

## 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) Hawaii Compliance Express Certificate (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

 Maile Keliipio-Acoba  
AUTHORIZED SIGNATURE PRINT NAME AND TITLE

1-18-2024  
DATE

**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:

Institute for Native Pacific Education and Culture

Amount of State Funds Requested: \$ 535,554

Brief Description of Request (Please attach word document to back of page if extra space is needed):

To secure funding for our Early Literacy Program to enhance the quality and frequency of evidence-based intentional instruction, focusing on emergent literacy practices within a diverse range of community settings.

Amount of Other Funds Available:

State:                      \$ \_\_\_\_\_

Federal:                      \$ \_\_\_\_\_

County:                      \$ \_\_\_\_\_

Private/Other: \$ \_\_\_\_\_

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 3,875,552

Unrestricted Assets:

\$ 5,646,937

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

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
- Other Non Profit
- Other

Mailing Address:

91-1010 Shangrila St., Suite 306

City:    State:    Zip:

Kapolei    HI    96707-2176

Contact Person for Matters Involving this Application

Name:  
Maile Keli'ipio-Acoba

Title:  
Chief Executive Officer

Email:  
mailek@inpeace.org

Phone:  
(808) 693-7222

Federal Tax ID#:

██████████

State Tax ID#

██████████



Authorized Signature

Maile Keli'ipio-Acoba, Chief Executive Officer

Name and Title

1-18-2024

Date Signed



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:** INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE

**Issue Date:** 01/02/2024

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: XX-XXX5193

UI#: XXXXXX2890

DCCA FILE#: 96944

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



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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

Institute for Native Pacific Education and Culture (INPEACE)

Typed Name of Individual or Organization

Maile Keli'ipio-Acoba

Signature

1-18-2024

Date

Maile Keli'ipio-Acoba

Typed Name

Chief Executive Officer

Title



**PUBLIC PURPOSE  
APPLICANTS FOR GRANTS PURSUANT TO  
SECTION 42F-102, HAWAI'I REVISED STATUTES**

If this application is approved and this project is funded, the Institute for Native Pacific Education and Culture (INPEACE) certifies the funds awarded will be awarded will be used for the public purpose to provide unique access to early literacy resources for young children (ages 0-5) and their caregivers. Our mission is to improve the quality of life for Native Hawaiians through community partnerships that promote educational opportunities and promote self-sufficiency. This public purpose meets the requirements of [Section 42F-102, Hawai'i Revised Statutes](#).

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

Institute for Native Pacific Education and Culture (INPEACE)

Typed Name of Individual or Organization

*Maile Keli'ipio-Acoba*

Signature

*1-18-2024*

Date

Maile Keli'ipio-Acoba

Typed Name

Chief Executive Officer

Title



## **II. BACKGROUND and SUMMARY**

### **1. Description of Applicant's Background**

The Institute for Native Pacific Education and Culture (INPEACE) is a 501(c)3 for-impact organization founded in 1994, whose mission is to "improve the quality of life for Native Hawaiians through community partnerships that provide educational opportunities and promote self-sufficiency." INPEACE provides culture-based educational programming in structurally underserved, low-income, marginalized communities with high Native Hawaiian populations, serving more than 6,450 (72% NH) individuals statewide. Originally established on the Waianae Coast, the organization has expanded services to Kapolei/Ewa on Oahu, East Hawaii Island, Molokai, and Kauai, based on the needs of those communities. Utilizing a grass-roots approach to community, we have established strong community relations over the years, along with a comprehensive understanding of how to effectively serve these communities.

INPEACE is governed by a 12-member Board of Directors and is led by a 4-member executive staff team led by the Chief Executive Officer, Maile Keliipio-Acoba. Administratively, INPEACE has consistently demonstrated the necessary skills, abilities, and knowledge to successfully manage projects with quality and accountability. With an annual budget of \$7 million dollars and approximately 85 year-around staff, INPEACE is currently in good standing as a low-risk auditee and over its lifetime has successfully managed over \$84 million in grants. We consistently comply with all 990 Federal Tax Reporting standards and have completed a full financial audit annually since 1999. Over the years INPEACE has earned numerous recognition awards which include Best Places to Work from Pacific Business News and Hawaii Business Magazine, Bank of Hawaii Native Hawaiian Non-profit Award, Cases Schutte Award for Best Non-Profit, and the Native Hawaiian Education Council Leadership Award. These awards demonstrate the successful management of the organization, effective leadership, and staffing, and established infrastructure necessary to manage and execute this project. With 90% of our staff being from the communities they serve; employees are fully engaged in the work they do because it directly impacts the well-being of their families and the communities they love.

INPEACE programming is structured in a multi-generational framework and delivered through a collaborative community approach in three primary impact areas: Early Learning & School Readiness, Educational Equity & Teacher Development, and Family Economic Capacity Building. Our early learning programs focus on parental skills development and support to foster on-time development and growth of keiki, physically, emotionally, intellectually, and academically. INPEACE's educational equity programs deliver services that strengthen, and ensure, access to quality educators and learning resources, particularly in Native Hawaiian (NH) communities. Our economic capacity building programs work with individuals and families in low-income and impoverished communities to develop a healthy relationship and understanding of finance management; and, in doing so, empower them with the knowledge to secure and grow assets to sustain their families. The Early Literacy program is part of our Educational Equity impact area and collaborates with community early childcare services and preschools, providing professional development, educational materials, coaching, and support for the delivery of an evidence-based literacy intervention.

With a strong focus on relationships first, INPEACE has an impressive collection of Board and staff members who are seasoned educators and cultural experts known Statewide and around the world. Program staff continually engages community in the on-going development of programs, including community planning, program design, implementation, recruitment of participants and hiring efforts. All organization programs convene and utilize the feedback and input from a program specific Community Advisory Committee (CAC). INPEACE also strategically hires from the community as we believe the best solutions come from the ground up and from those who intimately understand the strengths and weaknesses of the community. This is especially important for marginalized populations who typically are not heard and have a difficult time navigating and succeeding in the mainstream system.

## 2. Goals and Objectives

The overarching goal of the Early Literacy Program is to significantly enhance the quality and frequency of evidence-based intentional instruction, specifically focusing on emergent literacy practices within a diverse range of community settings. This comprehensive objective will be realized through a meticulously designed three-fold approach:

Objective 1: Increase literacy instructional consistency across teachers in diverse community settings.

This ensures that there is an effective approach to teaching practices for early literacy. This objective is designed to establish a cohesive and standardized framework for literacy instruction across a variety of community settings. By focusing on increasing instructional consistency among teachers and caregivers (educators), the program aims to create a shared foundation of effective teaching practices for early literacy.

In practical terms, this involves providing educators with a set of evidence-based strategies and methodologies that align with emergent literacy practices. Through training sessions, workshops, mentoring, and ongoing support, the program seeks to equip educators with a common set of tools and techniques. This consistency is crucial as it promotes a unified and coherent learning experience for children, regardless of the specific community setting, whether it be preschools or family childcare homes.

Standardization in literacy instruction ensures that all participating educators are equipped with the knowledge and skills necessary to implement evidence-based practices. This, in turn, contributes to a more equitable learning environment, where all children have access to high-quality literacy instruction, regardless of geographical or socioeconomic differences among the participating community settings. Ultimately, the objective of increasing instructional consistency aims to enhance the overall effectiveness of early literacy education and set a solid foundation for the academic growth of children in diverse communities.

Objective 2: Improve the oral language and literacy skills of participating children. This fosters a robust foundation for young children's overall cognitive development. This objective underscores the critical importance of enhancing both oral language and literacy skills in young children as a means to cultivate a strong foundation for their cognitive development. The program recognizes that language and literacy proficiency during early childhood is intricately linked to broader cognitive abilities and lays the groundwork for future academic success.

By focusing on improving oral language skills, the program aims to support children in developing effective communication abilities. This involves not only expanding vocabulary but also fostering skills such as expressive language, comprehension, and the ability to articulate thoughts and ideas. A rich oral language foundation is fundamental for children to engage effectively with their surroundings, express themselves, and comprehend information in various contexts.

Simultaneously, the emphasis on enhancing literacy skills encompasses a range of activities that promote reading, writing, and overall literacy engagement. These skills contribute not only to academic achievement but also to cognitive processes such as critical thinking, problem-solving, and creativity. Literacy skills serve as a gateway for children to access and interpret information, laying the groundwork for a lifelong love of learning.

The integration of both oral language and literacy improvement strategies is strategic, recognizing the interconnected nature of these skills in shaping a child's cognitive abilities. By fostering a robust foundation in these areas, the program aspires to empower children with the tools they need to navigate

and succeed in various aspects of their academic and personal lives. This holistic approach aligns with the broader goal of promoting comprehensive cognitive development in young learners.

Objective 3: Increase utilization of the Hawaiian language, culture, and cultural practices by participating children, parents, and early childhood educators. This aligns with the broader aim of the program to effectively address the need for enhanced literacy practices in a manner that is both inclusive and culturally responsive for the children of Hawaii. This objective underscores the commitment to fostering a rich and culturally inclusive learning environment by actively incorporating the Hawaiian language, culture, and traditional practices into the program. The aim is to create a comprehensive and immersive educational experience that goes beyond conventional teaching methods, recognizing the significance of cultural identity in the learning process.

### **3. Public Purpose and Need to be Served**

If this application is approved and this project is funded, the Institute for Native Pacific Education and Culture certifies the funds awarded will be used for the public purpose to provide unique access to evidence-based early literacy resources for young children (ages 0-5) and their caregivers.

