

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.

- X 1) Hawaii Compliance Express Certificate (If the Applicant is an Organization)
SEE ATTACHMENT

- X 2) Declaration Statement
SEE ATTACHMENT

- X 3) Verify that grant shall be used for a public purpose
- X 4) Background and Summary
- X 5) Service Summary and Outcomes

- X 6) Budget
 - a) Budget request by source of funds ([Link](#)) see attachment
 - b) Personnel salaries and wages ([Link](#)) see attachment
 - c) Equipment and motor vehicles ([Link](#)) not applicable
 - d) Capital project details ([Link](#)) not applicable
 - e) Government contracts, grants, and grants in aid ([Link](#)) see attachment

- X 7) Experience and Capability

- X 8) Personnel: Project Organization and Staffing



Leila Fujinaka

1/18/2024

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: IMPACT CHANGE HAWAII

DBA/Trade Name: Building Blocks Hawaii

Issue Date: 01/18/2024

Status: Compliant

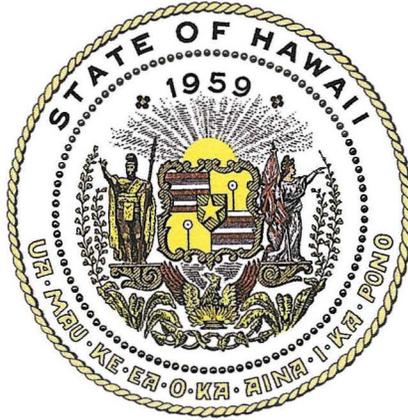
Hawaii Tax#: [REDACTED]
New Hawaii Tax#: [REDACTED]
FEIN/SSN#: XX-XXX5991
UI#: XXXXXX5704
DCCA FILE#: 297217

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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



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

IMPACT CHANGE HAWAII

was incorporated under the laws of Hawaii on 10/16/2018 ; 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 16, 2024

Director of Commerce and Consumer Affairs



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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants 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; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, 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.

Impact Change Hawaii _____
(Typed Name of Individual or Organization)


(Signature)

01/16/24 _____
(Date)

Leila Fujinaka _____
(Typed Name) Founder/ CEO (Title)

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. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.

See Attachment

2. Declaration Statement

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

See Attachment

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](#).

Funds awarded to Impact Change Hawaii (ICH) will support its foundational program, "Building Blocks Hawaii,"(BBH) to **increase** enrollment for 20 more students in our Wahiawa location. In addition, with the end of other sizable funding in 2024 for ICH, this GIA will support BBH to maintain servicing the current number of children and families with it's free, quality, early education services for 3-5 year old children and their families who are unable to afford or access preschool or government funded early education opportunities. This grant also allows BBH to remain competitive in hiring quality educators who can execute our rigorous curriculum, instructional guide and material with fidelity, ensuring the children and families get the outcomes needed to be prepared and succeed in school.

A percentage of funds will also support the preparation for making our effective Instructional Guide, materials and professional development support available to other early learning schools and organizations who value its benefits to prepare their students for academic success.

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;

Impact Change Hawaii (ICH) (501(c)(3)) was formed with a vision to provide solutions to systemic issues facing Hawaii's families with pre-emptive measures. ICH's goal is to collaborate with community organizations and businesses to offer effective direct services. Its foundational program, Building Blocks Hawaii (BBH), is a free early childhood literacy program for 3-5 year old children, primarily for low income children, to build their academic and social emotional skills, promote their cognitive development and prepare them to succeed in school.

The vision of Building Blocks Hawaii is to provide evidence-based learning to reach 3-5 year old children from low to moderate income, who are at risk of falling in the gap as a result of not attending preschool. Our mission is to ensure every child in need has access to a free, early education foundation with an emphasis in literacy improvement. Title 1 designated schools often have students who did not attend preschool and are not prepared for kindergarten. The goals of BBH are to fill in the educational gap and to address systemic issues behind low literacy by focusing on Language Development and Early Literacy skills. In addition, BBH also strives to empower and equip parents to work with their child and positively change the trajectory towards success for these struggling families. Together these components of BBH will provide a unified system of support to both parents/caregivers, who are their child's "first teacher" and the child themselves.

