

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


AUTHORIZED SIGNATURE

Kathleen Ann Awaya / Executive Director 1-21-2022
PRINT NAME AND TITLE

DATE

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

Educational Services Hawaii Foundation dba EPIC Foundation

(Typed Name of Individual or Organization)



(Signature)
Kathie Ann Awaya

1-21-2022

(Date)

Executive Director

(Typed Name)

(Title)



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

EDUCATIONAL SERVICES HAWAII FOUNDATION

was incorporated under the laws of Hawaii on 05/10/2004 ;
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: November 23, 2021

Director of Commerce and Consumer Affairs



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, 2021.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii 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.

EPIC Foundation attests that should a grant be awarded all funds will be utilized for the public purpose as fully described in this proposal, pursuant to Section 42F-102, Hawaii 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;

EPIC Foundation is a non-profit corporation, committed to improving educational outcomes for all learners. Established in 2004, EPIC Foundation is singular in its purpose, and that is to ensure that all children, youth and young adults have equal access to a quality education that opens doors to a purposeful future. Services include instruction in all academic areas, out of school time programs, educational mentoring and advocacy with outcomes focused on enhancing those attitudes, attributes and perceptions that result in improving academic skills, graduation rates, and paving successful transition to post high opportunities. While services are offered to all learners within our communities, a strong emphasis is placed on outreach to special populations of learners including those in foster care and youth who are experiencing difficulties in the traditional school system. At EPIC Foundation, while our focus is on education and our

outcomes are measured by academically related criterion, we embrace the philosophy that learning occurs most joyfully and successfully within the context of recognizing, nurturing and cultivating the student's social/emotional and cultural needs in safe, engaging and responsive learning environments.

2. **The goals and objectives related to the request;**

We are requesting a one year grant for fiscal year 2023 to support our 'Imi 'Ike Learning Centers Project. The Project seeks to provide an academic social-emotional learning program, daily after school, on Saturdays and all day during intersessions to students pre-school through college who are currently or formerly in foster, kinship, shelter or residential care. Students in these living environments—a distinct group within the larger group of at-risk students—require supplemental educational assistance to achieve academic success.

The goal of the Project is as set forth:

--To provide a learning environment to a targeted group of learners—children, youth and young adults currently or formerly in foster, kinship, shelter or residential care—that includes intensive academic instruction, enrichment and family engagement activities to increase skill development and improve rates of grade promotion and graduation.

The objectives related to the request are as set forth:

--95% of students who participate in Project services will be promoted to the next school grade by the end of the school year or by the end of the summer of that same school year.

--95% of students who participate in academic tutoring will demonstrate after 32 hours of instruction an increase in the identified academic skill, typically reading, writing and math based on curriculum based measurements.

--100% of students in their senior year will graduate by June 2023.

--100% of students enrolled within the first 6 months of the Project and seeking to complete an alternative high school credential including GED and HiCore will do so by the end of the Project year.

--75% of students who participate in any Project service including enrichment classes and school intersession all day programs will improve their attitudes toward learning based on a validated survey instrument after 32 hours of instruction

--95% of students who participate in any Project service including enrichment classes and school intersession all day programs will show improvement in targeted skill development based on pre and post assessments, portfolio or activity specific rubrics.

All outcomes are measureable and individualized based on the student's area of need. Student advancement in academic and specialized skills, promotion to a subsequent grade, high school graduation and improvement in attitudes towards learning clearly benefit our targeted population placing them on a trajectory of success in their educational careers and transitions to post high school opportunities.

3. The public purpose and need to be served;

The successful education of our children and youth is an undeniable universal need of every community. As reported in Fostering Success in education Fact sheet January 2014, education provides the vehicle for improved outcomes in the physical, cognitive and social arenas during critical developmental periods and supports economic success in adult life. The targeted public service population to be served through this grant proposal are preschool through college aged students in the state of Hawai'i who are currently or formerly in foster, kinship, shelter or residential care. This targeted group of students is a significantly vulnerable one educationally particularly in the context of the worldwide pandemic. The need to be served is to close the educational achievement gap between youth in care and their typical peers.

