

House Districts: 3, 4, 20, 24, 26, 28, 44  
Senate Districts: 1, 2, 3, 10, 12, 13, 15, 21

**THE TWENTY-EIGHTH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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

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

**1. APPLICANT INFORMATION:**

Legal Name of Requesting Organization or Individual:

After-School All-Stars Hawaii

Dba: Not Applicable

Street Address: 4747 Kilauea Avenue, Suite 210 Honolulu, HI 96816

Mailing Address: 4747 Kilauea Avenue, Suite 210 Honolulu, HI 96816

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

Name DAWN DUNBAR

Title Chief Executive Officer

Phone # 734-1314 (office) / 554-4560 (cell)

Fax # 356-0232

E-mail ddunbar@asashawaii.org

**3. TYPE OF BUSINESS ENTITY:**

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

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

After-School All-Stars Hawaii requests a Hawaii State Grant-In-Aid to help ensure that socially and economically disadvantaged students achieve the recommended sixty minutes of physical activity every day. ASAS Hawaii will meet this need by providing daily after-school exercise in some of the poorest middle schools in Hawaii, working with numerous community partners to provide a wide variety of sports options for students.

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

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

FISCAL YEAR 2017: \$ 200,000

**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	\$	<u>0</u>
FEDERAL	\$	<u>0</u>
COUNTY	\$	<u>0</u>
PRIVATE/OTHER	\$	<u>32,490</u>

\_\_\_\_\_  
AUTHORIZED SIGNATURE

DAWN DUNBAR, CHIEF EXECUTIVE OFFICER  
NAME & TITLE

JANUARY 22, 2016  
DATE SIGNED

 **RECEIVED**  
1/22/16 *MA*

## Application for Grants

*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. Please include the following:

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

After-School All-Stars Hawaii (ASAS Hawaii) provides after-school and summer programs that keep children safe and help them achieve in school and in life. ASAS Hawaii provides structured after school programming which includes academics, enrichment and health/fitness activities, targeting Hawaii's middle /intermediate school youth. ASAS Hawaii partners with seven schools on O'ahu and three schools on Hawaii Island, and served 1,901 children last year.

The key success factor is that ASAS Hawaii operates at partner school sites, with a full-time staff member located at each school. This enables program staff members to get to know students and parents, while working closely with school faculty and administration. ASAS Hawaii staff members have familiarity and experience with the diverse population of Hawaii and a passion for working with low-income and at-risk youth.

Founded by Arnold Schwarzenegger in the 1990s, today ASAS is a national association of fourteen chapters serving 72,000 youth annually in 326 schools across the country. The Hawaii chapter, formed in 2009, benefits from the experience and expertise honed of years of providing these programs nationally.

2. The goals and objectives related to the request;

ASAS Hawaii requests a Grant-In-Aid to help socially and economically disadvantaged students achieve the recommended sixty minutes of physical activity every day. ASAS Hawaii will meet this need by providing daily after-school health/fitness activities in some of the poorest middle schools in Hawaii. Through participation in health/fitness activities as part of the comprehensive ASAS program, students will experience improved attendance, behavior and academic performance.

The following objectives will be targeted:

- 2,000 students will engage in daily sports or health/fitness activities through ASAS Hawaii.

- 28% or fewer chronic absences for ASAS participants (students with absences greater than 8.5% of elapsed school year).
  - ASAS participants will demonstrate positive school behavior, as evidenced by 1-2% of program participants with 10 or more behavior risk scores.
  - ASAS participants will perform well academically, as evidenced by 5% or fewer program participants with course failures on their report cards.
3. The public purpose and need to be served;

Daily exercise has proven mental, emotional and physical health benefits for children. Students are able to achieve their personal best in school when they are equipped with the tools to lead healthy, active lifestyles.

Due to budget cuts and focus on testing during the school day, the Department of Education has cut back on extracurricular classes such as art, music and P.E. According to the Center for Disease Control (CDC), there is substantial evidence that physical activity can help improve academic achievement, including grades and standardized test scores. Further, physical activity can have an impact on cognitive skills and attitudes and academic behavior including enhanced concentration, attention, and improved behavior. (Comprehensive Schools Physical Activity Programs: A Guide for Schools. National Center for Chronic Disease Prevention and Health Promotion Centers for Disease Control and Prevention, December 2013.)

Specifically, the CDC recommends before and after school activities because students are able to: 1) practice what they have learned in physical education, 2) work toward the nationally recommended 60 minutes of daily physical activity, 3) become more adequately prepared for learning, 4) engage in safe, social, and supervised activities, and 5) identify activities they enjoy and might engage in long term.