2. The goals and objectives related to the request

**;Building Blocks defines "Literacy" as Reading, Writing, Speaking & Listening skills
BBH aims to accomplish the following goals and objectives:**

- Teach children important academic **literacy building blocks**, such as encouraging oral language/vocabulary development through talking about books (ex. characters, setting and actions) and relating program activities to their personal experiences using age appropriate "school language" or academic vocabulary.
- Create a **literature-rich environment** with storytime and a school-to-home book library.
- Support parents and guardians to be the first educator for their child via adult empowerment sessions where we share with **parents/guardians** how to use these important literacy building blocks.
- Encourage **kindergarten readiness skills**, such as letter and sound

recognition, number/quantity concepts, fine motor and handwriting skills, and shapes and colors naming while also building Rapid Naming fluency, which is a precursor for Reading Fluency.

- Encourage **social-emotional learning**, such as self-regulation skills and understanding one's own feelings through developmentally appropriate activities.
- Rotate through **active learning centers**, with groups of children (along with their parent/guardian), that support the above learning targets.
- Provide a **safe and nurturing classroom environment** so that students stay on-task and are focused during the day.

3.The public purpose and need to be served;

Low literacy leads to systemic issues:

Recent 2023 data showed only 30% of Hawaii's children are properly prepared for kindergarten, including those that attended preschool. ([Star Advertiser article 12/24/23](#)) We believe BBH has a solution. BBH's goal is to continue to reach more 3-5 year old children who are not enrolled in preschool and their families.

Studies have shown that students failing to read proficiently by 3rd grade are four times more likely to drop out of school. Furthermore, 75% of Americans who receive food stamps perform at the lowest levels of literacy, and 70% of welfare recipients are high school dropouts.

Fighting over toys, temper tantrums, aggression on the playground or in the classroom: these are routine behaviors among 3-5 yr. old children which can be addressed in a preschool or pre-K program. The period between ages 2 and 5 is one of extreme, rapid developmental change, and young children make these transitions with varying degrees of speed and ease, according to Scholastic. BBH supports the need for addressing early childhood behaviors with appropriate instruction for children and guidance for parents/guardians to follow up and reinforce at home.

Low literacy linked to low family income:

Educational delays show direct links to income levels. Toddlers from middle income families will speak approximately two new words a day by age three, while children from lower income families speak only 0.5 new words per day. The relationships among literacy, educational success, and prosperity are clear. In order to strengthen Hawaii's future generations, we must focus on building up children and their families, especially families at the highest risk of remaining in and continuing the cycle of poverty. Providing free, early education opportunities for children who may otherwise fall behind, produces a greater number of accomplished adults which leads to increased economic advancements and prosperity. The strength of our economy is closely associated with the financial stability of its residents, including those socially disadvantaged, earning enough to meet basic needs not only during times of economic growth but also during periods of crisis and recovery. BBH has for the past four years filled a need for families who cannot afford preschool or are still on a

waiting list.

Empowering parents to educate their children:

BBH believes that parents are the front line educators of their children. Therefore, BBH focuses on empowering parents by giving them strategies and skills to help them to participate in their child's education. By being in the classroom with their child, parents receive indirect modeling and instruction by experienced educators on Oral Language, Narrative Development, Phonological Awareness, Print Knowledge and Social Emotional Learning (SEL). When parents are equipped with support skills, they are empowered to work with their children to succeed in the classroom and at home.

BBH also provides bi-monthly Parent Empowerment sessions with various credentialed speakers. Sessions target various Early Literacy skills, Social-Emotional-Behavioral topics and increasing parents' access to community resources. Topics include; easy and fun phonological awareness activities, how to use Positive Redirection and Parenting Styles, Financial Literacy, How to Own Your Own Home, etc. BBH believes that parent education is the missing component for enabling our families to support their child and to grow and thrive themselves.

The staff at BBH have informally observed changes in how the parents are interacting with their children. Parents begin to use more back and forth conversations and question prompting as opposed to "telling their child what to do." BBH parents have reported that they appreciate the interaction with other parents and learning the importance of how to support their child academically, socially and emotionally.

