

Application Information Sheet

PRIMARY CONTACT INFORMATION

Name: Caroline Hayashi

Current Employer & Position/Title: Waikiki Community Center President

Expected Role with the Applicant School: Oversight and Administrative

Mailing Address: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

APPLICANT SCHOOL INFORMATION

Applicant School Name: Waikiki Community Preschool

Mission and Vision: Mission Statement:

To inspire young learners to reach their fullest potential through community-focused learning, that celebrates diversity, encourages creativity, and builds strong foundations for future success. We empower children to thrive in a nurturing environment where they are supported by and contribute to their community. Vision Statement:

To be the heart of our keikis' early education, where children and families learn, grow, and create a better future together. We aspire to develop a generation of confident, compassionate, and engaged individuals who are deeply connected to their community and equipped to make a meaningful difference in the world.

List of Applicant Governing Board Members:

Simeon Miranda (Chair), Dylan Ching (Vice Chair), Lorie Nagata (Treasurer), David Asakura (Secretary), Joslyn Bantilan, Barbara Campbell, Corey Campbell, Ryan Chun, Rick Egged, Thomas Foti, Stephen Kaaa, Ann Kutaka, Jennifer Lim, Michael Murray, Ken Pai, Linda Rodrigues, Eric Sonnenberg, Susan Todani, Nancy Wallace, Michelle Whitton

State whether you have hired or contracted a consultant or a company/ies to assist you in the development and/or writing of your charter application.

☐ Yes

☒ No

If yes, please identify the name(s) of the consultant/company(ies):

NA

Geographic Location of your Facility:	Which complex areas do you anticipate attracting students from: <ul style="list-style-type: none"> <input type="checkbox"/> Statewide <input checked="" type="checkbox"/> Farrington-Kaiser-Kalani <input checked="" type="checkbox"/> Kaimuki-McKinley-Roosevelt <input checked="" type="checkbox"/> Aiea-Moanalua-Radford <input checked="" type="checkbox"/> Leilehua-Mililani-Waialua <input checked="" type="checkbox"/> Campbell-Kapolei <input checked="" type="checkbox"/> Pearl City-Waipahu <input checked="" type="checkbox"/> Nanakuli-Waianae <input checked="" type="checkbox"/> Castle-Kahuku <input checked="" type="checkbox"/> Kailua-Kalaheo <input type="checkbox"/> Hilo-Waiakea <input type="checkbox"/> Kau-Keaau-Pahoa <input type="checkbox"/> Honokaa-Kealakehe-Kohala-Konawaena <input type="checkbox"/> Baldwin-Kekaulike-Kulanihako-Maui <input type="checkbox"/> Hana-Lahainaluna-Lanai-Molokai <input type="checkbox"/> Kapaa-Kauai-Waimea
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Grades Served Year 1 (SY 2024-2025):	PRE-K ONLY
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Grades Served at Capacity:	PRE-K ONLY
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Type of Charter School (Select One): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Start-up charter school, as defined in HRS Chapter 302D-13 <input type="checkbox"/> Conversion charter school, as defined in HRS Chapter 302D-13
Name of HIDOE school to be converted: _____

Proposed School Description		
School Model/Focus (check all that apply)	<input type="checkbox"/> Alternative <input type="checkbox"/> Arts <input type="checkbox"/> Blended Learning <input type="checkbox"/> Career and Technical Education <input type="checkbox"/> Cultural Focus (specify): <input type="checkbox"/> Disability (specify):	<input type="checkbox"/> Language Immersion (specify): <input type="checkbox"/> Montessori <input type="checkbox"/> STEM <input type="checkbox"/> Virtual Learning <input checked="" type="checkbox"/> Other (specify): Community-Focused/Service Learning

Check that apply
<input type="checkbox"/> Virtual Blended Learning <input type="checkbox"/> Third Party Providers <input type="checkbox"/> Conversion Charter Schools

PURPOSE OVERVIEW: The following questions seek to discover the why behind the proposed new charter school.

QUESTION 1

[BOE Policy E-700](#) requires charter schools to fulfill a distinct purpose in public education in Hawai'i.

How is the proposed charter school design innovative, unique, and important to the public education landscape of the state of Hawai'i?

Your response must include how the proposed school will meet each of the following:

1. address the needs of public education;
2. provide more public school options for students and families;
3. implement innovative educational practices;
4. reflect Hawai'i's diverse cultures, places, and values;
5. provide community-based school models and local control over education; and
6. provide high-quality public education for the students and communities they serve.

EVALUATION CRITERIA:

Response demonstrates evidence in all six areas of BOE Policy E-700 and should:

- *align with the Commission's Strategic Plan Characteristics of High Quality Charter Schools.*
- *align with the Commission's Strategic Plan Characteristics of Innovative practices in public charter schools*
- *align with the Commission's Strategic Plan Diverse Educational Opportunities in Hawai'i*
- *included evidence of research supporting the school concept as innovative*
- *include data from surrounding Department schools and complexes that supports a new charter school*
- *include evidence of community outreach and participation efforts in determining the needs of the community*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

1 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 1: How is the proposed charter school design innovative, unique, and important to the public education landscape of the state of Hawaii?

The proposed preschool charter school offers an innovative, equity-driven, and community-centered educational model that addresses critical gaps in early childhood education while celebrating Hawaii's unique culture. By blending proven curriculum, experiential learning, and holistic child development, the school fulfills the six criteria outlined in BOE Policy E-700 and demonstrates alignment with the characteristics of high-quality and innovative charter schools.

1. Addressing the Needs of Public Education

Hawaii faces a significant gap in affordable preschool options, with families spending an average of 13.8% of their income on tuition—nearly double the federal affordability benchmark of 7%, according to the University of Hawaii Center on the Family. This financial barrier limits access to a significant portion of Hawaii's residents to quality early education, particularly for ALICE (Asset Limited, Income Constrained, Employed) families and below, who represent nearly half of Hawaii's population.

The proposed school directly addresses this challenge by:

- **Tuition-Free Access:** Eliminating tuition costs as a public charter school to ensure equitable access for all families, particularly those in ALICE and low-resource households.
- **High-Quality Early Education:** Providing a research-based, developmentally appropriate curriculum rooted in The Creative Curriculum® and enhanced by the innovative service learning program, Keiki Building Community (KBC).

By addressing these barriers, the school ensures that children from diverse backgrounds enter kindergarten ready to succeed academically and socially.

2. Providing More Public School Options for Students and Families

Waikiki is one of the largest employment centers in the state, supporting the visitor industry in roles such as customer service, food service, and retail. These jobs, while numerous, are some of the lowest-paying, leaving many families classified as ALICE (Asset Limited, Income Constrained, Employed). ALICE families often earn too much to qualify for government-subsidized programs but not enough to afford all the basic living expenses, including the cost of preschool.

The school's location in a key employment hub fills a critical gap in the Hawaii public education landscape for families seeking tuition-free, high-quality preschool near their place of work. Many families prefer schools close to work to allow for quick drop off and pick up, facilitate participation in school events and enable swift response in case of emergencies. This school

provide a public preschool option in the center of the state's most economically significant industry with access to essential quality early education.

3. Implementing Innovative Educational Practices

Innovation is central to the school's community-focused design, particularly through the integration of Keiki Building Community (KBC), a service learning program tailored to preschool-aged children.

Service-Learning Integration: Service learning is a proven teaching and learning strategy that integrates experiential learning, community involvement and curriculum. Through service learning students make connections between classroom learning and the world around them. It allows them to understand who they are in the context of their community so they feel a connection to it and responsibility for it.

The KBC Program exemplifies innovation as defined by the Hawaii State Public Charter School Commission.

- **Experiential Learning:** Engages students in hands-on activities tailored to their developmental stage, enhancing learning and self-efficacy.
- **Cultural Relevance:** Integrates Hawaiian values, explores Hawaii's cultural diversity and integrates local community challenges and resources.
- **Family and Community Engagement:** Integrates meaningful family learning and involvement, resulting in quality engagement through KBC, fostering a strong connection between home, school, and community. Family involvement in KBC also encourages quality interactions in teacher/staff communications, school activity participation, and child development support at home.

By embedding service-learning into the curriculum, the school ensures students are not only prepared developmentally and academically but also connected to their communities as active, compassionate members.

4. Reflecting Hawaii's Diverse Cultures, Places, and Values

The curriculum celebrates Hawaii's rich diversity by:

- **Embedding Hawaiian Values and Sense of Place:** As our host culture, Hawaiian values are emphasized and integrated into lesson plans all year long through monthly lesson plan themes and KBC, introducing and fostering concepts such as mālama (caring), aloha 'āina (love for the land), and kuleana (responsibility). By integrating values with curriculum and service learning, they are incorporated in meaningful and experiential ways. (See attached sample monthly lesson plan theme outline.)

- **Celebrating Diversity, Local Cultures through Community:** Through the school's community focus, Hawaii's rich diversity is celebrated through a community lens. On an individual level, the unique variety of students' multi-ethnic/racial and place-based heritage is celebrated in multiple ways, both formally (through curriculum integration) and informally (classroom/school culture).

On a community level, students have the opportunity to see how Hawaii's diversity offers unique resources and strengths to which they can fit in and contribute. In this way, the community-focused approach helps students develop a strong sense of identity and belonging.

This community-focused, culturally responsive approach ensures that local values, culture and issues are a foundation of its young learners' early education.

5. Providing Community-Based School Models and Local Control over Education

As a reflection of the school's community-focused approach, its governance and operational model emphasize community involvement and local control.

- **Family and Community Engagement:** The school will foster a welcoming, "open-door" environment that encourages active participation from families and community stakeholders. Regular feedback will be sought through surveys and informal discussions, ensuring stakeholders can provide meaningful input informed by a clear understanding of school programs and operations.
- **Local Governance:** The proposed governing board includes local residents who represent the community's needs and values, ensuring the school remains responsive to its families and stakeholders. For example, a parent of a recent WCC Preschool graduate is among the board members.

This community-based approach strengthens ties between the school, families, and the broader community, fostering shared ownership of its mission and vision.

6. Providing High-Quality Public Education

The proposed school builds upon WCC Preschool's long history of achieving excellent outcomes:

- **Proven Success:** WCC preschool consistently sees 90+% of students achieving developmental benchmarks and 100% being kindergarten-ready. This track record demonstrates the effectiveness of the school's program model.
- **Rigorous Assessments:** Employing multiple tools to monitor progress and facilitate both summative and real-time data. In addition to Creative Curriculum evaluations to monitor

progress across cognitive, social-emotional, physical and language domains, the school developed the Individual Child Development assessments (ICDA), specifically designed to assess kindergarten readiness. In addition, the school will collect KBC data to track skills as they relate to mission-aligned outcomes.

- **Professional Development:** Providing ongoing training for staff to ensure instruction aligns with innovative practices and meets the needs of all learners.
- **Mission Alignment:** Integrating the Keiki Building Community program to align with the school's vision of fostering confident, compassionate, and engaged learners who contribute meaningfully to their communities.



Waikiki
Community
Center

Preschool

Monthly Lesson Plan Themes

**Based on your age group, remember you can still introduce basic concepts for themes*

August – Welcome to School (Ho’okipa-welcome with your spirit of Aloha), Classroom routines and Rules

- Review routines, classroom rules, exploring new toys in center
- Welcoming new children/families

September – All about me, Emotions (Pu’uwai), My 5 Senses, Self-care (Olakino-health)

Suggested topics to cover:

- Healthy habits—eating healthy foods, exercise (moving your body), needing enough sleep
- Emotions & Feelings—naming emotions, managing your emotions, how to express feeling in positive ways
- My 5 Senses—naming the senses, how do you use your senses to learn about the world around you
- All about me—identifying genders, likes & dislikes, similarities & differences of people, what makes me unique?

October – Caring of others and yourself (Malama)

Suggested topics to cover:

- How do you show that you care for your friends, your parents/family and for yourself?
- What is compassion and empathy?
 - Are they the same thing?
 - Exploring the differences between compassion and empathy
- What are ways to show compassion and empathy for others and ourselves
- Being safe—what are ways to keep ourselves and others safe?
- Excursion: Waikiki Fire Station (Fire safety month)
 - Pedestrian safety—walking safely to the fire station
 - Fire safety and calling 911



Waikīkī
Community
Center
Preschool

November – Family Values (‘Ohana)

Suggested topics to cover:

- My family tree
 - Immediate family and extended family
- Where does our food come from?
 - Farmers, Grocery Stores, Open Markets
 - Home gardens (**kanu-to plant**)
 - Animals that provide food
- Being thankful (**Mahalo**)
 - What are ways to show others that we are thankful?
 - How does it feel when we show/tell others we are thankful for them?

December – Our Community (Kaia’ulu *kakou-“All of Us”) and Community Helpers (Ho’okipa-spirit of giving)

Suggested topics to cover:

- Who lives and/or works in our community
 - School
 - Neighborhood
 - City/State
 - The World
- What do I want to do when I grow up?
 - And with that ‘job’, how will I be able to help my community?
- KBC Project completed before the last day of school (before the winter break)

January – Welcome back to school (Ho’okipa); Animals/Pets (Malama-to take care of others and yourself)

Suggested topics to cover:

- Review classroom routines and rules, new calendar year
- Taking care of others: family members, pets, friends, the environment
- Taking care of places
 - Home: room, belongings, clothes
 - School/Classroom: books, toys, all the things we use in the school



- Taking care of yourself
 - Body: Nutrition, exercise, sleep
 - Emotions/feelings
- How does it feel when you 'malama' others and yourselves?
- Excursion: Honolulu Zoo

February – Kindness (Aloha) **Kindness is a type of behavior marked by acts of generosity, consideration, or concern for others, without having an expectation of praise or reward.*

Suggested topics to cover:

- How do we show others that we love and care about them?
 - Showing acts of kindness and love
 - what does that look like?
- How can we show kindness to people in our communities?
- How does treating others kindly make us feel?

March – Insects (Lokahi-teamwork & Ho'ohana-value of work)

Suggested topics to cover:

- What insects display the value of Lokahi?
- What does teamwork look like in the classroom?
 - 'Teamwork makes the dream work'
- What kinds of things can you do to show others what teamwork is?

April – Ocean Animals (Kuleana-responsibility)

Suggested topics to cover:

- Who is responsible for keeping the ocean animals safe?
 - Why is it important to have safe and healthy ocean animals?
- The importance of ocean animals for our community
- Excursion: Waikiki Aquarium
- KBC Project completed by the end of April

May – Agriculture/Plants (Waiwai-abundance and Ka la hiki ola-optimism)

Suggested topics to cover:



- What is agriculture?
 - The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products
- Are there different types of agriculture/plants?
 - Subsistence--when you farm for yourself, your own family, or your own village
 - Commercial--when you farm to sell crops and make a profit
 - Sustainable--to preserve the crops and the environment around it
- Why is agriculture important for our community?
 - Is our agriculture unique to our island community?
 - Kalo—primary food source for the ancient Hawaiians

June – Transportation (Kalewa--from place to place)

Suggested topics to cover:

- What are the different types of transportation?
- How does transportation help our community?
 - Does transportation hurt our community?
- Do we have transportation that is unique to our island community?

July – Water (Ho'omau--perseverance, to perpetuate)

Suggested topics to cover:

- Why is water important?
- Uses of water
- The water cycle
- What happens when our water sources are polluted?
- Mano & Honu - Moving to Kindergarten, Graduation (**Holo i mua--advance**)
 - Fieldtrip to Jefferson Elementary School
 - Graduation practice
- KBC Project completed before the last day of school (before the summer break)

QUESTION 2

State the proposed school's mission and vision.

EVALUATION CRITERIA:

Response must include:

- *a clear statement of mission and vision;*
- *a mission and vision focused on learning based on student needs; and*
- *a mission and vision that is relevant to the community the applicant proposes to serve*

NARRATIVE SECTION:

The proposed Waikiki Community Preschool's mission and vision statements are:

Mission Statement:

To inspire young learners to reach their fullest potential through community-focused learning, that celebrates diversity, encourages creativity, and builds strong foundations for future success. We empower children to thrive in a nurturing environment where they are supported by and contribute to their community.

Vision Statement:

To be the heart of our keikis' early education, where children and families learn, grow, and create a better future together. We aspire to develop a generation of confident, compassionate, and engaged individuals who are deeply connected to their community and equipped to make a meaningful difference in the world.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 2 – Attachment 1, Question 2 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 3

Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design.

EVALUATION CRITERIA:

Response must include, but is not limited to:

- *a description of the process the board took to develop their mission and vision and school design. (Examples may include other schools or programs that have been researched or visited and what was learned from them that influenced this mission, vision and school design.)*
- *describe the foundational values that led to the creation of the mission and vision and how the mission and vision align to the educational needs of the students that the school seeks to serve.*
- *evidence of community engagement of the steps to develop their school design and how the community's input and feedback informed or changed the school concept over time.*
- *evidence of research conducted supporting the need for this charter school in this community (examples may include academic performance reports from local schools, surveys, community forums, interviews from the community the schools proposes to serve).*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 3 – Attachment 1, Question 3 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Response to Question 3: Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design.

1. Process for Developing the Mission, Vision, and School Design

The development of the mission, vision, and school design was a multi-step, collaborative process informed by decades of community engagement, educational research, and a commitment to equity and innovation. Key steps included:

Historical Foundation and Core Values:

Community-Led Origins: Waikiki Community Center and its preschool was founded by concerned community residents in 1978. Since then, WCC Preschool has been a community-driven institution. Its core values—caring for the community and supporting the holistic well-being of families—continue to guide its evolution.

Research-Based, Educational Equity: Decades of research, such as that of Nobel Laureate Economist James Heckman, emphasize the profound impact of early education on reducing achievement gaps and promoting long-term success. This has informed the school's focus on providing high-quality, early education, targeting low-to-moderate income families.

Stakeholder Engagement:

Community Conversations and Surveys: Input from families, local leaders, and educators shaped the mission and vision. Family satisfaction surveys, interviews, and community forums were used to ensure the school's values aligned with local needs.

Expert Consultation: Early childhood educators and curriculum experts contributed to designing a program that integrates The Creative Curriculum® with innovative service-learning practices, such as the "Keiki Building Community" (KBC) program, and the development of assessment tools.

Research and Case Studies:

- **Program Inspiration:** Research into other successful early education models, including those incorporating service-learning, supported the development of KBC. For example, the National Council for the Social Studies highlighted the potential for service-learning to deepen understanding and foster civic responsibility.
- **Community-Centered Design:** Local data from University of Hawaii's Center on the Family and WCC's own community surveys, revealed critical gaps in affordable early childhood education, especially for ALICE (Asset Limited, Income Constrained, Employed) families, reinforcing the need for an accessible, community-focused preschool.

2. People Involved

WCC Board of Directors: Guided by the foundational mission of supporting families, the board spearheaded the development process. Their priorities included closing the achievement gap and promoting holistic child development.

Educators and Curriculum Specialists: Teachers, the Preschool Director and staff provided insights on best practices for preschool education, shaping the integration of The Creative Curriculum® and KBC.

Families and Community Members: Families and community partners participated in regular feedback sessions and surveys, offering critical perspectives on accessibility, cultural relevance, and the overall learning environment.

3. Rationale for the Mission, Vision, and Design

Alignment with Foundational Values: The mission and vision emphasize community, equity, and empowerment. By fostering connections among keiki, families, and the wider community, the school supports holistic child development.

Addressing Community Needs: Community feedback and local data highlighted the need for a tuition-free preschool option in urban Honolulu. The mission directly addresses affordability barriers while ensuring local community relevance for the diverse population.

Innovative Educational Practices: The inclusion of KBC as a core component of the school design reflects a commitment to experiential, hands-on learning. Research supports the integration of service-learning at an early age to foster civic responsibility and social-emotional skills.

Evidence of Efficacy: Research like James Heckman's Heckman Equation underline the long-term societal benefits of investing in high-quality early education, particularly for disadvantaged populations. This research validates the focus on supporting low-to-moderate income families through accessible, quality education.

4. Community Engagement and Iterative Development

The school design is rooted in continuous improvement, driven by ongoing engagement with the families and the wider community. Regular assessments of child learning outcomes, family satisfaction surveys, and qualitative feedback have informed adjustments to both the curriculum and operational strategies. This iterative approach ensures the program remains responsive and relevant to the community it serves.

The mission, vision, and school design were crafted through a thoughtful, collaborative process involving the WCC Board, educators, families, and community members. Grounded in foundational values of equity and community, supported by research, and informed by local needs, the proposed charter school exemplifies an innovative and inclusive approach to early childhood education.

QUESTION 4

State and provide evidence of the type of applicant governing board being established, pursuant to [HRS 302D-13\(b\)](#).

- Community group
- Department School
- School Community Council
- Group of Teachers and Administrators
- Nonprofit Organization in accordance with [HRS 302D-13\(b\)\(4\)](#)

Include the reasoning behind this choice of applicant governing board

EVALUATION CRITERIA:

Unless specified below, the response must include the rationale for the selected type of applicant governing board and provide evidence that could include, but is not limited to:

- *governing board meeting minutes, agendas, attendance that establishes an applicant governing board.*
- *flyers of community meetings; and*
- *letters of support, petitions, or signatures.*

The selected group must also comply with the following:

- *department School: HRS 302-13(b)(2); and*
- *group of Teachers and Administrators: HRS 302D-13(b)(3)*

Selected group must also comply and submit the following:

- *Nonprofit Organization: Business Records (501(c)(3)),*
- *IRS Tax ID Information, HRS 302D-13(b)(4).*
- *The applicant must submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.*

NARRATIVE SECTION:

Waikiki Community Center (WCC) is a 501c3 nonprofit organization, incorporated in 1978. WCC was created by concerned community members to support older adults, young children and their families, and other residents in need. It's mission is to care for our kupuna, keiki and community as `ohana._

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

3 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 4 – Attachment 1, Question 4 – Attachment 2, etc.*
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AMENDED AND RESTATED BYLAWS
OF
WAIKIKI COMMUNITY CENTER

Dated January 28, 2022

AMENDED AND RESTATED BYLAWS
OF
WAIKIKI COMMUNITY CENTER

ARTICLE I
NAME

SECTION 1: **Name.** The name of the Corporation shall be the WAIKIKI COMMUNITY CENTER.

ARTICLE II
PURPOSES AND POWERS

SECTION 1: **Purposes and Powers.** The Corporation is organized for the purposes and shall have the powers as set forth in Article III of the Corporation's Articles of Incorporation.

ARTICLE III
MEMBERSHIP

SECTION 1: **No Members.** There shall be no members of the Corporation. All voting power of the Corporation shall rest in the Board of Directors (the "Board").

ARTICLE IV
BOARD OF DIRECTORS

SECTION 1: **Powers.** Except as provided by law, the Articles of Incorporation, and these Bylaws, all corporate powers shall be exercised by, or under authority of, and the business and affairs of the Corporation shall be controlled by, the Board. In addition to all the powers permitted to it by law to carry out the purposes of the corporation, the Board of Directors shall:

- (a) Set the policy of the Corporation;
- (b) Delegate authority to suitable persons to act on behalf of the Corporation;
- (c) Fix the compensation of all officers , and the executive director, if any, of the Corporation and if necessary, require a bond for the full performance of their duties;
- (d) Remove or suspend any officer without cause, if it is in the best interest of the Corporation to do so;
- (e) Make rules and guidelines for the operation of the Corporation; and
- (f) Establish those committees of Directors, including an Executive Committee, as may be needed to carry out the powers of the Corporation.

SECTION 2: **Number**. The Board shall consist of not less than fifteen (15) persons, or such fewer or greater number as approved by resolution of the Board.

SECTION 3: **Election and Terms**. The directors shall be elected by the Board and shall serve a term of up to three (3) years. A director shall hold office until a successor has been elected and duly qualified or until that director's earlier resignation or removal in accordance with these Bylaws.

SECTION 4: **Vacancies**. A vacancy or vacancies on the Board shall exist in the event that the actual number of directors is less than the authorized number for any reason. In addition, the Board may declare by resolution a vacancy in the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached any duty under applicable law.

SECTION 5: **Resignations**. Except as provided below, any director may resign at any time by giving written notice to the Chair, the President, or the Secretary. The resignation shall take effect upon receipt of notice or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

SECTION 6: **Removal**. A director may be removed from office at any time without cause by approval of two-thirds of directors then in office. A director may be removed for cause by a majority of the directors then in office. No reduction in the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also provides for the removal of that specified director in accordance with these Bylaws or applicable law.

SECTION 7: **Fill Vacancies**. Vacancies on the Board may be filled, at a regular or special meeting of the Board, by approval of the Board or, if the number of directors then in office is less than a quorum, by (a) the unanimous written consent of the directors then in office, (b) the affirmative vote of a majority of directors then in office at a meeting held with appropriate notice or waiver of notice, or (c) a sole remaining director.

SECTION 8: **Compensation and Reimbursement**. Directors shall not receive any compensation for their services as directors. The Board may authorize the advancement or reimbursement to a director of actual reasonable expenses incurred in carrying out her/his duties as a director.

ARTICLE V BOARD MEETINGS

SECTION 1: **Regular Meetings**. Regular meetings of the Board shall be held at such dates, times, and places in the State of Hawaii as determined by the Board. Each year, the Board shall hold at least one meeting designated as the annual meeting, and shall hold at least one meeting at which the agenda includes filling vacancies on the Board, if any, arising from expiration of terms or from newly-created Board positions that have not previously been filled.

SECTION 2: **Special Meetings**. Special meetings of the Board, for any purpose, may be called at any time by the President, the Chair, or any five (5) directors. A special meeting shall be held at a place within the State of Hawaii by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the Corporation.

SECTION 3: **Telephonic and Electronic Meetings**. Any meeting may be held by conference telephone, video conference, or similar communication equipment, as long as all directors participating in the meeting can hear one another and, in the case of video conferences, have some form of access to all materials screen-shared or otherwise presented at such conferences. All such directors shall be deemed to be present in person at such a meeting.

