

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP); Grants to Non-SEAs; Dissemination

CFDA # 84.282C

PR/Award # U282C160004

Grants.gov Tracking#: GRANT12011281

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/05/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="99-0349760"/>	* c. Organizational DUNS: <input type="text" value="8260197420000"/>
--	---

d. Address:

* Street1:	<input type="text" value="PO Box 398"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Kamuela"/>
County/Parish:	<input type="text" value="Hawaii"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96743-0398"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Patricia"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bergin"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="808-887-1117"/>	Fax Number: <input type="text" value="808-887-0030"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public Charter School

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-082115-002

* Title:

CSP Grants to Non-SEA for Dissemination CFDA Number 84.282C

13. Competition Identification Number:

84-282C2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Project Ka HULI Mua will disseminate an innovative model of culture-based preschool education that integrates Hawaiian-serving preschools with grades K-3.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="428,488.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="428,488.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Nancy Levenson</p>	<p>TITLE</p> <p>Grants Compliance Officer</p>
<p>APPLICANT ORGANIZATION</p> <p>Kanu o ka Aina NCPCS</p>	<p>DATE SUBMITTED</p> <p>10/05/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Kanu o ka Aina NCPSC

* Street 1: PO Box 398 * Street 2: _____

* City: Kamuela * State: HI: Hawaii * Zip: 96743

Congressional District, if known: HI-001

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: N/A	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name N/A

* Last Name N/A Suffix _____

* Street 1: N/A * Street 2: N/A

* City: N/A * State: _____ * Zip: N/A

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name N/A Middle Name N/A

* Last Name N/A Suffix _____

* Street 1: N/A * Street 2: N/A

* City: N/A * State: _____ * Zip: N/A

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Nancy Levenson

* Name: Prefix _____ * First Name Nancy Middle Name _____
* Last Name Levenson Suffix _____

Title: Grants Compliance Officer Telephone No.: 808-887-1117 Date: 10/05/2015

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U282C160004

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

KANU_CSP2015_GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # U282C160004

Page e9

**Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
GEPA Statement**

In compliance with the U.S. Department of Education's General Education Provision Act (GEPA), Section 427, KANU and project partners (schools who receive services) will make the following specific provisions to provide equitable access to services and eliminate barriers that may impede participation in project services:

1. Dissemination activities in years 1 and 2 of the project will be made available to all HFCS educators regardless of race, color, national origin, gender, age or disability. Notifications will take place in meetings, via email and posted throughout the school to ensure widespread notification using multiple modalities. We will incorporate this into the model that is disseminated to other schools to ensure it can be replicated statewide.
2. New assessment materials that are generated as a result of this project while incorporating Hawaiian values will be made available to all students regardless of race, color, national origin, gender, age or disability. KANU is an inclusive school, where students with disabilities are integrated with all students. This is consistent with all HFCS and strongly adheres to Hawaiian cultural values.
3. In the event that project personnel must be hired, candidates will be recruited from a wide mix of ethnic backgrounds. Project personnel have not been selected on the basis of race, color, national origin, gender, age or disability, in line with our equal opportunity employer policy—which states that KANU will not discriminate on the basis of race, creed, national origin, sexual orientation, disability or religion. Evidence of this can be seen in the incredible diversity of staff at KANU. Project staff were identified based on meeting minimum

qualifications and expertise.

4. All activities (meetings and trainings) in this project will be held in buildings with access for individuals with handicap conditions. In the event of place-based activities, accommodations will be made for individuals in need of assistance—again, much in line with Hawaiian cultural values and a sense of *‘ohana*.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Kanu o ka Aina NCPCS	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Nancy Middle Name:
* Last Name: Levenson	Suffix:
* Title: Grants Compliance Officer	
* SIGNATURE: Nancy Levenson	* DATE: 10/05/2015

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
Abstract

NAME AND ADDRESS OF OUR ORGANIZATION

Kanu o ka 'Āina New Century Public Charter School Physical Address: 64-1043 Hi'iaka Street Kamuela, Hawaii 96743 Mailing Address: PO Box 398 Kamuela, Hawaii 96743

PROJECT DIRECTOR

Name and Title: Patricia Bergin, Preschool Administrator

Phone: [REDACTED] Fax: (808) 887-0030 Email: grants@kalo.org

PROJECT GOAL, OBJECTIVES AND OUTCOMES

Project Ka HULI Mua will disseminate an innovative model of culture-based preschool education that integrates Hawaiian-serving preschools with grades K-3.

Project Goal: To improve school readiness among Native Hawaiian children entering kindergarten.

Objective 1. To increase the number of effective P-3 educators that serve educationally disadvantaged Native Hawaiian students at target schools.

- Each year, the project will impact at least 40 P-3 educators.
- Each year, at least 75% of educators who attended quarterly professional development opportunities will show pre-post improvement in all domains of the CLASS assessment tool.

Objective 2. To ensure each site's curriculum is aligned with *Hawai'i Early Learning and Development Standards* (HELDS), is culturally appropriate, and is designed to create an engaging learning environment.

- By the close of Year 2, at least 85% of preschool classrooms will reflect engaging learning environments, steeped in Hawaiian culture, as measured by the CLASS tool and observational rubrics.

Objective 3. To foster the frequent and consistent use of assessment tools for improvements in curriculum and teaching.

- Each year, the project will impact at least 90 students and their families.
- By the close of Year 2, at least 85% of preschool students entering kindergarten will demonstrate readiness to learn, as indicated by developmental growth measures on the TS Gold assessment tool.
- Within five years following project completion, target elementary schools will achieve at least 85% in reading and math proficiency among third grade students.

CONTRIBUTIONS TO RESEARCH, POLICY AND PRACTICE

Project findings and outcomes will be relevant to all school leadership at state and national levels seeking to create an integrated P-3 model that impacts early learning, developmental outcomes, and K-12 success.

ALIGNMENT WITH CHARTER SCHOOL PROGRAM PURPOSE

Dissemination efforts are consistent with the purpose of the Charter School Program "to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents." Results of the evaluation will be presented at local and national early childhood education conferences, P-3 conference and charter school conferences which is also consistent with the program purpose "to increase national understanding of the charter school model."

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**Kanu o ka ‘Āina New Century Public Charter School (KANU)
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APPLICATION REQUIREMENTS

(a) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used.

Kanu o ka 'Āina (KANU) New Century Public Charter School is a bilingual, Hawaiian-focused public charter school that opened in 2000. Located in the Hawaiian Homes¹ community of Pu'ukapu, in Waimea, KANU currently serves 307 students in grades K-12, of which 85% of students are of Hawaiian ancestry. KANU was founded by a group of visionary Native Hawaiian community leaders, with a diverse range of expertise in Hawaiian language, cultural revitalization, indigenous education, community sustainability and non-profit management. They were motivated by the belief that Hawaiian communities have a right and a responsibility to challenge the ongoing paradigms perpetuated by Hawai'i's public schools.

KANU engages students in authentic projects in their community, involving youth and their families in cultural, political, social and environmental awareness and encourages intellectual and creative expression by giving students the skills they need to become not just consumers but producers of knowledge and art. KANU's mission is to encourage all stakeholders to *kūlia i ka nu'u* (strive to reach the highest). A philosophy and culture of excellence guides KANU to collectively design, implement, and continuously evaluate a quality, culturally-driven model of education.

¹ Similar to American Indian Reservations, Hawaiian Home Lands are areas held in trust for Native Hawaiians by the state of Hawai'i, pursuant to the Hawaiian Homes Commission Act of 1920.

Instructional Strategies

The following is a list of instructional strategies, by grade, that go hand-in-hand with KANU's culture-led curriculum.

- Basic skill-building workshops (K-12)
- Project-and place based learning (K-12)
- Looping (K-2, 3-5, 6-8, 9-12)
- Multi-age peer teaching
- Inclusive K-12 Gifted and Talented Workshops
- Inclusive K-12 Special Education

Multi-Age Configuration

KANU believes in multi-age configurations as a key curriculum practice that allows students to progress at their own rate. KANU's K-5 students are broken down into seven *hui* or groups. KANU's 6-12 students are broken down into five project groups. All *hui* share a common schedule, a common team of teachers and common learning sites. In addition, all students are serviced by highly qualified support staff including computer technicians, literacy specialists and a family support team that mediates conflicts and administers special services.

(b) Describe how the charter school will be managed

This section of the Application Requirements is addressed in Selection Criteria (4), part (iii): *The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.*

(c) Describe the objectives of the charter school and the methods by which the charter

school will determine its progress toward achieving those objectives;

Instructional Benchmarks

In its first year of operation, KANU identified ten school-wide instructional benchmarks to evaluate the implementation and effectiveness of the instructional program. Evidence of achievement is assessed and reviewed on a yearly basis. The benchmarks are as follows:

Benchmark 1: Students pursue school-wide General Learner Outcomes:

- Ability to be responsible for one's own learning
- Ability to recognize and produce quality performance and quality products
- Ability to communicate effectively in English and Hawaiian
- Ability to be involved in complex thinking and problem solving
- Understand that it is essential for human beings to work together
- Ability to use a variety of technologies effectively and ethically

Benchmark 2: School-wide behavioral expectations based on Hawaiian values guide interactions and conduct for both students and staff.

- *Aloha kekahi i kekahi* – Love one another.
- *Mālama i kou kuleana* – Take care of your responsibilities.
- *Kōkua aku, kōkua mai* – Give help, receive help.
- *Mahalo i ka mea loa'a* – Be thankful for what you have.
- *Kūlia i ka nu'u* – Strive to reach the highest.

Benchmark 3: Instruction and assessment are tailored to Native Hawaiian learning processes and practices that stimulate multiple intelligences.

Benchmark 4: Methodologies of project/place-based learning are used in the context of authentic inquiry.

Benchmark 5: Hawaiian language and culture are integrated across subject areas into all aspects of the curriculum.

Benchmark 6: State-of-the-art computer and digital technologies are integrated as a fundamental part of culturally-driven projects.

Benchmark 7: Students are engaged in goal setting and self-evaluation at regular intervals.

Benchmark 8: Communication among the KANU *'ohana* (family), comprised of students, parents, staff and members of the broader community, is ongoing. All stakeholders are actively involved in school activities, projects and authentic demonstrations of knowledge.

Benchmark 9: Projects engage an entrepreneurial component, assisting school and community self-sustainability efforts and teaching leadership, community involvement, life-skills and career competencies.

Benchmark 10: KANU staff members are consistently engaged in ongoing efforts toward professional and cultural development.

Academic Performance Indicators

In addition to benchmarks, KANU has specific academic performance indicators that we have set to measure student achievement.

- Increase in reading and writing ability.
- Increase in math, science, technology, problem solving, and critical thinking

ability.

- Increase in post-secondary enrollment.

Social Performance Indicators

These indicators provide insight into social growth of our students.

- Ongoing growth in self-esteem and belief in personal ability
- Ongoing improvement of student behavior
- Ongoing participation in community projects and events

KANU Organizational Performance Indicators

Lastly, KANU measures its own growth as an organization by the following indicators:

- Increase financial solvency and stability
- Increase adequacy of resources
- Increase organizational viability

The above indicators were designed to measure progress toward the attainment of KANU's long-term goal of academic, cultural and social excellence, based on each person's current level and talent.

Assessment Philosophy

As a quality 21st century model of education, KANU's curriculum aims to prepare students to meet and exceed national and Common Core State Standards (CCSS). In addition, KANU students must also meet or exceed Hawaiian cultural standards, expressed in Hawaiian proverbs. As a research-based school from its inception, KANU has developed a variety of ongoing assessments to provide a rich picture of student learning and organizational viability. These assessments measure KANU's increase in

student performance, as well as the extent to which KANU is achieving its long-range goals and priorities. It is KANU’s belief that student achievement and school quality should be measured using a variety of performance and demographic information. This includes external and internal, formal and informal, quantitative and qualitative assessments. Collectively these assessments can capture a child’s academic performance and progress over time. Such indicators also make visible abilities and improvements in areas such as Hawaiian cultural values, self-direction, self-confidence, and initiative. External assessments, such as the Hawai’i Smarter Balanced Assessment (HSBA), should never be the primary or only assessment of a child’s academic performance and success and/or the educational status of a school. Many KANU assessments have both ancient and modern correlates, like performance-based demonstrations of knowledge to authentic audiences called *hō’ike* in Hawaiian. While, there are many opportunities for students to *hō’ike* or exhibit their knowledge and skills, throughout the school year, KANU’s primary *hō’ike* is our annual Hula Drama, a school-wide performance involving all students and staff.

Table 1 summarizes KANU’s principle methods of student assessment, along with the minimum frequency and methods for analysis of the measure.