BBH contributes to the future by providing modeling, empowerment sessions and networking opportunities for **parents** to learn, grow and thrive alongside their children, making them their child's best advocate during their formidable school career. Parents in our communities also have the opportunity to gain the knowledge, skills and confidence to work with their children and be prepared to support them as they enter kindergarten. BBH is empowering parents to work with their own children to improve the trajectory of their families.

Program description of Building Blocks Hawaii (BBH): BBH provides free, early learning opportunities to 3-5 year olds for families in need. The program strives to develop and increase early literacy skills by providing a multisensory and developmentally-appropriate learning environment in the classroom and encouraging parents to continue At-Home Learning with follow-up activities and resources. This multisensory and developmentally appropriate approach has been shown to address various learning styles and takes into account the readiness levels of 3-5 year olds. To accomplish these objectives, a parent or adult caregiver accompanies their child to 90-minute sessions twice a week, where the child is taught evidence-based Language and Literacy Skills, while the parent receives both direct and indirect coaching and training in how to provide continued support at home.

4. Describe the target population to be served; and

The target population of the BBH program is families with 3-5 year old children from Title 1 school locations who are unable to afford, or qualify, for early education programs. Providing critical skill development for these disadvantaged children will help to equalize the "playing field" due to lack of access to preschool opportunities, often because of high tuition, lack of transportation, or lack of space in current early childhood programs. By focusing on Language and Literacy, BBH is providing essential support for students who may be deficient in these skills, and without these evidence-based supports, these children may not develop these critical building blocks for reading success at the most important time of their cognitive development.

Key targets for BBH is to expand and grow our sites, so adjacent communities can access these valuable supports and resources. Many families are still struggling to adequately prepare for their children due to lack of these learning opportunities.

5. Describe the geographic coverage.

BBH helps an average of 51 families from Mililani and Wahiawa annually (around 150 individuals), with an 84% success rate of improving literacy skills for students who routinely participated in the program (around 80%) from Below Average Literacy to Average or Above Average Literacy. Based on current opportunities for Head Start, Executive Office on Early Learning programs (EOEL), private preschool etc., school leaders in the area expressed the need for additional programs for their 3-5 year olds as well for targeted sub-groups in the Wahiawa area that may not be able to or plans for expansion in the 2023-2024 school year, so BBH expects to double the number of families served in the near future.

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;

With the future additional 20 spaces that the GIA will make possible in our Wahiawa site and regarding maintaining the current numbers of children that we service, BBH partners with Title I public elementary school principals in Hawaii who are faced with the on-going challenge of children entering kindergarten with no preschool experience. BBH is a proactive solution to address this gap where school funds cannot be utilized for children that are not "officially" enrolled in their school. Some public elementary schools will be opening a preschool classroom on their campuses, and while they are able to serve approximately 20 students they are not able to accommodate all that apply. Therefore, many children will not be afforded the

opportunity to attend preschool and will enter kindergarten at a disadvantage. BBH is helping to close this gap making quality education FREE for those not accepted into other free programs. This will level the playing field for these children so they can be prepared to enter kindergarten and be successful as they move up the grade levels.

BBH is a solid Pre-K program that provides the foundational literacy skills with new enhanced services to support these COVID babies with their social development prior to attending kindergarten. BBH believes that parents are the front line educators of their children and BBH contributes to the future by providing modeling, empowerment sessions and networking opportunities for **parents** to learn, grow and thrive alongside their children, making them their child's best advocate during their formidable school career. Therefore, parents in our communities also have the opportunity to gain the knowledge, skills and confidence to work with their children and be prepared to support them as they enter kindergarten.

BBH also collaborates with community partners to provide a "whole child" approach. BBH partners with faith based organizations that are located in proximity to the families in need because they have the facilities to accommodate the program and are equipped with additional resources that can benefit the families such as food distribution, etc. BBH also collaborates with community businesses, clubs, etc. to promote literacy in events such as Literacy Fairs. Businesses have also donated items and provided guest speakers to support our bi-monthly Parent Empowerment sessions.

