

House District _____

Senate District _____

THE TWENTY-NINTH 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: Island Family Christian Church

Dba: _____

Street Address: 3375 Salt Lake Blvd

Mailing Address: 3375 Salt Lake Blvd, Honolulu, HI 96818

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name TERENCE PARASO

Title Associate Pastor

Phone # 808-222-4164

Fax # 808-422-8788

E-mail tnjparaso@gmail.com

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

FUNDING FOR KA LAMAKU COMMUNITY CENTER ACADEMIC PROGRAMS

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 227,647

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 \$ 0

FEDERAL \$ 0

COUNTY \$ 0

PRIVATE/OTHER \$ 0

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

AUTHORIZED SIGNATURE

ROLAND CHANG, TRUSTEE
NAME & TITLE

1/20/2017
DATE SIGNED



RECEIVED
1/20/17
Jia

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
 2. The goals and objectives related to the request
 3. The public purpose and need to be served
 4. A description of the target population to be served
 5. A description of the geographic coverage.
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The Island Family Christian Church has a long history serving the community of Salt Lake for over 60 years. Founded in 1954 on Navy Property, we have played an integral role in our community's development. The late John F Kennedy signed our first lease to the Navy for this property and declared that it should remain a source of spiritual nourishment and guidance for the military and civilian population of the Salt Lake community of Honolulu.

For the past 60 plus years, we have embarked on a plan we call the "Ka Lamaku". Ka Lamaku is the Hawaiian name for the cluster of kului nuts used as a torch lifted high in the center of a village at night to show the way home in the darkness. Our slogan is, "Ka Lamaku: God's Shining Beacon, Beckoning All To Come Home". We firmly believe God wants us to be a proverbial light at the top of the hill (Matthew 5:14-16).

The Ka Lamaku Plan vision is to be the light of Christ to the children and families of our community, the greater Salt Lake area, an area encompassing a population of 40,000 children aged 5-18 in a 4 mile radius (encompassing zip codes 96817, 96818, 96819 and 96701 according to the US Census Bureau 2010). Our target population is approximated to be 6,000 children who are at-risk of low-income families within our target geographical area. Our plan is to build a Community Center, a beacon of light in the middle of Salt Lake, whereby children of all ages from toddlers to young adults can safely join and participate in a full-range of activities. Our Center is called the Ka Lamaku Community Center (KLCC). These activities would enable our youth to learn and awaken their full potential of becoming confident and independent individuals. Our plan includes four core-learning initiatives of which, Initiative A: Academic Learning, specifically, is what we are seeking funding for:

- **Initiative A: Academic Learning:** provide homework support, academic intervention in core subjects and STEM (specifically seeking seed-funds for this initiative)

- **Initiative B: Assisting the Disabled and Needy:** provide special counseling, food and charitable benevolence when feasible (already on-going from charitable donations).
- **Initiative C: Cultural Learning:** Expand the mind of our youth beyond academics to include education in culture, society and charity (already on-going from charity donations)

Our passion is to establish the Community Center that satisfies unmet needs for the children within the community.

- Children in the community need additional remedial support in math and reading. While our local public schools are providing core learning, additional support is needed to close the gap for children who are behind their peers in both subjects. We collaborate with the Aliamanu Elementary School in their RTI program, which identifies children who are behind in math and reading. Providing additional remedial support in those subjects will ensure equity and excellence for all learners, which is consistent with the State of Hawaii integration goals established.
- Under-capacity for such a service to the neighborhood's 'latch-key kids'. Within a 4 mile radius, there are only three Community Centers who offer similar programs. Moreover, there are no Community Centers in the area that plan to offer the services we provide. Each of the surrounding centers can handle only ~100 children and are always at full capacity. As many parents work late, many children are seeking meaningful after-school activities.

The Ka Lamaku Plan will be rolled out in three phases (listed below) of which we have completed the phase 1 and are in the midst of implementing Phase 2. With adequate resources, we are confident that Phase 2 can be fully realized.

- **Phase 1: Foundation Phase:** acquire a facility for the Community Center and provide initial services.
- **Phase 2: Program Establishment Phase:** rollout a structured and high quality program and schedules
- **Phase 3: Reach-out Phase:** expand enrollment and ensure financial sustainability through partnerships, promotions, certifications and marketing.

For the past 5 years, the Church has built the foundation for the Community Center. In 2012, we acquired a 1.389 acres lot (attachment 1 provides details of the existing facility). The facility provides space to host multiple activities across 6 classrooms, a recreational room and ample space for outdoor activities.

Phase 2 is currently in operation. With the support of the Community, Church Elders and academic partners, we have hosted a number of functions at the facility. Currently we offer a modest program mostly focused on Initiative B and C (Assisting the disabled and needy, and cultural education). With Initiative A, we are also offering modest academic support in the areas of homework support through volunteers from the Church, academic intervention programs for math and reading and programs in STEM (Science, Technology, Engineering and Math) for a fee. See Table 1 for a fuller description of our current services. For example, in January of 2017, we were able to host a 3-day Robotics Camp taught by the Sylvan Learning Center. Children were taught to build robots using LEGOs and to program on iPads to make them move while developing new skills and learning STEM concepts such as gears, pulleys and motors. Also, we are hosting weekly robotic classes for interested children every Thursday for one hour. The academic program that Sylvan is providing is called Aceit!, which provides 30 hours of instruction in reading or math or both to provide remedial support for children who are behind their peers in one or both subjects.

We have been reaching out to the Community in search of partners who share our vision and who can assist us in developing such a program. We have established partnerships with the Sylvan Learning Center at Kahala. Sylvan will provide the core academic capabilities. We have established a rigorous and well-structured program that encompasses the three Learning Initiatives encompassed in the Plan. Table 1 illustrates our integrated weekly program. The program has a balanced mix of after-school programs across the three initiatives. Children can select which programs to participate in that best suit their specific needs. As our vision for the Community Center is to enable children to reach their full potential in a broad and deep manner, we encourage active participation across all three initiative streams.

Table 1: Integrated Weekly Program: after-school

	Monday	Tuesday	Wednesday	Thursday	Friday
1:45					
2:00		ES School ends			
2:15					
2:30	ES School ends		ES School ends	ES School ends	ES School ends
2:45					
3:00	Aceit! Reading	Aceit! Math	Aceit! Reading	Robotics	Aceit! Math
3:15	Remediation	Remediation	Remediation	Class by Sylvan	Remediation
3:30	Class by Sylvan	Class by Sylvan	Class by Sylvan		Class by Sylvan
3:45					
4:00					
4:15					
4:30		Homework Support			
4:45		&			
5:00		Cultural learning			
5:15		&			
5:30		Learning Disabled/Needy			
5:45					
6:00					

Initiative A: Academic Learning Classes

Aceit! Reading & Math Classes	M-W, Fr	3:00pm-4:00pm
Robotics (STEM) classes	Fr	2:30-3:30pm
Homework Support	M-F	2:30-6:00pm

Initiative B: Learning for the Disabled

Family counseling	M-F	9:00am-5:00pm
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Initiative C: Cultural Learning

Awana Club: bible club, games, lessons	weekly
Samoa Language & Culture School	Saturdays
Sports Camp: basketball, soccer, cheerleading	summer
Vacation Bible School	summer
Homeschooling: group activities Hula, ukulele, etc...	mornings
WIC: new mother training, nutrition, etc...	Weekly
Intervention counseling: addiction, prison, relational	ad-hoc
Outsource activities: zumba, yoga, boot camp	

To roll out Initiative A, we are seeking seed-funding to further build momentum. We believe that with a capital of \$227,647, we can successfully establish the program and create a sustainable platform to satisfy Initiative A. In order for the Community Center to be sustainable as an on-going entity, we believe that we need to demonstrate a proof of concept to enable continued

funding so that the services we provide to low-income at-risk children can be offered for free as in other Community Centers and Boys and Girls Clubs.

The Sylvan's Aceit! Program has a proven track record of success across the United States. Since 2005 Sylvan has served more than 60,000 students across more than 750 schools and over 100 cities and 34 states. The focus of the Aceit! Program is through intervention-focused educational programs of small groups of 8 in the subjects of reading and/or math for children Kindergarten to 8th grade. Aceit! utilizes research-based methodologies that have been proven effective in addressing the needs of students who are struggling academically. Since 2005, Sylvan has proven meaningful achievement gains. 81% of reading students and 84% of math students achieved meaningful improvements.

