

House District 13

Senate District 7

**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:

HOOKAKOO CORPORATION

Street Address: 1360 S. BERETANIA ST., STE. 202, HNL, HI 96828

Mailing Address: SAME

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DAVID Y. GIBSON

Title Development Director

Phone # (808) 983-3830

Fax # (808) 983-3832

e-mail dgibson@hookakoo.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:

SUPPORT TO PREVENT THE CLOSURE OF KUALAPU'U PRESCHOOL AND TO SUSTAIN QUALITY EARLY CHILDHOOD EDUCATION AND PRE-KINDERGARTEN PROGRAMMING FOR THE CHILDREN OF MOLOKAI.

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 115,926

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

REPRESENTATIVE:

MEGAN MCCORRISTON, EXECUTIVE DIRECTOR
NAME & TITLE

1/30/2014
DATE SIGNED

Application for Grants and Subsidies

I. Background and Summary

Ho'okāko'o Corporation, a nonprofit 501(c)(3) organization, respectfully submits this 2014 Application for Grants and Subsidies to the State of Hawaii, Twenty-Seventh Legislature requesting an Operating Grant of \$115,962 to prevent the closure of its Kualapu'u Preschool located on the island of Molokai, Hawaii, and to strengthen the school's long-term sustainability.

Support of this request will allow Ho'okāko'o Corporation to maintain operations of Kualapu'u Preschool while implementing critical strategies to diversify and secure new funding resources. This request also seeks to accommodate the demand from the community for Pre-K educational services on Molokai, including an expected increase in need due to recent changes to the enrollment age of Department of Education Kindergarten students.

This proposal responds to the critical need to maintain quality early childhood education on the island of Molokai that best prepares children for entry into Kindergarten and for educational success. Molokai is a small remote island-community with very limited resources and the highest rate of unemployment, lowest per capita income, and highest percentage of children living in poverty as compared with the rest of the state.

Located on the campus of Kualapu'u Public Conversion Charter School, Kualapu'u Preschool has offered its educational services free-of-charge to the community since its inception in 2009. For the past 5 years, the Preschool has relied upon Kualapu'u Public Conversion Charter School's budget reserves to meet the cost of conducting its Pre-K program. While necessary to meet the current and growing demand for its preschool services, this model is viewed as temporary and unsustainable.

The board of directors of Ho'okāko'o Corporation has identified early childhood education as a strategic priority of its mission, and has committed to implementing aggressive plans to build the operational capacity of Kualapu'u Preschool including diversifying and expanding its funding support for the long-term benefit of the Molokai community.

While Ho'okāko'o Corporation is aware of pending 2014 legislation related to preschools in Hawaii, the submission of this grant request ensures that the protection Kualapu'u Preschool's valuable educational resources for the people of Molokai is specifically made known and that this proposal has the opportunity to receive funding consideration.

1. Description of the Applicant's Background

Ho'okāko'o Corporation (HC) is a private non-profit organization established in 2002 under Act 2 of the Hawaii Revised Statutes to address Hawaii's need for educational reform and innovation in public education, particularly for Native Hawaiian and underserved children. As Hawaii's only charter management organization (CMO), HC operates a network of public conversion charter schools that implement a shared system of student-centered and research-based educational

innovations proven to improve student academic achievement and success. HC is a key partner in Hawaii's charter school movement, and has been instrumental in the development and dissemination of best practices on behalf of Hawaii public education.

HC's vision is to improve educational outcomes for students and empower communities by creating high quality public schools of choice defined by high levels of student achievement, innovative programs, visionary leadership, and engaged communities.

HC Schools

HC operates three public conversion charter schools serving over 1,500 students from high-need communities. HC's student body represents nearly 20% of all charter school students in Hawaii, and a proportionately higher number of students from disadvantaged communities and with diverse learning needs.