SECTION 4: **Notice**. Regular meetings may be held without notice if the date, time, and place of the regular meetings are fixed by action of the Board. Notice of the date, time, and place of a special meeting, or of a regular meeting if not designated by the Board, shall be given to each director by one of the following methods: (a) upon at least four (4) days' notice if by first-class mail; or (b) at least forty-eight (48) hours before the meeting if (i) by personal delivery of written notice; (ii) by telephone, whether directly to the director, to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director, or by voice-messaging system; (iii) by facsimile transmission; (iv) by e-mail; or (v) by electronic or instant messaging. All such notices shall be given or sent to the director's address, facsimile number, e-mail address, or telephone number as shown on the records of the Corporation. The notice shall state the date and time of the meeting, and the place if other than the principal office of the Corporation. It need not specify the purpose of the meeting.

SECTION 5: **Voting**. Each director present and voting at a meeting shall have one vote on each matter presented to the Board for action at that meeting. No director may vote at any meeting by proxy.

SECTION 6: **Waiver of Notice**. Notice of a meeting need not be given to any director who signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protesting the lack of notice, either before or at the commencement of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 7: **Meeting Chair**. The Chair of the Board shall preside at all meetings of the Corporation. In the absence of the Chair of the Board, then the Vice Chair of the Board shall preside at meetings.

SECTION 8: **Quorum**. A majority of the total number of directors then in office shall constitute a quorum. The Board shall not transact any business at any meeting at which a quorum is not present, except that the directors at a duly held meeting at which a quorum is initially present may continue to transact business, despite the departure of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

SECTION 9: **Adjournment**. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of adjournment to another time or place need not be given unless the original meeting is adjourned for more than twentyfour (24) hours, in which case notice shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

SECTION 10: **Minutes**. The Board shall keep minutes of each meeting, which shall be kept and filed with the corporate records.

SECTION 11: **Action without a Meeting**. Any action that the Board is required or permitted to take may be taken without a meeting if all directors, individually or collectively, consent in writing to the action. Such consent shall be effective on the date when the last director signs the consent unless

the consent specifies a different date. Such action by written consent shall have the same force and effect as a unanimous vote of the directors. All such consents shall be filed with the minutes of the proceedings of the Board

SECTION 12: **Conflict of Interest Policy**

The Board shall adopt a policy that (a) requires directors, officers, and key employees to disclose any interest that constitutes or could result in a conflict of interest and (b) sets out procedures for reviewing and resolving such matters in accordance with law.

ARTICLE VI **COMMITTEES**

SECTION 1: **Standing Committees**. There shall be the following Standing Committees:

- (a) Finance and Budget Committee. It is the function of this committee to govern the management of the financial matters of the Corporation.
- (b) Marketing and Public Relations and Development Committee. It is the function of this committee to educate the community on the programs and services of the Corporation and to conduct fund development.
- (c) Facilities Committee. It is the function of this committee to plan, manage and maintain the physical facilities of the Corporation.

The Board may establish other Standing Committees for such purposes and functions as it determines may be necessary or useful.

SECTION 2: **Membership of Standing Committees**. Each Standing Committee shall consist of not less than two (2) members and one (1) of whom shall be a member of the Board. The chair of each committee shall be appointed by the Chair of the Board and the appointed chair shall select members of the committee; provided that the Treasurer shall be the chair of the Finance and Budget Committee. The President shall be an ex-officio member of each committee if he or she is not already an appointed member of a committee.

SECTION 3: **Executive Committee**. There shall be an Executive Committee as follows:

- (a) The members of the Executive Committee shall consist of the Chair of the Board, officers of the Board, the President of the Corporation and such other directors as the Chair may select.
- (b) The Executive Committee shall be responsible for providing leadership to the Board, organizational direction for the President and full Board, and act on significant issues, to include financial decisions of up to \$10K that have not been budgeted, between regular meetings of the full Board. The Executive Committee shall conduct research on issues that affect the Board and the Corporation and bring recommendations to the Board for any action.

SECTION 4: **Committee Authority**. Each Standing Committee and the Executive Committee shall have all the authority of the Board, subject to any limitations set forth by the Board, these Bylaws and applicable law. The Board may, at any time by vote of a majority of directors then in office, revoke or modify any or all of the authority so delegated to a Committee.

SECTION 5: **Action of Committees, Including Executive Committee**. Except as may otherwise be determined by the Board or as the situation may require, meetings and actions of Committees shall be governed by, held, and taken in accordance with the provisions of these Bylaws concerning meetings and other Board actions. Each committee shall keep minutes of each meeting, which shall

be kept and filed with the corporate records. Actions and minutes of each committee shall be provided to the Board at the next meeting of the Board. No committee or individual shall represent the Corporation in support of or in opposition to any project or any other matter, without the specific authorizations of the Board. Neither shall any committee or individual incur any financial obligation for or on behalf of the Corporation beyond the scope or authority of such committee or individual as duly authorized by the annual budget, without authorization from the Board or as set forth in these bylaws.

ARTICLE VII OFFICERS AND AGENTS

SECTION 1: **Officers**. The officers of the Corporation shall be a President, one or more Vice Presidents, a Secretary, and a Treasurer, each of whom shall be appointed by the Board and, unless such officer is removed or resigns, shall hold office until their successors are appointed and qualified. The Corporation may have such other officers, agents, and factors as may be deemed necessary who shall be appointed in such authority and duties as may be determined by the Board. The same individual may hold any number of offices, except that the Treasurer may not serve concurrently as the President.

In addition to the duties and powers herein set forth, each officer shall have such duties and powers as are commonly incident to his or her office and such duties and powers as the Board shall from time to time designate. In all cases where the duties of any officer, agent, or employee are not specifically prescribed by the Bylaws or by the Board, such officer, agent, or employee shall obey the orders and instructions of the President.

SECTION 2: **Removal; Resignation**. Any officer may be removed, either with or without cause, by majority vote of the directors at the time in office, at any regular or special meeting of the Board. Any officer may resign at any time by giving written notice to the Board or to the President, or to the Secretary of the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 3: **Vacancies**. A vacancy in any office may be filled by appointment by the Board.

SECTION 4: **Duties**. The duties of the Officers are as follows:

(a) **President**. Subject to the control of the Board, the President shall be responsible for the operation of the Corporation and shall exercise general supervision and direction over the management and conduct of the affairs and business of the Corporation. In consultation with the Board of Directors, the President shall have control and management of:

- (i) the professional and business affairs of the Corporation, including the hiring, supervision, determining compensation (within approved budget) and direction of the staff of the Corporation;
- (ii) the development and maintenance of services of the Corporation;
- (iii) the promotion of good relations with community organizations and the public;
- (iv) the representation of the Corporation in professional and business affairs; and
- (v) shall prepare reports on the activities of the Corporation as requested by the Board of Directors; and

(vi) shall perform such other duties as the Board of Directors may assign to him or her.

(b) Vice President. The Vice President, or if more than one shall have been appointed, the Vice Presidents in the order of priority of appointment, shall assume and perform the duties of the President in the absence or disability of the President or whenever the office of the President is vacant. Each Vice President shall have such other powers and duties as may be given to him or her by law or in these Bylaws and as may be assigned to him or her from time to time by the Board or by the President.

(c) Secretary. The Secretary shall keep, or cause to be kept, a book of minutes at the principal office or such other place as the Board may order, of all meetings of directors with the time and place of holding, whether regular or special, how authorized, the notice thereof given, the names of those present or represented at the meetings, and the proceedings thereof. The Secretary shall give notice in conformity with the Bylaws of all meetings of the Board and perform such other duties as shall be assigned by the Board or the President. If there is no separately designated individual serving as Secretary, the President or Vice President shall serve as Secretary.

In the absence of the Secretary from any such meeting, a temporary secretary shall be chosen who shall record the proceedings of such meeting in the aforesaid minute book.

(d) Treasurer. The Treasurer shall receive and keep all the funds of the Corporation and pay them out only on the check of the Corporation, signed in the manner authorized by the Board. The Treasurer shall have the care and custody of the funds and valuable papers of the Corporation, shall keep or cause to be kept accurate financial books and accounts of the Corporation, shall render statements of the same in such form and as often as required by the Board, and shall cause an annual audit or review of the books and accounts of the Corporation to be made by an independent public accountant at the completion of each fiscal year.

ARTICLE VIII EXECUTION OF INSTRUMENTS

SECTION 1: **Persons Authorized**. Except in the case of a contract for compensation of the President, in which case the Board may authorize one or more of its number or one or more officers or subordinate officers to execute the same, all checks, notes, bonds, deeds, leases, contracts, or other documents or instruments shall be executed by any two of the following officers: the President, a Vice President, the Treasurer, and the Secretary; or as otherwise provided by resolution of the Board. The Board, by general or special resolution, may designate some other officer to join with one of the foregoing officers in place of the second officer in the execution of any such documents or instruments.

SECTION 2: **Specific Limitations**. Any check, note, bond, deed, lease, contract, or other document or instrument as determined by the Board shall be signed by the President and an authorized signatory designated by the Board, unless the resolution authorizing the transaction indicates that the President, a single officer or other specified signatory may act alone in completing that transaction.

ARTICLE IX
DISBURSEMENTS AND CONTRIBUTIONS

SECTION 1: **Disbursements**. Disbursements of the funds of the Corporation shall be made or authorized by the Board in its discretion.

SECTION 2: **Limitations on Disbursements**. The Board shall not make any disbursements or contributions of the funds or assets of the Corporation to or for the benefit, directly or indirectly, of any director or officer of the Corporation, except for reasonable payments for services actually rendered to the Corporation by an officer as an employee of the Corporation. All disbursements or contributions of the funds or assets of the Corporation must be in conformity with the Corporation's Articles of Incorporation and the Bylaws, its applicable policies, and the laws of the State of Hawai'i.

ARTICLE X
INDEMNIFICATION

SECTION 1: **Indemnification**. The Corporation has the authority to indemnify and shall indemnify as set forth in Article XIII of the Corporation's Articles of Incorporation.

ARTICLE XI
FISCAL YEAR

SECTION 1: **Fiscal Year**. The fiscal year of the Corporation shall begin on January 1st of each year and shall end on the 31st day of December. The Board shall have the right to change the fiscal year.

ARTICLE XII
SEAL

SECTION 1: **Seal**. The Corporation may adopt and use a corporate seal and it shall be in such form and devise as shall from time to time be determined by the Board of the Corporation.

ARTICLE XIII
AMENDMENT AND REPEAL

SECTION 1: **Vote Required**. The Bylaws may be amended or repealed by a majority vote of the Board.

The Charter of Incorporation of the WAIKIKI COMMUNITY CENTER shall be amended as follows:

1. Article VII shall be amended to read in its entirety as follows:

“Article VII

There shall be no members of the Corporation. All voting power of the corporation shall rest in the Board of Directors.”

2. Article XI shall be amended to read in its entirety as follows:

“Article XI

The bylaws shall be adopted by the signers of the petition for this Charter of Incorporation and such bylaws shall be amended by and in the manner set forth in the bylaws.”



IRS Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0752435463
Oct. 21, 2016 LTR 4168C 0
99-0179392 000000 00
00016745
BODC: TE

WAIKIKI COMMUNITY CENTER
310 PAOAKALANI AVE
HONOLULU HI 96815-3738



027914

Employer ID Number: 99-0179392
Form 990 required: YES

Dear Taxpayer:

We issued you a determination letter in MAY 1978, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

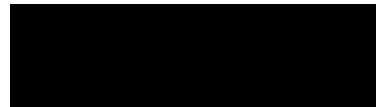
For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

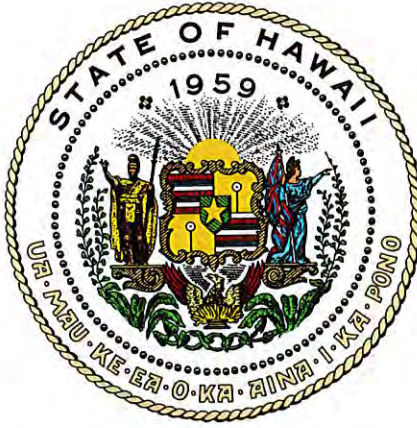
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Oct. 21, 2016 LTR 4168C 0
99-0179392 000000 00
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WAIKIKI COMMUNITY CENTER
310 PAOAKALANI AVE
HONOLULU HI 96815-3738

Sincerely yours,

A solid black rectangular box used to redact the signature of Teri M. Johnson.

Teri M. Johnson
Operations Manager, AM Ops. 3



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs
of the State of Hawaii, do hereby certify that

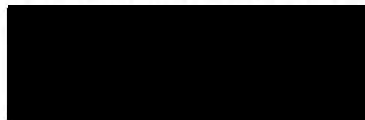
WAIKIKI COMMUNITY CENTER

was incorporated under the laws of Hawaii on 03/01/1978 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set
my hand and affixed the seal of the
Department of Commerce and Consumer
Affairs, at Honolulu, Hawaii.

Dated: January 07, 2025



Director of Commerce and Consumer Affairs

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
BUSINESS REGISTRATION DIVISION

335 Merchant Street

Mailing Address: Annual Filing, P.O. Box 40, Honolulu, HI 96810

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2024

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER


Principal Office Address



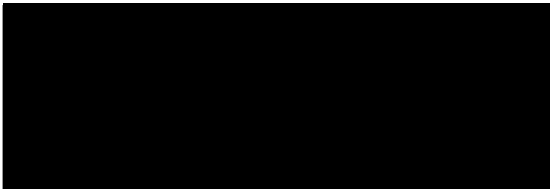
1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI


3. List all officers and directors.

Offices Held	Full Name	Address
D	EGGED, RICK	
D	KAAA, STEPHEN	
D	CHING, DYLAN	
P	HAYASHI, CAROLINE	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 3, 2024

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

FILE NO. 35751 D2

Rev. 10/2013

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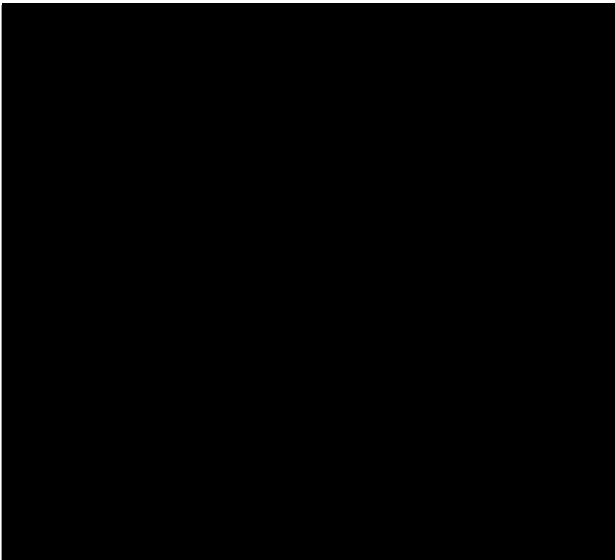

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OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
D	CAMPBELL,COREY	
D	WALLACE,NANCY	
D	RODRIGUES,LINDA	
D	PAI,KENNETH	
C/VC	MIRANDA,SIMEON	
D	TODANI,SUSAN	
T	NAGATA,LORIE ANN	
D	MURRAY,MICHAEL	
D	FOTI, THOMAS	
D	BANTILAN, JOSLYN	

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
BUSINESS REGISTRATION DIVISION

335 Merchant Street

Mailing Address: Annual Filing, P.O. Box 40, Honolulu, HI 96810

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2023

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER

Principal Office Address

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CAROLINE HAYASHI

3. List all officers and directors.

Offices Held	Full Name	Address
D	EGGED,RICK	
D	KAAA,STEPHEN	
D	CHING,DYLAN	
P	HAYASHI,CAROLINE	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

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CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 9, 2023

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

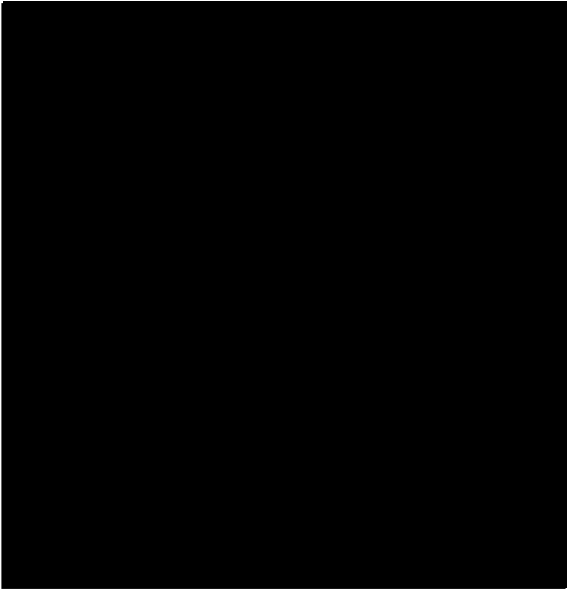
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OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
D	CAMPBELL,COREY	
D	WALLACE,NANCY	
D	RODRIGUES,LINDA	
D	PAI,KENNETH	
C/VC	MIRANDA,SIMEON	
D	TODANI,SUSAN	
T	NAGATA,LORIE ANN	
D	MURRAY,MICHAEL	
D	FOTI, THOMAS	

01/09/202340259

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
BUSINESS REGISTRATION DIVISION

335 Merchant Street

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DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2022

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER

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CAROLINE HAYASHI
C/O WAIKIKI COMM CTR

3. List all officers and directors.

Offices Held	Full Name	Address
D	PAI, KENNETH	
D	EGGED, RICK	
✓ D	KAAA, STEPHEN	
D	CHING, DYLAN	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 24, 2022

CAROLINE HAYASHI

CAROLINE HAYASHI

Date

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

Print Name

FILE NO. 35751 D2

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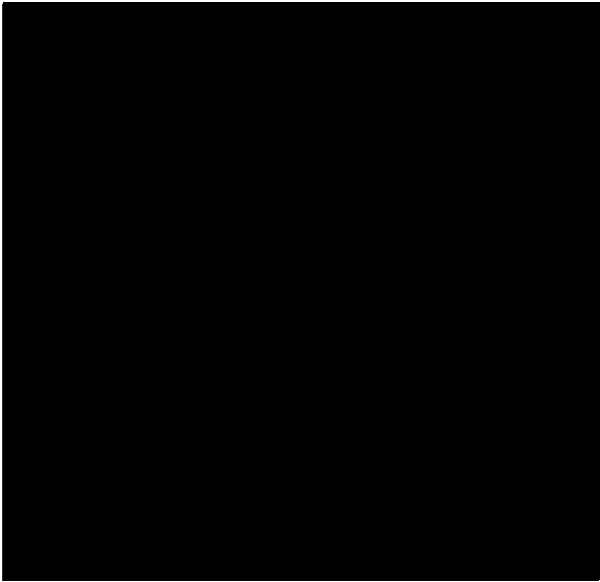
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OFFICERS ADDENDUM

Offices Held	Full Name	Address
P	HAYASHI,CAROLINE	
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	GROSZ,BREANA	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
C/VC	MIRANDA,SIMEON	
D	CAMPBELL,COREY	
D	TODANI,SUSAN	
D	WALLACE,NANCY	
T	NAGATA,LORIE ANN	
D	RODRIGUES,LINDA	
D	MURRAY, MICHAEL	

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DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2021

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER

Principal Office Address

I. Nature of Activities

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CAROLINE HAYASHI
C/O WAIKIKI COMM CTR

3. List all officers and directors.

Offices Held	Full Name	Address
S	KUTAKA, ANN	
T	PAI, KENNETH	
D	EGGED, RICK	
D	KAAA, STEPHEN	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 5, 2021

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

FILE NO. 35751 D2

Rev. 10/2013

2021

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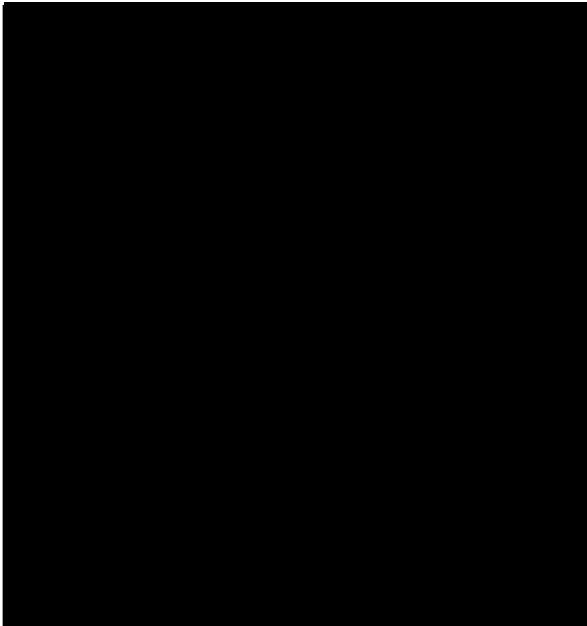
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OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	CHING,DYLAN	
D	HAMPTON, BOB	
D	WALLACE, NANCY	
P	HAYASHI,CAROLINE	
C	TODANI, SUSAN	
D	LIM,JENNIFER	
D	CAMPBELL, COREY	
D	CHUN,RYAN	
D/VC	CAMPBELL,BARBARA	
D	ASAKURA,DAVID	
D	GROSZ,BREANA	
D	MIRANDA,SIMEON	
D	SONNENBERG,ERIC	
D	CZARCINSKI,MICHAEL	
D	NAGATA, LORIE ANN	
D	RODRIGUES, LINDA	

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DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2020

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER

Principal Office Address

1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR

3. List all officers and directors.

Offices Held	Full Name	Address
S	KUTAKA, ANN	
T	PAI, KENNETH	
D	IHSAN, SALAH	
D	EGGED, RICK	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 4, 2020

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

FILE NO. 35751 D2

Rev. 10/2013

2020

B18

B22

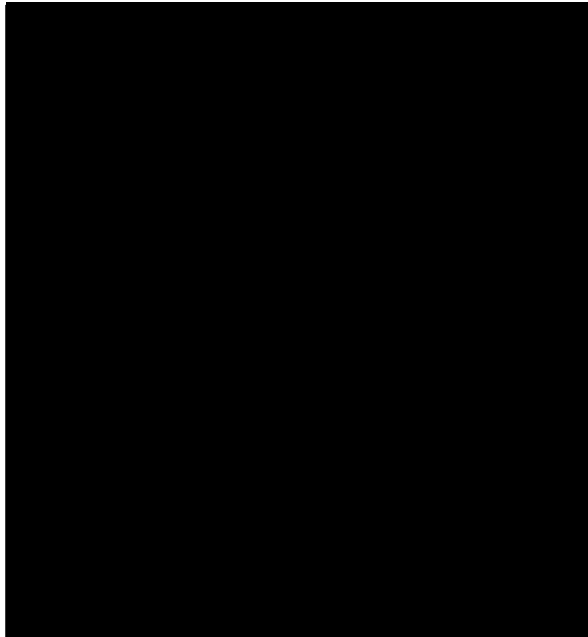
BSA



01/04/2020 41122

OFFICERS ADDENDUM

Offices Held	Full Name
D	KAAA,STEPHEN
D	CHING,DYLAN
D	HAMPTON, BOB
D	WALLACE, NANCY
P	HAYASHI,CAROLINE
C	TODANI, SUSAN
D	FENLEY,MICHAEL
D	LIM,JENNIFER
D	CHUN,RYAN
D/VC	CAMPBELL,BARBARA
D	CAMPBELL, COREY
D	ASAKURA, DAVID
D	GROSZ, BREANA
D	MIRANDA, SIMEON
D	SONNENBERG, ERIC
D	CZARCINSKI, MICHAEL

Address

01/04/202041122

9927

Charitable
Organizations
registered with the State of
Hawaii

[Q New Search \(/charity/new-search.html\)](#) /

[Search Result \(https://charity.ehawaii.gov/charity/search.html\)](https://charity.ehawaii.gov/charity/search.html) / Charity Details

WAIKIKI COMMUNITY CENTER

STATUS: ACTIVE

General Information

Primary Name:

WAIKIKI COMMUNITY CENTER

FEIN:

99-0179392

Type:

Corporation

NTEE Code(s):

B - Education

N - Recreation & Sports

P - Human Services

Subordinate Organizations:

--

Purpose:

Educational, recreational, fitness and social activities for senior citizens; early childhood education and child care; feed homeless and low income families; community building activities

[Submit a consent form \(/charity/apply-promotion.html\)](#)

Current CCV
(Commercial Co-Venture)

Partnerships

No current CCV
(Commercial Co-Venture)
partnerships

Past CCV
(Commercial Co-Venture)

Partnerships

[Show history.](#)

Address

Location Address:

510 FERNSIDE DRIVE
HONOLULU, HI 96815

Mailing Address:

Same as the street address.

Status

Registration Status:

Active

Registration Type:

Registered

Other Info

Other Names:

--

Previous Names:

--

Phone:

[REDACTED]

Fax:

[REDACTED]

Email:

[REDACTED]

Documents

Registration 2007

(/charity/990179392/details.html#urs_section)

2023 (/charity/990179392/details.html#irs_2023)

2022 (/charity/990179392/details.html#irs_2022)

2021 (/charity/990179392/details.html#irs_2021)

2020 (/charity/990179392/details.html#irs_2020)

2019 (/charity/990179392/details.html#irs_2019)

2018 (/charity/990179392/details.html#irs_2018)

2017 (/charity/990179392/details.html#irs_2017)

[2016 \(/charity/990179392/details.html#irs_2016\)](/charity/990179392/details.html#irs_2016)
[2015 \(/charity/990179392/details.html#irs_2015\)](/charity/990179392/details.html#irs_2015)
[2014 \(/charity/990179392/details.html#irs_2014\)](/charity/990179392/details.html#irs_2014)
[2013 \(/charity/990179392/details.html#irs_2013\)](/charity/990179392/details.html#irs_2013)
[2012 \(/charity/990179392/details.html#irs_2012\)](/charity/990179392/details.html#irs_2012)
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[2009 \(/charity/990179392/details.html#irs_2009\)](/charity/990179392/details.html#irs_2009)
[2008 \(/charity/990179392/details.html#irs_2008\)](/charity/990179392/details.html#irs_2008)

2023

Documents

[Attachment IRSForm 1](#)

Tax & Charities Division, Department of the Attorney General

425 Queen Street • Honolulu, HI 96813

Phone: (808) 586-1480

Contact (<https://portal.ehawaii.gov/page/about-us/>) Admin Login (</charity/login.html>)

Feedback (<https://portal.ehawaii.gov/page/feedback/?applicationId=101>)

Subscriber Services (<https://portal.ehawaii.gov/page/help/subscriber-account/>)

Terms of Use (<https://portal.ehawaii.gov/page/terms-of-use/>)

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State of Hawaii. All rights reserved.

