

House District 51

Senate District 25

THE TWENTY-SEVENTH LEGISLATURE  
APPLICATION FOR GRANTS AND SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

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:  
Hawaiian Educational Council

Db:

Street Address: 1585 Kapiolani Blvd. Ste. 1212, Honolulu, HI 96814-4527

Mailing Address: Same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ROBERT M. WITT

Title Chief Executive Officer

Phone # (808) 973-1535

Fax # (808) 973-1545

e-mail robert@hais.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:

A CAPITAL REQUEST FOR FACILITIES AND MASTER PLAN FOR THE MALAMA HONUA LEARNING CENTER CHARTER SCHOOL.

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 1,051,000

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 \$ 287,000  
 COUNTY \$ 0  
 PRIVATE/OTHER \$ 195,000

[REDACTED SIGNATURE]

AUTHORIZED SIGNATURE

ROBERT M. WITT, CHIEF EXECUTIVE OFFICER

NAME & TITLE

JANUARY 31, 2014

DATE SIGNED

## 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;

The mission of Mālama Honua Learning Center is to provide an education that integrates the 21<sup>st</sup> Century skills and indigenous Hawaiian values that cultivate the caring, compassionate, and astute “mind of the navigator” in students and teachers alike. The “mind of the navigator” requires contemporary and ancient academic skills and the full recovery of endangered values like caring, courage, and integrity that are crucial for helping today’s young people chart a successful course through life.

MHLC is an educational partnership between the Hawaiian Educational Council and Polynesian Voyaging Society, dedicated to indigenous cultural values that nourish goodness. Mālama Honua is envisioned and founded by Robert Witt and Nainoa Thompson as a research school that will educate and develop young people to be wise and compassionate navigators of the 21st century.

#### Our Guiding Values

- Mālama : To care for
- Aloha: To love
- `Imi `Ike: To seek knowledge
- Lokomaika`i: To share with each other
- Na`au Pono: To nurture a deep sense of justice
- Olakino Maika`i: To live healthy

2. The goals and objectives related to the request;

In conjunction with the Polynesian Voyaging Society’s Worldwide Voyage and all future voyages, MHLC will provide a rigorous, value-based and place-based education, beginning with grades K-2 on O`ahu.

One day, students will possess the mind, values, capacities and empowerment to fulfill their potential and positively impact society's most pressing social and environmental challenges.

MHLC will be a premier school, distinguished both regionally and nationally in five areas:

- The quality of instructional practice and assessment.
- The innovative and rigorous curriculum that integrates Hawaiian culture with STEM education, and indigenous cultural values with 21st century skills.
- As a piko (center) of scholarship that collaborates with institutions of higher education to ground educational research in school practice; and facilitates a bi-directional relationship between educational practice and policy and research on teaching and learning.
- The remarkable and meaningful achievements of the diverse student body and educators.
- Mālama for each child's well-being, achievement, passions and fulfillment.

3. The public purpose and need to be served;

### ***Educational, Health, and Well-Being Data***

The 2011 National Assessment of Educational Progress (NAEP) report, colloquially referred to as the nation's report card, indicates Hawaii's scores in both subjects, and at both grades levels, are lower than the national public average. To put its most recent data in perspective:

**Hawaii's 4th grade reading scores are only higher than those in four (4) other U.S. states/jurisdictions;**

**its 8th grade reading scores are only higher than those in two (2) other U.S. states/jurisdictions – in fact, only Washington, D.C., had more students scoring in the *below basic* range than Hawaii.**

Today's local, regional, and global society demands not only the acquisition of academic skills, but the development of values and characteristics that will lead to compassionate, insightful, and courageous problem solving. Individual and societal success will require cultivating in young people a sense of mālama, astute observational capabilities, and the ability to gain and apply ever-changing information in creative ways.

Mālama Honua will therefore be a school that accepts responsibility for the "self-actualization" of every student whose understandings,

dispositions, and capacities in today's world must include 1) analytical and creative thinking and problem-solving; 2) complex oral and written communication; 3) leadership and teamwork; 4) digital and quantitative literacy; 5) global perspective; 6) adaptability, initiative and risk-taking; and, most importantly, 7) integrity and ethical decision-making within the context of an empathetic and caring outlook.<sup>1</sup>

4. Describe the target population to be served; and

Based on the demographics of the region, the school will serve a predominantly Native Hawaiian community within a statewide public school system whose largest group is Native Hawaiian. It is therefore fitting that Hawaiian culture provides an outstanding vehicle for the educational transformation that Mālama Honua will lead.