4. Describe the target population to be served; and

The targeted population as identified above is large. According to the Child Welfare League of America's Hawaii's Children 2015 publication, in 2013, 1324 children were victims of abuse or neglect in Hawaii and 1,085 children lived apart from their families in out of home care. 63,047 minor children in Hawaii lived with grandparents or other relatives and of this number approximately 13,947 Hawaii grandparents had primary responsibility caring for their grandchildren (kinship care). According to the State Child Welfare Services, with an average of 85 children entering the foster care system in Hawaii each month, the impact on the community is significant. (Star Advertiser 11/21/21) In the month of October 2021, there were approximately 1350 children in foster care.

As the Project includes students both currently and formerly in care the annual number counts become cumulative. Research shows that youth in this high risk group need supplemental educational assistance outside of the regular school day to help make meaningful academic progress and to keep them from falling further behind. Compared to other children, youth in out of home care are more likely to:

- Experience frequent school changes that result in lesser academic progress than peers, and each time they change school, they fall farther and farther behind.
- Have academic and behavioral problems in school and levels of school suspensions and expulsions
- Have higher rates of absenteeism and disciplinary referrals
- Perform below grade level
- Experience high levels of grade retention and lower rates of graduation

Data specific to the educational needs and outcomes of the target population for the State of Hawaii. However, numbers from our organizational database based on a program administered by our organization in conjunction with the Hawaii State Department of Education documents that in a given month an average of 320 students Statewide who are in State foster care are certified as being disabled and in need of specially designed instruction to make progress in academics. Additionally, of 157 students participating in the 'Imi 'Ike Learning Centers in the last two years 64 were certified as in need of Special Education, having been determined to have a disability that impacted on their learning.

The effects of the Covid 19 Pandemic on the education of Hawaii's student population have been well documented, the long term effects of which have yet to be determined. For our

targeted population, the impact is exacerbated when placed within the larger context of their histories that most often include abuse, neglect and disrupted, changing home environments, and uneven availability of support.

Research and analysis conducted by the Children Now Organization (September 2020) noted students in out of home care were disproportionately impacted by school closures associated with lack of access to technology and necessary support to participate in distance learning; disrupted supports normally provided by school to help engage youth in care in ,encountered greater placement instability as caregivers struggled to balance their own disrupted home and economic challenges with the needs of the youth in care. According to a Hawaii News Now Report (February 2021), "the lack of in-person education has created anew type of isolation for foster youth." The shut-downs also limited visits with biological families causing greater emotional and psychological anxiety. Therapy and other services were also interrupted. For the general student population the released fall testing data from the DOE as reported in the Star Advertiser (11/19/21) found students in first through 8th grades at least one or two grade levels behind in math while two-thirds we also behind in language arts. The Strive High Performance data corroborated these numbers and also determined that of students with disabilities only 6% were at grade level in both Language Arts and Math.

5. Describe the geographic coverage.

Project services delivered in-person and through distance-learning will be available to students on Oahu and Hawaii Island. Distance-learning will be available to students on the islands of Kauai, Maui and Molokai.

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;

The 'Imi 'Ike Learning Centers will provide a unique and proven approach to implementing an out of school learning environment to a very targeted special population of learners--students aged 4 through college currently or formerly in foster, kinship, shelter or residential care. Tutors and instructors are trained to understand the social and emotional needs of each individual student within the context of his/her life histories and current situations. It is with this awareness and acceptance that each student is welcomed into the learning environment and engaged in academic instruction. The academic instruction is individualized for that particular student's needs and is paced accordingly. Instruction is always planned for student success. The one to one tutoring is the primary initial service provided as the intent of the grant activity is to increase the skill levels of the student to support and enhance regular school instruction. Through the efforts of the school day and the supplemental intensive and targeted instruction afforded at the Learning Centers both in-person and through distance learning the long range goal is a successful experience at school and the student's complete integration into that learning environment.

