



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

AFTER-SCHOOL ALL-STARS HAWAII

was incorporated under the laws of Hawaii on 07/01/2009 ; 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 09, 2019

Director of Commerce and Consumer Affairs



Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



KIMI TAKAZAWA, CHIEF EXECUTIVE OFFICER

JANUARY 15, 2019

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Certification – Please attach immediately after cover page

1. 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, 2018.

See attached Certificate of Good Standing for After-School All-Stars Hawai'i.

2. Declaration Statement

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

See attached Declaration Statement affirming compliance with Section 42F-103, Hawai'i Revised Statutes.

3. 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](#))

If funded, this grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes.

II. 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;

After-School All-Stars Hawai'i (ASAS Hawai'i) makes the most of the extended learning time available every day after the school bell rings. Public schools are essential to children's intellectual development; however, students spend less than 20% of their waking hours in school.

After-school programs present tremendous opportunities to enhance learning, stimulate exploration, and cultivate each child's potential.

The mission of ASAS Hawai'i is to provide out-of-school programs that keep children safe and help them achieve in school and in life. We partner with eight schools on O'ahu and three schools on Hawai'i Island, serving 1,820 students last year. The organization was founded in Hawai'i in 2009 and is governed by a volunteer board of directors.

ASAS Hawai'i works exclusively in Title I schools, which is the federal designation for schools in which 40% or more of students participate in the free and reduced lunch program. The percentage of free and reduced lunch participants is relevant because academic success is more elusive for children of low-income families. Education has traditionally been the great equalizer, offering a road out of poverty for hard working kids, but these days academic success is more likely to correlate with socio-economic status. This is known as the achievement gap: when low-income students fall below their affluent peers in terms of educational attainment.

2. The goals and objectives related to the request;

ASAS Hawai'i is increasing its focus on Science Technology Engineering and Math (STEM) to take advantage of the opportunities of extended learning time and to open doors for Hawai'i young people in growing technology fields. STEM education integrates the study of science, technology, engineering and mathematics by using scientific inquiry and engineering design as unifying processes. STEM emphasizes innovation and the development of problem-solving, critical thinking and collaboration skills.

This year, ASAS Hawai'i added a new school partner, Waialua High & Intermediate School. This school has an award-winning STEM-based after-school program; working with Waialua enables us to follow best practices and to learn from their success.

Toward the goal of increasing access to STEM learning through after-school, the following objectives will be achieved: 1) 2,000 students in eleven Title I schools will gain access to opportunities that will help them succeed in school and in life. 2) Students will have access to at least one STEM field trip per year. 3) Guest speakers, at least one per year per school, will visit and talk with students about STEM projects and careers. 4) STEM classes and activities will be provided at each school site.

3. The public purpose and need to be served;

In Hawai'i and nationwide, educators are exploring ways to increase young people's interest in STEM fields, so we can meet growing demand for skills in the workforce. The after-school setting is especially conducive to STEM learning (project-based activities, field trips and guest speakers) due to the extended time and flexibility allowed in the out-of-school-time space. Unfortunately, Hawai'i lags behind the mainland in access to hands-on science experiences. In

Hawai'i only 57% of all 8th graders were given access to collaborative, hands-on investigative learning versus 75% of all 8th graders in mainland schools, according to the Education Commission of the States 2015 Report.

Hawai'i is not alone in its need for more graduates from STEM disciplines. STEM fields are growing worldwide, providing lucrative professional jobs. However, the state currently ranks 47th among the states in the number of STEM-related degrees awarded per 100,000 residents.

After-school programs offer an unprecedented opportunity to increase STEM engagement, expose students to careers, and offer project-based and hands-on learning. There is much research supporting the use of out-of-school time to expand STEM learning and increase interest in college and careers. Early engagement in STEM fields crucial, according to a 2006 study published in *Science* magazine. For most students, a professed interest in STEM by 8th grade was a more accurate predictor of attaining a science-related degree than a pupil's math or science test scores.

