

**THE THIRTIETH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating                       Capital

Legal Name of Requesting Organization or Individual:    DbA:  
IMPACT CHANGE HAWAII    BUILDING BLOCKS HAWAII

Amount of State Funds Requested: \$ 241,920.00

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Impact Change Hawaii humbly seeks support from the Hawaii State Legislature for our free, early literacy program for 3 and 4 year old children called Building Blocks Hawaii (BBH). Funds requested will cover salaries for our highly experienced and qualified staff, who are solely responsible for creating and successfully running the program. This grant will support 1 program director, 1 part-time curriculum director, 2 part-time teachers, and 1 program administrator. Growth and prosperity of the BBH program is dependent on quality staff, and your support will allow us to retain their expertise.

Amount of Other Funds Available:	Total amount of State Grants Received in the Past 5 Fiscal Years:
State:            \$ <u>0</u>	\$ <u>0</u>
Federal:        \$ <u>0</u>	Unrestricted Assets:
County:         \$ <u>0</u>	\$ <u>54,247.00</u>
Private/Other: \$ <u>32,500.00</u>	

New Service (Presently Does Not Exist):     Existing Service (Presently in Operation):

Type of Business Entity:	Mailing Address:
<input checked="" type="checkbox"/> 501(C)(3) Non Profit Corporation	PO Box 235202
<input type="checkbox"/> Other Non Profit	City:                                      State:                                      Zip:
<input type="checkbox"/> Other	Honolulu                                      HI                                      96823

Contact Person for Matters Involving this Application	
Name: LEILA FUJINAKA	Title: EXECUTIVE DIRECTOR
Email: ADMIN@IMPACTCHANGEHAWAII.ORG	Phone: 808-798-8330

Federal Tax ID#: <div style="background-color: black; width: 100px; height: 15px;"></div>	State Tax ID#: <div style="background-color: black; width: 100px; height: 15px;"></div>
--	--

  
Authorized Signature

Leila Fujinaka  
Name and Title

1-20-2023  
Date Signed

## 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.

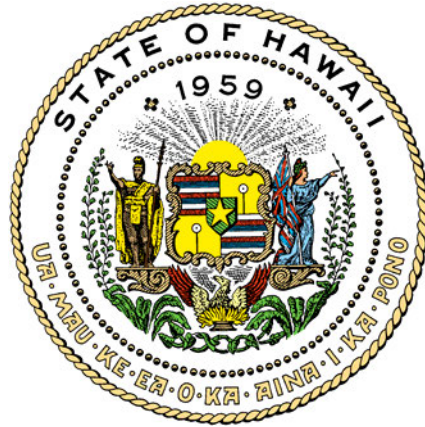
- X 1) Certificate of Good Standing (If the Applicant is an Organization)
- X 2) Declaration Statement
- X 3) Verify that grant shall be used for a public purpose
- X 4) Background and Summary
- X 5) Service Summary and Outcomes
- X 6) Budget
  - a) Budget request by source of funds (Link) ATTACHED
  - b) Personnel salaries and wages (Link) ATTACHED
  - 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
- X 7) Experience and Capability
- X 8) Personnel: Project Organization and Staffing



AUTHORIZED SIGNATURE

LEILA FUJINAKA, EXECUTIVE DIRECTOR  
PRINT NAME AND TITLE

1/18/23  
DATE



## 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

IMPACT.CHANGE.HAWAII

was incorporated under the laws of Hawaii on 10/16/2018 ; 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 19, 2023

Director of Commerce and Consumer Affairs

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

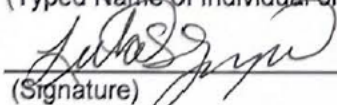
The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, 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; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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.

IMPACT CHANGE HAWAII  
(Typed Name of Individual or Organization)

 (Signature)                      11/18/23 (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, 2022.

**SEE ATTACHED**

#### **2. Declaration Statement**

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

**SEE ATTACHED**

#### **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.

Funds awarded to Impact.Change.Hawaii (ICH) will support its foundational program, "Building Blocks Hawaii," in providing free, early education services to 3 and 4 year old children and their families who are unable to afford or access preschool or government funded early education opportunities.

### **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;**

Impact Change Hawaii (ICH) (501(c)(3)) was formed with a vision to provide solutions to systemic issues facing Hawaii's families by collaborating with community organizations and businesses to offer effective direct services. Its foundational program, Building Blocks Hawaii (BBH), is an early childhood literacy program for 3 and 4 year-olds, primarily for low-income children, to build their academic and social skills, promote their cognitive development and mental health, and prepare them to succeed in school.