For example, when Sylvan's Aceit! program was delivered at 30 Boys and Girls Club sites in Texas, Aceit!, results showed that 85% of participants scored proficient or above on the 2012-13 state standardized tests. The academic impact report submitted by Rockman et al on the program is publicly available and is referenced here in Attachment 6. In addition, Sylvan is currently offering the Aceit program in Hawaii across 6 sites across Oahu, Maui, Kauai and the Big Island which showed that most participants have shown an academic improvement in their math and reading skills. Currently, Sylvan is in the second year of its federal grant. Because the program is not offered at the geographical area of Salt Lake, we have initially offered the program to our community whereby 16 children are attending albeit at a fee of \$500 per child which was subsidized 50% through church donations. Because of the success of the STEM programs and the Aceit! programs, we believe that a larger program that can handle 144 students annually at the Community Center would be beneficial.

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
 2. Provide a projected annual timeline for accomplishing the results or outcomes of the service
 3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and
 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 would need to be updated and transmitted to the expending agency.
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Scope of work, tasks and responsibilities

Specifically, we plan to establish a full program for Initiative A: Academic Learning. The program will consist of three core parts.

Qualification to become members of the KLCC Academic Learning program. KLCC is open to all applicants who apply to participate in our programs. However, because our grant is focused specifically on at-risk low income students, we will have an application process to admit students. We will have students fill in an application form which would indicate among other demographic information, key questions such as

- Home address
- Income level range
- Average grades

Based on this information, we will ensure that 60-80% of our students who participate in the program meet the qualifications of living in a 4-mile radius of KLCC, low-income households of up to \$27,000 per year and average grade levels of B- or below.

1. After-school Homework Support

We will provide support for up to 160 at-risk, low -income children from Kindergarten to 8th grade at our Community Center per season (Fall, Spring, Summer). The hours of operation are in plans to begin after students' dismissal from school until 6pm (or when parents finish work). We are located adjacent to the Aliamanu Elementary School, allowing for easy access for students from school and provide an attractive alternative to other after-school programs. We will host up to eight after-school volunteer teachers, one for each grade at a minimum. The teachers will be sourced from our Church and Community at large.

2. AceIt! Program for reading and math intervention

We will have a capacity to offer 24 classes for 144 children in a year. 6 classes in the Fall, Spring and Summer. Each class will focus on either reading or math and will be led by a qualified teacher to eight students at similar skill levels from 1st to 8th grade. The process to administer Aceit! follows the following six step process:

a. Pre-assessment.

Students take a pre-assessment for 2 hours administered by at least two teachers. The purpose of the pre-assessment is to identify the skills of the student.

b. Group Placement

Students are placed in groups of 8. Students at comparable skill levels regardless of actual grade level are grouped together to form a class (note: the group will consist of students no more than 2 grade levels apart).

c. Instruction

Students attend 30 sessions (either twice or four times a week) for one hour per day in each of their respective classes according to the schedule outlined in Attachment 2.

d. Formative assessment

Every two sessions in Math, and every three sessions in Reading, a formative assessment or short quiz is given to children to form a basis for progress on the materials.

e. Post- assessment

At the end of the 30 sessions, the students will take a post-assessment.

f. Results and reporting

Progress reports are generated for all students in the program. Example progress reports that have been utilized are shown in Attachment 3. It measures quantitatively the progress on specific skill areas as well as qualitative motivational behavioral characteristics.

3. STEM classes and camps

With estimates showing that STEM (Science, Technology, Engineering and Math) careers will comprise 20% of the US jobs in the next 10 years, the focus on STEM has become a national one. STEM education plays a critical role in US competitiveness and future prosperity. The Hawaii Robotics program led by Sylvan is an enrichment-style course that is focused on children at an early age of Kindergarten to sixth grade and helps children develop a love for STEM. It is designed for families who want their child to participate in fun, engaging STEM related activities with like-minded peers. Students build robot models and program them using LEGO Wedo 2.0 kits in which they learn about gears, pulleys and various sensors. Two teachers guide 20 students through 15 STEM aligned curricula. Each lesson is one hour long and will be offered once a week for 15 weeks. At the Ka Lamuaku Community Center we plan to offer STEM classes to 120 students annually: 2 classes of 40 students three times a year.

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

The Table below outlines the 2018 service timeline for Initiative A: Academic Learning. It is also included in Attachment 2.

Table 2: 2018 Service Timeline: Initiative A - Academic Learning

	Total # of classes per	Total # students	Terms offered	January	February	March	April	May	June	July	August	September	October	November	December
Component 1: Homework Support - Homework Support instruction - Results and reporting	8	80	Spring & Fall	End of school											
Component 2: Acsitt Program - Open enrollment period - Pre-assessment - Instruction - Post-assessment - Results and reporting	6	48	Spring, Fall & Summer	Dec 16 - Jan 15 16-Jan 16-Jan				May 1 - 31 1-Jan 1-May 15-May	5-Jun 5-Jun 10-Jul 20-Jul		July 20-aug 5 5-Aug 15-Aug				10-Dec 10-Dec 20-Dec
Component 3: STEM Classes - Spring session - Summer Session - Fall Session	2	40	Spring, Summer &	16-Jan				1-May	20-May	10-Jul		15-Aug			10-Dec

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

The Ka Lamuaku Community Center (KLCC) quality evaluation plan encompasses three parts: The Board of Trustees, the Performance Improvement Plan and the service programs itself.

The Board of Trustees is the overall governing body of the Community Center. We have invited leaders and members who believe and share in the vision and mission of the KLCC. The Board is ultimately responsible for all aspects of the Community Center and performs sound, ethical, financial and legal governance functions. The Board is composed of two parts: The Elder Board and the Trustee Board. The Elder Board's role is spiritual and operational guidance while the

Trustee Board’s role is financial, legal and administrative. The members of the Board are shown in Table 3. They have been selected from the Community as individuals of the highest ethical standards and who share our vision and mission for the KLCC. The Board monitors all activities of the KLCC regularly and meets monthly to review the state of operations and finances. The quality assurance and evaluation of the operations are managed through our Performance Improvement Plan (PIP), which is reported to the Board quarterly for its review, approval, and follow up.

Table 3: Board of Trustees

Elder Board	
Chairman	Armando Garza
Administrator	Albert Tufono
Ordained Minister	Frankie McCurley
Member	Wendell Formales
Member	Rick Palmer
Member	Mike Christensen
Trustee Board	
Chairman	Bennett Lovell
Finance	Roland Chang
Engineer	Labrina Apuya
Legal	Okie Amadi
Finance Director	Karen Burdick

The Performance Improvement Plan (PIP) has a strong balance of qualitative and quantitative processes and is integrated into everything we do. PIP is broad-based and regularly evaluates services ensuring that high level of quality is evidenced, informed and aligned with our vision and mission. The cornerstone of the PIP program philosophy is the belief that we can better our processes, services and ultimately improves student outcomes. When areas of weakness are identified, process and system details are shared in a spirit of respect and support. Continuous quality improvement is sustained through a regular quarterly review of activities.

The PIP program has work groups that review data and implement improvement efforts specific to their programs and services. Specifically, for Initiative A: Academic Learning, there will be three work groups for all three-component areas of Homework Support, Aceit! and STEM. The work groups will review, assess, identify problems, suggest improvements and implement changes based on its regular reviews and decisions made by the Trustees. Performance measures, indicators as well as benchmarks are assessed and approved by the Trustees. The Trustees have final authority and oversight for KLCC performance. It sets the tenor for the staff, and as such promotes a culture that values quality.

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 would need to be updated and transmitted to the expending agency.

Below are a list of performance measures that KLCC will measure and report to the State agency.

Initiative A: Academic Learning

Homework Support:

- **Attendance records:** defined as the % of time attending homework support sessions in a year
- **% passing grades:** defined as the % of students who have a core subject grade level average of C, B and A

Aceit!:

- **Attendance records:** defined as the % of time attending homework support sessions in a year
- **Student Progress Reports:** a two-part report card. A sample is available in Attachment 3 and 4.

Part I: an objective quantitative assessment of a student's progress on specific skills in reading or math based on quizzes taken every second session in Math and third session in Reading. Progress of students can be evidenced by the level and progression of the scores

Part II: a qualitative subjective assessment of a child's motivational and behavioral improvements during the course of the program.