BBH has highly qualified teachers and staff to provide a rigorous and effective program that has shown incredible results with only three hours of contact per week. These results are due to the focused and purposeful instructional strategies, learning centers and direct involvement and empowerment of the parents. Due to these great results, BBH will be making our Instructional Guide (IG), resources and professional development available to other preschools and early educational organizations to expand our impact. This will enable BBH to reach more children, prepare for kindergarten and have the foundational skills to be successful as they move up the grade levels in school.

Teachers purposefully plan and implement evidence-based instruction, leading to learning success:

- Plan lessons and activities related to the SKILLS (see graph below) of literacy (phonological awareness, print knowledge, print concepts) and BUILDING KNOWLEDGE (narrative language development, vocabulary, concepts about the world), social emotional learning, handwriting/fine motor, and number/quantity concepts.
- Differentiate lessons to meet the needs of the 3 and 4-year olds.
- Model the reading of books using academic language/vocabulary and oral narrative discourse in a group setting.
- Enhance Social-Emotional Learning by using value-based leadership strategies such as our Affirmation Badges, where students rehearse positive traits about themselves, how to interact cooperatively with others and how to use important

Executive Functioning skills such as Self-Regulation

- Create learning centers designed for parents to help their child practice concepts and skills teachers have demonstrated with the whole group.
- Empower parents to work with their own child.
- Provide opportunities and feedback for parents to interact with and help their child.
- Regularly observe the children to check for understanding.
- Use Explicit Instruction (correction procedures, I Do-We Do-You Do) and differentiation strategies, such as those from the Sit Together and Read curriculum (Ohio State University), when children require extra help: reducing choices, co-participating, and eliciting the answer.

Daily activities include:

- Whole group lessons: Children are separated by age (in classes for 3 year olds and 4 year olds only). Teachers model how to read books using academic/school language and using the story grammar of books (vocabulary for Character, Setting, Actions). This develops critical thinking by using the problems and solutions in the story while having discussion about the story and how the character acts or reacts throughout the book.
- Whole group lessons: Teachers infuse Print Knowledge (Alphabets, Letter Sounds), Phonological Awareness skills, oral language development, and Print Concepts (how authors/illustrators use color, intensity and print to convey meaning) that are aligned to the selected story or topic.
- Hands-on learning centers with directions for parents to know what to say to prompt their child and by focusing on the use of targeted vocabulary and skill practice. (4 each day).
- Book check out program, with books hand selected for academic literacy development or by interest of the child.

Evidence-based Program Curricula: BBH uses curriculum developed by universities and/or experts in their field that were proven to show growth in the area that was targeted. The main focus for each child is to develop the SKILLS of literacy and to Build KNOWLEDGE, which is a life-long process but one that is foundational to Early Literacy and Language Development. Rather than focusing on just rote memorization skills, such as ones that have right or wrong answers, curriculum and instruction is focused on developing both SKILLS and KNOWLEDGE using literature and hand-on developmentally appropriate activities. Daily lessons are planned to use the following curriculum:

- **Growth Areas - Heggerty PreK and Early PreK** is our newly added program that teaches Phonological Awareness or the awareness of and ability to work with the sounds in the English language. Heggerty uses engaging hand motions to teach 6 to 8 Phonological Awareness skills, which is an critical precursor to reading, writing and

spelling.

- **Second Step for Early Learning** is a program for Social-Emotional Learning. Preschoolers learn how to listen, pay attention, manage their behavior and get along with others, using stories, puppets and posters. Second Step for Early Learning helps children benefit more from preschool and prepare for kindergarten.

- **Read It Again-PreK!** is a program that builds children's competencies in vocabulary, narrative, phonological awareness, and print knowledge. Read It Again uses children's literature to build knowledge and skills as well as develop **social emotional learning** by helping students identify and discuss emotions and character reactions.

- **Handwriting Without Tears' Pre-Kindergarten** is a program that teaches handwriting readiness skills and alphabet letter formation using manipulatives, songs and visual/kinesthetic scaffolds that support all learners.