Scope of Work, Tasks and Responsibilities:

An array of services supplementing the one to one tutoring are necessary for successful outcomes and will include the following:

-Enrollment of 100 students in the targeted population:

Tasks and Responsibilities:

- Recruitment activities through distribution of flyers , advertisements in publication and community presentations ongoing but intensive during the first month of the grant cycle. (Project Director and Educational Coordinator)
- Orientation with students and caregivers within one month of enrollment to elicit full involvement in support of academic success, program involvement and clear identification of academic need. Start participation in program services within one week of orientation. (Project Director)

-Instructional process for tutoring services:

Tasks and Responsibilities:

- Completion of baseline assessment and development of individualized learning plan within one month of first day of participation. (Project Director and Educational Coordinator)
- Provision of intensive instruction in reading, writing and math and/or course content at a minimum of twice weekly. Involve students in their educational trajectory through encouraging self assessment and self-advocacy, responsibility for one's own learning and development of effective study skills. Documentation of all instructional activities in session logs to track progress immediately after each activity.(Project Director, Educational Coordinator, Tutors)
- Administer interim assessments of targeted skills to inform instruction and determine progress toward measureable instructional objective. (Tutors with oversight of Educational Coordinator and Project Director)
- Sustained and organized in-house development of curricular materials that are engaging and relevant to the students' academic needs as well as to their interests. (Project Director, Educational Coordinator)
- Completion of annual assessment of skills to measure progress from baseline assessment. (Tutors with oversight of Educational Coordinator and Project Director)
- Ongoing review of data and progress of each student including discussions with students and caregivers, review of report cards and credit status (Project Director, Educational Coordinator and Tutors)
- Administer student satisfaction and feedback surveys at 6 months intervals from inception of services, at the conclusion of enrichment/intersession programs, at disenrollment or at the end of the school year (Project Director, Educational Coordinator and Tutors)

-Delivery of enrichment and full day intersession programs

Tasks and Responsibilities:

- Elicit feedback from students and stakeholders as to enrichment activities of interest. In the past Art, Robotics, Gaming, Hawaiian language and related cultural activities, Science, Debate, and Magic have been popular and successful offerings(Project Director, Educational Coordinator and Tutors)
- Develop plan and schedule of enrichment activities for the year and disseminate information to active participants and their support team and to stakeholders in the community. (Project Director and Educational Coordinator)
- Meet with enrichment instructors to design curriculum, designate targeted skills and measurement tools. (Project Director and Instructors)

- Deliver enrichment and intersession programs in person and through distance learning. (Instructors with oversight from Project Director)

-Parent involvement activities

- Creating an inviting and comfortable environment for caregivers to visit and collaborate with staff. (Project Director, Educational Coordinator, Tutors and Instructors)
- Instructional progress reports at 32 hours of instruction to caregivers (Project Director, Educational Coordinator, Tutors)
- Foster stakeholder involvement including communication and collaboration with student's schools, social workers and other support members on an ongoing basis but at a minimum quarterly. (Project Director)
- Foster an environment to support staff commitment to the goals and objectives of the Project, its strategies and activities through consistent daily management availability, collaboration, support, professional development and monthly staff meetings.
- Administer caregiver feedback and satisfaction surveys at 6 month intervals from inception of services (Project Director, Educational Coordinator, Tutors)

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

July 2022: Set up a comprehensive data base system to collect all data necessary for Grant Activity reporting. Collect and input daily (July 2022-June 2023) all necessary data to monitor service delivery and contractual compliance.

July 2022- July 2023: Recruit and complete enrollment and orientation process for 100 preK -college age students currently or formerly in foster, kith or kinship care. Recruitment and enrollment is ongoing as we intend to continue the Project beyond the Grant period.

July 2022-August 2022: Enroll minimum of 50 students.

September 2022-January 2023: Enroll a minimum of 10 students each month.

