

House District(s) 26

Senate District(s) 13

THE TWENTY-NINTH 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): _____

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Hawaii Council on Economic Education

Db/a: Hawaii Council on Economic Education

Street Address: 126 Queen Street, #226

Mailing Address: Honolulu, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DENISE ESPOSITO

Title Executive Director

Phone # 808-585-7220

Fax # N/A

E-mail denise@hcee.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

THE HAWAII COUNCIL ON ECONOMIC EDUCATION ("HCEE") IS LOOKING FOR A GRANT TO IMPLEMENT AN ECONOMICS AND FINANCIAL LITERACY TEACHER TRAINING PROGRAM CALLED "ADVOCATING FOR ECONOMIC EDUCATION IN THE CLASSROOM" FOR HILO IN SEPTEMBER OF 2018 AND HONOLULU IN MARCH OF 2019.

THE HCEE'S IS AIMING TO IMPROVE THE QUALITY OF ECONOMIC AND FINANCIAL LITERACY EDUCATION IN HAWAII BY TRAINING TEACHERS ISLAND WIDE WHO IN TURN CAN ADVOCATE AND IMPLEMENT PROGRAMS AND CURRICULUM IN HAWAII SCHOOLS.

DURING THIS WORKSHOP, TEACHERS WILL LEARN EFFECTIVE ADVOCACY TECHNIQUES AND STRATEGIES AND DEVELOP AN ADVOCACY PLAN FOR USE IN THEIR SCHOOL OR SCHOOL COMPLEX. BASED ON THE TECHNIQUES LEARNED, EACH TEACHER WILL CONSTRUCT A REALISTIC AND WORKABLE PLAN THAT THEY WILL IMPLEMENT DURING THE SCHOOL YEAR.

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$15,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 15,000

FEDERAL \$

COUNTY \$

PRIVATE/OTHER \$ 5,000

REPRESENTATIVE:

[Redacted Signature]

AUTHORIZED SIGNATURE

DENISE ESPOSITO EXECUTIVE DIRECTOR

NAME & TITLE

1/17/18
DATE SIGNED

JAN 17 2018

12:20 PM

Application for Grants

Please check the box when item/section has been completed. 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:

- I. A brief description of the applicant's background;

Mission

The Hawai'i Council on Economic Education's ("HCEE") mission is to increase the economic literacy of Hawaii's students and residents. HCEE implements its mission primarily by promoting and improving the teaching of economic concepts in Hawaii's public and private schools through teacher training. Since its inception, HCEE has trained thousands of public and private K-12 teachers to broaden and deepen their knowledge of economic concepts and introduced them to methods, strategies, and resource materials to teach economics and personal finance effectively.

Primary Activities

HCEE's programs prepare teachers to empower school students to identify and evaluate the consequences of private decisions and public policies and to make sound economic and financial decisions, filling a need not presently being met in our community. Indeed, no other organization in Hawaii trains teachers in economics.

HCEE continuously works towards the goal of a State of Hawaii whose people have the knowledge and skills to make informed economic and financial choices in their lives and for their community by offering a wide variety of programs and workshops.

For Students:

- **Hawaii Stock Market Simulation:** Over a 10-week period, students in grades 3-12 invest a fictional \$100,000 in stocks, bonds and mutual funds. By gaining an understanding of the securities markets, students learn about the importance of saving and investing.
- **State of Hawaii Economics Challenge:** Students in grades 9-12 are showcased for their outstanding economic achievements. Following rounds of tests, teams participate in a "first-to-the-buzzer" Quiz Bowl to answer questions on concepts and theories involving micro, macro, and international economics as well as current events.
- **Economics Through the Eyes of Children:** Children in grades K-8 learn about basic economic and financial concepts and create a poster illustrating their understanding of what they have learned. For example, learning about and depicting "needs vs. wants."

For Teachers:

- **Economics & Leadership Cadre:** Teachers from across the state receive specialized training allowing them to assist the schools within their complex in

incorporating economics and personal finance into the classroom, therefore increasing their student's understanding of economic concepts.

- Variety of Workshops: Workshops range from 1-day exercises to 5-day residential programs, including the Environment & the Economy, the Right Start Institute, and the International Economics Summit. Approximately four workshops are held annually.

