

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

Type of Grant

Request: Operating Capital

Legal Name of Requesting Organization or Individual: Db:

Keiki O Ka `Āina Preschools, Inc.

Keiki O Ka `Āina Learning Centers

Amount of State Funds Requested: \$ 504,851.38

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

KOKA respectfully requests for a Grant in Aid to expand its unique and one of a kind Workforce Development Apprenticeship Program that was boldly initiated by KOKA during the end of the COVID-19 pandemic to help create jobs and give educational opportunities and fund Hawai'i residents who could not otherwise pay for tuition to earn an Associate Degree in Early Childhood Education.

Amount of Other Funds Available:

State: \$ 0.00

Federal: \$ 110,000

County: \$ 0.00

Private/Other: \$ 0.00

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 6,696,892.22

Unrestricted Assets:

\$ 23,676.00

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

Type of Business Entity:

501(C)(3) Non Profit Corporation

Other Non Profit

Other

Mailing Address:

3097 Kalihi Street

City:

Honolulu

State:

HI

Zip:

96819

Contact Person for Matters Involving this Application

Name:
Momi Akana

Title:
CEO

Email:
momi@koka.org

Phone:
(808) 843-2502

Federal Tax ID#:

██████████

State Tax ID#

██████████



Authorized Signature

Momi Akana, CEO

Name and Title

January 19, 2024

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.

- 1) Hawaii Compliance Express Certificate (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

PRINT NAME AND TITLE

1/19/24

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: KEIKI 'O KA 'AINA PRESCHOOL, INC.*

DBA/Trade Name: Keiki O Ka Aina Family Learning Centers

Issue Date: 01/09/2024

Status: **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: XX-XXX7534

UI#: XXXXXX2963

DCCA FILE#: 104845

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**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'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, Hawaii'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, Hawaii'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, Hawaii'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.

Keiki O Ka 'Āina Preschools, Inc. dba Keiki O Ka 'Āina Learning Center

(Typed Name of Individual or Organization)



(Signature)



(Date)

Momi Akana

Chief Executive Officer

(Typed Name)

(Title)



APPLICATION FOR GRANTS OPERATIONS

I. Certification – Please attach immediately after cover page

1. Hawaii Compliance Express Certificate

Please see attached a Certificate of Vendor Compliance for Keiki O Ka 'Āina Preschools, Inc., dba Keiki O Ka 'Āina Family Learning Centers (KOKA).

2. Declaration Statement

Please see the attached Declaration Statement.

3. Public Purpose

Keiki O Ka 'Āina Preschools, Inc., dba Keiki O Ka 'Āina Family Learning Centers (KOKA) has been in operation and serving our community since 1996. Our mission is to educate children, strengthen families, enrich communities, and perpetuate culture. Since 1996, the educators and staff at KOKA have been supporting Hawai'i's haumana (students), their 'ohana (family), and members of our community who most need our kōkua (help). KOKA will use this grant for a public purpose to provide and enhance its Workforce Development Career and College Pathway Program to increase the number of educators in the early childhood education and childcare workforce, who will have high school and college degrees, and early childhood education credentials.

Should this grant application be approved by the Legislature, KOKA certifies that the funds awarded shall be used for a public purpose under Section 42F-102 to create a strong network of highly trained childcare professionals needed in the overall workforce to eliminate educational and employment gaps that continues to exist.

II. Background and Summary

1. A brief description of the applicant's background

KOKA is a Native Hawaiian, Christian non-profit organization established in 1996. For over 27 years, KOKA has been focused on its vision to perpetuate our culture by ensuring educational development and cultural sustainability of Native Hawaiian practices by passing on the cultural traditions and teachings of the Native Hawaiian lifestyle to our nā

keiki (the children), our community, and beyond our shores. Our keiki and the people who make up our communities are at the center of everything we do. We live, practice, and teach Native Hawaiian culture daily. Our commitment to perpetuating 'ōlelo Hawai'i (the Hawaiian language) causes us to be mindful of and to utilize dual language in many of our everyday practices to teach and help our students, staff, and visitors learn and make it a habit to use 'ōlelo Hawai'i. We are intent on teaching people who attract positive energy so that we can help them heal and solidify the family unit, which then leads to family members being able to grow and practice aloha.

KOKA has served the community at over 50 different sites statewide and we have just opened a new office in Lahaina. Our Board of Directors are heavily involved in the community and has experience in a variety of industries including education, mental health, business, finance, social services, and the prison systems. For over 27 years, KOKA has been a continuous provider of educational programs through funding from federal and state grants, as well as through support from the Office of Hawaiian Affairs and The Kamehameha Schools. We offer dual language preschool curricula, support families and children affected by incarceration, adult mentorship, and employment training, 'āina-based educational programs, a comprehensive array of Hawaiian cultural programs, and implement and provide home visiting services under a state contract with the Department of Health. KOKA has served over 100,000 children and parents in our education classes, and over 20,000 participants in our Hawaiian cultural workshops. Momi Akana is the Founder and CEO of KOKA and is assigned with the primary responsibility for implementing the vision, mission, and goals, as well as ensuring the healthy well-being and growth of the organization and its programs.

KOKA's mission is to educate children, strengthen families, enrich communities, and perpetuate culture and we fulfill this mission by communicating the vital importance of education, advocating for literacy, supporting parents as their keiki's first and best teacher, and empowering families to take leadership roles in their communities. All of this is done within the context of utilizing 'ōlelo Hawai'i, perpetuating Native Hawaiian traditions and culture, and carrying on our legacy through Native Hawaiian values.

Our vision is to prepare Hawai'i's keiki to begin school with the right attitude and skills necessary for great success. We provide families with the support systems and resources needed to become self-confident, self-determined, and self-sustaining. We envision a Hawai'i where our programs flourish while setting high standards for family-based education in the state.