Mālama Honua, is committed to serve Native Hawaiian youth – a group which as a percentage of all public school students, grew between 1980 and 2008 from 20% to 26% of the total enrollment – further:

- Forecasted population growth rates show Native Hawaiians as a group will increase in size at a rate faster than most other ethnic groups in the state, suggesting that increasing representation of Native Hawaiians in the State public school system is likely to continue in the foreseeable future.<sup>2</sup>
- Native Hawaiian achievement in HSA reading declines with successive grade levels: the percentage of Native Hawaiians scoring above average for reading achievement in Grade 10 is approximately one ninth the percentage of scoring above average in Grade 3. (Hawaii Department of Education 2003-06)
- Native Hawaiian reading scores lagged behind total public school averages by 6 to 9 percentage points across all grades tested. (Hawaii Department of Education 2007-08)
- Native Hawaiian students continue to score the lowest in mathematics of all major ethnic groups in the state, lagging 6 to 10 percentile points behind state averages in each grade tested. (Hawaii Department of Education 2003-06)
- Native Hawaiians make up a little over a quarter of the public secondary school enrollment but more than a third of all students with excessive absences. (Hawaii Department of Education 1996-97 to 2007-08)
- Native Hawaiians, overall, have the lowest timely graduation rates in public schools and the highest arrest rate for violent crimes of all

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<sup>1</sup> Witt R., Orvis J. (2010). NAIS COMMISSION ON ACCREDITATION, A 21ST CENTURY IMPERATIVE, A Guide to Becoming a School of the Future

<sup>2</sup> Hsu, P., & Nielson, J. (2010). Population update 2010: The R&E annual update series. Honolulu: Kamehameha Schools Research & Evaluation

major ethnic groups (Hawaii Department of Education 2001 to 2007; Hawaii Department of the Attorney General 2004-2006; Hawaii Department of Health 2004-2006)

- In 2006, Native Hawaiians accounted for four of every ten inmates of the state's incarcerated population. (Hawaii Department of Public Safety 2008)
- In 2007, 21.2% of Native Hawaiian public high school students reported having made a suicide attempt compared with 7.6% of non-Hawaiian and 6.9% of U.S. public high school students. (Hawaii Department of Health, YRBS 2003-2007)
- Native Hawaiians are more likely to be overweight or obese when compared to other ethnic groups; between 1999 and 2005, the prevalence of overweight and obesity among demographic members was consistently (approximately) 19 percentage points higher than state totals. (Hawaii Department of Health, BRFSS 1998-2006)
- Over the last decade, more than half of all Native Hawaiians in the public school system participated in the subsidized meal program, which as a group exceeds by at least 13 percentage points the participation rates of groups of other ethnicities in the program.

That said, documented in Native Hawaiian youth research indeed are sweeping needs, but also hope-filled desires; most prominent is the want to learn more about Hawaiian culture which was reported by an astounding 85% of Native Hawaiian students.<sup>3</sup> A unique element of Hawaiian culture that particularly resonates with students is ecological justice and sustainability, as evidenced by a higher percentage of Native Hawaiian students having worked to protect the environment than their parents.<sup>4</sup> Related is the fact that a vast majority of Native Hawaiian students (80%) report the āina as a living, sacred being that defines them.<sup>5</sup> This is a distinctive feature of the community's generational identity, with twice as many Native Hawaiian students as non-Hawaiian students agreeing that they are one with the land and are injured when the land is damaged.<sup>6</sup>

It is from these values and beliefs, so deeply imbued and fundamental in Hawaiian culture and identity, that Mālama Honua asserts its establishment as both needs-based and strengths-based. Taken together, Native Hawaiian students present critically pressing needs, along with significant aspirations, and Mālama Honua is constructing itself to honor and service both.