The Early Literacy Program address the following needs:

Need for High-Quality Early Childhood Education (ECE). Studies have shown that teaching young children language and literacy skills early on is important for their vocabulary, understanding of sounds in words, and knowledge of letters and the alphabet. Unfortunately, poverty remains a significant barrier to children's development, with low-income children, particularly Native Hawaiian (NH) children, at a higher risk of experiencing delays. This fact, supported by a large amount of research, has confirmed the following:

- **children from low-income families are more likely to start school with limited language skills, health problems, and social and emotional problems that interfere with learning,** and the more significant the gap at school entry, the harder it is to close.<sup>i</sup>
- **by age 4, low-income children have 30 million fewer words** than children from less disadvantaged families and have vocabularies that are half as extensive.<sup>ii</sup>
- **Students in poverty who cannot read on grade level by 3rd grade have only a 10% chance of graduating on time.**<sup>iii</sup>
- High-quality **culturally relevant early childhood education benefits Indigenous children** more than any other type of early care.<sup>iv</sup>

Need for High Quality ECE in Target Communities A recent needs assessment of Native Hawaiian families in target communities found that many faced barriers to early childhood education, including lack of options, cost, and location. However, a significant percentage preferred family care or desired a culturally based, in-person early childhood education program. The majority would use an affordable, high-quality, and culturally relevant early childhood education program if it were available in their community.<sup>v</sup>

Local data on the school readiness of Native Hawaiian children—particularly those residing in rural, high-poverty communities— also illustrate the clear and convincing need for ***high-quality, culturally relevant*** early childhood education. On average, 77% of young children from the target communities reside in a childcare desert<sup>1</sup>, 51% live in a single-parent families, 39% are in poverty and less than 1% attend

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<sup>1</sup> A “child care desert” is any census tract with more than 50 children under age 5 that contains either no childcare providers or so few options that there are more than three times as many children as licensed childcare slots.



public preschool (see [Table 1](#)).

Native Hawaiian children have multiple risk factors that result in their having the lowest in academic achievement of all major groups in the state. On average, more than 8 out of 10 students in the target schools participate in the Free and Reduced-Price Lunch program. In addition, there is a shortage of affordable preschool opportunities in these areas, which results in lack of readiness for school entry.

**Table 1. School Readiness Challenges of Children (0-5) in Target Communities**

	Native Hawaiian	Single-parent families with young children	Children 0-5 <200% of FPL	Children (3-4 yrs.) in public preschool	Children 0-5 living in a “childcare desert”
<b>State</b>	<b>24%</b>	<b>27%</b>	<b>12%</b>	<b>9%</b>	<b>68%</b>
<b>O`ahu Island</b>					
Nānākuli	85%	58%	48%	1%	73%
Wai`anae	58%	59%	48%	1%	83%
Kapolei	33%	34%	13%	0%	75%
<b>Hawai`i Island</b>					
Hilo	31%	53%	49%	0%	83%
<b>Kaua`i Island</b>					
Līhue	31%	50%	35%	1%	73%
<b>Target average</b>	<b>48%</b>	<b>51%</b>	<b>39%</b>	<b>&lt;1%</b>	<b>77%</b>
Diff (State/Target)	<b>↑24%</b>	<b>↑24%</b>	<b>↑ 27%</b>	<b>↓ 8%</b>	<b>↑9%</b>

Sources: (a) Executive Office on Early Learning. (2020). *Hawai`i Early Childhood Comprehensive Needs Assessment*; (b) Center for American Progress. (2018). *America’s Child care Deserts in 2018*.

Hawai`i remains one of the few states that offers minimal state funding for preschool as finding affordable preschool options for children is a significant challenge for Hawai`i families. Given that the average annual price tag of center-based childcare for a 4-year-old is \$13,735— among the highest in the nation as a percentage of median income for a single-parent family—most low-income, single-parent Native Hawaiian families cannot afford to send their children to preschool.<sup>vi</sup> The quality of early childhood education in Hawaii is inconsistent, leading to significant disparities in access to education. This highlights the urgent need for intervention to address the unequal distribution of early childhood education throughout the state and ensure that all children, regardless of their socio-economic status, have an equal opportunity to succeed.

Many Native Hawaiian children are not ready for kindergarten. Only half of Hawaii's 35,000 3- and 4-year-olds attend preschool. The state estimates that about 9,200 children whose parents want to send them to preschool cannot. An additional 20% of 3- and 4-year-olds (around 7,000 children) come from families that don't want to send their children to preschool.<sup>2</sup> Furthermore, according to the National Institute for Early Education Research, Hawaii ranks 44th in the nation for state funding for early learning, with only 2.3% of 4-year-olds served by state-funded public preschool seats.<sup>vii</sup> Recent data from the Hawaii Department of Education reveals that many children from the targeted communities face challenges in being adequately prepared for kindergarten upon entry. These challenges are likely due to limited resources in early childhood education that exist within these communities. Almost 90% of the students who entered kindergarten in these communities had at least one social, developmental, or economic risk factor, with almost 20% having more than one risk factor.<sup>viii</sup>

Most Native Hawaiian children achieve lower rates of reading proficiency in 3rd grade. Low-income students who cannot read by 3rd grade have a 10% chance of graduating on time, according to research.<sup>ix</sup>

<sup>2</sup> L. Gov. Sylvia Luke’s [plans to massively expand access to preschool across Hawai`i](#)

Based on the data presented in **Table 2** below, early literacy is a critical concern in the Native Hawaiian community because a considerable proportion of students in the target communities are not proficient in 3rd Grade ELA (English Language Arts). For instance, only 49% of 3rd Grade students statewide are proficient in ELA, while the average for the target communities is 70%, a difference of 19%. Moreover, some target communities such as Nānākuli and Waiʻanae have particularly high rates of non-proficient 3rd Grade ELA students (79% and 90%, respectively), which suggests that there are significant challenges in early childhood education and resources in those areas.

**Table 2. Educational Challenges of Students in Target Communities**

	Native Hawaiian	Free/Red Lunch <sup>3</sup>	Chronic Absenteeism <sup>4</sup>	SPED	3 <sup>rd</sup> Gr. ELA (Not Proficient)	3rd Gr. Math (Not Proficient)
<b>State</b>	<b>24%</b>	<b>50%</b>	<b>12%</b>	<b>10%</b>	<b>51%</b>	<b>49%</b>
<b>O`ahu Island</b>						
Nānākuli	85%	100%	68%	10%	79%	55%
Wai`anae	58%	100%	73%	14%	90%	93%
Kapolei	33%	39%	66%	11%	48%	55%
<b>Hawai`i Island</b>						
Hilo	31%	100%	67%	12%	58%	75%
<b>Kaua`i Island</b>						
Lihue	31%	100%	66%	12%	73%	67%
<b>Target average</b>	<b>48%</b>	<b>88%</b>	<b>68%</b>	<b>12%</b>	<b>70%</b>	<b>69%</b>
Diff (State/Target)	<b>↑24%</b>	<b>↑38%</b>	<b>↑56%</b>	<b>↑2%</b>	<b>↑19%</b>	<b>↑20%</b>

Sources: Hawai`i Department of Education. (2023, January): (a) *Every Student Succeeds Act (ESSA) Report, SY 2021-22* and (b) *School Status and Improvement Reports, SY 2021-2022*.

Need for early literacy instruction. Research has consistently endorsed the value of early language and literacy instruction.<sup>x</sup> High-quality early childhood language and literacy interactions contribute to children’s expanding vocabulary, alphabet knowledge phonological awareness, concepts of print, and print engagement in the short term, while also fostering social and emotional growth, task persistence, early scientific thinking, and inquiry approach to the world and how it works. The quality of children’s early literacy experiences is defined by the degree to which these experiences foster the development of early literacy and language skills<sup>xi</sup>, most often hinging on the quality of adult-child interactions.<sup>xii</sup> Authentic and meaningful interactions in all early childhood settings are therefore critical to providing literacy and language experiences that afford children the foundational skills necessary to learn to read and write.

Need for place-based, culturally relevant early childhood experiences. Studies have shown that teaching young children in a way that incorporates their cultural background and environment can make learning more meaningful and beneficial for everyone involved, including teachers, families, and community members.<sup>xiii</sup> However, many Native Hawaiian children face obstacles in their early literacy development due to language and cultural differences, which can result in lower rates of reading proficiency. Unfortunately, current research on early literacy has not fully included the cultural practices of Native Hawaiian Indigenous communities, and available assessments do not accurately measure their literacy achievements.

It is important to note that the American education system is still largely led by non-Indigenous teachers, despite evidence that teachers of color can make a significant difference in the academic and emotional success of all students through culturally responsive teaching. The interactions between individuals and

<sup>3</sup> Elementary schools in four of the five target school complexes are eligible for CEP = Community Eligible Provision, which means 100% of the student population participates in the F/RL program

<sup>4</sup> The chronic absenteeism rates shown are for Native Hawaiian students.

environments within social and cultural contexts also play a significant role in the learning and development of preschoolers.

Introducing young children to their local environment and incorporating their cultural practices into their education can foster a sense of belonging, promote inquiry and exploration, deepen relationships with others, and make real-life connections to their learning.<sup>xiv</sup> Similarly, culturally responsive education can increase self-confidence, awareness, and appreciation of diverse beliefs and cultures, which can positively impact academic achievement and educational success.<sup>xv</sup>

The literate environment, specifically the interplay between home and childcare settings, is both socially constructed and influential in the social development of the child.<sup>xvi</sup> “The single most compelling fact about literacy is that it is a social achievement”.<sup>xvii</sup> Young children’s literacy learning is a fundamentally social process that results from interactions between children and adults.<sup>xviii</sup> Learning stems from social interactions and guided learning as children and learning partners (usually adults) construct knowledge together.<sup>xix</sup> The environment in which children grow up impacts how children learn.

#### 4. Target Population

The target population for the Early Literacy Program encompasses young children aged 0-5 years and their caregivers residing in the Wai‘anae, Nānākuli, Kapolei, and Hilo areas. This includes a diverse range of caregivers, such as:

- **Parents/Grandparents/Extended Family:** Families play a crucial role in the development of young children. Our program aims to support not only parents but also extended family members, recognizing the broader familial context in which children grow and learn.
- **Caregivers at Family Childcare Centers (FCC):** Recognizing the significance of home-based care, our program targets caregivers at Family Childcare Centers. These individuals provide a nurturing and intimate setting for children's development, and our initiative aims to support and empower them with literacy instruction materials and strategies in their crucial role as caregiver and in-home educators.
- **Early Education Teachers at Preschools:** Professional educators at center-based and family-child interactive learning (FCIL) preschools are vital partners in early childhood development. By including them in our target population, we seek to enhance the skills and resources available to educators for the benefit of the children in their care.