STEM:

- **Attendance records:** defined as the % of time attending homework support sessions in a year

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2018.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.
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.
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.
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

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

KLCC is requesting \$227,647 in funds. Please refer to Page 5 and 6 series for the details of the fund request. The Island Family Christian Church will provide funds derived from charity donations to help support the rollout of Initiative A: academic learning. The cost for use of the community center facilities will be 100% subsidized by the Church. It is estimated that this represents \$24,000 annually at a 50% utilization (The Island Family Christian Church pays

\$48,000 in mortgage payments for the facilities annually). This donation is approximately 11% of the total funds needed and is an indication of the strong commitment and willingness of the Church to support the KLCC in its next stage of development.

Also, KLCC has partnered with the Sylvan Learning Center. Attachment 5 is a signed MOU with the organization. Because Sylvan has a national as well as local experience providing remedial intervention academic services to low income at-risk students, we believe that Sylvan is the ideal partner.

The Sylvan Learning Center of Kahala has been a part of the Hawaii Ohana since the late 1970's and is one of the first academic tutoring organizations on the Islands. They have earned the trust of thousands of families across generations and across all of the Islands in Hawaii. Sylvan teaches children in the subjects of reading, math, writing, test prep, STEM, study skills and homework support. The Sylvan center at Kahala is a franchisee of the national Sylvan Learning organization. Some key points of Sylvan nationally are:

- Sylvan is the best known brand in education where it enjoys a 94% brand awareness the strongest in the industry
- Sylvan is the market share leader in the tutoring industry in the USA
- Sylvan has invested in breakthrough learning technologies through its proprietary, digital teaching platform, Sylvan Sync, which allows teachers to use iPads as teaching tools

More specifically, Sylvan at Kahala is currently providing Aceit! academic services to the Boys & Girls Club as their core academic partner through the US Department of Education grant, CFDA #84.362A (federal fiscal year 2014). Sylvan is serving this grant for three years until 2018. Because the Boys & Girls Club does not provide the services to the Salt Lake region, we are eager to engage Sylvan for our community. CFO Boys & Girls Club of Hawaii reference is available for Sylvan Learning Kahala and can confirm Sylvan's good standing with the grant and the students fees of \$860 per child.

Moreover, Sylvan provides STEM classes at their center location as well as at after-school programs in a number of elementary schools. Their STEM program can be reviewed at their website address of www.hawaiirobotics.com. This program will be essentially the same and provided at KLCC.

A core aspect of our Finance function will be to manage Sylvan. We have numerous experiences of working successfully with vendors. For the past year, KLCC has already worked with Sylvan to provide a smaller scaled version of Aceit! and STEM classes. KLCC and Sylvan both feel comfortable working with each and do not anticipate problems. Nevertheless, KLCC plans to implement a robust and rigorous monitoring and control system upon Sylvan to ensure a successful outcome of the grant:

Monitoring of Sylvan

- Ensure monthly student attendance reports by class due by the 10th of every month.
- Ensure monthly invoices detailing the invoice per child such that it does not exceed \$860 for Aceit!
- Ensure monthly invoices detailing the invoice per child such that it does not exceed \$180 for STEM
- Ensure student progress reports are received at mid-term and at the end of the Aceit! Course that includes components as described in Attachment 3.
- Ensure student progress reports are received at the end of the STEM course that includes components as described in Attachment 4.

Control of Sylvan

- Pay Sylvan only for students who have attended at least 12 sessions out of 30 sessions of the Aceit! course
- Pay Sylvan Aceit! for attendance at a rate of 1/24 per attendance up until the 12 sessions have been completed
- Do not pay Sylvan in case any student does not attend at least 12 sessions of Aceit!
- Pay Sylvan only for students who have attended 7 sessions out of 15 sessions of the STEM course
- Pay Sylvan STEM for attendance at a rate of 1/15 per attendance up until the 7th session has been completed.
- Pay Sylvan STEM \$180 per child only up until the 7th session attended.

Moreover, we have asked Sylvan to provide details of their financial costs to deliver the Aceit! and STEM programs. The detail costs are illustrated in the excel sheets.

- Budget request by source of funds (page 5)
 - Applicant: KLCC (total) is the total integrated budget requested
 - Applicant: KLCC: Itemization of line 10. Outsourcing (Sylvan Aceit!) is a detailed cost itemization that Sylvan incurs, filled out by Sylvan.
 - Applicant: KLCC: Itemization of line 10. Outsourcing (Sylvan STEM) is a detailed cost itemization that Sylvan incurs, filled out by Sylvan.

- Budget justification – personnel salaries and wages (page 6)
 - o Applicant: KLCC (total) is the total integrated page 6
 - o Applicant: KLCC: Itemization of line 10. Outsourcing (Sylvan Aceit!) is a detailed cost itemization that Sylvan incurs, filled out by Sylvan.
 - o Applicant: KLCC: Itemization of line 10. Outsourcing (Sylvan STEM) is a detailed cost itemization that Sylvan incurs, filled out by Sylvan.

The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2018.

Quarterly Budget Request

Jul - Sep 2017 Quarter 3 \$70,907	Oct - Dec 2017 Quarter 4 \$19,927	Jan - Mar 2017 Quarter 1 \$68,407	Apr - Jun 2017 Quarter 2 \$68,407
Plan to schedule Aceit from August 15 to December 10. Payment due on 12th lesson which would occur in September. Buy computer & fund operations	Fall season will complete. Only operational funds assumed to be all costs less outsourcing costs divided by 4	Plan to schedule ace it from January 16 to May 1. Payment due on 12th lesson which should occur in February/March	Plan to schedule ace it from June 5 to July 10. Payment due on 12th lesson which should occur in June

The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.

None

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.

None

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.

None

The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

\$55,000 in Savings and CDs

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.

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.

Necessary Skills and Experience

The Island Family Christian Church has the skills and experience to successfully execute this request. We have identified four key skills:

1. Staff / people management:

The IFCC and KLCC have a staff of 10 people. We have a dedicated and committed group of staff who are passionate about their work. We believe that adding one individual to the organization will definitely be easy to manage without many problems.

2. Vendor management

The IFCC and KLCC has dealt with many vendors over its 60 year history. Using our experience from the past and leveraging it to this grant should be seamless and straight forward. We've managed large vendors such as Tahiti Productions and small vendors such as La Fete'au Samoan Language School, 50th State Chicken, Zumba Fitness, 808 Heroics, Sylvan and others. We currently manage rental revenue from four vendors at the current time. We implement our PIP quality controls, ministry work groups and administrative staff to ensure that all processes and procedures are executed to ensure all monitoring and control systems are implemented. Some of the vendor processes are explained in Section III on Finances.

3. Children education management

KLCC works with many children every day at the site. We ensure strict ethical standards with all adults working with children. We conduct background checks, extensive interviews and screening for staff. Also, at the Church, we have anywhere from 100 to 200 children every week. At our Cultural Activities we manage a total of 150 to 200 children a year. A key component of this request is to be able to attract 48 students per season (fall, spring and summer) and 40 students for STEM per season. Given our already strong pool of children and our active out-reach to the elementary and middle schools in the community, we are confident that serving this number of students is attainable.

4. Project management

By nature, all of our business is project oriented. For example we have hosted summer sports camps, vacation bible school, Sunday classes, Awana Bible Clubs, summer fun, Bible study programs, and other community based meaningful projects.

Facilities

The KLCC is on a 1.389 acre lot located at 3375 Salt Lake Blvd and is more than sufficient to host the activities outlined in this grant. See Attachment 1. It consists of 8 buildings for a total of 10,388 square feet of building space.

The main administrative building is a 1,121 square foot building in the south-west corner of the lot. It houses the administrative staff of the Church and KLCC. The largest building is a 3,632 square foot facility which acts as the main building for Church services and will be used as the main facility for Homework Support. It has a capacity to hold 200 people. The recreational facility is a 2,845 square foot building where KLCC hosts a number of cultural events and it also holds a kitchen facility. The STEM classes are planned to be hosted in this facility. It has a capacity to hold about 150 people. There are 4 small buildings of 438-494 square feet. Each of these buildings will act as classrooms which can each hold 15-16 people. KLCC plans to host 4 Aceit! classes in here. Lastly, there are 2 facilities of ~380 square foot. It can hold about 10 people. KLCC plans to host 2 Aceit! classes in here.