TABLE 1. METHODS OF STUDENT ASSESSMENT		
Assessment	Frequency	Method
State Mandated Standardized Testing	Annually	KANU administers state mandated tests (HSA Science, Smarter Balanced Assessment, ACT College and Career Readiness) to all required students.
Student Attendance	Daily	Being present and engaged is vital to deep learning and achievement. Teachers take and report

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		attendance daily.
Observation	Daily	Teachers monitor and document student learning daily. Parents are notified of developments and challenges through regular telephone conversations, e-mail and post mailings.
Homework	Daily	Homework serves to deepen learning, and promote responsibility and a healthy home-school relationship.
Progress Monitoring	Bi-weekly	Teachers monitor students’ progress, relative to specific academic goals and benchmarks through the administration of standardized measures (i.e., math facts, written expression, KidBiz, TeenBiz, IXL Math). Progress monitoring also done through Power School.
	Bi-annually	DRA Diagnostic Reading Assessments are conducted twice a year as a pre-posttest to inform instruction and decision-making, as they help illustrate <i>student growth over time</i> and growth rate.
	Quarterly	Fall, winter and spring, students are monitored for their reading and math progress using STAR Reading and STAR math. This assessment is done 5 times per year for targeted students.
Portfolio	Semi-annually	Portfolios are <i>progress portfolios</i> , focused on student growth; as opposed to <i>showcase portfolios</i> , which tend to put forth “perfect” work.
Progress Reports	Semi-annually	Progress reports describe the level of development for each child in relation to key, standards-based skills and content. Students are assessed on a continuum of learning stages (Beginning, Developing, Expanding, Established, and Exceeding).
STRIVE HI State Performance System	Annually	Determined by the State and the charter school commission based on overall standardized test scores against benchmarks for math, reading, attendance, and college enrollment.
Student Retention Rate	Annually	Retention rate is calculated based on the rate of enrollment from one year to the next year.
Student Graduation Rate	Annually	Adjusted Cohort Graduation Rate ²

² ACGR is determined by US Department of Education and is calculated as the *number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.*

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Parent-Teacher-Student Conference	Semi-annually	Teachers, parents, and students meet twice a year to review the student’s progress report and reflect on the student’s growth and discuss goals and strategies used to advance academic and social skills.
External Standardized Achievement Assessment	Annually	College and Career Readiness Tools: EXPLORE (Grades 8-9), PLAN (Grade 10), and ACT (Grade 11).
Parent and Student Surveys	Annually	Parents and students report on several school indicators, including school climate, educational program, school outreach, school facilities, and governance.

Data-Driven Decision Making, Planning, and Reporting

The aforementioned assessments are both qualitative and quantitative in nature. The KANU schedule is intentionally structured to provide teachers and administrators several hours of collaborative time each week to review and analyze student data, problem-solve, and plan interventions accordingly to meet student needs. More specifically, assessment data is used to ensure: 1) informed grouping of students; 2) feedback for students, teachers, and families with respect to academic growth; 3) informed analysis of the efficacy of instructional practices and interventions; 4) informed analysis of professional development and support needs; 5) the identification of students in need of additional support; and 6) progress monitoring of school-wide standards and objectives. KANU staff uses achievement data to inform school decision-making, interventions, and improvements.

(d) Describe the administrative relationship between the charter school and the authorized public chartering agency;

The Hawai‘i State Public Charter School Commission (SPCSC) is the State of Hawai‘i’s

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authorizer for KANU and all of Hawai'i's 34 public charter schools and is responsible for approving, denying, and revoking a charter. The SPCSC is appointed by the Hawai'i Board of Education (BOE) whose membership must represent education, community development, civic leadership, governance, and entrepreneurial and business leadership. They are also responsible for ensuring KANU has met its performance objectives.

(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

KANU is a community-designed and controlled family-oriented school. The key to parent and community involvement in the planning and implementation of the school originated is the Local School Board (LSB), now referred to as the Governing Board (GB). KANU's original governing body was made up of parents and community representatives who contributed heavily to the original visioning, planning and implementation of the school. The constitutional make-up of the Governing Board has changed in accordance with Act 130, although parent and community input is still a high priority. Through KANU's 'ohana gatherings, the parent group and volunteer opportunities, parents and community remain involved in school planning, program design and implementation.

(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii) of this section;

Act 130 established the SPCSC as the authorizing agency and required charter school performance contracts that provide for clear financial, organizational, and academic

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accountability. The National Alliance for Public Charter Schools recently raised its national ranking of Hawai'i's charter law from thirty-fifth to fourteenth place, the greatest gain made by any state that year. "The adoption of the new accountability framework marks an important milestone in Hawai'i's overhaul of its chartering system," concluded Tom Hutton, the commission's newly appointed executive director. Federal funding in this proposal, however, will not be used for operational costs, rather for dissemination activities.

(g) Does the charter school desire the Secretary to consider any waivers under CSP authority?

Kanu o ka 'Āina New Century Public Charter School (KANU) hereby requests a waiver for the following section of ESEA: Part B — Public Charter Schools, Subpart 1 — Charter School Programs, SEC. 5202. PROGRAM AUTHORIZED, (d) (1) and (2) [a dissemination grant under CFDA 84.282C]. KANU is requesting this waiver because we received prior funding under this program in 2011 for dissemination purposes.

Our previously funded project was highly successful, impacting thirteen schools, two beyond the proposed eleven schools. The primary outcome was accreditation, which we believed was a capacity building exercise and was based on KANU's accreditation process, a first for all charter schools. Three of the target schools were accredited as a result of project activities and the remaining eight target schools successfully reached "candidacy" status for accreditation by the close of the project. In addition, all target schools completed Phase 1 in the transition to the Common Core State Standards. All objectives were met or surpassed; monies were spent in a timely manner, in accordance with the budget narrative; and reports were accepted as complete and on-

time.

The proposed project, like our previous endeavor, is an effort to increase capacity by strengthening and aligning important school structures that are designed to impact student achievement.

(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

This application requirement is addressed in Selection Criterion (2): Quality of the Proposed Dissemination Activities and Part II, the Narrative Budget Justification.

(i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;

KANU welcomes all students and does not discriminate or limit admission based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, level of proficiency in the English language, need for special education services, or academic or athletic ability. KANU enrolls all students who submit an application, unless the number of students who submit an application exceeds the capacity of a program, class, grade level, or building; In this instance, KANU selects students through a rolling lottery. KANU may give an enrollment preference to students within a given age group or grade level to accommodate appropriate grade level vacancies.

About 75% of KANU families live in Waimea. Most of these students and staff are long-time residents of Waimea. Many reside with their families on Hawaiian Home Lands. KANU's other 25% students and staff hail from North Hilo, North Kohala, Kawaihae, Waikoloa and Kona. All of KANU's families are responsible for their own commute to and from school since the Hawai'i Department of Education (HIDOE) stopped providing

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bus service in 2003. Due to the rural nature of Hawai'i Island and the Kohala District where KANU is located, most students are made aware of KANU by word of mouth. Nevertheless, KANU's significant involvement in the community and our annual events effectively disseminate enrollment information about the school. Our waitlist has increased consistently as has our enrollment.

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA);

In keeping with traditional Hawaiian thinking, KANU believes that all children have special needs as well as special gifts and talents. However, within the province of school business, we are required to distinguish a "special needs" population in accordance with federal and state law. During SY 2014-2015, 7%, were designated as Special Education (SPED) students—though KANU adheres to a strict policy of inclusion. All SPED students have a written Individualized Education Program (IEP) and receive various types of educational accommodations and/or related special services. 85% of KANU's special education students are of Hawaiian ancestry, with most of these students identified prior to entering KANU. Like many other KANU students, SPED students enter KANU deficient across academic, cultural and social areas including self-esteem. Like their non-SPED peers, special needs students improve markedly at KANU. Improvements include basic academic skills, life skills and cultural knowledge, as well as self-esteem and confidence in relating to others. Overall progress is pronounced, such that KANU students are regularly de-certified from SPED services—something, although mandated by law, rarely happens in the mainstream public

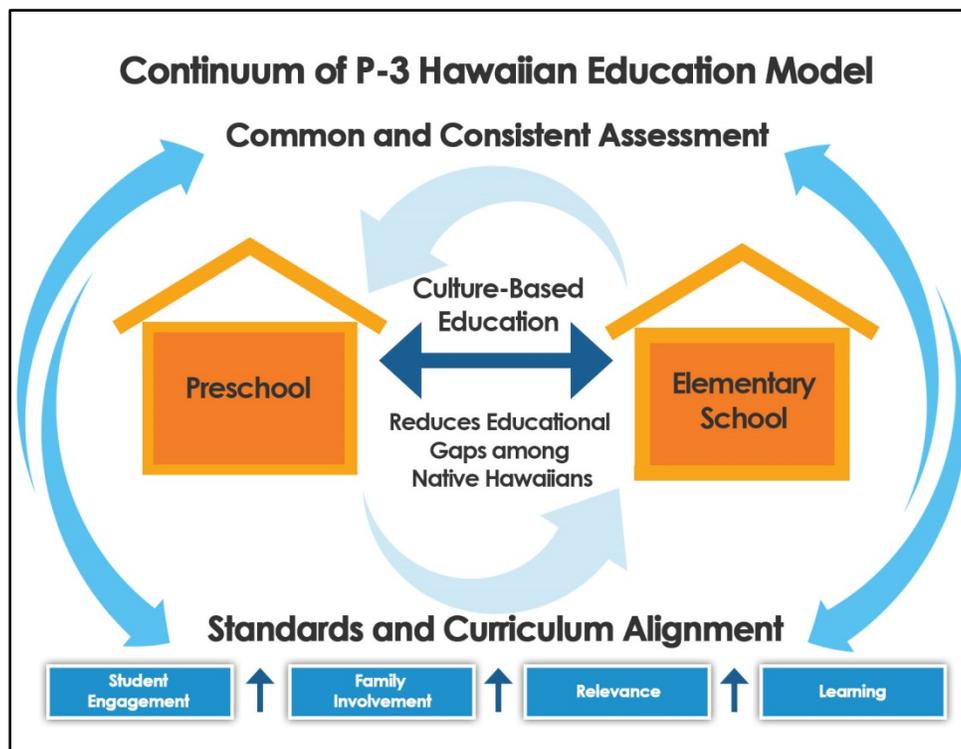
education system in Hawai'i.

(k) If the eligible applicant desires to use grant funds for dissemination activities, describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

This application requirement is addressed below in Selection Criteria (1) and (2).

INTRODUCTION

Kanu o ka 'Āina New Century Public Charter School (KANU) requests a Non-SEA Charter School Program (CSP) grant to disseminate project ***Ka HULI Mua***, an innovative model of culture-based preschool education that integrates preschools with grades K-3 and is based on Mālamapōki'i, the preschool that is co-located with KANU. The proposed model is captured in Image 1.



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Designed to streamline the educational experience and improve developmental and early learning outcomes, the project will target five elementary schools (three charter and two regular public) and five co-located preschools, all of which serve a large percentage of economically disadvantaged Native Hawaiian students. Appendix B provides letters of commitment that demonstrate target school buy-in and involvement in planning and implementation—both of which enhance the likelihood the project will succeed.

ABSOLUTE PRIORITY

Supporting High-Need Students [Students Living in Poverty]

The proposed project represents an evidence-based approach for improving academic outcomes and early learning environments for students living in poverty. If funded, this project will grow the capacity of schools that serve a disproportionate number of high-need, economically disadvantaged students and consistently score poorly on kindergarten school readiness, and math and reading scores, with a mean far below grade level. These predominately rural preschools and elementary schools, located on O‘ahu, Kaua‘i, and Hawai‘i Island, together serve a total of 1,271 students of whom 85% are Native Hawaiian and 73% eligible for free or reduced school lunch.

TABLE 2. DEMOGRAPHIC OVERVIEW OF TARGET HAWAIIAN-FOCUSED CHARTER SCHOOLS AND CO-LOCATED PRESCHOOLS			
School, Grade Levels & Location	Total Enrollment	Native Hawaiian	Free/Reduced Lunch Eligibility
Statewide	173,658	27.6%	46%
Ke Kula Ni‘ihau o Kekaha (K-12), Kaua‘i	44	100%	95%
Ke Kula Ni‘ihau Preschool	12	100%	90%

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Kanu o ka ‘Āina (K-12), Hawai‘i Island	307	85%	61%
Mālamapōki‘i Preschool	27	74%	43%
Ke Kula ‘o Samuel M. Kamakau (K-12), O‘ahu	127	96%	58%
Nā Pualei Preschool	14	100%	52%
Waimea Elementary School (K-5), Hawai‘i Island	569	62%	72%
KALO Waimea Preschool	21	86%	73%
Honaunau Elementary School (K-5), Hawai‘i Island	129	52%	91%
KALO Honaunau Preschool	21	95%	90%
AVERAGES AND TOTALS	1,271	85%	73%
Sources: Superintendent’s 24th Annual Report, 2014, Office of Hawaiian Affairs Databook, 2015 and STRIVE HI School Accountability Report School Year 2013-2014			

The correlation between socio-economic status and ethnicity is strong. Despite a once thriving culture, Native Hawaiians today find themselves among the most socioeconomically disadvantaged ethnic groups in the state of Hawai‘i (Department of Business, Economic Development & Tourism, 2015, Papa Ola Lokahi, 2015). Native Hawaiians are disproportionately represented among the poor in Hawai‘i, with an estimated 17.6% of the Native Hawaiian population living below the poverty level compared to 11.4% for State of Hawai‘i (US Census Bureau, 2013). In the only known study of asset inequality in the state, homeownership values of Hawai‘i-born Native Hawaiians were only two-thirds as much as those of Hawai‘i born, non-Native Hawaiians (Ong, 2006). Moreover, longstanding gaps in Native Hawaiian educational outcomes, ranging from lower achievement and graduation rates to underrepresentation in post-secondary education and overrepresentation in remedial and developmental