We do this by:

- Incorporating research-based, age-appropriate curriculum;
- Fostering, supporting, and encouraging parent/keiki participation, as parents are a keiki's first teacher;
- Offering emotional wellness programs for parents and/or guardians;
- Supporting Hawaiian culture, education, and values within our communities;

- Providing employment opportunities and careers, training and a paid apprenticeship program, as well as continuous education and staff development for current staff;
- Hosting Native Hawaiian enrichment, as well as cultural activities and programs to provide awareness and knowledge of the Hawaiian way of life;
- Researching and developing curriculum in dual-language; Hawaiian and English.

Today, with over 100 full-time staff, KOKA is operating over 19 programs throughout the islands, with multiple support services, thriving in early childhood education with its infant and toddler and preschool programs, hosting Hawaiian cultural classes and workshops, and being a gathering place and hub for our community.

2. The goals and objectives related to the request

KOKA respectfully requests the support of the Legislature through a Grant in Aid to assist with reaching two specific goals and objectives that have immediate needs in this coming year:

To expand our unique and one-of-a-kind Workforce Development Apprentice Program that was boldly initiated by KOKA during the end of the COVID-19 pandemic to meet two goals and objectives;

- (1) To support early childhood education (ECE) and the childcare community's need for qualified ECE educators. To support 15 new preschool and infant-toddler teachers to achieve a Child Development Associate Credential (CDA) starting them on a path to an Associates Degree in Early Childhood Education.
- (2) To provide cultural and social-emotional training for 30 teachers and to supplement their skills as effective preschool and infant-toddler classroom teachers.

Workforce Development – Early Childhood Education Apprenticeship Program

The first in Hawai'i, KOKA has developed an ECE apprenticeship program in partnership with Honolulu Community College. KOKA's Apprenticeship Program has been approved by the Department of Labor to serve as both the Apprenticeship Sponsor and the Apprenticeship Employer. This Apprenticeship program advances KOKA's workforce development program by providing pathways and avenues of opportunity for residents of Hawai'i who are committed to working in the field of ECE in the State of Hawaii.

KOKA has embarked on scaling up its workforce development program by administering KOKA's ECE Apprenticeship Program. We are doing this through expanding our Preschool and Infant-Toddler Centers by supporting 15 apprentices, paid KOKA employees, while working towards achieving a Child Development Associate Credential (CDA) followed by opportunities to receive an Associate's degree in ECE.

3. The public purpose and need to be served

Workforce Development – Early Childhood Education Apprenticeship Program

As it is with many other states that are struggling to fill qualified preschool teacher positions, the need for this service to immediately increase the number of qualified ECE preschool teachers in the State is great. KOKA is extremely well positioned to take the lead in playing a critical role in building up the cadre of highly qualified teachers for the early childhood development of young children. Reasons why highly qualified preschool teachers are drastically needed in Hawaii are great; listed below are examples:

A. Early Childhood Development and Professional Standards: Qualified preschool teachers are trained to support the cognitive, social, emotional, and physical development of young children. Quality ECE professionals have been shown to have a lasting positive impact on a child's future academic success and overall well-being.

In addition, qualified teachers are trained in ECE best practices, child development theories, and effective instructional strategies. They are better equipped to create engaging and developmentally appropriate learning environments for young children.

B. School Readiness: Preschool teachers help prepare children for formal schooling by introducing them to basic academic concepts, social skills, and routines that will help them succeed in kindergarten and beyond.

C. Support for Working Families: Many parents rely on preschools to provide a safe and enriching environment for their children while they work. Qualified teachers can ensure that children receive high-quality care and education during these formative years.

D. Early Intervention: Qualified preschool teachers can identify developmental delays or learning challenges early on, allowing for timely interventions and support for children who may need extra assistance.

E. Cultural Sensitivity: In a diverse state like Hawaii, qualified preschool teachers are particularly important for understanding and respecting the cultural backgrounds of the children they teach. They can incorporate culturally relevant curricula and activities that honor the traditions and languages of Hawaii's diverse communities.

F. Community Impact: Preschools serve as community hubs, connecting families to resources and support services. Qualified teachers play a key role in fostering these connections and supporting families in their children's early development. The KOKA model follows the life span of the child from birth to five years old. Home-visiting, parent education, parent participation, and child education programs lead the child toward successful transitions from their home into kindergarten and home-school partnerships. Preschool Teachers promote positive relationships between families and the school the child will attend. They will assist families in identifying and addressing their questions and any concerns regarding their school experience.

G. Lack of qualified ECE educators in the State of Hawaii: With a shortage of qualified preschool teachers, it has created a situation where schools have fewer students and are

charging higher prices to make up for the deficit in qualified preschool teachers. Preschools have been closing at an alarming rate since the COVID-19 epidemic, and that trend has not stopped.

Overall, the need to increase qualified preschool teachers in Hawaii is driven by KOKA's desire to meet the need of providing young children with a strong foundation for future success, support working families, and to ensure that ECE reflects the unique cultural context of the State.

4. Describe the target population to be served

Our target population are those individuals who are committed to earning a CDA and future ECE degree simultaneously while they work in the field of ECE in Hawaii. These individuals include individuals committed to entering the ECE job market or changing their career path to ECE; current preschool staff working, without a CDA or ECE degree, as aides or assistants; and high school students preparing for a career in ECE.

Another target population to be served through education and support are families and keiki up to age five, as well as the community who will benefit from access to childcare, early education, and knowledge of Hawaiian culture and values.

5. Describe the geographic coverage:

The geographic coverage of KOKA's Apprenticeship training program is the island of O`ahu. KOKA's program training sites will include the following KOKA ECE sites: Palolo Preschool, Kailua Infant Toddler Center, Ma`ili Preschool, and Kaneohe Preschool. Upon completion of KOKA's program, trained preschool teachers can work and provide services at licensed preschools throughout the State of Hawaii, including the over 250 licensed preschools on the island of O`ahu.