Enrollment is ongoing: Within student's first month of enrollment in selected program activity: Administer a baseline assessment of academic skills and survey of attitudes toward learning, schedule tutoring, classroom instruction. Develop individualized student learning plan to include: suggested areas of focus for tutoring in identified skill areas, determine curriculum and resources to be used, determine additional Grant Activities (Homework support, specific coursework support, study skills, enrichment classes)

July 2022-July 2023:

- Implementation of individualized student learning plan: Daily tutoring, participation in enrichment activities, intersession programs. Consistent monitoring of tutorial activities through daily observation of tutoring and all enrichment activity sessions, communication with direct service staff, consistent review of student session logs and student work and adjustments as needed to ensure meeting of all objectives set forth in the learning plans.
- Monthly staff meeting to address students' progress.
- Complete interim, informal math and/or reading tests imbedded in curriculum, based on targeted skills, for the purpose of monitoring progress toward those skills.(Ongoing throughout the course of the Grant Activity) minimally after 32 hours of instruction.
- At every school Quarter (October, January, March, June) collect and review with students, quarterly school report cards. Model and teach students to monitor their own school progress/status. Maintain communication with parents.
- Monthly beginning July 2022-July 2023: To ensure the timely delivery of services related to the Grant Activity and contractual compliance, monthly Project Director report to

Executive Director, Monthly student status reports and weekly supervision meetings--
Project Director and Educational Coordinator with Executive Director.

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 management team consists of the Executive Director, Project Director, and Educational Coordinator. The Executive Director will serve as the grant administrator and will have executive oversight of grant funding, personnel, and services to ensure that grant funds are used in accordance with the Project's intent and in keeping with state and federal laws. The grant administrator will meet with the Project Director weekly and will review the required monthly Project Director's report that covers all aspects of the Project. The Project Director will provide administrative oversight of the Project's daily operations. In coordination with the Executive Director, the Project Director will oversee the operation of the learning centers which includes distance learning, referral process, project services, and hire staff. The Project Director will train and supervise all staff and meet monthly with the Educational Coordinator and to ensure adherence to the project design. The Educational Coordinator will provide educational planning and supervise the tutors and will assist in overseeing the daily operations of the learning centers which includes distance learning. In coordination with the Project Director the Educational Coordinator will develop educational plans and the corresponding curriculum. The Educational Coordinator will meet with tutors to review goals and objectives, curriculum, strategies, and to process each tutoring session. The Project adheres to the 'Imi 'Ike Learning Centers written Policies and Procedures. Project Management Procedures are included in all levels: Board of Directors, Executive Director, Project Director, staff, students, and stakeholders. The Project Director will submit monthly reports to the Executive Director who will review the reports and present summary information to the Board for their review and response at quarterly meetings. The Project Director's monthly reports will include an account of monthly activities and will assess the program on a grant, programmatic, and student level. One administrative meeting between the Executive Director and Project Director will be scheduled monthly to monitor management, fiscal and program operations for compliance with all federal, state, county, and funding requirements. (Executive Director is available at all times for consultation) In addition, these meetings will be used to follow-up on the monthly reports, review the status and progress of program goals, objectives, timelines, and strategies. These meetings will also be used to review daily operations and address concerns. Project Director will maintain communication with all staff to ensure that consistent, high-quality services are provided. The Project Director's routine communication with staff will include in-person meetings, e-mails, and/or memorandums to relay information from administrative meetings, review/discuss enrollment changes, test results, educational plans, student behavior, concerns, and scheduling. These communications will be documented in the Project Director's monthly reports. Written and/or verbal periodic progress reports to stakeholders will ensure stakeholders are apprised of student progress, and given an opportunity to both ask questions and raise concerns. An annual staff evaluation will be conducted to ensure staff are meeting the needs of students. Staff will receive regularly scheduled training to ensure consistent methodology and improve their knowledge base. New staff will receive an orientation to ensure the rituals and routines of the program are consistent. The Project's professional development services are of sufficient quality, intensity and duration to lead to improvements in practice among the recipients of these services as they will be scheduled throughout the year, address knowledge and skills directly needed to deliver high quality project services, and connect the Project to other organizations with similar purposes. Professional development topics will seek to further the knowledge base of staff in the integration of pedagogy and best practices for working with students who have experienced out of home placement and students with special learning needs. The accounting team will maintain QuickBooks to document all expenditures by line item and create a bimonthly expenditure report. Expenditures will be monitored by the accounting team against the approved budget and a monthly report will document the rate of expenditures insuring that the Project remains within budget.