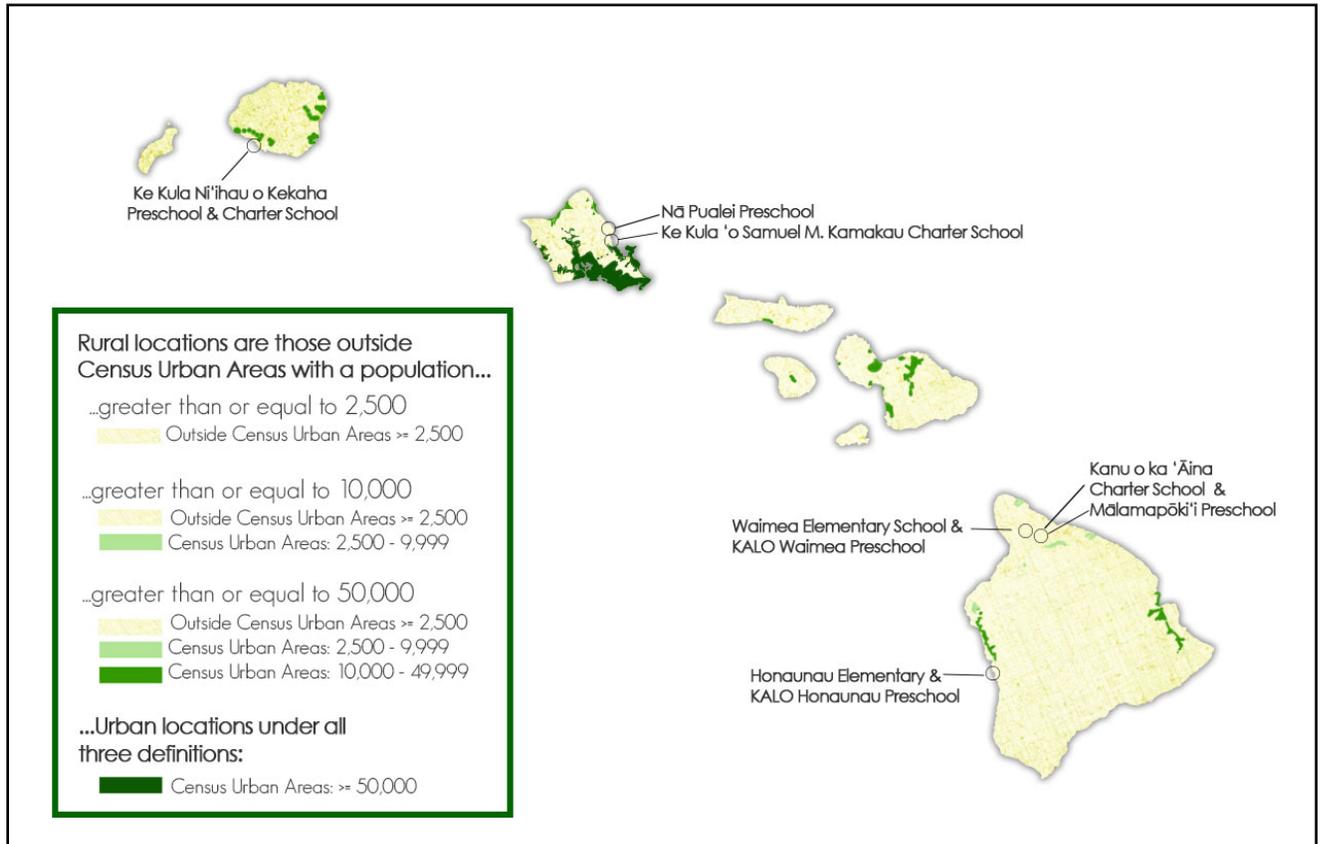
courses are strongly correlated with income (Kids Count, 2014; Kamehameha Schools, 2010; He, S.J., Stern, I.R., Nakamura, L., 2013; Takayama, B., 2008). Our target schools with high concentrations of Native Hawaiians also reflect much higher than average rates of Free and Reduced Lunch (FRL)-eligibility.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1(a)—*Supporting High-Need Students in Rural Local Educational Agencies*

KANU is located on Hawai'i Island, the southern-most island in the Hawaiian Island chain. According to U.S. Census data, Office of Management and Budget (OMB), Economic Research Service and Rural-Urban Commuting Areas (RUCA), and the United States Department of Agriculture (USDA), KANU and Mālamapōki'i are located in a rural area. In addition, the other eight target schools are also located in predominately rural areas. These schools struggle with the same issues faced by other rural school districts and schools, such as longer commute times to school, limited access to resources found in urban areas and lack of positive role models who have graduated or attended college (Lawless, 2009). Unfortunately, the Hawai'i State Department of Education (HIDOE) is the only statewide SEA and LEA in the nation. There are no individual LEAs in the state and thus no opportunity for rural designation for individual schools by REAP, regardless of the fact that more than 95 percent of the state is considered rural. The following map (Image 2) provides a GIS overview of the State of Hawai'i rural designations taken from the US Census Bureau site. In addition, target sites have been included to show their locations and overall rural isolation.

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Competitive Preference Priority 2—Supporting High-Need Students [Federally Recognized Indian Tribes]

While native people have lived on Hawai'i for more than a thousand years, the overthrow of the Kingdom of Hawai'i in 1893 and its subsequent annexation by the United States in 1898 without the consent of the Hawaiian people means there is no federally recognized native governing body³. All native people share much in common: their land and resources are desired by developers, their rights are often not recognized, and government promises to them frequently are not honored. The unique

³ Entities and offices which now represent indigenous Hawaiians do not have government-to-government relationships comparable to those enjoyed by either federally recognized native tribes in the lower 48 states or the indigenous people of Alaska.

situation of indigenous Hawaiians has already been recognized; in 1993, as the start of a reconciliation process, they received an apology from the U.S. government for the way their land was appropriated and the way they suffered and were subjugated. Yet many details remain before they can fully exercise all their rights and claims. The Kingdom of Hawai'i has been recognized as a nation-state internationally, so the situation is not parallel to the American Indian tribes which are nations within a nation. Nevertheless, Hawaiians are recognized by the Federal government as native peoples (UN General Assembly, 2007).

Hawai'i's controversial history continues to impact its educational system. Due to the relative void of indigenous cultural practices in Hawai'i's public school system, the charter school movement represents for many a push for a more culturally based education system that integrates traditional learning practices and content (Nā Lau Lama, 2010). Moreover, due to the large percentage of Native Hawaiian students served in Hawai'i's public schools, research supports the increased use of a culture-based, values-based context that provides relevance and meaning to students (Ibid.). This approach has been shown to increase student achievement, particularly in schools with a high proportion of indigenous students (Kana'iaipuni, Ledward, & Jensen, 2010; Castagno & Brayboy, 2008; Demmert & Towner, 2003; Gay, 2010; Ledward & Takayama, 2009). In reality, *all* students benefit from values-based education that is relevant to their lives thus enhancing learning and ultimately achievement. Furthermore, the charter school model provides greater autonomy to schools and an opportunity to implement new, innovative strategies that have resulted in improved student learning

and achievement—while addressing the cultural and demographic uniqueness of each school and its community (Finne, 2012).

Competitive Preference Priority 3—*Improving Early Learning and Developmental Outcomes*

The proposed dissemination activities will build on KANU’s successful efforts to improve educational outcomes for Native Hawaiians through the seamless integration of early instructional and developmental experiences with those of the elementary school years, beginning with kindergarten.

INVITATIONAL PRIORITY

Promoting Diversity

The charter school movement in Hawai‘i is largely a response to parent and community dissatisfaction with Hawai‘i’s public school system and a desire for greater autonomy in choosing educational approaches. Charter schools are community based, values driven and academically diverse schools of choice (Hawai‘i State Public Charter School Commission, 2015). An important part of this movement has been the establishment of Hawaiian-focused charters schools (HFCS), offering educational programs reflective of the communities from which they were established and focused on improving the experiences of Native Hawaiians in the public school system. HFCS are a diverse group of schools sharing a common focus, where instruction and learning are grounded in the values, norms, knowledge, beliefs, practices and language that are the foundation of Native Hawaiian culture. HFCS tend to serve a larger percentage of Native Hawaiian and/or Pacific Islander students—a group that has been traditionally underserved in Hawai‘i’s educational system. According to Senator Clayton Hee, sponsor of SB 3071 (a

bill to address underrepresented, underserved Native Hawaiians in education), “the legislature finds that in terms of student achievement, Native Hawaiian children as a group score in the bottom quartile on standardized tests of reading and mathematics, are overrepresented in special education, and have the highest school dropout rate.” He attributes this to the fact that “the Native Hawaiian language and culture are absent from the curricula of Hawai'i public schools despite the plethora of research indicating that children learn best when they are able to relate new learning to familiar experiences. This absence prevents Native Hawaiian children from gaining the personal and cultural identity necessary for success in life. It should not be surprising then that so many Native Hawaiian children find little purpose and meaning in school.”

HFCS, with the freedom to develop uniquely culturally-driven curriculum, have brought about unprecedented *engagement* among students, in a safe, innovative learning environment. This coincides not only with indigenous notions of teaching and learning but also the underlying concept of diversity, which encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing individual differences, the exploration of these differences in a safe, positive, and nurturing environment, and understanding each other—moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Attaining inclusive excellence and diversity is an ambitious undertaking. Rather than simply referring to the increased presence of racial and ethnic minority students on campus, KANU proposes equity in educational outcomes for all students at its

conceptual core (Equity and Excellence Commission, 2013). According to the Office of Diversity, Equity, and Student Success (2012) at the American Association of Colleges and Universities, diversity implies working “toward high-quality learning and 21st-century outcomes for all students, emphasizing the success of students historically underrepresented in higher education.” The report, *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools* (2011), states “a school district may permissibly aim to achieve a ‘critical mass’ of underrepresented students. A critical mass is the level of enrollment of underrepresented students that is necessary to realize the educational benefits that a school district is seeking, including “encourage[ing] underrepresented minority students to participate in the classroom and not feel isolated,” [Grutter, 539 U.S. at 318], or dispelling stereotypes about characteristically minority viewpoints on issues. A school district that attempts to obtain a critical mass of underrepresented students to achieve its compelling interests is not engaging in impermissible racial balancing” [Id. at 329-30]. This project will strongly emphasize the dual role of HFCS to serve traditionally underrepresented students while honoring diversity in a safe, positive, and nurturing environment.

SELECTION CRITERIA FOR DISSEMINATION GRANTS

(1) Quality of the Project Design

The extent to which the proposed project is supported by strong theory

High quality, integrated early educational programs foster school readiness and academic success and play a critical role in eliminating the readiness gap that

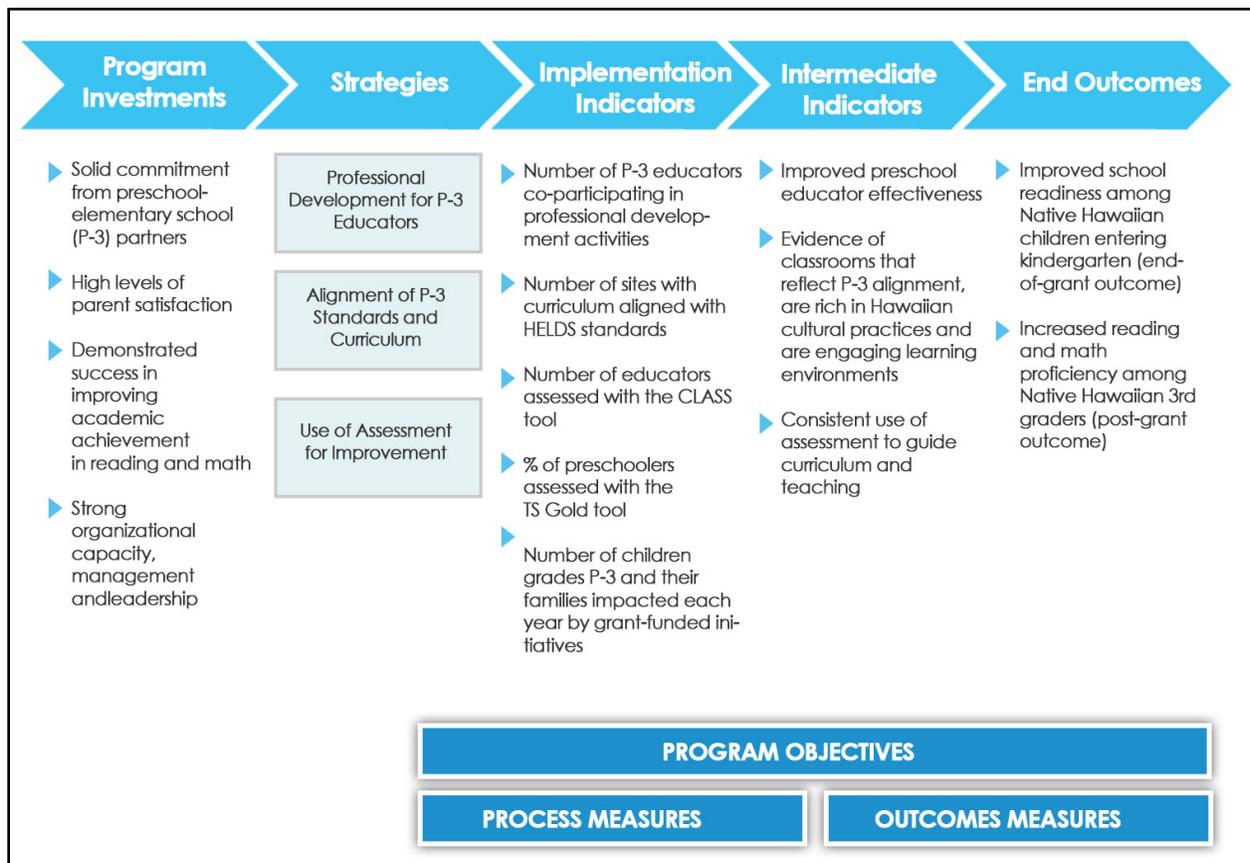
particularly affects minority children (Barnett, 2000; Schweinhart, et al., 2005; Schweinhart, Barnes & Weikart, 1993). An effective program also provides additional, long-term effects for children across cultures, languages, and contexts (Rouse, et al., 2005; Magnuson, et al., 2004; Justice, et al., 2008). The National Institute for Early Education Research (2007) recommends that “curricular decisions should take into account children’s linguistic and cultural backgrounds and curricula should help build program-family partnerships.” Culture, tradition, and values create the framework for curriculum-based education. Moreover, schools that situate learning in a culture-based education (CBE) approach, particularly in schools with a high proportion of indigenous students, have been shown to increase student achievement (Demmert & Towner, 2003; National Indian Education Association, 2009; Kamehameha Schools, 2010). Researchers and policy experts have identified third grade as a pivotal point in a child’s education. It’s the critical juncture where children build-on the previous years they spent learning to read and start using these capabilities to learn and comprehend the subject material their various classes cover. According to a 2012 study commissioned by the Annie E. Casey Foundation, “a student who isn’t reading at grade level by the third grade is four times less likely to graduate by age 19 than one who’s reading capably by that time.” That’s without considering economic factors that contribute to high-risk populations. For example, children living in poverty who are not reading proficiently by the third grade are 13 times less likely to graduate than their peers who don’t struggle with reading or financial hardship, according to the report’s author, Donald Hernandez, an advisor to the Foundation for Child Development.