Kamaile Academy is a P20 "village concept" school located in Waianae, Oahu and the largest charter school in Hawaii. Kamaile serves a student body of approximately 950 students who are 56% Native Hawaiian and 81% low-income based on Federal Free or Reduced Lunch program poverty guidelines. *Waimea Middle School*, on the island of Hawaii, has a student body of approximately 280 students in grades 6 through 8 of which 52% are Native Hawaiian and 67% are low income. *Kualapu'u Public Conversion Charter School*, on the island of Molokai, is a Pre-Kindergarten through 6th grade Elementary School with a student body of approximately 350 students of which 92% are Native Hawaiian and 84% low income.

All three HC schools are the schools of choice in their community, and as public conversion charter schools, also accept all students from within their districts functioning as feeder schools to Department of Education area school complexes. This relationship to district public schools allows HC to share best practices along a Pre-K through 12th grade continuum outside of its own network. Like traditional public schools, HC schools are free and do not charge a tuition.

HC schools have the freedom to provide innovative teaching and learning practices that are more responsive to the needs of the individual student while remaining accountable for student achievement and for the same state and federal laws and educational standards as all other "traditional" Hawaii public schools. HC schools offer innovative curricular and instructional practices such as Expanded Learning Time (ELT), Hawaiian culture-based education and project-based learning. Data shows a measurable increase in student performance at all three schools, and demonstrable increases in Native Hawaiian student achievement.

HC is governed by a volunteer board of directors that functions as both the organization's nonprofit corporate board as well as the Governing Board for HC's schools as required by statute. HC's board is comprised of community volunteers with diverse skill sets and backgrounds who are accountable for the academic, fiscal and operational viability of the school. To ensure community involvement, the Governing Board convenes a Local Advisory Panel (LAP) for each school comprised of community members, parents, faculty and other school stakeholders to function as the liaison between the community and its respective school, and to serve in an advisory capacity to the Governing Board.

HC's unique governance and management model ensures school autonomy and community empowerment, while providing increased oversight, economies of scale, and the promotion of best practices throughout its network, advantages not as readily available through other charter models.

Kualapu'u Public Conversion Charter School

HC's Kualapu'u Public Conversion Charter School (KPCCS), founded in 1967 as a district public school and converting to a charter school in 2004, is an Elementary School serving over 350 students in pre-kindergarten through sixth grade.

Over the school's 47 year history, KPCCS has served many generations of families from the central Molokai area and has played a significant role within the community. KPCCS was redistricted to accept more students and was the first "year-round" school on the island. It became the island's designated Hawaiian Language Immersion Program and today, provides the only Hawaiian language program for Elementary students on the island. KPCCS converted from a traditional DOE school to the island's only public conversion charter school in response to the community's desire for improved school performance. Through the implementation of new, educational innovations such as Expanded Learning Time, the school successfully emerged from No Child Left Behind restructuring status to good standing, and today, is consistently meeting yearly performance goals.

Uniqueness of Kualapu'u Preschool

In response to strong community demand, KPCCS opened a preschool on its campus in 2009 focused on providing a Pre-Kindergarten (Pre-K) program for three- and four-year-old children. Unlike most preschools on the island that primarily provide child daycare services, Kualapu'u Preschool provides early childhood learning opportunities that prepare students academically and socially for transition to Kindergarten and future academic success.

The program utilizes the *Success For All Curiosity Corner* program for language arts and *Everyday Math* for numbers and number relationships, curricula that integrates with KPCCS's higher grades. This allows for the vertical alignment and continuity of lessons between the Pre-K program and the school's Kindergarten through sixth grades. All routines, classroom rules, and behavioral expectations are likewise aligned thus preparing students for greater success in the higher grades both socially as well as academically. Preliminary data suggests that students from Kualapu'u Preschool's Pre-K program outperform other K-2 students.

The BERC Group, an independent evaluation, research, and consulting firm from the state of Washington, conducts annual evaluations of the preschool's implementation and analyses of student academic data in Math and Language Arts.

