



Senate Committee on Ways and Means

State Capitol, Rm. 207

Honolulu, HI 96813

Attn: GIA

2015-2016 GRANT-IN-AID

Kamalapua O Ko'olau

House District 49

Senate District 24

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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

DEPARTMENT OF EDUCATION WINDWARD DISTRICT OFFICE

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: Kamatapua O Koolau

Db:

Street Address: 45-284 Pahikaua Street

Mailing Address: 45-284 Pahikaua Street
Kaneohe, HI 96744

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name PHYLLIS IDA

Title Program Coordinator

Phone # 808 265-3584

Fax # 808 233-5722

E-mail phyllis_ida@notes.k12.hi.us

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PROVIDING THE FOUNDATION FOR SYSTEMIC CHANGE IN EARLY CHILDHOOD EDUCATION IN THE WINDWARD DISTRICT AS A MODEL AND SUPPORT FOR THE STATE DOE AS IT MOVES TO PROVIDE A UNIVERSAL EARLY LEARNING PROGRAM.

4. FEDERAL TAX ID # _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 200,000.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 14,400.00
 FEDERAL \$ _____
 COUNTY \$ _____
 PRIVATE/OTHER \$ 22,800.00

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]

AUTHORIZED SIGNATURE

PHYLLIS IDA/PROGRAM COORDINATOR
NAME & TITLE

1/27/2015
DATE SIGNED



RECEIVED
1-30-15

JS

Application for Grants

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. Please include the following:

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

Kamalapua O Ko'olau is a Sequenced Transition to Education in the Public Schools (STEPS) team; we are one of the original teams created in 2004. We are a registered non-profit organization with 501c3 tax-exempt status. Kamalapua O Ko'olau members serve as a collaboration of volunteers comprised of families, early childhood organizations, Kindergarten programs and various other agencies serving families and young children in Windward O'ahu. Member organizations include: Windward District Office, O'ahu Head Start, Department of Health - Early Intervention Division, Kailua Easter Seals, Rainbow Schools, UH Center on the Family, Ho'i ka Ha, Kamehameha Schools, Seagull Schools, PACT Kaneohe Community Family Center, Tutu and Me/Partners in Development Foundation, Good Beginnings Alliance, Family Hui, UH Department of Pediatrics, and UH College of Education. Kamalapua O Ko'olau member organizations and community partners provide resources and expertise and work together to realize its mission to create a model program of seamless early learning experiences for young children as they progress from home to early learning programs and elementary schools. We are committed to continue to maintain these partnerships and establish new partnerships within, as well as beyond, the Windward community.

Kamalapua O Ko'olau supports each of the role groups that are essential to the school transition model: parents and families; schools (i.e., community early

learning programs and public schools); and community agencies (i.e., support services, family resources, etc.). We help individuals within each role group communicate with other members in their role group (i.e., families with other families) and among role groups (i.e., families with early learning environments). We also provide technical assistance to enable everyone to successfully access resources (i.e., early intervention, vision and hearing screening, etc.) to ensure that Windward families with young children are provided the support for smooth transitions into a variety of care and learning environments.

Kamalapua O Ko'olau holds the belief that when barriers to successful learning are minimized, opportunities for children are maximized. Eliminating such barriers increases the opportunities for young children to be better prepared to succeed in school and be reading on grade level by the end of third grade, thus greatly reducing achievement gaps.

Since its inception in 1998, Kamalapua O Ko'olau has used policy recommendations regarding transition to kindergarten that were developed for the state of Hawaii to guide its work, including:

- Strengthening bonds between preschools and elementary schools to foster communication and continuity;
- Requiring school-based, transition-planning teams within each community to include elementary school personnel, preschool staff, families, agency workers, and community leaders;
- Strengthening the bonds between families and schools by requiring teacher training in building partnerships with families, especially those from diverse backgrounds; and
- Providing developmentally appropriate kindergarten and preschool classroom experiences for children.

Kamalapua O Ko'olau has continued to use these policy recommendations to guide its work in creating and facilitating a P-3 demonstration project over the past four years. The Windward District P-3 Partnership is one of five Hawaii P-3 Initiative Demonstration Projects that brings together practitioners and professionals from other agencies, and families to leverage services in early childhood education, health, safety, and welfare, making it the largest P-3 grantee demonstration project. A foundation for systemic change in early childhood

education in the Windward School District was laid with the P-3 grants awarded to Kamalapua O Ko'olau in 2008 and 2010.

An early step in this work was to help principals understand the transition needs of young children as they enter Kindergarten classrooms in public schools. In addition to understanding these needs, Windward principals have substantially increased their understanding of developmentally appropriate practices and early childhood development. They have also indicated that they want stronger partnerships and collaboration with community early education programs and more professional development for K-3 teachers. Early childhood program directors in our community have eagerly collaborated and partnered with elementary schools in the district. The partnership has served to create a model of seamless transition between home and learning environments in all 23 public elementary schools in Windward District. Unfortunately, funding for the P-3 Demonstration Project ended on June 30, 2014. However, the Department of Education, community preschools, agencies serving young children and their families, and the Executive Office on Early Learning have recently assumed responsibility for making some of the project's activities sustainable. For example, these partners now provide access to comprehensive services, early learning activities, community literacy activities, parent education and training activities, and family engagement activities. They have also developed family partnership policies that are being implemented in Windward elementary schools. Additional funding is needed to support Kamalapua O Ko'olau members and partners in making the remaining project activities sustainable on a statewide scale. These activities are described in detail as objectives in the section below.