Unfortunately, many children in Hawaii do not have access to organized sports and activities. Low-income families cite lack of money for fees, lack of transportation and lack of opportunities as reasons why children are unable to participate in organized sports.

ASAS Hawaii is in a position to provide enrichment and health/fitness activities Monday through Friday for 2-3 hours every day. Further, ASAS seeks to interrupt the typical trend in which children become less physically active as they age. Generally, participation in sports declines as children age. In a nationally representative survey, 77% of middle school students had participated in daily physical activity, compared to 29% of high school students. (CDC. Youth Risk Behavior Surveillance—United States, 2013. *MMWR* 2014;63(SS-4)).

4. Describe the target population to be served; and

ASAS targets middle school students who face one or more challenges indicating they are “at-risk,” such as low household income, poor academic performance, poor attendance record, and lack of access to after-school alternatives. ASAS Hawaii serves middle school children because this age is a pivotal point in young people’s lives. Middle school students are going through academic, social and developmental changes and developing habits that can profoundly affect their futures. Students who develop good academic and lifestyle habits will be well prepared for success in high school, college and beyond.

For the proposed ten school sites, about 2,000 students will be involved in the project. Across ten schools about 79% of participants qualify for free or reduced school lunch. An estimated 40% of participants are Native Hawaiian and 40% are of another ethnic minority. After-School All-Stars is the only after-school provider in the state of Hawaii that specifically targets 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders in the public middle/intermediate schools.

5. Describe the geographic coverage.

ASAS Hawaii works in ten public middle school in eight different complexes. The following schools, complexes and geographic areas will be served through this project:

Nānākuli High & Intermediate	Nānākuli Complex	Leeward O’ahu
Wai’anae Intermediate	Wai’anae Complex	Leeward O’ahu
Dole Middle	Farrington Complex	Kalihi
Kalakaua Middle	Farrington Complex	Kalihi
Jarrett Middle	Kaimuki Complex	Honolulu
Washington Middle	Kaimuki Complex	Honolulu
Central Middle	McKinley Complex	Honolulu
Ka’u High & Pahala Elementary	Ka’u Complex	East Hawaii
Kea’au Middle	Kea’au Complex	East Hawaii
Pahoa High & Intermediate	Pahoa Complex	East Hawaii

**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;

This project will combine daily activities with culminating community events that engage family members and motivate students throughout the year.

The following tasks will be achieved:

- 2,000 middle school students engage in physical activity for about 60 minutes each day
- Two “Sports Showdowns” held on each island (O‘ahu and Hawaii Island)
- 300 students participate in at least one “Sports Showdown”
- 50 students participate in the Special Olympics Area Games

To achieve the daily goal of sixty minutes of daily activity, ASAS Hawaii will introduce middle school students to a variety of sports and activities, from football to Zumba to hula to nutrition and gardening classes. As they are exposed to new experiences, students will learn and be more likely to engage in physical activities when they transition to high school.

ASAS Hawaii will partner with community organizations when needed to provide sports including football, basketball, volleyball, soccer, tennis, bocce ball and Zumba. ASAS Hawaii has partnered with the Police Athletic League, Special Olympics of Hawaii, Pop Warner, Boys and Girls Club and many others. High school athletic directors have told us these experiences boost students’ confidence and increase their likelihood of trying out for sports when they get to high school.

Research shows that youth participation in physical activity is influenced by participation and support of parents and siblings. Recognizing the importance of family involvement, ASAS Hawaii will host two “Sports Showdowns” each year. This will be a fun day bringing together about 300 students from different schools to compete in a range of events. Students will have a chance to showcase their new athletic skills in a fun, competitive setting. Volunteer coaches and athletes from Hawaii Pacific University/Chaminade University will serve as officiates for the events.

Additionally, ASAS Hawaii partners with Special Olympics Hawaii on the Area Games in May. Through this partnership, ASAS students train, support, and compete with children with disabilities. These relationships foster respect, dignity, and advocacy for students with disabilities. On O‘ahu, ASAS Hawaii peers will compete at UH Mānoa and enjoy the added benefit of staying in the college dorm on the weekend of the event. Our students often cite the Special Olympics as the most rewarding aspect of their involvement with ASAS Hawaii.

