



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: **IMPACT CHANGE HAWAII**

DBA/Trade Name: **Building Blocks Hawaii**

Issue Date: **12/30/2025**

Status: **Compliant**

Hawaii Tax#: ██████████
New Hawaii Tax#: ██████████
FEIN/SSN#: ██████████
UI#: XXXXXXXX5704
DCCA FILE#: 297217

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Waived
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, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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

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

Impact Change Hawaii

(Typed Name of Individual or Organization)

Leila Fujinaka

(Signature)

January 19, 2025

(Date)

Leila Fujinaka

(Typed Name)

Executive Director

(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

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

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2025.

See attached Certificate of Vendor Compliance, dated December 30th, 2025

2. Declaration Statement

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

See attached Declaration Statement, signed by ICH ED and CEO.

3. Public Purpose

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

If funded, this grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

II. Background and Summary

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

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

Impact Change Hawai'i (ICH) is a Hawai'i-based nonprofit that builds early literacy and family support for children in underserved communities. Established in 2019, ICH focuses on closing school-readiness gaps for families who face limited access to affordable, consistent early learning.

Our flagship program, Building Blocks Hawai'i (BBH), delivers structured literacy instruction for ages 3–5 and practical caregiver coaching so learning continues at home. We also equip

partner sites and educators to deliver the same literacy approach with consistency, allowing more children to benefit beyond our own classrooms. ICH has used prior public and private support to expand service reach while tracking outcomes through routine assessment and participation data.

ICH's community standing is reinforced by approval as an Aloha United Way Nonprofit Partner Agency (2026–2027) and a Letter of Intent from Hawaii Literacy supporting this FY2027 request and intended collaboration on the expansion of the use of ICH curriculum and resources in its programs in public housing and within the community.

2. The goals and objectives related to the request;

Overview

Impact Change Hawai'i's request supports an intervention model designed to close early literacy gaps before they become long-term academic and economic barriers. The model has three connected parts:

1. Direct, evidence-based literacy instruction for children through Building Blocks Hawai'i (BBH);
2. Structured parent/caregiver education through the Parent Empowerment Institute (PEI) so learning is reinforced at home; and
3. Workforce development through training and coaching educators to deliver Science of Reading-aligned instruction with fidelity across partner sites.

Together, these goals expand both immediate services to children and families and the community's capacity to sustain strong literacy outcomes over time.

Goal 1: Strengthen early literacy and school readiness for young children from low- to moderate-income families.

Objective: Sustain core Building Blocks Hawai'i (BBH) operations at ICH's Central site to deliver high-quality, integrated, evidence-based literacy instruction with social-emotional learning (SEL), leadership and character development to 100+ children annually. To further expand our reach for Hawai'i's keiki by equipping our teaching staff to train incoming partners in executing our curriculum, Literacy Builder, with fidelity.

Goal 2: Strengthen family capacity to support children's learning and household stability by expanding to the larger community.

Objective: Deliver the Parent Empowerment Institute (PEI) and related family education programming for both, families enrolled in Building Blocks Hawai'i and families in the broader community. To provide practical strategies for at-home educational support, family

engagement, and reinforcement of children’s social-emotional learning, leadership, and character development. The PEI will increase its subjects for training to include topics such as financial education, stress management, and child development, improving educational and life outcomes across age groups. Youth-informed sessions that help parents better understand the realities children and adolescents navigate today will reinforce early prevention, proactive communication, and critical thinking. Collaboration with the Building Industry Association of Hawai‘i (BIA) will expose families to potential career paths.

Goal 3: Expand and create additional community partnerships for both literacy execution and in workforce-aligned skill-building and scale our reach.

Objective: Support current community partnerships and education organizations, including On Time R.E.A.C.H. (50 children), Hawai‘i Fusion ED (24 children), Hawaii Literacy (TBD), and other private organizations, to expand implementation of the proprietary Literacy Builder curriculum beyond direct BBH participants.

Grant-supported activities will include professional development for all partner educators to ensure high-quality, Science of Reading–aligned implementation. In addition it will support a higher-level workforce development pathway for select educators, paraprofessionals, and parent leaders, providing hands-on training, coaching, and applied instructional experience alongside BBH staff ensuring consistent, high-quality implementation without duplication of existing DOE or privately funded services.

In addition, the project will support Year 1 expansion implementation needs (staffing, training, and materials), afterschool literacy programming, and community-based workshops that connect academic learning with family education and real-world application. Select community workshops will incorporate youth-led perspectives through The Catalyst’s Club.

3. The public purpose and need to be served;

Public Purpose (HRS 42F-102)

Impact Change Hawai‘i’s request serves a clear public purpose under HRS 42F-102 by strengthening early literacy and school readiness for vulnerable children and improving family stability in low- to moderate-income communities. By providing evidence-based early literacy intervention paired with caregiver education and educator training, the project reduces the likelihood of costly downstream public impacts—such as chronic academic underperformance, increased need for remediation, and long-term reliance on public assistance—while supporting Hawai‘i’s goals for educational equity, workforce readiness, and community well-being.

Problem Statement

Hawai‘i still faces ongoing issues with access to early education like long waitlists for newly opened DOE pre-schools, family capacity to support kids' academic and social-emotional growth, and long-term job readiness. Only one in three children in Hawai‘i enters kindergarten fully prepared, with approximately 70% of students entering the 2024–25 school year not meeting full readiness benchmarks (Hawai‘i DOE, Strive HI Performance System, SY 2024–25). More concerning is only 1 in 3 kids are reading proficiently by fourth grade (2024 NAEP).