2. The goals and objectives related to the request;

As Kamalapua O Ko'olau continues its work through the Windward District P-3 Project continue our work, we have set an overarching goal to develop a P-3 instructional model that is founded on a seamless continuum of early learning experiences for young children from early childhood programs through elementary: **All children in the district are reading on grade level by 3rd**

grade. With funding, Kamalapua O Ko'olau can continue to provide leadership to our Windward schools and community partners in the following five areas to reach this goal:

- Providing professional development, mentoring, and technical support for teachers and administrators
- Establishing the use of a formative assessment tool to continually focus teaching and support children's success in learning
- Promoting transition for young children from community early learning settings in the community into public school
- Encouraging family engagement to support young children's learning, health, wellness, and attendance in school
- Maintaining collaboration among schools and community partners to continue essential dialogue that is vital to the success of efforts to benefit young children

Kamalapua O Ko'olau and the Windward District P-3 Demonstration Project will achieve its goal by supporting optimal learning for young children through the following objectives:

1. Professional development, mentoring, and technical support
 - We will continue to identify the *professional development needs* of early childhood professionals and *develop courses* designed to meet those needs that will be offered through the Department of Education's professional development system.
 - We will provide *professional development and leadership development opportunities* for early childhood educators, including opportunities to attend or facilitate professional development sessions at the Annual Windward District School-Based Transition Conference each spring.
 - We will provide *technical assistance and professional development opportunities* to teachers (including academic coaches and curriculum coordinators) and administrators in the Windward District, regardless of their affiliation, that will lead to better early reading skills for our keiki.
 - We will create an individualized action plan for sustained *coaching and mentoring* support for P-3 teachers as requested by principals.
 - We will conduct *professional development outreach activities* by updating and distributing information about scholarships and loan opportunities as well as professional development programs that are offering courses or degrees in early childhood education.
2. Curriculum and assessment in the context of early childhood education
 - We will provide professional development for P-3 teachers on the use of a *formative student assessment tool*, such as *Teaching Strategies GOLD*, to facilitate communication between parents and pre-K and Kindergarten teachers to ensure a smooth transition into Kindergarten.

- We will provide *professional development and technical support* to strengthen P-3 curriculum.
3. Transition
- We will present the *Windward District School-Based Transition Conference* in January 2016. Each Windward school will send a transition team, comprised of Kindergarten and preschool teachers, parents, early childhood education providers from the community, and a public school administrator. Together the team will formulate plans for transition activities to support the incoming class of Kindergarten children.
 - We will support school level teams throughout the year as they develop and implement *transition plans*. We will also supply funding to help implement each school's plans.
 - We will provide incentives for community preschools and organizations to participate and *collaborate with school teams*.
 - We will provide funding for eight schools to *offer Keiki Steps* prior to the beginning of the 2015-2016 school year.
4. Family engagement
- We will present the *Windward Parent Child Fair* to promote Kindergarten readiness, to encourage health and wellness for children and their families, and provide opportunities for families to gather information from staff members of schools and community agencies
 - We will increase Windward families' awareness of *Kindergarten readiness and preparation* and its importance to each child's success through community family nights, school family engagement activities, and other outreach events.
 - We will *promote health and wellness and school attendance* in order to develop positive habits in young children that will lead to school success.
5. Collaboration among partners
- We will provide *support and technical assistance* to districts throughout the state, as requested, to ensure the adoption of successful Windward models for structure, methods, and implementation of innovations that support early childhood education.

3. The public purpose and need to be served;

In order to affect change in education and community outcomes, Hawai'i P-20 Partnerships for Education set a goal that 55 percent of Hawai'i's working age adults would have a two- or four-year college degree by 2025. Furthermore, they also envisioned that 100 percent of working age adults should be career and college ready. Achieving these goals requires improvements throughout the

educational system, particularly in relation to supporting school readiness for young children as they learn and grow. Young children need critical opportunities to learn and to establish a strong foundation during their time in school as they prepare for college and career. Hawai'i P-20 provided an exciting opportunity for communities to demonstrate a P-3 model that creates a continuum of early learning experiences for young children from early childhood programs through third grade. Kamalapua O Ko'olau's Windward District P-3 Partnership is currently one of five projects in Hawaii conducting this important work. In our experience, we have found that Kindergarten readiness and professional development are two primary needs; addressing these needs will go far to establishing this model.

Kindergarten readiness has long been viewed as a foundation for children's success in school. Recent data (from 2009 to 2013) from the Hawaii State School Readiness Assessment (HSSRA) shows that:

- Approximately 40 – 50% of the children in the Windward District qualify for *free or reduced lunch*;
- The Windward District has *averaged an enrollment of about 700 – 800 kindergarteners* at the beginning of each school year;
- *Less than 22%* of the Kindergarten teachers within the Windward District have an *early childhood license or endorsement*;
- Approximately 25 – 35% of the children participating in the HSSRA entered Kindergarten *without* preschool experience.

This data reveals a distinct need in terms of the number of children who are unlikely to have the necessary developmental readiness and preparation for success in Kindergarten. It also demonstrates a need for more Kindergarten teachers who are licensed in early childhood education.