By concentrating our efforts on this diverse range of caregivers and their respective settings, we aim to create a comprehensive and inclusive program that addresses the unique needs of young children and promotes positive early childhood experiences in the specified areas.

#### 5. Geographic Coverage

INPEACE seeks to enhance Early Literacy Mentoring services in Wai‘anae, Nānākuli, Kapolei, and Hilo. INPEACE strategically locates program services in communities, primarily rural, with high Native Hawaiian populations and lower rates of academic proficiency and attainment. These areas continue to face challenges with lower preschool attendance, academic proficiency, and on-time high school graduation rates, as indicated in the following table.

	Native Hawaiian	Free/Red. Lunch	Attended Preschool	SPED	3 <sup>rd</sup> Gr. ELA (Not Proficient)	On-time High School Graduation	
<b>State</b>	<b>25%</b>	<b>49%</b>	<b>57%</b>	<b>10%</b>	<b>48%</b>	<b>85%</b>	
<b>Target Schools</b>	O`ahu					<b>Ave</b>	<b>Need</b>
Mā‘ili	53	CEP	35	10	77	-	-



Mākaha	59	CEP	55	13	83	-	-
Nānākuli	91	CEP	51	11	77	76	65
Wai'anae	58	CEP	47	14	83	83	74
<b>Hawai'i Island</b>							
Kapi'olani/Hilo	31	CEP	48	12	66	86	74
Kea`au	34	CEP	<i>na</i>	8	55	86	77
<b>(average)</b>	<b>54%</b>	<b>100% CEP</b>	<b>47%</b>	<b>11%</b>	<b>74%</b>	<b>83%</b>	<b>73%</b>
<b>Diff (State/Target)</b>	<b>↑ 29%</b>	<b>↑ 66%</b>	<b>↓ 10%</b>	<b>↑ 1%</b>	<b>↑ 26%</b>	<b>↓ 2%</b>	<b>↓ 12%</b>

Source: Hawai'i Department of Education, Fall 2019; CEP= Community Eligible Provision, which means 100% of the student population participates in F/RL; *na* = Data not available

### **III. SERVICE SUMMARY and OUTCOMES**

#### **1. Scope of Work, Tasks, and Responsibilities**

To ensure that young children, regardless of their location, circumstances, or choice of early learning environment, have the best chance of success later in life, it is essential that they have access to high-quality Early Childhood Education (ECE) before starting Kindergarten. Early language and literacy instruction play a crucial role in shaping children's vocabulary, phonological awareness, and alphabet knowledge, as well as contributing significantly to their social and emotional growth, persistence, and scientific inquiry skills.

With these principles in mind, the Early Literacy Program (ELP) is dedicated to advancing early literacy practices grounded in research. The overarching goal is to enhance students' literacy skills during early childhood, with evidence of lasting effects through 3rd grade. The program addresses this by delivering direct instruction in key areas, such as phonological awareness, alphabet knowledge, oral language development, and dialogic reading – all practices associated with later literacy success.

One distinctive feature of ELP is its commitment to providing access to high-quality literature and materials, ensuring that children, regardless of their learning environment (homes, family childcare settings, or traditional center-based preschools), have opportunities for high-quality early childhood education. The program's flexibility in meeting families and teachers where they are, both geographically and academically, ensures that those most at risk of later school failure have access to essential resources for success.

Cultural responsiveness is a cornerstone of the ELP design, acknowledging and addressing the cultural needs of children, families, and teachers within the local Native Hawaiian (NH) community. The majority of program participants being NH, ELP focuses on elevating the instructional capacity of the local community.

The curriculum implemented by ELP is a deliberate blend of cultural responsiveness and Western practices. It guides participants through the transition from alphabet exposure to alphabet knowledge, emphasizing familiarity with routines and transitions. This approach aims to prepare children for the cultural nuances, materials, and instructional methodologies they will encounter as they transition to kindergarten.

In summary, the scope of work for this grant proposal encompasses the systematic implementation of ELP's research-supported early literacy practices, with a focus on cultural responsiveness, accessibility, and instructional enhancement within the local community, particularly for the Native Hawaiian population.

<b>Tasks</b>	<b>Responsibility</b>
Conduct an initial training session aimed at delivering a comprehensive overview of emergent literacy components, including an introduction to the materials provided.	Program Director (PD), Early Literacy Specialist (ELS)
Deliver professional development sessions to facilitate the effective implementation of curriculum materials and evidence-based practices.	PD, ELS
Facilitate mentor coaching sessions to provide support for the implementation process.	PD, Early Literacy Coach (ELC)
Distribute curriculum, books, and materials to all participants.	PD, ELC
Conduct and analyze pre-assessment, including data compilation and analysis.	Program Activities Coordinator (PAC), Data Outcomes Specialist (DOS)
Perform regular check-ins with families who are raising children at home.	PD, ELC
Plan and Facilitate Family Literacy and Cultural Education Workshops	PD, ELC
Develop and disseminate Family Newsletters showcasing age-appropriate books and providing guidance on promoting oral language, with an emphasis on supporting the use of Hawaiian language at home	PD, ELC, PAC

## 2. Outcomes Projected Annual Timeline

<b>Task</b>	<b>Timeline</b>	<b>Result/Outcome</b>
Recruit caregivers and children to participate in the Early Literacy Program	Months 1-2	30 caregivers and 100 children enrolled
Conduct an initial training session aimed at delivering a comprehensive overview of emergent literacy components, including introduction to the provided materials.	Months 2-3	70% of caregivers are trained in Evidence-based emergent literacy practices.
Conduct and analyze pre-assessment, including data compilation and analysis.	Month 2-3	70% of teachers/parents demonstrate increased understanding of language and literacy learning and development.  60% teachers/parents apply Evidence-Based emergent literacy practices
Deliver professional development sessions to facilitate the effective implementation of curriculum materials and evidence-based practices.	Months 3-12	
Facilitate mentor coaching sessions to provide support for the implementation process.	Months 3-12	
Distribute curriculum, books, and materials to all participants.	Months 3-12	
Perform regular check-ins with families who are raising children at home.	Months 3-12	

Plan and Facilitate Family Literacy and Cultural Education Workshops.	Months 3, 6, 9, 12	60% of children, parents, and early childhood educators will increase their understanding of the Hawaiian language/culture as assessed by the Family and Educator Survey.
Develop and disseminate Family Newsletters showcasing age-appropriate books and providing guidance on promoting oral language, with an emphasis on supporting the use of Hawaiian language at home.	Months 3, 6, 9, 12	

### 3. Quality Assurance and Evaluation

ELP's Quality Assurance and Evaluation Plan aims to establish a systemic approach to monitoring, evaluating, and continuously improving the Early Literacy Program. By incorporating a mix of quantitative and qualitative methods and involving key stakeholders, we ensure a comprehensive understanding of the program's impact and areas for refinement. The plan will be iterative, allowing for ongoing adjustments to maximize the effectiveness and sustainability of the program.

#### Data Collection Methods

To ensure a thorough understanding of the program's impact, we will employ a diverse range of research methods encompassing both quantitative and qualitative approaches. This includes the utilization of surveys, assessments, interviews, and observations, providing a comprehensive dataset for evaluation. Additionally, pre-, and post-assessments will be implemented to quantitatively measure changes in participants' knowledge and skills over the course of the program, allowing for a nuanced analysis of the program's effectiveness.

Assessments administered by ELP include the following:

Outcome	Instrument	Description	Frequency
Child development	Ages & Stages Questionnaire (ASQ-3, ASQ :SE-2) (0-5 yrs)	Completed by parents, the ASQ tracks a child's development based on age, identifies developmental delays, and educates the parent on child development.	Every 2-6 months
Oral language	Peabody Picture Vocabulary Test (PPVT-V) (2.5-5 years)	The PPVT-V measures a child's receptive vocabulary/verbal ability for Standard English. It is the only nationally normed assessment predicting 3rd grade reading scores. A trained staff member will administer to children at enrollment and after 6 mos.	Twice (pre/post)
Literacy environment	Home Literacy Environment Checklist Family Childcare Literacy Checklist	Developed by Get Ready to Read and the National Center for Learning Disabilities, the Literacy Environment Checklists (for the home and for family child care) helps parents and educators find out how well they are doing in creating a literacy-rich environment in their homes, and what more they can do to enrich their children(s) exposure to books and reading. The checklist identifies the number of supportive elements that are necessary for a literacy-rich environment. It will be completed by participating parents and educators twice a year.	Twice (pre/post)



Teaching environment	Walkthrough	The ECE walkthrough is a brief, structured, informal, and non-evaluative observation that will be conducted by the ELP staff followed by a conversation between the ELP staff and educator about what was observed. The purpose is to observe the teaching/learning process in a given setting and will provide a strong sense of current instructional practices, what the strengths and needs are, and what follow-up/improvement (if any) is needed.	Twice (pre/post)
Teaching practices	Family/ Educator Survey  Family/Educator Interviews	Developed by the Evaluation Team, the surveys will assess the degree to which participating families and educators support literacy instruction, foster parent/child conversations, have high expectations for their children’s literacy development, make reading enjoyable, use their home language with their children, visit the library or have access to books, and understand the importance of communicating with their educator. The surveys utilize a retrospective pre-post design so that families will only need to complete it once at the end of each year they participate in the program. In addition, the Evaluator will conduct family and educator interviews annually (mid-year).	Surveys - Once (retrospective pre/post)  Interviews - Once (mid-year)
Hawaiian culture, language, practices	Family/ Educator Survey  Family/Educator Interviews	In addition to assessing expectations, suggestions for improvement, and perceived benefits, the Family/Educator Survey and Family/Educator Interviews will assess cultural literacy, and family and educator knowledge of, skills in, and connectedness to the Hawaiian language, culture, and cultural practices.	Surveys -Once (retrospective pre/post)  Interviews- Once (mid-year)

Regular Checkpoints and Reviews

Regular checkpoints will be conducted at predetermined intervals to systematically evaluate the program's progress against established benchmarks. These checkpoints serve as strategic moments for assessing the program's adherence to predefined goals. In addition, quarterly reviews will be organized, bringing together key stakeholders to deliberate on interim findings, discuss challenges encountered, and identify opportunities for improvement. These reviews offer a collaborative platform to gather insights from various perspectives, fostering an ongoing dialogue that informs adaptive strategies and ensures the program remains responsive to evolving needs and circumstances.

