



Senate Committee on Ways and Means  
State Capitol, Rm. 308  
Honolulu, HI 96813  
Attn: Rod Becker

## 2014-2015 GRANT-IN-AID

### Kamalapua O Ko'olau

House District 49

Senate District 24

**THE TWENTY-SEVENTH LEGISLATURE  
APPLICATION FOR GRANTS & SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No:

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

DEPARTMENT OF EDUCATION WINDWARD DISTRICT OFFICE

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

**1. APPLICANT INFORMATION:**

Legal Name of Requesting Organization or Individual: Kamalapua O Koolau

Dba:

Street Address: 45-284 Pahikaua Street

Mailing Address: 45-284 Pahikaua Street  
Kaneohe, HI 96744

**2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:**

Name PHYLLIS IDA

Title P-3 Coordinator

Phone # (808) 265-3584

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**3. TYPE OF BUSINESS ENTITY:**

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

**6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:**

PROVIDING THE FOUNDATION FOR SYSTEMIC CHANGE IN EARLY CHILDHOOD EDUCATION IN THE WINDWARD DISTRICT AS A MODEL FOR THE STATE AS IT MOVES TO PROVIDE A UNIVERSAL EARLY LEARNING PROGRAM.

4. FEDERAL TAX ID #: [REDACTED]

**7. AMOUNT OF STATE FUNDS REQUESTED:**

Fiscal Year 2014: \$150,000.00

5. STATE TAX ID #: [REDACTED]

**8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:**

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

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

STATE \$ \_\_\_\_\_

FEDERAL \$ \_\_\_\_\_

COUNTY \$ \_\_\_\_\_

PRIVATE/OTHER \$ 17,259.30

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED SIGNATURE]

PHYLLIS IDA/P-3 COORDINATOR

1/29/14

AUTHORIZED SIGNATURE

NAME & TITLE

DATE SIGNED

## Application for Grants and Subsidies

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

### I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Include the following:

1. A brief description of the applicant's background;

Kamalapua O Ko‘olau is a Sequenced Transition to Education in the Public Schools (STEPS) team; we are one of the original teams created in 2004. We are a registered non-profit organization with 501c3 tax-exempt status. Kamalapua O Ko‘olau members serve as a collaboration of volunteers comprised of families, early childhood organizations, Kindergarten programs and various other agencies serving families and young children in Windward O`ahu. Member organizations include Windward District Office, O`ahu Head Start, Department of Health - Early Intervention Division, Kailua Easter Seals, Rainbow Schools, UH Center on the Family, Ho`i ka Ha, Kamehameha Schools, Seagull Schools, PACT Kaneohe Community Family Center, Tutu and Me/Partners in Development Foundation, Good Beginnings Alliance, and UH College of Education. Kamalapua O Ko‘olau member organizations and its community partners work together to realize its mission to create a model program of seamless early learning experiences from home to early learning programs and elementary schools.

Kamalapua O Ko‘olau supports each of the role groups that are essential to the school transition model: parents and families; schools (i.e., community early learning programs and public schools); and community agencies (i.e., support services, resources, etc.). Kamalapua O Ko‘olau helps individuals within each role group communicate with other members in their role group (i.e., families with other

families) and among role groups (i.e., families with early learning environments). Kamalapua O Ko‘olau provides technical assistance so that everyone can successfully access resources (i.e., early intervention, vision and hearing screening, etc.) to ensure that Windward families with young children are provided the support needed to ensure smooth transitions into a variety of care and learning environments.

Kamalapua O Ko‘olau believes that when barriers to successful learning are minimized, opportunities for children maximized. Eliminating such barriers increases their chances to be better prepared to succeed in school, making it more likely that they will be able to be reading on grade level by the end of 3<sup>rd</sup> grade and that achievement gaps will be greatly reduced.

Since its inception in 1998, Kamalapua O Ko‘olau has used policy recommendations regarding transition to kindergarten that were developed for the state of Hawaii to guide its work including:

- Strengthening bonds between preschools and elementary schools to foster communication and continuity;
- Requiring school-based, transition-planning teams within each community to include elementary school personnel, preschool staff, families, agency workers, and community leaders;
- Strengthening the bonds between families and schools by requiring teacher training in building partnerships with families, especially those from diverse backgrounds; and
- Providing developmentally appropriate kindergarten and preschool classroom experiences for children.