The passing of Act 178, Session Laws of Hawaii 2012 changed the Kindergarten Age stating that starting in 2014, a child must be 5 on or before July 31 to enter kindergarten. It is estimated that approximately 5,000 keiki were affected by this age change. With the average cost of preschool tuition ranging from \$800-\$1000 a month (depending on the length of the instructional day), we believe there will

not be any improvement in Windward's HSSRA numbers for the 2014-2015 school year. This change in the age for Kindergarten entry, in effect, serves to further delay children's attainment of readiness for school success, which will have a direct impact on their success as they continue their education. Currently there are no systematic plans to address the need created by this gap in educational programming across our state.

Transition into Kindergarten plays an important role in linking the connection between readiness and success for young children once they enter school. Kamalapua O Ko'olau has been committed to efforts to support transition activities that prepare young children and their families for school entry by addressing their questions and concerns through school meetings, visitations, informational campaigns, and other activities, such as Kindergarten Kamp.

The key to quality early childhood education is linked to the *professional development* of the early childhood workforce, regardless of whether early childhood educators work in child care settings or in the public schools. In order for early childhood educators in our community to reach and maintain a high level of quality, there needs to be options for learning opportunities (i.e., campus-based, online, conferences, professional development sessions, etc.) made available to them. Currently the variety of early childhood coursework being offered by colleges and universities in Hawaii is limited for teachers who are working; courses are usually offered only when teachers are working.

Early childhood professionals also do not have sufficient opportunities for financial aid. A majority of grants and scholarships that are offered are only available to full-time students, making many of our early childhood professionals ineligible because they work full time. These obstacles to securing financial assistance and accessing courses that will accommodate their work schedule are daunting. The result is that their desire to fulfill their commitment to the field of

early childhood education and to achieve their potential as educators is unattainable.

4. Describe the target population to be served; and

Kamalapua O Ko'olau and its Windward P-3 Demonstration Project serve the entire Windward District (Sunset Beach to Waimanalo), including all of its 23 DOE elementary schools and a variety of early learning auspices (i.e., Head Start programs, private preschools, family child care providers, family child interactive learning programs). More than half (15) of these schools qualify for Title I services. The families that we serve represent a diverse, multi-ethnic, multi-cultural population. We will work in collaboration with the Executive Office on Early Learning to help ensure a solid foundation for Hawaii's young children. We will also collaborate with other district STEPS teams to replicate our efforts in their communities throughout the state.

5. Describe the geographic coverage.

Our goal is to provide services to families, schools and community partners throughout the Windward District, including Waimanalo, Kailua, Kaneohe, Kahalu'u, Waiahole, Waikane, Ka'a'awa, Punalu'u, Hau'ula, La'ie, Kahuku, and Sunset Beach. Kamalapua O Ko'olau will also support STEPS teams throughout the state by sharing our knowledge of how we sustain successes statewide, by informing them of progress on our initiatives, and by demonstrating how relationship-based efforts to problem-solving help to overcome obstacles.

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;

Kamalapua O Ko'olau is committed to providing ongoing professional development for early childhood educators and administrators to strengthen their

knowledge and skill base in culturally and developmentally appropriate early education practices. We also will continue to facilitate activities and events that directly serve to support the growth and development of young children in Windward communities. We will complete the following tasks and related responsibilities in order to meet objectives related to *professional development*:

- Offer professional development courses in selected early childhood education topics during summer 2015, fall semester of 2015, and spring semester of 2016 at no cost to teachers
- Conduct quarterly professional development sessions at the Transition Conference at no cost to teachers
- Conduct professional development for principals, academic coaches, and curriculum coordinators to assist them in providing support to P-3 teachers
- Align PDE3 coursework (as the need arises) to Honolulu Community College early childhood courses with an option to receive college credits that will meet entry requirements for the University of Hawai'i at Manoa
- Provide mentoring and coaching for individual teachers will be provided, as requested by principals or teachers
- Conduct professional development outreach activities by updating and distributing information about scholarships and loan opportunities as well as professional development programs that are offering courses or degrees in early childhood education.

Windward District has been working with private preschools over the last seven years to use *Bridging the Gap II* as a communication tool to inform Kindergarten teachers of each child's learning and growth in preschool, however we see the need to head in a new direction. The Department of Education has piloted *Teaching Strategies GOLD* as a *formative assessment* tool in numerous Kindergarten classrooms. Since this tool is also being used in O'ahu Head Start classrooms, Kamalapua O Ko'olau will conduct additional professional development in order for more Kindergarten and preschool teachers in public schools to use this tool. Common use of *Teaching Strategies GOLD* among these groups of teachers will facilitate transition, since Kindergarten teachers will have access to, as well as a clear understanding of, data gathered by each child's teacher from their year(s) prior to Kindergarten entry specifically relating to the individual skills, knowledge, and dispositions that each child has developed.