Mentor Coaching and Fidelity Checks

ELP will incorporate mentor coaching sessions as a crucial component, offering continuous support to educators and ensuring adherence to evidence-based practices. A dynamic feedback loop will be established between mentor coaches and educators, facilitating real-time adjustments based on insights and observations. Regular implementation fidelity checks will be conducted using the walkthrough tool to assess the program's alignment with evidence-based practices. These assessments will serve as a foundation for collaboration between mentor coaches and educators in setting goals for improvement, fostering a responsive and iterative approach to enhancing the program's overall effectiveness.

Reporting and Documentation

Comprehensive reports will be diligently prepared as required, providing a consolidated overview of achievements, challenges encountered, and valuable lessons learned throughout the program's

implementation. This documentation process will extend to maintaining detailed records of all activities, expenditures incurred, and the outcomes achieved. This commitment to thorough documentation aims to ensure transparency, accountability, and the availability of a comprehensive record for program evaluation and future planning.

**4. Measures of Effectiveness**

1. Enrollment: Achieve a target of 30 caregivers and 100 children enrolled in the Early Literacy Program.
2. Caregiver Training: Attain a 70% participation rate among caregivers in Evidence-based emergent literacy practices training sessions.
3. Understanding Enhancement: Demonstrate a 70% increase in the understanding of language and literacy learning and development among teachers and parents.
4. Application of Practices: Ensure a 60% adoption rate among teachers and parents in applying Evidence-Based emergent literacy practices.
5. Cultural Understanding Improvement: Attain a 60% improvement in the understanding of the Hawaiian language and culture among children, parents, and early childhood educators based on the Family and Educator Survey assessment.

**IV. FINANCIAL**

**1. Budget**

- Budget request by source of funds – **Please see Attachment A**
- Personnel salaries and wages – **Please see Attachment B**
- Equipment and motor vehicles – **Please see Attachment C**
- Capital project details – **Please see Attachment D**
- Government contracts, grants, and grants in aid – **Please see Attachment E**

**2. Anticipated Quarterly Funding Requests – Fiscal 2025**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$136,574	\$134,577	\$133,228	\$131,175	\$535,554

**3. Pending Other Sources of Funding**

County of Hawaii, Nonprofit GIA: Waiwai Grant Program - \$50,000 (to be submitted 1/31/2024)

**4. State and Federal Tax Credits**

We have not and do not anticipate applying for state and federal tax credits for any capital project.

**5. Government Contracts, Grants, and Grants-In-Aid**

Please see Attached Government Contracts, Grants, And/or Grants in Aid Schedule (Attachment E).

**6. Unrestricted Current Assets**

\$5,646,937

**V. EXPERIENCE and CAPABILITY**

## 1. Necessary Skills and Experience

The Early Literacy Program (ELP), initiated as a 4-year pilot project in 2021 with the Hawaii State Department of Education, possesses the requisite skills, expertise, and knowledge to significantly elevate the quality and frequency of evidence-based intentional instruction, with a specific focus on emergent literacy practices across diverse community settings. The program has developed a curriculum tailored to the age and developmental stage, incorporating four evidence-based practices while integrating the local Hawaiian culture. This curriculum equips educators with essential tools to enhance oral language and literacy in various environments, including family childcare, center-based preschools, and home settings, with dedicated materials designed for Infants, Toddlers, and Preschoolers.

ELP has devised a comprehensive professional development plan for participating educators that emphasizes the four evidence-based practices, provides strategies to engage young children, and offers valuable resources for both teachers and parents to enhance oral language in young learners. Monthly training sessions are conducted, addressing specific settings separately.

To ensure effective implementation, ELP has designed a walkthrough tool for assessing fidelity in the classroom. This tool enables mentor coaches and educators to objectively evaluate the implementation of the evidence-based practices, establish goals aimed at enhancing oral language and literacy, and monitor progress.

Furthermore, the program has introduced an individualized literacy plan, a document specifically tracking children identified through screeners and assessments as needing additional support. This plan, created by the Early Literacy team, serves to identify and analyze areas of concern, enabling educators to develop improvement plans and monitor progress effectively.

The Early Literacy Program has established key partnerships with relevant stakeholders, organizations, and community entities. The list below highlights the collaborative efforts supporting the program's mission and goals. Collaboration with these organizations ensures that program services are not duplicated, that best practices in high-quality ECE services are shared, and that unique cultural, educational, and professional development resources are leveraged. These partnerships include:

- The **Hawai'i Children's Action Network**, which continues to advocate for a comprehensive early childhood system in Hawai'i that includes equitable access to high-quality early education and childcare and the health and safety of Hawai'i youngest children. *INPEACE is an active member of this network.*
- The **World Indigenous Peoples Higher Education Consortium (WINHEC)**, which accredited INPEACE as an indigenous institution in 2015. It acknowledged that INPEACE programs are framed by the philosophy of the native community it serves, that its programs are soundly conceived and intelligently devised, and that it integrates Indigenous culture, language, and worldviews into programming. *Each year, INPEACE sends at least one representative to WINHEC's annual meeting.*
- **Kalaniana'ole Elementary School** provides early childhood educational programming for young children with identified special needs. The ELP program has an ongoing relationship with current principal David Dinkel to continue partnering with his students, families, and teachers to support their literacy instruction.
- **Wai'anae Early Education Center** provides early childhood educational programming to local Hawaiian children. The ELP program has an ongoing relationship with the center to support literacy instruction with students, families, and teachers.
- **BESS Press** is a local Hawaiian publisher established in 1979 that has produced over 700 books for all ages. Titles are related to the people, histories, languages, and cultures that make up Hawai'i and Oceania, and many of their titles are specifically written for children. Dimpna Figuracion is a member of the INPEACE community advisory committee and serves as the director of educational accounts and



is partnering with ELP to provide access to culturally responsive children's books to the ELP participants.

- The **Hawai'i State Literacy Coalition** is a coalition of literacy leaders, representing the public and private sector and organizations across all age groups, who are committed to ensure all learners have access to opportunities to become literate and be contributing members of society. INPEACE collaborates with this organization to assure the ELP programming provides access for all participants to relevant local opportunities.
- The **National Association for the Education of Young Children** promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children. ELP program staff and many program participants are active members in the organization and attend the NAEYC yearly conference. The ELP Program Director and Early Literacy Specialist have published work about Native Hawaiian children's early literacy experiences with NAEYC and presented at the 2023 annual conference.

## 2. Facilities

Currently our main administrative office is located at 91-1010 Shangrila St., Ste #306, in Kapolei and houses our core operations staff including the CEO, who will be the Principal Investigator on this project. This facility has been the home to INPEACE since 2019.

We also have three program offices. Our main program office is located at 87-790 Kulauku St., Ste #A129, in Waianae which houses our core O'ahu program staff. Our second program office is located at 421 Kalanikoa St., Ste 203, in Hilo which houses our Early Learning staff on the island Hawai'i. Our third program office is located at 4366 Kukui Grove St., Ste 202, in Lihue which house our Early Learning staff on the island of Kaua'i.

Each of our facilities provide adequate workspace for staff members to hold staff meetings or meet with project related stakeholders and has equipment to prepare for program activities.

As a part of this proposal, the Early Literacy Program will be operating from our offices located at 421 Kalanikoa St., Ste 203 in Hilo and at 87-790 Kulauku St. in Wai'anae.

## VI. PERSONNEL: PROJECT ORGANIZATION and STAFFING

### 1. Personnel: Proposed Staffing, Staff Qualifications, Supervision and Training

**Maile Keliipio-Acoba**, will lead the project as Principal Investigator. She is responsible for the overall vision and direction of the statewide Native Hawaiian agency and oversees all programmatic, grant and reporting activities. Maile is Native Hawaiian, was raised and resides on the Wai'anae Coast, and has over 30 years of experience in social service management and program design in Hawai'i and on the continent. She has a Bachelor of Arts in Hawaiian Studies and a Master's in Public Administration from the University of Hawai'i at Manoa. (see [Attachment F1 for Resume](#))

**Marissa Pico** serves as Fiscal and Compliance Officer (FCO). She has a Bachelor of Business Administration in Accounting and has worked for INPEACE since 2005 and has been in her current position as Chief Financial Officer 2008. Under her direction, INPEACE has remained in good standing as a low-risk auditee and has always met reporting deadlines and grant requirements without exception. (see [Attachment F2 for Resume](#))

**Geena Koka** serves as the Data and Evaluation Specialist (DES). Geena has an Associate Degree in Applied Science in Criminal Justice and is currently working on her bachelor's degree in general studies

with a concentration in Management Information Systems and Ethics & Reasoning. She has worked in numerous capacities with INPEACE since 2008, including Career Activities Coordinator with the Ka Lama program and over 6 years with data and evaluation. (see Attachment F3 for Resume)

**Germaine K. Tauati** serves as the Program Director (PD). She is responsible for planning and implementing the ELP program goals and objectives. She hires, trains, and supports new staff and creates detailed management plans that specify program tasks and timelines, expenditure plans, and specific responsibilities. She trains educators and collaborates with parents to support literacy and language development in their child. She has 12 years of experience as a mentor coach, now serving as the lead to provide training and professional development to the Early Literacy Coaches. Germaine has worked for INPEACE since 2003 as co-teacher, lead teacher, trainer, mentor coach and early literacy coordinator. She has a Bachelor of Arts in Early Childhood Education Administration and a Master of Arts in Education with a specialization in Curriculum and Instruction from Ashford University. She is also an affiliate CLASS Trainer and has a CLASS Observer-Pre-K Certification. (see Attachment F4 for Resume)