Kamalapua O Ko‘olau has continued to use these policy recommendations to guide its work in creating a P-3 demonstration site over the past four years. The Windward District P-3 Partnership is one of five Hawaii P-3 Initiative Demonstration Projects that brings together with practitioners and professionals from other agencies providing services in early childhood education, health, safety, and welfare, in addition to families with young children, making it the largest P-3 grantee demonstration site. The partnership has served to create a model of seamless transition between home and learning environments into all 23 public elementary

schools in Windward District. Unfortunately, funding for the P-3 Demonstration Project is ending at the end of June, 2014. Recently the Department of Education, community preschools, agencies serving young children and their families, and the Governor's Executive Office have assumed responsibility for making some of the project's activities sustainable. For example, these partners now provide access to comprehensive services, early learning activities, community literacy activities, parent education and training activities, and family engagement activities, and have developed family partnership policies that are being implemented in Windward elementary schools. However, additional funding is needed to support Kamalapua O Ko`olau members and partners in making the remaining project activities sustainable on a statewide scale. These activities are described in detail as objectives in the section below.

2. The goals and objectives related to the request:

The foundation for systemic change in early childhood education in the Windward School District was laid with the P-3 grants awarded in 2008 and 2010. District principals have substantially increased their understanding of early childhood development and developmentally appropriate practices. Principals have indicated that they want stronger partnerships and collaboration with community early education programs and more professional development for K-3 teachers. Early childhood program directors in our community have eagerly collaborated and partnered with elementary schools in the district. As Kamalapua O Ko`olau and its Windward District P-3 Project continue their work, they have set an overarching goal to develop a P-3 instructional model that creates a continuum of seamless early learning experiences for young children from early childhood programs through elementary school so that all children in the district reading on grade level by 3<sup>rd</sup> grade. With funding, Kamalapua O Ko`olau can continue to provide leadership to our Windward participants and partners so that reaching the goal of every child reading at grade level by third grade can be achieved. We can reach this goal by:

- Collaborating and continuing to build relationships with our community partners;

- Providing opportunities to share and learn from each other through facilitated meetings, providing professional development and events;
- Developing model classroom programs;
- Selecting, adapting, and implementing common student assessments;
- Increasing the number of elementary teachers with licensure field in early childhood;
- Increasing the number of early childhood educators with an Associates Degree or higher; and
- Providing parents with educational opportunities to learn about early child development and learning.

Kamalapua O Ko‘olau and the Windward District Demonstration Project will continue to support optimal learning for young children through the following objectives:

- Providing **professional development and leadership development opportunities** for early childhood educators, such as its Annual Windward District School-Based Transition Conference each spring. Each transition team is comprised of Kindergarten and preschool teachers, parents, early childhood education providers from the community, and school administrators.
- Conducting **teacher observation** activities using the Classroom Learning Assessment Scoring System (CLASS), a valid and reliable tool, to assess interactions between teachers and children in Windward early childhood programs and elementary school classrooms.
- Providing training on the use of a **formative student assessment**, such as *Teaching Strategies GOLD*, to facilitate communication between parents and pre-K and Kindergarten teachers to ensure a smooth transition into Kindergarten.
- Creating an individualized action plan for sustained **coaching** support for teachers based on CLASS observation and scores on child-teacher interaction.
- Conducting **professional development outreach activities** by updating and distributing information about scholarships and loan opportunities as well as professional development programs that are offering courses or degrees in.
- Identify the **training needs** of early childhood professionals and **develop courses** to be offered through the Department of Education’s professional development system designed to meet those needs.
- Convening school level support teams to develop **transition plans**.
- Providing **technical assistance and professional development** opportunities to practitioners and administrators in the Windward District, regardless of their affiliation, since this will have a direct impact on increasing their knowledge and use of developmentally appropriate curriculum and activities that will lead to better early reading skills for our keiki.
- Providing **support and technical assistance** to districts throughout the state to ensure the adoption of successful Windward models of early childhood education.
- Increasing Windward families’ awareness **of Kindergarten readiness and preparation** and its importance to each child’s success.

3. The public purpose and need to be served:

The goal of Hawai'i P-20 Partnerships for Education is for 55 percent of Hawai'i's working age adults to have a two- or four-year college degree by 2025. Furthermore, 100 percent of working age adults should be career and college ready. Achieving these goals requires improvements throughout the educational pipeline. Since children early years provide critical opportunities to learn and to establish a strong foundation for education, Hawai'i P-20 created an exciting opportunity for communities to demonstrate a P-3 model that creates a continuum of seamless early learning experiences for young children from early childhood programs through elementary school. Kamalapua O Ko`olau's Windward District P-3 Partnership is currently one of five projects in Hawaii conducting this important work.