Kamalapua O Ko'olau is committed to the use of formative assessments that serve to continually refocus teaching that will then optimize children's success in learning. Assessment tools will be implemented that will allow teachers to identify gaps in learning and appropriate interventions. Several demonstration classrooms will be established at schools to serve as training laboratories for other teachers. Teachers in these classrooms will receive ongoing training and support from Kamalapua O Ko'olau consultants. We will complete the following tasks and related responsibilities in order to promote the use of formative assessments in the early childhood setting:

- Provide professional development and technical support to use *Teaching Strategies GOLD* as a formative assessment tool in preschool, Kindergarten, and first grade
- Collaborate with school teams will strengthen efforts to provide developmentally appropriate instruction and assessment in P-3 contexts
- Provide professional development, technical support to strengthen P-3 curriculum
- Providing encouragement and support to school-based transition teams.

With cutbacks in Department of Human Services funding many more children will not be able to attend preschool than have in the past. Kamalapua O Ko'olau is concerned with this lack of services for young children and their families since preschool serves to help build a foundation for success once the children enter our public schools. Yet even for children who do attend preschool, the transition to public school can be a challenging event in their young lives. Kamalapua O Ko'olau's strength is in being able to partner with a variety of community resources so that families can find opportunities to ensure that their child will be ready for school. One example is INPEACE, a community-minded organization serving the educational needs of the Native Hawaiian community. INPEACE created a program to support children's transition into Kindergarten called Keiki Steps to Kindergarten. Keiki Steps has been successfully implemented in elementary schools across the state. Kamalapua O Ko'olau collaborates with INPEACE to offer the program in Windward schools. We provide eligible children with a three-week session during the summer at no cost to acclimate

children to the school campus and become accustomed to the rituals and routines of school.

Presently Kamalapua O Ko'olau is the only STEPS team that supports school level transition planning. Funding will be used to expand this model of school transition to benefit young children, families, and educators across the state as they prepare for children who are entering Kindergarten. We will continue the practice of offering all Windward schools a Transition Conference to help school teams, which include parents and community partners, plan for transition activities for incoming children. We will also complete the following tasks and related responsibilities in order to meet objectives related to *transition*:

- Prepare for the annual Transition Conference by selecting a date and venue, identifying and securing a keynote speaker, identifying and securing presenters for professional development sessions, and invite early childhood programs to exhibit or vend
- Provide school teams with funding to carryout transition plans for their school
- Provide incentives for community preschools and organizations to participate and collaborate with school teams on their transition plans
- Provide funding for eight public elementary schools to offer Keiki Steps prior to the beginning of the 2015-2016 school year

Strong partnerships between families and schools are vital to achieve optimal success for young children. While this is important work, it can be challenging, as family members often are working during school hours and cannot attend events as often as they would like. Schools must be creative and flexible in offering a variety of family engagement activities. We will complete the following tasks and related responsibilities in order to meet objectives related to *family engagement*:

- Prepare for the annual Parent Child Fair by selecting a date and venue, inviting schools and community preschools to staff tables to share information, invite children's groups from schools to provide entertainment, and invite community resource agencies to provide information and resources with families
- Increase Windward families' awareness about Kindergarten preparation by having all elementary schools post its *Register for Kindergarten* banner.
- Identify and address family concerns and needs related to transition through continued collaboration among Kamalapua O Ko'olau partners

- Collaboratively establish procedures to meet the needs of children in transition to Kindergarten who require additional support
- Offer *Positive Solutions for Families*, a training created by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), as requested by schools, to help families understand children's development
- Offer *Loving Solutions*, a training for families with challenging five- to ten-year olds, as requested by schools
- Offer *Parent Leader Training Institute*, a 20-week skill-based curriculum to promote leadership and civic skills for families
- Support teachers and administrators as they offer other family engagement activities to meet specific needs at their schools
- Provide parents with educational opportunities to learn about early childhood development, health and wellness, and school attendance that will help them support their child's learning

Since its inception, Kamalapua O Ko'olau has worked with a variety of education, health, safety, and welfare organizations that work in P-3 settings to ensure that all children learn to read at grade level by third grade. We are committed to collaboration among our school and community partners so that they may serve to develop specific plans and strategies to meet all the short-term and long-term commitments of this project. We will complete the following tasks and related responsibilities in order to meet objectives related to *collaboration and partnerships*:

- Hold monthly Kamalapua O Ko'olau meetings with partners
- Provide partners with opportunities to share updates concerning their organizations and any collaboration within the community to support our goals
- Provide technical assistance to community partners
- Connect partners to support positive and successful collaboration
- Update our Kamalapua O Ko'olau website at least twice a month
- Make daily posts on social media relating to our efforts in the community

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

The projected annual timeline for accomplishing the results or outcomes of the service includes the following:

- At least one professional development course will be completed in the summer, prior to the beginning of the 2015-2016 school year; a second

course will be completed by December 2015; a third course will be completed by May 2016

- Coaching and mentoring support will be available throughout the year, on an as needed basis
- Training for *Teaching Strategies GOLD* will be held in August, 2016, with follow-up sessions held quarterly
- Transition Conference for the 2015-2016 school year will be held in January, 2016
- School based transition teams will complete their grant projects by August, 2016
- Keiki STEPS to Kindergarten will be completed at eight schools by the beginning of the 2016-2017 school year
- Windward Parent Child Fair will be held in February, 2016
- Kamalapua O Ko'olau will meet monthly, however, additional meetings will be scheduled when planning specific community activities or professional development sessions.
- Website updates and social media posts will be made throughout 2015-2016 school year

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

Kamalapua O Ko'olau has high quality selected facilitators for professional development, family training, and other events. These individuals are highly regarded in the community, are sought out by others for their expertise, and have been trained at the national level. We are confident in their efforts for this proposal, since their past performance has been exemplary.