2. The goals and objectives related to the request;

The Hawaii Council on Economic Education ("HCEE") is looking for a grant to implement an economics and financial literacy teacher-training program called "Advocating for Economic Education in the Classroom" for Hilo in September 2018 and Honolulu in March of 2019.

The HCEE is aiming to improve the quality of economic and financial literacy education on the Big Island and Oahu by training teachers who in turn can advocate and implement programs and curriculum in Hawaii's public, private and charter schools.

During this workshop, teachers will learn effective advocacy techniques and strategies and develop an advocacy plan for use in their school or school complex. Based on the techniques learned, each teacher will construct a realistic and workable plan that they will implement during the school year.

Through this workshop teachers will be trained to be economic and financial literacy advocates bringing increased offerings of financial literacy curricula into their schools and complexes.

3. The public purpose and need to be served;

More than ever, high school students need to be prepared and equipped with the right economic tools to make smart financial decisions. The 2015 Survey of the States, a biennial report by the Council for Economic Education that provides a comprehensive snapshot of the teaching of economics and personal finance, shows that while there has been progress toward an increased offering of economic and finance courses since 1998, "the trend is slowing, and in some cases, it's moving backward."

Further, as of 2015, 42 states, including Hawaii, require students to understand economic standards. Yet, in Hawaii, economics is offered only as an elective to fulfill seniors' 4th year mandatory social studies credit.

In this workshop, teachers will be required to develop an advocacy plan for use in their school. These action plans are the main measure of outcome for the "Advocating for Economic Education" workshop as they require teachers to examine current barriers to providing an economic or financial literacy course, brainstorm solutions to those barriers, and execute their plan. Teachers who are actively engaged in this process have proven to be stronger long-term champions for economic and financial literacy.

Once trained, the project will have ended but the participants who completed the training will continue to teacher future generations of students. This results in a self-sustaining

education for present and future students as the teachers can begin to embed or design age and subject matter appropriate lesson plans into the school year.

In addition, these teachers can also be an educational leader for their classroom, school, or community by continuing to advocate for lifelong economic and financial literacy learning and application as well as possibly improve their own personal financial situation.

4. Describe the target population to be served; and

Those who will attend the “Advocating for Economic Education in the Classroom” workshops will be made up of teachers representing grades K-12 in Hawaii’s public, charter and private schools. The majority of the teachers will represent public schools, most of which qualify for Title I status. Additionally, the participants will represent a variety of subjects, including economics, business, social studies, science, and math.

5. Describe the geographic coverage.

The “Advocating for Economic Education” workshop will be held in September 2018 in Hilo and March 2019 in Honolulu with an expected attendance of 15 to 20 teachers per workshop, representing grades K-12 primarily from the Hawaii’s public, charter and private schools. The workshops, however, will be marketed statewide and all teachers and educational specialists will be invited to attend both sessions.

II. Service Summary and Outcomes

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

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

The “Advocating for Economic Education in the Classroom” workshop is a one-day 8-hour workshop for ALL teachers who want to understand the process of advocating economic education and financial literacy for their students. The workshop will be held in Hilo in September of 2018 and in Honolulu in March of 2019.

Participants will create a plan that advocates the next steps to expand the economic literacy of students at their schools by improving teachers’ knowledge of economics and access to curriculum materials in addition to exploring tools to integrate economics into other subject areas.

The workshops will be taught by a Master Teacher, Danielle de Jesus. She is currently an AVID teacher at Maui High School. Ms. de Jesus facilitated the HCEE Advocating for Economic Education Workshop on Oahu in 2014 and Hilo in 2015 that was very well received by her peers.

Ms. De Jesus is the 2011 State of Hawaii Economics Teacher of the Year and a graduate of HCEE's Economics & Leadership Cadre program. She has also taught HCEE's Virtual Economics workshop. Ms. de Jesus, a master teacher, is highly qualified to facilitate the "Advocating for Economic Education" workshop.

The project team will consist of the following:

- **Danielle de Jesus**, an award winning Master Teacher who currently is an AVID teacher at Maui High School, will be the instructor for both workshops.
- **Dori Nishijo-Kim**, HCEE Outreach & Program Coordinator will be coordinating logistics, marketing, and project management.
- **Denise Esposito**, HCEE Executive Director, will be providing project direction, general oversight, and project support.