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.

Workforce Development – Early Childhood Education Apprenticeship Program

In partnership with Honolulu Community College and the Department of Labor, KOKA has developed a nationally approved ECE Apprenticeship Program. Apprentices will follow an educational pathway toward an associate degree. Each year was designed to stand alone and allow the candidate to complete a credential, certification, or degree at the

end of each year. By the end of one year, teachers will receive their Early Childhood Credential.

The KOKA ECE Apprenticeship Program, in partnership with Honolulu Community College, is a nationally recognized program where eligible candidates can work toward a tuition-free associate degree in ECE and work in an early childhood program at the same time. The KOKA ECE Apprenticeship Program has been approved by the Department of Labor to serve as both the Apprenticeship Sponsor and the Apprenticeship Employer. As the *Sponsor*, KOKA is responsible for administering the program. As the *Employer*, KOKA is responsible for providing on-the-job training that we will pair with a comparable wage. Honolulu Community College is KOKA's Instruction Provider.

The KOKA ECE Apprenticeship Program is also part of the state's overall ECE system. With a focus on workforce development, the program supports the state's interest in growing qualified preschool teachers and paying them a living wage.

The components of the program include:

- Employer active involvement
- 800 hours of structured and supervised on-the-job training.
- 200 hours of course-related training and instruction.

OUTCOME: Upon completion of the proposed program, KOKA will:

- Have at least 15 individuals trained, completing the CDA credential, and well equipped to begin or continue work as a highly qualified ECE educator at a preschool in the state; and
- Have at least 30 preschool teachers in the state trained in cultural and social-emotional learning for ECE.

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

Table: Project timeline, activities and milestones alignment.

Project Activity	Months								
	1	2	3	4	5	6-7	8-9	10-11	12
Management meetings	X	X	X	X	X	X	X	X	X
Partner meetings	X	X	X	X	X	X	X	X	X
Evaluation Committee meetings	X	X	X	X	X	X	X	X	X
Recruit/Enroll Apprentices to program through ECE centers, community colleges, and community outreach.	X	X	X	X	X	X			
ECE College and Professional Development Program Monitoring		X	X	X	X	X	X	X	X
ECE Career Development and Transition Planning		X	X	X	X	X	X	X	X
Mentoring		X	X	X	X	X	X	X	X
Lectures/ Webinars		X	X	X	X	X	X	X	X

Cultural Workshops			X	X	X	X	X	X	X
Data collection	X	X	X	X	X	X	X	X	X
Evaluation	X	X	X	X	X	X	X	X	X
Reporting	X	X	X	X	X	X	X	X	X
Sustainability Planning						X	X	X	X

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

KOKA’s Evaluation Committee will support the development, implementation, and continuous management of the ECE Apprenticeship Program, and will ensure that students, partners, stakeholders, and the community are meaningfully engaged throughout the project. Additionally, the Committee will ensure that components of the project, including all programming, are implemented in an equitable, safe, supportive, and inclusive environment. The Evaluation Committee plays a significant role in reviewing the evaluation process; approving the final evaluation plan; and providing a consultation on monitoring the evaluation plan in terms of reviewing regularly collected data and any issues with the collection, modifications to the evaluation plan, and reviewing student achievement data. Throughout the proposed project a process evaluation of the project’s overall implementation will identify factors key to KOKA’s ECE Apprenticeship Program success including achievements, challenges, and overcoming obstacles.

Evaluating a workforce development program is crucial for assessing its effectiveness and making informed decisions about its future. Listed below are performance measures we will monitor to evaluate our workforce development program for quality assurances that will be in place. We will be evaluating our key performance indicators, which include:

- The number of apprentices enrolled in ECE classes at HonCC;
- The number of apprentices who complete a CDA ECE Certification
- The number of apprentices who complete the program and who are now actively working as a preschool teacher in a preschool program.
- Number of teachers completing cultural and social-emotional training
- Results of the Satisfaction Survey

KOKA will collect relevant quantitative data related to our key performance indicators. Data will be collected through timesheets, transcripts, and job placements. Data will be analyzed every quarter to ensure the program is on track toward the number of apprentices completing a credential evaluation findings or degree.

Depending on the outcome of the data, KOKA will make necessary adjustments to the program, as needed. Adjustments may include pre and post-satisfaction surveys that will help refine the program, to the delivery method, and target specific areas for other improvement(s).

As part of being accountable, KOKA will communicate annually to stakeholders in the community the status and results of the workforce development apprenticeship program.

- V. 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 measure(s) of effectiveness will need to be updated and transmitted to the expending agency.**

Methodological triangulation will be used to evaluate the effects of participation in our program, allowing ample opportunity for timely and regular feedback of collected participant data to the project’s stakeholders including participants, educators, project partners, and others. Performance feedback will be reviewed and discussed regularly among key staff, and discussed at length during project meetings to address potential concerns. The evaluation plan outlined below provides a comprehensive framework for collecting, analyzing, monitoring, and reporting performance feedback across multiple dimensions, including the targets for the project’s outcome indicators.