Kamalapua O Ko'olau meets each month to monitor the progress and needs of the project. Team partners include different agencies and organizations as well as individuals who are interested in achieving our organization's goals. The project manager is continuously assessing the needs of the project and will address problems as they occur. The project manager will also consult with the team members in the organization to revise and update procedural norms for the program. Continual surveys and evaluations will be conducted to assess the effectiveness of the program and materials as well as the effectiveness of the program manager. Participant feedback will be used to revise programs and

activities, update materials and adjust services as needed. Outcomes of the services will be measured and evaluated using the following tools:

- Data and other information derived from participant pre- and post-surveys relating to individual participants' levels of knowledge acquired, skills applied, and program satisfaction is useful in determining the effectiveness of professional development and other events. The surveys also provide measured feedback about the facilitator, quality of discussions, and quality of relationships. Results are evaluated by the board and staff every three months.
- Attendees and volunteers for all events hosted by Kamalapua O Ko'olau are asked to complete a questionnaire, providing feedback on satisfaction with topics covered, activities provided, childcare, and convenience of date, time and location. Events such as Family Activity Nights, Parent Child Fair, and workshops for families are sponsored at least six times a year in collaboration with other community programs. Data and other information collected from these questionnaires is used to measure how effectively volunteers are facilitating discussion at events, providing referrals to other resources in the community, and fostering relationships. The Kamalapua O Ko'olau board and staff analyze the results after every event.
- All participants complete an evaluation of any professional development session we provide. Evaluations are distributed and collected at the close of each professional development or training event and measure the participants' satisfaction with session content, the facilitator's effectiveness and their own feelings of readiness to use implement the materials or curriculum with young children and/or their families, as appropriate.

- 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 are based on intended outcomes. Performance measures include:

- A. Provide continuous professional development
- By the end of Jan 2016, we will have hosted at least one event ensuring that early education and K-3 providers have consistent knowledge and information regarding P-3 principles and promoting reading at grade level by third grade (content outcomes).
 - From July 1, 2015 to June 30, 2016, a district-wide elementary principals' meeting will have been held at least three times/year to provide professional development on early childhood education (meeting notes).

- From July 1, 2015 to June 30, 2016, professional development sessions for academic coaches and curriculum coordinators will have been held at least twice to provide professional development on early childhood education (meeting notes).
 - By end of June 2016, a cross-articulation meeting between Pre-Kindergarten and Kindergarten teachers of 10 elementary schools will have been conducted to increase sharing of data to enhance differentiated instruction for student success (meeting minutes).
 - By the end of June 2016, at least two PDE3 courses will have been offered to DOE P-3 teachers (scholarship log).
 - By the end of June 2016, additional 20 teachers will have enrolled and completed at least one PDE3 course to increase number of "highly qualified" teachers (scholarship log and school trends report).
 - By the end of December 2015, preschool programs and K-3 teachers will have been distributed informational flyers and brochures of scholarship and loan opportunities, and professional development programs offering early childhood education courses/degrees for early childhood education and elementary educators and notified of this last chance opportunity (distribution log).
 - By the end of June 2016, 20 teachers will have received scholarships, loans and/or participated in tuition free professional development that lead to increase number of teachers with Associate degree or higher with a focus on early childhood education focus, as well as the number of teachers completing coursework in early childhood education (participation log).
- B. Assessment
- By the end of June 2016, partnering preschool center-based programs and Kindergarten teachers in the Windward District will have received information about *Teaching Strategies GOLD* and are trained on the use of the program as formative assessment (training log).
 - Follow-up sessions on *Teaching Strategies GOLD* will have been held each quarter (training log).
- C. Transition
- By end of June 2016, the leadership team, represented by at least one (1) person from each of the early learning project partners (i.e. DOE, early childhood education and community service providers, will have conducted a meeting to plan a district-wide conference (meeting minutes).
 - By end of Jan 2016, a total of 23 school-based feeder teams, consisting of members of DOE, early childhood educators, parents and service providers, will have attended the Transition Conference (sign in sheet).
 - By end of June 2016, 100% of school-based feeder teams, who have attended the Conference, will have developed and submitted a transition Action Plan with other provider of early learning project related services in their neighborhood (transition action planning log).

- By end of October 2015, all of the school-based feeder team leaders have submitted an evaluation from the Action Plan (transition action planning log).
- By end of December 2015, the leadership team will have met to review the evaluation plan for the Transition Conference planning purposes (meeting minutes).
- By the end of July 2016, summer transition programs for 3 elementary schools will have been continued and secured through Keiki STEPS to Kindergarten program to maintain a community partnership for seamless transition for incoming Kindergarten students (list of school with Keiki STEPS and enrollment).
- By the end of June 2016, at least five elementary schools will have designed and implemented summer transition programs (list of schools with transition program and enrollment).

D. Family engagement

- By the end of February 2016, at least 200 participants will have attended the Windward Parent Child Fair (activity completion cards).
- By the end of May 2016, at least 100 school-based family engagement activities will have been held (attendance logs).