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<sup>3</sup> Kamehameha Schools, 2009, Hawaiian Cultural Influences in Education, data tabulations

<sup>4</sup> Ibid

<sup>5</sup> Ibid

<sup>6</sup> Ibid

This construction process has been guided by having the students' wants and needs in the forefront of the school's institutional mind. The school is dedicated to preparing students for a healthy, successful, fulfilling life – by promoting a culture of high expectations, high agency, lifelong learning, inquiry, meaningful assessment, collaboration, compassion, community, accountability, transparency, and Hawaiian cultural values. One means by which Mālama Honua plans to accomplish this is through raising the instructional practice these students experience.

A recently-launched teachers' institute affiliated with MHLC will help Hawaii's educators and leaders cultivate new skills in themselves and their students—new ways of learning and doing that will help global society advance in a positive direction.

5. Describe the geographic coverage.

MHLC will serve an area that spans the eastern Kona moku to the southeastern Ko`olaupoko moku. This region contains the following seven (7) ahupua`a: Wailupe, Niu, Kuliouou, Maunalua, Koko, Waimanalo and Kailua. Based on the demographics of the region, the school will serve a predominantly Native Hawaiian community within a statewide public school system whose largest group is Native Hawaiian. It is therefore fitting that Hawaiian culture provides an outstanding vehicle for the educational transformation that Mālama Honua will lead.

## **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. The applicant shall:

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

The Hawaiian Educational Council has already secured federal and private funding for the design and planning of the school, work in curriculum and assessment development, faculty hiring and professional development and coaching, community and family engagement, and student recruitment. HEC, however, is in search of facility funding with an immediate need for fund raising \$600,000 to purchase three (3) modular classrooms that will house grades K-2 as it works with partners to secure a permanent location. The modular buildings planned for purchase will not only house MHLC students, they will be a part of the school's educational curriculum. Known as the SEED Classroom, their design meets the 20 imperatives of the "Living Building Challenge," an international sustainable building certification program known to be more

rigorous than LEED or BREEAM. Self-sustaining, hands-on learning spaces, each classroom serves as a living laboratory for children with materials and systems left exposed to teach students how the building works. This curriculum package for interacting with and learning from the building is developed by the International Living Future Institute and The SEED Collaborative.

Built to last 100 years, the “off-the-grid” structures are ideal for MHLC purposes. Designed on a foundation system that allows minimal impact on the physical site, SEED portable classrooms are easy to move to one or more alternate locations over the lifetime of the building.

The school’s interim governing board is currently in negotiations to secure a facility and land in east O`ahu. This location allows the school to anticipate serving a region that predominantly spans the eastern Kona moku to the southeastern Ko`olaupoko moku. This region includes part or all of the following seven (7) ahupua`a: Wailupe, Niu, Kuliouou, Maunalua, Koko, Waimanalo and Kailua.

MHLC has worked with a local architectural firm, planning the design and renovation of the proposed campus, which will serve as a beautiful setting for an elementary school. Campus and building expansion is planned for multiple phases over the next decade to accommodate anticipated enrollment growth.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

March 2014: Order pre-fabricated buildings

June 2014: Construction

July 2014: Occupy and equip classrooms

August 2014: School opening

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

In addition to an independent financial audit, MHLC shall prepare an annual performance audit for the Charter School Review Panel, within 60 working days after the end of the school year, that will report on several indicators of school health and success. The report will include the collection of multi-dimensional data that will be analyzed to include, but not limited to: (1) Evaluation of identified school-specific goals and objectives; (2) Evaluation of student achievement that is grade- and assessment-specific; (3) Summary of major School Board decisions and policies established; (4) Data regarding numbers of staff, their qualifications and verification of credential; (5) MHLC conducted research that may assist other schools; (6) Copy of revised or new health/safety

procedures and a summary of any major changes; (7) Determination of the suitability of the facility in terms of health and safety and in terms of educational utility; (8) Copies of all required documentation for the operation of the School, i.e. leases, certificates of insurance, etc; (9) Overview of admission practices including the number of actual students enrolled, and the number of students on a waiting list (if any); (10) Evaluation of school climate, with summaries from parent involvement, annual parent and student satisfaction survey, Olweus Bullying Prevention Program survey, and student discipline report; (11) An analysis of internal/external dispute resolutions; (12) Evaluation of the school's organizational viability; and (13) Evaluation of the school's financial viability.