Component	Timing	Method	Target Population
Student Evaluation	Each session (fall, spring, summer)	Quantitative/ Qualitative Survey	All student participants
		Qualitative Interview	Randomly selected student participants
Student Program Files/ Data	Each session (fall, spring, summer)	Content data review	All student participants
Program Staff	Annually	Quantitative/ Qualitative Survey	All staff
		Qualitative Interview	All staff
KOKA’s ECE, college and community partners’ Feedback Survey	Annually	Quantitative/ Qualitative Survey	All partners
Attendance Log (recruitment/ orientation events; student sessions; family event; lectures/webinars; cultural workshops; advisory council, evaluation committee, partner, mentor meetings)	Each session (fall, spring, summer)	Content data review	Student participants; family; project staff

Lectures/ Webinars /Trainings	Each session (fall, spring, summer)	Quantitative/ Qualitative Survey	All attendees
Cultural Workshops	Each session (fall, spring, summer)	Quantitative/ Qualitative Survey	All attendees
Site Visits Observation/ Interview	Annually	Quantitative/ Qualitative Survey	Site coordinator/ supervisor
		Qualitative Interview	

Data Collection. As a standard of practice adhered to by all KOKA programs adhere to a comprehensive framework for collecting, analyzing, monitoring, and reporting performance feedback across multiple dimensions. KOKA has experience administering similar programming and is adept at ensuring that all data is carefully and accurately collected and can ensure confidentiality at privacy laws are adhered to at all levels. The plan for collecting, reporting, and using performance measure data and evaluating its project appears likely to result in timely, accurate, high-quality data that will be used for continuous quality improvements to the project. The Evaluator will conduct a site visit to interview staff and collect additional data and information. Each visit includes informal observations, the facilitation of interviews, and a focus to collect qualitative data. Data will be collected by project staff and uploaded to KOKA’s electronic tracking system. The Evaluator will regularly review project evaluation documents described previously and summarize all findings every month. Information is guided by valid and reliable data collection and analysis methods.

The Evaluator will clean data to ensure that all primary and secondary data sources are free of identifying information by established ethical standards. In addition, staff will be trained on data collection rationale, methods, storage procedures, and protocols, in addition to training to adhere to all relevant state laws, organizational policies, and other administrative procedures before collection. The Evaluator will work with the Project Director to establish written agreements for data sharing and observation of strict confidentiality protocols. The data gathered will be utilized to ensure a continuous cycle of program improvement throughout the project period. As necessary, the Evaluator will work with project staff to modify plans in response to findings from a review of data findings during monthly conference calls, meetings, and quarterly data summary and outcome reports.

VI. Financial

Budget

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

These documents are attached

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$126,212.85	\$126,212.85	\$126,212.84	\$126,212.84	\$504,851.38

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.

Waiawa Prison Family Resource Center	\$	274,500
GIA City for Early Childhood Programs	\$	200,000
Hawaii Childcare Stabilization Grant	\$	180,000
Hawaii DOE FCIL	\$	400,000

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital projects, if applicable.

KOKA has been granted no federal or state tax credits ever nor are we applying for any.

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 2025 for program funding.

	Federal					State			
	2021-2022	2022-2023	2023-2024	2024-2025		2021-2022	2022-2023	2023-2024	2024-2025
Holomua Native Hawaiian Education	1,999,809	1,992,291	-	-		-	-	-	-
STEM Native Hawaiian Education	773,485	848,869	-	-		-	-	-	-
Waiawa Kai Native Hawaiian	776,027	821,671	-	-		-	-	-	-

n Educati on									
SEL Native Hawaiia n Educati on	485,189	753,882	872,117	-		-	-	-	-
FAST Native Hawaiia n Educati on	2,057,458	2,294,693	2,433,069	-		-	-	-	-
HHVN - DOH	1,039,213	895,994	769,297	811,924		1,619,813	1,590,362	1,590,362	1,590,362
HHVN- DOH ARPA	121,324	363,972	-	-		-	-	-	-
HELP Native Hawaiian Childcar e Block Grant	1,000,000	1,000,000	1,000,000	1,000,000		-	-	-	-
HPP – Office of Populatio n Affairs	177,927	-	385,000	385,000		-	-	-	-
DHS	249,400	114,835	-			-	-	-	-
EOEL – DOE Preschoo l	-	-	-	-		60,000	300,000	240,000	-
DOJ -	-	-	231,645	231,645		-	-	-	-
WCCC								220,749	220,749
Total	8,679,832	9,086,207	5,691,128	2,428,569		1,679,813	1,890,362	2,051,111	1,811,111

6. The applicant shall provide a balance of its unrestricted current assets as of December 31, 2023.

KOKA has \$23,676 in unrestricted current assets.

VII. 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.**

For 27 years, Keiki O Ka 'Āina (KOKA) has filled community needs by creating or administering land-based cultural and education programs that uplift Hawaiian families with children, kupuna, cultural practitioners, teachers, schools, churches, and social support groups. KOKA has grown from one office to four offices on three islands that manage 20 service sites. KOKA holds a 10-year Indigenous Accreditation from the World Indigenous Nation Higher Education Consortium (WINHEC) for its programs. From research, KOKA provided collaborative data to the state and NPOs to build capacity and inform the community. KOKA hosted and coordinated several large-scale professional development trainings for educators in Hawaii and from across the world (WINHEC and WIPCE). KOKA sponsors and coordinates the Lāulima Giving Program- a year-round family-focused donor support program for needy families.

- Our five-year grant with The Native Hawaiian Childcare Block Grant provides free cultural workshops with revered elders and cultural specialists to families statewide.
- Our education department conducts (9) Family and Child Interaction Learning (FCIL) programs, two which are funded by the Department of Education, where parents/caregivers with children ages prenatal-5 yrs classes together with their parents. We teach parents how to be their children's 1st and best teacher and provide curriculum social emotional learning and support for children and parents.
- Through funding from the Department of Health we provide a statewide home visiting program for parents with children prenatal to five years old. The two curricula that are used are nationally validated, and research based. We also provide early developmental screening and early literacy education for parents. The Parents as Teachers and Home Instruction for Parents of Preschool Youngsters Programs are national blue ribbon home visiting programs with screenings and assessments.
- KOKA operates two licensed and accredited preschools and two infant-toddler centers at 3 sites with two new sites opening soon.
- KOKA also provides afterschool tutoring services, and teenage pregnancy prevention classes.
- We also have healthy marriage/relationship classes for couples, parenting classes, and teach the 7 Habits for Effective Families curriculum.