E. Maintenance of Kamalapua O Ko'olau/P-3 collaboration

- By the end of June 2016, Kamalapua O Ko'olau partners, including community preschool programs, DOE, Head Start, DOH/Early Intervention, and other community organizations will have met monthly to share current work, provide updates in the field of early learning, provide technical assistance, collaborate on issues, and provide support (meeting minutes).
- By the end of June 2016, a website will have been updated weekly to assist families in identifying early learning experience available in the community (data recorded).
- By the end of June 2016, at least 500 Community Resource Directory will have been distributed in the community and included on the website (distribution log).

III. Financial

Budget

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

(See attached form)

2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016.**

Hawaii Community Foundation

4. **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

5. **The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.**

(See attached Financial Statement for (Kamalapua O Ko'olau)

6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.**

(See attached Financial Statement for Kamalapua O Ko'olau)

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.

Leadership

Phyllis Ida will be the project coordinator for the grant. She has a Master's Degree in Curriculum & Instruction with an emphasis in Early Childhood Education, a Master's Degree in Early Childhood Special Education from the University of Hawaii at Manoa and is a National Board Certified Teacher. She is one of the original members this non-profit organization and assisted in its management

since inception in 2006. Phyllis was able to secure several grants. The first grant provided monies to begin the process of applying and securing a non-profit status. The second grant from P-3 was for \$100,000. That project went so well, that we were invited to apply for another P-3 Grant. The last grant received through P-3 was for a total of 1.1 million for the past four years. The funding ended on June 30, 2014. Prior to that, she was the Windward District 619 Coordinator, managing a federal grant of approximately \$120,000 a year for more than 10 years. However, her expertise is working with people. She has brought together partners from various organizations together with DOE staff as well as private preschools to collaborate and focus on young children and families. This funding will assist our efforts to continue until the Office of Early Learning has secured enough funding to make the system successful and sustainable.

Recent Accomplishments

While there are STEPS Teams in every DOE district in Hawai'i, Kamalapua O Ko'olau is the only STEPS Team that has received non-profit status and has been able to secure grants. Windward's Transition Conference, presented by Kamalapua O Ko'olau, is the only one like it in the state. The conference brings over 250 participants from DOE staff to community organizations together to learn, collaborate, and develop a school transition plan at every elementary school in the district.

Through the P-3 Grant, Kamalapua O Ko'olau trained over 150 teachers, principals, aides, and preschool directors in CLASS, which has had a significant impact in the quality of teaching and learning in Windward schools and preschool sites. For example, one teacher increased scores in all three dimensions (Concept Development, Quality of Feedback, and Language Modeling) of Instructional Support by two full points on a seven-point scale.

Kamalapua O Ko'olau has distributed over 1000 copies of our Resource Directories of Services to families and community members and have updated

these directories every two years since 2009. This resource is still in demand by community partners.

Kamalapua O Ko'olau has provided scholarships and loans to teachers and assistants: two preschool teachers received a Bachelor of Arts degree, four more teachers will completing their degree by May of 2015, two teachers achieved National Board Certification, and two teacher assistants received their Child Development Associate.

Our team is also a model to the Governor's Office of Early Learning Strategic Planning Core Team; Kamalapua O Ko'olau members took part in the development of the Early Childhood Action Strategy, Goal 5: Continuity in Early Childhood Experiences Birth through 3rd Grade. Through the P-3 grant, we were also able to work with principals at all elementary schools in Windward District to provide them with the latest information on brain research for young children, early childhood curriculum and instruction, center-based learning, and presented the framework for planning, implementing and evaluating PreK-3rd grade approaches.

Last semester, Kamalapua O Ko'olau collaborated with the University of Hawai'i at Manoa and Honolulu Community College to creatively address a professional development need. Seven P-3 teachers in public and charter schools needed a prerequisite course in family and community engagement for entry into the master's program in early childhood education, the same course that was being offered through our series. Through an agreement with the two institutions of higher education, our course instructor served as a non-paid adjunct to Honolulu Community College while teaching our course. The seven teachers completed the requirements through our course and were awarded the necessary credit by the college.

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.

Facilities are located at Windward District Office and King Intermediate School campus. We were provided a shared classroom space for our office as an in-kind service. We are also allowed to use conference rooms for training and equipment (Xerox machine, laminating machine, printer, computer, projector, etc.). We also use partner organization facilities and equipment; our parent workshop and activities are held at school sites. Our annual Parent Child Fair is held at Windward Mall. All campuses meet ADA requirements.

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.

Staff will be contracted part-time or volunteers.

Project Coordinator

Phyllis Ida, MEd

Currently the P-3 Grant Coordinator for the past 4 years (\$1.1 million) and formerly the 619 Coordinator for Windward District. She is a National Board Certified Teacher - Early Childhood Generalist, with a Master's Degree in Curriculum & Instruction with an emphasis in Early Childhood and a Master's Degree in Early Childhood Special Education. She was also a preschool director/teacher for 6 years before teaching in the DOE for 30 years (sped K-6, sped preschool, kindergarten, K-1 combo, 2nd grade and the 619 Coordinator). Member of the Hawaii Association for the Education of Young Children (HAEYC), HSTA-R, and a Board Member of Kamalapua O Ko'olau.