- **Braidy the StoryBraid** is a hands-on approach for Narrative Language Development and fosters oral language skills for young children in speaking, listening/reading, comprehension, writing/drawing, and play. Braidy is a puppet with icons that help children remember the "*grammar of a story*" such as the Character, Setting and Actions. This also supports **social-emotional learning** when using the puppets' changeable face pieces to show how facial expressions change and how characters react in a story.

In reference to BBH making our proprietary Instructional Guide, materials, and professional development support available to other Early Learning Preschools and organizations, the scope of work will take a *minimum* of one year to prepare and make available. We will be reframing our lessons to fit a full-time preschool schedule and creating an on-line platform that is interactive and community driven where teachers from across our state, using BBH materials are able to learn together, collaborate, get support and training, which will include loading videos of their class time where ICH trainers are able to observe, evaluate and mentor. It will also entail in person classroom observations and training as well. This will require staff for production, training and administrative.

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

Program timeline: For both the 20 student expansion and current students, BBH follows the HIDOE (Hawaii Department of Education) school year calendar. Following is the list of BBH activities to support program outcomes by School Quarters:

On-going:

- Bi-monthly Parent Empowerment

- Weekly Book Borrowing
 - Instagram sharing of student work & posting of Tips and Ideas for Parents Quarter 1:
 - Parent Registration & Orientation
 - Student Assessment w/ PELI for Beginning of the Year- 2 Weeks
- Quarter 2:
- Holiday Activities & Picture Taking
- Quarter 3:
- Community Outreach e.g., Love Book Fair and Busload of Books @Kipapa Elementary
 - Inspire Church Spring Cleaning Day
- Quarter 4:
- Special Guest Read Aloud
 - Student Post Assessment - 2 Weeks
 - Graduation & Certificates Presentation (4-yr olds)

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

Growth Areas - for the future 20 student openings in Wahiawa and current locations, BBH uses the following student measurement tools:

- **Preschool Early Learning Inventory (PELI) - 3 times a year**
- **Parent surveys**
- **Daily observation**

Growth Areas: In SY 2023-24, because of the 23-24 State GIA grant, BBH has integrated a new Early Childhood (EC) Assessment, the *Preschool Early Learning Inventory* (PELI) which assesses; Alphabet Knowledge, Oral Vocabulary (Picture Naming and the quality of telling about the function of object), Comprehension (Story questions and Shared Retell) and Phonological Awareness. The PELI will be administered 3 times per year to assess growth and at-risk learning rate. **This assessment can identify students that may potentially fall in the gap** in not achieving early literacy benchmarks at entry to kindergarten.

This will inform our EC Professionals to continue to revise their instruction to address the needs of our children. They will also provide families with information to continue to support their child at home. This supports our program goals and provides evidence for our Long-Term Goals.

BBH is currently beginning their second semester and has administered the baseline or the Beginning of the Year (BOY) PELI and will soon be assessing students with the Middle of the Year (MOY) PELI. Teachers and the Curriculum Director meet to analyze

the overall data as well as do item analysis of each child's strengths and areas of need.

Program Results SY 2022-2023:

- 88% of BBH children showed gains in Literacy Skills. They maintained or increased their ability to demonstrate pre-kindergarten skills (identify upper/lower case letter names, letter sound, shapes, numbers count 1-20, phonological awareness skills
- 94% of BBH children showed great gains in the area of Oral Language Narrative Retelling. 17 out of 18 (94 %) children maintained or increased their ability to retell a story using 2 or more of the narrative macro structures (characters, setting, action sequence and internal response). The Internal Response is not a current learning target for 3 year olds, however, 5 out of 18 children were able to use "feeling" words, or "thinking" words.
- Anecdotal reports by parents and staff - Parents of our recent BBH graduates have reported that their children are more than ready for kindergarten socially and academically. A few have reported that their child was able to read short words and spell words they could sound out from the very beginning of the school year.

Growth Areas/Parent survey: At the end of each year, parents are issued an eight-question survey, asking about specific improvements in their children's abilities and suggested program enhancements to better serve their families. To address this feedback, BBH is holding fewer activities during each session in the current school year but allowing for more time for each center.

