**Grants-in-Aid Application Instructions**  
**Fiscal Year 2012-2013 Budget (July 1, 2012 to June 30, 2013)**

1. Fill out the application form in its entirety.
  
2. Submit the completed original of the application to the House Committee on Finance:

State Capitol, Rm. 306  
Honolulu, HI 96813  
Attn: Puna Chai

3. Submit (1) copy of the application to the Senate Committee on Ways and Means:

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

4. Do not include bound materials or brochures with applications. All materials submitted should be on 8 and ½ by 11 inch paper and clipped.
  
5. Applications may be submitted effective immediately. The deadline for receipt of submissions is **4:30 pm on January 31, 2012.**

Please contact Ms. Puna Chai of the House Committee on Finance staff (586-6200), or Mr. Rod Becker of the Senate Committee on Ways and Means staff (586-6800) if you have questions.

Your application will be considered a public document and may be posted on the Legislature's website.

## Frequently Asked Questions

1. **When is the deadline to submit a GIA application?** The deadline for receipt of your application is 4:30 pm on Tuesday, January 31, 2012.
2. **How many copies do I submit?** You must submit two (2) complete applications. The original to the Means House Committee on Finance and one copy to the Senate Committee on Ways and. You can find specific instructions on where to mail the applications on the State Capitol website.
3. **Can the GIA application be postmarked on the day of the deadline?** No. Both the Senate Ways and Means Committee and the House Finance Committee must **receive** your GIA application by 4:30 pm on the day of the deadline. GIA applications received after the deadline will not be considered.
4. **Can I email or fax my completed electronic forms?** No. Do not email or fax your electronic forms. The House and Senate will only accept hardcopies, one of which must have original signatures.
5. **Can I get an electronic GIA application that is alterable so I do not have to handwrite the information?** Yes. However, you will need to be able to open and edit Microsoft Word and Excel files. There are (3) Word files and (4) Excel files. Please ensure that you have **ALL** (7) files completed. If you are unable to open and edit Word and Excel files, you will have to print out and manually complete the documents in the available .pdf format. These files are available on the Capitol website.
6. **Do we have to be 501c3?** No. Any non-government entity may apply for a GIA. Please see Hawaii Revised Statutes, Section 42F-103.
7. **Is there a ceiling to the amount of funding we can ask for?** No. However, the amount requested may be a factor in determining whether funding is provided.
8. **Do we fill out two GIA forms if we have both operating and capital requests?** Yes. Fill out and submit one form for operating requests and one form for capital requests. Capital requests are for construction projects or the acquisition of fixed assets such as land or buildings.
9. **How do I track the status of my GIA request and when will I be notified of whether or not I've received a GIA?** A list of GIA recipients will be posted on the Capitol website upon completion of the conference draft of the budget. There will be no information provided on the status of any GIA until the conference draft of the budget is complete.
10. **I submitted a GIA application but there is an error. What do I do?** Please resubmit the page(s) where the error(s) occurred with a cover letter explaining the error, and indicate the change(s) to be made to both House Finance and Senate Ways and Means.

11. **What are the chances of receiving funding through a GIA application?** Given the current fiscal condition of the state, it is likely that only a very limited amount of resources, if any, will be allocated for operating GIAs.
12. **Funds were awarded for a GIA application. How is the money obtained?** Like all expenditures, your GIA must go through the allotment process. It is up to the Governor and the Department of Budget and Finance to determine that there are sufficient resources to release funds. Please contact the department your GIA has been assigned to in order to assess the timeliness of the release of your funds. Also note that the Governor is required by Ch. 42F-107 to notify the recipient(s) of any unreleased grant within ninety days of the effective date of the legislation awarding the grant.
13. **Where do I find a copy of Chapter 42F?** Here is the URL to Chapter 42F, HRS:  
[http://www.capitol.hawaii.gov/hrscurrent/Vol01\\_Ch0001-0042F/HRS0042F/](http://www.capitol.hawaii.gov/hrscurrent/Vol01-Ch0001-0042F/HRS0042F/)
14. **Will staff be available to help me complete an application on the day of the deadline?** No. While staff will try to be as helpful as possible, as the deadline for the GIA submittal approaches, both the House Committee on Finance and Senate Committee on Ways and Means staff will be extremely busy and may not be able to assist you with your questions. Please ask for any needed assistance prior to the deadline.