- Kualapu'u Pre-K students can identify shapes on a math assessment more than students who did not attend Kualapu'u Pre-K. (Mean score of 3.93 vs. 3.19, p-value at .01)

- Kualapu'u Pre-K students can compare numbers 0 to 10 at a higher percentage than students who did not attend Kualapu'u Pre-K (57.1% vs 28.1% meeting criteria; BERC study cited this as a trend.)
- Kualapu'u Pre-K students outperformed other Pre-K students on beginning year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) upon entrance into Kindergarten.
 - Only 21.4% of Kualapu'u Pre-K needed intensive support vs. 36.4% of students from other Pre-K programs.
 - 71.4% of Kualapu'u student were on benchmark vs. 54.5% of students from other Pre-K programs.

Along with its Pre-K program, Kualapu'u Preschool offers essential “pre-intervention” services for students exhibiting educational, social, or emotional difficulties who do not otherwise qualify for Special Education services. Students in need of additional support are identified by the school's intervention team which initiates appropriate contacts and referrals. The program also maintains space for existing KPCCS Kindergarten students who are struggling academically and in need of remediation.

The Kualapu'u Preschool is tuition free and is one of only two preschools in the community and one of 8 preschools on the island. Kualapu'u Preschool is non-secular, culturally diverse, and does not restrict enrollment due to family income or ethnicity.

Kualapu'u Preschool is currently completing the process towards the full accreditation and licensure of its Pre-K program. In June 2013, KPCCS's Kindergarten through sixth grade programs received full accreditation by the Western Association of Schools and Colleges.

2. Goals and Objectives

The goal of this request is to prevent the closure of the Kualapu'u Preschool for the 2014-2015 school year, and to build the school's capacity and financial stability. This project allows HC to maintain preschool operations while implementing critical capacity building strategies and diversifying and securing new funding resources for the school's long-term financial support and sustainability.

Objectives:

- a. Maintain the operations and educational continuity of the Kualapu'u Preschool for the SY 2014-2015
- b. Implement capacity building initiatives that include:
 - attaining full accreditation
 - securing state preschool licensing
 - establishing development and fundraising best practices
 - maximizing support from existing public and private funding opportunities
 - strengthening Kualapu'u Preschool as a “feeder” school to KPCCS's Kindergarten

- c. Respond to expected increase in demand for preschool enrollment including demand due to the 2014 change in Kindergarten enrollment age

3. Public Purpose and Need to be Served

Studies confirm the correlation between access to quality early childhood education and the future academic success of children, and between poverty levels and significant educational achievement gaps of low-income children. Conditions in a child's upbringing and environment before the age of 5 have profound impacts on a child's future educational and social performance even prior to their entry into Kindergarten. *Children from at-risk families and underserved communities have a greater need for early intervention and quality early childhood educational opportunities to ensure their future educational success.*

Molokai is a small, isolated community of approximately 7,400 people, and is considered one of a few remaining centers of Hawaiian culture. However, recent reports indicate that many key indicators on the island fall well below state averages. Molokai has the highest unemployment rate in the state, and nearly double the state average. The per capita income of the island is among the lowest in the state, and the island has the highest rate of children living in poverty (23%). Concurrently, goods and services are more costly than in most places in Hawaii, and resources are limited. Also, access to other islands and services is cost prohibitive for many families due to the high cost of transportation.

The Native Hawaiian Education Council considers the entire island of Molokai to be a high need and priority community due to economic, demographic, and academic factors. Educationally, approximately 15% of the adults in the community have less than a high school education, and only 20% are college graduates. Molokai has the second-highest percentages statewide of children in special education programs and adults with disabilities (Center on the Family, School and Community profiles). The percentages of 3rd graders with low SAT reading scores and "idle teens" not in school and not working are among the highest in the state.

Representing over a quarter of Molokai's population, the Kualapu'u community, with a population of 2,027, experiences even greater economic, social and educational impacts. Kualapu'u has an unemployment rate that is twice as high as the rest of the island, and almost four times higher than the state average. Nearly 30% of Kualapu'u children under 5 years old live in poverty. Nearly 84% of KPCCS students are low-income and qualify for the free or reduced lunch program, as compared to 69.4% for the island and 43.9% for the state.

School data indicates that many Kualapu'u students enroll two years below average for Kindergarten readiness and are in need of educational remediation.