The vision of Building Blocks Hawaii is to reach 10% of Hawaii's next generation that offer values leadership opportunities, while our mission is to ensure that every child in need has a free, early education foundation with an emphasis in literacy improvement. The goals of BBH are to fill in the educational gap and to address systemic issues behind low literacy by focusing on Language Development and Early Literacy skills. Title 1 designated schools often have students who did not attend preschool and are not prepared for kindergarten. In addition, BBH also strives to empower and equip parents to work with their child and change the trajectory towards success for these struggling families. Together these components of BBH will provide a unified system of support to both parents/caregivers, who are their child's "first teacher" and the child themselves.

2. The goals and objectives related to the request;

**Building Blocks defines "Literacy" as Reading, Writing, Speaking & Listening skills**

**BBH aims to accomplish the following goals and objectives:**

- Teach children important academic **literacy building blocks**, such as encouraging oral language/vocabulary development through talking about books (ex. characters, setting and actions) and relating program activities to their personal experiences using age appropriate "school language" or academic vocabulary.
- Create a **literature-rich environment** with storytime and a school-to-home book library.
- Support parents and guardians to be the first educator for their child via adult empowerment sessions where we share with **parents/guardians** how to use these important literacy building blocks.
- Encourage **kindergarten readiness skills**, such as letter and sound recognition, number/quantity concepts, fine motor and handwriting skills, and shapes and colors naming while also building Rapid Naming fluency, which is a precursor for Reading Fluency.
- Encourage **social-emotional learning**, such as self-regulation skills and understanding one's own feelings through developmentally appropriate activities.
- Rotate through **active learning centers**, with groups of children (along with their parent/guardian), that support the above learning targets.
- Provide a **safe and nurturing classroom environment** so that students stay on-task and are focused during the day.

### 3. The public purpose and need to be served:

**Low literacy leads to systemic issues:** In light of legislation working toward preschool access for all, now is the time for a renewed commitment to high-quality pre-K for all, beginning with those in the lowest income families. In the short-run, states should invest federal rescue and recovery funds in pre-K to support a return to safe, highly effective programs such as BBH. In the longer-run, a new federal initiative should fund a share of the costs and integrate federally supported programs into a single system of high-quality pre-K education.

According to The National Institute for Early Education Research, Hawaii preschools enrolled 679 children in 2019-2020, an increase of 264 children from the prior year. State funding totaled \$6,712,298, up \$3,677,322 (121%), adjusted for inflation, since the year before. State spending per child equaled \$9,886 in 2019-2020 up \$2,572 from 2018- 2019, adjusted for inflation. Hawaii met 10 of 10 quality standards benchmarks. Studies have shown that students failing to read proficiently by 3rd grade are four times more likely to drop out of school. Furthermore, 75% of Americans who receive food stamps perform at the lowest levels of literacy, and 70% of welfare recipients are high school dropouts.

Fighting over toys, temper tantrums, aggression on the playground or in the classroom: these are routine behaviors among the preschool set. The period between ages 2 and 5 is one of extreme, rapid developmental change, and young children make these transitions with varying degrees of speed and ease, according to Scholastic. Being a parent of a preschooler requires a sense of humor — and a sense of proportion—and early child education. BBH serves the need for addressing early childhood behavior.

**Low literacy linked to low family income:** Educational delays show direct links to income levels. Toddlers from middle income families will speak approximately two new words a day by age three, while children from lower income families speak only 0.5 new words per day. The relationships among literacy, educational success, and prosperity are clear. In order to strengthen Hawaii's future generations, we must focus on building up children and their families, especially families at the highest risk of remaining in and continuing the cycle of poverty. Providing free, early education opportunities for children who may otherwise fall behind produces a greater number of accomplished adults who stifle poverty, leading to increased economic advancements and prosperity. The strength of our economy is closely associated with financial stability of its residents, including those socially disadvantaged, earning enough to meet basic needs not only during times of economic growth but also during periods of crisis and recovery. Building Blocks Hawaii has for the past three years filled a need for families who cannot afford preschool or are still on a waitlist.

Though Hawaii spends more than \$11,000 per year on each of our youngest learners, children from lower income families in our community do not access these government

sponsored programs. In addition, there appears to be a sparsity of program options for families who may not have the resources to access these programs, either due to lack of knowledge, lack of transportation, or economic feasibility. Its early education programs inhibit opportunities for children from lower income families to attend preschool, and access to government sponsored programs is limited. These deficiencies leave behind a large group of underserved youth, who are at risk of failing or dropping out of school.

