

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

Type of Grant Request:

Operating                       Capital

Legal Name of Requesting Organization or Individual:    Db:                      Common Grace                      Common Grace

Amount of State Funds Requested: \$ 126,334.00



Brief Description of Request (Please attach word document to back of page if extra space is needed):  
The purpose of this grant is to fund Common Grace and Mālama Mentors program operations. Our programs are currently implemented within 37 elementary schools and 9 high schools with over 220 trained mentors in 2019. These programs have been sustained with a small staff of two program directors and a part-time grant writer. Our quickly growing programs require more staff support. These funds will aid us in hiring administrative staff to help manage and maintain current partnerships as well as meet our goal of two additional high school partnerships and two church partnerships.

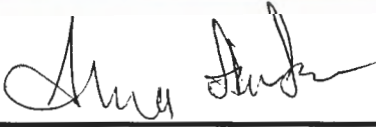
Amount of Other Funds Available:	Total amount of State Grants Received in the Past 5 Fiscal Years:
State:                      \$ <u>0</u>	\$ <u>0</u>
Federal:                      \$ <u>0</u>	Unrestricted Assets:
County:                      \$ <u>119,861.00</u>	\$ <u>72,990.00</u>
Private/Other: \$ <u>47,362.79</u>	


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

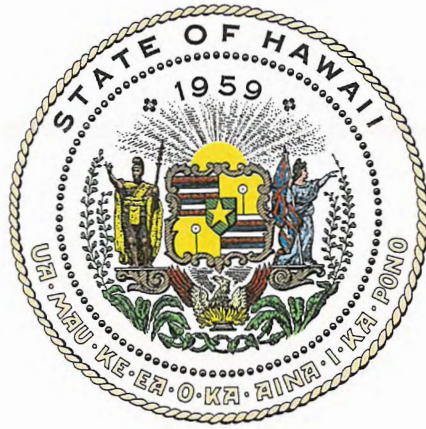
Type of Business Entity:	Mailing Address:
<input checked="" type="checkbox"/> 501(C)(3) Non Profit Corporation	P.O. Box 31116
<input type="checkbox"/> Other Non Profit	City:                      State:                      Zip:
<input type="checkbox"/> Other	Honolulu                      HI                      96820

Contact Person for Matters Involving this Application	
Name: Aries Jackson	Title: Executive Director
Email: commongraceofhawaii@gmail.com	Phone: (808) 783-1097

Federal Tax ID#: 	State Tax ID# 
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	Aries Jackson, Executive Director	01/15/2020
Authorized Signature	Name and Title	Date Signed





## 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

#### COMMON GRACE

was incorporated under the laws of Hawaii on 02/07/2002 ; 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 15, 2020

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

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

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants 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.

Common Grace

Aries Jackson  
(Typed Name of Individual or Organization)

Aries Jackson

(Signature)  
Aries Jackson

1/15/2020

(Date)  
Executive Director

(Typed Name)

(Title)

## Application Submittal Checklist

*The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.*

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



AUTHORIZED SIGNATURE

ARIES JACKSON

PRINT NAME AND TITLE

JANUARY 15, 2020

DATE

## Application for Grants

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

### **I. Certification – Please attach immediately after cover page**

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

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2019.

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

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

#### **3. Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

The public purpose of this grant is to fund Common Grace, which is a 501(c)(3), with adult and high school mentor operations. Our programs are currently implemented within 37 elementary schools and 9 high schools with over 220 trained mentors in 2019.

We target public elementary school students from 3<sup>rd</sup>-5<sup>th</sup> grade who display isolation from their peers, among other issues. Many of the children we work with are lacking a healthy relationship with an adult in their life. We want each and every one of these children to have the guidance and support from a caring role model who dedicates time just for them. A child who seeks attention, *needs* attention. Our job is to connect trained mentors with these needy children. Each mentor spends one-on-one weekly time with the child they are matched with and this allows a special friendship to develop between the two.