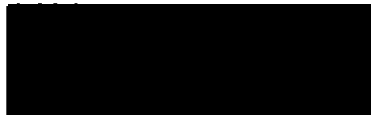
An Equal Opportunity Employer.

Powered by Tyler Technologies (

<https://www.tylertech.com>)

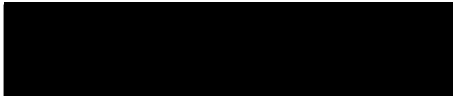
Complete Form 990 is available
upon request

OHATA CHUN YUEN LLP



OCTOBER 24, 2024

WAIKIKI COMMUNITY CENTER



WAIKIKI COMMUNITY CENTER:

ENCLOSED IS THE ORGANIZATION'S 2023 EXEMPT ORGANIZATION
RETURN.

SPECIFIC FILING INSTRUCTIONS ARE AS FOLLOWS.

FORM 990 RETURN:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU
HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY,
PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE
WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO
FURTHER ACTION IS REQUIRED.

HAWAII ANNUAL FINANCIAL REPORTS:

HAWAII IS USING AN INTERNET BASED REGISTRATION SYSTEM FOR
CHARITIES TO FILE ANNUAL FINANCIAL REPORTS. YOU ARE REQUIRED
TO SUBMIT AN ANNUAL FINANCIAL REPORT USING IRS FORM 990 OR
990EZ AND IT MUST BE FILED WITH THE ATTORNEY GENERAL ON OR
BEFORE THE FILING DEADLINE WITH THE INTERNAL REVENUE SERVICE
(INCLUDING AUTHORIZED EXTENSIONS). THE LAW ALSO REQUIRES YOU
TO PAY AN ANNUAL FEE BASED ON THE ANNUAL GROSS REVENUE. AFTER
YOU SUBMIT YOUR ANNUAL FINANCIAL REPORT THE REGISTRATION
SYSTEM WILL GENERATE AN E-MAIL DIRECTING YOU TO A STATE OF
HAWAII INTERNET SITE TO COMPLETE THE PAYMENT OF YOUR ANNUAL
FEES. PAYMENT CAN BE MADE BY CREDIT CARD OR ELECTRONIC CHECK.
WE HIGHLY RECOMMEND THAT YOU REVIEW THE ONLINE TUTORIAL
BEFORE STARTING THE FILING PROCESS. THE TUTORIAL IS LOCATED
AT

[HTTP://EFILE.FORM990.ORG/FILESYS/DOWNLOAD/HAWAII/TUTORIAL.PDF.](http://efile.form990.org/filesys/download/hawaii/tutorial.pdf)

IT WILL ANSWER MANY QUESTIONS AND SIMPLIFY YOUR FILING
PROCESS.

WHEN ATTACHING A COPY OF THE FORM 990 TO FILE WITH THE STATE,

YOU SHOULD NOT INCLUDE FORM 990 SCHEDULE B IN THE ATTACHMENTS
AS A SCHEDULE OF CONTRIBUTORS IS NOT SPECIFICALLY REQUIRED BY
THE STATE.

PLEASE FILE THE HAWAII ANNUAL FINANCIAL REPORT BY NOVEMBER
15, 2024.

A COPY OF THE RETURN IS ENCLOSED FOR YOUR FILES. WE SUGGEST
THAT YOU RETAIN THIS COPY INDEFINITELY.

VERY TRULY YOURS,

OHATA CHUN YUEN LLP

Filing Instructions

Prepared for:

WAIKIKI COMMUNITY CENTER
[REDACTED]

Prepared by:

OHATA CHUN YUEN LLP
[REDACTED]

2023 FORM 990

ELECTRONIC FILING:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED.

Form **8879-TE****IRS E-file Signature Authorization
for a Tax Exempt Entity**

OMB No. 1545-0047

For calendar year 2023, or fiscal year beginning _____, 2023, and ending _____, 20____

2023Department of the Treasury
Internal Revenue Service**Do not send to the IRS. Keep for your records.**
Go to www.irs.gov/Form8879TE for the latest information.

Name of filer

EIN or SSN

WAIKIKI COMMUNITY CENTERName and title of officer or person subject to tax **CAROLINE HAYASHI**
EXECUTIVE DIRECTOR**Part I Type of Return and Return Information**

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not complete more than one line in Part I.**

1a Form 990 check here <input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b 2,491,600.
2a Form 990-EZ check here <input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here <input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b
4a Form 990-PF check here <input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b
5a Form 8868 check here <input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b
6a Form 990-T check here <input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b
7a Form 4720 check here <input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b
8a Form 5227 check here <input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b
9a Form 5330 check here <input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b
10a Form 8038-CP check here <input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the

2023 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

☒ I authorize **OHATA CHUN YUEN LLP** to enter my PIN **94590**
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

99114960185

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2023 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature

Date **10/24/24****ERO Must Retain This Form - See Instructions**
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2023)

LHA 302521 01-05-24

11491024 757554 94590

2023.05000 WAIKIKI COMMUNITY CENTER

94590__1

**Application for Extension of Time To File an Exempt Organization
Return or Excise Taxes Related to Employee Benefit Plans**

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I - Identification

Type or Print File by the due date for filing your return. See instructions.	Name of exempt organization, employer, or other filer, see instructions. WAIKIKI COMMUNITY CENTER	Taxpayer identification number (TIN) [REDACTED]
	Number, street, and room or suite no. If a P.O. box, see instructions. [REDACTED]	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. HONOLULU, HI 96815	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

• After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.

• If this application is for an extension of time to file Form 5330, you must enter the following information.

Plan Name _____
Plan Number _____
Plan Year Ending (MM/DD/YYYY) _____

Part II - Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of **THE ORGANIZATION**

Telephone No. **[REDACTED]** - **HONOLULU, HI 96815**

Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **NOVEMBER 15**, 20 **24**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
☒ calendar year 20 **23** or
☐ tax year beginning _____, 20 _____, and ending _____, 20 _____

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2024)

EXTENDED TO NOVEMBER 15, 2024

Form **990****Return of Organization Exempt From Income Tax**

OMB No. 1545-0047

2023Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.**Open to Public Inspection****A** For the 2023 calendar year, or tax year beginning and ending**B** Check if applicable:

- ☐ Address change
☐ Name change
☐ Initial return
☐ Final return/terminated
☐ Amended return
☐ Application pending

C Name of organization

WAIKIKI COMMUNITY CENTER

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite

City or town, state or province, country, and ZIP or foreign postal code
HONOLULU, HI 96815**F** Name and address of principal officer: CAROLINE HAYASHI

C/O 310 PAOKALANI AVE., HONOLULU, HI 96815

D Employer identification number**E** Telephone number**G** Gross receipts \$ 2,491,600.**H(a)** Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. See instructions

H(c) Group exemption number**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: WWW.WAIKIKICOMMUNITYCENTER.ORG**K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other**L** Year of formation: 1978 **M** State of legal domicile: HI**Part I Summary**

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: TO PROVIDE EDUCATION AND CARE SERVICES TO NEEDY SENIORS, CHILDREN, AND ADULTS.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	19
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	19
	5 Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	35
	6 Total number of volunteers (estimate if necessary)	6	16
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,603,362.	1,085,977.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	7,411.	12,273.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	59,203.	175,737.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	2,828,477.	2,491,600.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,522,070.	1,511,808.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25)	137,754.	
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	714,945.	872,556.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,237,015.	2,384,364.
19 Revenue less expenses. Subtract line 18 from line 12	591,462.	107,236.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	3,548,677.	3,654,781.
	22 Net assets or fund balances. Subtract line 21 from line 20	107,763.	106,631.
		3,440,914.	3,548,150.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	CAROLINE HAYASHI, EXECUTIVE DIRECTOR				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	CHRIS Q.Y. YUEN		10/24/24		P00646551
Use Only	Firm's name	Firm's EIN		Phone no.	
	OHATA CHUN YUEN LLP	99-0237347			

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

QUESTION 5 *This question is required only to an applicant group that has an associated nonprofit entity. (this would NOT apply to a nonprofit organization apply to be a charter school)*

Describe the purpose and mission of the associated nonprofit, and give the names, occupations and a brief summary describing the roles of the non-profit board members;

Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the applicant governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Submit all Department of Commerce and Consumer Affairs filings in accordance with HRS 302D-1 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation.

If this does not apply to your school. Please state in the narrative section: Does not apply.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- *Evidence that the proposed school plan includes a system to conduct regular reviews of the associated nonprofit policies, engage in ongoing professional development that pertains to their work as public agents, and follow all applicable ethics guidelines and statutory responsibilities as they pertain to their fiduciary duties as volunteer public servants.*
- *All Department of Commerce and Consumer Affairs filings in accordance with HRS302D-123 including the Certificate of Good Standing, and Annual Filings (for the most recent five years), and the Articles of Incorporation are provided.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☒ YES. There are attachment(s) submitted for this question.
- 3** number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 5 – Attachment 1, Question 5 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 5: Describe the purpose and mission of the associated nonprofit, and give the names, occupations and a brief summary describing the roles of the nonprofit board members; Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved; and discuss specific steps that the applicant governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Waikiki Community Center Mission & Purpose

The mission of Waikiki Community Center (WCC) is to care for our kupuna, keiki, and community as 'ohana. Founded in 1978, WCC was created by community residents to meet the needs of Waikiki's older adults, young children, and families. It serves as the only community center in Waikiki and offers a safe, welcoming space where relationships are built, and diverse needs are addressed. WCC achieves its mission through three major program areas:

A. *Senior Program* – Thousands of residents, ages 60+, participate in evidence-based educational, physical, social and wellness activities, which enable them to maintain healthy, independent lifestyles and avoid premature institutionalization. Hundreds of classes/activities allow older adults to maintain/increase whole-person wellness, addressing mind, body and heart. In addition, WCC provides service navigation and case management assistance to those in crisis or becoming frail, including those at risk for homelessness.

B. *Community Programs* - The Waikiki Community Center serves as a 'one-stop' resource for health and human services, social support, lifelong education, wellness, and community building for children, families and elderly. Through October 2024, WCC provided more than 3,500 individuals and families with nearly 30,000 pounds of food assistance. WCC also has financial support programs to help residents retain housing and utilities, pay medical bills and build emergency savings. The facility is also home to five other nonprofit agencies, including Waikiki Health, and a community gathering place for public forums and groups, such as the Waikiki Neighborhood Board. Through WCC's programs its nonprofit and community partners, nearly 100,000 people utilize its facilities each year.

C. *Early Childhood Education* – Each year since its founding in 1978, WCC Preschool has provided quality early education for over 100 preschoolers, building the foundation for learning and success. WCC Preschool targets low to moderate (LMI) income families to help close the achievement gap between these children and their more advantaged peers. Each year, an average of 75% to 90% of WCC Preschool families are LMI. WCC Preschool is state licensed and nationally accredited.

Waikiki Community Center Board of Directors

The WCC Board of Directors comprises 20 members who guide the organization's strategic direction, ensure accountability, and oversee compliance. The board brings diverse expertise in areas such as nonprofit governance, fundraising, and program administration.

The board's proven track record in fundraising and administration will indirectly support the success of the proposed charter school, while maintaining distinct governance structures.

See the attached list of WCC board member names and occupations, including officer roles.

Avoiding and Mitigating Conflicts of Interest

To address potential conflicts of interest, WCC has established robust systems to prevent and mitigate actual or perceived conflicts:

Separation of Boards:

- The WCC Board of Directors and the proposed charter school board will remain fully independent.
- Nancy Wallace, currently on WCC's board, will resign from her WCC board position if the charter school is approved and exclusively serve on the charter school board.

Conflict of Interest Disclosures:

- WCC board members annually complete a conflict of interest form. Should the charter school be approved, the form will be updated to include potential conflicts related to the school. (See attached sample.)
- Any school-related conflicts disclosed will be shared with the charter school board for transparency.

Recusal Policies:

- As part of the conflict on interest disclosure, WCC board members recuse themselves from any issues where they have actual or potentially perceived conflicts.
- Nancy Wallace, as a potential school board member, has recused herself from WCC board decisions regarding the proposed charter school.
- Similar recusal policies will be adopted if the school is approved to avoid conflicts in service provision or resource allocation between WCC and the school.

Adherence to Ethical Guidelines:

- WCC board members are committed to following all applicable ethics guidelines and statutory responsibilities as fiduciaries and volunteer public servants.
- Regular reviews of governance policies will ensure alignment with nonprofit and public agency best practices. Board member Eric Sonnenberg, an attorney with governance expertise and retired General Counsel of Kamehameha Schools, ensures adherence to nonprofit law, ethics, and governance best practices.

The Waikiki Community Center's mission-driven approach and long history of community-based services uniquely position it to support the proposed charter school. By maintaining clear boundaries between WCC and the school, implementing rigorous conflict of interest policies, and adhering to ethical guidelines, WCC ensures transparency, integrity, and accountability in its governance. These measures reflect a deep commitment to the success of both the nonprofit and the proposed charter school.

Waikiki Community Center
Board of Directors 2024

Simeon Miranda, Chair

General Manager
Embassy Suites by Hilton Waikiki Beach Walk

Lorie Nagata, Treasurer

Retired
Hawaiian Electric

David Asakura, Secretary

Partner | Broker-in-Charge
Commercial Asset Advisors

Joslyn Bantilan

Sales Executive/Account Manager
Hotel, Travel Industry Partner & Community
Relations
Alamo, National & Enterprise Rent-a-Car

Barbara Campbell

Vice President, Retail Development & Leasing
Outrigger Enterprises Group

Corey Campbell

CEO/Founder
Akamai Training & Consulting, LLC

Dylan Ching, Vice Chair

VP Operations, Oahu & Kauai Regions
TS Restaurants

Ryan Chun

Chief Executive Officer
Elite Parking Services, LLC

Rick Egged

President
Waikiki Improvement Association

Thomas Foti

General Manager
Marriott International

Stephen Kaaa

SVP & Banking Center Manager
First Hawaiian Bank

Ann Kutaka

President
InForm Design

Jennifer Lim

Law Office of Jennifer A. Lim LLC

Michael Murray

Vice President
Peerless Host Hawaii

Ken Pai

Retired
First Hawaiian Bank

Linda Rodrigues

Senior Vice President, Marketing
Hilton Grand Vacations

Eric Sonnenberg

Sonnenberg Law Office LLC

Susan Todani, Immediate Past Chair

Retired
Kamehameha Schools

Nancy Wallace

Retired
Hanahauoli School

Michelle Whitton

General Manager
Hula Grill Waikiki



WAIKIKI COMMUNITY CENTER CONFLICT OF INTEREST STATEMENT 2024

A conflict of interest exists when interests or concerns of any Waikiki Community Center Board, Board Development Committee or Board standing committee member (hereinafter referred to as "Board Member"), or any member of his/her family, or any party, group or organization in which said Board member is actively involved may be seen as competing with the interests or concerns of the Waikiki Community Center (WCC).

1. A Board member, or any member of her/his family shall not accept any gift, entertainment, services, loans, or promises of future benefits from any person who, either personally or whose company, organization, or employees might benefit, or appear to benefit, because of such Board member's connection with WCC, unless the facts of such gifts, entertainment, service, loan, or benefit are disclosed in writing to the Board Chair. This does not apply to gifts and/or similar entertainment of nominal value.
2. A Board member shall not perform, for personal gain, services to any WCC supplier of goods or services, as employee, consultant, or in any other capacity that promises compensation of any kind, unless the facts of such transaction or contracts are disclosed in writing to the Board Chair. Similar association by a member of the immediate family of the Board member should be disclosed.
3. A Board member, or any member of her/his family shall not have any beneficial interest in, or substantial obligation to, any WCC supplier or any other organization that is engaged in doing business with or serving WCC unless it has been determined, on the basis of full disclosure of facts, that such interest does not give rise to conflict of interest.
4. A Board member, or any member of her/his immediate family, acting individually on behalf of any group, organization, or business to which she/he has allegiance, shall not utilize her/his position on the Board for personal, professional, political or monetary gain.
5. A Board member shall not use for personal advantage or for the advantage of WCC, private business, or other business organizations confidential information or material acquired in the discharge of her/his duties (such as rosters, mailing lists, telephone directories, and the like).

DISCLOSURE

6. Annual disclosure will be made by all members of the WCC Board and/or Board standing committees of any direct or indirect benefits they or members of their family are receiving or will receive as a result of an agreement by WCC with any outside party.
7. Any possible potential conflict of interest, no matter how insignificant, shall be disclosed in writing to the Board Chair by the person concerned prior to engaging in a conflict of interest action.
8. When any such conflict of interest is relevant to a matter requiring action by the Board, the interested person shall call it to the attention of the Board Chair or -- when it arises during a committee meeting -- to the chair of the committee and such person shall not vote on the matter. Moreover, the person having the conflict shall retire from the room in which the Board (or committee) is meeting and shall not participate in the final deliberations or decision regarding the matter under consideration.
9. The minutes of the meeting of the Board or committee shall reflect that conflict of interest was disclosed and that the interested person was not present during the final discussion or vote and did not vote. When there is a doubt as to whether a conflict of interest exists, the matter shall be resolved by vote of the Board or committee, excluding the person concerning whose situation the doubt has arisen.
10. Any matter of question or interpretation that arises relating to this policy should be submitted in writing to the Board Chair for decision and/or referral to the Board (or its Executive Committee) for decision, where appropriate.
11. In the event that a potential conflict of interest is not disclosed, the matter shall be referred to the Board (or its Executive Committee) for determination of continued membership of the individual concerned on the Board of Directors or a Board standing committee.
12. I understand the concept of a conflict of interest and represent that I have not knowingly been party to a conflict of interest action that has not previously been disclosed to the Board Chair. I also agree to report any potential future conflicts of interest to the Board Chair prior to engaging in any conflict of interest action.

Signature

Date

Name (print)

AMENDED AND RESTATED BYLAWS
OF
WAIKIKI COMMUNITY CENTER

Dated January 28, 2022

AMENDED AND RESTATED BYLAWS
OF
WAIKIKI COMMUNITY CENTER

ARTICLE I
NAME

SECTION 1: **Name.** The name of the Corporation shall be the WAIKIKI COMMUNITY CENTER.

ARTICLE II
PURPOSES AND POWERS

SECTION 1: **Purposes and Powers.** The Corporation is organized for the purposes and shall have the powers as set forth in Article III of the Corporation's Articles of Incorporation.

ARTICLE III
MEMBERSHIP

SECTION 1: **No Members.** There shall be no members of the Corporation. All voting power of the Corporation shall rest in the Board of Directors (the "Board").

ARTICLE IV
BOARD OF DIRECTORS

SECTION 1: **Powers.** Except as provided by law, the Articles of Incorporation, and these Bylaws, all corporate powers shall be exercised by, or under authority of, and the business and affairs of the Corporation shall be controlled by, the Board. In addition to all the powers permitted to it by law to carry out the purposes of the corporation, the Board of Directors shall:

- (a) Set the policy of the Corporation;
- (b) Delegate authority to suitable persons to act on behalf of the Corporation;
- (c) Fix the compensation of all officers , and the executive director, if any, of the Corporation and if necessary, require a bond for the full performance of their duties;
- (d) Remove or suspend any officer without cause, if it is in the best interest of the Corporation to do so;
- (e) Make rules and guidelines for the operation of the Corporation; and
- (f) Establish those committees of Directors, including an Executive Committee, as may be needed to carry out the powers of the Corporation.

SECTION 2: **Number**. The Board shall consist of not less than fifteen (15) persons, or such fewer or greater number as approved by resolution of the Board.

SECTION 3: **Election and Terms**. The directors shall be elected by the Board and shall serve a term of up to three (3) years. A director shall hold office until a successor has been elected and duly qualified or until that director's earlier resignation or removal in accordance with these Bylaws.

SECTION 4: **Vacancies**. A vacancy or vacancies on the Board shall exist in the event that the actual number of directors is less than the authorized number for any reason. In addition, the Board may declare by resolution a vacancy in the office of any director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by final order or judgment of any court to have breached any duty under applicable law.

SECTION 5: **Resignations**. Except as provided below, any director may resign at any time by giving written notice to the Chair, the President, or the Secretary. The resignation shall take effect upon receipt of notice or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

SECTION 6: **Removal**. A director may be removed from office at any time without cause by approval of two-thirds of directors then in office. A director may be removed for cause by a majority of the directors then in office. No reduction in the authorized number of directors shall have the effect of removing any director before that director's term of office expires unless the reduction also provides for the removal of that specified director in accordance with these Bylaws or applicable law.

SECTION 7: **Fill Vacancies**. Vacancies on the Board may be filled, at a regular or special meeting of the Board, by approval of the Board or, if the number of directors then in office is less than a quorum, by (a) the unanimous written consent of the directors then in office, (b) the affirmative vote of a majority of directors then in office at a meeting held with appropriate notice or waiver of notice, or (c) a sole remaining director.

SECTION 8: **Compensation and Reimbursement**. Directors shall not receive any compensation for their services as directors. The Board may authorize the advancement or reimbursement to a director of actual reasonable expenses incurred in carrying out her/his duties as a director.

ARTICLE V BOARD MEETINGS

SECTION 1: **Regular Meetings**. Regular meetings of the Board shall be held at such dates, times, and places in the State of Hawaii as determined by the Board. Each year, the Board shall hold at least one meeting designated as the annual meeting, and shall hold at least one meeting at which the agenda includes filling vacancies on the Board, if any, arising from expiration of terms or from newly-created Board positions that have not previously been filled.

SECTION 2: **Special Meetings**. Special meetings of the Board, for any purpose, may be called at any time by the President, the Chair, or any five (5) directors. A special meeting shall be held at a place within the State of Hawaii by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the Corporation.

SECTION 3: **Telephonic and Electronic Meetings**. Any meeting may be held by conference telephone, video conference, or similar communication equipment, as long as all directors participating in the meeting can hear one another and, in the case of video conferences, have some form of access to all materials screen-shared or otherwise presented at such conferences. All such directors shall be deemed to be present in person at such a meeting.

SECTION 4: **Notice**. Regular meetings may be held without notice if the date, time, and place of the regular meetings are fixed by action of the Board. Notice of the date, time, and place of a special meeting, or of a regular meeting if not designated by the Board, shall be given to each director by one of the following methods: (a) upon at least four (4) days' notice if by first-class mail; or (b) at least forty-eight (48) hours before the meeting if (i) by personal delivery of written notice; (ii) by telephone, whether directly to the director, to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director, or by voice-messaging system; (iii) by facsimile transmission; (iv) by e-mail; or (v) by electronic or instant messaging. All such notices shall be given or sent to the director's address, facsimile number, e-mail address, or telephone number as shown on the records of the Corporation. The notice shall state the date and time of the meeting, and the place if other than the principal office of the Corporation. It need not specify the purpose of the meeting.

SECTION 5: **Voting**. Each director present and voting at a meeting shall have one vote on each matter presented to the Board for action at that meeting. No director may vote at any meeting by proxy.

SECTION 6: **Waiver of Notice**. Notice of a meeting need not be given to any director who signs a waiver of notice, a written consent to the holding of the meeting, or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protesting the lack of notice, either before or at the commencement of the meeting. The waiver of notice or consent need not specify the purpose of the meeting. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

SECTION 7: **Meeting Chair**. The Chair of the Board shall preside at all meetings of the Corporation. In the absence of the Chair of the Board, then the Vice Chair of the Board shall preside at meetings.

SECTION 8: **Quorum**. A majority of the total number of directors then in office shall constitute a quorum. The Board shall not transact any business at any meeting at which a quorum is not present, except that the directors at a duly held meeting at which a quorum is initially present may continue to transact business, despite the departure of directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

SECTION 9: **Adjournment**. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Notice of adjournment to another time or place need not be given unless the original meeting is adjourned for more than twentyfour (24) hours, in which case notice shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment.

SECTION 10: **Minutes**. The Board shall keep minutes of each meeting, which shall be kept and filed with the corporate records.

SECTION 11: **Action without a Meeting**. Any action that the Board is required or permitted to take may be taken without a meeting if all directors, individually or collectively, consent in writing to the action. Such consent shall be effective on the date when the last director signs the consent unless

the consent specifies a different date. Such action by written consent shall have the same force and effect as a unanimous vote of the directors. All such consents shall be filed with the minutes of the proceedings of the Board

SECTION 12: Conflict of Interest Policy

The Board shall adopt a policy that (a) requires directors, officers, and key employees to disclose any interest that constitutes or could result in a conflict of interest and (b) sets out procedures for reviewing and resolving such matters in accordance with law.

**ARTICLE VI
COMMITTEES**

SECTION 1: Standing Committees. There shall be the following Standing Committees:

- (a) Finance and Budget Committee. It is the function of this committee to govern the management of the financial matters of the Corporation.
- (b) Marketing and Public Relations and Development Committee. It is the function of this committee to educate the community on the programs and services of the Corporation and to conduct fund development.
- (c) Facilities Committee. It is the function of this committee to plan, manage and maintain the physical facilities of the Corporation.