ASAS Hawai'i sees a unique opportunity to improve science and math competencies in schools that are lagging behind academically. Considering the 2017-18 Smarter Balanced Assessment, the eleven ASAS Hawai'i school sites performed below the state average on assessments in English/Language Arts (ELA), Math and Science.

- Ten out of eleven schools were below the state proficiency standard in ELA;
- Ten out of eleven schools were below the state proficiency standard in Math; and
- Eight out of eleven schools were below the state proficiency standard in Science.

(Source: Strive HI School Performance Reports, 2018. HODOE.)

4. Describe the target population to be served; and

The target population is 2,000 middle schools students in Title I public schools. We target middle school students who face one or more challenges indicating they are "at-risk," such as low household income, poor academic performance, poor attendance record, and lack of access to after-school alternatives.

Due to the socio-economic make-up of the schools we serve, focusing on STEM opens up opportunities for demographic groups that are traditionally under-represented in STEM fields. This project will incorporate career awareness, worksite and college tours, career presentations, industry-based projects, and academic enrichment. These experiences will increase students' interest in pursuing STEM fields, as students report that direct experience in work settings and direct contact with people working in their fields of interest are the most valued sources as they navigate college and career pathways.

This project will help steer socially and economically disadvantaged students on the path to graduate from high school and pursue a college degree.

5. Describe the geographic coverage.

ASAS Hawai'i works in eleven public middle schools in ten different complexes. The following schools, complexes and geographic areas will be served through this project:

<u>School</u>	<u>Complex</u>	<u>Geographic Area</u>
Nānākuli High & Intermediate	Nānākuli Complex	Leeward O'ahu
Wai'anae Intermediate	Wai'anae Complex	Leeward O'ahu
Waialua High & Intermediate	Waialua Complex	North Shore
King Intermediate	Castle Complex	Kāne'ohe
Kalakaua Middle	Farrington Complex	Kalihi
Jarrett Middle	Kaimuki Complex	Honolulu
Washington Middle	Kaimuki Complex	Honolulu
Central Middle	McKinley Complex	Honolulu
Ka'u High & Pahala Elementary	Ka'u Complex	East Hawai'i
Kea'au Middle	Kea'au Complex	East Hawai'i
Pahoa High & Intermediate	Pahoa Complex	East Hawai'i

III. 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;

This project will increase access to STEM learning opportunities for 2,000 students in eleven Title I middle schools. The project objectives and corresponding tasks are as follows.

1. 2,000 students in eleven Title I schools will gain increased access to STEM opportunities that will support college and career readiness. Meaningful STEM learning should be ongoing, as opposed to one-time exposure. ASAS Hawai'i is well-situated to fulfill this guideline, as we build relationships with students through daily interaction, often over up to three consecutive years of middle school.

2. Students will have the opportunity to attend at least one STEM field trip, for a total of eleven field trips. These excursions will provide a real-world context for what students learn in the classroom. Last year, Central Middle students visited the Microsoft store and learned programming concepts at individual laptop stations. Other locations may include Bishop Museum, UH College of Engineering, and Waikalua Loko I'a Fishpond.

3. Guest speakers, eleven per year, will visit schools and talk with students about STEM projects and careers. Program Managers will work with existing and new STEM partners, engaging the broader community in this project. Speakers include doctors, researchers, engineers, environmental activists, entrepreneurs and women in STEM. For example, a guest speaker from Hawai'i Sustainable Coastlines visited Waianae Intermediate last year to talk about environmental threats and ways to assess ocean and water quality.

4. Program staff will engage in professional development trainings, twice annually, to improve their ability to link program activities to in-school STEM curriculum. Six trainings will be provided, four on O'ahu and two on Hawai'i Island. Through written survey, 90% of program staff members who complete trainings will report improved understanding of STEM concepts and how to link them to learning in school.

5. Each school site will develop STEM program elements and articulate how STEM concepts are taught or reinforced. ASAS Hawai'i will work with a program consultant to design and schedule new STEM opportunities at each site. Three of our school sites have robotics programs; we are seeking additional funding to add more robotics programs. Other classes may be computer programming, mad science, agriculture, and media.