These programs have been sustained with a small staff of two program directors and a part-time grant writer. Our quickly growing programs require more staff support. This grant will aid us in hiring administrative staff to help manage and maintain current partnerships as well as meet our goal of two additional high school partnerships and two church partnerships.

### **II. Background and Summary**

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

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

Common Grace was conceived in 1999, the day after two teenagers shot and killed their fellow peers at Columbine High School. Jay Jarman approached the principal of a high school, asking what it would take to prevent a similar tragedy from happening. "Adults who care enough to come on campus and befriend our kids," the principal answered. "None of the Columbine shooters had even one adult friend that cared about them—whether they lived or died." Our mission is to bring kindness to lonely children in Hawai'i's public elementary schools by connecting them with caring adults, teenagers and kupuna. We have two programs: (1) Common Grace, which partners neighborhood churches with nearby schools and (2) Mālama Mentors, which connects high school students with disadvantaged and isolated elementary school students.

2. The goals and objectives related to the request;

*Objectives*

**Mentees**

1. The child will improve their knowledge of social skills by engaging in positive and meaningful interactions over the course of a school year.
2. The child will build a supportive friendship with their mentor.
3. The child's desire to read will increase with the praise and aid of their mentor.
4. The child can depend on their mentor for guidance and encouragement.

**Mentors**

1. Mentors will grow in compassion, attention, kindness and encouragement.
2. Mentors will become more accepting and understanding of individuals who come from different backgrounds than themselves.
3. Mentors will understand the rewards and consequences behind their words and actions.
4. Mentors will build skills on how to build positive relationships.

*Goals*

**Common Grace 2020-2021**

20 neighborhood churches servicing 20 Elementary Schools (ES)  
100 trained adult mentors  
100 mentees  
36 workshops with church partnerships  
59 mentoring sessions

**Mālama Mentors 2020-2021**

11 High Schools servicing 14 ES  
120 trained teen mentors  
120 mentees  
290 mentoring sessions

3. The public purpose and need to be served;

In the 2018-2019 school year, we worked with 37 elementary schools and 9 high schools on O'ahu and Kaua'i. Out of these, 20 schools are in the Title 1 category. Title 1 public schools are given federal financial assistance because 40% or more children are from low-income families. Some schools we work with even have 100% of student households categorized as low-income. According to statistics gathered by The Child Welfare League of America (CWLA), the poverty rate of children in Hawai'i was 13.7% in 2015 and 90,000 children lived below poverty. Low-income children have much less resources available to them than other children leading to a lower experience base than their peers. These children also may deal with issues such as homelessness, physical/mental abuse, hunger, unsatisfactory clothing/school supplies, single-parent households and family violence. Some parents work multiple jobs, do not have resources or finances for childcare, are incarcerated, have struggles with language barriers and deal with drug or alcohol use.

The majority of elementary schools we serve are Title 1, although loneliness doesn't discriminate by household income. Children are more vulnerable to drug involvement, teen pregnancy, participation in violence and other problems because of low economic status, poor access to continuing higher education and poor economic opportunity. "Teaching with Poverty in Mind" by Eric Jensen finds that students that come from low-income households are less likely to graduate from high school, less likely to apply for college and more likely to be victims of drugs, alcohol and teen pregnancy. They are at risk for anti-social behavior and below average academic performance.

The 1955 Kaua'i Longitudinal Study explored the effects of "a variety of biological and psychosocial risk factors, stressful life events, and protective factors on a multi-racial cohort" of children from birth to midlife. Unfortunately, two-thirds of the children in the study developed learning and behavior problems by a young age or had mental/health problems or delinquency records by age 18. On the other hand, one-third of the children grew into "competent, confident and caring adults." For the successful adults, there were certain factors that determined their healthy development. **Most of these factors had to do with an intimate and positive relationship with a peer, role model or older adult.** The study found that "children who succeeded against the odds had the opportunity to establish, early on, a close bond with at least one competent, emotionally stable person who was sensitive to their needs." It was also found that "resilient youngsters tended to rely on elders and peers in their community for emotional support and sought them out for counsel in times of crisis." (Werner, 2005)