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.

Output measures include:

- Number of enrolled student participants and demographic data.
- Number and hours of tutoring sessions
- Number and hours of enrichment and intersession activities
- Number and hours of family engagement activities
- Number of outreach activities
- Number of baseline academic assessments conducted
- Number of post academic assessments conducted
- Number of educational plans developed
- Number of client satisfaction and feedback surveys administered

Outcome measures will report on the achievement of the objectives as set forth:

- 95% of students who participate in Project services will be promoted to the next school grade by the end of the school year or by the end of the summer of that same school year.
- 95% of students who participate in academic tutoring will demonstrate after 32 hours of instruction an increase in the identified academic skill, typically reading, writing and math based on curriculum based measurements.
- 100% of students in their senior year will graduate by June 2023.
- 100% of students enrolled within the first 6 months of the Project and seeking to complete an alternative high school credential including GED and HiCore will do so by the end of the Project year.
- 75% of students who participate in any Project service including enrichment classes and school intersession all day programs will improve their attitudes toward learning based on a validated survey instrument after 32 hours of instruction
- 95% of students who participate in any Project service including enrichment classes and school intersession all day programs will show improvement in targeted skill development based on pre and post assessments, portfolio or activity specific rubrics.

We will be happy to include any other measures deemed as necessary to assess the Project's achievement or progress.

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)
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
39,600	39,600	39,600	39,600	150,400

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

Office of Hawaiian Affairs—Solicitation has not been announced.
 USDOE Native Hawaiian Education—Solicitation has not been announced.
 Sony Grant—Proposal has been submitted

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 2023 for program funding.
 Not Applicable.
6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.**
 \$84,068.00 as of December 31, 2021

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.

EPIC Foundation is a non-profit corporation, committed to improving educational outcomes for all learners. Established in 2004, EPIC Foundation is singular in its purpose, and that is to ensure that all children, youth and young adults have equal access to a quality education that opens doors to a purposeful future.

Academic Tutoring

Throughout the past seventeen years, from 2004 to the present EPIC Foundation has provided individualized tutoring in all academic and skill areas and out of school time enrichment opportunities to students aged 4 years through college age, on O'ahu and beginning in 2018 on East Hawai'i Island. We promote an individualized approach to all services, ensuring that each participant's unique needs are addressed. While services are targeted to our youthful learners, family participation practices are integrated into our service delivery as caregivers are considered to play a crucial role in the success of the students who participate in our programs.

Our students reflect the diverse demographics of our local communities, and parents, caregivers and other referral sources seek academic tutoring to meet a range of similarly diverse educational needs. Most of our students' needs are remedial in nature primarily in the skill areas of reading, reading comprehension, writing and math. Others, primarily intermediate, high school and college students seek additional support to supplement the teaching done at school for specific courses most frequently in English, Mathematics, the Sciences and Social Sciences. With this latter group of students, our focus is to reinforce and reteach the key concepts required by the course curriculum to enable students to successfully complete the course. A smaller group of our student population includes those students who are in need of test preparation for PSAT, SAT, ACT, SSAT, GED, HISET, and ASVAB. Most of our student population attend public and charter k-12 schools and a small number attend private schools.

A tuition is charged for our academic tutoring services. Our fees are set at reasonable rates so that limited resources is not a barrier for students to receive the help they need. Grant funds as described below have allowed us to offer these same academic tutoring services free of charge to targeted populations of students who are farthest from proficiency and at risk of school failure.

History of Of Programs and Services

2004 to the Present

Under a contract through the RFP process with the Hawai'i State Department of Education, EPIC Foundtion staff have served as Surrogate Parents for students ages 2.5 through 22 years who are certified as in need of Special Education services or a Section 504 Modification Plan. Services as of this writing have been provided on O'ahu, Hawai'i Island, Maui, Lāna'i, Kaua'i and Moloka'i to a cumulative unduplicated

6,897 children and youth with special needs who are in the foster care system or incarcerated at the Hawai'i Youth Correctional Facility.