**Empowering parents to educate their children:** Many studies have proven that children are most affected by their current home/family situation. As a solution to these issues, BBH targets literacy education for both the child and parent(s)/adult caregiver(s). We believe parents are the first-line educators. We focus on empowering parents by giving them tools they need to participate in their child's education. Several times a quarter, parents are educated directly by various credentialed speakers. Sessions target various Early Literacy skills, Social Emotional topics or increasing community access for additional resources. Topics include; how to increase vocabulary development, and phonological awareness or how to have a *Growth Mindset* as a parent and how to encourage that in their children. By being in the classroom with their child, care-givers receive indirect modeling and instruction by experienced educators on Oral Language, Narrative Development, Print Knowledge and Social Emotional learning. Focusing on the entire family promotes a cohesive learning environment for the child, encouraging success in both school and the home. The secondary focus of BBH is empowering parents to work with their own children to improve the trajectory of families through its free, early literacy program for 3 and 4 year olds.

**Program description of Building Blocks Hawaii (BBH):** BBH provides free, early learning opportunities to 3 and 4 year-olds for families in need. The program strives to develop and increase early literacy skills by providing a multisensory and developmentally-appropriate learning environment in the classroom and encouraging parents to continue At-Home Learning with follow-up activities and resources. This multisensory and developmentally appropriate approach has been shown to address various learning styles and takes into account the readiness levels of 3 and 4 year olds. To accomplish these objectives, a parent or adult caregiver accompanies their child to 90-minute sessions twice a week, where the child is taught evidence-based Language and Literacy Skills, while the parent receives both direct and indirect coaching and training in how to provide continued support at home.

4. Describe the target population to be served; and



The target population of the BBH program is families with 3 and 4 year-old children from Title 1 school locations who are unable to afford, or qualify, for early education programs. Providing critical skill development for these disadvantaged children will help to equalize the "playing field" due to lack of access to preschool opportunities, often because of high tuition, lack of transportation, or lack of space in current early childhood programs. By focusing on Language and Literacy, BBH is providing essential support for students who may be deficient in these skills, and without these evidence-based supports, these children may not develop these critical building blocks for reading success at the most important time of their cognitive development.

Key targets for BBH is to expand and grow our sites, so adjacent communities can access these valuable supports and resources. Many families are still struggling to adequately prepare for their children due to lack of these learning opportunities.

5. Describe the geographic coverage.

BBH helps an average of 51 families from Mililani and Wahiawa annually (around 150 individuals), with an 84% success rate of improving literacy skills for students who routinely participated in the program (around 80%) from Below Average Literacy to Average or Above Average Literacy. Based on current opportunities for Head Start, Executive Office on Early Learning programs (EOEL), private preschool etc., school leaders in the area expressed the need for additional programs for their 3 and 4 year olds as well for targeted sub-groups in the Wahiawa area that may not be able to or may not see the importance of taking advantage of early childhood programs. There are plans for expansion in the 2023 - 2024 school year, so BBH expects to double the number of families served in the near future.

### **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:

#### **SCOPE OF WORK**

BBH provides free, early learning opportunities to 3 and 4 year-olds from families in need. The goal of BBH is to improve academic literacy, develop oral language skills, and build kindergarten readiness skills of children by focusing on each individual child and on the whole family, fostering a conducive learning environment where the child is most influenced - at home. To accomplish these objectives, a parent or adult caregiver

accompanies students to 90-minute sessions, twice a week, where the child is taught critical foundational early literacy skills, while the parent is coached in the areas of language and literacy. BBH runs in conjunction with the academic school year, beginning in August and ending in May of the following year.

**Family instruction:** BBH targets literacy education for both the child and parent or adult caregiver. Working with parents teaches them how to support their children throughout the academic years. When parents are equipped with support skills, they are empowered to work with their children to succeed in the classroom, changing the trajectory of families in need.

**Each child is unique:** Children attending BBH have the opportunity to learn based on their individual learning abilities and readiness levels. Our teachers understand the importance of creating a nurturing, learning environment, where the child enjoys learning instead of being frustrated by it. They focus on each child's ability by using evidence-based instructional strategies and differentiate as appropriate to provide highly effective outcomes.

**Quality paired with value:** BBH has served an average of 45 disadvantaged families per year with an annual budget of \$271,648 with the support of in-kind staff positions. With your support we can increase BBH's value to the community and expand to our second location. Based on those numbers, an investment of \$6,103 is spent on each family every school year. That's a cost of \$610 a month per child, which is a huge savings when comparing it to preschool tuition (over \$1,200/month).

## **COMMUNITY PARTNERS**

For BBH to be successful, it partners with two entities in every community: the public school system and local businesses or non-profit organizations. Principals from Title I elementary schools are interested in collaborating with us because their students often enter kindergarten lacking school readiness skills. In addition, not every local school has Headstart or a program for 4 year olds sponsored by EOEL (Executive Office for Early Learning), so it is imperative that communities partner to develop options for all families. Local businesses and nonprofit organizations provide much needed resources to support and run the BBH program .