Providing mentors for keiki who are significantly impacted by these issues is a priority need in our community. Without a doubt, there are children in every public elementary school on O'ahu who would benefit from a positive relationship with a

caring mentor. Children with healthy social, emotional and mental environments tend to thrive and succeed more than their peers with families who experience constant instability such as trauma and family discord, according to research done in the Kaua'i Longitudinal Study (Werner, 2005). At-risk children are 48% more likely to miss a day of school, 63% more likely to skip a class, 54% more likely to start using illegal drugs, 73% more likely to use alcohol than peers (*Public/Private Ventures Study of Big Brothers Big Sisters*) and 45% less likely to go to college (The Mentoring Effect, 2014) than their peers who have a positive relationship with a mentor or caring adult. Eventually, these remote-risk/at-risk children who begin getting in trouble in their youth, develop into adults who the community has to support, instead of developing into responsible citizens who positively contribute to society.

4. Describe the target population to be served; and

We mainly try to focus on partnering with Title 1 Elementary Schools, although there is a child in each school on the island that could benefit from a special relationship with a caring mentor.

We ask teachers and counselors to help us refer children in their public elementary school with any of the following qualities:

- seeking relationships
- lonely, isolated, sad (with few friends)
- overly shy/quiet
- remote risk
- bullied

And who meet all of the following qualities:

- not already being helped by other social services
- 3<sup>rd</sup>-5<sup>th</sup> grade
- in attendance at least 90% of the school year

The high school students that are chosen as mentors are exceptional juniors and seniors willing to making a commitment to being a role model for a younger child (referred by a counselor or teacher). The interview and screening process in choosing our mentors assures that these students are in excellent academic standing, responsible, positive, passionate and committed to the program.

5. Describe the geographic coverage.

Children attending schools in the following school complexes: Farrington, Kaimuki-McKinley-Roosevelt, Aiea-Moanalua-Radford, Leilehua-Mililani-Waialua, Campbell-Kapolei, Pearl City-Waipahu, Castle-Kahuku and Kailua-Kalaheo. Common Grace currently works within 37 elementary schools as well as 10 high schools throughout O'ahu and Kaua'i and has deployed over 2,600 mentors since 2003.



### **III. Service Summary and Outcomes**

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

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

#### *Scope of Work*

##### **Common Grace**

Common Grace creates partnerships between elementary schools and neighborhood churches. Mentors from neighborhood churches are trained and background checked before they are carefully matched with a child and spend at least an hour a week giving their special undivided attention to them. The hour is split into three sections: 10 minutes of listening, 20 minutes of reading and homework boosting and 30 minutes of playing. We respect the division between church and state. There are no religious activities carried out by any mentors when they meet with their child at school. Mentors are simply there to be a friend.

##### **Mālama Mentors**

Mālama Mentors partners exceptional juniors and seniors in local high schools with disadvantaged kids in a nearby elementary school. High school mentors who are chosen for Mālama Mentors demonstrate excellence academically, socially and in the community. Students are interviewed and handpicked by teachers and counselors. Once they are trained to become mentors, they are carefully matched with a child in an elementary school and spend an hour a week with them giving their undivided attention. The hour is split into three sections: 10 minutes of listening, 20 minutes of reading and homework boosting and 30 minutes of playing.

#### *Tasks and Responsibilities*

**Executive Director-** Oversees all programs. Hires, manages and mentors Mālama Mentors Program Director and supporting staff as well as helps develop their skills and annual goals. Focuses on garnering more Common Grace church-school partnerships, as well as finding coordinators to facilitate and maintain teams at each church partnership. Manages fundraising strategies, which involve planning annual appeals, fundraisers and events. Maintains relationships with current private donors. Actively promotes programs to prospective new financial partnerships. Works with bookkeeper to create monthly financial management reports for Board of Directors meetings.