President of the Board of Directors

Thomas Ka'ai'ai

Thomas "Tommy" Ka'ai'ai has a long & diverse career in education. He is a retired HPD Officer and was the original DARE Officer, helping to educate our keiki on the importance of safe & healthy living. He worked with the Native Hawaii Drug Free Program for almost 10 years before becoming the Parent Community Facilitator with Kamehameha Schools (KS) Community Based Early Childhood Education. In addition to being the liaison between KS, its parents, partners & the community, "Uncle Tommy" oversees KS's administration of the Dolly Parton Imagination Library for families residing between Kahuku to Temple Valley, Nānākuli & Wai'anae, and Kapa'a & Anahola on the island of Kaua'i.

Vice President of the Board of Directors

Celia Chang-Takahashi, MEd

Celia earned her MEd in Elementary Education with an emphasis in Early Childhood from the University of Hawai'i at Manoa. She has over 20 years of professional experience in teaching, advocacy, marketing, and writing. As the T.E.A.C.H. Early Childhood HAWAII Program Manager & the O'ahu Coordinator at the Good Beginnings Alliance, Celia provided motivational & inspirational support to early childhood professionals. She is also a published author having written many parenting articles as well as in Honolulu Advertiser & Honolulu Star Bulletin parenting tabloids. She is also a Strategist with Ho'i ka Hā where she uses her knowledge of education & marketing to "breathe life" into small businesses via social media marketing.

Secretary/Treasurer of the Board of Directors

Judy Mailheu, BEd

Judy has taught preschool in an inclusive setting at KCAA Atherton Preschool for 16 years as the DOE special education preschool teacher but has been with the DOE for a total of 34 years. She is a board member of HAEYC and Kamalapua O Ko'olau, and currently serves as the 619 Coordinator for Windward District.

Board of Directors Member

Jonathan Gillentine, PhD, NBCT

Windward District Office Early Learning Specialist, is on the Board of Directors and will be leading the charge in this new position created to support the Governor's Office of Early Learning. It is a commitment to provide the leadership to ensure that there is a smooth transition for families, children, teachers and school staff as Junior Kindergarten ends and a system of early learning begins. He has 20 years in early childhood education - preschool inclusion at Rev. Benjamin Parker School in Kaneohe, received his National Board Certification - Early Childhood Generalist (certified 2003; renewed 2012), won the 2012 Horace Mann Award from the National Education Association Foundation, the 2010 Zula International Early Science Educator Award from the National Science Teachers Association, and is an America Achieves Teacher Fellow.

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 organization chart that illustrates the placement of this request.

(See attached chart)

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.

Not applicable

VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. 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 the applicant possesses relevant to this request.

Not applicable

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

Not applicable

Kamalapua O Ko'olau received \$20,000 in August 2014 to assist with writing the Federal Preschool Grant from a private funder.

D. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

None

E. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2015-16 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2015-16, but
- (2) Not received by the applicant thereafter.

The state of Hawaii will be applying for the Federal Preschool Grant in 2015-2016. Kamalapua O Ko'olau will assist in writing that grant proposal; if that proposal is approved and funded, we will be able to sustain our efforts for four more years (2015-2016, 2016-2017, 2017-2018, & 2018-2019). By then, the program should become self-sustaining through DOE funding. Furthermore, costs will decrease as the statewide early childhood system is established. If the Federal

Preschool Grant for this year (2014-2015) had been supported by the DOE, we would not have needed this funding.

F. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

(See attached)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

App

Kamalapua O Ko'olau

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST				
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,500			
2. Insurance	500			
3. Lease/Rental of Equipment	500			
4. Lease/Rental of Space	12,000			
5. Staff Training	30,000			
6. Supplies	10,000			
7. Telecommunication	300			
8. Utilities	2,400			
9. Contracted Services	135,000			
10. School Supports	15,000			
11. Scholarships & Loan Program	10,000			
12. Substitute Teachers	20,000			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	237,200			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	237,200			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Phyllis Ida	808 265-3584	
(b) Total Federal Funds Requested	0	Name (Please type or print)		Phone
(c) Total County Funds Requested	0	[REDACTED]		1/27/15
(d) Total Private/Other Funds Requested	37,200	Signature of Authorized Official		Date
TOTAL BUDGET	237,200	Phyllis Ida/Program Coordinator		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: Kamalapua O Ko'olau

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
NA				\$ -
All positions are contracted or volunteers				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: Kamalapua O Ko'olau

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

Applicant: Kamalapua O Ko'olau

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: 2013-2014	FY: 2014-2015	FY:2015-2016	FY:2015-2016	FY:2016-2017	FY:2017-2018
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: NA						

GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: Kamalapua O Ko'olau

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1.	Facilities & Utilities	7/15-6/16	Windward District Office	State DOE	14,400
2.	Equipment & Telecommunication	7/15-6/16	Kamalapua O Ko'olau	Private	12,800
3.	Contract Services	7/15-6/16	Hawaii Community Foundation	Private	10,000
4.					
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	\$ 37,200

Kamalapua O Ko'olau 2014-2015
 Financial Statement Report as of 1/15/15

Assets

Current Assets

Cash and cash equivalents	17,259.30
Grants receivable	132,051.52
Other receivable	0.00
Prepaid expenses	0.00
Total Current Assets	149,310.82

Property and Equipment

Office equipment	550.00
Furniture and fixtures	400.00
Building and leasehold improvements	
In-kind Receivable	5,000.00
Accumulated depreciation	(200.00)
Total Property and Equipment	5,750.00

Other Assets

Deposits	0.00
Total Assets	155,060.82

Liabilities

Current Liabilities	22,000.00
Accounts payable	
Accrued payroll and payroll taxes	
Other accrued employee benefits	
Total Current Liabilities	
Other Liabilities	
Refundable deposits	
Accrued Income	
Total Other Liabilities	110,260.52
Total Liabilities	132,260.52

Net Assets

Total Beginning Net Assets	287.11
----------------------------	--------

Current YTD Net Income	22,800.03
Total Net Assets	

Total Liabilities and Net Assets

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS 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 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 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 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.
- 2) If the applicant is an organization, 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 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 used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant 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 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.