Teachers will be using "Economics in Action," a resource text that includes a combination of simulations, role-playing activities and mystery-based lesson plans with the goal of having students actually learn the concepts. The text includes 14 tried-and-true lesson plans that will help students master concepts like trade, money, opportunity cost, scarcity and inflation quickly with active learning and engagement.

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

The timeline for this project is shown below:

Workshop 1: "Advocating for Economic Education in the Classroom"

Big Island (Hilo) • September 2018 • 1-day 8-hour workshop held at the University of Hawaii Hilo Innovation Center

Workshop 2: "Advocating for Economic Education in the Classroom"

Honolulu • March 2019 • 1-day 8-hour workshop held at Sacred Hearts Academy, Honolulu, HI

July 2018 – August 2018: Marketing and Awareness of Workshop 1 with teachers on the Big Island; Program Coordinator to work with local schools in raising awareness; Workshop 1 teacher to be preparing plans and presentation materials; ordering of books and specialized materials; securing rental of venue.

September 2018: Hold Workshop I in Hilo at the University of Hawaii Hilo Innovation Center.

October/November/December 2018: Follow-up with participants; educators to start work on lesson plans, advocacy efforts, and student-centered activities. Midterm report to be submitted.

December 2018 to February 2019: Teachers to implement plans and provide follow up reports. If accepted by the Master Teacher, teachers can receive stipend to supplement their activities. Prepare for Workshop 2 logistics including finalizing date and location of training; start marketing to schools on Oahu.

March 2019: Hold Workshop 2 on a Saturday in March at Sacred Hearts Academy in Honolulu, HI.

February – April 2019: Teachers to participate in the Spring 2019 State of Hawaii Stock Market Simulation. HCEE to follow-up with participants; educators to start work on lesson plans, sign up for SMS on the internet; create plans and student-centered activities.

April to May 2019: Teachers finalize Learning Portfolio and make a presentation for peer review and learning best practices.

June 2019: Final Report to be submitted.

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

The project's goal is to attract and train 20 educators to attend Workshops 1 & 2 in Hilo and Honolulu. Pre and post surveys will be conducted to measure the attendee's knowledge before and after as well as provide proven techniques on teaching the subject matter in the classroom and why this is so important to advocate for such training and curriculum in Hawaii.

As part of this workshop, teachers will be required to develop an advocacy plan for use in their school. These action plans are the main measure of outcome for the "Advocating for Economic Education" workshops as they require teachers to examine current barriers to providing an economic or financial literacy course, brainstorm solutions to those barriers, and execute their plan. Teachers who are actively engaged in this process have proven to be stronger long-term champions for economic and financial literacy.

Each advocacy plan must address the following questions:

- Describe the need or opportunity
- What are the circumstances like now?
- What led to the current circumstances?
- What is working?
- What is not working?
- Who are the supporters? Who are the challengers? Why?
- Who are potential supporters or partners? Who are potential challengers?

Each plan must also fulfill the following requirements:

- Goal
- Measurable objective
- Action plan
- Documentation

Advocacy plans will be presented and critiqued by the Advocacy workshop facilitator as well as the teachers' peers. This will allow for feedback and solutions to roadblocks. Additionally, teachers must present their plan to their principal or complex director for

evaluation and feedback, as well as provide a formal reflection to HCEE and the workshop facilitator that details the outcomes of their initial implementation. These in-depth reflections allow for the workshop facilitator to offer additional technical assistance in overcoming barriers, as well as open the door for the teachers' peers to offer advice and additional solutions.

The "Advocating for Economic Education" workshop will be offered twice every year. Over 81% of the thirteen teachers who attended the 2015 workshop deemed the content and value to be "high" or "very high". Additionally, 62% of the participants rated their comfort level of advocating for economic education as "medium" or "low" prior to the workshop and 62% of the participants rated their comfort level of advocating for economic education as "high" or "very high" after the workshop. Most importantly, 92% of the participants said that they would use what they learned about advocating for economic education in the future.

One teacher from the 2015 Advocacy workshop said, "I believe economic education is a necessary life skill that has been lacking for some time and must be revived in curriculum. I am very passionate about economics and financial literacy and feel more advocacy is needed. It is important to our students future and the future of our community."