The Board may establish other Standing Committees for such purposes and functions as it determines may be necessary or useful.

SECTION 2: Membership of Standing Committees. Each Standing Committee shall consist of not less than two (2) members and one (1) of whom shall be a member of the Board. The chair of each committee shall be appointed by the Chair of the Board and the appointed chair shall select members of the committee; provided that the Treasurer shall be the chair of the Finance and Budget Committee. The President shall be an ex-officio member of each committee if he or she is not already an appointed member of a committee.

SECTION 3: Executive Committee. There shall be an Executive Committee as follows:

- (a) The members of the Executive Committee shall consist of the Chair of the Board, officers of the Board, the President of the Corporation and such other directors as the Chair may select.
- (b) The Executive Committee shall be responsible for providing leadership to the Board, organizational direction for the President and full Board, and act on significant issues, to include financial decisions of up to \$10K that have not been budgeted, between regular meetings of the full Board. The Executive Committee shall conduct research on issues that affect the Board and the Corporation and bring recommendations to the Board for any action.

SECTION 4: Committee Authority. Each Standing Committee and the Executive Committee shall have all the authority of the Board, subject to any limitations set forth by the Board, these Bylaws and applicable law. The Board may, at any time by vote of a majority of directors then in office, revoke or modify any or all of the authority so delegated to a Committee.

SECTION 5: Action of Committees, Including Executive Committee. Except as may otherwise be determined by the Board or as the situation may require, meetings and actions of Committees shall be governed by, held, and taken in accordance with the provisions of these Bylaws concerning meetings and other Board actions. Each committee shall keep minutes of each meeting, which shall

be kept and filed with the corporate records. Actions and minutes of each committee shall be provided to the Board at the next meeting of the Board. No committee or individual shall represent the Corporation in support of or in opposition to any project or any other matter, without the specific authorizations of the Board. Neither shall any committee or individual incur any financial obligation for or on behalf of the Corporation beyond the scope or authority of such committee or individual as duly authorized by the annual budget, without authorization from the Board or as set forth in these bylaws.

ARTICLE VII OFFICERS AND AGENTS

SECTION 1: **Officers**. The officers of the Corporation shall be a President, one or more Vice Presidents, a Secretary, and a Treasurer, each of whom shall be appointed by the Board and, unless such officer is removed or resigns, shall hold office until their successors are appointed and qualified. The Corporation may have such other officers, agents, and factors as may be deemed necessary who shall be appointed in such authority and duties as may be determined by the Board. The same individual may hold any number of offices, except that the Treasurer may not serve concurrently as the President.

In addition to the duties and powers herein set forth, each officer shall have such duties and powers as are commonly incident to his or her office and such duties and powers as the Board shall from time to time designate. In all cases where the duties of any officer, agent, or employee are not specifically prescribed by the Bylaws or by the Board, such officer, agent, or employee shall obey the orders and instructions of the President.

SECTION 2: **Removal; Resignation**. Any officer may be removed, either with or without cause, by majority vote of the directors at the time in office, at any regular or special meeting of the Board. Any officer may resign at any time by giving written notice to the Board or to the President, or to the Secretary of the Corporation. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 3: **Vacancies**. A vacancy in any office may be filled by appointment by the Board.

SECTION 4: **Duties**. The duties of the Officers are as follows:

(a) **President**. Subject to the control of the Board, the President shall be responsible for the operation of the Corporation and shall exercise general supervision and direction over the management and conduct of the affairs and business of the Corporation. In consultation with the Board of Directors, the President shall have control and management of:

- (i) the professional and business affairs of the Corporation, including the hiring, supervision, determining compensation (within approved budget) and direction of the staff of the Corporation;
- (ii) the development and maintenance of services of the Corporation;
- (iii) the promotion of good relations with community organizations and the public;
- (iv) the representation of the Corporation in professional and business affairs; and
- (v) shall prepare reports on the activities of the Corporation as requested by the Board of Directors; and

(vi) shall perform such other duties as the Board of Directors may assign to him or her.

(b) Vice President. The Vice President, or if more than one shall have been appointed, the Vice Presidents in the order of priority of appointment, shall assume and perform the duties of the President in the absence or disability of the President or whenever the office of the President is vacant. Each Vice President shall have such other powers and duties as may be given to him or her by law or in these Bylaws and as may be assigned to him or her from time to time by the Board or by the President.

(c) Secretary. The Secretary shall keep, or cause to be kept, a book of minutes at the principal office or such other place as the Board may order, of all meetings of directors with the time and place of holding, whether regular or special, how authorized, the notice thereof given, the names of those present or represented at the meetings, and the proceedings thereof. The Secretary shall give notice in conformity with the Bylaws of all meetings of the Board and perform such other duties as shall be assigned by the Board or the President. If there is no separately designated individual serving as Secretary, the President or Vice President shall serve as Secretary.

In the absence of the Secretary from any such meeting, a temporary secretary shall be chosen who shall record the proceedings of such meeting in the aforesaid minute book.

(d) Treasurer. The Treasurer shall receive and keep all the funds of the Corporation and pay them out only on the check of the Corporation, signed in the manner authorized by the Board. The Treasurer shall have the care and custody of the funds and valuable papers of the Corporation, shall keep or cause to be kept accurate financial books and accounts of the Corporation, shall render statements of the same in such form and as often as required by the Board, and shall cause an annual audit or review of the books and accounts of the Corporation to be made by an independent public accountant at the completion of each fiscal year.

ARTICLE VIII EXECUTION OF INSTRUMENTS

SECTION 1: **Persons Authorized.** Except in the case of a contract for compensation of the President, in which case the Board may authorize one or more of its number or one or more officers or subordinate officers to execute the same, all checks, notes, bonds, deeds, leases, contracts, or other documents or instruments shall be executed by any two of the following officers: the President, a Vice President, the Treasurer, and the Secretary; or as otherwise provided by resolution of the Board. The Board, by general or special resolution, may designate some other officer to join with one of the foregoing officers in place of the second officer in the execution of any such documents or instruments.

SECTION 2: **Specific Limitations.** Any check, note, bond, deed, lease, contract, or other document or instrument as determined by the Board shall be signed by the President and an authorized signatory designated by the Board, unless the resolution authorizing the transaction indicates that the President, a single officer or other specified signatory may act alone in completing that transaction.

ARTICLE IX
DISBURSEMENTS AND CONTRIBUTIONS

SECTION 1: **Disbursements**. Disbursements of the funds of the Corporation shall be made or authorized by the Board in its discretion.

SECTION 2: **Limitations on Disbursements**. The Board shall not make any disbursements or contributions of the funds or assets of the Corporation to or for the benefit, directly or indirectly, of any director or officer of the Corporation, except for reasonable payments for services actually rendered to the Corporation by an officer as an employee of the Corporation. All disbursements or contributions of the funds or assets of the Corporation must be in conformity with the Corporation's Articles of Incorporation and the Bylaws, its applicable policies, and the laws of the State of Hawai'i.

ARTICLE X
INDEMNIFICATION

SECTION 1: **Indemnification**. The Corporation has the authority to indemnify and shall indemnify as set forth in Article XIII of the Corporation's Articles of Incorporation.

ARTICLE XI
FISCAL YEAR

SECTION 1: **Fiscal Year**. The fiscal year of the Corporation shall begin on January 1st of each year and shall end on the 31st day of December. The Board shall have the right to change the fiscal year.

ARTICLE XII
SEAL

SECTION 1: **Seal**. The Corporation may adopt and use a corporate seal and it shall be in such form and devise as shall from time to time be determined by the Board of the Corporation.

ARTICLE XIII
AMENDMENT AND REPEAL

SECTION 1: **Vote Required**. The Bylaws may be amended or repealed by a majority vote of the Board.

The Charter of Incorporation of the WAIKIKI COMMUNITY CENTER shall be amended as follows:

1. Article VII shall be amended to read in its entirety as follows:

“Article VII

There shall be no members of the Corporation. All voting power of the corporation shall rest in the Board of Directors.”

2. Article XI shall be amended to read in its entirety as follows:

“Article XI

The bylaws shall be adopted by the signers of the petition for this Charter of Incorporation and such bylaws shall be amended by and in the manner set forth in the bylaws.”



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0752435463
Oct. 21, 2016 LTR 4168C 0
99-0179392 000000 00

00016745
BODC: TE

WAIKIKI COMMUNITY CENTER
310 PAOAKALANI AVE
HONOLULU HI 96815-3738



027914

Employer ID Number: 99-0179392
Form 990 required: YES

Dear Taxpayer:

We issued you a determination letter in MAY 1978, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

0752435463
Oct. 21, 2016 LTR 4168C 0
99-0179392 000000 00
00016746

WAIKIKI COMMUNITY CENTER
310 PAOAKALANI AVE
HONOLULU HI 96815-3738

Sincerely yours,



Teri M. Johnson
Operations Manager, AM Ops. 3

[Q New Search \(/charity/new-search.html\)](#) /
[Search Result \(https://charity.ehawaii.gov/charity/search.html\)](#) / Charity Details

WAIKIKI COMMUNITY CENTER STATUS: ACTIVE

General Information

Primary Name:
WAIKIKI COMMUNITY CENTER

FEIN:
99-0179392

Type:
Corporation

NTEE Code(s):
B - Education
N - Recreation & Sports
P - Human Services

Subordinate Organizations:
--

Purpose:
Educational, recreational, fitness and social activities for senior citizens; early childhood education and child care; feed homeless and low income families; community building activities

Address

Location Address:

Submit a consent form
([/charity/apply-promotion.html](#))

Current CCV
(Commercial Co-
Venture)
Partnerships

No current CCV
(Commercial Co-Venture)
partnerships

Past CCV
(Commercial Co-
Venture)
Partnerships

Show history

510 KALANANĪHUA BL.
HONOLULU, HI 96815

Mailing Address:

Same as the street address.

Status

Registration Status:

Active

Registration Type:

Registered

Other Info

Other Names:

--

Previous Names:

--

Phone:

(808) 923-1802

Fax:

(808) 922-2099

Email:

jnaguwa@waikikicommunitycenter.org

Documents

Registration 2007

[\(/charity/990179392/details.html#urs_section\)](/charity/990179392/details.html#urs_section)

2023 (/charity/990179392/details.html#irs_2023)

2022 (/charity/990179392/details.html#irs_2022)

2021 (/charity/990179392/details.html#irs_2021)

2020 (/charity/990179392/details.html#irs_2020)

2019 (/charity/990179392/details.html#irs_2019)

2018 (/charity/990179392/details.html#irs_2018)

2017 (/charity/990179392/details.html#irs_2017)

- 2016 (/charity/990179392/details.html#irs_2016)
- 2015 (/charity/990179392/details.html#irs_2015)
- 2014 (/charity/990179392/details.html#irs_2014)
- 2013 (/charity/990179392/details.html#irs_2013)
- 2012 (/charity/990179392/details.html#irs_2012)
- 2011 (/charity/990179392/details.html#irs_2011)
- 2010 (/charity/990179392/details.html#irs_2010)
- 2009 (/charity/990179392/details.html#irs_2009)
- 2008 (/charity/990179392/details.html#irs_2008)

2023

Documents

[Attachment IRSForm 1](#)

Tax & Charities Division, Department of the Attorney General
425 Queen Street • Honolulu, HI 96813
Phone: (808) 586-1480

Contact (<https://portal.ehawaii.gov/page/about-us/>) Admin Login (/charity/login.html)
Feedback (<https://portal.ehawaii.gov/page/feedback/?applicationId=101>)
Subscriber Services (<https://portal.ehawaii.gov/page/help/subscriber-account/>)
Terms of Use (<https://portal.ehawaii.gov/page/terms-of-use/>)

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An Equal Opportunity Employer.

Powered by Tyler Technologies (<https://www.tylertech.com>)

OHATA CHUN YUEN LLP



OCTOBER 24, 2024

Complete Form 990 is available
upon request

WAIKIKI COMMUNITY CENTER



WAIKIKI COMMUNITY CENTER:

ENCLOSED IS THE ORGANIZATION'S 2023 EXEMPT ORGANIZATION
RETURN.

SPECIFIC FILING INSTRUCTIONS ARE AS FOLLOWS.

FORM 990 RETURN:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU
HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY,
PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE
WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO
FURTHER ACTION IS REQUIRED.

HAWAII ANNUAL FINANCIAL REPORTS:

HAWAII IS USING AN INTERNET BASED REGISTRATION SYSTEM FOR
CHARITIES TO FILE ANNUAL FINANCIAL REPORTS. YOU ARE REQUIRED
TO SUBMIT AN ANNUAL FINANCIAL REPORT USING IRS FORM 990 OR
990EZ AND IT MUST BE FILED WITH THE ATTORNEY GENERAL ON OR
BEFORE THE FILING DEADLINE WITH THE INTERNAL REVENUE SERVICE
(INCLUDING AUTHORIZED EXTENSIONS). THE LAW ALSO REQUIRES YOU
TO PAY AN ANNUAL FEE BASED ON THE ANNUAL GROSS REVENUE. AFTER
YOU SUBMIT YOUR ANNUAL FINANCIAL REPORT THE REGISTRATION
SYSTEM WILL GENERATE AN E-MAIL DIRECTING YOU TO A STATE OF
HAWAII INTERNET SITE TO COMPLETE THE PAYMENT OF YOUR ANNUAL
FEES. PAYMENT CAN BE MADE BY CREDIT CARD OR ELECTRONIC CHECK.
WE HIGHLY RECOMMEND THAT YOU REVIEW THE ONLINE TUTORIAL
BEFORE STARTING THE FILING PROCESS. THE TUTORIAL IS LOCATED
AT

[HTTP://EFILE.FORM990.ORG/FILESYS/DOWNLOAD/HAWAII/TUTORIAL.PDF.](http://efile.form990.org/filesys/download/hawaii/tutorial.pdf)

IT WILL ANSWER MANY QUESTIONS AND SIMPLIFY YOUR FILING
PROCESS.

WHEN ATTACHING A COPY OF THE FORM 990 TO FILE WITH THE STATE,

YOU SHOULD NOT INCLUDE FORM 990 SCHEDULE B IN THE ATTACHMENTS
AS A SCHEDULE OF CONTRIBUTORS IS NOT SPECIFICALLY REQUIRED BY
THE STATE.

PLEASE FILE THE HAWAII ANNUAL FINANCIAL REPORT BY NOVEMBER
15, 2024.

A COPY OF THE RETURN IS ENCLOSED FOR YOUR FILES. WE SUGGEST
THAT YOU RETAIN THIS COPY INDEFINITELY.

VERY TRULY YOURS,

OHATA CHUN YUEN LLP

Filing Instructions

Prepared for:

WAIKIKI COMMUNITY CENTER
[REDACTED]

Prepared by:

OHATA CHUN YUEN LLP
[REDACTED]

2023 FORM 990

ELECTRONIC FILING:

THIS RETURN HAS QUALIFIED FOR ELECTRONIC FILING. AFTER YOU HAVE REVIEWED THE RETURN FOR COMPLETENESS AND ACCURACY, PLEASE SIGN, DATE AND RETURN FORM 8879-TE TO OUR OFFICE. WE WILL TRANSMIT THE RETURN ELECTRONICALLY TO THE IRS AND NO FURTHER ACTION IS REQUIRED.

IRS E-file Signature Authorization
for a Tax Exempt EntityDepartment of the Treasury
Internal Revenue Service

For calendar year 2023, or fiscal year beginning _____, 2023, and ending _____, 20____

2023

Do not send to the IRS. Keep for your records.

Go to www.irs.gov/Form8879TE for the latest information.

Name of filer

WAIKIKI COMMUNITY CENTER

EIN or SSN

Name and title of officer or person subject to tax
CAROLINE HAYASHI
EXECUTIVE DIRECTOR**Part I** Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b 2,491,600.
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b
5a Form 8868 check here	<input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b
6a Form 990-T check here	<input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b
7a Form 4720 check here	<input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b
8a Form 5227 check here	<input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b
9a Form 5330 check here	<input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b
10a Form 8038-CP check here	<input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the

2023 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

☒ I authorize OHATA CHUN YUEN LLP to enter my PIN 94590
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

99114960185

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2023 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature

Date

10/24/24

ERO Must Retain This Form - See Instructions

Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form 8879-TE (2023)

**Application for Extension of Time To File an Exempt Organization
Return or Excise Taxes Related to Employee Benefit Plans**

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I - Identification

Type or Print File by the due date for filing your return. See instructions.	Name of exempt organization, employer, or other filer, see instructions. WAIKIKI COMMUNITY CENTER	Taxpayer identification number (TIN) [REDACTED]
	Number, street, and room or suite no. If a P.O. box, see instructions. 310 PAOAKALANI AVENUE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. HONOLULU, HI 96815	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

• After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.

• If this application is for an extension of time to file Form 5330, you must enter the following information.

Plan Name _____
Plan Number _____
Plan Year Ending (MM/DD/YYYY) _____

Part II - Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of **THE ORGANIZATION**

- HONOLULU, HI 96815

Telephone No. **[REDACTED]** Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **NOVEMBER 15**, 20 **24**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
☒ calendar year 20 **23** or
☐ tax year beginning _____, 20 _____, and ending _____, 20 _____

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2024)

EXTENDED TO NOVEMBER 15, 2024

Form **990****Return of Organization Exempt From Income Tax**

OMB No. 1545-0047

2023Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.Open to Public
Inspection

A For the 2023 calendar year, or tax year beginning and ending		
B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization WAIKIKI COMMUNITY CENTER	D Employer identification number [REDACTED]
	Doing business as	E Telephone number [REDACTED]
	Number and street (or P.O. box if mail is not delivered to street address) Room/suite 310 PAOKALANI AVENUE	G Gross receipts \$ 2,491,600.
	City or town, state or province, country, and ZIP or foreign postal code HONOLULU, HI 96815	H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	F Name and address of principal officer: CAROLINE HAYASHI C/O 310 PAOKALANI AVE., HONOLULU, HI 96815	H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions
	I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)() (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527	H(c) Group exemption number
	J Website: WWW.WAIKIKICOMMUNITYCENTER.ORG	L Year of formation: 1978 M State of legal domicile: HI
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		

Part I Summary			
Activities & Governance	1 Briefly describe the organization's mission or most significant activities: TO PROVIDE EDUCATION AND CARE SERVICES TO NEEDY SENIORS, CHILDREN, AND ADULTS.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	19
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	19
	5 Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	35
	6 Total number of volunteers (estimate if necessary)	6	16
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,603,362.	1,085,977.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	1,158,501.	1,217,613.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	7,411.	12,273.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	59,203.	175,737.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	2,828,477.	2,491,600.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	0.	0.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	1,522,070.	1,511,808.
	b Total fundraising expenses (Part IX, column (D), line 25)	0.	0.
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	137,754.	714,945.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,237,015.	872,556.
Net Assets or Fund Balances	19 Revenue less expenses. Subtract line 18 from line 12	591,462.	107,236.
	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	3,548,677.	3,654,781.
	22 Net assets or fund balances. Subtract line 21 from line 20	107,763.	106,631.
		3,440,914.	3,548,150.

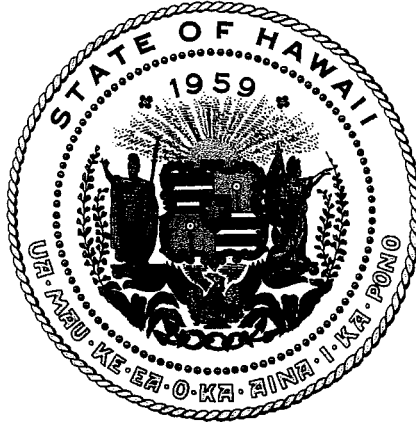
Part II Signature Block					
Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.					
Sign Here	Signature of officer		Date		
	CAROLINE HAYASHI, EXECUTIVE DIRECTOR				
Paid Preparer	Print/Type preparer's name		Preparer's signature	Date	Check if self-employed <input type="checkbox"/> PTIN
	CHRIS Q.Y. YUEN			10/24/24	P00646551
Use Only	Firm's name OHATA CHUN YUEN LLP			Firm's EIN [REDACTED]	
	Firm's address [REDACTED]			Phone no [REDACTED]	

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

LHA For Paperwork Reduction Act Notice, see the separate instructions.

332001 12-21-23

Form **990** (2023)



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs
of the State of Hawaii, do hereby certify that

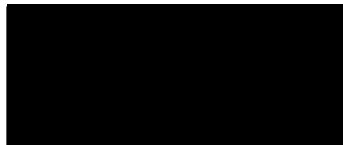
WAIKIKI COMMUNITY CENTER

was incorporated under the laws of Hawaii on 03/01/1978 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set
my hand and affixed the seal of the
Department of Commerce and Consumer
Affairs, at Honolulu, Hawaii.

Dated: January 07, 2025



Director of Commerce and Consumer Affairs

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
BUSINESS REGISTRATION DIVISION

335 Merchant Street

Mailing Address: Annual Filing, P.O. Box 40, Honolulu, HI 96810

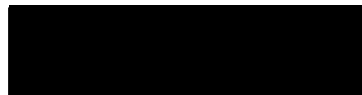
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2024

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER



Principal Office Address



1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR

3. List all officers and directors.

Offices Held	Full Name	Address
D	EGGED,RICK	
D	KAAA,STEPHEN	
D	CHING,DYLAN	
P	HAYASHI,CAROLINE	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 3, 2024

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

FILE NO. 35751 D2

Rev. 10/2013

2024

B18

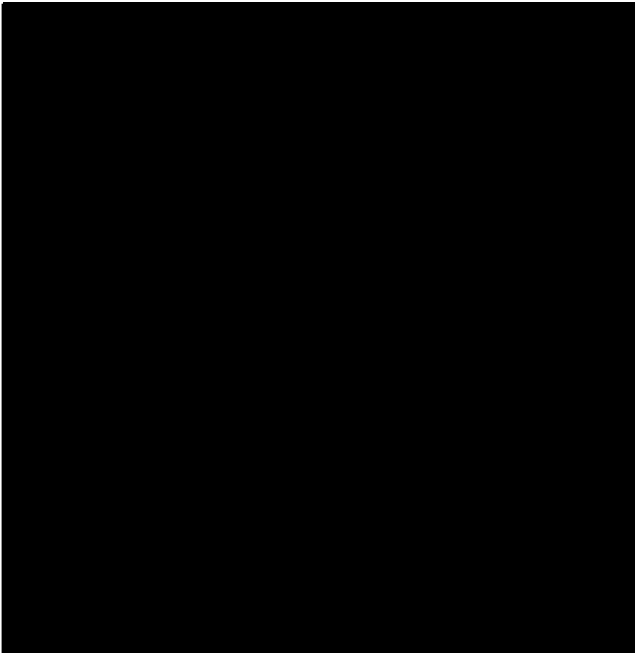
B22

BSA



01/03/2024A0717

OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
D	CAMPBELL,COREY	
D	WALLACE,NANCY	
D	RODRIGUES,LINDA	
D	PAI,KENNETH	
C/VC	MIRANDA,SIMEON	
D	TODANI,SUSAN	
T	NAGATA,LORIE ANN	
D	MURRAY,MICHAEL	
D	FOTI, THOMAS	
D	BANTILAN, JOSLYN	

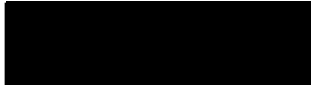
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2023

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER



Principal Office Address



1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR



3. List all officers and directors.

Offices Held	Full Name	Address
D	EGGED, RICK	
D	KAAA, STEPHEN	
D	CHING, DYLAN	
P	HAYASHI, CAROLINE	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 9, 2023

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

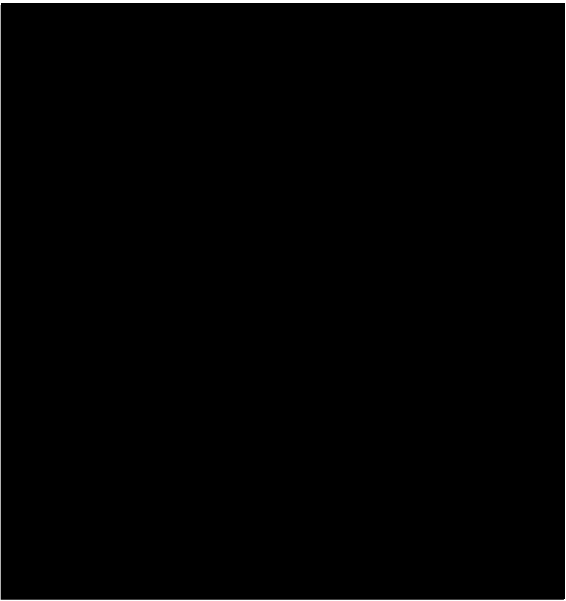
FILE NO. 35751 D2
Rev. 10/2013

2023 B18
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01/09/202340259

OFFICERS ADDENDUM

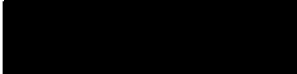
Offices Held	Full Name	Address
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
D	CAMPBELL,COREY	
D	WALLACE,NANCY	
D	RODRIGUES,LINDA	
D	PAI,KENNETH	
C/VC	MIRANDA,SIMEON	
D	TODANI,SUSAN	
T	NAGATA,LORIE ANN	
D	MURRAY,MICHAEL	
D	FOTI, THOMAS	

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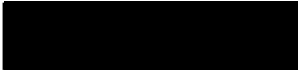
DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2022

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER



Principal Office Address



1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR



3. List all officers and directors.

Offices Held	Full Name	Address
D	PAI, KENNETH	
D	EGGED, RICK	
D	KAAA, STEPHEN	
D	CHING, DYLAN	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 24, 2022