Disparities Among ALICE Families

Literacy disparities are especially pronounced in Title I communities. Our firsthand experience working with partner Title I schools within the Leilehua–Mililani–Waiialua complex is consistent with Hawai‘i DOE data indicating that schools such as Ka‘ala Elementary report approximately 52% third-grade literacy proficiency, placing many students at heightened risk for long-term academic and economic challenges.

Low- to moderate-income households, particularly ALICE families, which comprise 29% of Honolulu households (Aloha United Way ALICE Report, 2025), often face not only limited access to early education, but also reduced capacity to support child development at home due to financial strain, stress, and lack of access to practical guidance. When foundational literacy and family support are absent early, the downstream public costs increase significantly; children who are not reading proficiently by third grade face a 66% likelihood of future welfare reliance (Annie E. Casey Foundation, 2021).

Why Early Intervention Matters

The urgency of early intervention is underscored by the child development research that 90% of brain development occurs by age five (Harvard Center on the Developing Child, 2020). Yet preschool enrollment for children ages three and four remains below 50% statewide, leaving thousands of keiki without consistent access to high-quality early learning environments during the most critical developmental window (UHERO, 2024). Educators and school leaders report that staffing shortages and limited access to Science of Reading–aligned training reduce their ability to provide consistent, evidence-based instruction, particularly in Title I communities where needs are greatest.

What Happens If We Do Nothing

Without early intervention, these gaps rarely self-correct; rather, they continue to widen over time. Hawai‘i keiki missing third-grade literacy proficiency face heightened risks of persistent struggles, greater remedial needs, school dropout, and enduring barriers to jobs and stability (Hawai‘i DOE data and RAND Corporation studies on P-3 initiatives, 2015-2024; Annie E. Casey Foundation, 2021).

With 90% of brain growth happening by age five (First Things First and Lurie Children's research), targeted early literacy and family support are key for prime prevention and early intervention, over costly fixes later.

After 6 years of addressing this issue, it is very clear to ICH that one organization alone cannot reach all the children and families who remain without access. It takes the Laulima effect—many hands working together—and a strong, easy-to-implement curriculum from which others can obtain similar results.

Caregiver Support is Crucial

Early caregiver involvement is critical to shaping the neural pathways that support literacy, language, and social-emotional development. When caregivers lack the tools or support to engage in early learning, foundational development is compromised at the stage when it matters most (*Hart & Risley, 1995; Brooks-Gunn & Markman, 2005*). In Hawai‘i’s high-cost environment, many families face significant time and financial stress, limiting their capacity to support early learning without guidance. Strengthening family capacity during these early years is therefore a necessary preventative strategy that stabilizes learning foundations before gaps take hold and more cost is put toward interventions (*Henderson & Mapp, 2002*).

Why Literacy is Economic Infrastructure

The effects of early literacy gaps extend beyond the education system and into Hawai‘i’s workforce pipeline.

Industry and workforce stakeholders emphasize that success in career pathways—especially the skilled trades—requires strong foundational skills, including basic math and the ability to read and act on workplace documents such as directions, signs, policies, and safety information (National Skills Coalition, 2017); when these skills are weak, safety and advancement are harder, and employers continue to report skills mismatches that contribute to hiring challenges (Congressional Research Service, 2022).

These challenges reinforce the need for preventive investment that strengthens early literacy and family structure long before students reach secondary or workforce training environments.

4. Describe the target population to be served; and

The primary population served is A) children ages 3–5 enrolled in ICH’s dba, Building Blocks Hawai‘i (BBH) and their families residing in Title I communities across O‘ahu. These households are primarily working families facing limited access to affordable, high-quality early learning services due to Hawai‘i’s high cost of living and constrained preschool availability. BBH provides early literacy instruction and caregiver education to strengthen families and thereby school readiness to ensure that learning gains are reinforced in the home.

B) The secondary population includes children and families served through partner organizations, including schools, afterschool programs, housing-based initiatives, and community nonprofits such as Hawaii Literacy in O‘ahu low-income communities grades 3 and under. Through these partnerships, Impact Change Hawai‘i extends literacy instruction, family education, and developmental supports beyond direct BBH enrollment. Partner-based delivery allows services to reach families with children across early elementary grades who may not otherwise access early intervention or enrichment programs.

C) The third population includes caregivers and families from the broader community who will participate in open, community-based workshops and education sessions. These offerings focus on practical, preventative education related to early literacy support, child development, family engagement, and workforce readiness. Select workshops introduce families to career pathways and skill development, reinforcing the connection between early learning, family stability, and long-term economic opportunity.

Additionally, ICH serves educators, paraprofessionals, and parent leaders through professional development, pilot implementation, and workforce-aligned training tied to the Literacy Builder curriculum. Strengthening adult capacity ensures sustained instructional quality and extends program impact across classrooms, homes, and community settings.

5. Describe the geographic coverage.

Impact Change Hawai‘i’s primary service area is O‘ahu, with direct program delivery and partner-based implementation concentrated in O‘ahu. Core services are delivered through ICH’s dba Building Blocks Hawai‘i (BBH) sites in Mililani, with expanded reach through community and school-based partners in surrounding Title I communities.