**BBH Kipapa - Our first community partnership:** BBH's first program launched in August of 2020 at the height of the pandemic using a virtual platform. Current site is located in Mililani, targeting potential students who may attend Kipapa Elementary. Kipapa Elementary is a Title I school, where 54% of their students are categorized as disadvantaged (receiving free or reduced meals). -To strengthen the collaboration

between BBH and Kipapa Elementary, Kipapa's principal encouraged visits to BBH and sharing of BBH curriculums and instructional strategies. Students in Kipapa's Summer Kinder Camp, held prior to their Kindergarten year, received the same BBH curriculum and evidence-based strategies. This helped to strengthen and continue their growth in Language and Early Literacy skills.

**Community churches:** Inspire Mililani, one of our community non-profit partners, currently provides the venue within the Kipapa district, where classes take place. They and other churches in the area have generously provided BBH with funds for curriculum and materials. This key partnership has allowed access and opportunities to participate for students who live in the Kipapa Acres area. Some of our families who do not have transportation were able to walk to the Inspire Church site for weekly BBH sessions.

**Businesses/Corporate partners:** Businesses, corporate partners, and the Department of Education (DOE) have provided both monetary and in-kind donations. The DOE has provided educational resources and books, and one business has donated school supplies to our program.

**Community service engagement:** Each school year, BBH, through its parent organization Impact Change Hawaii, hosts bi-weekly parent empowerment sessions. These meetings educate families on managing their child's social emotional development, the research behind program activities and how to support their child's progress and expose families to available community services. For example, one partner has introduced the importance of financial literacy to parents. Many services and resources are unknown and underutilized by those in need, so these meetings serve a dual purpose of educating and networking.

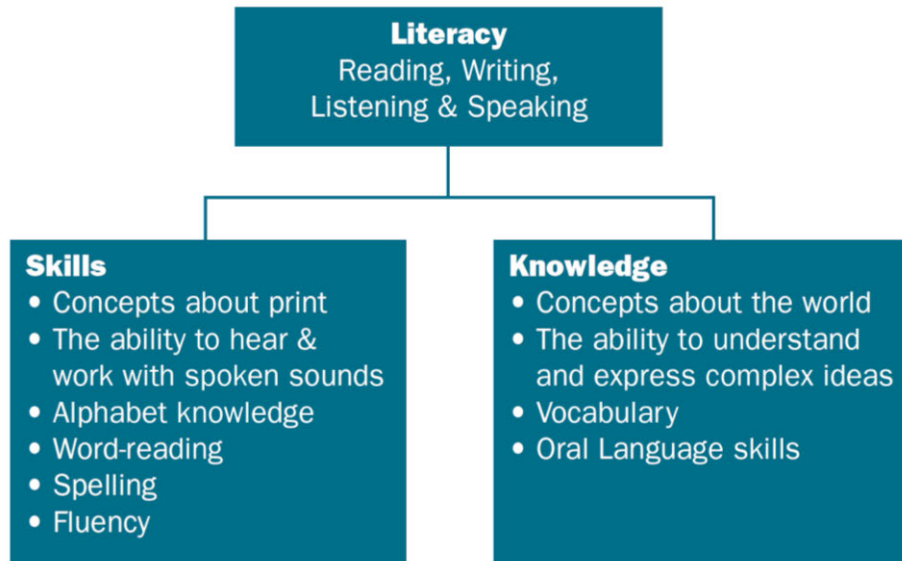
**Future partnerships:** BBH is expanding across Oahu as the need in other communities continues to impact student success. Currently, we are in the process of working with a few Title 1 Principals in Wahiawa, from where 40% of students enrolled in BBH commute. A second BBH program, located in Wahiawa, is set to launch in the 2023 - 2024 school year.

Continued partnership with HIDOE (Hawaii Department of Education) and the LMW (Leilehua-Mililani-Waiialua) Complex will be cultivated so we can partner with School Leadership to meet the diverse needs of students in the Wahiawa area. Many vulnerable students in this area, who may have English as their second language, attendance issues, or lack a stable home will be targeted for future locations.