Moreover, the lot has ample space for parking (80 parking spaces) as well as ample street parking for 80 cars and an outside area where sports activities can be hosted.

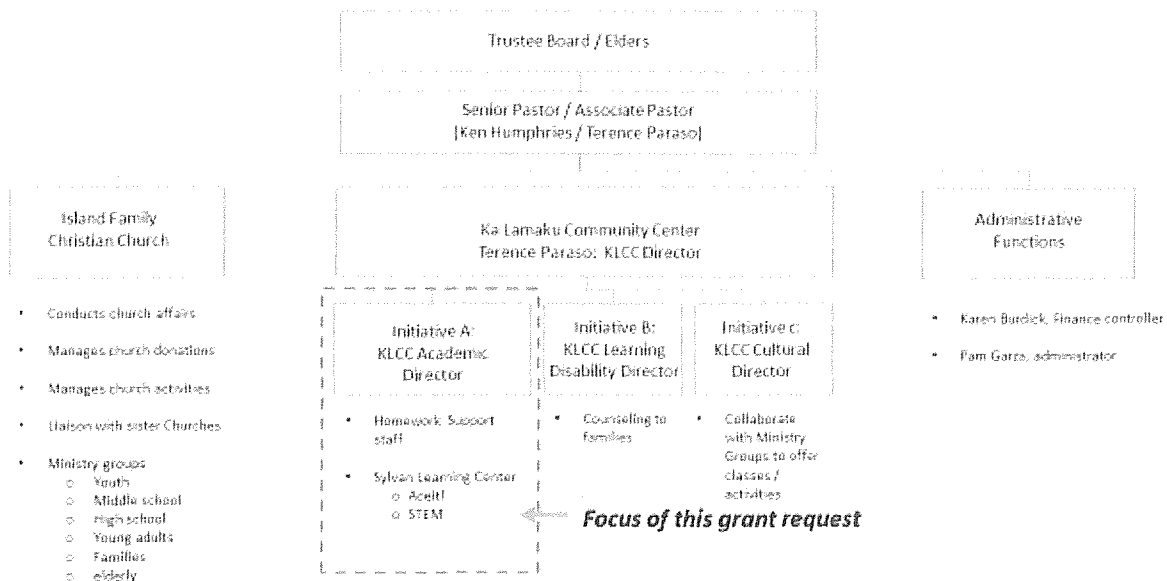
- He has strong organizational and managerial skills
- He has strong computer & technical skills (google, microsoft software, social media, sound & video)
- He has a strong sense of ethics and responsibility
- He loves working with children, teens, and adults

Supervision: The Director will report to KLCC Director, Terence Paraso

Training: Three individuals will conduct initial and ongoing training of the KLCC Director. Terence Paraso, the KLCC Director will provide overall training of the scope of operations of the KLCC. Pam Garza, Office Administrator, will provide administrative support and training, and Karen Burdick, Finance Director, will provide financial training. On-the-job training will continuously be provided by all staff as needed.

Table 4: Organization Chart

Organization Chart: Ka Lamaku Community Center & Island Family Christian Church



Compensation

Three highest paid positions in the organization by gross annual income.

1. Ken Humphries, Senior Pastor \$69,801.57
2. Terence Paraso, Associate Pastor \$48,000.00
3. Pamela Garza, Office Administrator \$33,877.20

VI. Other

A. Litigation

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

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.

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.

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2017-18 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2017-18, but
- (2) Not received by the applicant thereafter.

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, 2016.

VI. Other

A. Litigation

IFCC and the KLCC has no current or outstanding litigations.

B. Licensure or Accreditation

IFCC and the KLCC do not have accreditations. However, the key vendor of the educational aspect of the KLCC, Sylvan Learning of Kahala - Honolulu has the established qualifications, licensure, and accreditation to provide their educational services.

C. Private Educational Institutions

A portion of this grant will be used to offset program costs to private non-sectarian Sylvan Learning of Kahala - Honolulu in order to provide quality educational services to the children in the Salt Lake community at no cost

D. Future Sustainability Plan

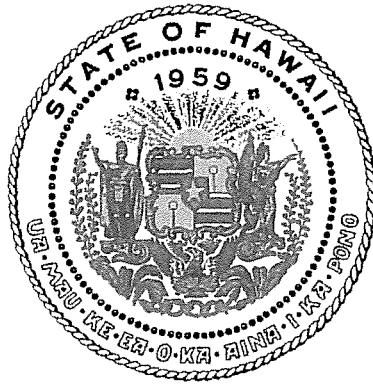
Obtaining this grant will enable KLCC to demonstrate proof of concept. This will be critical to attract sustainable funding for the Program. As a Church with long-standing and a large network of donations, being able to demonstrate the results and impacts of the program would create momentum to attract private donations. Thus, the State of Hawaii grant would enable KLCC to establish credibility, build a stronger foundation and reputation and a working prototype to demonstrate to potential donors.

In order to ensure sustainability, four key sources of funding are expected.

- First, the Church will donate proceeds from its Fund to help establish the Center and beyond. Already the Church is financing the facility costs through mortgage payments of \$4,000 per month and \$48,000 annually. From donations of church members, it is expected that an additional \$12,000 can be contributed to operations once a successful foundation has been established.
- Second source of funding is the Navy. In the Salt Lake area there is a high population of Navy families. The Navy provides a \$3000 per month childcare subsidy to qualifying Navy children and to certify learning centers. We plan to use the first year of operations as a means to demonstrate our capabilities and to become certified. By becoming certified, the Community Center can be accepted to receive Navy childcare subsidies thereby providing additional funds to support operations. We expect the Navy contribution to be approximately \$33,600 on an ongoing basis after year 1.
- Third, some members are presumed financially capable to pay the full tuition. Funds from operations from fully paying customers can represent about \$12,000 annually.
- Lastly, we will be sourcing donation from a number of privation foundations including the Atherton estate, Weinberg Estate, Kamehameha Foundation, CROC foundation and others.

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

Attached is Island Family Christian Church's certificate of good standing with the State of Hawaii, dated January 17, 2017.



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

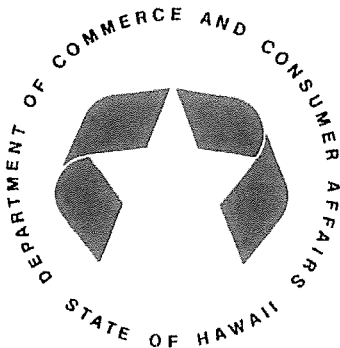
ISLAND FAMILY CHRISTIAN CHURCH

was incorporated under the laws of Hawaii on 06/14/1984 ;
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 17, 2017

Director of Commerce and Consumer Affairs



Attachment 1: Description of Facilities

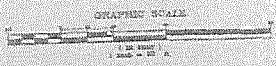
SALT LAKE BOULEVARD

LOT 1049-A
(MAP 252)
1.388 ACS
TRAK 1-1-10; 5G
UNITED STATES OF AMERICA (OWNER)

2845 sq. ft.

2832 sq. ft.

BOUNDARY PERIMETER SURVEY
LOT 1049-A
AS SHOWN ON MAP 252
OF LAND COURT APPLICATION 1074
AT SALT LAKE, SEVENTH JUDICIAL DISTRICT, UTAH



- ▲ Road shown into lot 1049-A approximately 4 inches
- ▲ Metal survey division only lot 1049-A approximately 7 feet, and into 250' Lake Boulevard Right of Way approximately 4 inches
- ▲ Utility pole guy wire into subject lot approximately 6 feet 9 inches
- ▲ Portable radiator exhaust into lot 43-A-1-10
- ▲ Plastic fence into lot 43-A-1-10 14 feet 4 inches and 2 feet 10 inches
- ▲ Concrete walking surface boundary line

REMARKS:
▲ Approximate located under water or outside of subject property line

APPROXIMATE AREA OF "LOT 1049-A"
1.388 ACS

THIS PLAN AND SURVEY IS THE PROPERTY OF THE SURVEYOR

DATE: 10/15/2010
BY: [Signature]

STATE OF UTAH
COUNTY OF SALT LAKE

Attachment 2: Details of Class Schedules

2018 Service Timeline: Initiative A - Academic Learning

				January	February	March	April	May	June	July	August	September	October	November	December		
Component 1: Homework Support	Total # of classes per term	Total # students per term	Terms offered														
- Homework Support instruction	12	48	Spring & Fall														
- Results and reporting												End of school term			End of school term		
Component 2: Aceitl Program	6	48	Spring, Fall & Summer														
- Open enrollment period				Dec 16 - Jan 15				May 1 - 31				July 20-aug 5					
- Pre-assessment				16-Jan				1-Jun				5-Aug					
- Instruction				16-Jan				1-May		5-Jun		10-Jul		15-Aug		10-Dec	
- Post-assessment								1-May				10-Jul				10-Dec	
- Results and reporting					15-May				20-Jul				20-Dec				
Component 3: STEM Classes	2	40	Spring, Summer & Fall														
- Spring session				16-Jan				1-May									
- Summer Session								20-May		10-Jul							
- Fall Session											15-Aug		10-Dec				

Attachment 3: Sample Progress Report (Aceit!)