Our current partner programming extends services to Kalihi–Honolulu through collaboration with On Time R.E.A.C.H., and to additional school sites through Hawai‘i Fusion ED. Open community workshops and workforce-related events are delivered in partnership with the Building Industry Association of Hawai‘i (BIA) and may be offered across multiple locations statewide.

III. Service Summary and Outcomes

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

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

Grant funds will support a focused scope of work that delivers direct early literacy services at an ICH-managed site, expand their reach through partner implementation, and build educator capacity to organization sustainability beyond the grant period.

Direct Program Delivery (Building Blocks Hawai‘i – Mililani): Impact Change Hawai‘i will operate Building Blocks Hawai‘i (BBH) providing evidence-based early literacy instruction for children ages 3–5. Core program activities include daily instruction using the proprietary Literacy Builder curriculum, STEM, integration of social-emotional learning and character development, and structured caregiver education through the Parent Empowerment Institute (PEI). Equip caregivers with practical, home-based strategies that reinforce strong literacy and classroom learning, strengthening early developmental outcomes. Ongoing assessment and progress monitoring will inform student, parent, and teacher instruction and ensure program fidelity maintains consistent service delivery.

Partner-Based Program Expansion: Grant funds will support the expansion of Literacy Builder implementation through formal partnerships that extend services beyond direct BBH enrollment. Impact Change Hawai‘i will provide training, professional development, and Year 1 implementation support to the partner organizations serving early elementary-aged children in community and school-based settings with intervention literacy. This includes educator training, instructional materials, and technical assistance to ensure effective delivery aligned with Literacy Builder’s evidence-based framework.

Family and Community Education: In addition to site-based services, family education sessions and community workshops will extend PEI content to a broader audience. These offerings focus on at-home literacy reinforcement, child development, family engagement, workforce development with trade related activities for the whole family, and incorporate youth-informed perspectives to support parent understanding of digital safety, social pressures, and emerging risks children face today. These sessions are designed to strengthen low-income and ALICE families, caregiver confidence, build stronger family communication, and early prevention practices.

Educator Training and Sustainability Pilot: Grant funds will also support educator training with current and future partnerships, and a pilot implementation of the Literacy Builder curriculum with potential partner programs. This pilot will assess effectiveness in new settings and inform future scale-up and potential licensing. Activities include educator training in explicit, Science of Reading–aligned instruction, coaching and implementation support, and data collection to evaluate readiness for broader adoption. In parallel, ICH will train community educators, paraprofessionals, and parent leaders to strengthen local classroom educators and address ongoing workforce development in early literacy education.

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

During **Quarter 1 (July–September 2026)**, Impact Change Hawai‘i will hire and train grant-funded staff to run classrooms and become trainers in literacy, finalize implementation plans, and initiate formal partnerships. This period will include professional development and onboarding for partner organizations, including On Time R.E.A.C.H. and Hawai‘i Fusion ED, as well as provide quality literacy education at ICH-managed sites. Planning and coordination for community workshops and family education sessions, including youth-informed components delivered in collaboration with The Catalyst’s Club as well as events in partnership with the Building Industry Association of Hawai‘i (BIA), will also occur during this quarter.

In **Quarter 2 (October–December 2026)**, core BBH services will be fully operational, serving approximately 55 children and their families. Partner-based implementations will begin in community and school-based settings serving approximately 75 children and families, extending literacy and family education services through On Time R.E.A.C.H., Hawaii Literacy, and Hawai‘i Fusion ED. Community workshops and events in collaboration with BIA will be delivered during this period.

During **Quarter 3 (January–March 2027)**, Impact Change Hawai‘i will continue monitoring and supporting partner implementations, with combined reach across partner programs expected to exceed 200 children and families. Ongoing data collection and formative evaluation will be conducted to assess program quality, participant outcomes, and progress of outcomes.

In **Quarter 4 (April–June 2027)**, Impact Change Hawai‘i will complete comprehensive outcome assessments across BBH, partner programs, and community-based services. Final reporting, documentation, and required submissions to the State will be completed during this period. BBH program enrollment will scale to serve approximately 100 children.

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

Impact Change Hawai‘i will implement a structured quality assurance and evaluation process to monitor program performance, measure outcomes, and continuously improve service delivery. Participant progress in Building Blocks Hawai‘i (BBH) and partner-based programming will be assessed using pre, mid, and post-assessments to track literacy growth and readiness indicators. This will inform instructional adjustments and ensure fidelity to the Literacy Builder curriculum.

Family engagement and implementation will be measured through parent and caregiver

surveys administered throughout the program cycle, with a target of at least 80% reported implementation of strategies at home. Feedback from families will be used to refine Parent Empowerment Institute (PEI) content and delivery to better meet participant needs.

Quality assurance for partner implementations will include monthly training, check-ins and reviews with participating organizations to assess progress, address challenges, and adjust training or technical assistance as needed. Findings from the Literacy Builder pilot, including partner feedback and outcome data, will be used to adapt curriculum materials, professional development supports, and implementation guidance.

In addition, Impact Change Hawai‘i will conduct an annual internal review of program operations, fiscal management, and compliance with grant requirements to ensure accountability and responsible stewardship of State funds. This continuous feedback loop supports data-informed decision-making, program improvement, and sustained quality across all service components.