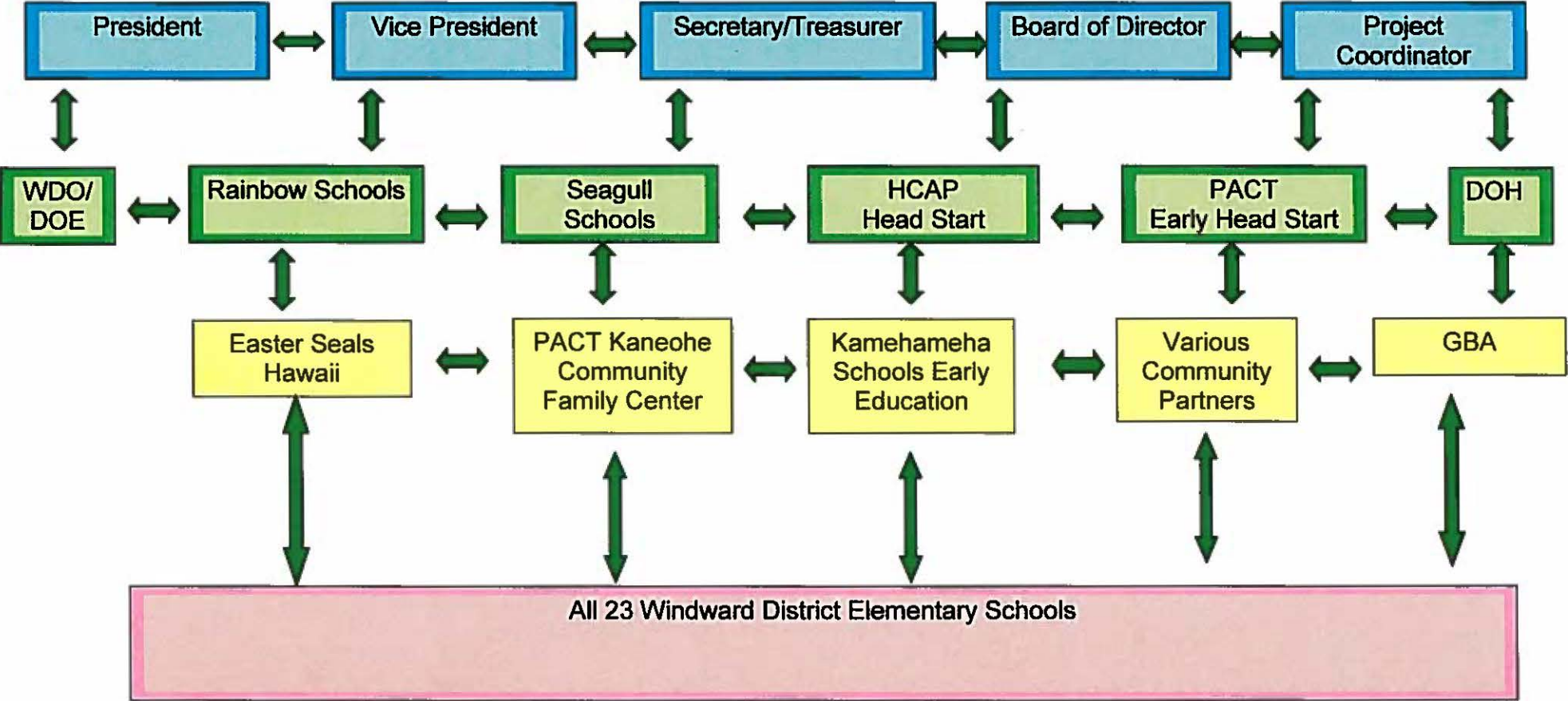
Kamalapua O Ko'olau
(Typed Name of Individual or Organization)

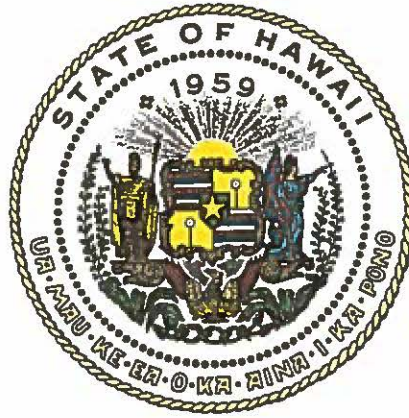

(Signature) 1/27/2015
(Date)

Phyllis Ida Program Coordinator
(Typed Name) (Title)

B. Organizational Chart

Kamalapua o Ko'olau





Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

KAMALAPUA O KO'OLAU

was incorporated under the laws of Hawaii on 11/19/2004 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 23, 2015

Interim Director of Commerce and Consumer Affairs