Student Progress Report

Student Information

Student Name: Angela Chon
 Subject: Reading
 Current Grade: 6th
 Payor: Boys and Girls Club Hawaii
 School/Site: Spalding Clubhouse (Oahu)

Attendance

Angela has attended 30.00 hours of instruction. She has missed 0.00 hours of instruction. Please be sure to encourage regular attendance.

Angela's Instructional schedule:

MON:03:00 PM- 4:00 PM
 TUE:03:00 PM- 4:00 PM
 WED:03:00 PM- 4:00 PM
 THU:03:00 PM- 4:00 PM

Instruction

Angela has been actively working with a group of 7 students and 1 teacher.

She is studying Phonics, Comprehension and Vocabulary.

Angela has worked on the following skills:

Lesson	Word Analysis	Evaluation Score	Comprehension	Evaluation Score	Vocabulary	Evaluation Score
1-3	Prefixes	3	Main Idea; Supporting Details	3	Content Vocabulary	3
4-6	Suffixes	2	Plot	2	Content Vocabulary	2
7-9	Roots	3	Sequence	3	Content Vocabulary	3
10-12	Prefixes	2	Inferences	2	Content Vocabulary	2
13-15	Suffixes	3	Summarizing	3	Content Vocabulary	3
16-18	Roots	2	Character Analysis	2	Content Vocabulary	2
19-21	Prefixes	3	Cause and Effect	3	Content Vocabulary	3
22-24	Suffixes	3	Fact and Opinion	3	Content Vocabulary	3
25-27	Syllabication	3	Theme	3	Content Vocabulary	3
28-30	Syllabication	3	Text Structure	3	Content Vocabulary	3
Average		2.7		2.7		2.7

**Score Key:

- 1 - Below Basic - Student demonstrates limited mastery of prerequisite knowledge and skills.
- 2 - Basic - Student Demonstrates partial mastery of prerequisite knowledge and skills.
- 3 - Proficient - Student demonstrates competency over subject matter, including knowledge, skills, and application of skills & knowledge.

Additional Ideas to Improve

In addition to Angela's Reading instruction at "Ace it!" Tutoring, here are a few things you can do to help improve your child's Reading ability.

Talk with her about what she did during the day, ask questions to have her describe school or "Ace it!" Tutoring learning activities, and encourage more than "yes or no" answers.

Encourage her to use her imagination. Have her write and illustrate her own stories.

Help her find and read books she enjoys. Book Adventure is a fun way to explore books. Book Adventure is a FREE online reading motivation program for children in grades K-8. Children create their own book lists from over 6,500 recommended titles, take multiple choice quizzes on the books they've read offline, and earn points and prizes for their Literary successes. Go to www.bookadventure.com for details.



Student Progress Report

Site: KLCC
 Class: Robotics
 Last, First Name: Kim, Emily

Character Development

Character Development	At end of Session 7		At end of Program Session 15
STEM Concepts understanding	3	STEM Concepts Understanding	3
Teamwork & Character Development			
Attentive	3	Attentive	3
Follows Directions	2	Follows directions	3
Works well with team mates	3	Works well independently	1
Completes class work	1	Completes class work	1
Respects others and teacher	2	Respects others and teachers	2
Displays positive attitude	3	Displays positive attitude	3
Displays self-confidence	1	Displays self-confidence	3
Average	2.14		2.29
Overall Average (Concept & Teamwork)	2.57		2.6

Score Key:

- 1 – Working towards proficiency
- 2 – Proficient skills
- 3 – Exceeds proficiency

Teacher comments (At end of Session 7):

Teacher comments (At end of Program Session 15):

Attachment 4: Sample Progress Report (STEM)



Student Progress Report

Site: KLCC
 Class: Robotics
 Last, First Name: Kim, Emily

Character Development

Character Development	At end of Session 7		At end of Program Session 15
STEM Concepts understanding	3	STEM Concepts Understanding	3
Teamwork & Character Development			
Attentive	3	Attentive	3
Follows Directions	2	Follows directions	3
Works well with team mates	3	Works well independently	1
Completes class work	1	Completes class work	1
Respects others and teacher	2	Respects others and teachers	2
Displays positive attitude	3	Displays positive attitude	3
Displays self-confidence	1	Displays self-confidence	3
Average	2.14		2.29
Overall Average (Concept & Teamwork)	2.57		2.6

Score Key:

- 1 – Working towards proficiency
- 2 – Proficient skills
- 3 – Exceeds proficiency

Teacher comments (At end of Session 7):

Teacher comments (At end of Program Session 15):

Attachment 5: Partner MOU with Sylvan

Island Family Christian Church

Ka Lamaku Community Center

January 16, 2017

Sam Kim
Kahala Academic Center Inc.
dba Sylvan Learning Center Kahala
4211 Waialae Ave, #30
Honolulu, HI 96816

SUBJECT: Partner MOU for the KLCC Academic Program

Dear Sam:

Thank you for your agreement that the Sylvan Learning Center of Kahala will provide the academic learning programs at our community center from July 1, 2017 to June 30, 2018 if awarded the GIA grant from the State of Hawaii.

Sylvan Duties and Responsibilities:

Your organization will for Aceit!;

1. Ensure that all key steps in the Aceit! academic program is executed at KLCC: including pre testing, post testing, class delivery, progress reviews and administrative support
2. Ensure that all key course materials and motivational goods are provided to the children.
3. Ensure that 6 classes of 8 children are provided for the Fall, Spring and Summer cycles.
4. Ensure that teachers and administrators are trained and teach the program.

Your organization will for STEM:

1. Ensure that all key steps in the STEM academic program is executed at KLCC: including class delivery, progress reviews and administrative support.
2. Ensure that all key course materials, iPads and motivational goods are provided to the children.
3. Ensure that 2 classes of 20 children are provided for in the Fall, Spring and Summer cycles.
4. Ensure that teachers and assistants are trained and teach the program.

And,

5. Collect student success data and provide timely reports to KLCC.
6. Submits attendance reports, invoice reports monthly by student by class.
7. Adhere to applicable contract requirements listed in the GIA grant with the State of Hawaii upon receipt of actual award.

Executing this Agreement

Both parties understand that this document is not the final agreement to be utilized should funds be awarded. At that time a final agreement will be executed which will address all programmatic and financial responsibilities as well as business requirements. This document however, does indicate our interest, willingness and commitment to participate in the KLCC Academic Program as described above.

To indicate your organization's willingness to serve as a Partner in the KLCC Academic Program, in accordance with the specifications detailed herein, the President of the organization shall sign and date this letter in the designated area below.

Thank you for your participation,

Sincerely



Roland Chang

Trustee
Ka Lamaku Community Church
3375 Salt Lake Blvd,
Honolulu, HI 96818



1/20/17

Sam Kim
President
Kahala Academic Center Inc
dba Sylvan Learning Kahala
4211 Waialae Ave, #30
Honolulu, HI 96822

Attachment 6: Academic Impact of Aceit!