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

1. Early Literacy and Readiness Outcomes: At least 90% of children participating in Building Blocks Hawai‘i (BBH) will demonstrate measurable gains in early literacy and readiness skills based on pre- and post-program literacy assessments.

2. Expanded Reach Through Partnerships: An additional 75 children will be served through partner-based implementation of Literacy Builder programming, including approximately 50 children through On Time R.E.A.C.H. in housing-based settings and 24 children through Hawai‘i Fusion ED afterschool programs.

3. Family Engagement and Implementation: At least 80% of participating parents and caregivers will report active engagement and implementation of strategies learned through the Parent Empowerment Institute (PEI) sessions and community workshops, as measured through participant surveys.

4. Pilot Implementation and Scalability: The Literacy Builder pilot will be successfully implemented with additional partner programs, with a target of at least three partner sites demonstrating readiness for continued implementation beyond the pilot period, as evidenced by completion of training, implementation fidelity, and outcome data.

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - 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](#))

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$62,500	\$62,500	\$62,500	\$62,500	\$250,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.

Honolulu City & County GIA

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

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2027 for program funding.

N/A

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.

\$ 54,247

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Background

ICH has 6+ years delivering BBH, with certified educators achieving 85% readiness gains. Expertise in curriculum development (Literacy Builder), parent empowerment, and partnerships (e.g., prior with DOE vendors).

ICH has a highly experienced team that provides the expertise necessary to sustain and expand BBH activities. The program is led by a Curriculum Director with 38 years of experience in the DOE, and a Master's in Special Education. The Team Director brings over 30 years of DOE experience, a Master's in Elementary Education, and a Certification from the Hawaii Teacher Standards Board. BBH's two teachers collectively have nearly 40 years of teaching experience, ensuring high-quality program delivery.

BBH Literacy Improvement

Data from ICH's regularly administered Preschool Early Literacy Indicators (PELI) assessments highlight the effectiveness of the BBH program and its impact on kindergarten readiness. Children receive 1.5 hours of multisensory early-literacy instruction twice per week, paired with strong caregiver involvement through the Parent Empowerment Institute. Literacy Builder (LB) is BBH's proprietary early-literacy curriculum, developed from years of BBH classroom practice; it is the structured sequence of lessons we use in BBH classes and later train community educators to implement.

We focus on the PELI language index, which most clearly reflects early-literacy readiness; children in the Watch or At Risk ranges are considered 'low literacy'.

Across the last two program years, BBH consistently improved early-literacy outcomes for children who began the year with low skills. A substantial portion of children entered with low literacy (55% in SY2023–24 and 35% in SY2024–25), and in both years 100% of these students improved out of the low range by the end of the program. Overall end-of-year proficiency remained exceptionally strong, with 93% of students scoring at or above average in SY2023–24 and 91% in SY2024–25.

Year	% entering low literacy	% of low group who improved out of low	% all students avg+ literacy by EOY
2023–24	55%	100%	93%
2024–25	35%	100%	91%

BBH Professional / Workforce Development & Training (Historical Capacity)

ICH also has a track record of preparing adults to deliver effective early-literacy instruction. Internally, BBH has trained and promoted parents into teacher roles through structured mentoring, and externally, ICH has provided early-literacy professional development to community partners. To date BBH has trained a total of 180 parents, teachers, and paraprofessionals through structured Professional Development (PD) and classroom-based mentoring. These experiences demonstrate our ability to transfer BBH methods to new educators, a foundation that directly supports our expanded Workforce Development (WFD) model and partner-site implementation in the current grant period.

Community Outreach

ICH has extensive experience in community engagement, particularly through outreach events hosted in partnership with Title I schools and community organizations. In the past 3 program years, through school fairs, book distributions, and family events, ICH has connected with more than 2,000 individuals across 10+ outreach activities, demonstrating our ability to reach underserved families and introduce them to early-literacy support. These events continue to be a strong pipeline for BBH enrollment and parent participation.

Most Recent Contracts or Awards

- AUW Nonprofit Partner Agency (2026–2027)
- Honolulu City & County Grant In Aid (FY2026 - 2027)
- Hawaii State Grant in Aid (FY2025 - 2026)

2. Facilities

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

Impact Change Hawaii operates Building Blocks Hawaii (BBH) and future workshops utilizing rented spaces from trusted community partners to deliver flexible, accessible, and high-quality early literacy services and workshops tailored to low- to moderate-income families in Title I areas. Offering the full BBH early literacy curriculum and Parent Empowerment Institute (PEI) sessions, ICH provides all its own supplies, curriculum & materials, Literacy Builder resources, and portable equipment, while host facilities provide basic furniture.

Mililani Site (Inspire Church Mililani)

ICH currently operates BBH at its Mililani site, which serves as the location for direct programming under this request. The site includes three dedicated classrooms and a large common area. Classrooms are used for instructional time, circle time, and small-group activities, while the common area supports hands-on learning stations, group activities, Parent Empowerment Institute (PEI) sessions, future workshops, professional development, workshops, STEM activities, and family engagement events.

With a maximum class size of 12 students to ensure individualized instruction and appropriate staff-to-child/parent ratios. This configuration supports up to six classes per week and is fully adequate for early childhood instruction, family education, and partner training activities.

Across a typical school year, BBH serves approximately 45–60 children and 90–120 individuals including parents and caregivers; because the grant spans a calendar year and overlaps two school years, total participation effectively doubles during the grant term. All facilities used for direct programming meet applicable health, safety, and accessibility requirements and are centrally located to serve families in O‘ahu, including ALICE households, military-connected families, and Native Hawaiian communities.