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

FILE NO. 35751 D2

Rev. 10/2013

2022

B18

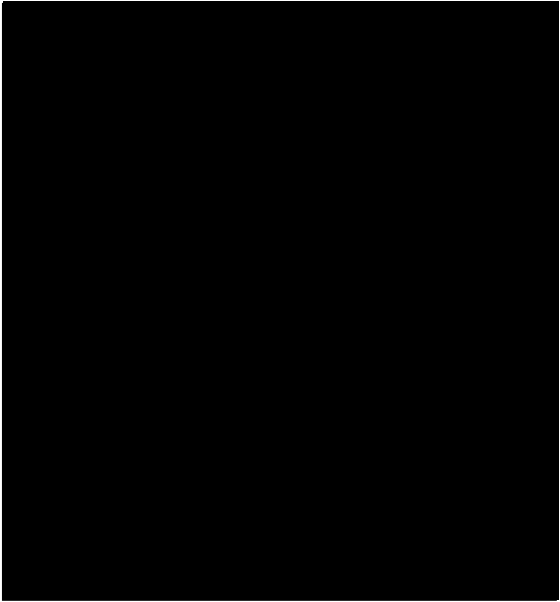
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BSA



01/24/202241010

OFFICERS ADDENDUM

Offices Held	Full Name	Address
P	HAYASHI,CAROLINE	
D	LIM,JENNIFER	
D	CHUN,RYAN	
D	GROSZ,BREANA	
D	SONNENBERG,ERIC	
S	ASAKURA,DAVID	
D	CAMPBELL,BARBARA	
D	KUTAKA,ANN	
C/VC	MIRANDA,SIMEON	
D	CAMPBELL,COREY	
D	TODANI,SUSAN	
D	WALLACE,NANCY	
T	NAGATA,LORIE ANN	
D	RODRIGUES,LINDA	
D	MURRAY, MICHAEL	

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS
BUSINESS REGISTRATION DIVISION
335 Merchant Street
Mailing Address: Annual Filing, P.O. Box 40, Honolulu, HI 96810

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2021

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER
[REDACTED]

Principal Office Address

[REDACTED]

1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR
[REDACTED]

3. List all officers and directors.

Offices Held	Full Name	Address
S	KUTAKA, ANN	[REDACTED]
T	PAI, KENNETH	
D	EGGED, RICK	
D	KAAA, STEPHEN	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 5, 2021

Date

CAROLINE HAYASHI

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

CAROLINE HAYASHI

Print Name

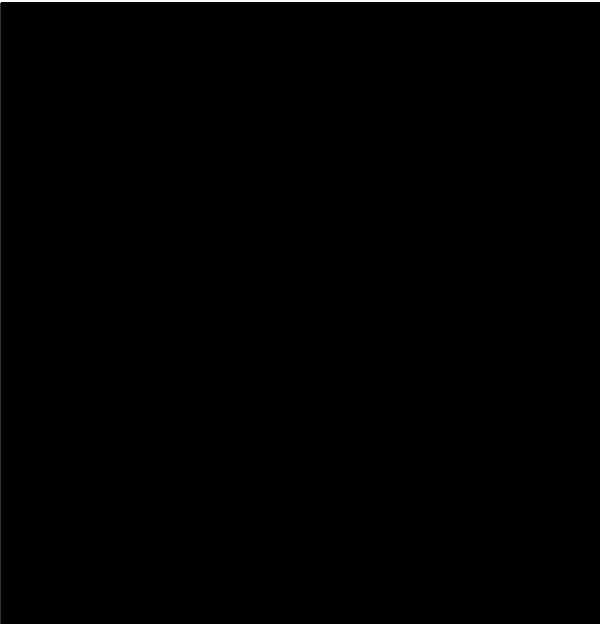
FILE NO. 35751 D2
Rev. 10/2013

2021 B18
B22
BSA



01/05/2021 143543

OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	CHING,DYLAN	
D	HAMPTON, BOB	
D	WALLACE, NANCY	
P	HAYASHI,CAROLINE	
C	TODANI, SUSAN	
D	LIM,JENNIFER	
D	CAMPBELL, COREY	
D	CHUN,RYAN	
D/VC	CAMPBELL,BARBARA	
D	ASAKURA,DAVID	
D	GROSZ,BREANA	
D	MIRANDA,SIMEON	
D	SONNENBERG,ERIC	
D	CZARCINSKI,MICHAEL	
D	NAGATA, LORIE ANN	
D	RODRIGUES, LINDA	

01/05/202143543

DOMESTIC NONPROFIT CORPORATION ANNUAL REPORT AS OF January 1, 2020

CORPORATION NAME AND MAILING ADDRESS

WAIKIKI COMMUNITY CENTER

Principal Office Address

1. Nature of Activities

THE CENTER IS A PRIVATE NON-PROFIT AGENCY, PROVIDING PRESCHOOL EDUCATION, SENIOR CITIZEN PROGRAMS, AND A VARIETY OF HUMAN SERVICES AND ACTIVITIES

2. The name of the registered agent and the registered agent's street address of the place of business in Hawaii of the person to which service of process and other notice and documents being served on or sent to the entity represented by it may be delivered to.

CAROLINE HAYASHI
C/O WAIKIKI COMM CTR

3. List all officers and directors.

Offices Held	Full Name	Address
S	KUTAKA,ANN	
T	PAI,KENNETH	
D	IHSAN,SALAH	
D	EGGED,RICK	

CONTINUED ON OFFICERS ADDENDUM



NO CHANGES

Checking this box means there are no changes reported. The Department will not be held responsible for any changes made to this report.

CERTIFICATION

I certify under the penalties of Section 414D-12, Hawaii Revised Statutes, that I have read the above, the information is true and correct, and I am authorized to sign this report.

January 4, 2020

CAROLINE HAYASHI

CAROLINE HAYASHI

Date

Signature of authorized officer, attorney-in-fact for an officer, or receiver or trustee (if the corporation is in the hands of a receiver or trustee)

Print Name

FILE NO. 35751 D2

Rev. 10/2013

2020

B18

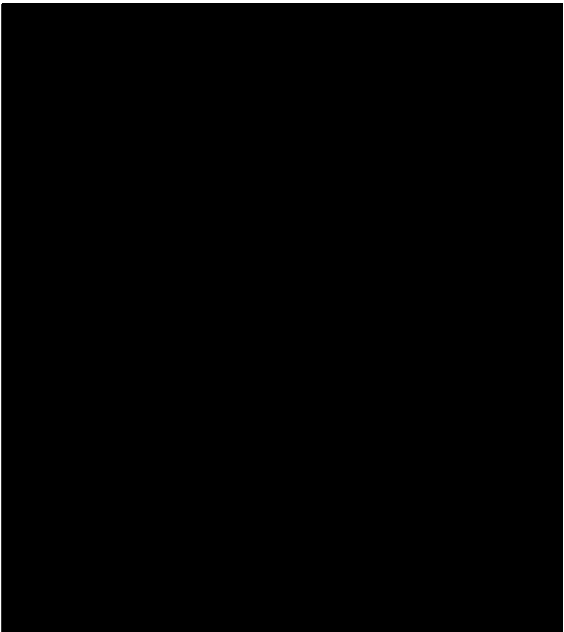
B22

BSA



01/04/202041122

OFFICERS ADDENDUM

Offices Held	Full Name	Address
D	KAAA,STEPHEN	
D	CHING,DYLAN	
D	HAMPTON, BOB	
D	WALLACE, NANCY	
P	HAYASHI,CAROLINE	
C	TODANI, SUSAN	
D	FENLEY,MICHAEL	
D	LIM,JENNIFER	
D	CHUN,RYAN	
DVC	CAMPBELL,BARBARA	
D	CAMPBELL, COREY	
D	ASAKURA, DAVID	
D	GROSZ, BREANA	
D	MIRANDA, SIMEON	
D	SONNENBERG, ERIC	
D	CZARCINSKI, MICHAEL	

01/04/202041122

ACADEMIC OVERVIEW: The following questions seek to understand the instructional intention and assessment practices of the proposed new charter school. This section gets to the delivery of instruction and the monitoring of student performance both at an operational and governance level.

QUESTION 6

What will be the proposed school's Mission Aligned Initiative (MAI)?

The MAI can be found in the [Pre-K only contract](#) Section 6.13. and Exhibit A. Academic Performance Framework

EVALUATION CRITERIA:

Response must include reference to:

- *the Pre-K only contract Section 6.13.. and Exhibit A. Academic Performance Framework (Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision).*

Response may reference but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High Quality: Promoting a Culture of Continuous Learning and Improvement;*
- *specific examples of MTSS, equitable access to instruction for challenged learners;*
- *aligned professional development for staff and parents;*
- *references social emotional learning and a discipline program that aligns with the mission and vision;*
and
- *reference to academic and social emotional data monitoring.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

1 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 6 – Attachment 1, Question 6 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 6: What will be the proposed school's Mission Aligned Initiative (MAI)?

The proposed preschool charter school's Mission Aligned Initiative (MAI) focuses on ***Keiki Building Community (KBC)***, a service learning program for preschool-aged children.

Service learning is a proven teaching and learning strategy that integrates experiential learning, community involvement and curriculum. Through service learning students make connections between classroom learning and the world around them. It allows them to understand who they are in the context of their community so they feel a connection to it and responsibility for it.

KBC embodies the school's mission to empower young learners through community-focused learning. The program aligns with the vision of fostering confident, compassionate individuals who actively contribute to and receive support from their community.

1. Articulation of the Yearlong Curriculum

The KBC program enhances learning by: 1) connecting students to their community, 2) increasing meaningful family engagement opportunities, and 2) strengthening developmental and academic curriculum by making learning hands-on and connecting it to the world around them. Each unit reflects the school's unique mission and vision, while ensuring students develop foundational skills by engaging with meaningful, real-world challenges.

Through its year-long curriculum, KBC aims to:

- Increase engagement in learning by making it hands-on and relevant to their lives
- Deepen learning by making it more meaningful and increasing retention by making it experiential and action-oriented
- Build self-efficacy and confidence by showing them they are able to contribute to their community
- Instill a sense of civic responsibility at an early age
- Educate families on how to engage in their children's positive development
- Engage children and their families in the community, build a stronger sense of community and meeting real community needs

The KBC program utilizes themes to connect learning to community challenges and explore them following the five stages of service learning (see attachment). Each period (fall, winter, spring) students explore a different theme, select/plan/implement a service project and present their project to families/community. Themes range from environment-focused such as water and food/nutrition to human-centered issues such as kupuna and homelessness.

Example Units and Activities:

- **Environmental Stewardship (Fall):** Students learn the importance of environmental care by creating "Genki Balls" to clean local waterways and analyzing water quality. These activities align with cognitive and physical development goals specified in the framework.
- **Kupuna (Winter):** Students address senior loneliness by creating cards and crafts for isolated kupuna and engaging in shared activities with active kupuna. These activities foster

social-emotional development, empathy, and communication skills, aligning with the framework's holistic approach to education.

- **Community Care (Spring):** Collaborative projects, such as planting and caring for WCC gardens with community partners, integrate motor skills, teamwork, and social awareness development in line with the framework's holistic approach to education.

The curriculum is mapped to the Academic Performance Framework by ensuring:

- Clear developmental objectives for cognitive, social-emotional, language and physical domains.
- Measurable outcomes through formative and summative assessments, including portfolios and teacher observations.

2. Alignment with Characteristics of Innovative Practices

The KBC Program exemplifies innovation as defined by the Hawaii State Public Charter School Commission.

- **Experiential Learning:** Engages students in hands-on activities tailored to their developmental stage, enhancing learning and self-efficacy.
- **Cultural Relevance:** Integrates Hawaiian values, explores Hawaii's cultural diversity and integrates local community challenges and resources.
- **Family and Community Engagement:** Encourages family learning about community challenges, participation in service-learning projects, and fostering a strong connection between home, school, and community.

KBC also meets the Framework's criteria to challenge traditional models while addressing specific community needs.

3. Promoting Continuous Learning and Improvement

KBC aligns with the framework's focus on a culture of continuous learning and improvement by incorporating:

- **Data-Driven Practices:** Teachers use formative assessments, child outcome reports, and family feedback to adjust instruction and project design quarterly, meeting the framework's emphasis on responsive teaching.
- **Professional Development:** Staff participate in training focused on effective service-learning practices and the integration of social-emotional development, ensuring instruction remains aligned with the framework's goals.
- **Stakeholder Feedback:** Regular feedback loops with families and community partners refine the program and strengthen its impact.

4. Addressing Equity and Accessibility

The program is designed to meet the framework's requirement for equitable access and inclusion:

- **Multi-Tiered Systems of Support (MTSS):** Differentiated strategies ensure children with diverse learning needs receive appropriate interventions, meeting both academic and social-emotional targets.
- **Support for ALICE Families:** By providing tuition-free education, the school ensures access to high-quality early learning opportunities for financially constrained families, addressing systemic inequities.

In addition, service learning improves the school's ability to serve students with diverse abilities, including those needing additional support and those who are ahead in some developmental areas. It is a flexible learning tool that is hands-on, encourages cooperation, and can be tailored to individual or group strengths.

Hands-On, Experiential Learning

- Allowing for **multiple entry points** to learning, accommodating various learning styles (visual, auditory, kinesthetic) and abilities
- Providing **real-world relevance**, which is particularly engaging for students who may struggle with traditional, abstract classroom instruction
- Encouraging **active participation**, fostering a sense of accomplishment and belonging for all students, including those with special needs

Fosters Teamwork and Inclusivity

Service learning inherently promotes teamwork and collaboration, creating opportunities for peer learning and reinforcing the feeling that we are all in this together. It also allows students to strengthen social emotional skills such as empathy and cooperation in a different kind of context.

Tailored, Strength-Based Opportunities

Service learning involves a broad range of components and can be flexibly designed to support the strengths and interests of students of diverse abilities. Conversely, it can also be used to strengthen areas in need of support for individual students or groups of children by giving them the opportunity to build skills in a different context.

5. Integrating Social-Emotional Learning

Social-emotional learning (SEL) is a cornerstone of Keiki Building Community (KBC) as it is one of the major benefits of service learning.

- **Skill Development:** KBC fosters critical SEL skills such as empathy, collaboration, and emotional regulation. For example, there are often challenges and unplanned occurrences while planning/implementing service projects. Students must learn work together to overcome obstacles and manage when things don't go as planned.
- **Discipline:** KBC supports the school's discipline practices by strengthening SE skills. The school will utilize non-punitive discipline that focuses on strategies for self-regulation, identifying and articulating emotions, building empathy to understand how their actions affect other individual students, and developing their sense of community to understand how their actions affect their classroom or school communities.

6. Measuring Success

Aligned with the Academic Performance Framework, the success of the KBC Program is measured through:

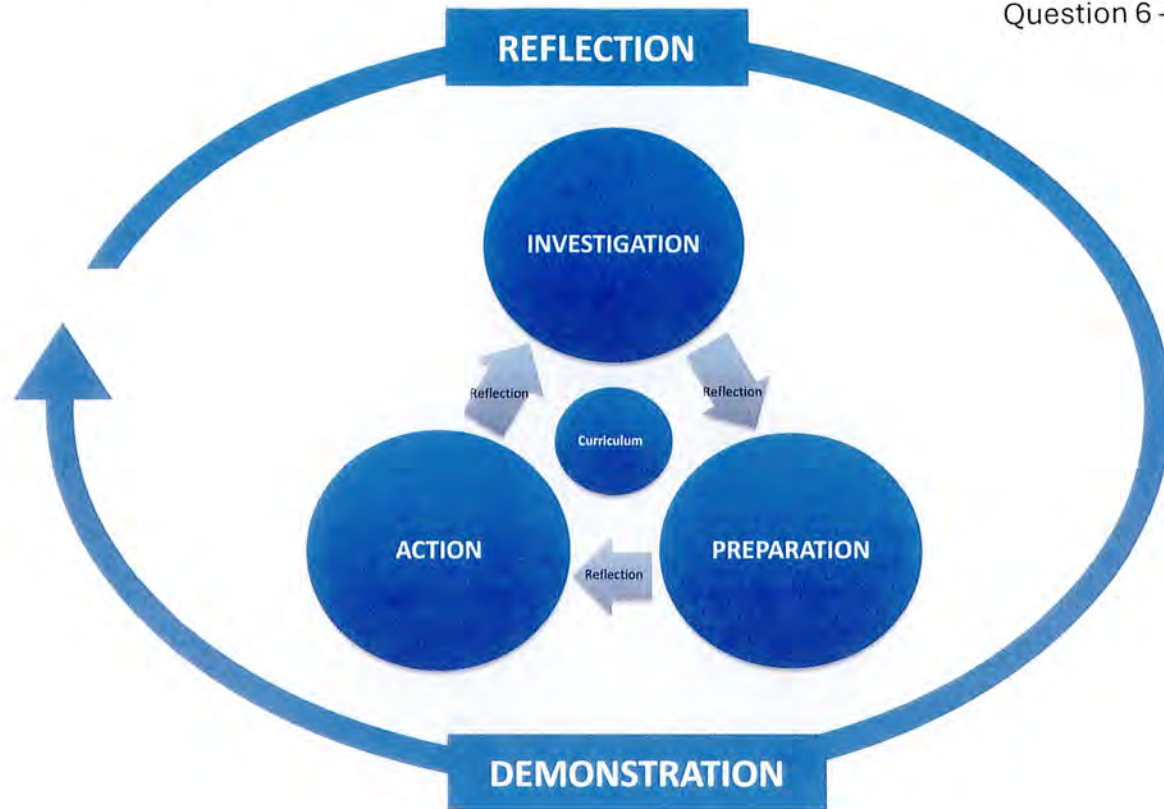
- **Academic Outcomes:** Documentation of developmental progress in portfolios and teacher evaluations ensures alignment with the framework's academic standards.
- **Social-Emotional Growth:** Family and teacher surveys capture improvements in student confidence, teamwork, and emotional regulation, addressing key elements of the framework.
- **Community Impact:** Metrics, such as participation in community service projects and their tangible outcomes (e.g., cleaner public spaces), provide additional data on program effectiveness.

Keiki Building Community is a mission-aligned initiative that embodies the Academic Performance Framework's vision of holistic, culturally relevant, and innovative education. By integrating curriculum, experiential learning, social-emotional development and community engagement, the KBC Program aligns with the school's mission and vision while meeting and exceeding the framework's requirements. It serves as a model for leveraging mission-driven practices to create meaningful educational outcomes and a strong connection between students, families, and the community.

The Five Stages of Service Learning: A Dynamic Process

Cathryn Berger Kaye, M.A.

Question 6 – Attachment 1



Cathryn Berger Kaye, M.A. © 2011
CBE Associates, All Rights Reserved

In this design, service learning is seen as an engaging dynamic, building on the core curriculum.

Investigation: Includes both the *inventory* of student interest, skills and talents, and the *social analysis* of the issue being addressed. This analysis requires gathering information about the identified need through action research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

Preparation: Includes the *continued acquisition of knowledge* that addresses any resultant questions from investigation, identification of groups already working towards solutions, *organization of a plan* with clarification of roles, responsibilities and timelines, and ongoing development of any *skills* needed to successfully carry the plan to fruition.

Action: Includes the implementation of the plan that usually looks like *direct service, indirect service, advocacy, or research*.

Reflection: In this presentation, reflection is seen as the *connector between each stage* of service and as a *summative (overarching) intention* addressing any essential question or inquiry that is a driving force of the total experience. Reflection always includes cognitive and affective aspects, informs how the process develops, and employs varied multiple intelligences.

Demonstration: As seen in this visual, student demonstration *captures or contains the totality of the experience*. From the initial conception, the student documents all parts of the process so there is a complete and comprehensive ability to tell the story of what took place in each stage and include key informative reflection. Students draw upon their skills and talents in the manner of demonstration however integration of technology should be expected and included.

QUESTION 7

Pre-k only Public Charter schools authorized by the commission in the State of Hawai'i, are required to utilize the following classroom assessments (currently Teaching Strategies or Native Hawaiian culture based assessment, CLASS, ECERS-3). What other measures will be used to assess the effectiveness of your educational program? Describe how the proposed school intends to demonstrate and assess student academic performance.

EVALUATION CRITERIA:

Response could include, but is not limited to:

- *examples of formative and summative measures to be used in assessment of student progress. (Such as Site-specific Diagnostics);*
- *example of a well-articulated curriculum with benchmarks;*
- *evidence of grade level meetings; and*
- *embedded teacher planning time.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

1 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 7 – Attachment 1, Question 7 – Attachment 2, etc.*
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Question 7: Pre-k only Public Charter schools authorized by the commission in the State of Hawai'i, are required to utilize the following classroom assessments (currently Teaching Strategies or Native Hawaiian culture based assessment, CLASS, ECERS-3). What other measures will be used to assess the effectiveness of your educational program? Describe how the proposed school intends to demonstrate and assess student academic performance.

The proposed charter school will implement a robust curriculum and assessment system designed to foster whole-child development and effectively measure academic and social-emotional progress. The school's curriculum is rooted in The Creative Curriculum®, a comprehensive framework that aligns with state early learning guidelines and the Head Start Early Learning Outcomes Framework, as well as the unique Keiki Building Community (KBC) service-learning program. These systems provide multiple pathways to assess and demonstrate academic performance, including cognitive, social-emotional, language, and physical development.

Curriculum Overview

The school will utilize The Creative Curriculum®, which is a research-based, project-driven curriculum that nurtures children's creativity, critical thinking, and confidence through hands-on, investigative learning experiences. Key features include:

- **Whole-Child Focus:** Covers the four domains of development—cognitive, language, social-emotional, and physical—and integrates literacy, math, science, and the arts.
- **Skill Progression:** Lessons are designed to respect individual skill progression, encouraging mastery of concepts such as problem-solving, reasoning, and representation.
- **Cultural Relevance:** Lessons incorporate Hawaiian values and traditions, fostering cultural identity and community connection.

The integration of the KBC service-learning program complements this framework, providing real-world applications for children to explore social and environmental issues while building key developmental skills.

Assessments

In addition to the required assessments, the school will use three other tools: 1) The Creative Curriculum assessment, which is aligned to early learning guidelines in each state and the Head Start Early Learning Outcomes Framework; 2) Individual Child Development Assessment, which was developed to align with DOE Kindergarten readiness; and 3) Classroom and family data tracking for the Keiki Building Community service learning program. (See attached samples.)

Creative Curriculum Assessments:

- Conducted in the fall and spring to assess whole-child learning outcomes and guide instructional adjustments.
- Integrated with teacher observations and parent-teacher conferences, providing a comprehensive view of a child's progress.

Individual Child Development Assessment (ICDA):

- Tailored for different age groups (3-year-olds, 4-year-olds, and 5-6-year-olds) to track developmental milestones specifically designed to align with DOE kindergarten readiness. The school will use this assessment to identify areas of support that maybe needed.
- The ICDA will be conducted within the first 30-60 days of enrollment to establish a baseline and repeated semi-annually to monitor growth.
- Covers specific, age-appropriate kindergarten readiness skills such as letter and number recognition, fine motor abilities, and social behaviors like following directions and expressing emotions.

Keiki Building Community (KBC):

Keiki Building Community is the school's service-learning program, a proven teaching and learning strategy, integrated into the curriculum. Through KBC, students engage in multifaceted learning around community challenges and teachers facilitate student-led planning and implementation of service projects. KBC is integrated into elements of both the Creative Curriculum and Individual Child Development assessments. It addresses all four developmental domains as well as literacy, math and STEM/STEAM. The school will track KBC data points (see attached KBC data collection form) to assess progress and effectiveness in areas such as the following.

- **Social-Emotional Skills:** Measures empathy, ability to identify the needs of others, and motivation to contribute to the community. For example, children articulate the purpose of their service project and reflect on its impact in age-appropriate ways.
- **Cognitive and Analytical Skills:** Assesses decision-making and problem-solving as children discuss and select the service project that would address the community issue identified
- **Language Development:** Assess the children's ability to articulate the community issues and service projects in age-appropriate ways
- **Family and Community Engagement:** Tracks family engagement through participation in the service projects, communication with teachers/staff, increased levels of community engagement as reported by families

Demonstrating Academic Performance

The school will ensure academic performance is measurable, transparent, and actionable:

- **Data Collection:** Progress in meeting developmental benchmarks is tracked through both Creative Curriculum and Individual Child Development assessment

- **Progress Monitoring:** Teachers conduct ongoing evaluations to measure improvements in at least three of the five content standards, with developmental benchmarks reviewed quarterly
- **Parent-Teacher Collaboration:** Regular conferences and newsletters keep families informed and engaged, ensuring alignment between home and school learning environments
- **Whole-Child Outcomes:** Academic and social-emotional growth will be documented through comprehensive portfolios, anecdotal records, and service-learning reflections.

The proposed charter school's curriculum and assessment system combine research-based frameworks with innovative strategies to foster and measure whole-child development. The integration of The Creative Curriculum®, Individual Child Development Assessment and KBC program provides a rigorous yet flexible approach to assessing academic and social-emotional growth, ensuring the school delivers high-quality education aligned with its mission and vision. By prioritizing data-driven decision-making, family engagement, and continuous improvement, the school is equipped to demonstrate strong academic performance and positive outcomes for students.