Academic Impact of the Ace it! Component of TEXAS AIM

Preliminary Report

Submitted to

Sylvan Learning
1001 Fleet Street
Baltimore, MD 21202

by

Rockman et al
595 Market Street, Suite 2570
San Francisco, CA 94105

3825 Hagan Street, Suite 301
Bloomington, IN 48401

Spring 2015

Academic Impact of the Ace it! Component of TEXAS AIM Preliminary Report

Spring 2015

BACKGROUND

Rockman et al (REA), a nationally known research and evaluation firm based in San Francisco, CA, and Bloomington, Indiana, has been engaged by Sylvan Learning to evaluate the academic impact of the Ace it! program, offered by Sylvan Learning Centers across Texas in cooperation with local Boys & Girls Clubs, as part of the Texas Academic Innovation and Mentoring (AIM) program. Since 2009, more than 10,000 students have received after-school or summer Ace it! tutoring in mathematics and reading through the combined efforts of project partners.

This report summarizes preliminary findings on the program's impact on students' academic growth. Based on data from Sylvan's Ace it! data system, the report examines students' performance on one of two subject-area tests, both from Pearson Publishing: the Group Reading Assessment and Diagnostic Evaluation (GRADE), or the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). The tests are administered twice, once prior to Ace it! instruction, and again, approximately 10 weeks later, when students complete the program.

The study is the initial phase of a larger research effort designed to assess the impact of the Ace it! program component of the Texas AIM program, not only on students' performance on the Ace it! assessments but also on their performance on the state's standardized tests. The findings summarized here will be the basis of a request REA will make to the Texas Education Agency for the Texas Assessment of Knowledge and Skills (TAKS) and the State of Texas Assessments of Academic Readiness (STAAR) scores of the hundreds of students who, from 2010–2014, received Ace it! instruction provided by Sylvan center staff in Boys & Girls Clubs around the state.

Overview: Texas AIM

REA's research, and the Texas AIM program are focused on students who are at risk of falling behind in school. These are minority, low-income, and limited English proficiency students in low performing schools for whom the after-school and summer all-day programs can, through a combination of skills gap remediation and at-risk prevention services, effectively address student achievement gaps. Since 2009, the Texas Alliance of Boys & Girls Clubs (BGC) has partnered with Sylvan Learning Centers to provide these services to more than 10,000 BGC youth and teens at select sites throughout the state.

Students enrolled in local BGCs were placed in one of the three service levels offered by Sylvan:

- **LEVEL ONE "CATCH UP":** Ace it! Tutoring in Math or Reading. Students who are performing below grade level receive approximately 30 hours of remediation support in the basic areas of math or reading. They were placed in instructional groups based on their scores on the GRADE or GMADE tests, and assessed on those tests at the end of approximately 30 hours of instruction.
- **LEVEL TWO "KEEP UP":** Homework Help and academic camps targeting core subjects. Students who are performing at grade level received support on daily homework assignments and targeted help in core subjects.
- **LEVEL THREE "GET AHEAD":** Academic Camps and Group Instruction. Students who are performing at or above grade level received enrichment instruction in targeted areas. This level was designed to target the teen population but also proved effective with younger youth. Students were grouped by grade and ability and assigned to the camp or group instruction that best fits their needs.

Overview: the Ace it! Program

Sylvan Learning's Ace it! program, managed and administered by local Sylvan franchisees in conjunction with local BGC staff, was designed to serve the remedial needs of students in kindergarten through eighth grade by providing instruction in reading and mathematics.¹ The multiple components of the program included:

- **Small group instruction:** Ace it! teachers provide instruction to small groups of up to eight students.
- **Specialized reading and mathematics curricula:** The reading curriculum, which includes specialized anthologies, provides instruction in phonemic awareness and phonics, and in comprehension, vocabulary, and fluency development. The concepts presented in the math curriculum help students progress from concrete to abstract understanding, through instruction that includes manipulatives, reinforcement of basic mathematic fact knowledge, and application of skills to solve word problems.
- **Student learning plans:** The individual learning plans that guide instructional activities are grounded in an assessment of the student's learning needs and aligned with specific learning objectives.
- **Standardized assessments:** Ace it! uses the Pearson GRADE and GMADE assessments to measure students' academic gains. Baseline assessments identify gaps in student learning and provide a basis for the development of student learning plans.
- **Student motivation system:** Program staff use rewards to build students' self-esteem and motivate students to increase their efforts and achieve greater gains.

¹ Kindergarten students receive instruction only in reading.

- **Quality assurance process:** Owners of local Sylvan franchises observe instructors during tutoring sessions and conduct quality audits of the programs delivered at local BGCs. Additionally, staff from the Sylvan Inc. national offices conducts visits to local sites to monitor program implementation.
- **Teacher training:** Ace it! teachers, who receive certification prior to working with students as well as ongoing training as needed, have access to training both on-line and in-person. The online training through Sylvan’s proprietary training site, Sylvan University, included instruction on the Ace it! Math and/or Reading curriculum, small group management, assessment and placement, and reporting. Additionally, all teachers received up to 6 hours of in-person training from the local franchisee.

STUDY SAMPLE AND DATA ANALYSES

The study sample included 2,839 elementary and middle school students who took part in the Ace it! tutoring programs offered by 11 Sylvan Learning Centers in association with more than 30 Texas BGCs. Approximately half of the students were enrolled in Ace it! reading programs, and half, in math. Numbers of students enrolled in the programs each year varied, but figures were very similar by subject—with an average of 286 students enrolled per year (and included in the study) in reading, and 282, in math. The largest concentrations of students were in the 3rd to 5th grade groups.

Table 1. Numbers of Students in the Study, by Grade Band and Subject

	Reading	Math
Grades 1–2	431	307
Grades 3–5	944	929
Grades 6–8	56	172
Overall	1,431	1,408

Based on incoming or pre-test scores on the GMADE (math) and GRADE (reading) assessments, over 80% of the students in the study were considered low ability. The findings shared here are based on their performance on the post-tests, administered after approximately 10 weeks (or approximately 30 one-hour sessions,) of Ace it! instruction. The report shares pre- to post-test changes in two ways: Growth Scale Values (GSVs) and Normal Curve Equivalents (NCE). GSVs provide a measure of student achievement that can be compared across all grades and ages over various time periods. It is the assessment’s internally derived scaled score. The NCE is a way of measuring where a student falls along the normal curve. The numbers on the NCE line run from 0 to 100, similar to percentile ranks, which indicate an individual student's rank. NCE scores have a major advantage over percentile rank scores in that they are equal interval scores and can be averaged. As with many other scales related to the normal curve, the average NCE, by definition, is 50. If all students improve in their performance, the mean, or NCE 50, will represent a higher raw score. The standard deviation of NCE is set at 21.06. NCE were developed for program evaluation and are usually the choice for significance testing

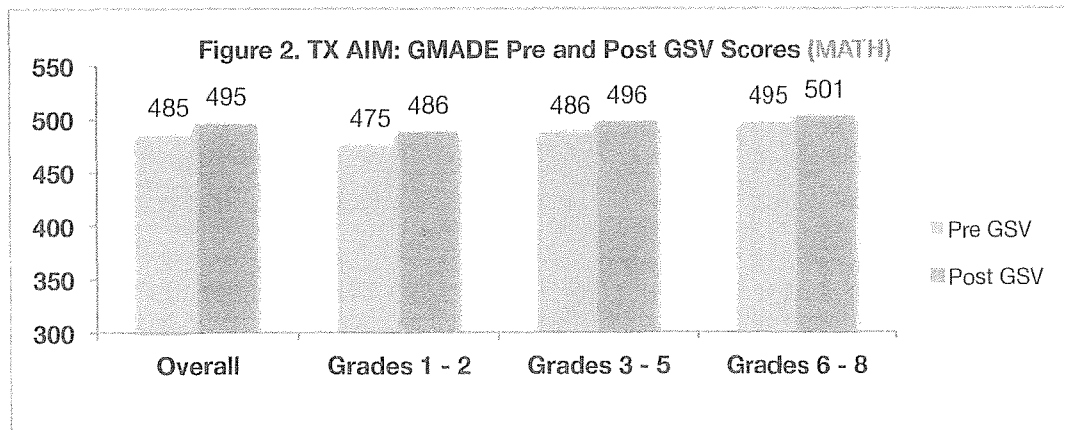
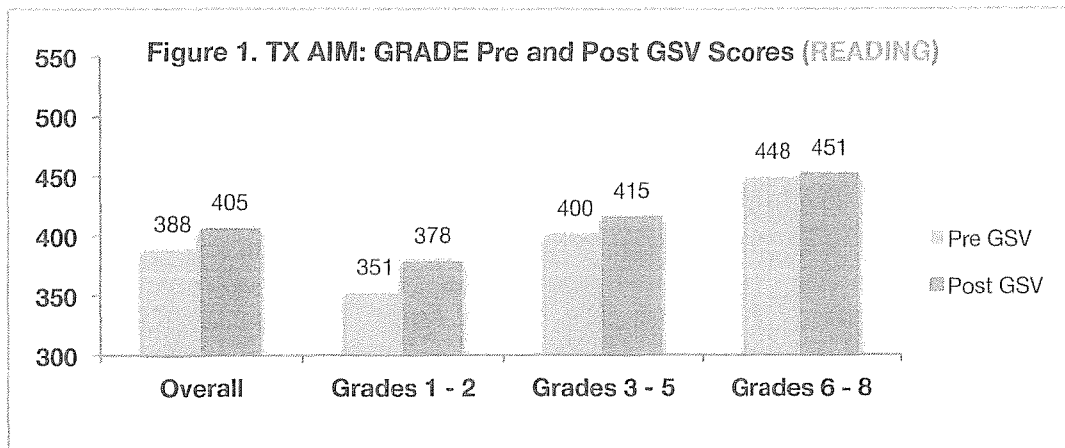
FINDINGS