Partner-Based Facilities

Partner implementations supported under this grant including programs operated by On Time R.E.A.C.H. in Kalihi–Honolulu low-income housing communities, Hawai‘i Fusion ED afterschool sites and DOE classrooms, Building Industry Association of Hawai‘i (BIA) community events, Hawaii Literacy, and the Literacy Builder pilots will take place within partners’ existing licensed and equipped facilities. These sites are supported by ICH through mobile training, the digital Literacy Builder platform, shared materials, and ongoing professional development assistance.

No additional facilities are required to implement the proposed scope of work. The combination of the Mililani BBH site and partner-hosted venues provides sufficient capacity to support direct services for more than 90 - 120 children annually. This consolidated, partnership-driven facilities model ensures flexibility, cost-effectiveness, and scalability while maintaining high-quality program delivery and long-term sustainability.

VI. Personnel: Project Organization and Staffing

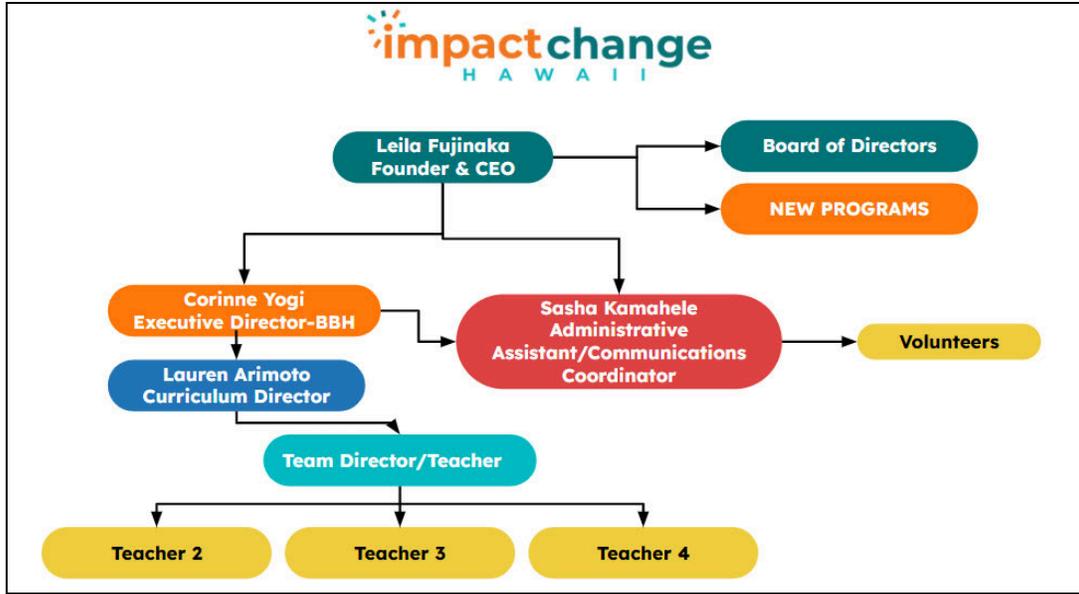
1. Proposed Staffing, Staff Qualifications, Supervision and Training

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

- **Leila Fujinaka - Executive Director (FT):** Certified Leadership Coach and entrepreneur. Founder/President of Impact Change Hawaii, leading strategy, social impact alignment, and execution.
- **Phyllis Unebasami (Expert Advisor- Literacy Builder):** Distinguished educator and literacy specialist with 40+ years experience. Studied under SoR pioneers. Former Deputy Superintendent for the Hawai'i DOE. Responsible for proprietary curriculum enhancements.
- **Lauren Arimoto - Curriculum Developer/Trainer ICH (PT):** 39 years experience in special education and literacy, certified in SoR. Led the successful pilot curriculum development and will serve as the Professional Development Trainer.
- **Administrative Assistant (FT):** Handles logistics; 5 yrs admin experience.
- **Teachers (2 PT):** Deliver BBH; HTSB licensed.

2. Organization Chart

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



3. Compensation

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

- Executive Director: \$75,000–\$85,000 (currently in-kind; no cash compensation paid)
- Program Manager: \$55,000–\$65,000 (currently in-kind; no cash compensation paid)
- Administrative Assistant: \$50,000–\$58,000 (paid position)

VII. Other

1. Litigation

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

N/A

2. Licensure or Accreditation

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

N/A

3. Private Educational Institutions

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

No. This grant will not be used to support or benefit any sectarian or nonsectarian private educational institution. Grant funds will support Impact Change Hawai'i's program services and staff.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but

With the \$275,000 operating grant, we will roll out a sustainability plan centered on refining our 2nd year curriculum, creating partner revenue, and using expert advice for self-sufficient growth.

In the funded year, we will pilot the 1st year curriculum with K-3 partners, starting with On Time Reach in government housing and Hawai'i Fusion ED for after-school. This will check scalability, targeting 50% boosts in student literacy and parent engagement via pre/post tests. Grant money will fund staff for "train-the-trainer" sessions, preparing our teachers to train upcoming early education students in the Science of Reading and implementing Literacy Builder. This will service community colleges with Science of Reading courses for students with apprenticeship practicums. Discussions are currently in place for this possibility.