**Chantal Richie** serves as the Early Literacy Coach (ELC). She provides coaching and support for educators and parents raising children using the literacy curriculum and evidence-based practices. The ELC works with the PD in modeling the ELI curriculum, recruiting participants (educators and parents) for the ELP program, ELP training partners, administering pre/posts assessments, coordinating family literacy activities, and providing mentor coaching to various participants. Chantal has a Bachelor of Arts in Social Science from Hawai'i Pacific University and is currently pursuing a master's degree in early childhood education. Chantal has worked as a substitute, 'ohana advocate, and aide in the Keiki Steps program since 2016. (see Attachment F5 for Resume)

**Franconia Arline**, the Program Activities Coordinator (PAC) provides assistance, coordination, and organizational support for program activities and functions; communicate with staff and other INPEACE programs via e-mail, phone, and face-to-face inquiries; coordinate event planning and implementation; support recruitment of program participants; develop and maintain both paper and electronic file systems in collaboration with Program Director and Early Literacy Coaches; assist in the preparation of presentations and reports; and provide clerical support for project activities, tasks, and data. (see Attachment F6 for Resume)

**Joy Stevens** will serve as the Logistics & Support Staff (LSS) for this project. The LSS is essential to all aspects of the project and will include execution of the daily responsibilities that may include, but are not limited to, data entry, check requests, purchases, reimbursements, and supply orders to support the rest of the team in ensuring that the program operates smoothly. Joy is Native Hawaiian born and raised on the Waianae Coast who has been working for INPEACE for 23 years. Prior to taking on her administrative role for INPEACE, Joy was a parent in our Keiki Steps program, became a Lead Teacher in the program and worked her way to be the Navigator where she supervised 21 staff and 8 early childhood learning centers. She has her Child Development Certificate through Honolulu Community College. (See Attachment F7 for Resume)

## 2. Organization Chart

The chart which illustrates our multi-purpose organization, and the placement of this request will be included in our attachments (see Attachment G for Organization Chart).

## 3. Compensation

All salaries in the organization are in compliance with fair compensation laws and regulations for non-profit organizations and are well within the limits of compensation. Salaries are based on experience,

degrees, level of responsibility and performance. This is the same policy applied to all positions within the organization and in addition, we have a salary structure that helps determine pay. We have an annual performance review for every employee in the organization and all pay increases are determined by performance.

Chief Executive Officer - \$150,000.00

Chief Financial Officer - \$87,796.80

Chief Program Officer - \$87,796.80

## **VII. OTHER**

### **1. Litigation**

The Institute for Native Pacific Education and Culture currently does not have any pending litigation.

### **2. Licensure or Accreditation**

There are no licensures, accreditations or special qualifications required of INPEACE relevant to this request. However, if we are awarded funding, INPEACE will work through a State of Hawai'i licensed Realtor for building acquisition.

### **3. Private Educational Institutions**

This request will not be used to support or benefit a sectarian or non-sectarian private educational institution.

### **4. Future Sustainability Plan**

We are committed to fostering early literacy among young children, and we recognize the importance of sustaining the Early Literacy Program beyond this funding. This sustainability plan outlines strategic measures to ensure the continued success of the program, even in the absence of grant funding post the 2024-25 fiscal year.

#### **Diversification of Funding Sources:**

To mitigate the reliance on grant funding, we will actively seek alternative sources of financial support. This includes exploring partnerships with philanthropic organizations, corporate sponsors, and community donations. Establishing long-term relationships with potential donors and sponsors will be a priority to secure consistent funding for program operations.

#### **Grant Writing and Fundraising Initiatives:**

We will invest in capacity-building activities for our team, focusing on enhancing grant writing skills and organizing fundraising initiatives. By cultivating a culture of continuous improvement and creativity in securing funds, we aim to establish a sustainable financial model for the Early Literacy Program.

#### **Fee-for-Service Model:**

To ensure financial sustainability, we will explore the feasibility of implementing a fee-for-service model for certain program components. This may include offering training sessions or consulting services to early childhood education providers outside the current program scope. The revenue generated will contribute to sustaining the core components of the Early Literacy Program.

#### **Community Engagement and Support:**



Building strong community ties is crucial for the program's longevity. We will continue to engage with the community, seeking their input, involvement, and support. Establishing partnerships with local businesses, community organizations, and educational institutions will not only enhance program visibility but also create a network of support for future sustainability.

**Integration with Existing Educational Initiatives:**

To ensure the program aligns with broader educational goals and initiatives, we will explore integration opportunities with existing early childhood education programs. By embedding the Early Literacy Program within larger educational frameworks, we increase the likelihood of continued support from educational institutions and governmental bodies.

**Monitoring and Evaluation for Continuous Improvement:**

A robust monitoring and evaluation system will be implemented to assess the effectiveness of the program continually. Regular assessments will identify areas for improvement and provide data-driven insights that can be leveraged in future grant applications. Demonstrating the program's impact will strengthen our case for continued financial support.

**Documentation and Knowledge Transfer:**

Documenting program processes, methodologies, and success stories will be a priority. This knowledge transfer will not only facilitate seamless program continuation but also serve as a valuable resource for future grant applications, showcasing the program's impact and potential.

By implementing these strategic measures, we aim to ensure the sustained success and impact of the Early Literacy Program for young children and their caregivers, contributing to the long-term educational development of the community.

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## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Institute for Native Pacific Education and Culture

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	257,998			
2. Payroll Taxes & Assessments	32,173			
3. Fringe Benefits	44,760			
<b>TOTAL PERSONNEL COST</b>	<b>334,931</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	7,500			
2. Insurance	900			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	27,000			
5. Staff Training	7,875			
6. Supplies	79,500			
7. Telecommunication	3,360			
8. Utilities				
9. Per Diem & Lodging	6,750			
10. Mileage	1,608			
11. Contractual Services-Administration	12,280			
12. Contractual Services-Professional	28,000			
13. Publication & Printing	8,250			
14. Repair & Maintenance	900			
15. Tests & Assessments	8,450			
16. Transportation	2,250			
17.				
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>194,623</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>6,000</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>535,554</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	535,554	Marissa Pico	808-693-7222	
(b) Total Federal Funds Requested		Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested		<i>Maile Keli'ipio-Acoba</i> <span style="float: right;">1-18-2024</span>		
(d) Total Private/Other Funds Requested		Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>535,554</b>	Maile Keli'ipio-Acoba, Chief Executive Officer Name and Title (Please type or print)		

**BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES**

Period: July 1, 2024 to June 30, 2025

Applicant: Institute for Native Pacific Education and Culture

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Prrincipal Investigator	1	\$150,000.00	10.00%	\$ 15,000.00
Program Director	1	\$72,600.00	60.00%	\$ 43,560.00
Early Literacy Coach	1	\$53,150.00	100.00%	\$ 53,150.00
Early Literacy Coach	1	\$53,150.00	100.00%	\$ 53,150.00
Program Activities Coordinator	1	\$48,006.00	100.00%	\$ 48,006.00
Data Specialist	1	\$54,080.00	50.00%	\$ 27,040.00
Fiscal & Compliance Officer	1	\$89,000.00	10.00%	\$ 8,900.00
Logistics & Support Staff	1	\$45,760.00	20.00%	\$ 9,152.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>257,958.00</b>
<b>JUSTIFICATION/COMMENTS:</b> (1) Principal Investigator (PI): 0.10 FTE/12-month position - Responsible for the overall vision and direction of the statewide Native Hawaiian agency and oversees all programmatic, grant and reporting activities (208 hrs. @ \$72.12/hr., \$15,000 annual salary). (2) Program Director (PD): 1.0 FTE/12-month position - Responsible for planning and implementing the ELP program goals and objectives. The PD works to ensure that the programs direction aligns with state standards; creates detailed management plans; trains educators and collaborates with parents to support literacy and laguage development in their child; and hires, manages, and mentors staff. (1,248 hrs. @ \$34.90/hr., \$43,560 annual salary). Continued on next page...				



**BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES**

Period: July 1, 2024 to June 30, 2025

Applicant: Institute for Native Pacific Education and Culture

**JUSTIFICATION/COMMENTS: Continuation...**

- (3) Early Literacy Coach (ELC): 2 positions @ 1.0 FTE/12-month positions - Provides coaching and support for educators and parents raising children using the literacy curriculum and evidence-based practices. The ELC works with the PD in modeling the ELI curriculum, recruiting participants (educators and parents) for the ELP program, ELP training partners, administering pre/posts assessments, coordinating family literacy activities, and providing mentor coaching to various participants. 2,080 hrs. @ \$25.56/hr., \$53,170 annual salary; Total \$106,340).
- (4) Program Activities Coordinator (PAC): 1.0 FTE /12-month - Provides assistance, coordination, and organizational support for program activities and functions; communicates with staff and other INPEACE programs via e-mail, phone, and face-to-face inquiries; coordinates event planning and implementation; supports recruitment of program participants; develops and maintains both paper and electronic file systems in collaboration with Program Director and Early Literacy Coaches; assists in the preparation of presentations and reports; and provide clerical support for project activities, tasks, and data. (2,080 hrs. @ \$23.08/hr., \$48,006 annual salary).
- (5) Data & Evaluation Specialist (DES): 0.50 FTE /12-month position. – Assists the PD with the management of all data related to the program. Performs elementary, professional, and scientific work related to administering assessment instruments, collecting data, and entering into the database system for reporting purposes and so that our programs can be evaluated for success. (1,040 hrs. @ \$26.00/hr., \$27,040 annual salary).
- (6) Fiscal & Compliance Officer (FCO): 0.10 FTE/12-month part-time position – To ensure that funds are used appropriately, the Fiscal & Compliance Officer is responsible for all fiscal affairs and compliance including development, implementation, and monitoring of fiscal procedures to promote and maintain efficient and accurate fiscal operations. The FCO also prepares accurate and timely financial reports as required; monitors the program budget; and works with PI to ensure appropriate accounting control procedures are utilized. (208 hrs. @ \$42.79/hr., \$8,900 annual salary).
- (7) Logistics & Support Staff (LSS): 0.20 FTE/12-month part-time position – LSS duties include scheduling and attending meetings, purchasing, coordinating logistics including travel, managing communication (internal and external), preparing check requests, and ordering supplies to support the rest of the team in ensuring that the program operates smoothly. (416 hrs. @ \$20.00/hr., \$9,152 annual salary).

### BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: \_Institute for Native Pacific Education a

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Computer Laptop	3.00	\$1,500.00	\$ 4,500.00	4500
Office Workspace	1	\$1,200.00	\$ 1,500.00	1500
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	4		\$ 6,000.00	6,000

**JUSTIFICATION/COMMENTS:**

Laptops needed for staff for program/business purposes (i.e. reports, communication, Internet.,etc.). Office space includes desk, chair, & cabinet (\$1,500)

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

**JUSTIFICATION/COMMENTS:**

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Institute for Native Pacific Education

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: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS	N/A					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

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

Applicant: Institute for Native Pacific Education and Culture

Contracts Total: 30,955,479

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	Native Hawaiian Education Program	10/1/20 - 9/30/23	US DOE NHEP	U.S.	6,578,533
2	Native Hawaiian Education Program	5/1/21 - 4/30/24	US DOE NHEP	U.S.	2,885,009
3	Native Hawaiian Education Program	9/1/21 - 8/31/24	US DOE NHEP	U.S.	1,044,941
4	Native Hawaiian Education Program	10/1/23 - 9/30/26	US DOE NHEP	U.S.	2,608,281
5	Native Hawaiian Education Program	10/1/23 - 9/30/26	US DOE NHEP	U.S.	8,215,548
6	Office of Youth Services	7/1/18 - 6/30/23	State of HI DHS	State	500,000
7	Office of Youth Services	7/1/23 - 6/30/25	State of HI DHS	State	300,000
8	National Science Foundation	9/1/23 - 8/31/28	National Science Fdn	U.S.	2,000,000
9	Native Amer./Native Hawaiian Museum Services Award	7/1/19 - 6/30/21	Institute of Museum and Library Services IMLS	U.S.	99,782
10	Native Amer./Native Hawaiian Museum Services Award	7/1/21 - 12/31/22	Institute of Museum and Library Services IMLS	U.S.	99,842
11	Native Amer./Native Hawaiian Museum Services Award	7/1/22 - 6/30/23	Institute of Museum and Library Services IMLS	U.S.	99,953
12	Native Amer./Native Hawaiian Museum Services Award	7/1/23 - 6/30/24	Institute of Museum and Library Services IMLS	U.S.	100,000
13	Home Visiting	7/1/20 - 6/30/24	State DOH Family Health Services Div. Maternal and Child Health Branch	State	2,068,955
14	Maternal, Infant, and Early Childhood Home Visiting Program	7/1/20 - 6/30/24	US Dept of Health and Human Svcs HRSA	U.S.	1,242,347
15	American Rescue Plan Act for Home Visiting	5/1/21 - 9/30/24	US Dept of Health and Human Svcs HRSA	U.S.	206,519
16	Early Literacy	10/1/20 - 6/30/24	HI State DOE - University of Hawaii	State	1,196,605
17	Congressional Earmarks Initiative	9/1/22 - 8/31/25	US Small Business Administration	U.S.	500,000
18	Grant in Aid Fund - Department of Community Services	10/1/21 - 3/31/23	City and County of Honolulu	Honolulu	200,000
19	Office of Hawaiian Affairs	10/1/19 - 9/30/21	Office of Hawaiian Affairs	State	699,855
20	Office of Hawaiian Affairs	12/5/21 - 11/30/22	Office of Hawaiian Affairs	State	134,309
21	Office of Hawaiian Affairs	9/15/21 - 4/15/23	Office of Hawaiian Affairs	State	175,000
22		10			Application for Grants



# Maile Keli'ipio-Acoba

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87-070 Kulaaupuni St. • Waianae, Hawaii 96792 • (808) 291-4341

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## **SKILLS & ABILITIES:**

- Proven leadership skills, with the ability to develop individuals with diverse backgrounds, experience and skill levels.
- Demonstrated success in the implementation of creative and innovative approaches
- Strong problem solving and analytical skills.
- Ability to synthesize information to formulate a vision, approach and system that addresses the needs of the target population.
- Extremely strong and unwavering focus on customer needs and well-being;
- Ability to mobilize community to accomplish community-based projects, working across diverse interest groups to build collaborative relationships and move toward a common goal.

## **WORK EXPERIENCE:**

**11/17/2017 to present**    **CHIEF EXECUTIVE OFFICER**  
**INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE (INPEACE)**  
 1001 Kamokila Blvd., Suite 226, Kapolei, Hawaii 96707      ph: 808-693-7222

**Job Description:** Responsible for the overall management of INPEACE, implementation of the strategic plan such as new initiatives, grant management, community relations and fiscal affairs such as fundraising. Serves as the principal professional officer to the Board of Directors. Initiates expansion of INPEACE services through new projects and contacts with new communities. Lead fund raising efforts, such as capital campaigns. Responsible for preparation of new grant proposals and proper administration of current grants. Maintains positive working relationships by serving on boards, giving presentations and supervising communication efforts. Ensures that funds are managed ethically and in a manner that is consistent with agency requirements. Assures that the structure of the organization is aligned properly to support program effectiveness and foster employee productivity. Committed to building leadership capacities in others through mentoring in writing and fundraising.

**12/2/2013 to 11/16/2017**    **VICE PRESIDENT OF PROGRAMS**  
**INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE (INPEACE)**  
 1001 Kamokila Blvd., Suite 226, Kapolei, Hawaii 96707      ph: 808-693-7222

**Job Description:** Oversees programming to ensure contract compliance and implementation of direct services focused on improving the quality of life for Native Hawaiians. Works with Program Directors to ensure that programming incorporates parent/family voice. Facilitates strategic planning for individual programs to maximize services. Conducts data analysis of program services and works with program staff to make the appropriate adjustments and modifications to meet participant needs.

**1/7/2011 to 12/6/2013**    **PROJECT MANAGER – KA PUA INITIATIVE**  
**KAMEHAMEHA SCHOOLS- PUBLIC EDUCATION SUPPORT DIVISION**  
 567 S. King Street, Honolulu, Hawaii 96813      ph: 808-534-8040

**Job Description:** Led community outreach efforts on the Waianae Coast to establish relationships, conduct needs assessment and ensure community voice & participation, in order to establish conceptual themes for the Ka Pua Education Plan. Identified and developed research-supported concepts for academic programming to fill educational gaps and developed a conceptual plan to address the needs. Served as Project Manager for the design and conceptual

development of a 40-acre Kamehameha Community Learning Center planned for Ma'ili. Engaged community non-profits in a collaborative effort to develop a coordinated system for Early Childhood Education services on the coast. Worked with team of planners, architects and program specialists to develop building designs and programmatic framework for Early Childhood Education Complex.

- 1/13/2010 to 1/14/2011**    **HOUSING PROGRAM MANAGER**  
**HONOLULU COMMUNITY ACTION PROGRAM**  
 33 S. King Street, Honolulu, Hawaii 96813                      ph: 808-521-4531
- 4/1/2002 to 12/17/09**    **DIRECTOR OF HUMAN SERVICES**  
**SKAGIT COUNTY GOVERNMENT – HUMAN SERVICES DEPT.**  
 601 S. 2<sup>nd</sup> Street    Mount Vernon, Washington 98273                      ph: 360-336-9433
- 8/19/96 to 3/31/2002**    **COMMUNITY SERVICES DIRECTOR**  
**SKAGIT COUNTY COMMUNITY ACTION AGENCY**  
 P.O. Box 1507    Mount Vernon, Washington 98273                      ph: 360-416-7585
- 02/08/95 to 8/15/96**    **PROGRAM DEVELOPMENT MANAGER**  
**DOMESTIC VIOLENCE CLEARINGHOUSE AND LEGAL HOTLINE**  
 Honolulu, Hawaii
- 02/01/94 to 12/31/94**    **INDEPENDENT CONTRACTOR / NON-PROFIT PROGRAM EVALUATION**  
 Waianae, Hawaii
- Backyard Aquaculture
  - Ka'ala Farms
- 2/8/89 to 07/29/94**    **EMPLOYMENT SERVICE SPECIALIST I - IV**  
**STATE OF HAWAII - DEPT. OF LABOR & INDUSTRIAL RELATIONS**  
 Kailua-Kona and Honolulu, Hawaii

**EDUCATION****UNIVERSITY OF HAWAII AT MANOA**

Master's in Public Administration • May 1995

Bachelor of Arts - Hawaiian Studies • May 1988

**PROGRAM INNOVATION & DEVELOPMENT PROJECTS:**

- Kamehameha Schools Community Learning Center at Mā'ili (Wai'anae, Hawai'i)
- Homeless Transitional Housing (Skagit County, Washington)
- Mobile Food Express (Skagit County, Washington)
- School-based Mental Health Therapy (Skagit County, Washington)
- Community Wellness Program (Skagit County, Washington)
- Skagit County Behavioral Crisis Triage Program (Skagit County, Washington)
- Skagit County Mental Health Court (Skagit County, Washington)
- Skagit County Juvenile Drug Court (Skagit County, Washington)
- Skagit County Family Treatment Court (Skagit County, Washington)
- Computer Network System (Skagit County, Washington)

91-1287 Hoopio Street



Ewa Beach, HI 96706



(808) 681-3938



mpico11@yahoo.com

## Marissa Pico

### Objective

To utilize my accounting knowledge and skills to advance my career in the accounting field.

### Technical Skills/Proficiencies

- Computer Skills: Microsoft Office - Excel, Word, PowerPoint & Outlook
- Accounting Software Experience: QuickBooks, Mas90, Peachtree
- Tax Software Experience: CCH ProSystems Fx
- Document Imaging Software - LaserFiche

### Experience

July 09 – Present

Institute for Native Pacific  
Education and Culture

Kapolei, Hawaii

#### *Finance Director*

- Responsible for all fiscal affairs including various financial reporting to funders, fiscal compliance and overseeing financial recordkeeping.
- Manage the company's \$4.8 million budget along with the multiple, individual program budgets along with the CEO.
- Work closely with Project Directors with monitoring the budget and approving expenditures.
- Assist CEO with the fiscal areas of grant proposals.
- Oversee all cash management responsibilities including A/R, grant draw downs, cash transfers between bank accounts, and deposits.
- Oversee the A/P department.
- Work closely with auditors during annual audits.