2006 to the Present

'Imi 'Ike Learning Centers is a program specifically designed for students currently or formerly in foster or kinship placement seeking to improve academic achievement, attitude towards self, school and learning. Tutoring and place based learning are provided in one to one and small group configurations. From 2006 to the present this Project has been periodically and partially funded by the Federal Department of Education Native Hawaiian Education Program and the Office of Hawaiian Affairs and through organizational resources.

2010 to the Present

EPIC Journeys is an all-day academic and enrichment program (including after care) for students who have completed the kindergarten through rising 7th graders held during all Fall, Winter, Spring and Summer school breaks. The program's academic component utilizes a project and place based approach to learning. Enrichment offerings including magic, art, robotics, fitness and 'ike 'ōlelo complement the academic day. Groupings of not more than eight students allow for tailoring instruction to student needs.

2010--2012

As a vendor with the City and County Workforce Investment Act Youth Program from 2010--2012, academic tutoring was delivered to more than 200 students, many of whom were disengaged from the traditional school systems, resulting in improved reading and math grade levels, based on pre and post tests administered by City and County staff. Increased reading and math levels paved the way for these students to obtain high school equivalencies/diplomas or General Education Development (GED) credentials.

2018 to the Present

Miss Alison Bishop heads EPIC Foundation's year round arts program for students beginning from age 5 years. Fresh and engaging 6 week sessions have included such offerings as "Dancing Bones", "Shaded Shells" "Shoe-tastic Animation" and "Color Fun" and "Cats" for the very little ones.

2004-2006

Tutoring services specifically designed for youth in foster care were provided at our learning center in Moiliili as well as on the school campuses of Farrington, Kalakaua, Dole, Castle and Stevenson. This was an informal arrangement with individual schools who permitted the usage of classrooms after school. Teachers made referrals for tutoring and worked closely with the tutors to identify learning needs.

2012-2016

The Journey To Success Project provided educational mentoring to teens in foster and kinship care utilizing "Check and Connect" an evidence based comprehensive and structured intervention developed by the University of Minnesota. Relationship building

with the youth and family, close collaboration with school staff, skill building, and a solutions focused approach were the basic tenets of the program. Students were supported to improve reading and math performance, attitude toward school and learning, and overall success in school. This project was funded in part by the Federal Department of Education, Native Hawaiian Education Program.

2021 to the Present

As a verified vendor with the Hawaii State Department of Education, beginning November 2021, in collaboration with a DOE elementary school, we have provided intensive instruction in reading fluency and reading comprehension in small group configurations to 53 students identified as not meeting grade level standards.

List of Verifiable Experience for the last 3 years:

Imi'Ike Learning Centers—Office of Hawaiian Affairs-October 2019-October 2021 (grant)

Imi'Ike Learning Centers—USDOE Native Hawaiian Education-October 2017-October 2021(grant)

Surrogate Parent Program—Hawaii State Department of Education Special Services Section July 2018 to Present

EPIC Foundation has demonstrated a strong and lasting history of commitment to the education of the children and youth of Hawai'i, particularly to those students who are in most need of supplemental education in order to experience optimal success in their educational careers.

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.

We have three physical locations at which all in-person and distance learning services are delivered:

1. EPIC Learning Center at Moiliili
2535 South King Street 304 (Moiliili Community Center)
Honolulu, Hawaii 96826
2004 to the present

2. EPIC Learning Center at Waipio
94-344 Ukee Street Bay 7
Waipahu, Hawaii 96797
2019 to the present

3. EPIC Learning Center at Hilo
123 Waianuenue Avenue 202

Hilo, Hawaii
2017 to the present

Each center is located in a community safe and kid-friendly in consideration of our targeted population.

Each center is fully equipped with furniture (including desks, tables, chairs, bookshelves) conducive to a quiet, inviting learning environment for our targeted population.

Each center has bathroom and handwashing facilities, sufficient fresh air ventilation, safety measures including partitions, particularly important during these pandemic times.

Each center is fully equipped with necessary technology including computers, tablets, video cameras and microphone, video screens, wide angle teaching cameras, a range of curricula and all necessary supplies for learning including pencils, paper, notebooks, and materials used for enrichment activities.