Key to this is improving our Literacy Builder curriculum with a 2nd year, which includes the intervention components for K-3rd with guidance from Phyllis Unebasami, former Deputy Superintendent of the Hawaii Department of Education. Based on educator and director feedback we will refine it for better results and consistency and prepare to launch in fall of 2027.

By mid-grant, we'll craft a three-year financial model: 20% from curriculum sales, 30% from private donations, and 50% from other grants, lowering state aid dependence. Licensing revenue will cut costs and reduce grant needs, discounted pilots will turn into full-fee deals, aiming for \$50,000 yearly earned income by year two.

(b) Not received by the applicant thereafter.

If state funding is received for FY2027 but not renewed thereafter, Impact Change Hawaii (ICH) has a multi-pronged plan to sustain the core Building Blocks Hawaii (BBH) early literacy program and its expanded reach beyond the grant period:

1. **Curriculum Licensing Revenue from Partner Organizations** The state grant will fund professional development and Year 1 implementation support for partners including On Time REACH, Hawai'i Fusion ED, Hawaii Literacy, and other non-profit organizations. Upon successful pilot and demonstrated outcomes (e.g., improved kindergarten readiness), these partners will have the option to transition to paid annual licensing of the proprietary Literacy Builder Curriculum and associated materials. Projected licensing fees of \$1,200 per classroom annually (based on comparable early childhood curriculum models) will generate recurring revenue through annual renewals at a reduced rate. Impact Change Hawaii is currently making strategic plans to release the curriculum on a National level with contact already existing on the East and West Coast, all while actively increasing our local associations with Charter schools and Head Start schools. ICH anticipates securing licensing agreements with at least 6–10 sites within 18–24 months post-grant, producing \$7,200–\$12,000 as a small start prior to mainland launch to cover ongoing curriculum maintenance, training, and core program staffing.
2. **Workforce Development and Training Fees** The grant-supported training model will establish ICH as a provider of early literacy professional development in Hawaii. Post-grant, ICH will look to contract with Community Colleges training cohorts and provide professional development workshops (\$2,000–\$4,000 to community organizations statewide, capitalizing on demand driven by educator shortages and proven BBH outcomes.
3. **Diversified Private and Philanthropic Funding** ICH will aggressively pursue private foundation grants, building on pending applications (e.g., Chamber of Commerce Fund, Kosasa and New Schools Fund) and new opportunities (e.g., McNerny Foundation, Hawai'i Community Foundation Early Childhood Fund). Current private donations (\$70,500 annually) will expand through targeted campaigns highlighting grant-enabled impacts.
4. **Program Efficiency and Partner Cost-Sharing** Trained organizational partners will assume full operational costs at a discounted licensing fee for their satellite programs using Literacy Builder curriculum after Year 1. We will pursue referrals and data-sharing based on outcomes. This distributed model reduces ICH's direct costs while maintaining impact. Core BBH site will sustain through licensing/training revenue, family participating fundraising ie. read-a-thons, and private support.

This strategy leverages the state investment to build a revenue-generating ecosystem: Year 1 proves efficacy and trains partners, enabling self-sustaining licensing and fees thereafter. ICH's seven-year track record operating BBH with minimal public funding demonstrates resilience,

ensuring continued service to Hawaii's vulnerable keiki without ongoing GIA reliance.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Impact Change Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	163,393		90,000	
2. Payroll Taxes & Assessments	19,607		10,845	
3. Fringe Benefits				
TOTAL PERSONNEL COST	183,000		100,845	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				10,000
3. Lease/Rental of Equipment				
4. Lease/Rental of Space			7,500	20,000
5. Staff Training				10,000
6. Supplies				20,000
7. Telecommunication				
8. Utilities				10,000
9. On Time Reach (Contractor)	40,000			
10. HIEdTech (Contractor)	15,000			
11. Award Management (Contractor)	12,000		18,000	
12. Professional Development Trainer (Contractor)			23,655	
13. Guest Speaker Honoraria				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	67,000		49,155	70,000
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000		150,000	70,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	250,000	Charles Zhang 808-351-0699		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	150,000	<i>Leila Fujinaka</i> 01/16/2026		
(d) Total Private/Other Funds Requested (Projection based on previous years)	70,000	Signature of Authorized Official Date		
TOTAL BUDGET	470,000	Leila Fujinaka, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Impact Change Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Administrative Assistant	1 FTE	\$54,000.00	71.00%	\$ 38,393.00
Executive Director	1 FTE	\$80,000.00	50.00%	\$ 40,000.00
BBH Teacher 1	1 FTE	\$35,000.00	100.00%	\$ 35,000.00
BBH Teacher 2	1 FTE	\$20,000.00	100.00%	\$ 20,000.00
Community Liason	1 FTE	\$30,000.00	100.00%	\$ 30,000.00
				\$ -
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				\$ -
TOTAL:				163,393.00
JUSTIFICATION/COMMENTS:				
- Executive Director salary currently paid with in-kind.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES Period: July 1, 2026 to June 30, 2027

Applicant: Impact Change Hawaii

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS Period: July 1, 2026 to June 30, 2027

Applicant: Impact Change Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Impact Change Hawaii

Contracts Total: 500,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	City & County Grant-In-Aid FY25	12/10/2025-11/30/2026	DCS	HONOLULU	150,000
2	State Grant-In-Aid FY24	07/01/2024- 06/30/2025	State	HAWAII STATE	75,000
3	State Grant-In-Aid FY23	07/01/2023- 06/30/2024	State	HAWAII STATE	275,000
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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

Leila Fujinaka

AUTHORIZED SIGNATURE

Leila Fujinaka, Executive Director

PRINT NAME AND TITLE

January 19,2025

DATE



**Hawaii
Literacy**

N. Kukui St. #202
Honolulu, HI 96817

info@hawaiiliteracy.org

(808) 537- 6706

January 20, 2026

Dear Members of the Hawai'i State Legislature and GIA Review Committee,

Hawaii Literacy submits this Letter of Intent in support of Impact Change Hawai'i's FY 2027 State Grants-in-Aid (GIA) application for Building Blocks Hawai'i.