**a. Kindergarten readiness and preparation**

Recent data (from 2009 to 2013) from the Hawaii State School Readiness Assessment (HSSRA) shows that:

- Approximately 40 – 50% of the children in the Windward District qualify for *free or reduced lunch*;
- The Windward District has *averaged an enrollment of about 700 – 800 kindergarteners* at the beginning of each school year;
- *Less than 22%* of the Kindergarten teachers within the Windward District have an *early childhood endorsement*;
- Approximately 25 – 35% of the children participating in the HSSRA entered Kindergarten *without* preschool experience

This data reveals a distinct need in terms of the number of children who are unlikely to have the necessary developmental readiness and preparation for success in Kindergarten.

The passing of Act 178, Session Laws of Hawaii 2012 changed the Kindergarten Age stating that starting in 2014, a child must be 5 on or before July 31 to enter kindergarten. It is estimated that approximately 5,000 keiki will be affected by this age change. With the average cost of preschool tuition ranging from \$800-\$1000 a month (depending on the length of the instructional day), we believe there will not be any improvement in Windward's HSSRA numbers for the 2014-2015 school year. This change in the age for

Kindergarten entry, in effect, serves to further delay children's attainment of readiness for school success, which will have a direct impact on their success as they continue their education. Currently there are no systematic plans to address the need created by this gap in educational programming across our state.

**b. Professional Development and Training**

The key to quality early childhood education is linked to the preparation and professional development of the early childhood workforce. This includes teaching staff that have degrees in early childhood education and care or a related field, or an elementary degree with specific coursework in early learning and development.

In order for early childhood educators in our community to reach and maintain a high level of quality, there needs to be a variety of learning opportunities (i.e., campus-based, online, conferences, professional development sessions, etc.) made available to them. Currently the variety of early childhood coursework being offered by colleges and universities in Hawaii is limited.

There is also a lack of financial aid opportunities for early childhood professionals. A majority of scholarships and grants that are offered are for full-time students. This requirement makes many of our early childhood professionals ineligible because they work full time. This obstacle to securing financial assistance and accessing course work that accommodates their work schedule is daunting. The result is that their desire to fulfill their commitment to the field of early childhood education and to achieve their potential as educators is unattainable.

Presently Kamalapua O Ko`olau is the only state STEPS team that supports school level transition planning. Grant funding will be used to expand this model of school transition to benefit young children, families, and educators across the state. Steps to address the expansion of our model will include:

- Providing professional development opportunities that include, but are not limited to, professional development on the use of CLASS, CLASS observations,



quarterly principal's meetings, an annual Transition Conference, scholarships and loans, creating professional development courses for early childhood educators.

- Increasing Windward families' awareness about Kindergarten preparation by having all elementary schools post its *Register for Kindergarten* banner.
- Working with every public elementary school to incorporate *Teaching Strategies GOLD* as an assessment tool to continually reshape teaching to meet individual learning needs.
- Identifying and addressing family concerns and needs related to transition through continued collaboration with Kamalapua O Ko`olau partners.
- Collaboratively establishing procedures to meet the needs of children in transition to Kindergarten requiring additional support.
- Providing encouragement and support to school-based transition teams.

4. Target population

Describe the target population to be served; and

Kamalapua O Ko`olau and its Windward P-3 Demonstration Project serves the entire Windward District (Sunset Beach to Waimanalo), including all of its 23 DOE elementary schools and a variety of early learning auspices (i.e., Head Start programs, private preschools, family child care providers, family child interactive learning programs). The families that we serve represent a diverse, multi-ethnic, multi-cultural population.

We will also work in collaboration with the Governor's Executive Office on Early Learning to help ensure a solid foundation for Hawaii's young children. We will also work with other district STEPS teams to replicate our efforts in their communities.

5. Describe the geographic coverage.

Our goal is to provide services to families, schools and community partners throughout the Windward District, including Waimanalo, Kailua, Kaneohe, Kahalu'u, Waiahole, Waikane, Ka`a`awa, Punalu`u, Hau`ula, La`ie, Kahuku, and Sunset Beach.