- For 12 years Keiki O Ka 'Āina has administrated Hawaii Early Learning Project (HELP FOR CHILDCARE) from the Dept. of Health and Human Services, Indian Child Care Office, and offered unprecedented care and support for children in multi-generational settings.
- We are also providing support services at the Women's Community Correctional Center and Parenting and cultural classes at the Hilo Community Correctional Center.
- For the past four years KOKA has hosted the ELEU Native Hawaiian Early Childhood Consortium Conference at Ko'olau Ballrooms for 300 teachers annually. The conference is to educate and support teachers of young children.
- KOKA as a member of the ELEU Group, wrote the Standards and Evaluations Guidebook for Family Child Interactive Learning Groups. We then piloted the documents and used them to teach and evaluate preschools and playgroups across the island.

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 the plans to secure facilities.

Training for apprentices will take place at KOKA's three infant toddler and preschool facilities.

- Our Kailua infant toddler center currently has three classrooms serving all ages from six weeks to 36 months. With 9 seasoned teachers, many have between 10-30 years of experience.
- The Ma'ili preschool and infant toddler center have 3 classrooms serving children from ages 6 weeks to five years old. We have been conducting workforce development training at this site for five years and use the community classrooms available for large-scale training there.
- The dual language classroom in Palolo Valley is on the grounds of a K-12 Department of Education school. Apprentices who are trained at that site will also receive training in Hawaiian language and culture.
- We will soon be opening two additional classes in Kaneohe for preschool-aged children. We have already applied for our DHS inspections and are going through licensing.
- In addition, our main administrative offices are in Kalihi valley. Many of our trainings take place there as well as our professional development workshops.

VIII. 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.**

Project Director, Sonya Zabala – Sonya has served families and children of Hawai'i communities for over 16 years in her various positions in the private, public and state sectors. Sonya holds a Masters Degree in Communication, a Bachelors Degree in Fictional Literature and Associates of Arts in Early Childhood Education. Sonya is also trained in Trauma Informed Care 101 with Ke Ala Ho'aka. Sonya will be responsible for overall management of the project including the coordination and leading partners; supervising members of the project team; and overseeing project implementation, financial and administrative oversight, reporting, and monitoring and evaluation of the project.

Workforce Development/Recruitment Specialist, Farrah Derla – Farrah has served young children and their families in Hawai'i for over 18 years with her expertise and skills in Early Childhood Education. Farrah holds a Bachelors of Arts in Child Development and Associates in Science in Early Childhood Education. Farrah is trained and certified in various Design and Delivery of Adult Education in Early Childhood Education, Work Sampling Systems, Developmental Indicators for the Assessment of Learning for 3's and 4's (DIAL), Classroom Assessment Scoring Systems and in Positive Behavior Support (PBS). Farrah is also trained in Trauma-Informed Care 101 and Cultural and Historical Trauma with Ke Ala Ho'aka and completed her training with the National Family Support Network Standards of Quality for Family Strengthening and Support.

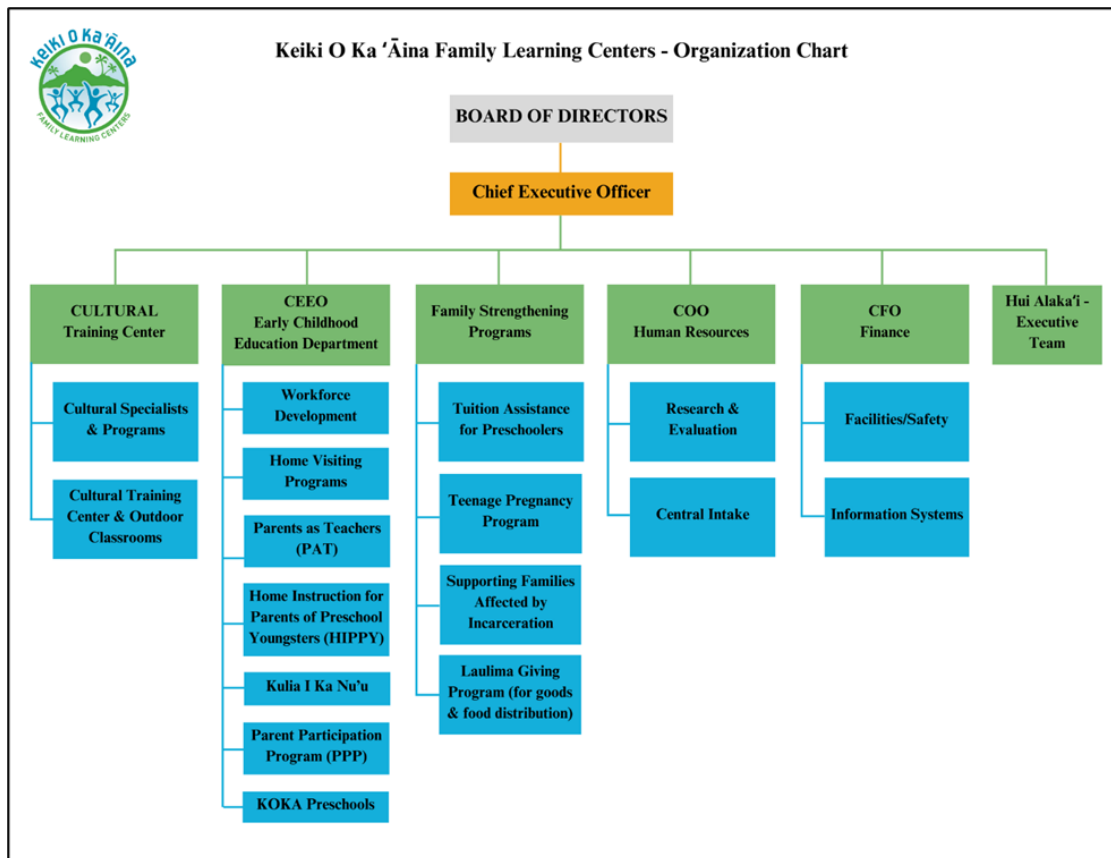
Workforce Mentoring Specialist, Jessica Ines-Kapua – Jessica has served young children and their families in Hawai'i for over 20 years with her expertise and background in Early Childhood Education. Jessica holds a Bachelors of Arts in Social Science and a Associate of Science degree in Early Childhood Education. She has been a longstanding HAEYC Member and Kia'i Ka 'Ike Advisory Board Member. Jessica is also trained in Trauma-Informed Care 101 and Cultural and Historical Trauma with Ke Ala Ho'aka and completed her training with the National Family Support Network Standards of Quality for Family Strengthening and Support. Jessica has been responsible for managing and directing licensed childcare centers for over 16 years and has mentored over a 100 early childhood educators in her career.