Reading ability is so important that it trumps even socio-economic status as a predictive indicator of academic performance: Students who fail to meet the third-grade reading benchmark comprise 88% of the overall percentage who don't graduate high school, while those who spend at least a year in poverty account for 70% of that segment. However, while early-learning opportunities are extremely important, gains in early math and reading that children make in pre-kindergarten programs can “fade out” once they reach elementary school. Extensive research into the Head Start program, for example, shows that academic advances made by children enrolled in the federal program typically diminish when they enter elementary school. While this fade-out can be attributed in part to low-quality elementary school programs, which are more common in impoverished areas with insufficient resources and less-qualified teachers, there's another contributing factor: In the vast majority of school districts, early-learning programs and K-12 school systems operate independently of each other, have different governance and funding structures, and don't share information on curriculum, assessments, practices, and individual child development in any formal way, if at all. In response to this incongruence, the proposed dissemination activities will build on KANU's successful efforts to improve educational outcomes for Native Hawaiians through the seamless integration of early instructional and developmental experiences with those of the elementary school years, beginning with kindergarten. The premise behind this approach is that closing the readiness gap is key to closing the achievement gap (Strategies for Children, 2005). In response, we submit three strategies, that when delivered in tandem—Professional Development for P-3 educators, Alignment of P-3

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Standards and Curriculum, and Use of Assessment for Improvement—are expected to **improve school readiness among Native Hawaiian children entering kindergarten (project goal).**

Image 3, the project’s logic model, merges KANU’s strengths with strategies that are supported by **strong theory** and describes and their expected short-, medium-, and long-term outcomes.



Since the project proposes “to increase the number of effective P-3 educators” (see Objective 1), for the purposes of our evaluation, an effective educator is defined as one who fosters developmentally and culturally appropriate, engaging environments for

preschool children, aligns the preschool curriculum with kindergarten readiness indicators, and uses regular assessment for focusing teaching and the curriculum.

A prominent feature found in Hawaiian-focused charter schools is authentic assessment which is based on the traditional Hawaiian approach of gauging learning through demonstration of skills and knowledge. Consistent with this approach, professional development opportunities for teachers will focus more on **authentic teacher learning** and the conditions that support it (Webster-Wright, 2009).

One approach that has proven effectiveness is **embedded professional development**.

For example, when teachers participate in substantial and frequent⁴ professional development, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss & Shapley, 2007). In addition, teachers must have opportunities for **collaborative learning**, to learn in a supportive community that organizes curriculum across grade levels and subjects. Moreover, **links between curriculum, assessment, and feedback** are essential for sustainable learning (Blank and de las Alas, 2009; Heller, et al., 2012). A final but key feature of our project is the fostering of **Professional Learning Communities** (PLCs), groups of teachers that share their best practices in an ongoing, reflective way that boosts teacher and student learning (Stoll et al., 2006). PLCs go a step beyond professional development by providing teachers with skills and knowledge to improve their teaching practices but also

⁴ In one article, the authors examine nine studies and found that teachers who received an average of 49 hours of professional development spread over 12 months is shown to boost student achievement. On the other hand, workshops offered throughout the year but totaling 14 hours or less show no statistically significant effect on student learning (Darling-Hammond, et al., 2009).

an ongoing community that values each other’s experiences in their own classrooms as a teaching tool (Vescio et al., 2008). Of all of our proposed strategies, we believe PLCs are most likely to enhance each school’s capacity and generate a sustained effect on teaching quality.

(2) Quality of the Proposed Dissemination Activities

The likelihood that proposed dissemination activities will improve student achievement

Table 3 demonstrates *what* the project is doing to support the overall goal (objectives) and *how* we will measure progress (performance and outcome measures).

TABLE 3. PROJECT OBJECTIVES, PERFORMANCE AND OUTCOME MEASURES	
Objectives	Performance and Outcome Measures
<p>Objective 1. To increase the number of effective P-3 educators that serve educationally disadvantaged Native Hawaiian students at target schools.</p>	<p>Performance Measure 1a. Each year, the project will impact at least 40 P-3 educators.</p>
	<p>Performance Measure 1b. Each year, 100% of target site preschool teachers will attend quarterly professional development opportunities with K-3 teachers.</p>
	<p>Performance Measure 1c. Each year, 100% of preschool teachers will be assessed four times by a certified classroom observer using the CLASS tool and receive feedback for improvement.</p>
	<p>Performance Measure 1d. Each year, at least 75% of educators who attended quarterly professional development opportunities will show pre-post improvement in all domains of the CLASS tool.</p>
<p>Objective 2. To ensure each site’s curriculum is aligned with <i>Hawai’i Early Learning and Development Standards</i> (HELDS), is culturally appropriate, and is designed to create an</p>	<p>Performance Measure 2a. By the close of Year 2, all sites will have worked collaboratively with each other and K-3 educators to align curriculum and standards with HELDS and Hawai’i’s newly developed General Learner Outcomes for Hawaiian values.</p>
	<p>Performance Measure 2b. By the close of Year 2, at least 85% of preschool classrooms will reflect engaging learning environments, steeped in Hawaiian culture, as measured by the CLASS tool and observational rubrics.</p>

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engaging learning environment.	
Objective 3. To foster the frequent and consistent use of assessment tools for improvements in curriculum and teaching.	Performance Measure 3a. Each year, the project will impact at least 90 students and their families.
	Performance Measure 3b. Each year, 100% of preschoolers will be assessed pre-post with the TS Gold tool, a measure of school readiness.
	Performance Measure 3c. Each year, all sites will provide evidence that assessment results are used to tailor their curriculum and practices to meet the learning needs of each student.
	Outcome Measure 3d. By the close of Year 2, at least 85% of preschool students entering kindergarten will demonstrate readiness to learn, as indicated by developmental growth measures on the TS Gold assessment tool.
	Outcome Measure (post-grant). Within five years following project completion, target elementary schools will achieve at least 85% in reading and math proficiency among third grade students.

Strategy 1: **Professional Development for P-3 Educators** forms the core of the proposed dissemination activities and as such incorporates Strategy 2: **Alignment of P-3 Standards and Curriculum** and Strategy 3: **Use of Assessment for Improvement.**

Dissemination Activities

A variety of job-embedded professional development activities will be offered throughout the project. Professional Learning Communities (PLC) will bring together preschool and K-3 educators (center directors, teachers, and paraprofessionals), between and across sites, to share best practices and work on curriculum alignment between preschools and K-3 schools and with the *Hawai'i Early Learning and Development Standards*

(HELDS)⁵. In addition, the Hawaiian-focused charter schools are guided by a set of Hawaiian values. The State is currently prioritizing the alignment of General Learner Outcomes (GLO) with these Hawaiian values, particularly for schools that serve a predominately Native Hawaiian population. A key “deliverable” of this project is preschool curricula that reflect consistent alignment of HELDS standards and GLOs for Hawaiian values. As such, this will be an important topic for PLC meetings.

In addition, the Project Director will implement **instructional coaching** utilizing education specialists (a contractual position) with expertise in Hawaiian culture and early childhood education. The specialists will rotate sites throughout the year, providing hands-on teaching on incorporating culture-based education (CBE) into instructional strategies. Built-in flexibility and formative assessment will ensure that when strong CBE exists at one site, the education specialist will allocate more time to sites with lower rates of CBE instruction.

Site visits to each other’s schools (preschool and elementary) will also provide opportunities to observe hands-on interactions and to see what an engaging learning environment looks like and how standards are being address or how cultural values are integrated into the curriculum and instruction. This is especially relevant to the public school partners in the proposed project who also serve large percentages of Native Hawaiian students but may not address culture in their curriculum or instructional strategies. Since CBE has been shown to increase engagement and thus learning, it is

⁵ The Hawai'i Early Learning and Development Standards (HELDS) are a set of research-based standards that identify expectations of knowledge and behavior for children through a chronological continuum.

beneficial for these sites to learn from the HFCS and incorporate cultural practices into their curriculum as a teaching strategy.

Local conferences such as the Hawai'i Island Early Childhood Conference, the Hawai'i Association for the Education of Young Children, and the Early Childhood Education Collaboration Conference will be included as part of the professional development plan for target school educators. **National conferences** such as the National Association for the Education of Young Children Conference and Professional Development Institute as well as the Harvard PreK-3rd Institute Conference are also being considered as viable options for professional development. When possible, local and national conferences will also provide a venue for dissemination of the model and any relevant project findings.

The impact of these professional development activities will be measured by frequent assessment using the Classroom Assessment Scoring System (CLASS) tool.

Assessment will take place four times for year. This observational tool assesses the quality of teacher-child interactions in center-based preschool classrooms and includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms (National Center on Quality Teaching and Learning, 2013). The tool will be scored by certified observers and

to complete the assessment “loop”, results will be shared with educators and used to shape future professional development opportunities.

In addition to the CLASS tool, the project team will design or adapt a rubric that will assess other components of the classroom environment such as evidence of culture-based education (CBE). There are existing rubrics, such as the Hawaiian Indigenous Education Rubric (HIER), a valid and reliable observational tool developed by Kamehameha Schools⁶ (KS) and designed to measure the level of CBE use in the classroom. Though we are not aware if this has been tested in a preschool setting, we will explore the use of this tool, request permission, and adapt it as needed.

And finally, in order to efficiently capture classroom activities for internal documentation and sharing with families, teachers will use the Kaymbu app. The app will be installed on two iPads per site⁷. Teachers can use them throughout the day to collect anecdotal data that supports the evaluation and specifically the measure: “evidence of classrooms that reflect alignment, are rich in Hawaiian cultural practices and engaging learning environments.” Using an iPad to capture learning, while modern by nature, is culturally appropriate in that the evaluation/research design regards participant input as primary evaluation data. This is built upon an indigenous framework for evaluation supported by the American Evaluation Association and the W.K. Kellogg Foundation.

⁶ Kamehameha Schools is a private school system in Hawai'i established for children of Hawaiian descent from preschool through twelfth grade. It operates 31 preschools statewide and three grade K–12 campuses. Kamehameha Schools has a long-standing tradition of research and evaluation on topics such as early childhood education and Hawaiian population forecasts. Evaluation studies examine the effectiveness of educational programs that impact Hawaiian students and inform decision and policy.

⁷ iPads are not requested in this grant proposal

Target school teachers will also be trained by certified trainers in the use of Teaching Strategies GOLD (TS Gold), an individualized Early Childhood development continuum to assess student readiness for kindergarten. TS GOLD is also aligned with the Common Core State Standards (CCSS). Since 2002, the Hawai'i Department of Education (HIDOE) has been using the group-focused Hawai'i State School Readiness Assessment (HSSRA) to assess children's readiness for school for the majority of a class (with a goal of 75% of the class or higher meeting the criteria). Although the information gathered from the results of HSSRA has been valuable, it would be more beneficial to have information about individual students. Student-level data allows educators to focus curriculum and practices to meet the learning needs of each student. Currently, there is no baseline to compare our objectives with respect to individual student readiness. However, Statewide HIDOE data indicates that in the 2013-14 school year, 91.9% of kindergarten classrooms were comprised of children not ready for school (Good Beginnings Alliance (2014). 52% of incoming students had not attended preschool prior to kindergarten (Ibid). According to Patricia Bergin, the Project Director, once trained, teachers will have the capability to assess students throughout the year and use data formatively to individualize instruction. TS Gold has the capability of being loaded onto an iPad which greatly increases the ease by which frequent and embedded assessment of student performance can take place. For evaluation and reporting purposes, however, each site will submit student results at the beginning and the end of each year. Beginning of year results will establish baseline.

(3) Existence and Quality of a Charter or Performance Contract

Existence of written charter or performance contract

KANU, the applicant, received its charter on May 5, 2000. Our charter can be found in Appendix A. KANU was the first HFCS to receive a charter from the state of Hawai'i to operate.