## II. Service Summary and Outcomes

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

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

Kamalapua O Ko'olau is committed to providing professional development, providing loans and scholarships, aligning early childhood curriculum and assessments, continuing to establish partnerships in the early childhood community, and facilitating collaboration among agencies serving young children. We also will continue to facilitate activities and events that directly serve to support the growth and development of young children in Windward communities.

### a. Provide continuous professional development

It is the quality of interaction between the teacher and the student that determines whether or not children learn. If a student has a poor teacher for 1 year, it takes 3 years for the child to recover. Ongoing professional development of early childhood educators will be provided to strengthen their knowledge and skill base in culturally and developmentally appropriate early education practices.

### b. Align early childhood and K-3 curriculum and assessments

Early childhood and K-3 curriculum will be aligned to create a seamless continuum of learning for children. Assessment tools will be adopted and adapted that will help teachers identify gaps in learning and appropriate interventions. Demonstration classrooms will be established at schools to serve as training laboratories for other teachers. Teachers in these classrooms will receive ongoing training and support from project consultants.

c. Continue to establish partnerships

Since its inception, Kamalapua O Ko‘olau has worked with a variety of education, health, safety, and welfare organizations in P-3 work to ensure that all children learn to read at grade level by third grade. Funding will allow Kamalapua O Ko‘olau to continue to establish new partnerships within, as well as beyond, the Windward community.

Windward District has been working with private preschools over the last seven years to use *Bridging the Gap II* as a communication tool to inform Kindergarten teachers of each child’s learning and growth in preschool, however we see the need to head in a new direction. The Department of Education has piloted *Teaching Strategies GOLD* as a formative assessment tool in numerous Kindergarten classrooms. Since this tool is also being used in O‘ahu Head Start classrooms, Kamalapua O Ko‘olau will conduct additional training for more Kindergarten teachers plus preschool teachers in public school programs. Common use of this tool among these groups of teachers will facilitate transition, since Kindergarten teachers will have a clear understanding of the data that is forwarded to them from each child’s from their year(s) prior to Kindergarten entry.

With cutbacks in Department of Human Services funding many more children will not be able to attend preschool. Kamalapua O Ko‘olau’s strength is in being able to partner with a variety of community resources so that families can find opportunities to ensure that their child will be ready for school. Windward District Office already has partnerships for special needs students at private preschool and Head Start programs. We are planning to use our vacant classrooms on public elementary campuses to house more programs for families who cannot afford private preschool but don’t qualify for Head Start programs.

Funding will provide Kamalapua O Ko‘olau with the financial resources to meet with team members to provide them opportunities to work collaboratively. The plan is for organizations involved to meet monthly, however, additional meetings may be scheduled when planning specific community activities or professional development sessions.

Initially, various groups will collaborate to develop specific plans and strategies to meet all the short-term and long-term community commitments of this project.

All Kamalapua O Ko`olau member organizations provide resources and expertise at joint professional development sessions. We will continue to include our partners in conferences, professional development sessions, and meetings with school staff. Joint meetings will be conducted to discuss curriculum alignment. We will also provide professional development for not only kindergarten teachers, but also first, second, and third grade teachers.

Head Start will assist with the training, and provide trainers or CLASS certified staff to assist with the assessment of participating Head Start classroom teachers. Private preschools will assist by providing training, participating in training, or participating in meetings with kindergarten teachers. This will improve relationships and understanding of the different organizations and facilitate in improving transitions from early care setting to educational programs in Kindergarten. Good Beginnings Alliance, Kamehameha Schools, Seagull School, and Kaneohe Community Family Center will provide their expertise and staffing for professional development sessions, meetings, and conferences.

#### d. Keiki STEPS

INPEACE, a community-minded organization serving the educational needs of the Native Hawaiian community created a program to support children's transition into Kindergarten called Keiki Steps to Kindergarten. Keiki Steps has been successfully implemented in elementary schools across the state. Kamalapua O Ko`olau collaborates with INPEACE to offer the program in Windward schools. We provide eligible children with a three-week session during the summer at no cost to acclimate children to the school campus and become accustomed to the rituals and routines of school.