Does participation in the Ace it! program affect students' academic growth?

Test results from almost 3,000 students, who had both pre and post test scores, show that Ace it! had a positive impact on performance. In both reading and math, and for all three grade bands, students made pre- to post-test gains. Overall, students' GSV scores increased by 17 points in reading and 10 points in math; NCE scores increased 9 points in reading and 18 in math. Results generally reflected typical growth trends, with the younger students showing the most growth. GSV and NCE gains from pre to post test for all groups, except for grades 6–8 in reading, were statistically significant.

GSV Results

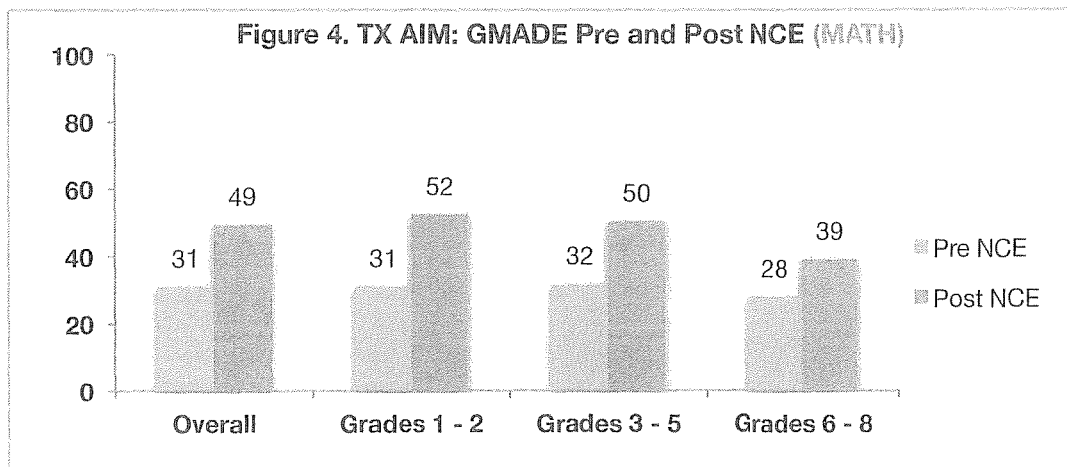
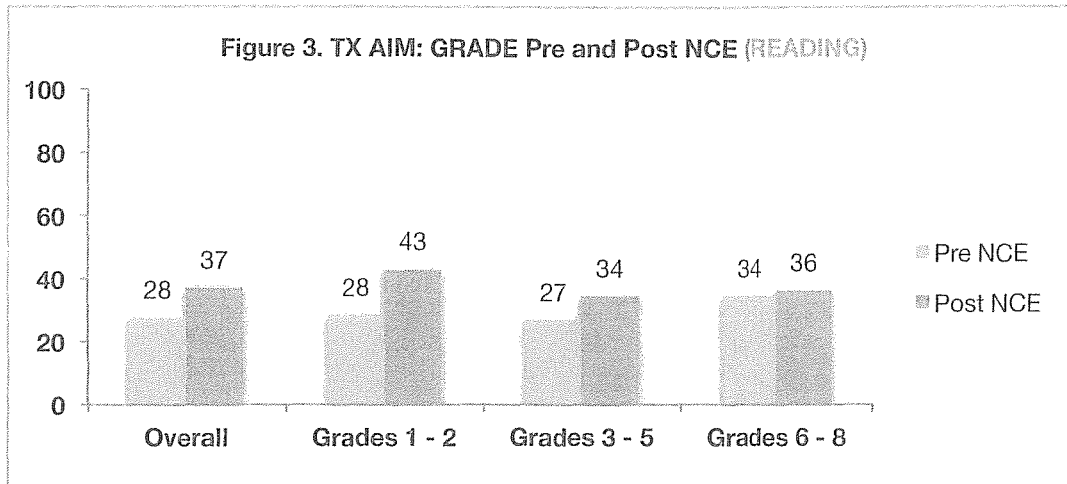
- In reading, first and second graders' GSV scores on the GRADE test rose 27 points, from 351 to 378. Pre- to post-test gains were smaller for students in grades 3–5, but students still made, on average, a 15-point gain. Sixth through eighth graders' scores increased by narrower margins. (See Figure 1.)
- In math, students in grades 1–2 and 3–5 made similar GMADE gains from pre- to post-tests, at 11 and 10 points, respectively. (See Figure 2.)



NCE Results

The NCE results also show pre to post-test gains—again in reading and math, and again across grade bands.

- In reading, NCE scores among first and second grades rose 15 points; third through fifth graders' scores improved by 9 points, and sixth through eighth graders' scores, by 2 points. (See Figure 3.)
- In math, students in grades 1–2 and 3–5 made similar NCE gains, of 21 points and 18 points respectively.
- Sixth through eighth graders' math performance, based on NCE scores, increased by 11 points from pre- to post-tests. (See Figure 4.)



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: KLCC (total)

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	35,400			
2. Payroll Taxes & Assessments	1,062			
3. Fringe Benefits	0			
TOTAL PERSONNEL COST	36,462			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	6,145			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	24,000			
5. Staff Training	3,500			
6. Supplies	5,000			
7. Telecommunication	600			
8. Utilities	4,000			
9. Outsourcing (Sylvan Aceit)	123,840			
10. Outsourcing (STEM)	21,600			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	188,685			
C. EQUIPMENT PURCHASES	2,500			
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	227,647			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	227,647	Roland Chang	808-392-8638	Phone
(b) Total Federal Funds Requested		[REDACTED]		
(c) Total County Funds Requested				1/20/17
(d) Total Private/Other Funds Requested		Signature of Authorized Official		Date
TOTAL BUDGET	227,647	Roland Chang, Trustee Name and Title (Please type or print)		

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

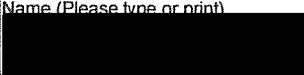
Applicant: KLCC: Itemization of line 9. Outsourcing (Sylvan Aceit!)