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.

The project will be measured by the following:

- Number of Educators enrolled in training series Workshop I: 20
- Number of Educators enrolled in training series Phase II: 20
- Number of Educators who felt training met or exceeded their expectations; were satisfied or very satisfied with the training? 85%
- Increased Educators confidence in managing finances as the result of services provided through the grant: 85%
- Improved knowledge money management and decision making skills: 85%
- Were planning to use aspects of what they have learned and embed into student curriculum or classes they teach in school 85%

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#)) Attached at end of application
 - b. Personnel salaries and wages ([Link](#)) Attached at end of application
 - c. Equipment and motor vehicles ([Link](#)) Not Applicable
 - d. Capital project details ([Link](#)) Not Applicable
 - e. Government contracts, grants, and grants in aid ([Link](#)) Attached at end of application

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$3,750	\$3,750	\$3,750	\$3,750	\$15,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.
 The Hawaii Council on Economic Education will be applying for a \$5,000 grant from First Foundation Bank and a \$15,000 grant from the Hawaii Community Foundation Flex Grant program in 2019.

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.
 The Hawaii Council on Economic Education has received no state or federal tax credits within the prior 3 years.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

<u>Agency</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018/2019</u>
DCCA	\$33,500	\$33,500	\$33,500	\$35,000
County of HI			\$6,666	
OED			\$3,000	

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017. Attached at end of application

IV. Experience and Capability

1. 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.

The Hawaii Council on Economic Education was established in 1965 to increase the economic literacy of Hawaii's students and residents. Over the past 53 years, HCEE has trained thousands of public and private K-12 teachers to broaden and deepen their knowledge of economic concepts and introduced them to methods, strategies, and resource materials to teach economics and personal finance effectively. Since 2002 alone, HCEE has logged more than 15,800 contact hours providing economic and financial education to Hawaii's teachers.

The curriculum for Advocating for Economic Education has already been created and presented once in 2014 in Honolulu and once in October of 2015 in Hilo. Fourteen teachers attended the Hilo workshop with the objectives of creating a plan that advocates the next steps to expand the economic literacy of students at their schools and taking home tools to integrate economics into other subject areas. Dani de Jesus created and presented both workshops and all 14 attendees who attended the Hilo workshop completed their advocacy plans.

HCEE has also been working with the DCCA Office of Securities since the fall of 2004 on offering the Hawaii Stock Market Simulation and associated teacher workshops, such as Basic and Advanced Investing. Since the fall of 2004, 56,540 students and 1,353 teachers have participated in the Stock Market Simulation.

2. 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.

For the Advocating for Economic Education workshop in Hilo in September of 2018, HCEE will be contracting with the University of Hawaii Hilo to use their Innovation Center conferencing site as we have done in the past. For the workshop in Honolulu, HCEE will be working with Sacred Heart Academy to use their conferencing space for the Saturday workshop in March 2019.

V. Personnel: Project Organization and Staffing

1. 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.

The “Advocating for Economic Education” workshop will be taught by a Master Teacher, Danielle de Jesus. She is currently an AVID teacher at Maui High School. Ms. de Jesus facilitated the 2014 and 205 HCEE Advocating for Economic Education Workshop on Oahu and in Hilo that was well received by her peers.

Ms. de Jesus is the 2011 State of Hawaii Economics Teacher of the Year and a graduate of HCEE’s Economics & Leadership Cadre program. She has also taught HCEE’s Virtual Economics workshop. Ms. de Jesus, a master teacher, is highly qualified advocate and facilitator for the “Advocating for Economic Education” workshop.

The following staff is responsible for the “Advocating for Economic Education” workshop:

- Denise Esposito, Executive Director – Denise was appointed as the Executive Director of HCEE in August 2016. Denise is coordinating the fundraising and overall coordination efforts for the “Advocating for Economic Education” workshop. Denise also works with the Board of Directors to provide strategic leadership to help execute projects and help HCEE make progress on its mission. Denise develops and implements the annual development and strategic plans of the organization, including reviewing and evaluating the results of program activities; allocating resources for greater program effectiveness and efficiency; and developing organizational and administrative policies and program objectives for Board consideration.
- Dori Nishijo-Kim, Part-Time Program Coordinator - Dori is HCEE’s lead staff for the Economics Through the Eyes of Children calendar program, State of Hawaii Economics Challenge, and teacher-training workshops, including the “Advocating for Economic Education” workshop. Her diverse educational background provides insight into refining HCEE’s programs and vision.