Kamalapua O Ko`olau will complete the following tasks and related responsibilities in order to meet objectives outlined above:

1. Professional development
  - Professional development sessions provided at the Transition Conference
  - Professional development on the dimensions and domains of CLASS; observer reliability training on CLASS
  - Professional development courses in topics related to early learning offered in fall and spring semesters
2. Professional development scholarships
  - Transition Conference Workshop Sessions offered at no cost
  - Small token of appreciation given to presenters
3. Monthly Kamalapua O Ko`olau /P-3 partner meetings
  - Facilitate meetings
  - Provide partners with opportunities to share what their current work
  - Provide technical assistance
  - Connect partners to support positive and successful collaboration
4. Transition Conference
  - Select date
  - Secure venue
  - Identify and secure key note speaker(s)
  - Identify and secure presenters
  - Invite early childhood programs to vend
  - Provide school teams with funding to carryout transition plans for their school
  - Provide professional development and technical support to align P-3 curriculum
  - Provide professional development and technical support to use *Teaching Strategies GOLD* as a formative assessment tool in preschool and Kindergarten
  - Provide incentives for community preschools and organizations to participate and collaborate with school teams
5. *Keiki STEPS to Kindergarten*
  - Provide funding to assist schools with *Keiki STEPS to Kindergarten* program during the summer
6. Kamalapua O Ko`olau website
  - Update homepage at least twice a month
7. Social media
  - Daily posts

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

The projected annual timeline for accomplishing the results or outcomes of the service includes the following:

- Transition Conference for school year 2014-2015 in January 2015
- Website and social media posts throughout 2014-2015 school year
- School based transition teams will complete their projects by August 2015
- Keiki STEPS to Kindergarten will be completed at 8 schools by the start of the 2015-2016 school year
- One professional development course will be completed by December 2014; an additional course will be completed by May 2015

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

The organization meets each month to monitor progress and needs of the project. Team members include different agencies and organizations as well as individuals who are interested in seeing progress in the teams efforts. The project manager is continuously assessing the needs of the project and will deal with problems as they occur. Then the project manager will consult with the team members in the organization to revise and update procedural norms for the program. Continual surveys and evaluations will be conducted to assess the effectiveness of the program and materials as well as the effectiveness of the program manager. Participant feedback to revise the program, update materials and amend services as needed.

Outcomes of the services are measured and evaluated using the following tools:

Participant Pre and Post Surveys: Data and information on individual participants' levels of knowledge acquired, skills applied and program satisfaction is gathered through these surveys.

The surveys also provide measured feedback about the Facilitator, Trainer, quality of discussions, and quality of relationships. Results are evaluated by the board and staff every 3 months.

**Event Questionnaires:** Attendees and Volunteers of all events hosted by Kamalapua O Ko`olau are asked to complete this questionnaire, providing feedback on satisfaction with topics covered, activities provided, childcare and convenience of date, time and location. Events such as Family Activity Nights, workshops and Parent Child Fair are sponsored at least six times a year in collaboration with other community programs, and data and information collected from these questionnaires is used to measure how effectively volunteers are facilitating discussion at events, providing referrals to other resources in the community, and fostering relationships. The Kamalapua O Ko`olau Board and Staff analyze the results after every event.

**Training Evaluations:** All trainees complete an evaluation of their training session. These are distributed and collected at the close of each training session and measure trainees' satisfaction with the training, Training supervisor's effectiveness and feelings of readiness to use train others or use the materials and curriculum with young children.

**Formal Observations:** The Project Coordinator maintains close contact with both participants and their facilitators. Facilitators contact the Project Coordinator weekly for the first three meetings to report on participant attendance, response and to receive advice on potential problems or obstacles in their group's communication. In addition, participants are encouraged to call the Project Coordinator anytime to ask questions, request referrals or receive further support. The Project Coordinator will also maintain contact with facilitators through monthly group meetings and quarterly trainings. Observations are recorded in our Database and will be analyzed at quarterly program meetings.

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.

Measures of effectiveness are based on intended outcomes.

Performance measures include:

a. Provide continuous professional development

- By the end of Jan 2015, this site has hosted at least one event/year that ensures that early education and K-3 providers have similar knowledge and information regarding P-3 principles and promoting reading at grade level by third grade. (content outcome)
- From July 1, 2014 to June 30, 2014, a district-wide elementary principals' meeting has been held at least three times/year to disseminate Early Learning plans, training and other activities. (Meeting notes)
- By end of June 2015, at least one representative of partnering ECE programs have attended the district-wide principals' meeting to build partnership for PLC team at participating elementary schools. (Meeting notes)
- By the end of June 2015, additional 50 Pre-K-3rd grade teachers, administrators, and others in the district have attended CLASS introductory training or a two-day observation training, as a common valid and reliable child-teacher interaction assessment tool for ECE and elementary schools. (Training log)
- By the end of June 2015, a total of 20 PreK, and a total 20 K-3rd grade classrooms have been CLASS observed for fall and spring. (CLASS observed log)
- By the end of June 2015, partnering preschool center-based programs and K teachers in the Windward District have received information about Teaching Strategies GOLD and are trained on the use of the program as formative assessment. (Training log)
- By end of June 2015, a cross-articulation meeting between preK and K teachers of 10 elementary has been conducted an increase of sharing assessments used to enhance differentiated instruction for student success. (Meeting minutes)
- By the end of June 2015, a written individualized action plan is developed between an early learning coach and their 5 teacher mentees for sustained individualized coaching support based on child-teacher interaction data (e.g. CLASS scores). (Action plan)
- From July 1, 2014 to June 30, 2015, the early learning coach has met at least once a month with their teachers to strengthen instructional practices that support student achievement. (Coaching log)
- By the end of December 2014, the early learning coaches has trained at least 2 preschool directors to coach teachers at their sites to build coaching capacity within the ECE programs to improve instruction. (Training log)
- By the end of June 2015, 2 preschool director coaches have met at least 3 times with their mentee teachers to improve instruction. (Coaching log)
- By the end of June 2015, at least one point gain has been made in the



"Instructional Support" domain of CLASS observation scores for all coached teachers with scores within low to low mid-range. The first CLASS observation scores will serve as a baseline. (CLASS summary records)

- By the end of June 2015, all coached teachers with mid to high range CLASS scores have gained at least one point or maintained their points in the "Instructional Support" domain. (CLASS summary records)
- By the end of June 2015, 6 PDERI credits have been offered to DOE prek-3rd grade teachers. (Scholarship log)
- By the end of June 2015, additional 20 teachers have enrolled and completed at least one PDERI course to increase number of "highly qualified" teachers. (Scholarship log and School Trends report)

b. Professional Development Scholarships

- By the end of December 2015, preschool programs and K-3 teachers have been distributed informational flyers and brochures of scholarship and loan opportunities, and PD programs offering ECE courses/degrees for ECE and elementary educators and notified of this last chance opportunity (Distribution log)
- By the end of June 2015, 20 teachers have received scholarships, loans that lead to increase number of teachers with Associate degree or higher with ECE focus. (Scholarship log)

c. Monthly Kamalapua O Ko`olau/P-3 partner meetings

- By the end of June 2015, preschool programs, DOE, DOH, community organizations have met monthly to share current work, provide updates in the field of early learning, provide technical assistance, collaborate on issues, and provide support (meeting minutes)

d. Transition Conference

- By end of June 2015, a larger leadership team meeting has been conducted to plan a district-wide conference. (Meeting minutes)
- By end of June 2015 a conference planning subcommittee has been formed, presented by at least one (1) person from each of the early learning project partners (i.e. DOE, ECE and community service providers), to plan a district-wide conference. (Meeting minutes)
- By end of Jan 2015, a total of 23 school-based feeder teams, consisting of members of DOE, ECE, parents and service providers, have attended the Transition Conference. (Sign in sheet)
- By end of June 2015, 100% of school-based feeder teams, who have attended the Conference, have developed and submitted a transition Action Plan with other provider of early learning project related services in their neighborhood. (Transition Action Planning Log)
- By end of October 2014, 100% of the school-based feeder team leaders have submitted evaluation from the Action Plan.

- By end of December 2014, the leadership team have met to review the evaluation plan for future conference planning purposes.

e. Keiki STEPS

- By the end of June 2015, summer transition programs for 3 elementary schools have been continued and secured through Keiki STEPS to Kindergarten program to maintain a community partnership for seamless transition for incoming K students. (List of school with Keiki STEPS and enrollment)
- By the end of June 2015, 5 elementary schools have designed and implemented summer transition programs. (List of schools with transition program and enrollment)

f. Kamalapua O Ko`olau website and social media

- By the end of June 2015, a website has been updated weekly to assist families in identifying early learning experience available in the community. (data recorded)
- At the end of June 2015, 500 Community Resource Directory have been distributed in the community and included on the website. (Distribution log)

### III. Financial

#### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.  
(see attached form)
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
25,000	25,000	50,000	50,000	150,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.