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

Annual Timeline FY20

June	Project planning Plan and schedule staff trainings
July	Staff training Planning for fall semester
August	Program registration / student orientation / programs commence Planning for field trips and guest speakers Guest speakers confirmed at four sites Enrollment data collection
September	STEM field trips Guest speakers confirmed at four sites
October – November	Enrollment data collection Planning for field trips and guest speakers
December	STEM field trips Staff training Planning for spring semester

Guest speakers confirmed at three sites
 Parent nights / winter break

January	Program and academic evaluation Second semester enrollment data collection
February - April	STEM field trips Spring break
May	STEM field trip Parent nights Program and academic evaluation

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

ASAS Hawai'i monitors success by evaluating participants based on key indicators of success. We partner with HDOE to access school and student data through a web-based system, iResult. This relationship enables ASAS Hawai'i to directly access student data related to attendance, behavior, grades and standardized test scores. Thus, we are able to assess progress of our students and compare them against the general school population. Regular program participants are less likely to be chronically absent and less likely to have course failures, compared to the general school population.

In pursuit of continuous improvement, ASAS Hawai'i employs The Youth Program Quality Assessment (PQA)[®], by David P. Weikart Center for Youth Program Quality. PQA assesses program quality across best practice domains: safe environment, supportive environment, interaction, engagement, youth-centered policies and practices, high expectations for youth and staff and access. We are implementing staff supports and training resources by the Weikart Center to address deficiencies and pursue continuous improvement.

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.

Goal / Objective	Indicator
2,000 ASAS participants in 2019-20	Number of students who attend at each school

Increase access to STEM field trips	Number and description of field trips per year
Expose students to STEM careers	Number and description of guest speakers per year
Improve STEM instruction through professional development	Number and description of staffing trainings
ASAS participants perform better academically	Percentage of regular program participants (attending 30 days or more) with course failures compared to general school population
ASAS participants have better attendance	Percentage of regular program participants who are chronically absent, compared to general school population
ASAS participants have better behavioral records	Percentage of regular program participants with behavior referrals, compared to the general school population

IV. 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](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

See attached budget forms detailing the cost of this request.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

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 2020.

For FY 2020, ASAS is seeking the following grants or contracts:

City and County of Honolulu Grant-In-Aid FY20	Pending	\$125,000
Atherton Family Foundation	Pending	\$ 20,000
Hawai'i Community Foundation / STEM Grant	Pending	\$ 50,000
Office of Hawaiian Affairs FY20	Pending	\$190,000

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 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 2020 for program funding.

See attached list of federal, state and county grants or contracts.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

The unrestricted current assets as of December 31, 2018 were \$3,036,929.

V. 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.

ASAS Hawai'i has the organizational skills, abilities, knowledge, and experience to fulfill this project.

Our strengths include: 1) site coordinators who work full-time at the school; 2) access to student behavioral, attendance and academic data, which helps us identify and address problems collaboratively with parents and teachers; and 3) relationships with dozens of community partners who bring experiential learning opportunities in a range of disciplines; 4) a strong

relationship with Hawai'i Department of Education since 2009, which has benefitted programs and students.

Each complex area has an Advisory Board that meets twice annually to monitor new initiatives and address concerns. The Advisory Board includes program staff, school faculty, parents, students, community leaders, and a health/behavioral health professional.

Recent contracts are provided as evidence of experience and capacity:

City & County of Honolulu Grant-in-Aid FY 2019

Purpose: To provide after-school initiatives in O'ahu Title I middle schools, focused on service learning, sports programs, and educational excursions.
Grant Amount: \$125,000
Contract: CT-DCS-1900004
Status: Ongoing

Office of Hawaiian Affairs FY 2017-2019 - Education

Purpose: To improve proficiency in Reading and Math through after-school programs in two O'ahu schools and three Hawai'i Island schools.
Grant Amount: \$490,810
Contract: #3179
Status: Ongoing

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.

ASAS Hawai'i programs operate at their respective school campuses. Each school provides in-kind office space, classroom space, field and cafeteria space for activities. This facility usage is Type II usage of public schools, which is designated for governmental agencies, not for profit community educational or recreational activities, youth clubs, athletic teams, labor organizations or service clubs conducting general recreational activities, community affairs, or public hearings for which there is no admission charge, collection taken or offering received during the use of school facilities.