2. 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.

Board Chair: Jim Dixon

Executive Director: Denise Esposito reports to Board Chair

Program Coordinator: DoriNishijo-Kim reports to Executive Director

3. **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.

Employees of the Hawaii Council on Economic Education:

Denise Esposito	Full Time Executive Director	\$65,000 annual salary
Dori Nishijo-Kim	Part Time Program Coordinator	Paid \$15/hourly for 24 hours/week Approx. \$18,720/year

VI. Other

1. **Litigation**

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

The Hawaii Council on Economic Education is not a party to any pending litigation.

2. **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.

The Hawaii Council on Economic Education does not have any licensure or accreditation that is relevant to this request.

3. **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.

This grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. **Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2018-19, but

- (b) Not received by the applicant thereafter.

If the Hawaii Council on Economic Education (HCEE) receives this grant for fiscal year 2018/2019 but does not receive it thereafter, HCEE plans on continuing to offer 2 Advocating for Economic Education workshops a year in the fall and the spring by continuing to apply for any available state, local or federal grants along with any available private foundation grants such as the Hawaii Community Foundation Flex Grant, the Castle Foundation Grant or the Atherton Foundation Grant.

5. **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, 2017. Attached at end of application

6. **Declaration Statement**

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#)) Attached at end of application

7. **Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

§42F-102 Applications for grants. Requests for grants shall be submitted to the appropriate standing committees of the legislature at the start of each regular session of the legislature. Each request shall state:

- (1) The name of the requesting organization or individual;
- (2) The public purpose for the grant;
- (3) The services to be supported by the grant;
- (4) The target group; and
- (5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]

Pursuant to Section 42F-102 of the Hawaii Revised Statutes(see above), the (1)Hawaii Council on Economic Education is requesting a(5) \$15,000 grant to implement an economics and financial literacy teacher-training program called “Advocating for Economic Education in the Classroom” for Hilo in September 2018 and Honolulu in March of 2019.

(2) More than ever, high school students need to be prepared and equipped with the right economic tools to make smart financial decisions. In this workshop, teachers will be required to develop an advocacy plan for use in their school. These action plans are the main measure of outcome for the “Advocating for Economic Education” workshop as they require teachers to examine current barriers to providing an economic or financial literacy course, brainstorm solutions to those barriers, and execute their plan. Teachers who are actively engaged in this process have proven to be stronger long-term champions for economic and financial literacy. Once trained, the project will have ended but the participants who completed the training will continue to teach future generations of students. This results in a self-sustaining education for present and future students as the teachers can begin to embed or design age and subject matter appropriate lesson plans into the school year.

In addition, these teachers can also be an educational leader for their classroom, school, or community by continuing to advocate for lifelong economic and financial literacy learning and application as well as possibly improve their own personal financial situation.

(3) The “Advocating for Economic Education in the Classroom” workshop is a one-day 8-hour workshop for ALL teachers who want to understand the process of advocating economic education and financial literacy for their students. The workshop will be held in Hilo in September of 2018 and in Honolulu in March of 2019.

Participants will create a plan that advocates the next steps to expand the economic literacy of students at their schools by improving teachers’ knowledge of economics and access to curriculum materials in addition to exploring tools to integrate economics into other subject areas.

(4) Those who will attend the “Advocating for Economic Education in the Classroom” workshops will be made up of teachers representing grades K-12 in Hawaii’s public, charter and private schools. The majority of the teachers will represent public schools, most of which qualify for Title I status. Additionally, the participants will represent a variety of subjects, including economics, business, social studies, science, and math.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: _____ Hawaii Council on Economic Education