**TASKS & RESPONSIBILITIES**

**Teachers purposefully plan and implement evidence-based instruction, leading to learning success:**

- Plan lessons and activities related to the SKILLS (see graph below) of literacy (phonological awareness, print knowledge, print concepts) and BUILDING KNOWLEDGE (narrative language development, vocabulary, concepts about the world), social emotional learning, handwriting/fine motor, and number/quantity concepts.
- Differentiate lessons to meet the needs of the 3 and 4-year olds.
- Model the reading of books using academic language/vocabulary and oral narrative discourse in a group setting.
- Enhance Social-Emotional Learning by using value-based leadership strategies such as our Affirmation Badges, where students rehearse positive traits about themselves, how to interact cooperatively with others and how to use important Executive Functioning skills such as Self-Regulation
- Create learning centers designed for parents to help their child practice concepts and skills teachers have demonstrated with the whole group.
- Empower parents to work with their own child.
- Provide opportunities and feedback for parents to interact with and help their child.
- Regularly observe the children to check for understanding.
- Use differentiation strategies, such as those from the Sit Together and Read curriculum (Ohio State University), when children require extra help: reducing choices, co-participating, and eliciting the answer.



*-Literacy Unpacked: What do we mean by Literacy*  
(PK to Grade 3 Initiative @Harvard Graduate School of Education)

**Daily activities include:**

- Whole group lessons: Children are separated by age (in classes for 3 year olds and 4 year olds only). Teachers model how to read books using academic/school language and using the story grammar of books (vocabulary for Character, Setting, Actions). This develops critical thinking by using the problems and solutions in the story while having discussion about the story and how the character acts or reacts throughout the book.
- Whole group lessons: Teachers infuse Print Knowledge (Alphabets, Letter Sounds), Phonological Awareness skills, oral language development, and Print Concepts (how authors/illustrators use color, intensity and print to convey meaning) that are aligned to the selected story or topic.
- Hands-on learning centers with directions for parents to know what to say to prompt their child and by focusing on the use of targeted vocabulary and skill practice. (4 each day).
- Book check out program, with books hand selected for academic literacy development or by interest of the child.

**Evidence-based Program Curricula:** BBH uses curriculum developed by universities and/or experts in their field that were proven to show growth in the area that was targeted. The main focus for each child is to develop the SKILLS of literacy and to Build KNOWLEDGE, which is a life-long process but one that is foundational to Early Literacy and Language Development. Rather than focusing on just rote memorization skills, such as ones that have right or wrong answers, curriculum and instruction is focused on developing both SKILLS and KNOWLEDGE using literature and hand-on developmentally appropriate activities. Daily lessons are planned to use the following curriculum:

- ***Let's Play Learn*** is used as a multisensory program to develop foundational early reading skills using manipulatives, posters, books and songs. Children learn and practice skills for Print Knowledge, Phonological Awareness, Shapes, Colors, Numbers, and Alphabets.
- ***Second Step for Early Learning*** is a program for Social-Emotional Learning. Preschoolers learn how to listen, pay attention, manage their behavior and get along with others, using stories, puppets and posters. Second Step for Early Learning helps children benefit more from preschool and prepare for kindergarten.
- ***Read It Again-PreK!*** is a program that builds children's competencies in vocabulary, narrative, phonological awareness, and print knowledge. Read It Again uses children's literature to build knowledge and skills as well as develop **social-emotional learning** by helping students identify and discuss emotions and character reactions.

- ***Handwriting Without Tears' Pre-Kindergarten*** is a program that teaches handwriting readiness skills and alphabet letter formation using manipulatives, songs and visual/kinesthetic scaffolds that support all learners.
- ***Braidy the StoryBraid*** is a hands-on approach for Narrative Language Development and fosters oral language skills for young children in speaking, listening/reading, comprehension, writing/drawing, and play. Braidy is a puppet with icons that help children remember the “*grammar of a story*” such as the Character, Setting and Actions. This also supports **social-emotional learning** when using the puppets' changeable face pieces to show how facial expressions change and how characters react in a story.

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

**Program timeline:** BBH follows the HIDOE (Hawaii Department of Education) school year calendar. Following is the list of BBH activities to support program outcomes by School Quarters:

On-going:

- Bi-monthly Parent Empowerment
- Weekly Book Borrowing
- Instagram sharing of student work & posting of Tips and Ideas for Parents

Quarter 1:

- Parent Registration & Orientation
- Student Pre-Assessment - 2 Weeks

Quarter 2:

- Holiday Activities & Picture Taking

Quarter 3:

- Community Outreach e.g., Love Book Fair and Busload of Books @Kipapa Elementary
- Inspire Church Spring Cleaning Day

Quarter 4:

- Special Guest Read Aloud
- Student Post Assessment - 2 Weeks
- Graduation & Certificates Presentation (4-yr olds)

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

**BBH uses the following student measurement tools:**

- **Pre and post tests**
- **Parent survey**
- **Daily observation**

**Pre and post tests**

BBH is halfway through its third year serving families. At the beginning of each school year, 90% of students who enroll in the BBH program test at low literacy levels. After analyzing post-test data of each student who participated in the 2021-2022 program, we concluded that over 84% of students who regularly participated improved to a minimum level of average literacy, with 16% of those students testing at above average levels (69% average, 16% above average). The 16% of students who had inconsistent attendance showed only minimal gains. This means 100% of students who routinely participated in the BBH program improved to, at minimum, average literacy competency.