**Common Grace Assistant Director-** In charge of training prospective mentors at each neighborhood church partnership and supporting Common Grace's Executive Director. The Assistant Director will also maintain and develop all current church-school partnerships to ensure sure mentor training and mentoring

sessions are on track. Must look into creating new potential partnerships, especially with Title 1 Elementary Schools.

**Mālama Mentors Program Director-** Responsible for maintaining current DOE partnerships and relationships with principals, counselors, teachers, head coaches, assistant coaches, school champions and other individuals involved in the Mālama Mentors program to ensure successful and effective operations. Aids the Executive Director in searching for avenues for funding. Must look into creating new potential partnerships, especially with Title 1 Elementary Schools.

**Mālama Mentors Administrative Assistant-** Administrative support to the Mālama Mentors Director such as inputting applicant information into a database, creating permission forms and event flyers, keeping track of mentor attendance per school partnership, etc.

**Mālama Mentors Head Coach-** A head coach (most often, a staff member within the high school partnership) finds and recommends students to apply for the program and then individually interviewed. Once interviews are conducted and mentors are selected, head coaches begin teaching the mentor training curriculum. Head coaches also facilitate sessions once high school students start mentoring at the elementary school.

**Mālama Mentors Assistant Coach-** The assistant coach supports the head coach in administration and classroom management.

**School Champions** (*elementary school-high school partnerships only*)- School coordinators are in charge of keeping communication open between the elementary schools and their high school partner. They work with the Mālama Mentors Program Director and the schools to ensure smooth implementation and effectiveness of the program each year.

**Church Coordinators** (*elementary school-church partnerships only*)- Church coordinators are in charge of keeping communication open between the church and their elementary school partner. They work with the Common Grace Assistant Director, church and school to ensure smooth implementation and effectiveness of the program each year.

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

### **COMMON GRACE**

#### ***Mentor Training 2020***

October 1-29: Mentor training at two church partnerships (Mentor training includes three sessions)

November 1- 30: Mentor training at two church partnerships

December 1 - 31: Mentor training at two church partnerships

***Mentor Training 2021***

January 1 – 30: Mentor training at two church partnerships  
February 1 – 28: Mentor training at two church partnerships  
September 1 – 20: Mentor training at two church partnerships

***Mentoring Sessions 2020***

October 1- 29: 4 mentoring sessions at each elementary school.  
November 1 – 30: 6 weekly mentoring sessions at each elementary school  
December 1 –30: 9 weekly mentoring sessions at each elementary school

***Mentoring Sessions 2021***

January 1 -30: 9 weekly mentoring sessions at each elementary school  
February 1 – 28: 12 weekly mentoring sessions at each elementary school  
March 1 – 30: 12 weekly mentoring sessions at each elementary school  
April 1 – 30: 16 weekly mentoring sessions at each elementary school  
May 1 – 30: 12 weekly mentoring sessions at each elementary school

**MĀLAMA MENTORS**

***Mentor Training 2020***

October 1-29: Classes are held to train mentors on “how to listen” and “trust in your team.” Mentors visit elementary schools.  
November 1- 30: One mentor training session at the high schools as well as first or second days of mentoring, depending on school.  
December 1-21: Mentoring sessions with Christmas activities (trolley rides and Christmas caroling) for high school students and elementary students. The trolley rides provide more time outside of the classroom where the mentors and mentees can enjoy the Christmas lights during the holiday season.

***Mentoring Sessions 2021***

January 16-31: After winter break, head coach debriefs high school students. Mentoring starts on the third week of January.  
February 1- 28: During mentoring sessions, students and their mentees will focus on “The Jesse Lewis Choose Love Movement,” a curriculum teaching happiness and mental health to children to create safer school environments.  
March 1- 30: The first weekend in spring break, there will be a mentor and mentee bonding event at the Salvation Army Kroc Center. Mentoring sessions continue.  
April 1 - 30: Mentoring sessions with a focus on spring and Earth Day.  
May 1 - 30: Mentoring sessions focusing on celebrating mentoring achievements and graduation.  
June & July: Work on head coach and assistant coach recruitment and year-end assessments.  
September 6 - 30: The first mentoring session in the new school year will focus on gratefulness, encouragement and the importance of mentoring.