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 proposed staffing pattern to successfully deliver the service capacity of educational programs to 100 students and their caregivers requires the following:

- Executive oversight of Project's compliance to the specifications of the grant by the organizational Executive Director.

Kathie Awaya is the Executive Director of the EPIC Foundation since 2004 and will serve as the Grant Administrator. She holds a Masters degree in Social Work with over 25 years of experience as a social worker with the Queen Liliuokalani Children's Center, Department of Human Services and Child and Family Service. In the field of education, she has served as an educational advocate for special needs students in foster care and as a Title I reading teacher and part time teacher at Kaaawa Elementary.

- Project Director provides oversight of all Project services and ensures that all activities conform to the requirements and timelines of the grant.

Christine Miyamura will serve as the Project Director. Christine is a licensed Special Education Teacher with the Department of Education and has worked with children and youth both in the private and public sector . She has been with the EPIC Foundation since 2008 and since 2017 has served as the Project Director of the 'Imi 'Ike Learning Centers.

- Educational Coordinator:

- Under the general supervision of the PD, is responsible for matching tutors with student needs and scheduling accordingly with caregivers the students' participation in all Project programs.

- Engages with parents and caregivers in person and on the phone regarding attendance, progress, and other matters to elicit parent involvement.

Responsible for overseeing together with PD the smooth operations of the tutoring center and its satellite sites.

- Oversees the availability of appropriate curricula and serves as line level day to day consult to tutors.

- In concert with the PD develops and implements innovative and individualized lesson plans for tutoring and project based curricula for intersession programs.

- Takes leadership for intersession programming.

Provides a high level of comprehensive instruction in all academic and skill areas, study and test taking skills and serves as a general mentor and role model to students.

- Ensures that the student assessment schedule is being adhered to and ensures the timely and accurate completion of all required surveys.

- Keeps track of all data collected and submits such to the PD in a timely manner.

William Prill, has been with the EPIC Foundation as a tutor since 2006 and since 2017 has been designated as an Educational Coordinator to include supervisory responsibilities, lesson planning and curriculum development. Prior to joining the EPIC Foundation, William worked as a tutor with a private tutoring company and served as a skills trainer for behaviorally disordered students within the Hawaii State educational system. William has a Bachelors Degree in English with a strong educational background in Mathematic and the Sciences.

Tutors and Instructors: Responsible for the delivery of tutoring services and enrichment programs.

All tutors and instructors have a Bachelors Degree and expertise in their specific areas of instruction.

The Project's management team consists of the Executive Director, Project Director, and Educational Coordinator. The Executive Director will serve as the grant administrator and will have executive oversight of grant funding, personnel, and services to ensure that grant funds are used in accordance with the Project's intent and in keeping with state and federal laws. The Executive Director will meet with the Project Director weekly initially and will review the required monthly Project Director's report that covers all aspects of the Project. The Project Director will provide administrative oversight of the Project's daily operations. In coordination with the Executive Director the Project Director will implement the learning centers, referral process, project services, and hire staff. The Project Director will train and supervise all staff and meet monthly with the Educational Coordinator and tutors/instructors to ensure adherence to the project design. The Educational Coordinator will provide educational planning,

supervise the tutors and will assist in overseeing the daily operations of the learning and satellite centers. In coordination with the Project Director the Educational Coordinator will develop educational plans and the corresponding curriculum. The Educational Coordinator will meet with tutors to review goals and objectives, curriculum, strategies, and to process each tutoring session.