None

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 the balance of its unrestricted current assets as of December 31, 2013.  
(See attached Financial Statement for (Kamalapua O Ko`olau)

#### **IV. Experience and Capability**

##### **A. 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.

##### **Leadership**

Phyllis Ida will be the project coordinator or the grant. She has a Master's Degree in Curriculum & Instruction with an emphasis in Early Childhood Education, a Master's Degree in Early Childhood Special Education from the University of Hawaii at Manoa and is a National Board Certified Teacher. She is one of the original members this non-profit organization and assisted in its' management since inception in 2006. Phyllis was able to secure several grants. The first grant provided monies to begin the process of applying and securing a non-profit status. The second grant from P-3 was \$100,000. That project went so well, that we were invited to apply for another P-3 Grant. The last grant received through P-3 was for a total of 1.1 million for the past four years. This money will end on June 30, 2014. Previous to that, she was the Windward District 619 Coordinator, managing a federal grant of approximately \$120,000 a year for 10+ years. However, her expertise is working with people. She has brought partners from various organizations together with DOE staff as well as private preschools to collaborate and focus on young children and families. This funding will assist our efforts to continue until the Office of Early Learning has secured enough funding to make the system successful.

**Recent Accomplishments**

Kamalapua O Ko`olau (KOK) is the only STEPS Team (there are STEPS Teams in every DOE district) who has received non-profit status and therefore the only one who has been able to secure grants. The Transition Conference is the only one in the state like it. It brings over 250 participants from DOE staff to community organizations together to learn, collaborate, and develop a school transition plan at every elementary school in the district. Through the P-3 Grant, we were able to train over 150 teacher, principals, aides, preschool directors in CLASS. We have distributed over 1000 Resource Directories of Services to families and community members and have updated these directories every two years since 2009. We provided scholarships and loans and have had 2 preschool teachers finally able to receive a BA degree with 4 more teachers completing their degree by the end of this school year, 2 achieve their National Board Certification, and 2 received their CDA (Child Development Associate). Our team is also a leader and model to the Governor's Office of Early Learning Strategic Planning Core Team and took part in the development of the Early Childhood Action Strategy, Goal 5: Continuity in Early Childhood Experiences Birth through 3rd Grade. Through the P-3 grant, we were also able to work with principals at all elementary schools in Windward District to provide them with the latest information on brain research for young children, early childhood curriculum and instruction, center-based learning, and sharing the framework for planning, implementing and evaluating PreK-3rd grade approaches.

**B. 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 applicant shall also describe how the facilities meet ADA requirements, as applicable.

Facilities are located at Windward District Office and King Intermediate School campus. We were provided a shared classroom space for our office as an inkind service. We are also allowed to use conference rooms for training and equipment

(xerox machine, laminating machine, printer, computer, projector, etc.). We also use partner organization facilities and equipment, our parent workshop and activities are held at school sites and our annual Parent Child Fair is held at Windward Mall. Campus meets ADA requirements.

## V. Personnel: Project Organization and Staffing

A. **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.

Staff will be contracted part-time or volunteers.

**Project Coordinator**

Phyllis Ida, MEd

Currently the P-3 Grant Coordinator for the past 4 years (1.1 million) and formerly the 619 Coordinator for Windward District. She is a National Board Certified Teacher - Early Childhood Generalist, with a Master's Degree in Curriculum & Instruction with an emphasis in Early Childhood and a Master's Degree in Early Childhood Special Education. She was also a preschool director/teacher for 6 years before teaching in the DOE for 30 years (sped K-6, sped preschool, kindergarten, K-1 combo, 2nd grade and the 619 Coordinator). Member of the Hawaii Association for the Education of Young Children (HAEYC), HSTA-R, and a Board Member of Kamalapua O Ko`olau.

**President of the Board of Directors**

**Thomas Kaaiai**

Thomas "Tommy" Ka'ai'ai has a long & diverse career in education. He is a retired HPD Officer and was *THE* original DARE Officer, helping to educate our keiki on the importance of safe & healthy living. He worked with the Native Hawaii Drug Free Program for almost 10 years before becoming the Parent Community Facilitator with Kamehameha Schools Community Based Early Childhood Education. In addition to being the liaison between KS, its parents, partners & the community, "Uncle Tommy" oversees KS's administration of the Dolly Parton Imagination Library for families residing between Kahuku to Temple Valley, Nānākuli & Wai'anae, and Kapa'a & Anahola on the island of Kaua'i.

**Vice President of the Board of Directors**

Celia Chang-Takahashi, MEd.