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

During our spring event in March, mentors and mentees complete surveys. Mentors rate how they have improved skills and/or knowledge of socio/economic differences, responsibility, consistency, compassion as well as relational and listening skills. Mentees rate their relationship and experience with their mentors based on trust, positive encouragement and overall feelings of support and guidance. We compile the results and use the data to analyze the programs and make improvements where necessary.

We hold group debriefings for all the high school students and individual debriefings for head coaches and elementary school coordinators. Coordinators and head coaches input all feedback in Google Classroom, which is a free online way to streamline the process of sharing files between head coaches, coordinators and staff.

We also use Coach Clinics to monitor, evaluate and improve our program results. Coach Clinics allow us to (1) do in-service training (2) troubleshoot, (3) and listen to coaches' questions, concerns and suggestions in able to continuously develop our program.

All debriefings allow us to (1) keep track of mentoring session evaluations, (2) easily communicate problem areas occurring in the classroom, and (3) keep track of trends within schools in able to compare data between districts and demographics.

**COACH CLINICS-** Coach clinics are at least three times a year and lead by the MM Director. All coaches and assistant coaches attend.

1. *Clinic #1 (before school begins)*- classroom management, program expectations, curriculum, in-service training
2. *Clinic #2 (January)*- checking in, strength/weakness, suggestions, expectations of spring event, troubleshooting
3. *Clinic # 3 (at the end of the school year)*- overview of the program, awarding success of the year, recruitment of next year's leadership

**HIGH SCHOOL DEBRIEFINGS-** Head Coaches ask students to prepare a couple questions or concerns about anything regarding the program thus far. They discuss schedules and make changes if necessary, highlights, learning experiences and observations of their relationships with their mentees.

**HEAD COACH DEBRIEFINGS-** The Mālama Mentors Program Director meet with each head coach individually to go over highlights of the program, debrief mentoring sessions, listen to questions and concerns, run through the rest of the year's curriculum and events and discuss suggestions for improvements on program.

**ELEMENTARY SCHOOL COORDINATOR DEBRIEFINGS (“Champions”)-**

This year, we developed online pre- and post-assessments Champions must submit through Google Classroom. We will use these to analyze any progress of elementary school students’ behaviors.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program’s achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

*Measures of effectiveness:*

**COMMON GRACE**

1. Mentoring training sign-in sheets
2. Partnership agreements between churches and schools
3. Mentor applications
4. Mentee parental agreement forms
5. Workshops with church partnerships

**MĀLAMA MENTORS**

1. Mentor attendance
2. School partnership agreements
3. Mentee parental agreement forms
4. Mentoring and training sessions
5. Mentor and mentee assessments

**IV. Financial**

**Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))  
Please see attached.
  - b. Personnel salaries and wages ([Link](#))  
Please see attached.
  - c. Equipment and motor vehicles ([Link](#))  
Not applicable.
  - d. Capital project details ([Link](#))  
Not applicable.
  - e. Government contracts, grants, and grants in aid ([Link](#))  
Please see attached.

Please see attached.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$31,584	\$31,584	\$31,583	\$31,583	\$126,334

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.

1. City and County of Honolulu Grant in Aid 20-21
2. 2020 Atherton Family Foundation Grant
3. Friends of Hawai'i Charities 2020
4. 2020 Visitor Industry Charity Walk
5. Pearl City Community Church
6. R.L. Huntington Foundation
7. The Rotary Club of Metropolitan Honolulu
8. First Presbyterian Church of Honolulu G.I.F.T. Grant

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

Not applicable.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2021 for program funding.