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

### Timeline

July 2016 – May 2017	Sports curriculum/activities offered Monday – Friday Activities offered every day school is in session
November or December 2016	Sports Showdown on O‘ahu and Hawaii Island
February 2017	Special Olympics Area Tournament
April or May 2017	Sports Showdown on O‘ahu and Hawaii Island
May 2017	Special Olympics State Game Tournament

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

ASAS Hawaii uses iResult to monitor behavioral, social and academic progress. iResult is a technology platform designed to help educational leaders collect data, evaluate programs, and make decisions based on performance and outcomes. iResult pulls data from multiple systems and transforms data into a standard format. Participating ASAS students are “grouped” in order to analyze the influence of the participation based on data. iResult also supports participant applications, which enables ASAS to maintain individual records and manage data efficiently.

Program quality assurance is supported through oversight by our parent organization, After-School All-Stars National. ASAS Hawaii is part of a national organization that provides a structured framework and program support. Our local chapter must meet standards related to program quality, reach and outcomes, organizational governance, and financial sustainability. Thus, program processes are consistent across all sites, while being tailored locally to meet needs and access available resources.

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.

Using an independent evaluator, ASAS will monitor track participants' academic, behavioral and attendance data. The following indicators will demonstrate success of this project:

- 2,000 students will engage in daily sports or health/fitness activities through ASAS Hawaii.
- 28% or fewer chronic absences for ASAS participants (students with absences greater than 8.5% of elapsed school year).
- ASAS participants will demonstrate positive school behavior, as evidenced by 1-2% of program participants with 10 or more behavior risk scores.
- ASAS participants will perform well academically, as evidenced by 5% or fewer program participants with course failures on their report cards.

### 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 Budget Forms.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
		\$100,000	\$100,000	\$200,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.

For FY 2017, the only secured public funding available is two HIDOE contracts through 21<sup>st</sup> Century Learning Grants - for Nanakuli Intermediate and Central Middle School. ASAS is working with Hawaii State Department of Education to secure 21<sup>st</sup> Century Community Learning Center grants, which fund programs in five-year increments.

ASAS Hawaii has applied for the following sources to ensure programs continue despite inconsistent public funding.

HMSA Foundation	\$25,000	secured
City Grant-In-Aid	\$57,820	pending
Kamehameha Schools	\$100,000	pending
McInerny Foundation	\$150,000	pending

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

Not applicable.

5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.

Current and pending grants for after-school programs are as follows:

Office of Hawaiian Affairs (\$473,950) Secured – for after-school programs to improve HSA test scores for Native Hawaiian students at Nānākuli, Wai‘anae, Ka‘u, Kea‘au and Pahoā Schools for two years - FY 2015-17.

City of Honolulu GIA (\$150,000) Secured - for comprehensive after-school programs at Dole, Kalakaua, Jarrett, and Washington Schools for FY2016.

Department of Education (\$100,000) Secured – for a comprehensive after-school program at Central Middle School for FY2015-19.

Department of Education (\$100,000) Secured – for a comprehensive after-school program at Nānākuli High and Intermediate School for FY2015-19.

Resources for Enrichment, Athletics, Culture and Health (R.E.A.C.H.) (\$40,000) Secured - for non-instructional hours programming at Kalakaua Middle School for FY2015-16.

Resources for Enrichment, Athletics, Culture and Health (R.E.A.C.H.) (\$42,025) Secured - for non-instructional hours programming at Washington Middle School for FY2015-16.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.

After-School All-Stars Hawaii had unrestricted net assets as of December 31, 2015 in the amount of \$1,088,923.30.

#### **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.

ASAS Hawaii has demonstrated success in providing after-school programs across multiple sites. The program meets the needs of students with multiple barriers to academic success. Our strengths include: 1) site coordinators who work full-time at the school; 2) access to student behavioral, attendance and academic data, which helps us identify and address problems collaboratively with parents and teachers; and 3) relationships with dozens of community partners who bring experiential learning opportunities in a range of disciplines; 4) solid



relationship with Hawaii Department of Education for the past seven years, good rapport with administration.

## **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.

ASAS Hawaii programs operate at their respective school campuses. This facility usage is Type II usage of public schools, which is designated for governmental agencies, not for profit community educational or recreational activities, youth clubs, athletic teams, labor organizations or service clubs conducting general recreational activities, community affairs, or public hearings for which there is no admission charge, collection taken or offering received during the use of school facilities.