This report will analyze data from the recently completed school year, but will also be longitudinal and measure growth over time. All report recommendations and commendations will be communicated to the school community through appropriate means. The School Board and administration will work to ensure that proper recognition and corrective strategies are established for both distinguished and unsatisfactory performance. The School Board and administration will allocate resources to address the report's recommendations and identified needs.

4. 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.

Measures of effectiveness will include the following: Full enrollment of 25 students per classroom, buildings built on time for opening of school, and evidence of forward progress with a capital campaign to raise additional funds for the school.

### **III. Financial**

#### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
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\$262,750	\$262,750	\$262,750	\$262,750	\$1,051,000
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- The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.

Clarence T.C. Ching Foundation  
 U.S. Department of Education  
 Kamehameha Schools  
 Harold K.L. Castle Foundation

- The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable

- The applicant shall provide the balance of its unrestricted current assets as of December 31, 2013.

\$250,000

#### **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.

Founded by visionary leaders Nainoa Thompson, president of the Polynesian Voyaging Society (PVS), and Robert Witt, chairman and CEO of the Hawaiian Educational Council (HEC) and executive director of the Hawaii Association of Independent Schools, MHLC was launched by the Hawaiian Educational Council in partnership with the Polynesian Voyaging Society and with collaborative support from Punahou School and Kamehameha Schools.

The MHLC Interim Local School Board possesses members with experience and expertise in governance, finance, advocacy, public affairs, management, development, and institutional advancement - both within local, regional and national organizations. This expertise extends within the education-specific domains of school administration, professional

development, curriculum planning, special education, and instructional practice. Group members have held administrative and governance roles within schools, nonprofits, and their communities. The school governance experience includes K-12 schools and charter school management organizations. Collectively, the Board possesses the educational, organizational, managerial, fiduciary, legal, and community aptitude and relationships requisite to establish and nourish a successful public charter school. A measure of the board's aptitude is reflected its ongoing ability to cultivate strategic and valuable partnerships with a remarkable set of individuals and organizations who can provide support and guidance.

### **Interim Local School Board Roster**

Robert M. Witt  
Executive Director, Hawaii Association of Independent Schools  
Executive Director, Hawaiian Educational Council  
Chair, MHLC Interim Local School Board

Nainoa Thompson  
Executive Director, Polynesian Voyaging Society

Lucy Ahn  
Vice President, Hawaiian Educational Council

Malia Ane  
Director of Hawaiian Studies, Punahou School

Marisa Castuera Hayase  
Founder, Storyline Consulting

Jenna Chiyono Ishii  
Education Coordinator, Polynesian Voyaging Society

Ryan Masa  
Director of Social Innovation, Hawaiian Educational Council

The Board commits to strive to ensure that its members individually, and the Board collectively, have the capacity to: (a) oversee the successful development and implementation of the school's education program; (b) oversee the effective and responsible management of public funds; (c) oversee and be responsible for school's compliance with legal obligations; (d) represent the community well; (e) adhere to a sound conflict of interest policy; (f) develop internal policies and procedures consistent with ethical standards of conduct; (g) be compliant in its duties and responsibilities as public servants in accordance with Hawai'i law; and (h) found and sustain a high-quality school.

**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. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

MHLC intends to purchase three (3) modular classrooms that will house grades K-2 as it works with partners to secure a permanent location. The modular buildings planned for purchase will not only house MHLC students, they will be a part of the school's educational curriculum. Known as the SEED Classroom, their design meets the 20 imperatives of the "Living Building Challenge," an international sustainable building certification program known to be more rigorous than LEED or BREEAM. Self-sustaining, hands-on learning spaces, each classroom serves as a living laboratory for children with materials and systems left exposed to teach students how the building works. This curriculum package for interacting with and learning from the building is developed by the International Living Future Institute and The SEED Collaborative.

Built to last 100 years, the "off-the-grid" structures are ideal for MHLC purposes. Designed on a foundation system that allows minimal impact on the physical site, SEED portable classrooms are easy to move to one or more alternate locations over the lifetime of the building.

In addition to the modular structures, there may be also the need for basic infrastructure for the campus. The modular units will need to be fitted with power, sewage, telecom/internet, safety equipment (fire extinguishers, sprinklers, etc), in order to make them operational. Other infrastructure for the school might include restrooms, parking spaces and security and lighting for the campus. It would obviously be helpful if we partnered with an entity that allowed us to leverage their existing infrastructure to some extent.