Extent to which charter or performance contract describes how student performance will be assessed

On March 16, 2013, the Hawai'i State Public Charter School Commission (SPCSC) approved a new charter contract with accountability measures for financial and organizational performance for all charter schools in the state. The contract also clarified the charter schools' participation in the state's academic accountability system for all public schools. The commission worked with charter school operators, other community stakeholders, and experts at the National Association of Charter School Authorizers (NACSA) to develop the measures pursuant to its duties under Hawai'i's new charter law, Act 130. KANU, in particular, played a key role in the development of these important measures and ultimately in the design of Act 130—ensuring charter school representation. “This new contract and performance standards implement the requirements of a much more rigorous state charter law that will ultimately raise the bar for charter schools across our state,” said Karen Street, commission chairwoman. “We believe these measures will preserve the autonomy of Hawai'i's charter schools, which is needed to fuel innovation in schools, while ensuring accountability for public dollars.” Charter schools will continue to provide input resulting in substantive changes to the draft contract and performance frameworks to ensure they are relevant, accurate,

consistent, and realistic—for each school.

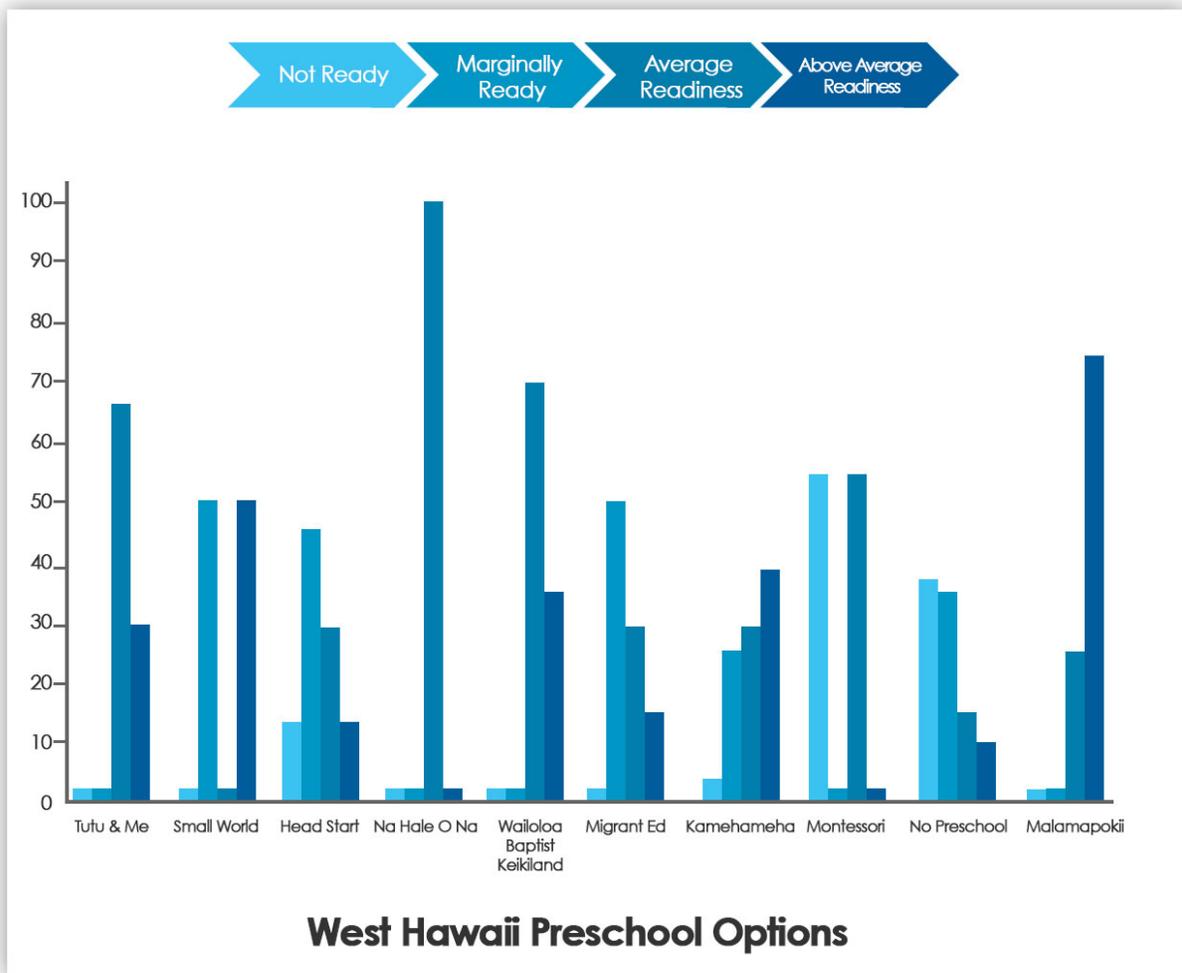
KANU has submitted, in a timely fashion, self-evaluations every year since its charter was issued in 2000, except in 2009, when KANU’s extensive Accreditation Report substituted for the annual self-evaluation. KANU reports annual (and longitudinal) HAS data as well as other indicators of achievement such as grades 2-11 STAR Reading and Math assessments, and Diagnostic Reading Assessment (DRA) scores as well as cultural performance indicators such as increases in cultural knowledge, Hawaiian language and learning and practicing Hawaiian cultural values—in line with the school’s vision and mission statements.

(4) Demonstration of Success

Improving Kindergarten Readiness

Since the focus of this grant is on the integration of preschool and K-3 education systems to impact student achievement, it is noteworthy that in 2007 KANU installed new leadership at Mālamapōki’i, its co-located preschool. This has resulted in greater collaboration with K-3 teachers to align the curriculum and create a seamless transition into kindergarten for preschoolers and their families. This model serves as the foundation of our dissemination efforts.

The chart below (Image 4) examines the degree of readiness among preschoolers in various settings, including “not attended preschool”. Mālamapōki’i is compared to 8 others sites and demonstrates the highest percentage of “above average readiness” on standardized assessment for incoming kindergarteners administered at the beginning of the 2013-2014 academic year.



Improving Student Achievement

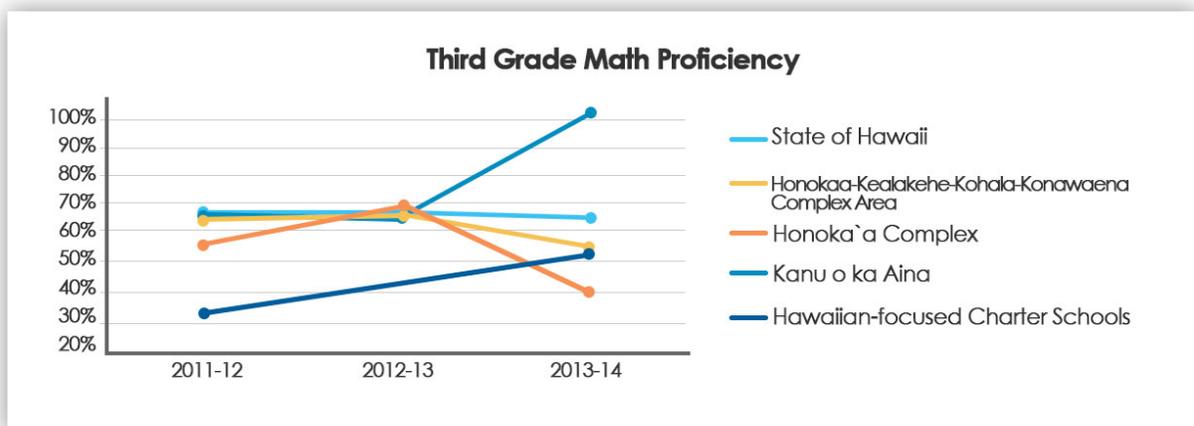
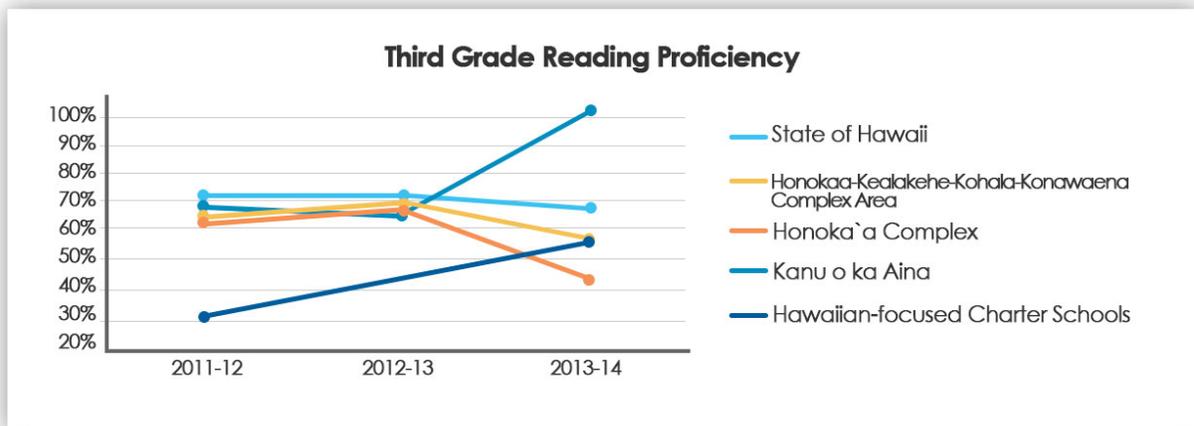
Over the past five years, KANU students have steadily increased their test scores in reading and math. For SY 2013-2014, KANU students had a larger percentage of “all students” who either met or exceeded requirements than the state average, than all other charter schools, all Hawaiian-focused charter schools (HFCS), and all students in the nearby Honoka‘a complex according to the STRIVE HI School Accountability Report. KANU’s demonstrated success in significantly increasing student academic achievement also means that the school has significantly closed achievement gaps

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since KANU serves a much higher proportion of economically disadvantaged students than average—62% versus the state average of 46%.

This past school year KANU’s efforts to integrate preschool and K-3 were rewarded.

Third graders scored 100% proficiency in both reading and math (Images 5 and 6), an accomplishment the administration attributes to a highly integrated “P-3” approach to curriculum and teaching. Moreover, the culture-based approach that permeates the school has been shown to impact academic achievement when implemented in tandem with curriculum and standards alignment.



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High Levels of Parent Satisfaction

Every year, KANU implements the ‘Ohana Survey through Kamehameha Schools’ Ho‘olako Like Department. The survey is adapted from the HIDOE School Quality Survey (SQS) and is intended to provide an opportunity for families of charter school students to give schools input on school quality. The following table provides three years of longitudinal data on all constructs of parent satisfaction:

Construct	2011-2012	2012-2013	2013-2014
Standards Based Learning (A) e.g. Our school has high performance expectations for all students.	85%	86%	93%
Quality Student Support (B) e.g. The families and the school can talk with one another openly and with respect.	87%	88%	88%
Professional Capacity of the System (C) e.g. My child's teachers are effective in their teaching.	90%	90%	91%
Coordinated Team Work (D) e.g. There are enough resources available to the school to sustain its educational programs.	74%	76%	67%
Responsiveness of the System (E) e.g. The school provides a variety of ways for parents to become involved.	88%	90%	87%
Focused Sustained Action (F) e.g. The school continually seeks ways to improve teaching and learning to promote student achievement.	85%	86%	90%
Involvement (I) e.g. I am given opportunities to participate in important decisions about my child's education through a variety of venues.	87%	92%	87%
Satisfaction (S) e.g. I am satisfied with the variety of learning experiences and programs offered at my child's school.	87%	90%	82%

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Students Safety & Well Being (SWB) e.g. My child's teachers really care about and respect the students.	87%	87%	90%
Source: Kamehameha Schools' Ho'olako Like Department, 2015			

KANU consistently demonstrates high levels of parent satisfaction. In a comparison of the ‘Ohana Feedback Survey and SQS Results, KANU reports an overall 90% parent satisfaction rate versus an average of 62.2% for regular public schools.

One category—Coordinated Team Work (D)—has repeatedly reflected lower levels of satisfaction among parents. One plausible explanation is that this category deals with adequacy of resources of which charter schools have consistently functioned without suitable facilities or equitable per pupil funding from the State, forcing charter schools to seek supplemental funding from outside sources. The expense of time and resources required to seek grant and foundation funding or private donations is a drain on schools when this time should be devoted to teaching.

The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school

Governing Board

KANU is held to its mission and is accountable to its Governing Board (GB), the organization that governs and facilitates the academic program and financial oversight of the school. The GB meets monthly and meetings are open to parents as well as the general public. An agenda is posted on the KANU website and meeting minutes are available upon request. GB members participate in ongoing professional development and annual board retreats enabling them to better understand their role, contribution

and fiduciary responsibility.

Executive Team

Day-to-day operations such as maintaining student records, creating transcripts, and tracking attendance and purchasing of equipment and supplies falls to KANU's Executive Team, who is also responsible for implementing policies established by the GB. The Executive Team is comprised of the Co-Administrators (co-principals) and the Business Director. The Executive Team works in conjunction with various teams representing different aspects of the schools. These other teams are: K-5 Early Childhood Teams, 6-12 Project Teams, and Resource Teams.

Staff Retention and Enrollments

KANU's staff retention rate is excellent, with a 10-year 89% average retention rate. Staff retention not only indicates satisfaction among employees, but it provides invaluable continuity for students and families.

Personnel Files and Record Keeping Protocols

All personnel and student record keeping comply with applicable state and federal mandates, including applicable provisions of HIPAA and FERPA. For personnel policies and procedures, this includes compliance with Hawai'i Education Rule §8-6-6 regarding confidentiality.

Student records include directory data, progress data, behavioral records, physical health records, and patient healthcare records. Student records are securely managed in compliance with all state and federal mandates, including State Board of Education Policy 4160, Hawai'i Education Rule §8-6-6 and §8-34-2 and HRS 4530-13.