Statement of Need

This proposal responds to the critical need to maintain quality early childhood education services in the Kualapu'u community and on the island of Molokai that prepares preschool children for the greatest chance of success in Kindergarten and higher grades.

- a) Kualapu'u Preschool continues to experience a high demand from families for its services resulting in a waiting list for 2014-2015 enrollment.
- b) Kualapu'u Preschool is the only preschool available to all children regardless of income-level, ability to pay, ethnicity, or religion.
- c) Kualapu'u Preschool's Pre-K and Kindergarten-readiness programming is preferred by families and is not available at other preschools.
- d) Kualapu'u Preschool provides a distinct advantage over other preschools due to its alignment with the KPCCS's Kindergarten curriculum and greater K-2 educational achievements.
- e) The Preschool provides needed remediation opportunities for students underperforming at the Kindergarten level.
- f) The school's intervention team provides early intervention for students not initially qualified for Special Education services.
- g) There is a need to maintain quality preschool options on the island for the future of Molokai's children, and to accommodate an expected increase in demand due to the 2014 change in the age of Kindergarten enrollment.

4. Target Population to be Served

The Kualapu'u Preschool's Pre-K program will serve 20 students aged 4 years old from the Kualapu'u community and island of Molokai. The program will also serve Kindergarten students in need of educational remediation on an as-needed basis.

The students of Kualapu'u School are 91% Native Hawaiian and 84% are low income.

5. Describe the Geographic Coverage

Kualapu'u Preschool serves primarily the Kualapu'u community located in central Molokai, but accepts students from throughout the island.

II. Service Summary and Outcomes

HC is requesting a **\$115,962 operating grant** for the 2014-2015 school year to maintain the operations of Kualapu'u Preschool and to build the school's capacity and financial sustainability.

1. Scope of Work, Tasks and Responsibilities

HC proposes to provide a Pre-Kindergarten program focused on promoting Kindergarten-readiness through educational instruction and activities that prepare preschool students academically and socially for their transition to Kindergarten.

Kualapu'u Preschool will offer its Pre-K program on the campus of KPCCS. The core Pre-K program is taught by a full-time licensed teacher and one highly-qualified Educational Assistant. The program will utilize the *Success For All Curiosity Corner* program for language arts and *Everyday Math* program for numbers and number relationships, curricula that integrates with the school's higher grades. This integration allows for the vertical alignment and continuity of lessons between the Pre-K program and KPCCS's Kindergarten through sixth grades. All routines, classroom rules, and behavioral expectations are likewise aligned thus preparing students for greater success in the higher grades socially as well as academically. The Pre-K teacher is also included in all professional development and articulation activities offered to the entire KPCCS faculty as the schedule allows. The K-6 Reading and Math curriculum coordinators also consult regularly with the Pre-K teacher to insure that appropriate instructional material and professional development are afforded for Pre-K program alignment.

This Pre-Kindergarten program assists children to enter Kindergarten by ensuring student acquire (1) the social skills that enable them to be successful members of a learning community; (2) age appropriate language arts and mathematics skills; and (3) the support needed to successfully transition to and participate in the formal education process. Students receive a quarterly grade and assessment to track academic and social progress, and parents are involved in parent-teacher conferences each semester.

The following is a sample of the daily Pre-Kindergarten instructional and activity schedule:

7:40-8:00 a.m.	Student Arrival
8:05-8:45 a.m.	Curiosity Corner
8:45-9:00 a.m.	Special Classes
9:00-9:45 a.m.	Learning Labs
9:45-9:55 a.m.	Bathroom
9:55-10:00 a.m.	Snack
10:05-10:20 a.m.	Outside Play
10:20-10:50 a.m.	Math
10:50-11:00 a.m.	Bathroom
11:00-11:30 a.m.	Lunch
11:30-11:45 a.m.	Music and Movement
11:45-12:00 p.m.	Recess
12:00-12:15 p.m.	Story Time
12:15-12:45 p.m.	Writing
12:45-1:45 p.m.	Rest/Nap Time
1:45-2:00 p.m.	Quiet Activities
2:00-2:30 p.m.	Dismissal

The school day for Kualapu'u Pre-K students is 7.5 hours, longer than the regular DOE instructional day. Pre-K students participate in activities conducted by special resource teachers of the K-6 Expanded Learning Time program (ELT) including Ike Hawaii culture-based learning, performing arts, and visual arts activities conducted three times each week, and are integrated into all school activities such as Halloween, May Day, and Makahiki, Pre-K students and their

parents participate in all school and family events. As appropriate, the teacher may conduct off-campus field trips with parent involvement and participation to complement classroom learning. All Preschool students also have access to all supportive services provided to the K-6 students except for bus transportation and special education services.