Celia earned her MEd in Elementary Education with an emphasis in Early Childhood from the University of Hawai'i at Manoa. She has over 20 years of professional experience in teaching, advocacy, marketing, and writing. As the T.E.A.C.H. Early Childhood HAWAII Program Manager & the O'ahu Coordinator at the Good Beginnings Alliance, Celia provided motivational & inspirational support to early childhood professionals. She is also a published author having many parenting articles as well as Honolulu Advertiser & Honolulu Star Bulletin parenting tabloids. She is also a Strategist with Ho'ika Hā where she uses her knowledge of education & marketing to "breathe life" into small business via social media marketing.

**Secretary/Treasurer of the Board of Directors**

Judy Mailheu, BEd.

Judy has taught preschool in an inclusive setting at KCAA Atherton Preschool for 16 years as the DOE special education preschool teacher but has been with the DOE for a total of 34 years. Board member of HAEYC and Kamalapua O Ko'olau. Currently the 619 Coordinator for Windward District.

**Board of Directors Member**

Jonathan Gillentine, Ph.D.

Windward District Office Early Learning Specialist, is on the Board of Directors and will be leading the charge in this new position created to support the Governor's Office of Early Learning. It is a commitment to provide the leadership to ensure that there is a smooth transition for families, children, teachers and school staff as JrK ends and a system of early learning begins. He has 20 years in early childhood education - preschool inclusion at Rev. Benjamin Parker School in Kaneohe, received his National Board Certification - Early Childhood Generalist (certified 2003; renewed 2012), won the 2012 Horace Mann Award from the National Education Association Foundation, the 2010 Zula International

Early Science Educator Award from the National Science Teachers Association, and is an America Achieves Teacher Fellow.

**B. 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 organizational chart that illustrates the placement of this request.

(See attached chart)

**C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Not applicable

**VI. Other**

**A. Litigation**

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

Not applicable

**B. Licensure or Accreditation**


The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

Not applicable



**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: Kamalapua O Koolau

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>				
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	20,000			
5. Staff Training	30,000			
6. Supplies	10,000			
7. Telecommunication				
8. Utilities				
9. Contracted Services	65,000			
10. School Supports	15,000			
11. Scholarships & Loan Program	10,000			
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>150,000</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>150,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	150,000	Phyllis Ida 265-3584		
(b)		Name (Please type or print) Phone		
(c)				
(d)		Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>150,000</b>	Phyllis Ida/ P-3 Coordinator		
		Name and Title (Please type or print)		

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Kamalapua O Koolau

Period: July 1, 2014 to June 30, 2015

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
NA				\$ -
All positions are contracted or volunteers				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Kamalapua O Koolau

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NA			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
NA			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

**BUDGET JUSTIFICATION  
CAPITAL PROJECT DETAILS**

Applicant:     Kamalapua O Koolau    

Period: July 1, 2014 to June 30, 2015

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

Kamalapua O Ko'olau 2013-2014 (Year 4)  
 Financial Statement Report as of 1/28/14

**Assets**

Current Assets

Cash and cash equivalents	17,259.30
Grants receivable	132,051.52
Other receivable	0.00
Prepaid expenses	0.00
Total Current Assets	149,310.82

Property and Equipment

Office equipment	550.00
Furniture and fixtures	400.00
Building and leasehold improvements	
In-kind Receivable	5,000.00
Accumulated depreciation	(200.00)
Total Property and Equipment	5,750.00

Other Assets

Deposits	0.00
Total Assets	155,060.82

**Liabilities**

Current Liabilities	22,000.00
Accounts payable	
Accrued payroll and payroll taxes	
Other accrued employee benefits	
Total Current Liabilities	

Other Liabilities

Refundable deposits	
Accrued Income	
Total Other Liabilities	132,051.52
Total Liabilities	154,051.52

**Net Assets**

Total Beginning Net Assets	287.11
Current YTD Net Income	1,009.03
Total Net Assets	

**Total Liabilities and Net Assets** 1296.14


**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO  
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies 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 or subsidy 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 or subsidy 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 or subsidy.
  
- 2) 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 or subsidy is awarded shall be conducted or provided.
  
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy 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 or subsidy 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.

Kamalapua O Koolau  
(Typed Name of Individual or Organization)  
  
(Signature) 1/29/2014  
(Date)

Phyllis Ida P-3 Coordinator  
(Typed Name) (Title)

## B. Organizational Chart

### Kamalapua o Ko'olau