Organizational Performance Indicators

In order to measure its organizational performance, KANU uses the following indicators:

- Increase financial solvency and stability
- Increase adequacy of resources
- Increase organizational viability

KANU's concept of financial stability is defined in terms of its ability to facilitate and enhance economic processes, manage risks, and absorb shocks. Our financial stability is considered a continuum: changeable over time and consistent with multiple combinations of the constituent elements of finance with a strong focus on diversification of funding sources and a commitment to a balanced budget and positive cash flows. Our definition of financial solvency is simply the ability to pay legal debts and the ability to meet our financial obligations when they come due. Factors considered in analyzing KANU's financial solvency include but are not limited to:

- Timely submission of required data for state allocations and reimbursements
- Stability of enrollment numbers
- Recent fiscal audits
- Reasonableness of projected amounts and timing of revenue receipt-namely, public allocations, grant disbursements, and fundraising
- A plan for the drawdown and repayment of any anticipated line of credit, including interest, within the cash flow statement
- Positive month-by-month bottom lines in the cash flow statement

Underlying our success is a commitment to a balanced budget and sound fiscal

management. These are essential components to implementing the necessary and new initiatives that are enhancing our educational environment. Some examples of achieving fiscal responsibility are:

- KANU balanced its budget in SY 2013 – 2014 as it has in all previous years of our existence despite public allocation fluctuation and funding non-compliance on the part of the Hawai'i Department of Education.
- Efficient management helped renegotiate contracts to get fairer prices, streamlined administration, eliminated waste and privatize activities that could be provided better and more competitively by private firms.
- The pattern of our previous (A-133) audits has been extremely successful with no major findings to date.

Charter Support Organization

Along with strong leadership, committed parents and supportive community, KANU's success can also be attributed to support provided by Kanu o ka 'Āina Learning 'Ohana (KALO), its Charter Support Organization (CSO). In this capacity, KALO advocates on behalf of and provides additional services and support to KANU. This relationship has been in place via an MOA since KANU's inception in 2000 and much of KANU's success can be attributed to the wide-reaching support provided by KALO, allowing the school to focus on the children with back of the house services provided by the nonprofit partner KALO.

(5) Significance

The generalizability of project findings and outcomes (extent to which the results of the

proposed project are to be disseminated in ways that will enable others to use the information or strategies).

Project findings and outcomes will be most relevant to the State's HFCS who are actively seeking to improve school readiness, increase third grade math and reading proficiency and impact other critical outcomes such as graduation and college going rates. Though not explicitly stated in the dissemination plan, the Project Director will be actively disseminating the P-3 Hawaiian Education Model and the idea of co-located preschools supported by professional development, curriculum alignment and assessment. To this end, the project design, strategies and its results will be disseminated annually at the *Ku'i ka Lono* Conference which brings together hundreds of charter school students and staff, as well as indigenous students and educators from around the world, to share best practices in indigenous education and learn from one another. In keeping with Hawaiian tradition, *Ku'i ka Lono* is also an excellent venue to celebrate progress and allow students and staff to *hō'ike* or demonstrate their knowledge and skills.

Project results will also be relevant at state and national levels to all school leadership—from districts to individual schools—seeking to create an integrated P-3 model that impacts early learning, developmental outcomes, and K-12 success. With the assistance of the project's external evaluator, an evaluation of project implementation, outcomes and impact will be conducted. At this time, we are unsure if funding will allow for comparison sites which would strengthen any inferences about project impact. An evaluation of this nature is consistent with the purpose of the Charter School Program

“[to] evaluate[ing] the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.” Also consistent with the program purpose is “to increase national understanding of the charter school model” through results of the evaluation which will be presented at local and national early childhood education conferences, P-3 conferences and charter school conferences. And finally, results will be disseminated via social media such a twitter and Instagram⁸ with an end-of-project goal to publish any statistically significant findings.

(6) Quality of the Project Personnel

The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

The project is fully staffed; however, in the event that project personnel need to be hired, KANU will utilize specialized recruitment efforts in conducting the employment search to ensure that staff employed in the project have demonstrated that they have succeeded in overcoming disadvantages and similar circumstances to those of Hawaiian-focused charter school families. Job announcements will be sent to student equity programs such as Educational Opportunity Programs (EOP) and Student Affirmative Action Programs (SAAP) and early childhood education (ECE) programs at community colleges and four-year universities. Community leaders will be contacted to nominate individuals with whom they are familiar and who meet the qualifications. Existing staff who have overcome disadvantages in their lives will also be recruited to apply. The selection committees will be in-serviced as to the goal of the project and the

⁸ Appropriate permission will be sought from parents should images of their children wished to be shared for evaluation or dissemination purposes.

importance of considering staff who can serve as role models and who will be able to relate to the at-risk students to be served and have significant experience serving these students in a Hawaiian-focused charter school setting. KANU assures, per Equal Employment Opportunity Commission (EEOC) guidelines for 2014 – 2015, that as a condition of employment, prior to hire, all personnel shall undergo fingerprinting, a criminal background check, and other safety-related assurances related to working with children.

Minimum qualifications for project staff are aligned with KANU's Job Description Qualifications developed by the Human Resources Department, and approved by the Governing Board. Additional and preferred qualifications are determined by program staff through the hiring process. Résumés for the two highly qualified project personnel can be found in Appendix C.

Relevant Training and Experience of the Project Director

Ms. Bergin has over 35 years of professional experience in Hawai'i's public schools as a district superintendent, principal and teacher working with schools which serve the largest percentage of Native Hawaiian students in the State and in some of Hawai'i's most impoverished communities. For the past 9 years she has worked as an administrator for KANU's co-located preschool program Mālamapōki'i. In this capacity, she provided oversight and direction for the integration of the Early Childhood Education and K-3 Elementary programs, providing professional development, training and coaching, and monitoring implementation and quality of instruction in classrooms. She also guided data analysis and completed quality review reports. Initiatives spearheaded

by Ms. Bergin in 2007 have resulted in the tremendous performance in both math and reading proficiency by this past years' third grade class. She holds a Master's degree in Education. Ms. Bergin will be responsible for overall project implementation, providing leadership as needed during all professional development activities including curriculum alignment with standards and the development or adaptation of observational rubrics. She will oversee the work of the evaluator, ensuring accurate data collection by each site and conducting classroom observations as needed. She will be responsible for timely reporting of annual performance.

(7) Quality of the Management Plan

The project period will be 24-months, with a proposed timeframe of January 1, 2016 – December 31, 2017. The project management plan is straightforward. The 1.0 FTE Project Director (PD) will be responsible for overall project implementation. She will be supported by a .5 FTE Clerical Support (CS), a contractual Project Evaluator (PE) and contractual education specialists (ES). Each preschool site (5) has a full-time Director (SD) supported by a 1.0 FTE Teacher and a 1.0 FTE Educational Assistant (EA). The principals at each target elementary school (5) will facilitate participation of their K-3 educators in quarterly professional development.

The project's detailed management plan follows. The timeline includes key steps and milestones and specifies responsible personnel. All activities will be monitored throughout the year and adjustments will be made to ensure objectives are achieved on time and within budget.

TABLE 5. MANAGEMENT PLAN			
Key Steps	Personnel	Timeframe	Milestones/Deliverables
Q1 = January 1 – March 31 Q2 = April 1 – June 30 Q3 = July 1 – September 30 Q4 = October 1 – December 31 Project Director=PD, Clerical Support=CS, Project Evaluator=PE, Site Directors=SD			
Professional Development for P-3 Educators			
Develop a framework for quarterly meetings that rotates between target schools sites on each island and covers proposed topics such as curriculum and standards alignment, assessment tools, training, culture-based education	PD	Jan 16 – Feb 16	YR1Q1 – Draft professional development framework
Share framework with schools, eliciting feedback on dates and locations as well as topics for discussion.	PD	Feb 16	YR1Q1 – Emails and correspondence
Prioritize topics, define meeting outcomes and finalize framework.	PD	Feb 16	YR1Q1 – Final professional development framework
Research dates and locations of local and national conferences.	PD	Feb 16	YR1Q1 – list of conferences, dates, and locations
Implement quarterly professional development schedule, assisting sites with travel arrangements and securing consultants or trainers as needed.	PD, CS	Feb 16 – Dec17	YR1Q1,2,3,4 – At least 20 P-3 educators participate consistently in quarterly PD each year YR2Q1, 2,3,4 – At least P-3 20 educators participate consistently in quarterly PD each year
Coordinate and implement classroom observations by CLASS-trained observers, four times per year.	PD	March 16,17 June 16,17 Sept 16,17 Dec 16,17	YR1Q1,2,3,4 – 10 preschool teachers and EAs complete quarterly observations and receive feedback. YR2Q1,2,3,4 – 10 preschool teachers and

			EAs complete quarterly observations and receive feedback.
Coordinate and implement classroom observations that assess level of culture-based instruction.	TC	Ongoing	YR1Q1,2,3,4 – 10 preschool teachers and EAs complete observations and receive feedback. YR2Q1,2,3,4 – 10 preschool teachers and EAs complete observations and receive feedback.
Compile data and share with project evaluator	PD, SD	April 16 Dec 16 April 17 Dec17	YR1Q2 – pre-test data set for each teacher YR1Q4 – post-test data set for each teacher YR2Q2 – pre-test data sets for each teacher YR2Q4 – post-test data sets for each teacher
Alignment of P-3 Standards and Curriculum			
Utilize quarterly meetings to align curriculum with HELDS and GLOs for Hawaiian values.	PD, SD, Teachers	Jan16 – Dec17	YR2Q4 – 5 preschool curricula aligned as verified by classroom observations and archival data such as meeting minutes and final curricula.
Use of Assessment for Improvement			
Train educators on TS Gold	PD	Jan16	YR1Q1 – at least 10 preschool educators trained on TS Gold
Conduct pre-post assessment of readiness for preschoolers	SD, Teachers	Feb16 June 16 Sept 16 June 17	YR1Q1 – at least 75 students tested. YR1Q2 – at least 75 students tested. YR1Q3 – at least 75 students tested. YR2Q2 – at least 75 students tested.
Project Evaluation, Reporting and Compliance, and Dissemination			
Develop project database for tracking performance measures, participation rates, demographics and outcome	PE	January 2016 – March 2016	YR1Q1 – Project database developed for all required evaluation measures.

measures			
Analyze classroom observation data for changes over time.	PE	December 2016 December 2017	YR1Q4 – Classroom data analyzed YR1Q4 – Classroom data analyzed
Conduct formative and process evaluation, providing quarterly reports to PD allowing for adjustments to be made as needed.	PE	January 2016 – December 2017	YRS1/2 – Quarterly and annual evaluation reports submitted on time and complete for all proposed objectives, and performance measures.
Complete ED-required travel.	PD	January 2016 – December 2017	YRS1/2 – All ED-required travel completed.
Complete annual and final reports.	PD	December 2016 December 2017	YRS1/2 – Quarterly and annual project and fiscal reports submitted on time and complete for all proposed objectives, performance measures and expenditures.
Disseminate annual results at <i>Ku'i ka Lono</i> and other appropriate venues such as the Hawai'i Early Education Conference.	PD	January 2016 – December 2017	YR1Q4 – Project findings disseminated to all HFCS and at least one other large-scale audience. YR2Q4 – Project findings disseminated to all HFCS and at least one other large-scale audience.
Complete annual summative evaluation providing project impact on readiness.	PE	July 2016 December 2017	YR1Q3 – Summative analysis completed for 2015-2016 AY. YR2Q4 – Summative evaluation completed, providing project impact data for target schools and analysis of project implementation.
Explore publication of project findings.	PD	December 2017	YR2Q4 – Project findings from evaluators report will be adapted for possible publication.

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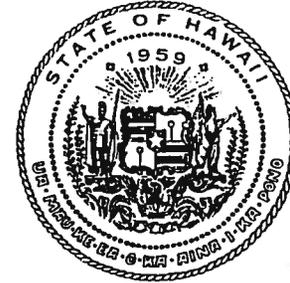
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* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



Department of
Education



*Public New Century
Charter School*

In accordance with State law, this charter authorizes
and conveys responsibility to the duly organized local school board of

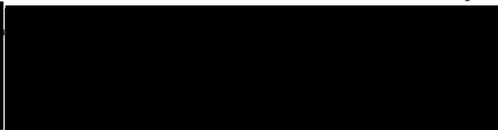
Kanu o ka 'Aina

to operate as a public charter school in the State of Hawai'i.

*Pursuant to State law, this school is empowered to develop innovative approaches to learning that reach
high performance standards and meet the educational needs of its students in the 21st Century.*



Benjamin J. Cayetano
Governor



Mitsugi Nakashima, Ed.D.
Chairperson, Board of Education



Paul G. LeMahieu, Ph.D.
Superintendent of Education

Issued this 5th day of May, 2000

APPENDIX B: LETTERS OF SUPPORT

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

ARTHUR F. SOUZA
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE COMPLEX AREA SUPERINTENDENT
WEST HAWAII COMPLEX AREA OFFICE
75-140 HUALALAI ROAD
KAILUA KONA, HAWAII 96740-3723

October 2, 2015

Allyson Tamura, Po'o Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 398
Kamuela, Hawaii'i 96743

Re: Support for CSP Application

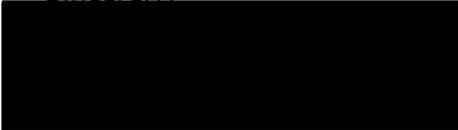
Dear Mrs. Tamura:

As the West Hawaii Complex Area Superintendent, I am pleased to offer my support for your worthwhile project, the Ka Huli Mua Preschool Consortium.