Teachers will also include more early numeracy activities to highlight the important skills that impact literacy and long term academic success. This growth area is based on two things; research that both early literacy and early numeracy skills are strong predictors of children's long-term achievement (Duncan et al., 2007; Watts, Duncan, Siegler, & Davis-Kean, 2014) and the data from the recent Kindergarten Readiness Assessment (KRA) that the State of Hawaii has implemented this past school year 2023-2024. These adjustments are carefully thought out to improve the program without sacrificing quality.

Daily observation: Each class, teachers observe the students to check for understanding and critical thought in oral language/vocabulary, print knowledge, phonological awareness, and social-emotional learning. Using daily Checks for Understanding as a formative assessment, teachers meet regularly to reflect on student progress in order to adjust curriculum and instruction. For oral language and vocabulary, children are assessed on their responses to what is developmentally appropriate based on their stages of narrative development. Print knowledge and phonological awareness are

evaluated based on the proper skills and expectations for 3-5 year olds, with children moving to the next skill in the progression when ready. Teachers use explicit instruction during lessons and provide feedback and direct modeling when students need correction as in the *I Do - We Do - You Do* teaching framework.

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.

List of Program Measurements:

1. Attendance: Increase monthly communication form usage about attendance up to 80%.
2. Literacy: Maintain 80% student proficiency for children who regularly participate in the

program.
3. Parent Survey: Benchmark of completed surveys is 58%. Increase the completion of surveys by 10%.
4. Expansion: Reach out to 1 additional location.
5. Community: Participate in at least 2 outreach events/fairs to increase registrations.

5. In the area of making our proprietary materials and professional development support available to other educators and schools; In August of 2024 ICH plans to allow a select a number of preschools to test our materials and professional development support. This will also include the on-line platform. They will be asked to provide feedback on every aspect of our product, services and technology. Our trainers will be available every step of the way, ensuring they are able to access and execute with confidence and support. ICH will take their feedback and improve our deliverables along the way before releasing it to the public in 2025.

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](#)) **see attachment**
 - b. Personnel salaries and wages ([Link](#)) **see attachment**
 - c. Equipment and motor vehicles ([Link](#)) NOT APPLICABLE
 - d. Capital project details ([Link](#)) NOT APPLICABLE
 - e. Government contracts, grants, and grants in aid ([Link](#)) **see attachment**

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

\$240,000

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$60,000	\$60,000	\$60,000	\$60,000	\$240,000

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

BBH will be reformatting our Instructional Guide, proprietary materials and professional development support for sale to other preschools looking to innovate their curriculum to get similar results as BBH for kindergarten readiness and literacy foundations. This will begin marketing in 2025 with 100% of net assets going to the BBH program, a dba of ICH

We are applying for these grants: ADA grant, Century 21 foundation, Hawaii Community Foundation, and Private donations.

ICH plans 4 main fundraiser events. Listed below are projected fundraisers:

- | | | |
|-------------|----------------------------|---------------------|
| 1st Quarter | California Pizza Kitchen | (estimate \$1,000) |
| 2nd Quarter | 1st Annual Golf Tournament | (estimate \$15,000) |
| 3rd Quarter | Family Fun Day | (estimate \$10,000) |
| | Foodland Giving | (estimate \$3,000) |
| 4th Quarter | Read A Thon | (estimate \$12,000) |

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a

Period: July 1, 2024 to June 30, 2025

Applicant: IMPACT CHANGE HAWAII

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	240,000			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	240,000			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				1,950
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				5,000
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Support Staff				13,000
10. Curriculum				6,500
11. Software & System Support				1,500
12. Fundraiser Vollara				20,000
13. Equipment Purchase				16,000
TOTAL OTHER CURRENT EXPENSES	63,950	0	0	63,950
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	303,950	0	0	63,950
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	240,000	Leila Fujinaka	808-798-8330	
(b) Total Federal Funds Requested	0	Name (Please type or print)	Phone	
(c) Total County Funds Requested	0		1/18/2024	
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official	Date	
TOTAL BUDGET	240,000	Leila Fujinaka	Founder & CEO	
		Name and Title (Please type or print)		