The costs associated with this infrastructure are highly dependent on the site and the building type selected, hence MHLC will need to continue to revisit its estimates as it engages general contractors and other experts. As a starting point, MHLC estimates that infrastructure will cost about 25-30% of the costs of the structures.

**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.

Robert M. Witt

- Executive Director, Hawaii Association of Independent Schools
- President and CEO, Hawaiian Educational Council
- Director, National Association of Independent Schools
- Chairman, NAIS Commission on Accreditation

### PROFESSIONAL SUMMARY

Forty years experience in the field of education as a teacher, school administrator, and policy-level state association director. Twenty years experience designing and directing professional development programs for senior level business executives and community leaders.

Professional Focus: Generative governance, transformational leadership, teacher professionalism, adaptive school improvement strategies via accreditation, schools of the future strategies, and charter school governance/leadership.

Professional Beliefs: The betterment of humankind is inherently possible; education is prominent among forces for good; the best education matches the needs of students with the unique missions of schools; schools are at their best when their missions address issues of justice and equity in our society.

### REPRESENTATIVE PROFESSIONAL ACCOMPLISHMENTS

Chairman, National Association of Independent Schools Commission on Accreditation.

The commission is comprised of 21 members who represent the states, regions and international associations.

Co-author of NAIS Commission on Accreditation “Guide to Becoming a School of the Future” (January 2011)

Co-founder of UH/HAIS Master’s Degree Program in Private School Leadership for the Pacific Basin

Designer and co-founder of H AIS Schools of the Future initiative with Chris van Bergeijk at Hawaii Community Foundation, inclusive of \$5 million investment in 20 participating schools.

Designer and co-founder of (August 2011) H AIS Graduate Institute for 21st Century Teaching and Learning with Phil Bossert (Director) and participating schools: Punahou, Iolani, Kamehameha, Assets, Hanahau'oli and Island Pacific Academy.

Designer of GROW HAWAII with Jenna Ishii, including an investment from Ulupono Initiative; Grow Hawaii strives to reconnect island youth with the land, improve school lunch programs, initiate school gardens, and advocate with school leaders about this mission critical programmatic dimension of 21st century schooling.

#### GOVERNING BOARD and POLICY GROUP APPOINTMENTS

Hawaii Educational Networking Consortium

Ho`okako`o Corporation (Vice-President)

Polynesian Voyaging Society, Board of Directors

University of Hawaii, College of Education, Advisory Committee

University of Hawaii, Hawaii Educational Policy Center, Advisory Panel

#### PROFESSIONAL AWARDS and DISTINCTIONS

Recipient, 2004 Ho`okele Award – A Celebration of Hawaii's Non-Profit Leaders, Hawaii Community Foundation and the Wallace Alexander Gerbode Foundation

Recipient, 2005 Collaborative Leadership Award – The Mediation Center of the Pacific

Recipient, 2006 Award for Excellence in Mentoring – Envision Hawaii

#### EDUCATION

Doctoral studies at University of Hawaii, College of Education, dissertation pending.

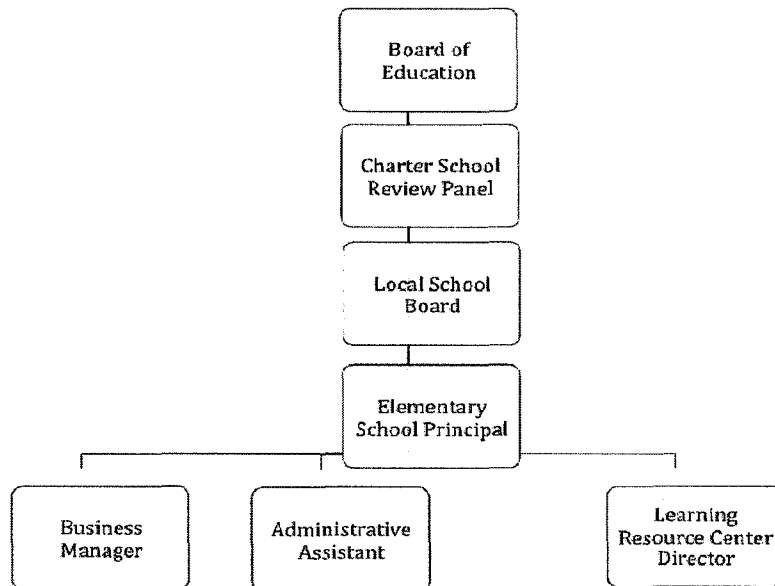
M.Ed., Elementary Education, Ohio University, 1974