Special Services

Per agreement with the Department of Education, students who require Pre-K special education services are referred to Kaunakakai School. Other students exhibiting educational, social, or emotional difficulties who do not qualify for Special Education services receive essential “pre-intervention” services at KPCCS. Students in need of support are identified by the school’s intervention team which initiates appropriate contacts and referrals. The program also maintains space for Kindergarten students who are struggling academically and in need of remediation.

Each family must complete a minimum of seven activities per school year. Family activities include home projects with their child, attending Learning Celebrations held in the classroom, and attending afterschool activities such as curriculum workshops, the Read Aloud America (RAP) Program, and other events. The parents of Pre-K students also participate in all parent activities afforded to the entire K-6 program.

Accreditation

Kualapu'u Preschool is currently completing the process towards full accreditation of its Pre-K program. In June 2013, KPCCS’s K-6 programs received accreditation by the Western Association of Schools and Colleges.

Capacity Building and Fund Development

HC’s board of directors has identified early childhood education as a strategic priority and has committed to implementing aggressive plans to build the operational capacity of Kualapu’u Preschool. Support of this request will allow HC to maintain operations of the preschool while implementing critical initiatives to diversify and secure new funding resources for the long-term benefit of the Molokai community.

During SY 2014-2015, HC and KPCCS will implement capacity building initiatives that include:

- a. securing state preschool licensing
- b. completing and receiving full accreditation
- c. establishing development and fundraising best practices that builds community support
- d. maximizing support from existing public and private funding opportunities
- e. strengthening Kualapu’u Preschool as a “feeder” school to KPCCS’s Kindergarten increasing KPCCS’s enrollment and per-pupil allocation

No state funding will be used for these capacity building activities. All grant funds received from this request will be used solely to maintain the operations of the Kualapu’u Preschool for the 2014-2015 school year while capacity building strategies are implemented.

2. Projected Annual Timeline

The timeline for the project is from July 1, 2014 through June 30, 2015.

3. Quality Assurance and Evaluation Plans for the Request

HC adheres to all applicable state and federal statutes and guidelines governing the operation of the preschool and administration of its finances, including the distribution of grant funds.

The Executive Director provides the framework, including planning templates and timelines, for school improvement planning. Principals and the Executive Director work collaboratively to vertically align corporate and school objectives, data points, and evaluation outcomes. Principals establish and implement the processes for developing, monitoring and evaluating school plans, including the collection and use of data to improve school programs and student achievement.

School improvement plans are subject to review, analysis, inquiry, feedback and recommendation from the Executive Director. Final approval of school plans rests with the Board. Preschool operations and performance is monitored on an ongoing basis by the school's Principal and Executive Director, and reviewed quarterly by the Governing Board and Education Committee.

Student achievement is monitored and reviewed regularly by parents and teachers, and formal parent-teacher conferences are conducted quarterly. Student scores are further reviewed by the Principal and Executive Director under the oversight of the HC Governing Board.

The BERC Group conducts an evaluation of the preschool annually and provides a report to HC and to the school. The evaluation includes interviews and surveys of stakeholders (students, parents, faculty, and community members), classroom observations, and data analysis.

4. Measures of Effectiveness

The success of the project will be measured by the following outcomes:

- a) 20 students aged 4 years old will enroll and be served by the project during the 2014-2015 school year
- b) Kualapu'u Preschool will obtain its state preschool license by June 30, 2015
- c) Kualapu'u Preschool's Pre-K program will be fully accredited by June 30, 2015
- d) Ho'okāko'o Corporation development strategies will be fully implemented and new sources of funding will be secured for Kualapu'u by June 30, 2015 for its 2015-2016 school year operations.