Applicant: Impact Change Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Curriculum Director	0.5	40500	100.00%	\$ 40,500.00
Team Director - Lead teacher	0.5	\$45,500.00	100.00%	\$ 45,500.00
Teacher 2 - Mililani	0.5	\$24,700.00	100.00%	\$ 24,700.00
Teacher 3 - Mililani	0.5	\$18,000.00	100.00%	\$ 18,000.00
Teacher 4 - Wahiawa	0.5	\$21,840.00	100.00%	\$ 21,840.00
Teacher 5 - Wahiawa	0.5	\$19,500.00	100.00%	\$ 19,500.00
Administrator	1	\$70,000.00	100.00%	\$ 70,000.00
Program Director	1	\$80,000.00	0.00%	\$ -
Administrative asst	1	\$35,000.00	0.00%	\$ -
Education Assistant	1	\$14,000.00	0.00%	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				240,040.00
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: IMPACT CHANGE HAWAII _____

Contracts Total: 55,750

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Equipment and software	5/31/22	Friends of Hawaii	Honolulu	15,000
2	Salaries	9/30/22	HEI Foundation	Honolulu	5,000
3	Equipment and software	December 2022	2022 Vistor Industry Charity Walk	Honolulu	750
4	Supplies	12/08/22-12/07/23	Atherton Family Foundation	Honolulu	15,000
5	Unrestricted	December 2022	Matson Community Giving	Honolulu	20,000
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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 2025 for program funding.

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

\$103,000 is the balance of the unrestricted assets.

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 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.

Building Blocks Hawaii is staffed with highly qualified and experienced professionals. At the helm is Leila Fuijinaka as the founder. She is a business owner with 16 years of non profit experience and with a speciality in developing and running teams. She is the founder and owner of Leading With Mastery, a professional coaching business serving businesses and organizations.

For the past three years, her leadership has led the charge to reach 100% of the students who routinely participate in the BBH program, improving the average in literary competencies.

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.

The BBH program has been receiving a generously discounted rental unit that's over 5,000 square feet of space located at the back section of Inspire Church in Mililani.

They reside as one of our community, non profit partners who provide the venue within the Kipapa district. The space consists of a large receiving area and three classrooms furnished with youth-sized tables and chairs.

Our second location is Hope Center in Wahiawa and is perfectly located near 4 Title 1 schools in the Wahiawa district. It is located at 935 Kilani Avenue Wahiawa, Hawaii 96786. ICH uses this 4500 square foot space to run its program and as a pop up office with printing access. It has a receiving area, a large group instruction space and one classroom.

BBH adheres to health and wellness protocol to safeguard from COVID-19, so all who enter the program's doors are welcomed by a medical-grade air and surface purifier which are also placed in each classroom. Currently BBH is working on new technology to integrate the parent sign-ins to streamline attendance for reporting accuracy. Every Monday and Wednesday, BBH teachers and staff transform the space into a fun learning environment.

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.

Curriculum Director Lauren Arimoto comes with over 39 years of teaching experience and 4 of these years has been with Building Blocks Hawaii. Her last position was with the Central District Office as a Literacy Specialist working with teachers and schools. Her expertise is needed to provide continuous professional development for current and future teachers at all locations and continue to expand the Parent Training component. Her education is as follows: M.ED Special Education (December 1982) University of Washington, Specialization: Moderately, Severely/Profoundly Handicapped BEd Elementary Education (August 1981) University of Hawaii Specialization Elementary Education, Psychology, General Education Teacher-State of Hawaii Professional Certificate for Elementary Education Special Education-State of Hawaii Professional Certificate for Special Education K-12.

Team Director and Lead Teacher Jenny Hazama comes with over 30 years of teaching with 3 of those years at Building Blocks Hawaii. Last position was as a Kindergarten-First Grade teacher that worked extensively teaching young children in all content areas. Her expertise is needed to support Kindergarten Readiness Skill Acquisition to an acceptable level. Certification from the Hawaii Teacher Standards Board, Elementary Education Master of Elementary Education. University of Hawaii Elementary Education Professional Diploma, University of Hawaii Bachelor of Arts, Elementary Education, Early Childhood Emphasis, University of Northern Colorado.