THE CREATIVE CURRICULUM

DEVELOPMENTAL CONTINUUM

FOR AGES 3-5

Individual Child Profile

Child: _____

Date of Birth: _____

Teacher(s): _____

Room: _____

Program: _____

Jan-June: yr _____ Aug-Dec: yr _____

Checkpoint Dates

1. _____

2. _____

3. _____

4. _____

SOCIAL/EMOTIONAL DEVELOPMENT

SENSE OF SELF	CHECKPOINTS		
	F	W	Su
1. Shows ability to adjust to new situations			
Forerunner examples:			
I Treat arrival and departure as routine parts of the day			
II Accepts changes in daily schedule and routines			
III Functions with increasing independence in school			
2. Demonstrates appropriate trust in adults			
Forerunner examples:			
I Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy			
II Regards parents and teachers as resources and positive role models			
III Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)			
3. Recognizes own feelings and manages them appropriately			
Forerunner examples:			
I Identifies and labels own feelings			
II Is able to describe feelings and their causes			
III Is increasingly able to manage own feelings			
4. Stands up for rights			
Forerunner examples:			
I Physically or verbally asserts needs and desires			
II Asserts own needs and desire verbally without being aggressive			
III Takes actions to avoid possible disputes over rights			
RESPONSIBILITY FOR SELF AND OTHERS			
5. Demonstrates self-direction and independence			
Forerunner examples:			
I Chooses and becomes involved in one activity out of several options			
II Completes multiple tasks in a project of own choosing with some adult assistance			
III Carves out and completes own task without adult assistance			
6. Takes responsibility for own well-being			
Forerunner examples:			
I Uses self-help skills with occasional reminders			
II Uses self-help skills and participates in chores without reminders			
III Understands the importance of self-help skills and their role in healthy living			
7. Respects and cares for classroom environment and materials			
Forerunner examples:			
I Uses materials in appropriate ways			
II Puts away used materials before starting another activity			
III Begins to take responsibility for care of the classroom environment			

CHECKPOINTS

RESPONSIBILITY FOR SELF AND OTHERS (continued)	F	W	Su
8. Follows classroom routines			
Forerunner examples:			
I Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting			
II Understands and follows classroom procedures without prompting			
III Follows and understands the purpose of classroom procedures			
9. Follows classroom rules			
Forerunner examples:			
I Follows classroom rules with reminders			
II Understands and follows classroom rules without reminders			
III Follows and understands reasons for classroom rules			
PROSOCIAL BEHAVIOR			
10. Plays well with other children			
Forerunner examples:			
I Works/plays cooperatively with one other child			
II Successfully enters a group and plays cooperatively			
III Maintains an ongoing friendship with at least one other child			
11. Recognizes the feeling of others and responds appropriately			
Forerunner examples:			
I Is aware of other children's feelings and often responds in a like manner			
II Shows increasing awareness that people may have different feelings about the same situation			
III Recognizes what another person might need or want			
12. Shares and respects the rights of others			
Forerunner examples:			
I With prompts, shares or takes turns with others			
II Shares toys or allows turn in response to another child's request			
III Shares and defends the rights of others to a turn			
13. Uses thinking skills to resolve conflicts			
Forerunner examples:			
I Accepts compromise when suggested by peer or teacher			
II Suggests a solution to solve a problem; seeks adult assistance when needed			
III Engages in a process of negotiation to reach a compromise			

PHYSICAL DEVELOPMENT

GROSS MOTOR	CHECKPOINTS		
	F	W	Su
14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping)			
Forerunner examples:			
I Moves with direction and beginning coordination			
II Moves with direction and increasing coordination			
III Moves with direction and refined coordination			
15. Shows balance while moving			
Forerunner examples:			
I Attempts to walk along a line, stepping off occasionally			
II Walks along wide beam such as edge of sandbox			
III Walks forward easily, and backward with effort, along a wide beam			
16. Climbs up and down			
Forerunner examples:			
I Climbs a short, wide ladder			
II Climbs up and down stairs and ladders and around obstacles			
III Climbs and plays easily on ramps, stairs, ladders, or sliding boards			
17. Pedals and steers a tricycle (or other wheeled vehicle)			
Forerunner examples:			
I Pedals in forward direction, steering around wide corners			
II Pedals and steers around obstacles and sharp corners			
III Rides with speed and control			
18. Demonstrates throwing, kicking, and catching skills			
Forerunner examples:			
I Throws, catches, and kicks objects with somewhat awkward movements			
II Throws, catches, and kicks with increasing control			
III Throws and kicks at target and catches with increasing accuracy			

		CHECKPOINTS		
FINE MOTOR		F	W	Su
19. Controls small muscles in hands				
Forerunner examples:				
I	Manipulates objects with hands			
II	Manipulates smaller objects with increasing control			
III	Manipulates a variety of objects requiring increased coordination			
20. Coordinates eye-hand movement				
Forerunner examples:				
I	Performs simple manipulations			
II	Performs simple manipulations with increasing control			
III	Manipulates materials in a purposeful way, planning and attending to detail			
21. Uses tools for writing and drawing				
Forerunner examples:				
I	Holds a marker or crayon with thumb and two fingers; makes simple strokes			
II	Makes several basic strokes or figures; draws some recognizable objects			
III	Copies and draws simple shapes, letters, and words including names			

COGNITIVE DEVELOPMENT

LEARNING AND PROBLEM SOLVING	CHECKPOINTS		
	F	W	Su
22. Observes objects and events with curiosity			
Forerunner examples:			
I Examines with attention to detail, noticing attributes of objects			
II Notices and/or asks questions about similarities and differences			
III Observes attentively and seeks relevant information			
23. Approaches problems flexibly			
Forerunner examples:			
I Finds multiple uses for classroom objects			
II Experiments with materials in new ways when first way doesn't work			
III Finds alternative solutions to problems			
24. Shows persistence in approaching tasks			
Forerunner examples:			
I Sees simple tasks through to completion			
II Continues to work on task even when encountering difficulties			
III Works on task over time, leaving and returning to complete it			
25. Explores cause and effect			
Forerunner examples:			
I Notices and comments on effect			
II Wonders "what will happen if" and tests out possibilities			
III Explains plans for testing cause and effect, and tries out ideas			
26. Applies knowledge or experience to a new context			
Forerunner examples:			
I Draws on everyday experiences and applies this knowledge to similar situations			
II Applies new information or vocabulary to an activity or interaction			
III Generates a rule, strategy, or idea from one learning experience and applies it in a new context			
LOGICAL THINKING			
27. Classifies objects			
Forerunner examples:			
I Sort objects by one property such as size, shape, color, or use			
II Sort a group of objects by one property and then by another			
III Sort objects into groups/subgroups and can state reason			
28. Compares/measures			
Forerunner examples:			
I Notices similarities and differences			
II Uses comparative words related to number, size, shape, texture, weight, color, speed, volume			
III Understands/uses measurement words and some standard measurement tools			
29. Arranges objects in a series			
Forerunner examples:			
I Notices when one object in a series is out of place			
II Figures out a logical order for a group of objects			
III Through trial and error, arranges objects along a continuum according to two or more physical features			

LOGICAL THINKING (continued)	CHECKPOINTS		
	F	W	Su
30. Recognizes patterns and can repeat them			
Forerunner examples:			
I Notices and recreates simple patterns with objects			
II Extends patterns or creates simple patterns of own design			
III Creates complex patterns of own design or by copying			
31. Shows awareness of time concepts and sequence			
Forerunner examples:			
I Demonstrates an understanding of the present and may refer to past and future			
II Uses past and future tenses and time words appropriately			
III Associates events with time-related concepts			
32. Shows awareness of position in space			
Forerunner examples:			
I Shows comprehension of basic positional words and concepts			
II Understands and uses positional words correctly			
III Shows understanding that positional relationships vary with one's perspective			
33. Uses one-to-one correspondence			
Forerunner examples:			
I Matches pairs of objects in one-to-one correspondence			
II Places objects in one-to-one correspondence with another set			
III Uses one-to-one correspondence as a way to compare two sets			
34. Uses numbers and counting			
Forerunner examples:			
I Imitates counting behavior using number names (may not always say one number per item or gets the sequence right)			
II Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted)			
III Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total			
REPRESENTATION AND SYMBOLIC THINKING			
35. Takes on pretend roles and situations			
Forerunner examples:			
I Performs and labels actions associated with a role			
II Offers a play theme and scenario			
III Engages in elaborate and sustained role play			
36. Makes believe with objects			
Forerunner examples:			
I Interacts appropriately with real objects or replicas in pretend play			
II Uses substitutes object or gesture to represent real object			
III Uses make-believe props in planned and sustained play			
37. Makes and interprets representations			
Forerunner examples:			
I Draws or constructs and then names what it is			
II Draws or builds a construction that represents something specific			
III Plans then creates increasingly elaborate representations			

LANGUAGE DEVELOPMENT

LISTENING AND SPEAKING	CHECKPOINTS		
	F	W	Su
38. Hears and discriminates the sounds of language			
Forerunner examples:			
I Plays with words, sounds, and rhymes			
II Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way			
III Hears and repeats separate sounds in words; plays with sounds to create new words			
39. Expresses self using words and expanded sentences			
Forerunner examples:			
I Uses simple sentences (3-4 words) to express wants and needs			
II Uses longer sentences (5-6 words) to communicate			
III Uses more complex sentences to express ideas and feelings			
40. Understands and follows oral directions			
Forerunner examples:			
I Follows one-step directions			
II Follows two-step directions			
III Follows directions with more than two steps			
41. Answers questions			
Forerunner examples:			
I Answers simple questions with one or two words			
II Answers questions with a complete thought			
III Answers questions with details			
42. Asks questions			
Forerunner examples:			
I Asks simple questions			
II Asks questions to further understanding			
III Asks increasingly complex questions to further own understanding			
43. Actively participates in conversations			
Forerunner examples:			
I Responds to comments and questions from others			
II Responds to others' comments in a series of exchanges			
III Initiates and/or extends conversations for at least four exchanges			

READING AND WRITING	CHECKPOINTS		
	F	W	Su
44. Enjoys and values reading			
Forerunner examples:			
I Listens to stories being read			
II Participates in story time interactively			
III Chooses to read on own; seeks information in books; sees self as reader			
45. Demonstrates understanding of print concepts			
Forerunner examples:			
I Knows that print carries the message			
II Shows general knowledge of how print works			
III Knows each spoken word can be written down and read			
46. Demonstrates knowledge of the alphabet			
Forerunner examples:			
I Recognizes and identifies a few letters by name			
II Recognizes and names many letters			
III Begins to make letter-sound connections			
47. Uses emerging reading skills to make meaning from print			
Forerunner examples:			
I Uses illustrations to guess what the text says			
II Makes judgments about words and text by noticing features (other than letters or words)			
III Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print			
48. Comprehends and interprets meaning from books and other texts			
Forerunner examples:			
I Imitates act of reading in play			
II Compares and predicts story events; acts out main events of a familiar story			
III Retells a story including many details and draws connections between story events			
49. Understands the purpose of writing			
Forerunner examples:			
I Imitates act of writing in play			
II Understands there is a way to write that conveys meaning			
III Writes to convey meaning			
50. Writes letters and words			
Forerunner examples:			
I Uses scribble writing and letter-like forms			
II Writes recognizable letters, especially those in own names			
III Uses letters that represents sounds in writing words			

Child's Name: _____

Date: _____

Room: _____

Jan-June: yr _____ Aug-Dec: yr _____

Teacher(s): _____

Family Member(s): _____

Summary of Developmental Progress:

SOCIAL/ EMOTIONALSense of Self; Responsibility for Self and Others;
Prosocial Behavior**COGNITIVE**Learning Problem Solving; Logical Thinking;
Representation and Symbolic Thinking**PHYSICAL**

Gross Motor; Fine Motor

LANGUAGE

Listening and Speaking; Reading and Writing

FAMILY COMMENTS AND OBSERVATION:**NEXT STEPS AT SCHOOL AND AT HOME:**

Teacher's Signature: _____

Family Member(s) Signature: _____

Child Development Assessment for 3 year-olds

Date _____ 30/60-day check point from SD _____ Feb-July: yr _____ Aug-Jan: yr _____

Name _____ Birthdate _____ Date _____ Teacher _____ Room _____

Recognizes first name

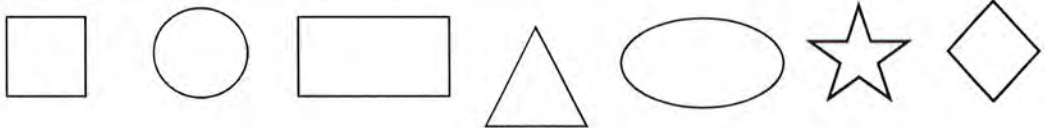
Name colors



Names letters (circle)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Names shapes



Name numbers 1-10 (circle)

1 2 3 4 5 6 7 8 9 10

___ Holds pencil using pincer grasp



___ Holds brushes correctly



Holds scissors correctly and snipping paper correctly



Identifying concepts (Size and more/less)



3 year old Developmental Milestones

- Follow simple 2-3 part directions, ex: get your water bottle, find your shoes, then sit on the blue line in front of the door
- Follows daily routines and rules with some reminders
- Put things away in their proper places with some reminders
- Begins to use their words to solve social conflicts with peers
- Properly wash hands with soap and use a paper towel to dry hands
- Stand in line to transition into/out of the classroom
- Able to answer simple questions, ex: what is your first name, how old are you, what color is your shirt
- Put on their jacket/shirt with minimum help from adults
- Starting to identify (naming) their feelings

Child Development Assessment for 4 year-olds

Date _____ 30/60-day check point from SD _____ Date _____ Feb-July: yr _____ Aug-Jan: yr _____
 Name _____ Birthdate _____ Teacher _____ Room _____

Writes first name

Name colors



Name uppercase letters (circle)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Name lowercase letters (circle)

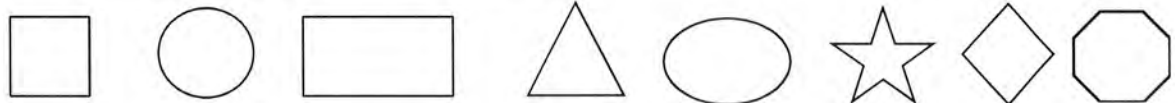
a b c d e f g h i j k l m
n o p q r s t u v w x y z

Name numbers 1-20 out of sequence (circle)

3 20 11 5 14 10 7 8 1 19
13 4 15 9 18 2 17 12 6 16

Rote counts up to number.

Name shapes

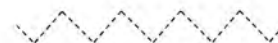


Draw these shapes

+ **X** 

Draws a person

Cutting on lines (see separate sheet)



4 year old Developmental Goals

- Sit quietly and listen.
- Take turns.
- Follow simple 3-part directions, ex: After washing your hands, walk to the lunch table and find your name card on the plate.
- Put things away in the proper place.
- Use a tissue to wipe their nose.
- Stand in line.
- Raise their hand and wait to be called on.
- Put on a jacket and zip it up.
- Put on their shoes: buckles, Velcro straps.
- Is able to sit for circle time.
- Able to say their first and last name.
- Beginning to be able to express their wants and needs.
- Able to express and identify (naming) feelings in themselves and others.
- Use proper procedure to wash hands:
 - Turn on water and wet hands
 - Apply soap
 - Rub hands together to lather
 - Rinse hands under running water
 - Use paper towel to dry hands then use paper towel to turn off water
 - Dispose of paper towel in the trash can

Date _____ 30/60-day check point from SD _____ Feb-July: yr _____ Aug-Jan: yr _____
Date

Name _____ Birthdate _____ Teacher _____ Room _____

Writes first and last name

Says beginning sounds of letters (circle) **A B C D E F G H I J K L M**
N O P Q R S T U V W X Y Z

Sight words (circle) **I can the we and go you do is with she see my a**
was said want here me has play look where he good what who are
like to for have of they this help too come does

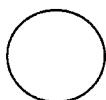
Write uppercase and lowercase letters (see separate sheet) **Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll**
Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Write numbers 1-20 (see separate sheet)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Name shapes



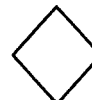










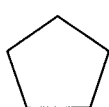


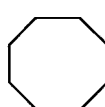
Name shapes













Counting sets of objects

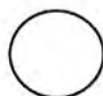
8 _____ 10 _____ 0 _____ 4 _____ 15 _____ 7 _____
1 _____ 20 _____ 13 _____ 2 _____ 6 _____ 18 _____

Number counting to 100

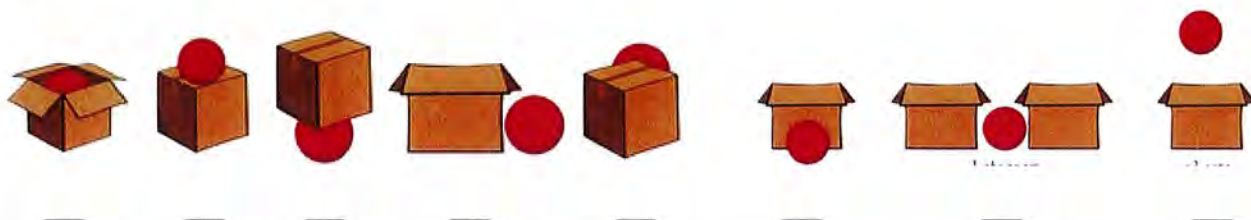
By 1's _____

By 10's _____

Cut out shapes (see separate sheet)



Positional concepts



Name colors



Non-academic Kindergarten Readiness Goals

- Sit quietly and listen.
- Take turns and share.
- Respects personal space.
- Recognizes feelings/emotions and shows empathy & kindness.
- Follow 3-part directions, ex: return toys to the shelf, grab your water then stand in line at the door.
- Put things away in the proper place.
- Use a tissue to wipe their nose.
- Uses proper procedure to wash hands without reminders.
- Stand in line.
- Raise their hand and wait to be called on.
- Open any food containers in their lunch.
- Put on their jacket and zip it up.
- Put on their shoes: buckles, straps, shoelaces.
- Able to say their "full name".
- Able to say their mother or father's name.
- Able to express their wants and needs.



Waikiki
Community
Center

Preschool

KEIKI BUILDING COMMUNITY

Data Collection Sheet

Classroom Name (circle): Nene (15-24mos) Kohola (2yrs old) Pueo (2yrs old)

Nai'a (3yrs old) Honu (4-5yrs old) Mano (4-5yrs old)

Period (circle): January-April (Year_____) May-July (Year_____)

September-December (Year_____)

Lead Teacher Name _____ Email _____

Assistant Teacher _____ Email _____

Assistant Teacher _____ Email _____

Student count and attendance

What was the monthly average number of children in class for this period? _____

On average what was the percentage of students in attendance? _____

If there were big differences, please briefly explain:

Parent/family Engagement

How often on average did you provide parents with newsletters/notes? (Example: Newsletter: once a week. Notes: Everyday)

How often on average did parents indicate that they read the newsletter or daily notes?

(Example: every day, 2-3 X per week, etc.)

On average how many times a week did you give the students homework? (Example: once a week, twice a week, etc.)



On average, what percentage of the students completed and returned the homework assignment? _____

How many parents by percentage are volunteering, or attending classroom activities? _____

In what activities are they participating/volunteering in? (Example: Preparing materials for classroom activities, chaperoning excursions, etc.)

What percentage of your parents attended:

1) Open House _____ (Example: 95%)

2) Parent information, welcome, classroom orientation _____ (Example: 98%)

3) Parent-Teacher conferences _____ (Example: 80%)

Community Engagement

What was the class service activity for this period? _____ (Example: Collected food for the food bank)

Describe the activity:

Tell us a story of how either a parent or child responded to being involved in this service activity.

Lesson Planning/ Curriculum

Did you have a lesson plan for each week? _____

How did your lesson plan connect to the service activity?

What percentage of the students can tell you what they did in the service activity? _____

What percentage of the students could give a reason why they did the service activity? _____

Developmental Benchmarks

What percentage of your students met the developmental benchmarks? _____

(Example: 95%)

What percentage of your students made progress in at least 3 of the 5 content standards? _____ (Example: 95%)

Please answer the following:

Challenges:

Lessons Learned:

What changed as a result of having KBC:

Unexpected Benefits:

Effectiveness of Evaluation/assessment system:

QUESTION 8

What processes are in place to ensure that all pre-K teachers and educational aids meet the licensing requirements pursuant to HRS302A-805 and section 8-64-1.1, Hawai'i Administrative Rules (HAR) and the Hawai'i Teacher Standards Board (HTSB) for prekindergarten teachers, which includes required coursework in early childhood education or enrollment in State-approved teacher education program?

EVALUATION CRITERIA:

Response must include:

- *Compliance with HRS 302A-805 and HAR 8-54-1.1 requirements*
- *Evidence of HTSB licensing qualifications for Pre-K teachers, including early childhood education coursework or enrollment in a teacher education program*
- *Describes a clear plan for verifying teacher qualifications and providing necessary support for certification completion.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 8– Attachment 1, Question 8 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Response to Question 8: What processes are in place to ensure that all pre-K teachers and educational aids meet the licensing requirements pursuant to HRS302A-805 and section 8-64-1.1, Hawai'i Administrative Rules (HAR) and the Hawai'i Teacher Standards Board (HTSB) for prekindergarten teachers, which includes required coursework in early childhood education or enrollment in State-approved teacher education program?

The school has developed a comprehensive two-pronged plan to ensure all pre-K teachers and educational aides meet licensing requirements pursuant to **HRS 302A-805, Section 8-64-1.1, Hawai'i Administrative Rules (HAR)**, and the **Hawai'i Teacher Standards Board (HTSB)**. The plan includes recruitment efforts and support for professional development to ensure compliance with qualification standards.

Recruitment Efforts

The school will implement a robust recruitment strategy to attract qualified candidates,

Broad Outreach: Positions will be advertised through professional associations, online platforms like Indeed, local universities and colleges, community flyers, and partnerships with community organizations. Recruitment efforts will emphasize the school's inclusive and supportive environment, helping to attract a diverse pool of candidates.

Use of Recruitment Agencies: External recruitment agencies will be engaged to expedite hiring, broaden outreach, and ensure a continuous pipeline of qualified candidates.

Temporary Pool of Qualified Staff: As a contingency plan, WCC will maintain a pool of DHS-qualified individuals with relevant credentials, such as the Child Development Associate (CDA) credential. These individuals will be prepared to fill gaps as needed, ensuring uninterrupted delivery of high-quality education.

Professional Development and Certification Support

If all positions are not filled with candidates who meet HTSB and state licensing guidelines, the school will employ DHS-qualified staff and provide targeted support to help them meet the necessary qualifications within the required timeframe. The school will help create professional development plans for staff needing additional coursework or certification, including a schedule of projected requirement completion. The process will include verifying current qualifications, facilitating enrollment in State-approved teacher education programs, and tracking progress toward certification.

Qualification Verification

The school will implement a clear and effective system to ensure compliance with HRS 302A-805 and HAR Section 8-64-1.1. WCC staff has extensive experience verifying staff

qualifications according to DHS and national PreK accreditation requirements. Leveraging WCC's established administrative support systems, the school will efficiently manage qualification verification and compliance processes for a state charter school.

The school's comprehensive plan combines proactive recruitment efforts with robust professional development and a clear qualification verification process to ensure all pre-K teachers and educational aides meet state and HSTB requirements. WCC's administrative expertise and established processes provide a strong foundation for compliance and operational efficiency. This approach ensures the school can attract, retain, and support a highly qualified team dedicated to delivering exceptional early education.

QUESTION 9

How does your proposed school's system of assessment inform:

- Instructional practices
- Impact on student outcomes
- Meets the needs of all students (such as English Learners, Students with Disabilities (SWD), at-risk students, and students who are far below or above grade level, and the targeted student population)

EVALUATION CRITERIA:

Evidence could include, but is not limited to:

- *characteristics of Innovative Practices;*
- *characteristics of High-Quality Public Charter Schools-Promoting a Culture of Continuous Learning and Improvement:*
 - *High quality charter schools use continuous learning and improvement plans for student success. There is a systemization of assessment for student learning that informs school leaders, staff, faculty, and governing boards on instruction and the impact on student learning.*
 - *Student-focused instructional planning reflects commitment to the school's vision, demonstrates an innovative spirit, and includes strict accountability that all works synchronously to create learning communities embracing a school culture of continuous improvement.*
 - *School-wide goals and performance indicators for student learning are adopted and measured regularly using the spiral inquiry processes.*
 - *Data is used to adjust plans as part of a data-driven culture focused on increasing the quality of student work through prevention and intervention.*
- *regularly agendaized governing board updates;*
- *staff data discussions and practices;*
- *ongoing mission and vision related professional developments;*
- *communication with parents regarding student performance, and*
- *MTSS strategies as appropriate.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 9 – Attachment 1, Question 9 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 9: How does your proposed school's system of assessment inform:

- **Instructional practices**
- **Impact on student outcomes**
- **Meets the needs of all students students (such as English Learners, Students with Disabilities (SWD), at-risk students, and students who are far below or above grade level, and the targeted student population)**

Informing Instructional Practices

The school will utilize several assessments, **The Creative Curriculum®** assessments and the **Individual Child Development** assessments (ICDA) to provide critical data that will be used to inform instructional practices.

- **Data-Driven Adjustments:** Teachers and Preschool Director analyze data from semi-annual assessments and classroom observations to identify strengths and areas requiring support in cognitive, social-emotional, language, and physical development as well as kindergarten readiness skills. Data is used to recognize specific areas of support needed both classroom wide and in individual children and adjust lesson plans to strengthen group skills or plan targeted interventions for individuals.
- **Real-Time Feedback Loop:** Teachers regularly meet with aides and the Preschool Director to discuss assessment outcomes, classroom challenges, and instructional strategies. Monthly meetings include reflections on student progress, emerging issues, and parent feedback to refine instructional approaches.
- **Keiki Building Community (KBC):** The school will track classroom-level data to assess student outcomes related to KBC such as ability to articulate themes age-appropriately as well as family engagement. KBC is integrated into elements of both the Creative Curriculum and Individual Child Development assessments. It addresses all four developmental domains as well as literacy, math and STEM. Data on KBC outcomes will be gathered after each project period, three times a year, and school-wide results are monitored and used to make adjustments to the program as needed.

Impact on Student Outcomes

The school's assessment system directly supports whole-child development and academic readiness through:

Comprehensive Tracking:

- Developmental Domains/Kindergarten Readiness/Mission-Aligned: The Creative Curriculum® assessments and ICDA benchmarks are aligned with national best-practice developmental benchmarks for early learning and Hawaii DOE Kindergarten readiness standards. KBC also tracks MAI data such as student understanding of and connection to community issues and family engagement.