Beginning of 2021-2022 School Year  
 Below Average Literacy\*: 51 students  
 Average Literacy\*: 0 students  
 Above Average Literacy\*: 0 students

End of 2021-2022 School Year  
 Below Average Literacy\*: 8 students\*\*  
 Average Literacy\*: 35 students  
 Above Average Literacy\*: 8 students

	<b>Below Average Literacy*</b>	<b>Average Literacy*</b>	<b>Above Average Literacy*</b>
<b>Beginning of Year</b>	51 students	0 students	0 students
<b>End of Year</b>	8 students**	35 students	8 students

\* Literacy levels are a baseline metric for kindergarten readiness and are combined with elements from university studies.

\*\*Children showing minimal gains did not attend classes regularly. 100% of students who attended classes regularly improved to at least average literacy.

**Parent survey:** At the end of each year, parents are issued an eight-question survey, asking about specific improvements in their children’s abilities and suggested program enhancements to better serve their families. We issued 51 surveys and received 30 responses. Based on parent feedback, around 50% of responders (15 parents) asked for more time to focus on each activity during the hour and a half class, and around 25% of responders (7 parents) were seeking more math curriculum. To address this feedback, BBH is holding fewer activities during each session in the current school year, and math curriculum is now being provided through social media posts, which include activities that incorporate counting and number recognition. These adjustments are carefully thought out to improve the program without sacrificing quality.

**Daily observation:** Each class, teachers observe the students to check for understanding and critical thought in oral language/vocabulary, print knowledge, phonological awareness, and social-emotional learning. Using the Checks for Understanding as a formative assessment, teachers meet regularly to reflect on student progress in order to adjust curriculum and instruction. For oral language and vocabulary, children are assessed on their responses to what is developmentally appropriate based on their stages of narrative development. Print knowledge and phonological awareness are evaluated based on the proper skills and expectations for 3 and 4 year olds, with children moving to the next skill in the progression when ready. If a child requires extra help in any of these areas, special attention is given such as reteaching or using strategies from the Sit Together and Read curriculum, The Ohio State University: reducing choices, co-participating, and eliciting the answer.

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.

List of Program Measurements:

1. Attendance: Increase monthly communication form usage about attendance up to 80%.
2. Literacy: Maintain 80% student proficiency for children who regularly participate in the program.
3. Parent Survey: Benchmark of completed surveys is 58%. Increase the completion of surveys by 10%.
4. Expansion: Reach out to 1 additional location.
5. Community: Participate in at least 2 outreach events/fairs to increase registrations.



**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 **ATTACHED**
  - b. Personnel salaries and wages **ATTACHED**
  - c. Equipment and motor vehicles (Link) **NOT APPLICABLE**
  - d. Capital project details (Link) **NOT APPLICABLE**
  - e. Government contracts, grants, and grants in aid (Link) **NOT APPLICABLE**
  
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2024.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$60,480	\$60,480	\$60,480	\$60,480	\$241,920

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2024.

**NOT SUBMITTED**

1. A-1 Electric
2. Aloha United Way ALICE Initiative
3. Atherton Family Foundation
4. First Foundation Bank Foundation
5. Friends of Hawaii
6. HEI Foundation
7. Hoku-Legacy LLC
8. Matson Community Giving
9. State Farm Foundation
10. Visitor Industry Charity Walk 2023

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 2024 for program funding.

In-Kind support from DOE is \$159,840:

- Team Director-Lead Teacher (100%)
- Teacher 1 (100%)
- Teacher 2 (100%)
- Substitute Teachers (100%)
- Executive Director (100%)

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2022.

**\$54,247.00**

## **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.

Building Blocks Hawaii is staffed with highly qualified and experienced professionals. At the helm is Leila Fujinaka as the executive director. She is a business owner with 16 years of nonprofit experience and with a specialty in developing and running teams. She is the founder and owner of Leading With Mastery, a professional coaching business serving businesses and organizations.

For the past three years, her leadership has led the charge to reach 100% of the students who routinely participated in the BBH program, improving the average in literacy competencies.

### **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.

The BBH program has been receiving a generously discounted rental unit that's over 5,000 square feet of space located at the back section of Inspire Church in Mililani.