The Project adheres to the 'Imi 'Ike Learning Centers written Policies and Procedures. Project Management Procedures are included in all levels: Board of Directors, ED, PD, staff, students, and stakeholders. The Project Director will submit monthly reports to the Executive Director who will review the reports and present summary information to the Board for their review and response at quarterly meetings. The Project Director's monthly reports will include an account for monthly activities and will assess the program on a grant, programmatic, and student level. One administrative meeting between the Executive Director and Project Director will be held monthly to monitor management, fiscal and program operations for compliance with all federal, state, county, and funding requirements. In addition, these meetings will be used to follow-up on the monthly reports, review the status and progress of program goals, objectives, timelines, and strategies. These meetings will also be used to review daily operations and address concerns. Project Director will maintain communication with all staff to ensure that consistent, high-quality services are provided. The PD's routine communication with staff will include in-person meetings, e-mails, and/or memorandums to relay information from administrative meetings, review/discuss enrollment changes, test results, educational plans, student behavior, concerns, and scheduling. These communications will be documented in the PD's monthly reports. Written and/or verbal periodic progress reports to stakeholders will ensure stakeholders are appraised of student progress, and given an opportunity to both ask questions and raise concerns. An annual staff evaluation will be conducted to ensure staff are meeting the needs of students. Staff will receive training on-going to ensure consistent methodology and improve their knowledge base. New staff will receive an orientation to ensure the rituals and routines of the program are consistent.

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.

Organizational chart is attached.

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.

Executive Director (1.0FTE) :\$60,000-\$72,000

Project Director (1.0FTE) :\$ 48,000-\$62,700

Project Director (1.0FTE) : \$48,000-\$62,700

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.

There is no 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.

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.

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

We have an organizational plan in place that has successfully sustained the 'Imi 'Ike Learning Centers for the last 12 years with and without external support.

- 1. Decrease overhead expenses organizationally. For example Hawaii Energy was instrumental in decreasing utility costs.
- 2. Strategically plan for the development of revenue generating programs. Currently our EPIC Arts Program has greatly expanded and added a second location. We are also planning to start EPIC Beginnings, a drop in program for pre school aged children.
- 3. Seek out grants and contracts for other services. For example, we recently submitted a proposal to the State Department of Education to be on a Vendor List to provide tutoring in the school setting through the American Rescue Plan. As a result we recently started at a school to work with struggling students during the morning hours.
- 4. For the 'Imi 'Ike Learning Centers itself we have employed the following strategies when funding is limited:
 - Wait list new referrals.

--Request caregivers seek available funding for tutoring and enrichment programs through CWS social workers.

--Request a nominal tuition from caregivers; we don't turn students away based on an inability to pay.

-- Provide instruction in small group configurations rather than one to one to decrease per hour salary costs.

--Utilize volunteers when available. Partnering with Foster Grandparents Program was helpful in previous years.

Thus far, we have been able to keep the doors to the 'Imi 'Ike Learning Centers open. One of our students who started as a 3rd grader continues to receive academic support, now in his third year of college!


Due to the Covid 19 Pandemic we started distance learning and this has expanded our reach both for the 'Imi 'Ike Learning Centers as well as for revenue generating tutoring services the latter through which we are tutoring students as far as China.

We are very committed to the population of students in our 'Imi 'Ike Learning Centers and have a track record of sustaining this Project beyond grant periods utilizing the above discussed strategies. While there is no guarantee, we have always been able to pull through with creativity, innovation, and commitment and hard work from a dedicated staff.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Educational Services Hawaii Foundation dba EPIC Foundation

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	57,400	0	53,846	0
2. Payroll Taxes & Assessments	6,000		5,900	
3. Fringe Benefits	12,000			
TOTAL PERSONNEL COST	75,400		59,746	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	75,000	0	84,000	
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	75,000		84,000	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	150,400		143,746	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	150,400 158,500	Kathie Ann Awaya		808 955 6166
(b) Total Federal Funds Requested	0	Name (Please type or print)		808 556 499
(c) Total County Funds Requested	143,746			1-21-2023
(d) Total Private/Other Funds Requested		Signature of Authorized Official		Date
TOTAL BUDGET	302,246	Kathie Ann Awaya/ Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: ____ Educational Services Hawaii Foundation dba EPK

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Director	0.5	\$62,720.00	50.00%	\$ 31,360.00
Educational Coordinator	0.5	\$52,080.00	50.00%	\$ 26,040.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				57,400.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: Educational Services Hawaii Foundation

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:

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Apprvices Hawaii Foundation dba EPIC Foundation

Contracts Total: 1,399,680

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Provide Surrogate Parent Services	7/1/18-6/30/22	Department of Education	Hawaii	1,399,680
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