It is my strong belief that the work of educating a child is the work of an entire community. Our schools participating in trusting partnerships with our broader communities is crucial to caring for the social, emotional and academic wellness of all our children. So many of the issues we see today in West Hawaii and throughout the state, such as unpreparedness of high school students and low college going rates, are linked to low rates of preschool attendance and kindergarten readiness. Your project goal—to improve school readiness among incoming kindergarten students, particularly among our native Hawaiian keiki—is commendable and will contribute to improving educational outcomes in our communities.

Please do not hesitate to contact me to discuss other ways we can support your worthy efforts.

Sincerely,


Arthur F. Souza
Complex Area Superintendent

APPENDIX B: LETTERS OF SUPPORT

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

NOREEN KUNITOMO
PRINCIPAL

ARTHUR SOUZA
COMPLEX AREA SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
HONAUNAU SCHOOL
83-5360 MAMALAHOA HIGHWAY
CAPTAIN COOK, HAWAII 96704
PH: 328-2727 – FAX 328-2729

September 24, 2015

Allyson Tamura, Po'o Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: Letter of Support for 2015 CSP Application

Aloha e Ms. Tamura,

Honaunau Elementary School strongly supports the proposed project the *Ka HULI Mua* Preschool Consortium with the goal to improve school readiness among incoming kindergarten students, particularly among our Native Hawaiian keiki.

We believe that participation in this project will improve educational outcomes for our students since a stronger link between preschool and elementary school can facilitate the learning process, increasing literacy and a readiness to learn. This is the same rationale that led us to support the co-location of a preschool here on our campus.

The idea of engaging families at the preschool level is also very appealing to us. At Honaunau Elementary School, parents are valued as partners and take an active part in their children's learning.

As evidence of our support, we will encourage our K-3 teachers to participate in statewide opportunities for professional development, collaboration and sharing of best practices in areas like assessment and the use of culture-based strategies to improve literacy among Hawaiian children and engage families.

Mahalo nui loa,

[REDACTED]
Noreen Kunitomo, Principal
Honaunau Elementary School

APPENDIX B: LETTERS OF SUPPORT



Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School

46-500 Kūneki St. Kāne'ōhe, Hawai'i 96744 *Kelepona: 808.235.9175 *Kelepa'i: 808.235.9173
E mālama 'ia ana ka mauili ola o kākou mai kēlā hanauna a i kēia hanauna.

September 24, 2015

Allyson Tamura, Po'o Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: CSP Application

Aloha Ms. Tamura,

We offer our support to your project the Ka HULI Mua Preschool Consortium without hesitation. The goal to improve school readiness among incoming kindergarten students, particularly among our Native Hawaiian keiki, is something that is very important to us here at Ke Kula 'o Samuel M. Kamakau, LPCS.

Participation in this project will support our school vision: *E mālama 'ia ana ka mauili ola o kākou mai kēlā hanauna a i kēia hanauna*. Our spirit of being is nurtured from one generation to the next. As a K-12 Hawaiian language immersion, laboratory, public charter school, our school is a safe refuge for our community, where our language, our spirituality, our culturally appropriate behaviors and our traditional knowledge are nurtured and perpetuated.

Programs such as this can build upon the foundation established in preschool, which is why we support the co-location of a preschool program here on our campus. As evidence of our support, we will encourage our K-3 teachers to participate in statewide opportunities for professional development with preschool teachers: to collaborate with each other and other sites and share their best practices in areas such as assessment and the use of culture-based strategies to engage children and their families.

Mahalo nui loa,



Ivy K. Kelling
Kahu, Director

APPENDIX B: LETTERS OF SUPPORT



Mālamapōki'i

Family Based Early Childhood Education Program
Kanu o ka 'Āina Learning 'Ohana

September 24, 2015

Allyson Tamura, Po'ō Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: Letter of Support for Charter School Application

Aloha e Ms. Tamura,

I am writing this letter as evidence of our whole-hearted support for the proposed project, the *Ka HULI Mua* Preschool Consortium, with the goal to improve school readiness among incoming kindergarten students, particular among our Native Hawaiian keiki.

Mālamapōki'i is a family-based early childhood education program created in 2001 by Kanu o ka 'Āina Learning 'Ohana. The intent of Mālamapōki'i is to improve the educational attainment of Native Hawaiian children. Mālamapōki'i serves children 3-6 and their families. As you are aware, Mālamapōki'i has a long history collaborating with elementary teachers at Kanu o ka 'Āina New Century Public Charter School to develop a seamless model for Hawaiian-focused early childhood education. In addition to higher than average levels of schools readiness among incoming kindergarteners, reading proficiency among 3rd graders at Kanu o ka 'Āina reached 100% proficiency in the 2013-14 school year.

Through this project, we will endeavor to disseminate to other elementary schools with co-located preschools, the best practices that have hallmarked Kanu o ka 'Āina as a great charter school. These are: fostering collaboration between preschool and elementary teachers; using formative and summative assessments to focus the curriculum (and inform project impact) and engaging family in the learning process, particularly as it relates to literacy.

We look forward the opportunity to collaborate and learn from one another.

F M S

[REDACTED]
Debbie Clark-Lawrence, Director
Mālamapōki'i Early Childhood Education Program

APPENDIX B: LETTERS OF SUPPORT
KAI LOA, INC.



**KAMAKAU ASSOCIATION FOR INCREASING LIFELONG OPPORTUNITIES FOR
ADVANCEMENT**

46-500 Kūneki St., Kāne'ohe Hawai'i 96744 * Phone: 808.235.9175 Fax: 808.235.9173

September 25, 2015

Allyson Tamura, Po'ō Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: Support for CSP Application

Aloha Ms. Tamura,

On behalf of our public preschool, Nā Pualei 'ō Sarah Hainakolo Kupanihi Kamakau, I offer my solid support for your project the *Ka HULI Mua* Preschool Consortium and the goal to improve school readiness among incoming kindergarten students, particular among our Native Hawaiian keiki.

NA PUALEI was developed as a Hawaiian Immersion model for preschool under KAI LOA, the non-profit support organization of Ke Kula 'ō Samuel M. Kamakau and opened with its first class of 16 students in 2012-2013. We currently serve 14 four-year olds at no cost to families. Our goal is to eliminate the barriers of poverty by increasing access to quality early childhood education.

Collaboration in this project will benefit our school as we will be able to share best practices in early education with a diverse group of preschools across the state. Participation will support the development of quality culture-based curriculum and align our preschool standards to our charter school's existing K-12 program to staircase the areas of reading and math. We also hope to work on identifying common assessments to collect and report longitudinal data across the group.

Best of luck in your funding application. We look forward to working with you on this important endeavor.

Sincerely,


Elizabeth Aulsebrook, M.Ed.
KAI LOA, Inc, Secretary

E mālama 'ia ana ka maui ola o kākou mai kēlā hanauna a i kēia hanauna.

Our spirit of being is nurtured from generation to generation.

PR/Award # U282C160004

Page e79

APPENDIX B: LETTERS OF SUPPORT



September 25, 2015

Allyson Tamura, Po'o Kula, Elementary
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: Support for CSP Project

Aloha Ms. Tamura,

Ke Kula Ni'ihau 'o Kekaha Charter School strongly supports your project the *Ka HULI Mua* Preschool Consortium, with the goal to improve school readiness among incoming kindergarten students, particularly among our Native Hawaiian keiki.

Our school serves the students and families of the Ni'ihau community; the majority resides in two subdivisions of Hawaiian Home Lands located nearby. Currently our preschool is at full capacity with an enrollment of 12 students and two full time employees who are Niihau native speakers. Our mission is to support the native fluency of our students in the Niihau language beginning in the earliest years of language acquisition.

We believe this project will help us to continue to grow and learn from each other by sharing best practices through workshops and site visits. In addition, we welcome the opportunity to collectively address culture-based assessments and General Learner Outcomes adapted for Hawaiian-focused charter schools. Strengthening the bond between preschool and K-12 can only benefit our students and their families.

E mālama pono,

Tia Koerte, Po'o

P.O. Box 129/8135 Kekaha Road, Kekaha, HI 96752-0129

Phone (808) 337-0481 Fax (808) 337-1289

APPENDIX B: LETTERS OF SUPPORT

DAVID Y. IGE
GOVERNOR



KATHRYN S. MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIMEA ELEMENTARY SCHOOL
67-1225 MAMALAHOA HIGHWAY
KAMUELA, HAWAII 96743
PHONE: (808) 887-7636 • FAX: (808) 887-7640

September 24, 2015

Allyson Tamura, Po'o Kula, Elementary
Kanu o ka 'Āina NCPCS
P.O. Box 6511
Kamuela, Hawai'i 96743

Re: CSP Application

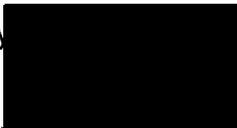
Aloha Mrs. Tamura,

We offer our support to your project the *Ka HULI Mua* Preschool Consortium without hesitation. The goal to improve school readiness among incoming kindergarten students, particularly among our Native Hawaiian keiki, is something that is very important to us here at Waimea Elementary School.

Our recent implementation of the language arts program, Reading Wonders, in grades K-3, demonstrates our commitment to early literacy and learning. Programs such as this build upon the foundation established in preschool which is why we encouraged the co-location of a preschool program here on our campus. Moreover, integrating preschool teaching and assessment with K-3 makes sense and is something we strongly support. And of course, engaging parents and caregivers from preschool and beyond will enhance our efforts markedly. At Waimea Elementary School, we value parents as partners in their child's learning.

As evidence of our support, our K-3 teachers will participate in statewide opportunities for professional development: collaborating with each other and other sites and sharing their best practices in areas such as assessment and the use of culture-based strategies to engage children and their families.

Sincerely,



Scott Tamura, Principal
Waimea Elementary School

If you need assistance understanding this document,
please contact the Principal at (808) 887-7636

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

PATRICIA COCKETT BERGIN

Versatile educational administrator with more than 30 years of professional experience in Hawaii Public Schools. Experienced in school and district administration, instructional leadership, supervision and evaluation, federal program management and evaluation, data analysis and interpretation, facilitative leadership, staff development, budget preparation, grants acquisition and community relations. Strong oral and written communication skills. Proven leadership record in supporting/motivating staff and fostering collaboration and teamwork. Excellent interpersonal skills and an effective communicator.

PROFESSIONAL EXPERIENCE

KANU O KA 'ĀINA LEARNING 'OHANA

Principal Investigator, Mālamapōki'i (December 2006-present)

Responsible for program oversight and monitoring the grant for Mālamapōki'i preschool program designed for children from birth to six years of age. Currently working on licensing the school with the Department of Human Services, and also, in providing opportunities for upgrading staff to ensure all staff has at minimum, Child Development Associate certification. Long range planning includes possible program expansion to other sites.

DEPARTMENT OF EDUCATION, NEW PRINCIPAL'S ACADEMY

Mentor, New Principal Mentoring Program (present)

Currently contracted by the Department of Education to mentor new and designated principals as part of the Department of Education's New Principal's Academy in which direct assistance and collegial support are provided to meet the principal's professional needs and the Department of Education's commitment to develop a support system during this school year. Duties include serving as a technical resource for principals, providing support to principals on a regular basis, meeting with principals to discuss curricular, procedural or operational issues, developing a plan for individualized and differentiated learning for assigned principals, conducting routine on-site visits and observations, assisting principals with school wide plans to impact student achievement, and work with other mentors to plan, present and evaluate New Principal Academy sessions. Other responsibilities include completion and submittal of visitation reports, contact logs and other related documents.

AMERICA'S CHOICE

Senior Associate, Cluster Leader (December, 2005-August, 2006)

Leadership specialist with responsibility for providing on-site technical assistance to failing schools designated for restructuring. Worked directly with school leadership teams consisting of administrators, design team coaches, literacy and mathematics coaches, who adopted the America's Choice School Design restructuring model. Responsibilities included conducting quality reviews to determine progress schools have made, meeting regularly with the principal and leadership team to discuss implementation issues and to problem solve, providing professional development and training to principals and content area coaches in leadership and coaching, monitoring implementation and quality of instruction in classrooms, assisting with and guiding data analysis, assisting with school improvement planning, conducting evaluations, and completing quality review reports. Participated in monthly meetings with Hawaii Department of Education (DOE) staff responsible for school restructuring, and also, in delivering quarterly presentations to Hawaii Department of Education program administrators on progress of restructuring schools.

HAWAII DEPARTMENT OF EDUCATION

State Educational Specialist (1999-2005)

Program management responsibility for a U.S. DOE, Office of Migrant Education, Title 1, Part C, Federal formula grant for the State of Hawaii located in the State Special Programs Management Section. Oversees statewide identification and recruitment of eligible students, maintains a state-wide student database, develops program budget, manages the subgrant application and allocation process, conducts compliance monitoring of subgrant recipients, and provides supervision and training of program staff. Previous experience includes participation in State content standards development, school improvement planning and development of a State Migrant Education Program Guide. Compiles all NCLB Migrant Education Consolidated Performance reports annually.

Hawai'i District Superintendent (1994-1999)

Member of the State executive leadership team comprised of 7 district superintendents, deputy district superintendents, the Superintendent of Schools, and administrative staff. Reported directly to the Superintendent of Schools. Served as curriculum leader responsible for the administration, management, supervision and leadership of 43 Hawaii District schools to assist them in achieving their vision and school improvement goals. Responsible for 28,000 students and over 5,000 full and part-time employees.

Hawai'i District Deputy District Superintendent (East Hawaii and West Hawaii—1992-1994)

Provided support to the District Superintendent in carrying out the initiatives of the State and District Superintendents. Directly responsible to the Hawaii District Superintendent for the overall supervision of schools and complex personnel including resource teachers and adult education personnel.