III. Financial

1. Budget

See Attached Budget Forms.

2. Anticipated Quarterly Funding Requests for the Fiscal Year 2015

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$115,962				

3. All Other Sources of Funding Sought for Fiscal Year 2015

No other sources of funding are being sought for fiscal year 2015 at this time.

4. State and Federal Tax Credits

Not Applicable.

5. Balance of its unrestricted current assets as of December 31, 2013

\$370,776

IV. Experience and Capability

A. Necessary Skills and Experience

- 1) HC has over 12 years of experience managing and operating charter schools in Hawaii and has successfully managed Kualapu`u Preschool since 2009. HC accomplishments include:
 - a) Sustained gains in student achievement results, including an increase of 10% or more on the Hawaii State Assessment at all three Ho`okako`o schools for SY2012-2013 based on preliminary AYP results
 - b) Innovative PreK-12 educational programs and teaching practices that are demonstrating positive results in the social-emotional growth and academic achievements of Native Hawaiian children
 - c) A unique leadership and governance model that drives accountability for educational innovations and organizational practices that ensure student success, including a system for the recruitment, development and retention of Great Leaders and Great Teachers for Ho`okako`o schools
 - d) Model collective bargaining agreements with HSTA teachers for educational initiatives and best practices that are critical to student achievement, including Expanded Learning Time, Teacher Evaluation and Pay for Performance
 - e) Extensive partnerships that network and leverage the expertise, services and resources of parents and community members to support student learning and life success, including collaborations with government and nonprofit agencies for education policy and legislative reform

- 2) The recent evaluation conducted by The BERC Group found that the Kualapu'u Pre-K program is valued and continues to be in demand as evidenced by waiting lists each year for enrollment. There is also evidence showing that Kualapu'u Pre-K students who take the Kindergarten Baseline Assessment do better upon entering kindergarten than non-Pre-K students.
- 3) The HC board of directors/Governing Board have extensive backgrounds in education. The board's Education Committee, responsible for the oversight of school performance standards, accreditation, and other areas, is comprised of the following members:
 - a) Donald Young, Committee Chair, Dean, College of Education, University of Hawaii
 - b) Robert Witt, Executive Director, Hawai'i Association of Independent Schools
 - c) Robert Peters, Former Head of School, Hanahauoli School
- 4) The preschool is managed and operated by personnel with decades of experience in Elementary, Secondary and early childhood education. The following are the credentials of key personnel associated with Kualapu'u Preschool:
 - a) Megan McCorriston , Executive Director
BA, Trinity College
MS, Comparative and International Education, Oxford University
PhD, Education, Oxford University
Fellow, Department of Educational Studies, Oxford University
 - b) Lydia Trinidad, Principal
M.ED, Educational Administration, Teachers College Columbia University, NY
B.ED, Education, University of Hawaii, Manoa
Graduate of Molokai High and Intermediate and Kualapu'u Elementary
 - c) Gale Flynn, ECE Project Director
M.ED, Early Childhood Education, University of Hawaii, Manoa,
MSW, University of Hawaii, Manoa

B. Facilities

Kualapu'u Preschool is located on the KPCCS campus at 260 Farrington Avenue on, Kualapu'u, Hawaii. The campus is a former DOE school located on 11 acres of land, and maintained by the State Department of Accounting and General Services (DAGS). The Preschool is housed in a classroom portable on the KPCCS campus and also maintained by DAGS. The KPCCS campus has a cafeteria, playground and recreational spaces, counseling rooms, garden and computer lab that are all accessible to the Preschool. The main campus has 30 classrooms. All KPCCS buildings are state owned facilities and meets all state and local ADA requirements.

The Preschool and its facilities are currently engaged in the Department of Human Services preschool licensing process.