August 06 – July 09

Institute for Native Pacific  
Education and Culture

Kapolei, Hawaii

#### *Senior Accountant*

- Assist the CEO and COO in handling all fiscal affairs including various financial reporting to funders, fiscal compliance and overseeing financial recordkeeping.
- Manage the company's \$3 million plus budget along with the multiple, individual program budgets along with the CEO and COO.
- Work closely with Project Directors with monitoring the budget and approving expenditures.
- Oversee all cash management responsibilities including grant draw downs, cash transfers between bank accounts, cash deposits along with COO.
- Oversee the A/P department along with the COO.
- Work closely with auditors during annual audits.

November 03 – August 06

James K. Michishima, CPA

Aiea, Hawaii

#### *Staff Accountant*

- A/P, A/R, bank reconciliation, monthly financial statements, year-end adjustments and closing of books, and general excise tax preparation for more than 10 small businesses.
- Prepared payroll for 20 small businesses. Payroll duties included payroll taxes, W-2s, 1099s, 401K benefits, IRAs, and 1099s.
- Prepared over 300 individual tax returns. Communicate with clients on a daily basis.

**Education**

<i>University Of Hawaii - West Oahu</i>	<i>Pearl City, Hawaii</i>	<i>Bachelor of Business Administration in Accounting</i>
<ul style="list-style-type: none"><li><i>May 2002</i></li></ul>		
<i>Leeward Community College</i>	<i>Pearl City, Hawaii</i>	<i>Associate in Arts – Liberal Arts</i>
<ul style="list-style-type: none"><li><i>May 2000</i></li></ul>		

**Awards/Accomplishments**

*National Dean's List* *Fall 2001*

*University of Hawaii- West Oahu's Deans List* *Fall 2001*

**References**

*Available upon request.*



## Geena Lehua Koka

92-628 'A'ahuali'i Place  
Kapolei, Hawai'i 96707  
(808) 457-9297 | koka0104@ymail.com

### Experience

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#### **Institute for Native Pacific Education and Culture (INPEACE) – Kapolei, HI**

##### ***Data and Evaluation Specialist – February 2023 to Present***

Coordinate outcome data points and reports based on internal logic models and grant objectives; Coordinate aspects of data collection with program directors from assigned impact areas; Gathers, formats, and organizes relevant external data for utilization by management staff in planning and grant development; Works with management staff to identify and determine long range outcomes for programming, assisting in the design and development of survey and data collection tools and materials; Ensure the efficient and accurate collection of appropriate data points, both historical and current, to ensure the analysis of measurable longitudinal outcomes; Maintain complete documentation for all data sources; Prepare and sort source documents and identifies and interprets data to be entered; Review and makes necessary corrections to information entered; Comply, sorts, and verifies accuracy of data to be entered; Assist in establishing and maintaining an effective and efficient records management system; Generates report and responds to inquiries regarding entered data as requested.

#### **Keiki O Ka 'Āina FLC, Honolulu, HI**

##### ***Data Specialist – June 2022 to February 2023***

Responsible for managing program data for reporting to grant funders and other stakeholders; was on the Research and Data Team which is responsible for the integrity of program data; corresponded internally with team and externally with programs, administration, funders, partners, etc. via email, phone or in-person; and assisted team in organizing and maintaining paper and electronic filing systems and records.

#### **The Queen's Medical Center – Honolulu, HI**

##### ***Data Entry Operator – January 2022 to July 2022***

Converted source documents into computer-acceptable form by use of a keyboard machine, such as a keypunch/verifier, or direct data entry device.

#### **Institute for Native Pacific Education and Culture (INPEACE) – Kapolei, HI**

##### ***Evaluation & Outcomes Specialist – April 2020 to February 2022***

Gathered, organized, and analyzed current and historical program and participant data to effectively demonstrate and tell the story of the organization's impact in community; conducted analysis and comparison of data to current data trends, and reported out measurable outcomes for assigned impact areas; and worked closely with Program Directors to ensure accuracy of data recorded, performed data integrity checks, and ensured alignment of data points with goals and objectives.

#### **Institute for Native Pacific Education and Culture (INPEACE) – Kapolei, HI**

##### ***Data Outcomes Specialist – April 2019 to April 2020***

Responsible for gathering and organizing all historical participant data, conducting analysis, and reporting out measurable outcomes; ensured accuracy of data recorded and perform data integrity checks; coordinated outcome data points and reports based on grant objectives; worked with management staff to identify and determine long range outcomes for programming; generated reports and respond to inquiries regarding entered data upon request; and provided high quality, readily interpretable deliverables (e.g., data tables, graphs, charts, study reports)

#### **Mid-Pacific Institute - Honolulu, HI**

##### ***External Affairs Assistant – July 2018 to March 2019***

Provided administrative support for the External Affairs department, primarily to the Vice President of External Affairs & Enrollment Management and Summer School Coordinator/Database Administration, including the Extended Learning, International Student Services and Communications departments, as needed; maintained data entry and run data queries regularly and per requests; streamlined purchase

orders to the Business Office for processing and file for record keeping; and compared for data integrity between current data system during the development of a new database system

### **INPEACE Kūlia and Ka Lama Education Academy - Wai‘anae, HI**

#### ***Data Specialist – October 2015 to July 2018***

Responsible for managing program data for reporting to grant funders using FileMaker Pro and MS Excel; developed a parallel data system to mirror primary system for transitioning to SQL data system; data team member which was responsible for the development of a new organization-wide SQL data system; worked in FilemakerPro and SQL database software to manage records of clients, invoices, payments and reimbursements; corresponded internally with team and externally with programs, administration, funders, partners, etc. via email, phone or in-person; assisted team in organizing and maintaining paper and electronic filing systems and records; submitted expense reports and invoices to accounting department for reimbursement and/or check requests; tracked and maintained office assets, manage expense reports, and order supplies; provided administrative support for the team, program director, and human resources department; purchased supplies and equipment as Petty Cash Custodian and Credit Card Holder; and organized staff group calendars, meetings, and events on company intranet.

### **INPEACE Kūlia and Ka Lama Education Academy - Wai‘anae, HI**

#### ***Career Activities Coordinator – February 2008 to October 2015***

Receptionist/administrative support; answered client and staff queries in person, by telephone and via e-mail messages; distributed mail and internal correspondence; composed and edit various correspondence using MS Word or similar programs; created and maintained new filing systems and records; organized staff group calendars, meetings, and events on company intranet; submitted expense reports and invoices to accounting department for reimbursement and/or check requests; tracked and maintained office assets, managed expense reports, and ordered supplies; provided administrative support for the team, program director, and human resources department; greeted and directed professional visits

## **Education**

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### **Remington College – 2006**

*Honolulu, HI*

- Associate Degree in Applied Science in Criminal Justice
- Honors graduate

### **Kamehameha Schools – 1999**

*Honolulu, HI*

- High School Diploma

## **Skills**

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- Proficiency in Microsoft Office (Word, Excel, Publisher and PowerPoint)
- Data Analysis
- Microsoft SharePoint
- Databases (FileMaker Pro, SQL, DataWise, CaseWorthy, Apricot, ETO (Efforts to Outcomes), Pi (Performance Insight))

**Germaine K. Tauati****Early Literacy Program Director****Contact**

922 Ahuna RD  
 Hilo, HI 96720  
 808.936.3296  
 germainet@inpeace.org

**Summary**

Devoted educator with over nineteen years of experience in the field of early childhood education. Focused on advancing the foundational language and literacy skills in children, by collaborating with parents, c caregivers, and teachers.

**Education**

Master of Arts in Education  
 Specialization in  
 Curriculum and Instruction  
 May 26, 2014  
 Cumulative GPA 4.0

Bachelor of Arts  
 Early Childhood Education  
 Administration  
 November 26, 2012  
 Cumulative GPA 3.82

**Experience**

*2022-Present*

Early Literacy Program Director • INPEACE

*2020-2022*

Early Literacy Coordinator and Coach • INPEACE

*2019-2020*

Lead Mentor Coach • INPEACE

*2011-2019*

Mentor Coach • PD Specialist • INPEACE

*2007-2011*

Trainer • CDA Advisor • INPEACE

*2003-2007*

Site Coordinator • Pana'ewa Keiki Steps • INPEACE

*2003-2003*

Co-teacher • Pana'ewa Keiki Steps • INPEACE

Designs curriculum and instruction for early childhood providers. Coordinates cultural literacy activities. Incorporates individualized/differentiated instructional practices to provide immediate literacy intervention and other support services for children in need. Identifies assessment timeline to collect child outcome information.

**Key Skills**

Assessments  
Public Speaking  
Higher Education  
Mentoring, Teaching  
Leadership Research  
Curriculum Development  
Staff Development

**Communication**

Provides modeling, mentoring, and coaching during monthly site visits to Center-based Preschool and Family Childcare Educators. Facilitates reflective debriefing sessions with each site team. Works with principals, directors, family childcare providers, teachers, and parents to improve the quality of care and instruction for children and their families of zero to five. Coordinates Early Literacy PLC with targeted elementary schools. Collaborates with contractors.

**Training**

New Hire Orientation-TTT  
CLASS Observer-Pre-K  
Affiliate CLASS Trainer  
Mind in the Making  
ASQ-3/ASQ:SE-2  
Second Step  
PPVT-IV  
TS Gold

**Leadership**

Gathers, organizes, and interprets assessments to provide data-driven interventions. Monitors budgeting and expenses for early literacy grant. Leads implementation team meetings. Conducts monthly mentor coaching trainings. Builds lasting relationships with caregivers and teachers. Participates in the evaluation and selection of instructional books and materials in the literacy intervention. Promotes oral language and literacy development in a cultural context.