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

## **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.

The leadership team and organizational structure will contribute to success of this project. Leading our team is Dawn Dunbar, CEO, who founded ASAS Hawaii in 2009. Dawn will be responsible for meeting the administrative contract requirements (insurance, non-discrimination, etc.) and will oversee contract corrective action. Dawn has a Master's Degree in Business Administration from Graziadio School of Business at Pepperdine University, and a Bachelors Degree in English from Loyola Marymount University. Dawn has built relationships with schools, partners, funders and public officials, which have been critical to our success.

Paula Fitzell, COO, oversees the administrative functions and daily operations for ASAS Hawaii. Paula has a Master's Degree in Education from Trinity College in Dublin, Ireland. She previously worked for KCAA Preschools, overseeing administration of the organization with an annual operating budget of approximately \$7 million.

David Asato, Director of Programs, oversees programs on two islands, managing program staff and coordinating efforts with partner agencies. David was previously a teacher for Olomana High and Intermediate and a consultant for Hawai'i Department of Education. He was also executive director of VSA arts of Hawaii-Pacific, a statewide non-profit organization committed to helping at-risk adults and youth with developmental and other lifelong disabilities prepare to enter the workforce or continue their education. Program operations and evaluation are supported by a full-time Program Coordinator who works closely with the Director of Programs.

See attached resumes for Dawn Dunbar, Paula Fitzell and David Asato.

ASAS Hawaii Site Coordinators are responsible for daily operations of ASAS Hawaii programs at each school. They work on-site and are directly involved with students, teachers and administrators every day. Site coordinators have one or more years experience working in a leadership or supervisory capacity in an after-school, day-camp or community youth outreach setting.

Program Leaders teach classes, run activities, assist with homework, chaperone field trips and collaborate with partner instructors. We maintain a 20:1 leader to student ratio to ensure adequate supervision and individual attention. Program leaders must have a year or more of non-profit or related experience in youth development. Our staff members have familiarity and experience with the Hawaii's diverse population, and a passion for working with low-income or at-risk youth.

## **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 organization chart that illustrates the placement of this request.

See attached Organizational Chart for ASAS Hawaii.

## **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..

The three highest paid employees of ASAS Hawaii are:

Dawn Dunbar, Chief Executive Officer (\$120,000)  
Paula Fitzell Chief Operating Officer (\$75,000)  
David Asato, Director of Programs (\$60,000)

## **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 the applicant possesses relevant to this request.

Not Applicable.

### **C. Private Educational Institutions**

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

Not Applicable.

### **D. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

Sustaining these programs is always a challenge because there is insufficient federal and state funding to meet the demand for after-school programs in middle school. Each year, ASAS Hawaii pursues diverse revenue sources to ensure programs operate uninterrupted despite

fluctuations in public funding. Numerous resources support programs each year, including HIDOE, Kamehameha Schools, Office of Hawaiian Affairs, Hawaii Community Foundation, Hawaii P-20 and various private foundation grants. ASAS Hawaii also has loyal individual and corporate supporters providing funding each year.

Toward the goal of sustainable funding for after-school, ASAS Hawaii helped create the Hawaii Afterschool Alliance in 2014. The Alliance is part of a national initiative by Charles S. Mott Foundation to expand afterschool resources and enhance the public conversation around this issue. The Alliance is comprised of business and political leaders, nonprofits, educational advocacy and school partners. The Alliance will drive meaningful dialogue at all levels about the importance of prioritizing and resourcing afterschool as fundamental element of every child's education. The Alliance will support a network of afterschool providers in policy/advocacy related to quality and sustainability of programs.

Also contributing to sustainability, ASAS Hawaii maintains low overhead by using minimal office space and relying on in-kind administrative and program space at school sites. There is no charge to students to attend ASAS Hawaii programs.

In spite of funding challenges, it is clear that the investment in quality after-school programs for this age group clearly outweighs the huge cost of juvenile detention, teen pregnancy, and drug abuse – vices of unsupervised time during the danger zone hours. Another way to look at the benefits is that it costs approximately \$10,000 per student for six hours of school, and \$1,000 for three hours after school. ASAS participants receive 15% more time in school each day at 10% of the cost, and they are engaging in academic and extracurricular activities that help promote self-confidence and a positive attitude towards their futures. In other words, the return on investment are dollars well spent when kids have somewhere to go, something to do, and someone to believe in them.