Literacy and comprehension are critical to workplace safety, performance, and advancement. Impact Change Hawai'i's literacy-centered, family-engaged model supports the development of these foundational competencies at an early stage.

Hawaii Literacy serves learners statewide, especially in communities where poverty and low literacy rates are highest. We fill a niche helping the 1 in 6 adults with the lowest levels of literacy gain skills and confidence, so they can access work and educational opportunities. We also support keiki with out-of-school time learning, literacy activities, and tutoring to build skills and identity as readers. Our core services include: (1) Adult Literacy 1:1 tutoring strengthens reading, writing, and functional literacy skills; GED prep support is available. (2) English Language Learning (ELL): English classes and confidence-building for adults with language barriers.(3) Digital Literacy & Digital Navigation: Basic computer and device skills, internet and email use, online forms, job search support, and practical digital skills, building confidence for everyday life and connection to resources. (4) Family Literacy Libraries: Welcoming spaces that support keiki with homework help, tutoring, or literacy enrichment; adults connect with resources like family engagement, financial literacy, or workforce development opportunities at public housing (5) Bookmobiles: Cultivates the joy of reading and increases access to books in underserved communities.(6) Community partnerships and referrals: Coordination with schools, housing sites, and community organizations to connect families to services that address literacy, learning, and access barriers.

As part of this collaboration, Hawaii Literacy intends support the expansion of the use of Impact Change Hawai'i's curriculum and resources in Hawaii Literacy's programs in public housing and within the community.

Hawaii Literacy supports Impact Change Hawai'i's FY 2027 GIA request and looks forward to continued collaboration should funding be awarded.

Jill Takasaki Canfield
Executive Director

Board of Directors

Kara Kitazaki-Chun, *President* • Jamie Cheng, *Vice President*

Aaron K. Masuoka, *Co-Treasurer* • Jamie Asato, *Co-Treasurer* • Jill Takasaki Canfield, *Secretary*

Jade Carrel • Lyssa Fujie • Jason Fujita • Amanda Guerra • Mitchell Ka'aial'i • Kevin Katsura • Sean K. Knox

Brandon Kurisu • Bryan Luke • Lynelle Marble • Doug Shimokawa • R.Scott Simon • G.Todd Withy • James A. Wong

808.537.6706

245 N. Kukui St. #202 Honolulu, HI 96817

www.hawaiiliteracy.org

@hawaiiliteracy



Date: November 17, 2025

To: Grants in Aid Advisory Commission, City & County of Honolulu

Re: Letter of Support for Impact Change Hawai'i – FY2027 GIA

Project: Impact Change Hawaii Community Early-Literacy Workforce Pipeline

Dear Commissioners,

On behalf of HI FusionED, I am pleased to express our support for **Impact Change Hawai'i** (ICH) and their FY2027 GIA proposal. Our organization is dedicated to exciting students about science and tech, providing culturally responsive project-based enrichment activities designed to increase knowledge and skills critical for success in the 21st century, serving students across the state, and we are committed to expanding equitable early-literacy access for families with the highest barriers.

Our Role & Commitments (Year 1: 12 months)

- **Host/Implementation Site(s):** We will host Literacy Builder (LB) **practicum and implementation** provided and delivered by ICH at Kamehameha Schools located in **Council District 7**.
- We will identify and enroll **2 staff/parents** as **LB trainees** under ICH for PD and practicum conducted by ICH.
- **Service Reach: ICH/LB sessions** will be launched at our site(s) serving approximately **25 children ages 5–7** during the grant term.
- **Quality & Data:** We agree to reasonable **fidelity observations/coaching** and to share **attendance and basic implementation data** (non-identifiable summaries) needed for grant reporting.
- We will attend all training for work-force development provided by ICH.

Alignment & Benefits

This collaboration advances our shared goals to: (1) deliver evidence-based instruction where families already receive services; (2) increase qualified community educators in early literacy; and (3) broaden education access for low- to moderate-income households across the state.

We look forward to working with Impact Change Hawai'i to expand early-literacy capacity and outcomes for Oahu's families.

Mahalo,

A handwritten signature in black ink, appearing to read 'Erin Horner'.

Erin Horner
President, HI FusionED
erin@hifusioned.org | (808) 389-0077



January 20, 2026

Dear Members of the Hawai'i State Legislature and GIA Review Committee,

The Building Industry Association of Hawai'i (BIA) submits this Letter of Intent in support of Impact Change Hawai'i's FY 2027 State Grants-in-Aid (GIA) application for Building Blocks Hawai'i. BIA represents Hawai'i's construction and skilled trades industry and supports initiatives that strengthen the state's long-term workforce pipeline. Hawai'i continues to experience workforce shortages across the skilled trades, underscoring the importance of early exposure, family awareness, and foundational skill development prior to entry into formal career and technical education pathways.