**Personal**

Married to Reef Tauati  
Four children  
Three grandchildren  
YSA Comms Specialist  
Tauati 'Ohana Scholarship  
Keaukaha-Pana'ewa Farmers  
Association Board Member

**References**

Robyn Chun UHM Graduate ECE Programs Director	1(808) 956-0337
Kim Guieb UHM P-3 Project Manager	1(808) 956-3879
Michele Ebersole PhD UHH School of Education	1(808) 932-7108
Ann SD Abeshima EdD HCC Professor	1(808) 349-3769



## Chantal Richie

91-704 Makalea St  
Ewa Beach, Hi 96706  
Phone: 808.224.5162

Email: chantalm@hawaii.edu

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### INPEACE

#### **Early Literacy Program – Early Literacy Coach August 2021- Present**

- Provide coaching and support for community partners in literacy interventions and evidence based practices
- Conduct site walk throughs to help with literacy intervention fidelity and goal setting
- Purchase and deliver literacy books and materials to various early childhood education sites
- Plan literacy professional development opportunities for community partners
- Administer PPVT for ELP Keiki
- Oversea Teaching Strategies Gold
- Manage ELP workbook
- Collect and input partner/ child data in PI database

#### *Keiki Steps-Teacher's Aide October 2018- January 2022*

- Collaborate and create lesson plans
- Implement lessons and facilitate circle time in-person and virtually
- Create and upkeep snack menu
- Prepare and serve snack for keiki
- Provide and score ASQ/ASQ-SE-2 Assessments
- Refer families to proper community resources based on need
- Support Lead teacher
- Assume lead teacher role and responsibility when necessary

#### *Keiki Steps- 'Ohana Advocate January 2018-August 2021*

- Teach Parent Focused Curriculum through weekly parent talks
- Write parent talk lesson plans
- Plan and facilitate 'Ohana Nurturing
- Follow up and provide support for children who fall below in screenings and assessments
- Connect families with necessary resources
- Facilitate weekly OA Meetings

#### *Keiki Steps-Site Substitute January 2016-January 2018*

- Assist site teachers with daily tasks (set up, break down, sanitize, etc.)
- Help execute planned lessons for site and snack preparation
- When necessary, bulk purchase for site snacks and materials

### **Education**

MEd ECE- UH Manoa (June 2021- Present)

Hawaii Pacific University (September 2005- May 2009) Honolulu, HI

- BA Social Science

PACE (Honolulu Community College)

- ECED 110 August 2019
- ECED 105 Spring 2020
- ECED 131 Spring 2020
- ECED 140 Spring 2021

James Campbell High School (August 2001- June 2005) Ewa Beach, HI

- Diploma ( Early Childhood Development and Leadership Career Pathway Completion Cords)

**Awards/ Certifications:**

National Apartments Leasing Professional Certification – April 2011

Phi Gamma Mu Honor Society – 2007- Present

Dean's List-2007

**Conferences and Training**

TS Gold Data for Administrators and Coaches- February 2023

Brazelton Touch Points- February 2023

WIPCE- September 2022

'ELEU Conference- October 2022

Family Engagement and Community Schools Conference- June 2022

2021 NAU Culturally Responsive Practice in Indigenous Early Childhood Education

Conference- June 2021

Kupulau Conference- April 2021

HBCE Virtual Conference- February 2021

Kamehameha Schools Technology Integration- July 2021- October 2021

TS-Gold Training- November 2021



# FRANCONIA ARLINE

inlutk145@gmail.com | 8087799452 | AIEA, HI 96701

## Summary

As a Patient Service Representative for 20 years: Flexible hard worker ready to learn and contribute to team success. Dedicated employee known for punctuality, pursuing employment options where good customer service and positive attitude will make a difference. Attentive Patient Service Representative skilled in managing patient charts, processing payments and scheduling procedures. Detailed team player with strengths in communication, customer service and multitasking. Detail-oriented Patient Service Representative with outstanding treatment knowledge and stellar communication skills. Successful at coordinating between patients and professionals and offering comprehensive patient education. Committed to organization and time management.

As a director with 25 years of experience leading creative and relevant children's ministry programming to engage children and families, resulting in church growth. Successfully directed weekly children's service, an annual Vacation Bible School, and annual Cultural Celebration. Passionate about mentoring children towards their God-given destiny. Accomplished, self-published author and book reviewer. Passionate about literature, creative writing and promoting books.

## Skills

- Medical Filing
- Appointment Scheduling
- Office Administration
- Bookkeeping Support
- Patient Interviewing Skills
- Medical Billing
- Payment Collection
- Transcription
- Excellent interpersonal and communication skills
- Youth Mentorship program Lead
- Community Engagement
- Teaching/Training
- Critical/Imaginative Thinking
- Program Planning
- Event Scheduling
- Strong Writing and communication skills

## Experience

The Queen's Medical Center |  
Honolulu, HI  
**Senior Patient Service Representative**  
*11/2003 - Current*

- Greet patients, collected personal and insurance information, verified insurance coverage, and obtained authorizations for services.
- Schedule patient appointments, updated patient records, maintained accurate documentation in the electronic health record system.
- Answer incoming calls from patients and providers with inquiries regarding medical services and procedures.
- Process payments for services rendered by completing credit card authorization forms and accurately documenting all financial transactions.
- Lead trainer for new employees of all department processes and protocols.
- Create/Write Standard Operating Procedures

City of Refuge Christian Church |  
Waipahu, HI  
**Director of Children's Ministry**  
*01/2007 - Current*

- Develop and implement innovative programs to engage children in the church's mission.
- Create and manage budgets for Children's Ministry activities.
- Recruit, train, and supervise volunteers to lead Sunday school classes and

other programs for children.

- Create/Write Standard Operating Procedures
- Organize special events such as Vacation Bible School, Easter Egg Hunts, and Christmas pageants.
- Provide pastoral care to families with young children.
- Assist in developing curriculum for all age groups within the Children's Ministry program.

Grace Christian Academy | Honolulu, HI  
Elementary Educator  
08/1998 - 05/2003

- Developed and implemented lesson plans that were tailored to meet the individual needs of each student.
- Created an engaging learning environment through hands-on activities, games, and projects.
- Assessed students' progress through observation, formal testing, and recordkeeping.
- Encouraged students to explore their creativity through art, music, and writing.

U.S. Air Force Active Duty | Honolulu, HI  
Telecommunications Specialist  
09/1986 - 07/1992

- Installed and configured telecommunications equipment, including modems, routers, switches, and cables.
- Analyzed customer requirements to determine appropriate telecommunication systems solutions.
- Performed troubleshooting for hardware and software related issues on telecom networks.
- Provided technical support to customers regarding their telecom products and services.
- Developed test plans and conducted tests to ensure proper functioning of telecom systems components

Published Author of 2 books: "There's a book in me"(2022) and "On the Edge"(2023)

## Education and Training

Liberty University | Lynchburg, VA  
Bachelor of Science in Business Administration  
05/2021

University of Maryland Global (via the Armed Forces)  
Associates in Science, Logistics  
July 1992

# Joy Stevens

1001 Kamokila Blvd. #226  
Kapolei, HI 96707

Phone: (808) 693-7222  
email: joys@inpeace.org

## EDUCATION

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### 2004 **CDA Council for Professional Recognition**

Child Development Associate received in March 2004

### 1985 **Wai'anae High School**

## PROFESSIONAL EXPERIENCE

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### 2009 – Present **INPEACE HI**

#### *Logistics Coordinator*

- Organize and schedule meetings for CEO
- Coordinate travel arrangements for staff, flight, ground & lodging, per diem, reimbursement
- Assist HR in on boarding New Hire's
- Assist Fiscal Compliance Officer with the yearly Audit- retrieve files
- Provide support in the grant writing process- keep hard copies of documents in a binder, upload onto the Shared Drive
- Overall office & program support- copies, filing, run errands, pick up supplies, coordinate meetings, drop off/pick up mail, process invoices into Concur, retreat planning, other duties as directed

### November 2006 – October 2009 **INPEACE HI**

#### *Keiki Steps Project Navigator- Oahu*

- Supervise eight family-child interaction early childhood programs in Kalaeloa, Nānākuli, Mā'ili, Ulu Ke Kukui Leihōkū, Wai'anae, Kamaile, and Mākaha.
- Directly supervise 21 Keiki Steps staff
- Enforce organizational policies and procedures
- Develop partnerships with other community agencies that will enhance current services to families in each respective location
- Attend early childhood community meetings to increase collaboration and coordination of services

### January 2005 – November 2006 **INPEACE HI**

#### *W. K. Kellogg SPARK Initiative program- Learning Advocate Coordinator*

- Recruit and assess 1,000 children three to five years of age,
- Created a Daily Activity Calendar for the year for families with keiki prior to entering Kindergarten
- Manage Data Entry
- Collaborate closely with WNP, KS, WCCHC, DOE

### June 2003 - December 2004 **INPEACE HI**

#### *Keiki Steps Site Coordinator/Teacher's Aide- Wai'anae & Makaha*

- Started a dual site with Nalei Arsiga Faurot at Kamaile and Makaha Elementary School

### June 2001 – May 2003 **INPEACE HI**

#### *Keiki Steps Site Coordinator- Wai'anae*

- Started a new Keiki Steps site in Wai'anae at Pililaau Park Recreational Center
- Moved onto Wai'anae Elementary School Campus- portable

### August 2000 – May 2001 **INPEACE HI**

#### *Keiki Steps Teacher's Aide- Nānākuli,*

- Work with Native Hawaiian children ages 0-5 and their parents/caretakers by providing resources for specific needs of family through fliers & brochures
- Updating & informing families of activities & meetings in/at communities & schools (NHS, KS, NES)
- Read books, sing songs, prepare/schedule lesson plans, set up & breakdown of activity centers, sanitized activities, mini workshops, field trips, made up & printed fliers
- Attend workshops, conferences & more.



# Early Literacy Program Organizational Chart

Board of Directors  
President: Dr. Konia Freitas, VP: Richard Naiwi Wurdeman  
Secretary: Rochelle Ka'aloa, Treasurer: Wallace Chin  
Members: Dr. Kathy Au, Dr. Jon Matsuoka, Dr. Kiana Frank, Dr. Alice Kawakami,  
Lynette Wakinekona, Derek Kurisu, Walter Thoenmes III, Julianne Chun, Sherlyn Franklin-Goo