- Individual/Classroom/School-Wide - The school will utilize these assessments to analyze individual-, classroom- and school-wide-level data to inform internal school staff as well as inform external stakeholders such as the board and community partners
- Short-/Long-Term: Both short- and longer-term actions that can be taken to support target areas. This constant data feedback loop that allows for continuous improvement positively impacts student outcomes.

Enhancing Whole-Child Learning:

Through the tracking of all four developmental domains in addition to KBC-related outcomes, assessment will allow the school to strengthen whole-child development, which includes family and community engagement.

Parent-Teacher Collaboration:

Comprehensive assessment that includes both quantitative and qualitative/observational data allows the school to engage in better quality parent-teacher communication and collaboration. By demonstrating each student's strengths and areas needing support, teachers and other staff develop collaborative relationships with families. They can suggest specific ways in which the school and families can work together to support development both at home and in school. Reinforcement in multiple environments enhances learning.

Meeting the Needs of All Students

The school's comprehensive assessment system addresses the diverse needs of its student population, including English Learners (EL), Students with Disabilities (SWD), at-risk students, and those performing below or above grade level.

Specialized Assessments and Referrals:

For children exhibiting developmental or behavioral challenges, additional assessments like the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire: Social-Emotional (ASKSE) are administered. Families are referred to external services when necessary, ensuring every child has access to appropriate resources.

- **Multi-Tiered Systems of Support (MTSS):**

The school will utilize assessment to employ MTSS including school wide assessment of all students, through school wide annual assessment of every student and data-driven intervention plans that could include smaller group and/or individual support.

- **Family Engagement:**

Families are active partners in their child's development as described in Parent-Teacher Collaboration above.

- **Keiki Building Community (KBC):**

KBC accommodates a broad spectrum of developmental and learning levels. Advanced learners can engage at a deeper level while those that need more time or support in some developmental areas can also effectively engage.

Transparency and Accountability

The school's robust assessment system will facilitate transparency and continuous improvement, through the incorporation of data into regular board updates and professional development.

- **Board Reporting:** The governing board will receive regular updates on student performance, family engagement, and progress toward Mission Aligned Initiative (MAI) goals. These updates drive accountability and inform strategic decisions.
- **Staff Development:** Reports and data analysis will both inform staff development options and be included in ongoing professional development. School leadership, teachers and staff will be equipped with strategies to utilize assessment data to inform continuous improvement, address diverse student needs, and integrate innovative practices.

The school's assessment system is designed to inform and enhance instructional practices, measure and improve student outcomes, and address the needs of all learners. By leveraging data-driven decision-making, innovative practices like KBC, and strong family engagement, the school ensures a holistic, equitable approach to education. This system embodies the characteristics of high-quality public charter schools, fostering continuous learning and accountability at every level.

QUESTION 10

Describe the system of accountability that will be developed and implemented for:

- School administrators
- Teachers and Staff

EVALUATION CRITERIA:

Response must include:

- *How will school administrators hold teachers accountable for student success and alignment to its academic program?*
- *Demonstrative understanding of all applicable bargaining units' requirements.*

Response could include, but is not limited to:

- *Characteristics of High-Quality Public Charter Schools-Academic Plans Embrace a System of Accountability:*
 - *High quality charter schools' academic plans embrace a comprehensive and effective system of accountability that holds all stakeholders publicly accountable.*
 - *There is a system of internal accountability for monitoring systems that includes academic performance expectations.*
 - *School communities are internally accountable—dedicated to working together to accomplish shared goals, and responding flexibly and quickly when needed.*
 - *High Quality charter schools demonstrate school improvement that is steady.*
 - *Leadership prioritizes improvement and is able to communicate its urgency and monitors short- and long-term goals.*
 - *There is differentiated, targeted support to meet individual needs which use frequent data analysis to inform responses to interventions.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 10 – Attachment 1, Question 10– Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 10: Describe the system of accountability that will be developed and implemented for school administrators and teachers and staff.

The proposed school's accountability system ensures a strong commitment to high-quality education, aligning with bargaining unit requirements and best practices for fostering continuous improvement. The system holds all stakeholders—including administrators, teachers, and staff—accountable for student success and alignment with the academic program.

Accountability for School Administrators

Performance Reviews by Governing Board:

- The school's governing board will evaluate the performance of the preschool director, focusing on leadership effectiveness, alignment with the mission, and the academic success of the school.
- Teachers and staff will have the opportunity to provide feedback on the director's leadership during the evaluation process, ensuring a comprehensive review of administrative accountability.

Regular Reporting and Oversight:

- The director will provide bi-annual updates to the board on:
 - Student performance data across all domains (academic, social-emotional, language, physical development).
 - Progress toward Mission Aligned Initiatives (MAIs).
 - Family and community engagement metrics.
- These updates ensure transparency and enable the board to monitor short- and long-term goals.

Accountability for Teachers and Staff

Teachers will be held accountable by monitoring and assessing their teaching practices (adherence to curriculum, quality of classroom activity and management) and providing opportunities for professional development in a supportive, collaborative environment, in the spirit of continuous improvement.

- **Lesson Planning and Curriculum Fidelity:**

Teachers will complete weekly lesson plans in a manner that complies with the HSTA contract. The lesson plans will align with the Creative Curriculum® and its four developmental domains and the Keiki Building Community (KBC) program. The methods and activities utilized will be determined by teachers. The school will make available templates and examples of lesson plans for the teachers to utilize if they so choose. Although teachers will not be required to regularly submit their lessons plans for review, the Preschool Director will request copies in order to

ensure curriculum fidelity and maintain a pool of shared lesson planning best practice ideas as the basis for future professional development and continuous improvement.

- **Classroom Observations:**

Regular classroom observations will be conducted by the Preschool Director in order to provide support. The observations will be done with full knowledge of the teacher, preceded by a pre-observation conference, per HSTA procedures. The goal of classroom observations will be to monitor implementation of the academic program and curriculum and to provide timely, relevant professional development.

- **Professional Development and Mentoring:**

- Feedback is provided through monthly check-ins between teachers and the director, fostering continuous improvement.
- Teachers receive individualized coaching, especially new hires or those requiring additional support.
- Group lesson planning sessions encourage collaboration and sharing of best practices.
- Monthly professional development aligns with both the school's mission and the academic framework to address areas identified through student assessment data.

Using Data to Inform Practices

Data-Driven Instructional Adjustments

- Teachers use assessment data from tools like the Individual Child Development Assessments (ICDA) and Creative Curriculum® outcomes to tailor instruction to meet the needs of diverse learners.
- The Governing Board and Director will analyze this data to guide school-wide instructional strategies

Fostering a Culture of Continuous Improvement

The accountability system is designed to create an internally dedicated school community focused on shared goals:

- **Staff Collaboration:** Teachers participate in monthly data discussions to review student performance, identify areas for improvement, and brainstorm solutions.
- **Parent and Community Involvement:**
 - Open communication channels, including daily notes, newsletters, and conferences, keep families informed and engaged.
 - Feedback loops with parents ensure alignment between school practices and community expectations through family surveys and focus groups.

The proposed accountability system balances support, transparency, and rigor. It incorporates stakeholder feedback, aligns with HSTA guidelines, and utilizes data-driven strategies to ensure that administrators and teachers are held accountable for delivering high-quality education. This approach reflects the characteristics of high-quality charter schools and fosters a culture of continuous learning and improvement.

FACILITIES and FINANCIALS OVERVIEW: The following questions seek to clarify the proposed school's governing board's understanding and knowledge of required financial practices that are involved in running a financially viable and sustainable charter school in the state of Hawai'i.

QUESTION 11

Have facilities been identified and/or secured? If so, provide a description of the facility and the rationale behind the selection of the facility. If applicable, add the specific location of the secured facility.

EVALUATION CRITERIA:

Response must include, but is not limited to:

- *evidence that the facility supports the implementation of the proposed academic program (location, building type, etc.); and*
- *description of the impact on the school's budget.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☒ YES. There are attachment(s) submitted for this question.
- 1** number of attachments submitted.

Notes:

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Question 11: Have facilities been identified and/or secured? If so, provide a description of the facility and the rationale behind the selection of the facility. If applicable, add the specific location of the secured facility.

The proposed preschool charter school will utilize the current Waikiki Community Center (WCC) preschool facility, located at 310 Paoakalani Avenue in Honolulu. This facility has successfully supported a private, nonprofit preschool for the past 47 years and is well-suited to accommodate the transition to a tuition-free charter school. The selection of this facility reflects its proven ability to support high-quality early education programs, its central location in Waikiki, and its alignment with the school's budget and operational needs.

Facility Description and Suitability

Current Use: The facility is currently DHS-licensed and nationally accredited through NECPA, both of which require compliance with rigorous criteria including the safety, security, maintenance, and age-appropriateness of the facility. These licenses and certifications provide documented evidence that the facility meets high standards for a quality early childhood education program. (See attached documentation for DHS license and NECPA accreditation.)

Location: Situated in the heart of Waikiki, the facility is easily accessible for families who work in the surrounding area, one of the largest employment centers in the state. This proximity meets the need of many families, who want school to be close to their work places, reducing commuting and response time for emergencies and facilitating participation in school events.

Design: The facility is tailored for early childhood education, with age-appropriate classrooms, restrooms, play areas, and learning spaces. The indoor and outdoor environments are designed to foster cognitive, physical, and social-emotional development, aligning with the goals of The Creative Curriculum® and the Keiki Building Community (KBC) program.

Financial Impact on the School's Budget

The facility cost is a fiscally responsible allocation that supports the school's operational sustainability:

Cost Structure: WCC will charge the school \$1.74 per square foot, which reflects WCC's actual cost to maintain and support the facility, including back-end administrative and support services. The total facility cost for the first year is projected to be \$154,679, representing 13% of the school's total budget of \$1,153,859.

Sustainability: The cost is reflected in the school budget, showing the school operating within a financially sustainable framework while maintaining access to a high-quality, well-maintained facility and support services.

Leverage of Existing Infrastructure: By utilizing an existing preschool facility, the school avoids significant startup costs typically associated with securing and renovating new facilities, allowing more resources to be directed toward academic and student support.



NECPA
National Early Childhood
Program Accreditation

The NECPA Council and Commission hereby award

National Early Childhood Program Accreditation to

Waikiki Community Center Preschool

An early childhood and education program located at
310 Paoakalani Avenue, Honolulu, Hawaii 96815
Which receives the full Accreditation designation, effective:

September 30, 2022 – September 30, 2025

Storm Webb, Executive Director
The NECPA Commission

STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
BENEFIT, EMPLOYMENT AND SUPPORT SERVICES DIVISION

WAIKIKI COMMUNITY CENTER PRESCHOOL - GCC

is hereby granted a

Certificate of Approval

013651

to operate a GCC - Preschool Program at
310 PAOAKALANI AVE HONOLULU, HI 96815

for children not to exceed 96 in number. Said children shall be over 2 years of age and under 7 years of age. This certificate is issued in accordance with Section 346-161, Hawaii Revised Statutes, 1985, for the period beginning February 1, 2024, and ending January 31, 2026, unless sooner revoked for cause.



CATHY BETTS

Director, Department of Human Services

Administrator

QUESTION 12

Provide a budget and staffing plan (see Exhibit 7) for years 0-2.

EVALUATION CRITERIA:

Budget must be provided on a Microsoft excel sheet.

If you are providing a slow growth model, the proposed budget must be reflective of that model.

NARRATIVE SECTION:

Budget and Staffing Plan form follows. Microsoft Excel version of budget uploaded separately.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 12 – Attachment 1, Question 12 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 12: WAIKIKI COMMUNITY PRESCHOOL BUDGET Years 1 & 2

Income	Year 1	Year 1 Notes	Year 2*
Charter School Funding	1,026,000	\$171k per classroom (State)	1,056,780
Grant support	75,000	Raised by WCC	77,250
USDA Reimbursement	60,760	\$620/child based on historic average	62,583
TOTAL INCOME	1,161,760		1,196,613

Expense	Year 1	Year 1 Notes	Year 2*
<u>Personnel</u>			
Salary	815,950	Total 17 FTE: 1 Director, 1 Operations Manager, 6 Teachers, 8 Assistant Teachers, 1 Kitchen Aide	840,430
Fringe Benefits	-	Paid by State	-
<i>Total Personnel</i>	<i>815,950</i>		<i>840,430</i>

Operating Expense

Food	121,030	\$1,235/child	124,661
Classroom Supplies	20,400	\$3.4k/classroom	21,012
Staff Training	4,000	\$250/staff	4,120
<i>Total Classroom/Prof. Develop.</i>	<i>145,430</i>		<i>149,793</i>
Equipment purchase/replacement	3,600	\$600/classroom	3,708
Repair/Maintenance	7,200	maintenance/unexpected repairs	7,416
<i>Total Operations</i>	<i>10,800</i>		<i>11,124</i>

Directors & Officers Insurance	5,000		5,150
Annual Audit & Tax Filing	22,000		22,660
<i>Total Administrative</i>	<i>27,000</i>		<i>27,810</i>

Facilities	154,679	\$1.74/sq ft	157,773
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TOTAL OPERATING EXPENSE	337,909		346,500
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TOTAL EXPENSE	1,153,859		1,186,930
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NET INCOME (LOSS)	7,901		9,683
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*Year 2 assumes an inflationary increase of 2%-3%

Staffing Chart

Use the appropriate table below to outline the staffing plan for the proposed school. Adjust or add functions and titles and add or delete rows as needed. Include the salary and full-time employee ("FTE") equivalency (*e.g.*, 1.0 FTE, 0.5 FTE, etc.) for each position for each year.

Pre-K Staffing Model and Rollout

Salary and FTE Per Position Per Year						
Title	Year 1 20__25- 26__	Year 2 20__26- 27__	Year 3 20 27 - 28__	Year 4 20__28- 29__	Year 5 20__29- 30__	Capacity 20 ____
School Director/Manager/School Operations Support Staff	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061	
Classroom Teachers	\$321,950	\$331,610	\$341,558.	\$351,805	\$362,359	
Educational Assistants	\$336,000	\$346,080	\$356,462	\$367,156	\$378,171	
Other: Please specify their positions (Kitchen Aide)	\$ 38,000	\$ 39,140	\$ 40,314	\$ 41,523	\$ 42,769	
Total Positions	17	17	17	17	17	
Total Salaries	\$815,950	\$840,430	\$865,462	\$891,611	\$918,360	

QUESTION 13

If the proposed school is approved, state funding will not be provided for the pre-opening/pre-contracting period. Explain how the funds needed during the pre-opening/pre-contracting period will be provided. Include and describe:

- The amount of funding the proposed school requires during the pre-opening period;
- What these funds will be spent on; and
- Plans for fundraising and what potential sources of funding will be sought.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of fundraising efforts and grant support.

- *Detailed spreadsheet outlining expected preopening costs which include personnel, recruitment, advertising, and supplies.*
- *Time frame the applicant school would expect funds to be encumbered*
- *Detailed plan outlining fundraising goals including:*
 - *Amounts to be requested*
 - *Any amounts secured delineated into pledges, grants and donations*
- *Evidence of letters sent AND any acceptance letters including the amount pledged*

NARRATIVE SECTION:

WCC Preschool operates year-round and all basic operational costs associated with the program have been incorporated into WCC's budget for 2025. Therefore, any start-up costs related to start-up of the 2025-26 school year would be minimal. The most significant pre-opening cost will be WCC administrative staff time and potentially some modest consultant costs, which WCC will cover in its operational budget.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 13 – Attachment 1, Question 13 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 14

Describe what the budgetary priorities are and how it supports the school's mission and vision for the first two years of operation. Highlight and explain any changes in priority from year to year.

EVALUATION CRITERIA:

The answer should connect to and build off of Question 14 above. Response should outline the connection of the per pupil amount and expenses as they relate to school operations (mission, vision)

Evidence could include, but not necessarily solely consist of:

- *Examples would include the clear development of a financially sustainable charter school - governance monitoring, seeking financial support, planning purchases, etc.*

Review HRS 302D-28 to better understand charter school funding.

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 14 – Attachment 1, Question 14 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 14: Describe what the budgetary priorities are and how it supports the school's mission and vision for the first two years of operation. Highlight and explain any changes in priority from year to year.

The proposed budget prioritizes classroom-focused expenditures that directly support the school's mission to provide high-quality, affordable early education while fostering a sense of community connection. The budget is designed to ensure financial sustainability, showing a small surplus in the first two years, with flexibility to adapt to unforeseen changes. These priorities reflect a commitment to aligning resources with the school's academic and operational goals.

Budget Overview and Priorities

The school's projected budget for the first year is driven by sustainable income sources and prudent expense management.

Income Sources: \$1,161,760

- **Charter School Funding:** Represents 88% of income, with \$171,000 allocated per classroom annually, for a total of **\$1,026,000** across six classrooms.
- **Grant Support:** WCC will raise **\$75,000** on behalf of the school. WCC has a 47-year history of successfully supporting its current preschool.
- **USDA Reimbursement:** Estimated at **\$60,760** based on historical per-child reimbursements of \$620 annually, helping to subsidize food cost.

Expenditure Priorities: \$1,153,859

- **Staffing and Professional Development:** Comprising 71% of the total budget, staffing costs reflect the school's commitment to high-quality classroom environments and support for professional development, facilitating quality instruction
- **Classroom and Student Support:** 85% of expenses, including salaries, food, supplies, and training, are directly tied to classroom and student needs, emphasizing the school's mission of fostering academic and social-emotional growth
- **Administrative and Facilities Costs:** Account for 15% of total expenses, ensuring operational efficiency while minimizing overhead

Alignment with Mission and Vision

The budget directly supports the school's mission to provide tuition-free, community-focused early education through:

High-Quality/Sufficient Staffing: Salaries for lead teachers and aides align with the HSTA contract, ensuring competitive pay and attracting qualified educators. In addition to one teacher and aide per classroom, the budget includes two additional aides, one for every three classrooms, to support students needing individualized attention.

In addition, the staffing team includes positions that ensure the support needed to operate effectively. A dedicated kitchen aide ensures that teachers and classroom aides can focus on student learning and an Operations Manager will provide efficient day-to-day operations and administrative support. This position will allow the Preschool Director to focus on teacher/staff support, educational program development, family support and communication, mission and vision alignment, evaluation/monitoring and compliance with state, commission and grant regulations.

Experiential Learning Integration: Funding for professional development in addition to the Charter Commission-provided training ensures teachers are trained in mission-aligned practices such as service learning to effectively implement the Keiki Building Community (KBC) program.

Balanced Financial Planning: The budget projects a modest surplus of \$7,960 in the first year, providing a financial buffer for unforeseen expenses. In addition, WCC intends to fundraise beyond what is budgeted to help build the school's financial reserves.

Governance Oversight: The governing board will review monthly financial reports, including budget variances, ensuring transparency and accountability.

The budget reflects consistent priorities in the first two years of operation, emphasizing classroom-focused spending and professional development. However, if unexpected operational challenges or funding changes occur, the school's robust fiscal oversight systems and WCC's financial management expertise will enable timely adjustments.

The proposed budget effectively supports the school's mission and vision by prioritizing classroom-focused investments, supporting financial sustainability, and maintaining flexibility to adapt to unforeseen circumstances. The alignment of resources with the school's educational goals positions the school to deliver on its commitment to high-quality, affordable early education for Hawai'i's families.

QUESTION 15

Describe the internal fiscal management oversight systems that will be developed and implemented.

EVALUATION CRITERIA:

Evidence must include:

- *processes and practices that will ensure and monitor fiscal solvency and employ checks and balances;*
- *description of the specific members and the process used by the applicant governing board to develop and implement the fiscal oversight system; and*
- *identify specific people/positions and explain their oversight duties and responsibilities.*

Evidence could include, but not necessarily solely consist of:

- *reference to Characteristics of High Quality of Charter Schools;*
- *examples citing the process of monitoring financial risk; and*
- *evidence of governing board experience in setting up sound financial systems including processes, policies and checks and balances.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 15 – Attachment 1, Question 15 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 15: Describe the internal fiscal management oversight systems that will be developed and implemented.

The school's fiscal management and oversight system will follow Waikiki Community Center's (WCC) well-established accounting policies and procedures, which have been approved by both the WCC board and its independent auditors, and have ensured financial solvency and accountability for over 40 years. The system will align with the Financial Performance Framework outlined in the Pre-K Charter Contract, incorporating rigorous processes, checks and balances, and oversight mechanisms to meet and exceed charter school standards.

1. Processes and Practices to Ensure Fiscal Solvency and Employ Checks and Balances

The school's fiscal management system will be guided by the following practices:

- **Budgeting and Financial Planning:**

- The governing board will approve an annual budget aligned with academic and operational priorities.
- The budget will include detailed revenue and expense projections, incorporating state per-classroom funding, grants, and other sources as applicable.

- **Revenue and Expense Monitoring:**

- Financial statements, including balance sheets, income statements, and budget variance reports, will be prepared monthly and reviewed by the Preschool Director and the governing board.
- Budget variance will be closely monitored, ensuring revenues align with projections and expenses remain within approved limits

- **Internal Controls:**

- The system will include dual-signature requirements for checks exceeding \$2,000, segregation of duties for payroll, cash receipts and disbursement, and required documentation for all transactions
- Bank reconciliations will be conducted monthly to ensure accuracy and timely resolution of discrepancies

- **Audit and Compliance:**

- The school will conduct an annual independent audit, adhering to requirements set by the State Public Charter School Commission. Audit findings will be reviewed by the governing board, and corrective action plans will be developed if necessary.

2. Oversight by the Governing Board

The governing board will be actively involved in overseeing the school's fiscal health and ensuring adherence to financial management best practices:

- **Policy Development:** The board will adopt fiscal management policies, including those for budgeting, cash flow management, and financial reporting, based on WCC's Accounting Manual and the Charter Contract Financial Performance Framework

- **Board Review and Reporting:** Monthly financial reports will be provided to the board, including updates on budget variance and cash position, which the board will utilize to monitor financial risks and sustainability, ensuring prompt action on any identified concerns
- **Compliance:** The board will ensure compliance with contract fiscal policies and reporting requirements including ensuring the completion of annual audits, the review and approval of annual budgets, and the timely submission of financial reports to the Commission.

3. Roles and Responsibilities

Governing Board:

- Approves budgets, reviews financial reports, and monitors financial performance against key indicators
- Oversees the annual audit process and ensures implementation of any corrective actions

Preschool Director:

- Responsible for the annual budget in collaboration with the board.
- Oversees day-to-day operations, including ensuring compliance with fiscal policies.

Waikiki Community Center:

- Handles payroll, accounts payable, receivable, and monthly reconciliations
- Prepares financial reports for the Preschool Director and board
- Support the Preschool Director and Board with the preparation of the annual budget

Independent Auditor:

- Conducts annual audits to verify compliance with accounting standards, financial regulations and compliance with internal policies and charter contract requirements.
- Provides recommendations to strengthen internal controls and address potential risks

4. Monitoring Financial Risk

The school's fiscal management system will incorporate proactive measures to identify and mitigate financial risks:

Financial Indicators/Monitoring:

- Monthly financial statements, including income statements and balance sheets will track budget variances and cash availability to flag potential issues so proactive measures can be taken.
- Annual metrics will be monitored by the board and auditors to assess financial health

The proposed school's fiscal management oversight system combines WCC's proven accounting practices and oversight with the standards of the Pre-K Charter Financial Performance Framework. By implementing robust processes, checks and balances, and active governance oversight, the school will maintain financial solvency, ensure compliance, and support its mission

GOVERNANCE OVERVIEW: The following questions seek to understand the genesis of the proposed school's governing board, their processes and skill sets that have brought them together with a goal of establishing a high-quality charter school in the state of Hawai'i.

QUESTION 16

Explain how your governing board has the relevant skills, knowledge, and ability to develop, startup and operate a charter school in your school community.

Each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 6 Applicant Governing Board Member Information Form in the Application).

EVALUATION CRITERIA:

Evidence must include:

- *list of all applicant governing board members (first name, last name, and role); and*
- *each applicant governing board member must complete and sign the form and attach resumes for all applicant governing board members (see Exhibit 2 Applicant Governing Board Member Information Form in the Application).*

Evidence should include, but is not limited to:

- *clear alignment to Characteristics of High Quality Charter schools; and*
- *evidence referencing applicable statutes.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

1 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 16 – Attachment 1, Question 16 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 16: Explain how your governing board has the relevant skills, knowledge, and ability to develop, startup and operate a charter school in your school community.

The proposed governing board for the charter school is a team of accomplished professionals whose collective expertise, passion, and connection to the school's mission uniquely position them to lead its development, startup, and operation. Together, they bring deep technical knowledge in early childhood education, nonprofit governance and oversight, communications, legal compliance, and community leadership. Equally important, they share a commitment to ensuring the school fulfills its vision of providing high-quality, tuition-free education that inspires young learners and strengthens the community. (See attached Applicant Governing Board Member Information Forms and resumes for each proposed member.)

Board Member Profiles and Contributions

Barbara DeBaryshe, Ph.D.: An advocate for equity in early education, Dr. DeBaryshe has dedicated her career to improving early education access for low-resource families through her work in research, policy advocacy, and program evaluation. As Interim Director at the University of Hawai'i Center on the Family, she designed statewide needs assessments that supported strategic initiatives to expand access to early learning. Her expertise ensures the school's academic framework and Mission Aligned Initiative is data-driven and community-focused.

Nancy Wallace, Board Chair: As a career educator and mentor, Ms. Wallace brings over 30 years of experience in PreK, elementary, and progressive education. Her roles as teacher, curriculum coordinator, and teacher trainer provide her with the expertise to oversee the implementation of high-quality, developmentally appropriate curricula, including the innovative Keiki Building Community (KBC) program. Nancy's leadership in curriculum development and teacher training ensures that the school remains aligned with best practices in early childhood education.