B.S., Secondary Education, University of Cincinnati, 1971

B.A., English Literature, University of Cincinnati, 1971

**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.



**C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position..

Chief Executive Officer, Hawaiian Educational Council, \$95,000

Co-Vice Presidents, Hawaiian Educational Council \$75,000 each

**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**

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

MHLC holds a charter from the Hawaii State Public Charter Schools Commission.

MHLC is committed to pursuing official accreditation from the Western Association of Schools and Colleges (WASC). MHLC strongly believes that the accreditation process fosters excellence and ongoing improvement. MHLC is excited to engage in a process, with high-quality colleagues from across the region, that provides such a valuable professional development experience. MHLC knows it will be a stronger, and better, school community because of the process. Some of the many benefits of accreditation include:

- Validation of the integrity of a school's program and student transcripts
- Assurance for the school community that the school's purposes are appropriate and being accomplished through a viable educational program
- Providing an integral framework for school improvement, strategic planning, restructuring, and staff development
- A way to manage change through regular assessment, planning, implementation, and reassessment
- Helps a school to establish its priority areas for improvement
- Through self-study, the school site visit and the ongoing follow-up, the school staff determines areas of strength and areas for improvement based upon its vision of expected learning results
- Enables a school to establish and implement a three to five year improvement plan as a result of the perpetual accreditation cycle

Accreditation will be a key assessment system for MHLC, which engages the energies of all school community members in reviewing and clarifying the school's purpose, analyzing its effectiveness, developing plans to strengthen the program, and assessing the stability and operation of the school.

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: Hawaiian Educational Council

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<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				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
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20				
<b>TOTAL OTHER CURRENT EXPENSES</b>				
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>	<b>1,051,000</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>1,051,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	1,051,000	Robert M. Witt	(808) 973-1535	
(b)		Name (Please type or print)	Phone	
(c)		Signature of Authorized Official	Date	
(d)		Robert M. Witt, Chief Executive Officer		
<b>TOTAL BUDGET</b>	<b>1,051,000</b>	Name and Title (Please type or print)		



**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: Hawaiian Educational Council

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<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				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
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<b>TOTAL OTHER CURRENT EXPENSES</b>				
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>	<b>1,051,000</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>1,051,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	1,051,000	Robert M. Witt	(808) 973-1535	
(b)		Name (Please type or print)	Phone	
(c)		Signature of Authorized Official	Date	
(d)		Robert M. Witt, Chief Executive Officer		
<b>TOTAL BUDGET</b>	<b>1,051,000</b>	Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Pre-fabricated Modular classrooms	3.00	\$120,000.00	\$ 360,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	<b>3</b>		<b>\$ 360,000.00</b>	
<b>JUSTIFICATION/COMMENTS:</b>				

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

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Pre-fabricated Modular classrooms	3.00	\$120,000.00	\$ 360,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	<b>3</b>		<b>\$ 360,000.00</b>	
<b>JUSTIFICATION/COMMENTS:</b>				

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

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS


Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: Hawaiian Educational Council

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<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				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>				
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>	<b>1,051,000</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>1,051,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	1,051,000	Robert M. Witt	(808) 973-1535	
(b)				
(c)				
(d)				
<b>TOTAL BUDGET</b>	<b>1,051,000</b>	Robert M. Witt, Chief Executive Officer Name and Title (Please type or print)		

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

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>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Pre-fabricated Modular classrooms	3.00	\$120,000.00	\$ 360,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	<b>3</b>		<b>\$ 360,000.00</b>	
<b>JUSTIFICATION/COMMENTS:</b>				

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



## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Hawaiian Educational Council

Period: July 1, 2014 to June 30, 2015

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The 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:
  - a) 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;
  - b) Complies 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;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows 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.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) 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.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies 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.

Hawaiian Educational Council

(Organization)

[Redacted Signature]

(Signature)

1/31/14

(Date)

Robert M. Witt  
(Typed Name)

Chief Executive Officer  
(Title)