Accordingly, the facilities meet ADA requirements for public schools under Title II of the ADA, which covers "public entities." Schools must meet two key provisions by providing (1) program access (2) in an integrated setting unless separate programs are necessary to ensure equal benefits or services. Facilities must provide physical access to programs or provide an alternative means of achieving program access if accessibility is an issue. Auxiliary aids and services such as interpreters must be provided if necessary for effective communication at school programs, conferences and other activities.

ASAS Hawai'i manages programs and operations from its main office, located at 4747 Kilauea Avenue, Suite 210, Honolulu, HI 96816.

VI. 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 leadership team and organizational structure will contribute to success of this project. Kimi Sakuda Takazawa, Chief Executive Officer, is responsible for strategic management and overall performance of the organization, and reports to the ASAS Hawai'i Board of Directors. Prior to this position, Kimi served as Director of Marketing and Development with Aloha Council, Boy Scouts of America. In this position, she oversaw a \$3M budget and achieved a 30% increase in revenue last year. Kimi has a Bachelor's Degree from Columbia University in the City of New York.

Paula Fitzell, Chief Operating Officer, supports field trips, parent events, camps and service projects. She assists with data management, tracking and reporting, while managing operations to ensure cohesion across ten program sites. Paula was previously the administrative services director of KCAA Preschools of Hawai'i where she oversaw administration of this private nonprofit agency with a budget of \$7 million. Paula has a Master's in Education a Higher Diploma in Education, both from Trinity College in Dublin, Ireland.

Program Managers, Maria Glidden and Kaipō Hanakeawe, establish and implement best practices across all program sites and is responsible for raising and maintaining highest level of program quality. This position cultivates and builds relationships with new partners, supports community and family events/activities, recruits students from feeder elementary schools, and facilitates staff trainings. Kaipō specifically manages Ka'u, Kea'au, Pāhoa, Wai'anae, King, and Nānākuli. He previously served as Site Coordinator at Wai'anae Intermediate ASAS program for four years. He has extensive work and volunteer experience with youth and sports programs.

Maria Glidden specifically manages Kalakaua, Central, Waialua, and Washington. Maria previously served as Site Coordinator at Nānākuli High & Intermediate for six years. Her background includes volunteer management, communications, and community organizing.

ASAS Hawai'i Site Coordinators are responsible for daily operations of ASAS Hawai'i programs at each school. They work on-site and are directly involved with students, teachers and

administrators every day. Site coordinators have one or more years experience working in a leadership or supervisory capacity in an after-school, day-camp or community youth outreach setting.

Program Leaders teach classes, run activities, assist with homework, chaperone field trips and collaborate with partner instructors. We maintain a 20:1 leader to student ratio to ensure adequate supervision and individual attention. Program leaders must have a year or more of non-profit or related experience in youth development.

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.

See attached organizational chart for ASAS Hawai'i.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

The three highest paid positions of ASAS Hawai'i are:

Chief Executive Officer	\$115,000
Chief Operating Officer	\$ 85,000
Program Manager, Quality Standards	\$ 47,475

VII. 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.

Not Applicable.

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.

Not Applicable.

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.

If funded, this Grant-In-Aid 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 2019-20 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2019-20, but
- (b) Not received by the applicant thereafter.

If full funding is received for FY2020, these essential programs will continue to operate without interruption. The 21st Century Community Learning Center program is a significant resource; however, these grants fluctuate greatly from year to year and are unreliable. For FY2020, only eight out of eleven sites have funding through this federal program. Additionally, we were recently informed that HODOE will not release an RFP for 21st Century grants for FY2020. Thus, ASAS Hawaii is reaching out to public and private funders to fill this gap in revenue.

The plan for sustaining ASAS Hawai'i programs requires diverse revenue sources to ensure programs operate uninterrupted despite fluctuations in public funding. Government grants comprise 82% of revenue. In addition to government grants, about 9% of revenue is comprised of foundation grants from sources including Aloha United Way, McNerny Foundation and Kamehameha Schools. Our annual fundraiser, the ASAS Hawai'i Gala contributes 7% of income, and the remaining 2% comes from individual and corporate donations.