Chief Early Education Director, Melodie Leina'ala Naluai-Vega, M.Ed. – Melodie Melodie has over 30 years of experience working with children and their families in Hawai'i for over 30 years. Melodie holds a Masters in Elementary Education, Bachelor's of Science degree in Organizational Management and an Associates of Science in Early Childhood Education/Child Family Services. Melodie has worked in various private, public and state sectors in Early Childhood Education. In Melodie's long and distinguished career, she was part of the initiative in implementing the Hawai'i's first parent-participation learning programs. Melodie's career has contributed to programs that provided safe environments for parents and their child(ren) to nurture their relationship while doing fun, appropriate, and literacy

focused learning activities. Melodie is trained in Trauma-Informed Care 101 and Cultural and Historical Trauma with Ke Ala Ho'aka. Melodie completed her training in the National Family Support Network Standards of Quality for Family Strengthening and Support.

WFD Apprentices (15) - The KOKA ECE Apprenticeship Program will allocate 15 spots for Apprentices. With a focus on workforce development, the program supports the state's interest in growing qualified preschool teachers and paying them a living wage. Apprentices will either complete CDA credentials or complete an Associate in Science in Early Childhood Education. The Apprenticeship Program is competency-based and consists of **2560 hours** of on the job learning supplemented by **675 hrs.** of related instruction. The term of apprenticeship is three (3) years. We will give **Full** credit for on-the-job learning hours during the probationary period.

- 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.

POSITION	SALARY
CEO	110,000-140,000
COO	65,000-90,000
CFO	70,000-90,000

IX. Other

1. Litigation

KOKA does not have any pending or ongoing litigation.

2. Licensure or Accreditation

KOKA is one of four entities in Hawaii that is accredited by the World Indigenous Nations Higher Education Consortium (WINHEC). KOKA has been awarded with a 10-year accreditation for our indigenous program delivery and outcomes, with accreditation in six family learning centers program.

KOKA is licensed by the State of Hawaii, Department of Human Services to operate two preschools.

KOKA is licensed by the State of Hawaii, Department of Human Services to operate one infant-toddler center.

The State of Hawaii, Department of Labor and Industrial Relations approved/certified KOKA's Early Childhood Education Apprenticeship program.

KOKA is obtaining a National Association for the Education of Young Children accreditation by 2025, for one of our preschools.

3. Private Education Institutions

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant for this application is:

There is no other place on earth like Hawai'i. Our keiki, with the help and support of their ohana and our community deserve a future of hope and opportunities. The

future sustainability for Hawai`i's families and their keiki being able to access early childhood education is extremely important and looks promising with the innovative ways that KOKA has been able to re-create itself during devastatingly tough times, yet being able to stay true and unwavering to its original mission of educating children, strengthening families, enriching communities, and perpetuating culture. Despite the multitude of immense challenges over the recent years, both on a personal and business level, KOKA has remained steady and laser focused on maintaining its early childhood programs. KOKA has been providing programs and services for our Hawai`i community for the past 27 years because our keiki and their families matter. Despite extreme challenges with the COVID-19 pandemic, lack of available funding, and downsizing due to changes in policy focus, KOKA has been able to persevere and navigate through these tough times to continue its 19 different programs, on all major islands. Almost all of our programs are complimentary, allowing for support and scaffolding of efforts and collaboration between program management, staff, and select services.

In order to sustain our programs and services, KOKA has called up a planning team made up of staff, early childhood education stakeholders, and community partners to meet quarterly to develop and refine our sustainability plan. Progress report data of outcomes will be evaluated, along with insights and input from staff on program successes, challenges, and to come up with a plan on how to overcome some of the difficulties in delivering programs and services. The Team will determine which program elements need to be maintained, eliminated, or adapted to these changing times. The areas of sustainability capacity will be addressed by formulating specific action steps which will include: a) who will do the work; b) who will ensure the work gets finished; c) what non-financial resources are needed and where will they come from; and d) what other resources (e.g., policy, public/private funding, new collaborators) will support sustainability of our project components. By following this plan, towards the end of Year 1, KOKA will have developed a refined sustainability plan.

In addition, KOKA will be working with its business, non-profit, and private partners, as well as local foundations. It is our sincere hope that through our long-lasting relationships with our partners and stakeholders, we will be able to ask for support and provision with funding and in-kind opportunities to continue our primary early childhood education programs. KOKA will pursue private foundation support, workforce development efforts, and funding from other local, national, and regional sources. In addition, KOKA will continue to work on our farms and preschool programs to help them become increasingly profitable. In the near future, we are looking to try a fee-for-service model and also to diversify our business by looking into eco-tourism and cultural-tourism opportunities to help support our programs and more importantly to educate visitors on Hawaiian history, culture, and our way of life.

To that end, as KOKA has been committed for the past 27 years to Hawaii's families and their keiki, we will continue to be creative, resourceful, and engaged with the larger community to raise up our keiki o ka aina (children of our land) to become the next leaders of Hawai'i and our world.