**E. Certificate of Good Standing (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2015.

See attached Certificate of Good Standing from the Department of Commerce and Consumer Affairs.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: After-School All-Stars Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	113,965			25,491
2. Payroll Taxes & Assessments	24,795			5,871
3. Fringe Benefits	1,974			1,128
<b>TOTAL PERSONNEL COST</b>	<b>140,734</b>			<b>32,490</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	25,000			
7. Telecommunication				
8. Utilities				
9. Bus Transportation	6,000			
10. Program Snacks	28,266			
11				
12				
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20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>59,266</b>			<b>0</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>200,000</b>			<b>32,490</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Dawn Dunbar 808-734-1314		
(b) Total Federal Funds Requested		Name [Redacted] Phone		
(c) Total County Funds Requested		Signature of Authorized Official 1/21/16		
(d) Total Private/Other Funds Requested	32,490	Date		
<b>TOTAL BUDGET</b>	<b>232,490</b>	Dawn Dunbar, Chief Executive Officer Name and Title (Please type or print)		



# BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: After-School/All-Stars Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	0
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	0
JUSTIFICATION/COMMENTS:				

# BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: After-School All-Stars Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2014-2015	FY: 2015-2016	FY:2016-2017	FY:2016-2017	FY:2017-2018	FY:2018-2019
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
	<b>TOTAL:</b>					
JUSTIFICATION/COMMENTS:	Not applicable.					



	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City Grant-In-Aid	12/1/15 - 11/30/16	DCS	Hon	150,000
2	Department of Education	FY2015 - FY2019	21st CCLC	State	100,000
3	Department of Education	FY2015 - FY2019	21st CCLC	State	100,001
4	R.E.A.C.H.	FY 2015-16	Office of Lt. Gov	State	40,000
5	R.E.A.C.H.	FY 2015-17	Office of Lt. Gov	State	42,025
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**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**


The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

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

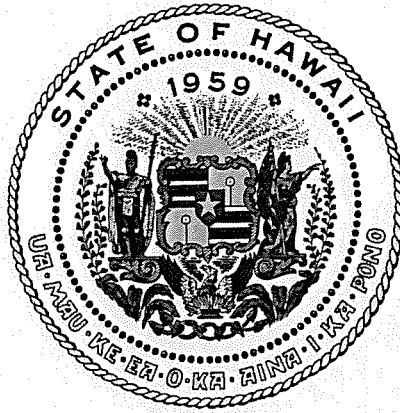


(Signature)

1/21/16  
(Date)

Dawn Dunbar, Chief Executive Officer  
(Typed Name)

(Title)



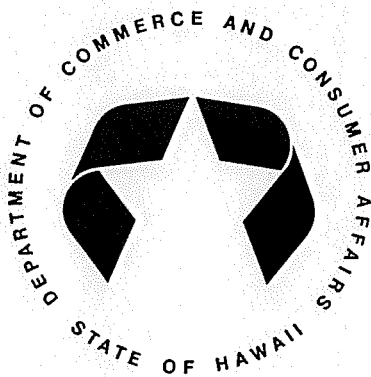
## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

**AFTER-SCHOOL ALL-STARS HAWAII**

was incorporated under the laws of Hawaii on 07/01/2009 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 13, 2016



Director of Commerce and Consumer Affairs

**School Principals and Administrators**  
Support program operations

**Dawn Dunbar, CEO**  
Responsible for administrative oversight  
Incl. insurance, contracts, non-discrimination

**Paula Fitzell, COO**  
Program administration, HR, bookkeeping,  
evaluation, program operations

**David Asato, Director of Programs**  
Oversees all program sites

**Independent Evaluator**  
Analyzes data and prepares  
reports for grants and contracts

**Jowana Lobendahn,  
Program Coordinator**  
Supports program operations

**Jarrett Middle  
Site Coordinator**  
1.0 FTE

**Washington Middle  
Site Coordinator**  
1.0 FTE

**Central Middle  
Site Coordinator**  
1.0 FTE

**Nanakuli Intermediate  
Site Coordinator**  
1.0 FTE

**Kau Middle  
Site Coordinator**  
1.0 FTE

**Keaau Middle  
Site Coordinator**  
1.0 FTE

**Dole Middle  
Site Coordinator**  
1.0 FTE

**Kalaka'ua Middle  
Site Coordinator**  
1.0 FTE

**Waianae Middle  
Site Coordinator**  
1.0 FTE

**Paho'a Middle  
Site Coordinator**  
1.0 FTE

**Program Leaders**  
3-5 Part-time

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3-5 Part-time

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3-5 Part-time

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3-5 Part-time

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3-5 Part-time

*School sites have unique activities and community partners  
All sites share access to staff training and collect same data*

*Community partners provide students with enrichment  
activities building confidence and appreciation for learning*