They reside as one of our community, non-profit partners who provide the venue within the Kipapa district. They and other churches in the area have provided BBH with funding. The space consists of a large receiving area and three classrooms furnished with youth-sized tables and chairs. BBH adheres to health and wellness protocol to safeguard from COVID-19, so all who enter the program's doors are welcomed by a medical-grade air and surface purifier which are also placed in each classroom. Currently BBH is working on new technology to integrate the parent sign-ins to streamline attendance for reporting accuracy. Every Monday and Wednesday, BBH teachers and staff transform the space into a fun learning environment.

Plans are underway to reach more keiki and their families in the Central/Leeward areas. Support from the State GIA is pivotal to help more underserved families.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

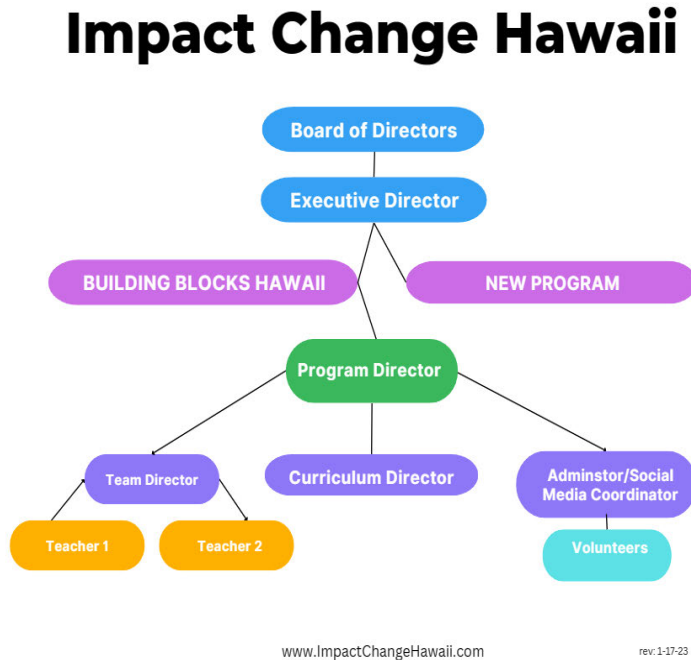
The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

- Program Director: Toni Muranaka comes with over 25 years of nonprofit experience leading teams and programs. She began her career at the American Heart Association for thirteen years where she worked alongside hundreds of schools for the Jump Rope for Heart Program. Her most recent leadership role was as the executive director at the Aloha Medical Mission where she created new programs and staffed a tight crew at Hawaii's only free dental clinic. **She left a legacy in creating the "Ikaika Bear-the Cavity Fighting Bear" and she looks forward to having this mascot visit the children at BBH for an oral health learning opportunity.** In 2018, she wrote and managed a State CIP grant in 2018 to build a new dental clinic.
- Curriculum Director: Lauren Arimoto comes with over 39 years of teaching experience and 4 of these years has been with Building Blocks Hawaii. Her last position was with the Central District Office as a Literacy Specialist working with teachers and schools. **Her expertise is needed to provide continuous professional development for current and future teachers at all locations and continue to expand the Parent Training component.** Her education is as follows: M.Ed. Special Education (December 1982) University of Washington, Specialization: Moderately, Severely/Profoundly Handicapped BEd Elementary Education (August 1981) University of Hawaii, Specialization: Elementary Education, Psychology. General Education Teacher - State of Hawaii Professional Certificate for Elementary Education Special Education - State of Hawaii Professional Certificate for Special Education K-12

- Team Director & Lead Teacher: Jenny Hazama comes with over 30 years of teaching with 3 of those years at Building Blocks Hawaii. Last position was as a Kindergarten-First Grade teacher that worked extensively teaching young children in all content areas. **Her expertise is needed to support Kindergarten Readiness Skill Acquisition to an acceptable level.** Certification from the Hawaii Teacher Standards Board, Elementary Education Master of Elementary Education, University of Hawaii Elementary Education Professional Diploma, University of Hawaii Bachelor of Arts, Elementary Education, Early Childhood Emphasis, University of Northern Colorado.
- Teacher 1: Vera Yamanaka comes with 35 years of teaching with 1 of those years at Building Blocks Hawaii. Last position was as the English Learner Director at Daniel K. Inouye Elementary School. **Her expertise is needed to support future English-Language Learners from the Wahiawa area.** Her education is as follows: B.Ed and Professional Diploma from the University of Hawaii at Manoa. Retired from the Hawaii Department of Education in June 2022 after 35 years of teaching. Previous positions include Fourth grade teacher, First grade teacher, Kindergarten teacher, Response to Intervention (RTI) teacher, librarian.
- Teacher 2: Kim Marquez comes with 27 years of homeschool teaching with 3 of those years at Building Blocks Hawaii. Her education is from California State University Northridge with a BA in Childhood Development. She has over 10 years teaching preschool-aged children, where she identifies learning goals for each child for each school year, creates learning experiences and lessons to meet yearly goals, and assess learning opportunities for each child. She has taught in all subjects (reading, writing, math, art, language development, physical education, science, history, geography, and character development). **Her expertise is needed to support instruction with early born 3 year olds that may require additional differentiation.**
- Program Administrator: The role of Administrator is detailed and key in the operation of the program. **The Administrator will be present at the site during BBH class time to service families and children** by: checking in, managing attendance cards, prepping parent empowerment, aiding parents with homework materials, aiding teachers with the setting up of rooms and learning activities. Work includes but is not limited to: implement, manage, and maintain record keeping, handle basic technical issues and technical support to staff, clerical duties including: preparing documents, email, registrations, simplify and systemize administrative procedures. As well as social media correspondence to serve the greater community.