Teacher 1 Vera Yamanaka comes with 35 years of teaching with 2 of those years at Building Blocks Hawaii. Last position was as the English Learner Director at Daniel K Inouye Elementary School. Her expertise is needed to support future English-Language Learners from the Wahiawa area. Her education is as follows: B-Ed and Professional Diploma from the University of Hawaii at Manoa. Retired from the Hawaii Department of Education in June 2022 after 35 years of teaching. Previous positions include Fourth grade teacher, First grade teacher, Kindergarten teacher. Response to intervention (RTI) teacher and librarian.

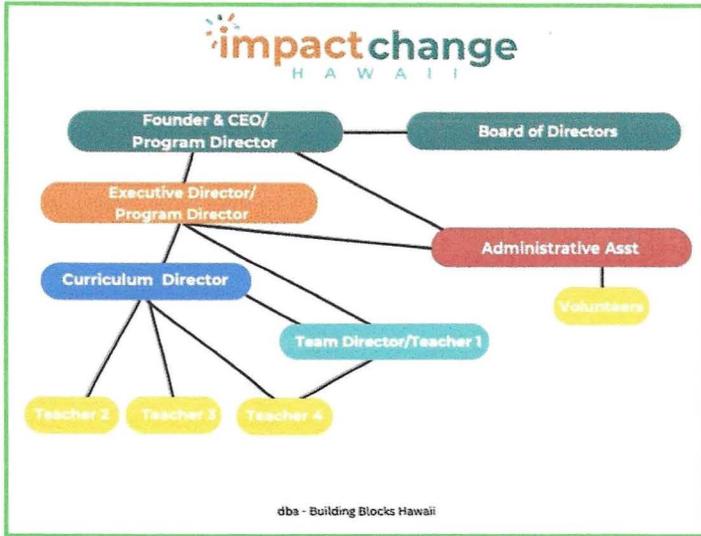
Teacher 2 Kim Marquez comes with 27 years of homeschool teaching with 3 years at Building Blocks Hawaii. Her education is from California State University Northridge with a BA in Childhood Development. She has over 10 years teaching preschool-aged children, where she identifies learning goals for each child for each school year, creates learning experiences and lessons to meet yearly goals and assess learning opportunities for each child. She has taught in all subjects (reading, writing, math, art, language development, physical education, science, history, geography and character development). Her expertise is needed to support instruction with early born 3 year olds that may require additional differentiation.

Teacher 3 Helen Shima comes with 14 years of High School experience in World Language: Japanese, and other subject areas. 4 years at Middle School: World Language, Japanese, Mandarin; Art, US History. 6 years as School Librarian Elementary and High School. 6 years of Substitute Teacher: various subjects, grade pre K-12..

Educational Assistant Jeanne Johnson comes with 27 years of experience from the Department of Education, State of Hawaii. Her experience of 20 years in the preschool classroom assisting 3 to 5 years old with special needs. Her last 6 years, she was in the fully contained classroom assisting students from Kindergarten to 5th grade with special needs.

2. Organization Chart

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



3. Compensation

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

- 1.Executive Director: \$75,000 - \$90,000
- 2 Administrative Assistant: \$55,000 - \$75,000
- 3.Curriculum Director (PT): \$40,000 - \$65,000

VII. Other

1. 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.

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 nonsectarian 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 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but

ICH plans to reframe our innovative and proprietary Instructional Guide, materials and professional development support and make it accessible for other Early Education preschools or organizations, providing them access to the same framework that produces the results BBH's students benefit from. Unique to that offering is the professional development component to ensure other educators are executing in a way that produces results. 100% of the proceeds will go directly to fund BBH, providing a consistent revenue stream.

- (b) Not received by the applicant thereafter.

For B) If funding is not received after fiscal year 2025, ICH will hold drives and go to the community for support. ICH has cultivated corporate relationships and will continue to solicit donors/corporate sponsorship. In addition, as mentioned above, in 2025 we will be offering our proprietary BBH Instructional Guide, materials and professional development support as a way to benefit the community and generate funds to run the BBH program.