1. City and County of Honolulu Grant in Aid 19-20

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

\$72,990.00

**V. Experience and Capability**

**1. Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for

listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

For 17 years, our organization has successfully trained mentors and matched caring adults with public elementary school children. Common Grace is currently working with 20 church partnerships and over 2,600 children have created a positive relationship with a mentor through our programs over the years. Even with a small staff, we have the knowledge and experience in working well with the Department of Education in creating lasting and effective partnerships.

Since 2015, Mālama Mentors has grown swiftly and grabbed the attention of many schools and the general public, especially with the help of Ad2 Honolulu, who granted Mālama Mentors a free yearlong marketing campaign in 2019. Starting with just one school partnership with 10 mentors (Kaimuki High School and Kuhio Elementary School), we are now working with 9 high schools, 14 elementary schools and have trained over 120 mentors this year alone with the aid of the City and County of Honolulu 19-20 Grant in Aid contract. We have been contacted by McKinley High School, Pearl City High School, and Roosevelt High School, all which would like to implement Mālama Mentors within their schools. We are working on developing these partnerships for the upcoming school year.

In 2007, Common Grace received the Partnership in Education award from the Hawai'i State Board of Education and the Hawai'i State Department of Education. In 2009, the Hawai'i State Legislature recognized Jay Jarman, the Founder of Common Grace, as an outstanding advocate for children and youth. In 2013, The Senate of the State of Hawai'i as well as the Council of the City and County of Honolulu recognized and celebrated Common Grace's 10-year anniversary for helping children.

Parents, superintendents, principals, teachers and counselors have also formally commended us. The following excerpt is taken from a letter written by a Mahealani Santiago, a former school counselor at Palolo Elementary School:

"Palolo Elementary serves a culturally rich and diverse population. There are a large number of immigrant students, many from the Pacific Islands. About 93% of our students at Palolo Elementary come from financially disadvantaged homes. The impact of this program on Palolo Elementary students is obvious. Some participants have gained self-esteem, which is evident by their increase in positive social interactions. Other participants have gained an interest in reading and now complete their reading log assignments in school. Some participants have increased their interpersonal skills, by looking at adults in the eyes when speaking to them. Although, this may seem like a small gain, this effort talks to the students' increase in confidence in their interpersonal skills."

## **2. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Both of our programs use school facilities, at no cost to us, as places for mentoring sessions and mentor training. Depending on what we work out with the school, we are able to use the cafeteria, a classroom, library, or outdoor area. In whichever setting we use, we make sure it is the correct setting to conduct an effective training or mentoring session. In the past, if a setting has not worked out, we request a change that the school, more likely than not, will accommodate.

As for Common Grace, churches also allow us to use their facilities to conduct trainings and workshops at no cost.

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

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

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

*Aries Jackson, Executive Director-* Aries has received her B.A. in Business Management. Aries has over 20 years of experience in international business management in which she was responsible for accounting, financial reports, managing and supervising employees, improving personnel trough and professional development. She has worked with local and international business owners, as well as non-profits to create community collaborations through projects like Lanakila Meals on Wheels, Hawai'i Foodbank and Harvest Food. She has recently joined the non-profit world and created Common Grace's first fundraising strategy to maintain and plan its finances. Aries recently graduated with her Master's in Marriage and Family Therapy with a focus in children counseling and has studied the benefit of mentoring to prevent social isolation and negative behaviors. Furthermore, Aries is a parent educator and is working on obtaining her Registered Behavioral Technician license for the spring of 2020.

*Micah Ganiron, Mālama Mentors Program Director-* Micah has received his B.A. in Business Marketing and was also a marketing intern for the University of Hawai'i at Mānoa. He uses his knowledge to promote and market the program island-wide. With his past experience working as a physical education instructor as well as an ukulele instructor at public elementary schools on O'ahu, Micah is familiar in working with the DOE as well as the children within these schools.