Mahalo nui loa for allowing us the opportunity to present our application. We appreciate all the legislators and staff who put in the time to read and consider our application.



College of Education
UNIVERSITY OF HAWAII AT MĀNOA

January 18, 2024

c/o Keiki o ka 'Āina Family Learning Centers
3097 Kalihi Street
Honolulu, HI 96819

Re: Letter of Support for KOKA's Workforce Development - Early Childhood Education
Apprenticeship Program Grant Application for FY 2024-2025.

Aloha Grant Review Committee,

I am pleased to provide this letter of support to Keiki o ka 'Āina Family Learning Centers (KOKA) for the Workforce Development - Early Childhood Education (ECE) Apprenticeship Program Grant Application for FY 2024-2025.

KOKA has long been an innovative Native Hawaiian serving program that builds the community and the workforce from the ground up. They understand the unique challenges of Kanaka 'Ōiwi students in the early childhood workforce and are committed to creating solutions that will address their needs as they strive to obtain degrees and credentials in the field. KOKA's application to address socioeconomic disparities that disproportionately affect Native Hawaiian students are critically needed to increase the number of Kanaka 'Ōiwi and other indigenous early childhood educators with college degrees and credentials. They offer unique perspectives and deep mana'o about 'āina and our responsibility and relationships with where we live and to each other.

I truly believe the nurturing of more Native Hawaiian scholars and educators in the early childhood field is vital to the well-being, educational and life success not just of keiki and 'ohana, but also to the well-being and sustainability of our state. The Native Hawaiian culture based preparation brings with it indigenous values and generational wisdom that can help us to better understand to ways of living that will enable us to solve today's issues by being firmly rooted in the knowledge of the past and applying it to the future. The apprenticeship model KOKA is committed to will be hard work; however, it also has much to offer as an entryway into the future for students and for higher education partnerships. The pedagogical practice of being mentored by and apprenticing under someone who possesses wisdom and expertise is also consistent with the Native Hawaiian cultural values and pedagogical practices for transmitting knowledge and supporting mastery of new competencies.

The Graduate Early Childhood Education programs at the University of Hawai'i at Mānoa has long partnered with KOKA in our program offerings and to help us chart a path forward to graduate programs that nurture leaders committed to collaborating with their communities in Hawai'i in a manner that will lead to a more socially just, sustainable, and

equitable society. All of our students learn about organizations such as KOKA to become more knowledgeable about Native Hawaiian communities and program models that are unique and build upon the needs and strengths of their families and communities. KOKA leaders also are sought to exchange ideas with us and participate in coursework and professional development offerings. As a result, faculty and graduate students are challenged to think more deeply about kulana and pilina that comes with the privilege of obtaining an advanced degree.

KOKA's ECE Apprenticeship program is highly significant to address achievement gaps in Native Hawaiian education. As an education institution committed to eliminating achievement gaps in education and the needs of Native Hawaiian practitioners in the field of early childhood education. I am confident that KOKA's ECE Apprenticeship Program will provide the kind of supports Native Hawaiians need to succeed in academia. College students need mentors and a supportive community that reflects their culture and understand their challenges. They need 'ohana supportive college pathways and preparation that builds upon the strengths and are interwoven into the fabric of the Native Hawaiian community. Apprenticeships are consistent with Native Hawaiian ways of teaching and learning throughout the lifetime. I extend my commitment this organization and wholeheartedly will collaborate and support KOKA in their ECE Apprenticeship Program.

If you have any questions or concerns, please do not hesitate to call upon me.

Me ke aloha,

A handwritten signature in black ink, appearing to read "Robyn S. B. Chun", with a decorative flourish at the end.

Robyn S. B. Chun
Director, Graduate ECE Programs
College of Education, University of Hawai'i at Manoa

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center

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	\$ 348,750.00	\$ 80,000.00		
2. Payroll Taxes & Assessments	\$ 37,838.38	\$ 20,000.00		
3. Fringe Benefits	\$ 34,150.00	\$ 10,000.00		
TOTAL PERSONNEL COST	\$ 420,738.38	\$ 110,000.00		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	\$ -			
2. Insurance	\$ 4,000.00			
3. Lease/Rental of Equipment	\$ -			
4. Lease/Rental of Space	\$ 3,600.00			
5. Staff Training	\$ 51,000.00			
6. Supplies	\$ -			
7. Telecommunication	\$ 2,001.00			
8. Utilities	\$ 2,400.00			
9. Equipment	\$ -			
10. Contractual Services - Subcontracts	\$ -			
11. Repair and Maintenance	\$ -			
12. Mileage	\$ 2,000.00			
13. Printing	\$ -			
14. Program Activities	\$ -			
15. Contractual Services- Administrative	\$ 19,112.00			
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	\$ 84,113.00			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	\$ 504,851.38	\$ 110,000.00		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	\$ 504,851.38	Kara Chandra, CFO		808-843-2502
(b) Total Federal Funds Requested		Name (Please type or print)		Phone
(c) Total County Funds Requested		<i>Momi Akana</i>		1/19/2024
(d) Total Private/Other Funds Requested		Signature of Authorized Official		Date
TOTAL BUDGET	\$ 504,851.38	Momi Akana, CEO		
		Name and Title (Please type or print)		