Through this partnership, BIA seeks to support early, age-appropriate exposure to skilled trade experiences and assist parents in identifying children's interests and aptitudes related to hands-on, technical fields. This approach helps families understand the skilled trades as viable and respected career pathways that require preparation, competence, and ongoing skill development.

BIA recognizes that strong literacy is essential for success in the trades. Construction and skilled trade professionals must be able to read and comprehend safety requirements, technical instructions, plans, measurements, and certification materials. Literacy and comprehension are critical to workplace safety, performance, and advancement. Impact Change Hawai'i's literacy-centered, family-engaged model supports the development of these foundational competencies at an early stage.

As part of this collaboration, BIA intends to participate in community-based workshops introducing families to skilled trades and workforce pathways; support parent education by connecting families to information on industry certifications, training programs, and career pathways; contribute to broader community workshops linking early literacy, workforce readiness, and economic opportunity; and provide industry context reinforcing the connection between early learning and real-world workplace skills.

BIA views this partnership as a proactive investment in Hawai'i's workforce development efforts. Strengthening literacy and family awareness early supports long-term workforce readiness and reduces barriers to entry and advancement in skilled trade careers. BIA supports Impact Change Hawai'i's FY 2027 GIA request and looks forward to continued collaboration should funding be awarded.

With gratitude,

A handwritten signature in black ink that reads "Roseann Freitas". The signature is written in a cursive, flowing style.

Roseann Freitas
Chief Executive Officer
Building Industry Association of Hawaii



12 January, 2026

Dear Members of the Hawai'i State Legislature and GIA Review Committee,

This Letter of Intent confirms The Catalyst's Club's commitment to collaborate with Impact Change Hawai'i in support of its FY 2027 State Grants-in-Aid (GIA) application for the Building Blocks Hawai'i program.

The Catalyst's Club is a youth-run nonprofit organization, operating since 2016, whose mission is to empower young people to be catalysts for positive change. The organization addresses a broad range of community needs through education, leadership development, service, and family-focused initiatives that strengthen outcomes for children and families across Hawai'i.

Through this collaboration, The Catalyst's Club will support Building Blocks Hawai'i by contributing youth-informed perspectives to Family Empowerment Institute sessions and community workshops. These activities will strengthen caregiver understanding of communication, social-emotional development, technology and digital safety, and the social and digital environments children navigate, reinforcing early prevention and positive family engagement.

The Catalyst's Club recognizes that character development, ethical decision-making, leadership, and responsible digital citizenship are foundational to positive youth development, community engagement, and long-term success. Impact Change Hawai'i's literacy-centered, family-engaged approach is well aligned with The Catalyst's Club's mission and longstanding community-based work.

All activities conducted under this collaboration will be implemented in accordance with the approved grant narrative and applicable funding requirements. The Catalyst's Club supports Impact Change Hawai'i's FY 2027 GIA request and affirms its readiness to collaborate should funding be awarded.

Regards,

Rylee Brooke Kamahele
FOUNDER & CEO



(808) 222 - 6169
(808) 404 - 3336



ryleebrooke@thecatalystsclub.org
www.thecatalystsclub.org



95-390 Kuaahelani Avenue, Unit 3AC-155
Mililani, Hawai'i 96789

Date: 11/11/2025

To: Grants in Aid Advisory Commission
City & County of Honolulu

Re: Letter of Support for Impact Change Hawai'i – FY2027 GIA

Project: Impact Change Hawaii Community Early-Literacy Workforce Pipeline

Dear Commissioners,

On behalf of On Time R.E.A.C.H., I am pleased to express our intent to partner with Impact Change Hawai'i (ICH) in their FY2027 GIA proposal. Our organization serves to inspire youth and young adults to uplift themselves, their families, and their community. We provide transformative opportunities and experiences that help unlock their capability and potential within Kalihi to Palolo and are committed to expanding equitable early-literacy access for families with the highest barriers.

Our Role & Commitments (Year 1: 12 months)

- **Host/Implementation Site(s):** We will host Literacy Builder (LB) practicum and implementation provided and delivered by ICH at New Life and Kaumakapili locations located in Council District(s) V and VI (Kalihi, Downtown, Makiki).
- **Educator Reach:** We will identify and enroll 4 staff/parents as LB trainees under ICH for workforce development and practicum conducted by ICH.
- **Service Reach: ICH/LB sessions** will be launched at our site(s) serving approximately 50 children (ages 3–3rd grade) during the grant term.
- **Quality & Data:** We agree to reasonable fidelity observations/coaching and to record and share attendance and basic implementation data (non-identifiable summaries) needed for grant reporting.
- **Workforce Development:** We will attend all training for workforce development provided by ICH.

Alignment & Benefits

This collaboration advances our shared goals to: (1) deliver LB's evidence-based instruction; (2) increase qualified community educators in early literacy; and (3) broaden education access for low- to moderate-income households across Oahu.

We look forward to working with Impact Change Hawai'i to expand early-literacy capacity and outcomes for Oahu's families.

Mahalo,



**[Warren Lilo]
[Founder]
[On Time R.E.A.C.H.]
[wlilo@ontimereach.com | 808-781-2323]**