Also contributing to sustainability, each school provides in-kind office space, classroom space, field and cafeteria space for activities, staffing support of teachers, registrars and administration and general support for our programs, the estimated value of which is \$115,000 to \$150,000 per year for each school.

**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.

After-School All-Stars Hawaii
(Typed Name of Individual or Organization)

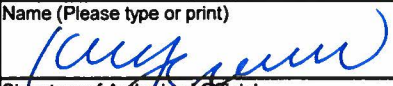

(Signature) 1/15/19
(Date)

Kimi Takazawa, Chief Executive Officer
(Typed Name) (Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: After-School All-Stars Hawaii

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	80,000		92,963	28,500
2. Payroll Taxes & Assessments	12,616		11,862	3,950
3. Fringe Benefits	5,377		10,980	750
TOTAL PERSONNEL COST	97,993	0	115,805	33,200
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	8,000			1,800
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	21,000			8,125
6. Supplies	27,507			12,650
7. Telecommunication	13,500		3,195	
8. Utilities				
9. Contract Services - STEM Consulting	5,000			12,000
10. Contract Services - Evaluation	15,000		6,000	
11. Contract Services - Data Management	12,000			2,225
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	102,007	0	9,195	36,800
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	200,000	0	125,000	70,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Kimi Takazawa, CEO 734-1314		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	125,000			
(d) Total Private/Other Funds Requested	70,000	Signature of Authorized Official Date		
TOTAL BUDGET	395,000	Kimi Takazawa, Chief Executive Officer		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: After-School All-Stars Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Chief Executive Officer	1	\$115,000.00	40%	\$ 46,000.00
Chief Operating Officer	1	\$85,000.00	40%	\$ 34,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				80,000.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: After-School All-Stars Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: After-School All-Stars Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: Not applicable.						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: After-School All-Stars Hawaii

Contracts Total:

3,078,630

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City & County Grant-In-Aid FY19	12/1/18 - 11/30/19	DCS	Hon	125,000
2	City & County Grant-In-Aid FY18	12/1/17 - 11/30/18	DCS	Hon	125,000
3	City & County Grant-In-Aid FY17	12/1/16 - 11/30/17	DCS	Hon	57,820
4	City & County Grant-In-Aid FY16	12/1/15 - 11/30/16	DCS	Hon	150,000
5	State Grant-In-Aid FY19	FY 2019	HIDOE	State	100,000
6	State Grant-In-Aid FY18	FY 2018	HIDOE	State	100,000
7	State Grant-In-Aid FY17	FY 2017	HIDOE	State	190,000
8	State Grant-In-Aid FY16	FY 2016	HIDOE	State	75,000
9	21st CCLC - Nānākuli Intermediate	FY 2018-19	HIDOE	State	100,000
10	21st CCLC - Central Middle	FY 2018-19	HIDOE	State	100,000
11	21st CCLC - Waianae Intermediate	FY 2018-19	HIDOE	State	100,000
12	21st CCLC - Jarrett and Washington Middle	FY 2018-19	HIDOE	State	200,000
13	21st CCLC - Kau, Keaau and Pahoia	FY 2018-19	HIDOE	State	310,000
14	21st CCLC - Kalakaua Intermediate	FY 2018-19	HIDOE	State	155,000
15	21st CCLC - Nānākuli Intermediate	FY 2017-18	HIDOE	State	100,000
16	21st CCLC - Central Middle	FY 2017-18	HIDOE	State	100,000
17	21st CCLC - Waianae Intermediate	FY 2017-18	HIDOE	State	100,000
18	21st CCLC - Jarrett and Washington Middle	FY 2017-18	HIDOE	State	200,000
19	21st CCLC - Nānākuli Intermediate	FY 2017-18	HIDOE	State	100,000
20	21st CCLC - Central Middle	FY 2017-18	HIDOE	State	100,000
21	Office of Hawaiian Affairs	FY2017-19	OHA	State	490,810
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