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center

Contracts Total: 42,221,871

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Holomua i Pukupahi - Move Forward Together	2020-2023	US Department of Education	US Federal	6,356,233
2	Revitalized Instruction in STEM Education (RISE)	2020-2023	US Department of Education	US Federal	2,423,220
3	Waiawa Kai	2020-2023	US Department of Education	US Federal	2,384,347
4	Foundation for Academic Space and Time (FAST)	2021-2024	US Department of Education	US Federal	6,935,749
5	Social Emotional Learning Foundations (SELF)	2021-2024	US Department of Education	US Federal	2,490,778
6	HELP	2022-2027	Department of Health and Human Services	US Federal	5,000,000
7	Early Identification and Home Visitng Services	2020-2025	Department of Health - Material and Child Health Branch	US Federal and State	9,934,405
8	Early Identification and Home Visitng Services	2020-2025	Department of Health - Material and Child Health Branch	US Federal and State	3,228,196
9	FCIL for Executive Office Early Learning	2022-2024	State of Hawaii - Department of Education	State	600,000
10	Child Care Provider Relief to Stabilize the Existing Child Care Market	2022-2024	U.S. Department of Health and Human Services	US Federal	356,760
11	WCCC	2023-2026	State of Hawaii - Contract for Health and Human Services	State	662,247
12	SFAI - Supporting Families Affected by Incarceration	2023-2026	Office of Justice Programs	US Federal	694,936
13	HPP	2023-2026	Department of Health and Human Services	US Federal	1,155,000
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BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center

	POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
4001	Project Director	1.00	\$ 60,000.00	100.00%	\$ 60,000.00
4002	Workforce Development/Recruitment Specialist	1.00	\$ 60,000.00	100.00%	\$ 60,000.00
4003	Workforce Mentoring Specialist	1.00	\$ 60,000.00	100.00%	\$ 60,000.00
4004	Chief Early Education Director	1.00	\$ 95,000.00	25.00%	\$ 23,750.00
4005	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4006	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4007	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4008	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4009	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4010	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4011	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4012	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4013	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4014	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4015	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4016	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4017	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4018	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
4019	Apprentices	0.50	\$ 15,000.00	100.00%	\$ 15,000.00
TOTAL:					428,750.00
JUSTIFICATION/COMMENTS:					

BUDGET JUSTIFICATION
PERSONNEL: PAYROLL TAXES, ASSESSMENTS, AND FRINGE BENEFITS

Applicant/Provider: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center
 Keiki O Ka Aina
 Preschool, Inc. dba
 RFP No.: Keiki O Ka Aina Learning Center_50485138_OP July 1, 2024 - June 30, 2025 1/19/24
 Contract No.: (As Applicable)

TYPE	BASIS OF ASSESSMENTS OR FRINGE BENEFITS	% OF SALARY	TOTAL
PAYROLL TAXES & ASSESSMENTS:			
Social Security and Medicare	As required by law	7.65%	\$ 32,799.38
Unemployment Insurance (Federal)	As required by law	0.00%	\$ -
Unemployment Insurance (State)	As required by law	2.41%	\$ 10,332.88
Worker's Compensation	As required by law	1.95%	\$ 8,360.63
Temporary Disability Insurance	As required by law	1.48%	\$ 6,345.50
SUBTOTAL:			\$ 57,838.38
FRINGE BENEFITS:			
Health Insurance	Personnel Policy	750 per month x 12 x 3 FTE	\$ 27,000.00
Retirement	Personnel Policy	4.00%	\$ 17,150.00
SUBTOTAL:			\$ 44,150.00
TOTAL:			\$ 101,988.38

JUSTIFICATION/COMMENTS:

A 4% match for those enrolled in our 403b retirement program. The amount is an estimate.

**BUDGET JUSTIFICATION
CONTRACTUAL SERVICES - ADMINISTRATIVE**

Applicant/Provider: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center

RFP No.: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center_50485138_OP
 July 1, 2024 - June 30, 2025 Date Prepared: 1/19/24

(As Applicable)

NAME OF BUSINESS OR INDIVIDUAL	TOTAL BUDGETED	SERVICES PROVIDED	JUSTIFICATION/COMMENTS
Audit Services - CDW Associates	\$ 5,000.00	Audit preparation	Portion of A-133 audit required by grant - (current years total - \$49,000.00)
Computer and Online Data Management Services - HTH	\$ 6,000.00	Maintenance of online database and data management system	\$500 x 12 months = \$6,000
Liability Insurance	\$ 4,000.00	Liability Insurance for FCIL	A portion of the \$20,000.00 total policy.
ADP Payroll serviecs	\$ 8,112.00	Payroll adminstration	12 FTE *26 payroll payments*26.00 =8,112.00
TOTAL:	\$ 23,112.00		

**BUDGET JUSTIFICATION
PROGRAM ACTIVITIES**

Applicant/Provider: Keiki O Ka Aina Preschool, Inc. dba Keiki O Ka Aina Learning Center

RFP No.: Keiki O Ka Aina Preschool, Inc. July 1, 2024 - June 30, 2025 Date Prepared: 1/19/24
 (As Applicable) dba Keiki O Ka Aina Learning Center 50485138 OP

DESCRIPTION	AMOUNT	JUSTIFICATION/COMMENTS
Staff Training	\$ 6,000.00	6 teaching staff x \$1,000.00 each for conferences and training throughout the year.
Mileage for Workforce staff	\$ 2,000.00	\$200.00 x 10 months = \$2,000.00
Workforce stipends for Early Childhood Trainees	\$ 45,000.00	15 apprentices x \$3,000 for 3 semesters. - 2 regular and 1 summer semester stipend each.
Telecommunication	\$ 2,001.00	For an on-site cell phone in case of emergencies and to communicate with families. \$201.00 for the phone and \$1,800.00 for the service with data.
Utilities	\$ 2,400.00	Internet and Hot spot for the computer - \$50.00 x 12 months x 4 sites= \$2,400.00
Rental Space	\$ 3,600.00	12 months x \$300.00 per month based on 100 sq' @3.00 per Sq'
Total:	\$ 61,001.00	

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Keiki O Ka Aina Preschool, Inc. dba I

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						
none						

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Keiki O Ka Aina Preschool, Inc. dba Keiki

DESCRIPTION	NO. OF	COST PER	TOTAL	TOTAL BUDGETED
JUSTIFICATION/COMMENTS:				
none				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				
none				