District Educational Specialist (1989-1992)

Provided district curriculum leadership for state programs in Art, Music, Physical Education, Social Studies and Hawaiian Studies, and for supplementary programs—Parent Community Networking Centers, Early Provision for School Success, School Community Based Management, and Community Sponsored Activities. Planned and assisted school administrators in the development and management of school programs in these areas. Planned, coordinated and conducted workshops at the school, district and State levels. Represented the District at community activities directly related to the areas of responsibility.

School Administrator (1977-1989)

Principal—Waimea Elementary and Intermediate School (1979-1989)

K-9 (then later K-8) grew from 550 students to 1,000.

Principal—Hookena Elementary School (1978-1979)

K-8, 139 students.

Vice-principal—Kohala High and Elementary School (1977-1978)

K-12, 950 students.

Responsible for the administration and supervision of all aspects of the total educational program for the school and for the coordination of activities with all agencies and institutions involved or affected. Responsibilities included school organization and management, the instructional program, staff personnel, pupil personnel, business management, community relations, and school facilities management.

Classroom Teacher—Hawaii Public Schools and Manhattan Unified School District, Manhattan, Kansas.

EDUCATION

University of Hawaii, Manoa, Professional School Administrator Certification

Kansas State University, Manhattan, Kansas, M.S., Education

Kansas State University, Manhattan, Kansas, B.S., Education

CERTIFICATIONS

State of Hawaii Professional Educational Officer Certificate

Hawaii Professional Teacher Certificate
Facilitative Leadership, certified trainer
Onward to Excellence School Improvement Model, certified trainer
National Center for Family Literacy, certified trainer

PROFESSIONAL AFFILIATIONS AND COMMUNITY ACTIVITIES

- North Hawaii Community Hospital, Board of Directors
 - President of the Board, 2000-present
 - Joint Conference Committee, Chair
 - Executive Committee, Chair
- Parker Ranch Foundation Trust Distribution Committee, Chair
- Mauna Kea Management Board, University of Hawaii Board of Regents appointee-Educational Community Representative
- Chelsey Foundation Board of Directors, member
- National High School Rodeo Foundation Board of Directors, member
- Paniolo Preservation Society Board of Directors
 - Education Committee, Chair
 - Membership Drive, co-Chair
- Hawaii Island Food Bank West Hawai'i Advisory Board, member
- Hawaii High School Rodeo Association Lifetime Honorary member

Devynne A. Pahio

EXPERIENCE

KANU O KA 'AINA Kamuela, HI

July 2006 Present

Grants and Programs Assistant

- General office clerk tasks including data entry; operating office machinery, such as fax machines, copy machines, scanners and printers; typing and word processing; delivering messages; sorting and answering emails; answering phone calls; greeting customers and clients; sorting and delivering mail; preparing outgoing mail; and creating or proofreading documents.
- Data collection, organization and compilation for grant compliance.
- Contact grant participants regarding deadlines, reporting requirements and data collection.
- Work with other departments as necessary.
- Assistant Coordinator for Nā Lei Na'auao – Native Hawaiian Charter School Alliance (NLN) to: Coordinate, implement and evaluate Gifted and Talented programs, Culture Enrichment programs, Afterschool programs for Federal and State grants, etc.
- Assist with data gathering and record keeping for grants.
- Assistant Coordinator for the annual indigenous education conference; Ku I ka Lono.
- Arrange travel needs for program staff and participants.

ANTEON CORPORATION Pohakuloa, HI

October 2003 January 2006

Program Administrator II

- General office clerk tasks including data entry; operating office machinery, such as fax machines, copy machines, scanners and printers; typing and word processing; delivering messages; sorting and answering emails; answering phone calls; sorting and delivering mail; preparing outgoing mail; and creating or proofreading documents.
- Supply ordering & inventory.
- Assist supervisor with reports, personnel actions, training, training assessments, and other needs for both military and civilians.
- Maintain library of administrative regulations, policies and procedures.
- Conduct monthly fire and safety inspections.
- Update and review forms for relevance and undo repetition.
- Review and maintain files for compliance and prescribed regulations.
- Follow up on all discrepancies found during reviews.
- Assist with and/or generate travel arrangements.
- Work with other departments as necessary.

BAE Systems Pohakuloa, HI

September 2002 - October 2003

Clerk III

- General office clerk tasks including data entry; operating office machinery, such as fax machines, copy machines, scanners and printers; typing and word processing; delivering messages; answering phone calls; and creating or proofreading documents.
- Performed time-keeping and reporting functions.
- Assigned motor vehicles along with keys.
- Established service and delivery routes.
- Direct driver activities and kept log of departures, destinations, cargo, and vehicle returns.
- Maintained all vehicle maintenance records and scheduled vehicle maintenance as needed.
- Operated safety/traffic control for wide-load equipment.
- Served as sections Environmental Compliance Officer, Safety Officer, and Security Officer
- Work with other departments as necessary.

DIRECTORATE OF PUBLIC WORKS Pohakuloa, HI

September 2000 September 2002

Administrative Assistant

- General office clerk tasks including data entry; operating office machinery, such as fax machines, copy machines, scanners and printers; typing and word processing; delivering messages; sorting and answering emails; answering phone calls; sorting and delivering mail; preparing outgoing mail; and creating or proofreading documents.
- Requisitions and supply ordering.
- Assist supervisor with reports, personnel actions, training, training assessments, and other needs for both military and civilians.
- Maintain timekeeping records for civilian employees and perform time and attendance reporting as needed.
- Utilize spreadsheet software and prepare charts for data briefings.
- Update and review forms for relevance and undo repetition.
- Review and maintain files for compliance and prescribed regulations.
- Follow up on all discrepancies found during reviews and inspections.
- Assure environmental safety and housekeeping rules are followed.
- Assist with and/or generate travel arrangements to include travel voucher preparation.
- Work with other departments as necessary.

EDUCATION

- Hawaii Community College at Hilo, HI 1999-Present
Associates of Arts, Hawaiian Studies
- Honoka'a High School 1995-1999

References available upon request

APPENDIX D: ASSURANCES

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(c)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicants' DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Allyson Tamura

NAME OF AUTHORIZED OFFICIAL

SIGNATURE OF AUTHORIZED OFFICIAL

Kanu o ka 'Aina NCPCS

APPLICANT ORGANIZATION

Principal

TITLE

10/02/2015

DATE

10/05/2015

DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
Part II: Budget Narrative

The following budget narrative and SF-524 budget categories follow the 2-year project period—January 1, 2016 through December 31, 2017. All budget line items have been reviewed for their reasonableness and cost-effectiveness and adequacy to perform the proposed activities—and adhere to 2 CFR, Part 230, *Cost Principals for Non-Profit Organizations*.

PERSONNEL

Funds totaling \$102,500 per year for a two-year total of \$205,000 have been requested for personnel directly supporting dissemination activities which are designed to produce actionable objectives and solid outcomes.

Project Director, Patricia Bergin will commit 1.0 FTE of her time and effort to the project. The annual request of [REDACTED] is a salary commensurate with her level of experience and qualifications. Ms. Bergin will be responsible for overall project implementation, providing leadership as needed during all professional development activities, overseeing the work of the evaluator, ensuring accurate data collection by each site, and conducting classroom observations as needed. She will be responsible for timely reporting of annual performance. She reports to the Executive Director of KALO—the school’s Charter Support Organization (CSO).

Clerical Support, Devynne “Pono” Pahio will provide .5 FTE of her time and effort toward this project. The annual request of [REDACTED] by her annual salary of [REDACTED] which is a salary commensurate with her level of experience and qualifications. She will post the bid requests for the evaluator, coordinate all travel, and process payments. She will report directly to the Project

**Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
Part II: Budget Narrative**

Director.

FRINGE BENEFITS

Fringe benefits for personnel have been requested for each year of the project. The annual amount was calculated by multiplying total personnel costs of [REDACTED] [REDACTED]. Fringe benefits for regular employees are calculated at 22% using following benefits breakdown: Employer Social Security/Medicare 7.65%; retirement 2%; unemployment 2.5%; work comp/TDI/LTI 10.85%.

TRAVEL

Total travel monies requested for each year of the project is \$28,649 for a 2 year total of \$57,298. This supports intensive support and dissemination of information between ten (10) schools located on three different islands. Travel and the professional development that will result directly support Objectives 1-3. For ease of discussion, travel has been broken down into two categories: U.S. Mainland and Interisland Travel.

U.S. Mainland Travel

\$2,689 has been requested for each year of the grant to support travel for the Project Director to attend a mandatory ED-sponsored conference or Project Directors' meeting.

This was calculated as follows:

- **Airfare** – from KOA to IAD at \$1,427 x 1 PAX = \$1,427
- **Ground Transportation** – fast pass at \$47 + SuperShuttle at \$60 R/T = \$107
- **Lodging** - \$211 per night x 4 nights x 1 PAX = \$844
- **M&IE** - \$69 per day/\$52 for first and last day x 5 days = \$311

**Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
Part II: Budget Narrative**

\$10,960 is requested for an educator from each preschool site to attend one US mainland conference each year of the grant. As part of important professional development activities, this supports Objective 1 of the project. This was calculated as follows:

- **Airfare** – from HNL to LAX at \$850 x 5 PAX = \$4,250
- **Ground Transportation** – SuperShuttle at \$40 R/T x 5 PAX = \$200
- **Lodging** - \$175 per night x 5 nights x 3 rooms = \$2,625
- **M&IE** - \$64 per day/\$48 for first and last day x 6 days x 5 PAX = \$1,760
- **Conference Fees** - \$425 each x 5 PAX = \$2,125

Interisland Travel

\$15,000 has been requested per year for 1) 4 quarterly meetings per year for educators located on three islands (O'ahu, Kaua'i and Hawai'i Island) throughout the state of Hawai'i; 2) 5 site visits per year for educators from 10 P-3 sites also located in three islands; and 3) travel to Oahu to disseminate results at the annual *Ku'i ka Lono* conference and other appropriate venues such as the Hawai'i Early Education Conference. Yearly interisland travel was calculated as follows:

- **Airfare** – R/T interisland tickets at \$250 x 37 trips = \$9,250
- **Ground Transportation** – van rental at \$100 per day x 10 days = \$1,000
- **Lodging** - \$200 per night x 1 nights x 5 rooms = \$1,000
- **M&IE** - \$40 per day overnight/\$35 for same day x 10 days = \$750
- **Conference Fees** - \$300 each x 10 PAX = \$3,000

EQUIPMENT

No monies have been requested for equipment.

SUPPLIES

\$9,420 in supplies is requested in Year 1 for the purchase of two computers, one for the Project Director and one for the Clerical Support (2 @ \$1,250 each = \$2,500), a hard drive for data sharing (\$500), software subscriptions for TS Gold at \$20 for 96 students total from 5 sites and Kambyu at \$300 each for 5 site sites (\$3,420), consumable office supplies (\$1,500) and copier maintenance and ink (\$1,500). \$6,420 is requested in Year 2 for software subscriptions for TS Gold at \$20 for 96 students total from 5 sites and Kambyu at \$300 each for 5 site sites (\$3,420), consumable office supplies (\$1,500) and copier maintenance and ink (\$1,500).

CONTRACTUAL

A total of \$40,000 is requested annually for contractual services. \$10,000 is requested per year for **external evaluation** to monitor project implementation, measure progress toward objectives and assess project impact. \$30,000 is requested annually for **instructional coaching**, a contractual position that will travel between sites providing instruction, modeling, coaching and assessment in the integration of culture-based education (CBE) into the P-3 environment.

CONSTRUCTION

No monies have been requested for construction.

OTHER

\$11,600 has been requested for each year for the following "Other" categories:

**Kanu o ka 'Āina New Century Public Charter School (KANU)
Charter School Program, CFDA 84.282C
Part II: Budget Narrative**

- \$2,000 will pay for trained observers to conduct CLASS observations 4 times per year at 5 sites at \$50 per hour with an average 2 hours needed per site for a total of \$100 per site.
- \$9,600 will be used annually to rent project office space. Charter schools nationwide struggle with adequate space and KANU is no exception.

INDIRECT COSTS

No indirect costs have been requested.

TOTAL DIRECT COSTS

Total monies requested for Year 1 are \$215,744 and \$212,744 in Year 2 for a two-year Grand Total of \$428,488. Funds have been requested to conduct intensive dissemination activities designed to increase early learning and achievement at ten P-3 schools. These predominately rural preschools and elementary schools, located on O'ahu, Kaua'i, and Hawai'i Island, together serve a total of 1,271 students of whom 85% are Native Hawaiian and 73% eligible for free or reduced school lunch. Project funding is expected to directly impact approximately 180 preschool children and at least 40 P-3 educators for an average annual per student cost of \$2,380.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Patricia		Bergin	

Address:

Street1:	PO Box 398
Street2:	
City:	Kamuela
County:	Hawaii
State:	HI: Hawaii
Zip Code:	96743-0398
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
808-887-1117	808-887-0030

Email Address:

grants@kalo.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Kanu o ka Aina NCPCS

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	28,649.00	28,649.00				57,298.00
4. Equipment	0.00	0.00				0.00
5. Supplies	9,420.00	6,420.00				15,840.00
6. Contractual	40,000.00	40,000.00				80,000.00
7. Construction	0.00	0.00				0.00
8. Other	11,600.00	11,600.00				23,200.00
9. Total Direct Costs (lines 1-8)	215,744.00	212,744.00				428,488.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	215,744.00	212,744.00				428,488.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Kanu o ka Aina NCPCS	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)