*Sofia Matias, Common Grace Assistant Director-* Sofia is currently a junior at the University of Hawai'i at Mānoa majoring in Political Science. She was a mentor for 3 years with both, Mālama Mentors and Common Grace. She became an intern for



Common Grace in 2017, where she established community relations through public speaking at churches and community events. Furthermore, she worked as an AVID High School tutor, helping students with their school work and college entrance processes and with AmeriCorps VISTA as a teacher's assistant to transitioning high school students. This experience has helped Sofia in her work with children, high school students and leadership qualities.

*Leighna Lariosa, Communications Strategist-* Leighna received her B.A. in English and uses this knowledge to communicate to supporters through website design, print collateral, along with quarterly newsletters and appeals. She also utilizes her communication skills in writing by applying for various grants through private/family foundations, the federal government, the state and city and county of Honolulu. Leighna has been a Common Grace mentor for four years and passionately believes in the mission of befriending lonely children in need.

*Emily Ishikawa, Administrative Assistant-* Emily has received her B.A. in English and Psychology as well as her Master of Education in Teaching from the University of Hawaii at Mānoa. She is licensed to teach secondary language arts. Her middle-level classroom experience has led her to support Hawai'i's youth through extra-curricular and out-of-school programming. Emily served as a Program Coordinator at Kupu for over a year where she helped to coordinate Kupu's Sustainability Initiatives programs, which served Hawaii's youth in environmental opportunities. She now uses her DOE and non-profit experience to support Common Grace and Mālama Mentors.

## **2. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

Please see attached.

## **3. Compensation**

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

- Executive Director: \$45,000
- Mālama Mentors Program Director: \$40,000
- Administrative Assistant: \$30,000

## **VII. Other**

### **1. 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.

**2. Licensure or Accreditation**

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

Not applicable.

**3. Private Educational Institutions**

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

Not applicable.

**4. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-21, but
- (b) Not received by the applicant thereafter.

An individual donor base that has been growing since 2003 mostly sustains our organization. We also send appeals for donations through our quarterly newsletters and by continuously applying for grants through churches, private foundations, organizations and businesses. We hired a grant writer so that we are consistently applying for grants. As our organization continues to grow our goal is to partner with corporate and business sponsors that share our passion for helping Hawai'i's youth.

We hold at least one annual fundraiser a year and if we have ample time during the year, hold one or two smaller fundraisers. This year, for our first ever fundraiser, we raised \$30,000. The goal is not only to raise money through ticket sales, but also to cultivate prospective donors. We an online database to track donors' giving trends which helps us maintain and nurture our relationships with them.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Common Grace

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	71,500		42,396	
2. Payroll Taxes & Assessments	20,115		3,243	
3. Fringe Benefits	16,484		7,200	
<b>TOTAL PERSONNEL COST</b>	<b>108,099</b>		<b>52,839</b>	
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	200			
2. Van Insurance	1,800			
3. Lease/Rental of Equipment				800
4. Lease/Rental of Space				
5. Staff Training	3,000		1,000	
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Public Relations Marketing	4,000			
10. Spring Event including transportation	7,000		4,000	
11. Liability Insurance	2,235			750
12				1,000
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>18,235</b>		<b>5,000</b>	<b>2,550</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>126,334</b>		<b>57,839</b>	<b>2,550</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	126,334	Anes Jackson (908) 783-1097		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	57,839	Anes Jackson 11/15/2020		
(d) Total Private/Other Funds Requested	2,550	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>186,723</b>	Anes Jackson - executive Director		
		Name and Title (Please type or print)		



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: \_\_\_\_\_

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: \_\_\_\_\_

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: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>  <div style="text-align: center; padding: 10px;">not applicable</div>						

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

App

Common Grace

Contracts Total:

119,861

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
1	Mālama Mentors	10/2019-09/2019	City and County	Honolulu	119,861
2					
3					
4					
5					
6					
7					
8					
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10					
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# Common Grace Organization Chart