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	6,130	0	0	2,000
2. Payroll Taxes & Assessments	4,000	0	0	1,000
3. Fringe Benefits	100	0	0	
TOTAL PERSONNEL COST	10,230			3,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	2,170	0	0	1,500
2. Insurance	0	0	0	300
3. Lease/Rental of Equipment	100	0	0	
4. Lease/Rental of Space	500	0	0	
5. Staff Training	0	0	0	200
6. Supplies	1,500	0	0	
7. Telecommunication	500	0	0	
8. Utilities	0	0	0	
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	4,770			2,000
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	15,000			5,000
SOURCES OF FUNDING				
(a) Total State Funds Requested	15,000	808-585-7220		
(b) Total Federal Funds Requested		Phone		
(c) Total County Funds Requested		1/18/2018		
(d) Total Private/Other Funds Requested	5,000	Date		
TOTAL BUDGET	20,000	Signature of Authorized Official Denise Esposito Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: _____ Not Applicable _____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: Not Applicable

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: 2016-2017	FY: 2017-2018	FY:2018-2019	FY:2018-2019	FY:2019-2020	FY:2020-2021
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App

Hawaii Council on Economic Education

Contracts Total:

38,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Hawaii Stock Market Simulation & Related Workshop	12/31/17-11/30/18	DCCA Office of Securities Commission	State	35,000
2	Honolulu Start Up Weekend	6/15/17-12/31/17	Office of Economic Development	Honolulu	3,000
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HAWAII COUNCIL ON ECONOMIC EDUCATION
STATEMENTS OF FINANCIAL POSITION
AS OF THE PERIOD ENDED

	<u>July 31, 2017</u>	<u>August 31, 2017</u>	<u>September 30, 2017</u>	<u>October 31, 2017</u>	<u>November 30, 2017</u>	<u>December 31, 2017</u>
ASSETS						
Current Assets						
Cash and Cash in banks						
1100 - FHB - Regular Checking	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1110 - FHB-Restricted Savings	5,075	5,076	5,076	5,076	5,076	5,076
1120 - FHB - Checking	-	-	-	-	-	-
1130 - FHB -BONUS BUSINES	50,437	50,440	50,442	50,444	50,447	50,449
1140 - Petty Cash	73	73	73	73	73	73
1150 - FHB - Regular Checking 2	19,283	27,174	35,905	33,952	47,810	38,073
Total Cash and cash in banks	<u>74,869</u>	<u>82,762</u>	<u>91,496</u>	<u>89,545</u>	<u>103,406</u>	<u>93,671</u>
Accounts Receivable						
1200 - Accounts Receivable	-	-	-	-	-	-
Total Accounts Receivable	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Other Assets						
1800 - Investments	12,603	12,603	12,603	12,603	12,603	12,603
Total Other Assets	<u>12,603</u>	<u>12,603</u>	<u>12,603</u>	<u>12,603</u>	<u>12,603</u>	<u>12,603</u>
TOTAL ASSETS	\$ <u>87,472</u>	\$ <u>95,365</u>	\$ <u>104,099</u>	\$ <u>102,148</u>	\$ <u>116,009</u>	\$ <u>106,274</u>
LIABILITIES AND NET ASSETS						
Current Liabilities						
Accounts Payable						
2000 - Accounts Payable	\$ 340	\$ 340	\$ 340	\$ 340	\$ 340	\$ 340
Bank Overdraft	-	-	-	-	-	-
Total Accounts Payable	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>	<u>340</u>
Net Assets						
3100 - Unrestricted Net Assets (Net Liabilities)	1,391	(5,455)	(5,455)	(5,455)	(5,455)	(5,455)
3200 - Temp Restricted Net Assets	92,586	92,586	92,586	92,586	92,586	92,586
Excess (deficiency) of revenue over expenses	(6,845)	7,893	16,627	14,677	28,538	18,803
Total Net Assets	<u>87,131</u>	<u>95,025</u>	<u>103,758</u>	<u>101,808</u>	<u>115,669</u>	<u>105,934</u>
TOTAL LIABILITIES AND NET ASSETS	\$ <u>87,472</u>	\$ <u>95,365</u>	\$ <u>104,099</u>	\$ <u>102,148</u>	\$ <u>116,009</u>	\$ <u>106,274</u>





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

HAWAII COUNCIL ON ECONOMIC EDUCATION

was incorporated under the laws of Hawaii on 12/07/2000 ; 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 16, 2018

Director of Commerce and Consumer Affairs



**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII 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, Hawaii 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, Hawaii 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, Hawaii 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, Hawaii 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.

 on _____
1/18/18
(Date)

Denise Esposito _____ Executive Director _____