## 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.



## 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.

1. Program Director \$85k-\$90k (full-time)
2. Program Administrator \$65-\$75k (full-time)
3. Curriculum Director \$40k-\$45k (part-time)

## VII. Other

### 1. Litigation

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

**NOT APPLICABLE**

## 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 2023-24 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2023-24, but
  - (b) Not received by the applicant thereafter.
- a) BBH plans on expanding its services to the Central district area. Currently, school principals from two Title I schools in Wahiawa, from where 40% of students enrolled in BBH commute, have also partnered with BBH. A second BBH program, located in Wahiawa, is set to launch in the 2023 - 2024 school year.
- b) If funding is not received after fiscal year 2024, ICH will hold donor drives and go to the community for support. ICH has cultivated corporate relationships and will continue soliciting donors/corporate sponsorships. We will also continue seeking support from the DOE, as the public school system greatly benefits from our program by providing them with children who successfully transition into kindergarten students. A report of the BBH program's first graduating class, who are now kindergarteners, shows they are meeting common core standards. The growth and success of our program will garner continued support from the DOE and our corporate sponsors.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

Applicant: IMPACT CHANGE HAWAII - Building Blocks Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	241,920			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				49,500
<b>TOTAL PERSONNEL COST</b>	<b>241,920</b>			<b>49,500</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				0
2. Insurance				1,950
3. Lease/Rental of Equipment				0
4. Lease/Rental of Space				14,200
5. Staff Training				0
6. Supplies				15,000
7. Telecommunication				2,000
8. Utilities				0
9. Curriculum				6,500
10. Software & Systems Support				1,500
11. Other Expenses - Tax & Fundraising				1,850
12. 2 part time teachers				63,840
13. Substitute Teachers				7,000
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>				<b>113,840</b>
<b>C. EQUIPMENT PURCHASES</b>				<b>16,000</b>
<b>D. MOTOR VEHICLE PURCHASES</b>				<b>0</b>
<b>E. CAPITAL</b>				<b>0</b>
<b>TOTAL (A+B+C+D+E)</b>				<b>179,340</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	241,920	Leila Fujinaka 808 798-8330		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	179,340	1/18/23		
<b>TOTAL BUDGET</b>	<b>421,260</b>	Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES Period: July 1, 2023 to June 30, 2024

Applicant: IMPACT CHANGE HAWAII - Building Blocks Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director	1	\$90,000.00	100.00%	\$ 90,000.00
Curriculum Director	0.5	\$45,000.00	100.00%	\$ 45,000.00
Team Director - Lead Teacher	0.5	\$31,920.00	0.00%	\$ -
Teacher 1	0.5	\$31,920.00	0.00%	\$ -
Teacher 2	0.5	\$19,000.00	0.00%	\$ -
Teacher 3 - Wahiawa	0.5	\$31,920.00	50.00%	\$ 15,960.00
Teacher 4 - Wahiawa	0.5	\$31,920.00	50.00%	\$ 15,960.00
Substitute Teachers	0.5	\$7,000.00	0.00%	\$ -
Program Administrator	1	\$75,000.00	100.00%	\$ 75,000.00
Grants Manager	0.25	\$3,000.00	0.00%	\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				241,920.00
<b>JUSTIFICATION/COMMENTS:</b>				



**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: IMPACT CHANGE HAWAII - Building Blocks Hawaii

Contracts Total: 32,500

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	Equipment and software	5/31/22	Friends of Hawaii		6,000
2	Salaries	9/30/22	HEI Foundation		5,000
3	Equipment and software	December 2022	2022 Visitor Industry Charity Walk		5,000
4	Supplies	12/08/22 - 12/07/23	Atherton Family Foundation		15,000
5	Unrestricted	December 2022	Matson Community Giving		1,500
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					