V. Personnel: Project Organization and Staffing

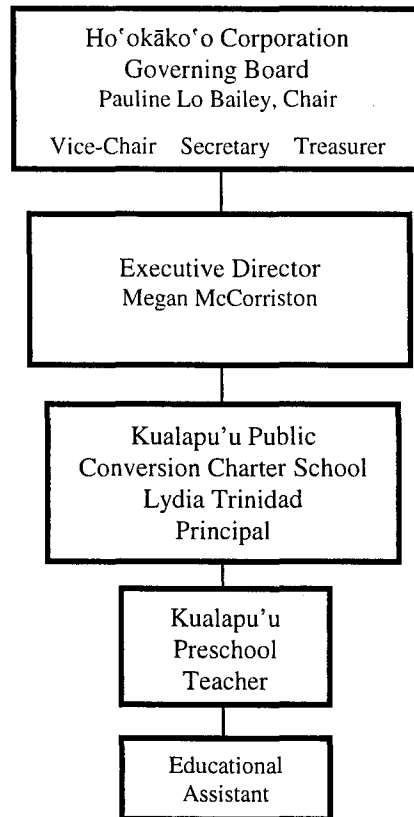
A. Proposed Staffing, Staff Qualifications, Supervision and Training

The Preschool is staffed by one (1) fulltime licensed Elementary Teacher currently pursuing early childhood credits, and one (1) fulltime highly-qualified Educational Assistant. Extended Learning Time activities are conducted by .4 FTE licensed Resource Teachers with expertise in culture-based learning (Ike Hawaii), performing arts, and visual arts.

All employees are supervised regularly by the Principal and receive professional development relative to their teaching assignment. The Principal has 17 years of experience with seven as a tenured DOE principal, and 10 years as a charter school Principal. All employees are also evaluated annually.

B. Organization Chart

The following chart represents the organization of Ho'okāko'o Corporation and Kualapu'u Public Conversion Charter School and its Preschool.



C. Compensation

The following are the annual salaries of the three highest paid positions of the organization:

- a) Executive Director: \$122,750
- b) Principal: \$114,733
- c) Teacher: \$84,027

VI. Other

A. Litigation

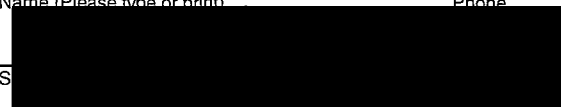
There are no pending litigations or outstanding judgments to which Ho'okāko'o Corporation or Kualapu'u Public Conversion Charter School are a party.

B. Licensure or Accreditation

Kualapu'u Public Conversion Charter School's K-6 programs are fully accredited by the Western Association of Schools and Colleges. *Kualapu'u Preschool is currently completing the process toward full Western Association of Schools and Colleges accreditation of its Pre-K program and licensing by the state Department of Human Services.*

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

Applicant: Ho'okāko'o Organization

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	97,000			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	97,000			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	3,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	1,200			
7. Telecommunication				
8. Utilities	4,762			
9. Evaluation	10,000			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	18,962			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	115,962			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	115,962	Julie Upton, Business Manager (808) 983-3835		
(b)		Name (Please type or print) Phone		
(c)				
(d)				
TOTAL BUDGET	115,962	Megan McCorriston, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Ho'okāko'o Corporation

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)
Preschool Teacher	1	\$50,000.00	100.00%	\$ 50,000.00
Preschool Educational Assistant	1	\$27,000.00	100.00%	\$ 27,000.00
Resource Teacher	1	\$50,000.00	40.00%	\$ 20,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				97,000.00
JUSTIFICATION/COMMENTS:				
1 FTE Teacher and 1 FTE Educational Assistant to service 1 Pre-Kindergarten Classroom (maximum 20 students)				
.4 FTE Resource Teacher to provide enrichment services to 1 Pre-K Classroom (maximum 20 students)				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Ho'okāko'o Organization

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
NOT APPLICABLE			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
NOT APPLICABLE			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Ho'okāko'o Organization

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						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
NOT APPLICABLE						

**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.

Ho'okāko'o Corporation
(Typed Name of Individual or Organization)


(Signature)

11/30/2014
(Date)

Megan McCorrison
(Typed Name)

Executive Director
(Title)