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	49,020			
2. Payroll Taxes & Assessments	1,471			
3. Fringe Benefits				
TOTAL PERSONNEL COST	50,491			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	0			
5. Staff Training	0			
6. Supplies (promotions, office functions, etc)	6,192			
7. Telecommunication				
8. Utilities				
9. Sylvan Student Materials (\$187 per student for 144 children)	26,933			
10. Sylvan Testing Materials (\$11 per test for 144 children)	1,549			
12. Student materials cost (snacks, rewards, etc...) (\$40 per child for 144 children)	5,746			
11. Sylvan royalty (12% of revenue) (royalty payment Sylvan Kahala pays HQ)	14,861			
13. Sylvan Kahala Fees (10%) (forecasted fees for operating program)	12,496			
14. GET Tax (4.5%)	5,573			
TOTAL OTHER CURRENT EXPENSES	73,350			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E) (\$860 per child = \$123,840 / 144 children)	123,840			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested		Sam Kim	808-342-4573	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested			1/20/17	
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date	
TOTAL BUDGET		President Owner Sylvan Kahala		
		Name and Title (Please type or print)		

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: KLCC: Itemization of line 10. Outsourcing (Sylvan STEM)

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	7,650			
2. Payroll Taxes & Assessments	230			
3. Fringe Benefits				
TOTAL PERSONNEL COST	7,880			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment (leasing of 10 iPads @ \$106/mth)	1,272			
4. Lease/Rental of Space	0			
5. Staff Training	250			
6. Supplies (24 Lego Wedo 2.0 kits for class of 20)	4,200			
7. Telecommunication				
8. Utilities				
9. Sylvan Student Materials (~\$20/child for 120 children)	2,334			
10. Sylvan royalty (12% of revenue) (royalty payment Sylvan Kahala pays HQ)	2,592			
11. Sylvan Kahala Fees (10% of revenue) (forecasted fees for operating program)	2,100			
12. GET Tax (4.5%)	972			
TOTAL OTHER CURRENT EXPENSES	13,720			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E) (\$180 per child = \$21,600/120 children)	21,600			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	21,600	Sam Kim	808-342-4573	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested			1/20/17	
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date	
TOTAL BUDGET	21,600	Sam Kim, Owner & President		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: KLCC (total)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
KLCC Academic Director	1500	\$31,200.00	75.00%	\$ 23,400.00
KLCC Director	208	\$48,000.00	13.00%	\$ 6,240.00
KLCC Finance	104	\$23,723.00	10.00%	\$ 2,372.30
KLCC Administrator	104	\$33,877.00	10.00%	\$ 3,387.70
				\$ -
				\$ -
TOTAL:				35,400.00
JUSTIFICATION/COMMENTS:				
KLCC staff budget justification explained on next page. Sylvan staff is outsourced and their budget justification is included as well.				

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

KILCC Academic Director:

Justification: One Director will oversee the entire project to ensure fidelity to the program and adherence to grant requirements. This position provides training and technical assistance to all personnel, collects data from programs and compiles reports, and performs quality assurance monitoring of programs. With many classes and a contractual partner (Sylvan), the Academic Director will ensure the staff has a dedicated resource to turn to. salary & cost basis: \$31,200 (30 hours a week x 20/hour x 50 weeks). 75% of time spent on this project is needed to be present during classes and homework support hours as well as preparation time during the school period.

KLCC Director:

Justification: The KLCC Director will spend 10% of his time to provide guidance, support and governance of the overall grant. As the Director in charge of the Community Center, the KLCC is responsible to the Board of Trustees quality assurance programs (PIP) and to ensure smooth operation of the Program. Because there is an Academic Director, only 10% of his time is expected to be utilized to oversee the integrity of the program.

KLCC Finance

Justification: KLCC Finance will spend 10% of his time, or 4 hours per week, to administer finance activities of the grant. The Finance member will be responsible to compile financial reports, make payments, receive funds, reconcile balances and report financial documents to administer the grant.

KLCC Administrator

Justification: KLCC Administrator will spend 10% of his time, or 4 hours per week, to provide overall administrative functions such as buying office supplies, develop marketing materials, print and distribute flyers, daily liaison with teachers and staff, interact with students & parents.

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: KLCC: Itemization of line 9. Outsourcing (Sylvan Aceit!)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Sylvan Director	750	\$52,000.00	37.50%	\$ 19,500.00
Sylvan Aceit! Teacher 1	246	\$41,600.00	11.83%	\$ 4,920.00
Sylvan Aceit! Teacher 2	246	\$41,600.00	11.83%	\$ 4,920.00
Sylvan Aceit! Teacher 3	246	\$41,600.00	11.83%	\$ 4,920.00
Sylvan Aceit! Teacher 4	246	\$41,600.00	11.83%	\$ 4,920.00
Sylvan Aceit! Teacher 5	246	\$41,600.00	11.83%	\$ 4,920.00
Sylvan Aceit! Teacher 6	246	\$41,600.00	11.83%	\$ 4,920.00
				\$ -
				\$ -
				\$ -
TOTAL:				49,020.00
JUSTIFICATION/COMMENTS:				
Sylvan staff budget justification explained on next page. Sylvan staff is outsourced and their budget justification is included as well.				

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Sylvan Director (outsourced through Sylvan)

Justification: The Sylvan Director will be hired by Sylvan and managed by Sylvan. The Sylvan Director is responsible for the quality execution of the Aceit! and STEM Program overall. The Directors responsibilities include hiring teachers, training teachers, quality control of teaching, ensuring teaching supplies are available, coordinates all schedules, liaisons with KLCC to ensure enrollment, conducts pre-tests and places students in classes, and ensures reviews are completed, compiled and shared. Because the program is focused on at-risk children it is critical that an experienced and capable Director is staffed and competitive salaries are provided. Salary & cost basis: \$52,000 = \$25/hour * 37.5% of time (15 hours/week)

Sylvan Aceit! Teacher 1-6

Justification: The Sylvan Aceit! Teachers are the main teachers to the at-risk students. The teachers role is to ensure the execution of the academic remediation program from testing, guidance, and behavioral modification. Because the students are by definition at-risk, significant skills are required to ensure students benefit from the program. Experienced teachers who can manage a group of 8 children is required. Thereby, competitive salaries are important to attract quality teachers. Salary & cost basis: \$41,600 = \$20/hour * 11.83% of time (246 hours = 82 hours per cycle * 3 cycles for the seasons). 82 hours per cycle = 3 hours pre-test + 6 hours course preparation + 2 hours per class (1 hour prep, 1 hour lesson) * 30 classes + 3 hours post-test + 6 hours (3 for half-way, 3 for final progress reviews) for reviews, 4 hours for wrap up). 6 teachers needed per cycle since 6 classes will be run in parallel of 8 students each per season (fall, spring, summer).

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: KLCC: Itemization of line 11. Outsourcing (Sylvan STEM)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Sylvan Director	90	\$52,000.00	4.33%	\$ 2,250.00
Sylvan STEM Teacher 1	90	\$41,600.00	4.33%	\$ 1,800.03
Sylvan STEM Teacher 2	90	\$41,600.00	4.33%	\$ 1,800.03
Sylvan STEM assistant 1	90	\$20,800.00	4.33%	\$ 900.02
Sylvan STEM assistant 2	90	\$20,800.00	4.33%	\$ 900.02
				\$ -
				\$ -
				\$ -
TOTAL:				7,650.10
JUSTIFICATION/COMMENTS:				
Sylvan staff budget justification explained on next page. Sylvan staff is outsourced and their budget justification is included as well.				

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Sylvan Director (outsourced through Sylvan)

Justification: The Sylvan Director will be hired by Sylvan and managed by Sylvan. The Sylvan Director is responsible for the quality execution of the Aceit! and STEM Program overall. The Directors responsibilities include hiring teachers, training teachers, quality control of teaching, ensuring teaching supplies are available, coordinates all schedules, liasions with KLCC to ensure enrollment, conducts pre-tests and places students in classes, and ensures reviews are completed, compiled and shared. Because the program is focused on at-risk children it is critical that an experienced and capable Director is staffed and competitive salaries are provided. Salary & cost basis: \$52,000 = \$25/hour * 4.33% of time

Sylvan STEM Teacher

Justification: The Sylvan STEM Teachers are the main teachers to the at-risk students. The teachers role is to ensure the execution of the academic remediation program for STEM. Because the students are by definition at-risk, significant skills are required to ensure students benefit from the program. Experienced teachers who can manage a group of 20 children is required. Thereby, competitive salaries are important to attract quality teachers. Salary & cost basis: \$41,600 = \$20/hour * 4.33% of time 90 hours = 20 hours per cycle * 1.5 hours per class * 3 cycles for the seasons). 2 teachers needed per cycle since 2 classes will be run in parallel of 20 students each per season (fall, spring, summer). An assistant needed for each teacher in order to manage a class of 20.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

Applicant: ___Ka Lamaku Community Center___

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Desktop computer and mouse	1.00	\$2,500.00	\$ 2,500.00	2500
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 2,500.00	2,500

JUSTIFICATION/COMMENTS:
 KLCC needs a computer in order to effectively collect data, compile reports and keep records associated with the grant.

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

**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.

Island Family Christian Church
(Typed Name of Individual or Organization)

 (Signature) _____ 4/20/17 (Date)

Roland Chang _____ Trustee
(Typed Name) _____ (Title)