Kristen Hara, Board Member: As a parent of a recent WCC Preschool graduate, Ms. Hara ensures the voice of the community and families is represented. As a program analyst at HMSA and a former Peace Corps volunteer, her professional experiences also equip her to evaluate data and advocate for services that support working families and children. Her personal connection to the preschool gives her a powerful voice in ensuring the school addresses the real-world needs of its students and families.

Lisa Lee, Board Member: Ms. Lee brings over a decade of experience as a strategic communicator and community builder, strengthening the school's visibility and community engagement. She has developed comprehensive strategies to enhance organizational visibility and stakeholder engagement, including at the HEMIC Family of Companies, as the Director of Marketing & Communications. Lisa also brings a personal passion for education equity. Her expertise in outreach and messaging, along with her commitment to the school's mission, will

help build trust with families and stakeholders, secure funding, and enhance the school's reputation and relationships.

Nicole Altman, Board Member: With legal compliance and governance expertise, Ms. Altman has a background in nonprofit governance, regulatory compliance, and risk management, helping ensure the school operates within regulatory and ethical guidelines. Her experience includes work at organizations such as Kamehameha Schools' \$12 billion educational charitable trust. As a mother of three young children, including a preschooler, Nicole also brings a personal passion for the school's mission.

Paddy Kauhane, Board Member: A leader in nonprofit and community advocacy, Ms. Kauhane serves as President and CEO of Boys & Girls Club of Hawai'i. With over 20 years of executive experience in finance and nonprofit operations, she has overseen large-scale programs and managed multi-million-dollar budgets. Paddy has received accolades such as Hawai'i's Most Admired Leaders (2023) and the 'Ōiwi Leadership Award (2022). Her strategic vision, combined with her commitment to supporting underserved youth, ensures the school's governance is rooted in community impact and operational excellence.

Summary of Collective Strengths

The governing board represents a balanced mix of expertise in key areas essential for the successful startup and operation of the charter school:

- **Educational Leadership:** Expertise in early childhood education and curriculum development ensures high-quality academic programs.
- **Nonprofit and Community Governance:** Leadership roles in community organizations provide experience in strategic planning, stakeholder engagement, and operational oversight.
- **Legal and Financial Acumen:** Backgrounds in governance, compliance, and financial management ensure ethical and transparent operations.
- **Community Representation:** Members with personal connections to the community and families bring grounded perspectives to decision-making.

With their diverse expertise and shared commitment to the school's mission, the governing board has the capacity to oversee its development, ensure operational excellence, and foster a supportive, inclusive environment for students and families.



Professional Experience

President & CEO, Boys & Girls Club of Hawaii, Honolulu, [REDACTED]
EVP & CFOO, Boys & Girls Club of Hawaii, Honolulu, [REDACTED]
SVP & CFO, Bernice Pauahi Bishop Museum, Honolulu, [REDACTED]
Deputy Director, Life Foundation, Honolulu, [REDACTED]
Director of Finance & Administration, ARCUS Group of Companies, British Columbia, Canada [REDACTED]

Community and Affiliations

Board Director, Let Grace In – [REDACTED]
Kumu Hula & Board Director, Halau Hula Ka 'Uthane o ka Pakipika, [REDACTED]
Po'o & Director, Halau Hula Kawaikahe Lani Malie a me Kahulaliwai, [REDACTED]
Board Director, YMCA Kalihi Branch, [REDACTED]
Aloha Committee Chair, Ka Lei Papahi 'O Kakuhihewa, [REDACTED]

Recognitions & Awards

Herman S. Prescott Award Sept [REDACTED] by Boys & Girls Club of America
Hawai'i's Most Admired Leaders [REDACTED] by Pacific Business News
'Ōiwi Leadership Award [REDACTED] by Council for Native Hawaiian Advancement

Education

White-Riley-Peterson Policy Fellowship Cohort [REDACTED]
Hawaii Community Foundation, Hawaii Emerging Leaders Cohort [REDACTED]
Certified General Accountant Degree, CGA Association of BC, Vancouver, BC, [REDACTED]
Business Administration Certificate, Pacific Vocational Institute, Burnaby, BC, [REDACTED]
Computer Programming Certificate, Pacific Vocational Institute, Burnaby, BC, [REDACTED]

Board Member Information

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Waikiki Community Preschool
2. Contact information: Click or tap here to enter text.
Name: [REDACTED]
Phone: [REDACTED]
E-mail: [REDACTED]
3. Describe your role and position on the applicant governing board. As a prospective board member, I bring over 35 years of nonprofit leadership experience, including my current role as President and CEO of the Boys and Girls Club of Hawaii. My extensive background in youth development and organizational management positions me to provide strategic guidance and support to the school's mission of inspiring young learners.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
☒ any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

I currently serve on the board of Let Grace In and on the boards of two halau. I have also previously served on the board of the Kalihi branch of the YMCA.

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?
I was approached by the WCC Board of Directors, who felt that my extensive experience in youth development and nonprofit leadership would be helpful in guiding the school's strategic direction and community engagement efforts.
7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member is responsible for setting the strategic vision, ensuring financial and operational accountability, and supporting the school's leadership in achieving its mission. This role involves policy development, oversight of academic programs, and fostering community partnerships to enhance the educational experience for students.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

As President and CEO of the Boys and Girls Club of Hawaii, I have led initiatives focused on youth development, including launching cohort-based mentoring programs aimed at on-time high school graduation and career exploration. My leadership experience encompasses strategic planning, program development, and community outreach, all of which are directly applicable to the responsibilities of a charter school board member.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission to inspire young learners through a community-focused education aligns seamlessly with my lifelong commitment to youth development and empowerment. Professionally, I have dedicated my career to creating safe and supportive environments where children can realize their full potential. Personally, as a kumu hula, I value the integration of cultural education, which resonates with the school's emphasis on diversity and community connection.

10. Describe your understanding of the school's proposed academic plan?

The academic plan emphasizes holistic child development through experiential learning and community engagement. By incorporating culturally relevant curricula and fostering local partnerships, the school aims to create an inclusive environment that supports school readiness, holistic child development and sense of community.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

I will monitor the school's framework for continuous improvement, including setting clear performance metrics, regularly reviewing academic outcomes, and soliciting feedback from students, parents, and staff. My experience in program development and assessment will enable me to identify areas of success and opportunities for improvement, ensuring alignment with the school's mission.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board is tasked with providing strategic oversight, ensuring compliance with educational standards, and supporting the school's leadership team. This includes approving budgets, setting policies, and engaging with the community to build partnerships that enhance the school's programs and resources.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

I will work with the school's board team to establish specific, measurable objectives for the first year, such as enrollment targets, academic performance indicators, financial performance and community engagement benchmarks. Regular progress reports and open communication channels will be essential tools in monitoring and ensuring the school's success.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The board should conduct periodic evaluations of the school's performance, including academic assessments, financial audits, and stakeholder satisfaction surveys. Engaging in strategic planning sessions and maintaining transparency with the community will be crucial in guiding the school toward fulfilling its mission and vision.

15. How would you handle a situation in which you believe one or more members of the governing board were acting

unethically or not in the best interests of the school?

I would address the situation by first seeking to understand the concerns through direct communication with the individuals involved. If the issue persists, I would bring it to the attention of the board chair and, if necessary, involve the appropriate governance or ethics external stakeholders to ensure that the board's actions remain aligned with the school's mission and ethical standards.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I/we do not know these individuals ☐ Yes Click or tap here to enter text.
17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☒ I/we do not know any such employees ☐ Yes Click or tap here to enter text.
18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I/we do not know any such employees ☐ Yes Click or tap here to enter text.
19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I/we do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.
☒ I/we do not have a financial interest ☒ Yes Click or tap here to enter text.
21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☐ I/we do not know any such persons ☐ Yes Click or tap here to enter text.
22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I/we have no such interest ☐ Yes Click or tap here to enter text.
23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.
24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes Click or tap here to enter text.

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

Certification

I, Paddy Kauhane, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Click or tap here to enter text

1/15/25

Signature

Date

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Barbara DeBaryshe

eRA COMMONS USER NAME (credential, e.g., agency login): debaryshe

POSITION TITLE: Specialist and Interim Director

EDUCATION/TRAINING (*Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.*)

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
Swarthmore College, Swarthmore PA	BA		English literature (honors)
State University of New York, Stony Brook NY	MA		Psychology
State University of New York, Stony Brook NY	PhD		Developmental psych.
Oregon Social Learning Center, Eugene OR	Post doc		Family interaction and psychopathology

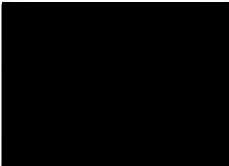
A. Personal Statement


As an extension Specialist faculty I work at the intersection of applied research, community engagement, and public policy. I have served as PI and co-I on almost \$6.8 million and \$26.5 million in grants and contracts, respectively. My primary research area is early childhood development, education, and well-being. In addition to traditional academic scholarship, I disseminate my work through extension and community-focused publications, websites and dashboards, and period media appearances.

I bring experience in program evaluation and systems needs assessment to the project monitoring and evaluation core. I have designed and conducted evaluations of pilot family services programs, the state's child blood lead surveillance system, community-based child abuse and neglect prevention, Native Hawaiian education programs, alternative schools, teacher professional development initiatives, early childhood curricula. I have also done statewide needs assessments relating to early childhood homelessness, WIC services, our early learning system, and family navigation services. My work has increasingly focused on equitable access to education, health, and social services resources and supporting agencies in their use of data to inform service provision, planning, and policy.

I have a strong understanding of the challenges faced by Hawaii's families and the community agencies and networks that support them, as well as the strengths and resilience of our multicultural population. The most rewarding aspect of my career has been the creation of useful products and seeing positive outcomes for community partners and stakeholders.

B. Positions, Scientific Appointments, and Honors

Interim Director	University of Hawai'i Center on the Family	
Specialist	University of Hawai'i Center on the Family	
Associate Specialist	University of Hawai'i Center on the Family	
Assistant Professor	University of North Carolina at Greensboro	

 Excellence in Cooperative Extension award, University of Hawai'i at Mānoa, College of Tropical Agriculture and Human Resilience

Editorial board member, *Early Education and Development*

C. Contributions to Science

Equitable access to early care and education

In this work, we use spatially-based measures of access to ECE programs within a reasonable commute of each home in the state. We look at the adequacy of the supply, affordability, and quality of private child care and public pre-K, and how that varies as a function of child age, neighborhood demographics, and regions of the state. Data are disseminated to local stakeholders through an interactive website and a series of data briefs. Results show the partial success of Head Start and public pre-K in ameliorating inequities, and are being used by the Executive Office on Early Learning as they develop the state's next five-year strategic plan.

Robert Wood Johnson Foundation, *Resource mapping to enhance equity: The COVID recovery landscape*. B. DeBaryshe PI with J. Azuma and I. Stern, co-PIs, \$75,000, [REDACTED]

Robert Wood Johnson Foundation, *Resource mapping to enhance equity*, B. DeBaryshe & J. Azuma co-PIs, \$75,000, [REDACTED]

Azuma, J., DeBaryshe, B. D., & Stern, I. R. ([REDACTED]). *Access to early childhood education and care in Hawai'i*. Honolulu: University of Hawai'i Center on the Family. Website: <https://ecemaps.uhfamily.hawaii.edu/>

DeBaryshe, B.D., Im, S., Azuma, J., Stern, I. R., Nguyen, M., & Chen, Q. ([REDACTED]). Close to home: Family-centered spatial analysis of access to early care and education. *Early Childhood Research Quarterly*. 68, 123-134.

Azuma, J., DeBaryshe, B. D., Stern, I. R., & Gauci, K. ([REDACTED]). Mapping access to affordable early childhood education and care: Methodology and application to community advocacy. *International Journal of Community Wellbeing*. Published online <https://doi.org/10.1007/s42413-020-00096-1>

Needs assessments and program evaluations for state agencies

We are currently conducting two assessments for Hawai'i P-20 and Executive Office on Early Learning under the umbrella of the state's Preschool Development Grant Birth-5. The early learning needs assessment identifies vulnerable population groups, measures community-level risk and the reach of early childhood services, and recommendations for strengthening the early childhood system. Methods include surveys of child care providers; qualitative data from ECE providers, legislators, and agency staff; and mapping social indicator data. The family navigator assessment involves case studies of nonprofit agencies and developing a blueprint for strengthening and expanding family navigation services across the state. Other recent assessments addressed access to the USDA Child and Adult Food Care program, the characteristics of Hawai'i's WIC participants, and opportunities and barriers to enrolling children experiencing homelessness in early care and education programs.

Hawai'i P-20, *Preschool development grant needs assessment: Risk and resilience*. B. DeBaryshe, PI & I. Stern, co-I. [REDACTED] \$127,276.

Hawai'i P-20, *Family navigation pilot formative assessment*. B. DeBaryshe & I. Stern, co-PIs, \$100,000. [REDACTED] \$173,390.

State of Hawaii Department of Health, *WIC Needs Assessment II*. B. DeBaryshe, PI & I. Stern, co-PI. [REDACTED] \$49,900

DeBaryshe, B. D., Stern, I. R., Nguyen, M., & Erari, S. ([REDACTED]). *Hawai'i's WIC participants 2021*. Honolulu, HI: University of Hawai'i Center on the Family. [REDACTED]

Child Care Aware of America in collaboration with the Center on the Family and Early Childhood Action Strategy (■■■■), *CACFP participation in Hawai'i*. [website].
<https://storymaps.arcgis.com/stories/8b9345d349824e829c400aa103c0f255>

DeBaryshe, B. D., & Timmerman, V. (■■■■). *Caring for our keiki: Early childhood programs support young children experiencing homelessness*. Honolulu: University of Hawai'i Center on the Family.

Early childhood curriculum and teacher professional development.

In this work, we developed a research-based preschool literacy and mathematics curriculum and provided intensive teacher training, including classroom coaching and family involvement support. Over 70 Head Start teachers, and over 1,100 young children and their families benefitted. Using a quasi-experimental design, we documented impressive gains in classroom quality over time, enhanced family understanding of their children's early development, and significant gains on child outcomes. Our findings concerning cumulative improvements in instructional quality and the time needed to achieve change on the most enriching aspects of teacher-child interaction were especially important in understanding the longitudinal dynamics of classroom change.

U.S. Department of Education, Office of Elementary and Secondary Education, Academic Improvement and Teacher Quality Programs, *Hui A'o Mua: An Early Reading First project*, S359B090018. B. DeBaryshe, P.I. with D. Gorecki, co-I, total costs \$3,812,216, ■■■■

U.S. Department of Education, *Learning Connections: Meeting the needs of Hawai'i's multicultural preschoolers*, S359B050024. B. DeBaryshe, PI with D. Gorecki, co-I. Total costs, \$1,754,099, ■■■■—■■■■

DeBaryshe B. D. (■■■■). Supporting emergent writing in preschool classrooms: Results of a professional development program. *Education Sciences*, 13(9), 961. <https://doi.org/10.3390/educsci13090961>

Im, S., & DeBaryshe, B. D. (■■■■). Binomial logistic modeling for aggregate binary data: Application to preschoolers' alphabet knowledge. *International Journal of Quantitative Research in Education*, 5(1), 76-85.

DeBaryshe, B. D., & Tran, K. T. (■■■■). Early Reading First as a model for improving literacy instruction and child outcomes. In C. McLachlan and A. Arrow (Eds.). *Literacy in the early years: Reflections on international research and practice*. (Vol. 12). *International perspectives on early childhood education and development* (pp. 175-195). M. Fleer and I. Pramling-Samuelsson, Series Eds. New York: Springer.

DeBaryshe, B. D., Kim, J., Davidson, D. H., & Gorecki, D. M. (■■■■). She is awesome and retains information like a sponge: Parent and child outcomes of the Learning Connections family involvement curriculum. *NHSA Dialog*, 16(1), 120-140.

DeBaryshe, B.D., Gorecki, D. M., & Mishima-Young, L. N. (■■■■). Differentiated instruction to support high-risk preschool learners. *NHSA Dialog*, 12, 227-244.

DeBaryshe, B. D. & Gorecki, D. M. (■■■■). An experimental validation of a preschool literacy curriculum. *Early Education and Development*, 18, 93-110.

Board Member Information


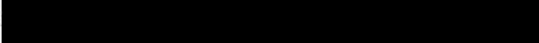
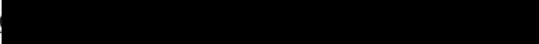
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Waikiki Community Preschool
2. Contact information: [Click or tap here to enter text.](#)
Name: 
Phone: 
E-mail: 
3. Describe your role and position on the applicant governing board. The governing board's role is to ensure the school fulfills its mission of inspiring young learners to reach their fullest potential through a nurturing, community-focused education. I would provide oversight in the areas of overall school quality, including academic quality, financial stability and compliance. Drawing from my expertise in **early childhood development, education, and well-being**, I aim to particularly contribute to the overall academic quality and evaluation processes to help maximize and assess the school's impact.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
☐ any nonprofit organization.
If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.
[Click or tap here to enter text.](#)
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?
I was invited to serve on the governing board through the Waikiki Community Center's Board of Directors, who developed a list of nominees. I have assisted WCC in the past with preschool program and curriculum as well as advice on assessing family well-being.
7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member's role is multifaceted and includes providing oversight, strategic direction, and advocacy. Members are responsible for ensuring the school operates effectively, remains financially stable, and complies with all regulatory and ethical standards. One critical aspect of school oversight is to monitor and support appropriate and valid assessment of children's learning and social-emotional outcomes, an area in which I bring considerable expertise. Governing board members also serve as community ambassadors, fostering partnerships that enhance the school's resources and capacity. I have experience coordinating research and community assessments addressing complex issues that required multiple partners. Above all, the board's role is to prioritize the best interests of students and see that they receive a high-quality early education. I have dedicated much of my career to understanding early development, the challenges faced by Hawaii's families, the networks that support them, and the strength and resilience of our multicultural population. This foundation will allow me help ensure the board remains focused on the needs of enrolled children and their families.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I have extensive expertise in early childhood development, early childhood programs and policy, program evaluation, and family wellbeing and resilience. I have been involved in early childhood research for over 40 years and am currently serving as Interim Director at the University of Hawai'i Center on the Family. My work at UH has included securing and managing multimillion-dollar grants, developing preschool curricula, and conducting program evaluations and needs assessments. Over a ten-year period, I collaborated with HCAP Head Start to develop curriculum, provide teacher in-service workshops and classroom coaching, and promote family engagement. This work deepened my respect for early childhood educators and provided a good understanding of what is involved in creating and sustaining high-quality early learning programs. I have conducted program evaluations relating to early childhood literacy, math, and socioemotional curricula and teacher professional development, child abuse and prevention, family-child interactive learning programs, junior kindergarten, family navigation services, equitable enrollment in WIC services, and the state's child blood lead surveillance system. I have also conducted two statewide needs assessments of the early learning system and another needs assessment relating to early childhood homelessness. Most recently, I have focused on equitable access to child care and public pre-K across the state, measuring what is available within a reasonable commute of each home in the state, and identifying under-served communities. I have also conducted studies of quality of life and resiliency in local families, including both families receiving public assistance and rural families affected by the demise of the sugar industry. All of this work required collaboration with multiple stakeholders and included different methods of obtaining information including surveys, focus groups, direct observation, and developmental assessment. I have served on both the Financial Assistance and Child Care Advisory Committees of the state Department of Human Services. Finally, I have been an ongoing member of the Hawai'i Early Childhood Advocacy Association and Early Childhood Action Strategy, focusing on access to infant-toddler care and meeting the needs of young children experiencing homelessness. I have a good overall understanding of the early learning, financial support, health, and family services programs in our state. My understanding of early development and learning, family needs, and the social safety network in Hawai'i equips me to provide informed oversight and strategic guidance to the Waikiki Community Preschool. My expertise would likely be especially helpful to the school in the areas of curriculum development and child, family, and classroom assessment.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The Waikiki Community Preschool's mission and vision resonates deeply with my professional dedication to supporting healthy early childhood development, equity, and family well-being. Throughout my career, I have focused on creating opportunities for young children to thrive academically and socially, particularly those from underserved communities. The preschool's emphasis on building lifelong learning habits and civic responsibility aligns with my belief that a critical part of development is to instill in children a sense of agency and belonging in their communities. The innovative Keiki Building Community program, which integrates service learning, is particularly inspiring and mirrors my own efforts to connect academic learning with real-world impact.

10. Describe your understanding of the school's proposed academic plan?

The Waikiki Community Preschool's academic plan is grounded in The Creative Curriculum®, a research-based approach that addresses critical areas of child development, including cognitive, social, emotional, and physical growth. This curriculum emphasizes active, hands-on learning tailored to each child's developmental stage and interests. At the same time, the Creative Curriculum leaves broad leeway for teachers to include thematic content and develop learning activities that make the curriculum their own. The school further distinguishes itself through the Keiki Building Community program, which integrates service learning into the curriculum. This approach connects classroom learning to real-world issues, fostering a sense of civic responsibility and community engagement. Together, these elements create a comprehensive academic plan that prepares children for success in kindergarten and beyond while nurturing their individual strengths and interests.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

To ensure the school is achieving its mission, I will monitor key performance indicators, including academic outcomes, enrollment figures, and family satisfaction. This will involve reviewing regular reports and data and hearing from educators and families as appropriate. Especially at the start of my term, I would make classroom visits and participate in school events, in order to have a good understanding of children's, teachers' and families' experiences. It is important for stakeholders to know and feel supported by their board. As an incoming board member of a new school, I will be uniquely positioned to see that the Waikiki Community School has a solid and feasible performance monitoring plan. I will also use my research and assessment background to advocate for data-driven decision-making, ensuring that evidence-based strategies are employed to address challenges. If gaps in performance are identified, I will work collaboratively with the board and school leadership to develop targeted action plans to address these areas and ensure continuous improvement.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board serves as the strategic and fiduciary backbone of the school, providing oversight and guidance to ensure its long-term success. This includes approving budgets, setting policies, and ensuring compliance with state regulations and Charter Commission regulations. The board is also responsible for monitoring school administrators and supporting their efforts while holding them accountable for meeting organizational goals. Additionally, the board acts as a bridge between the school and the broader community, fostering partnerships and securing resources to continually enhance school capacity and quality.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

Monitoring progress toward operational goals will require the establishment of clear benchmarks and regular reporting of metrics against projected outcomes. I will collaborate with fellow board members to define metrics related to enrollment, financial health, compliance and academic outcomes. Regular reports from the administration will provide quantitative data, while feedback from teachers and families will offer qualitative insights. Together, these tools will enable the board to assess progress, identify areas for improvement, and adjust strategies as needed.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

Over the course of the initial contract, the school must maintain a consistent schedule of assessment and reporting to the board and school community. This includes annual audits, as well as regular student performance assessments, and regular engagement with stakeholders. The board must also ensure that policies and practices are reviewed periodically

to align with evolving educational standards and community needs. Strategic planning sessions should be held to evaluate long-term goals and adjust priorities as needed, always keeping the school's mission and student and family interests at the forefront.

15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Addressing unethical behavior requires a proactive and transparent approach. I would first document the specific concerns and gather any relevant evidence. Next, I would bring the issue to the attention of the board chair, following the school's established conflict resolution and governance procedures. The primary focus would be on protecting the integrity of the board and prioritizing the best interests of the school and its students.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I/we do not know these individuals ☐ Yes [Click or tap here to enter text.](#)

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest ☒ Yes [Click or tap here to enter text.](#)

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☒ I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)

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☒ N/A. ☒ I/we have no such interest ☐ Yes [Click or tap here to enter text.](#)

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☒N/A ☒ I/we or my family do not anticipate conducting any such business ☐Yes Click or tap here to enter text.

24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒Does not apply to me, my spouse or family ☐Yes Click or tap here to enter text.

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

Certification

I, Barbara DeBaryshe, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

January 4, 2024

Date

KRISTEN HARA

PROFESSIONAL EXPERIENCE

Program Analyst, Medical Management

Hawaii Medical Service Association

- Works collaboratively with management to design and implement programs related to utilization management
- Monitors program milestones and scope to ensure timely completion of program objectives by critical dates
- Analyzes program performance to ensure and improve effectiveness and reduce inefficiencies
- Prepares and delivers reports and presentations on project status and program financial and quality outcomes

Medical Research & Policy Analyst

Hawaii Medical Service Association

- Worked closely with HMSA's medical directors to research, develop, and revise medical policies, assess new medical technology and literature, and collaborate on special projects
- Gathered and analyzes cost and utilization data to monitor and assess the success of programs and inform policy decisions
- Facilitated collaboration with various stakeholders on the development, implementation, and oversight of pilot programs for Cardiac Rehabilitation, E-Consultation, and Endoscopy for Bariatric Procedure Complications
- Researched and responds to requests for information regarding new and emerging technologies, therapies, and medical procedures
- Coordinated and conducts department and unit meetings

Library Assistant IV

Hawaii State Public Library System - Manoa

- Assisted patrons with the utilization and request of library materials and resources
- Processed cash transactions, bank deposits, and payroll documentation
- Processed new materials to be added
- Maintained inventory and was responsible for supply orders
- Supervised four circulation staff members and two student helpers and was responsible for their training, evaluation, and scheduling

Library Assistant III

Hawaii State Public Library System- Waikiki-Kapahulu

- Assisted patrons with the utilization and request of library materials and resources
- Processed cash transactions and bank deposits
- Checked materials in and out and maintains current library collection
- Processed new materials to be added

Laboratory Assistant

University of Hawaii, Honolulu, HI

- Collected patient samples and was responsible for performing rapid tests and reporting of results

Medical Assistant/ X-ray Technician

Office of Jack Hsieh, M.D., Honolulu, HI

- Collected patient vital statistics and managed patient records database
- Maintained inventory of medical supplies
- Assisted in preparation of and operated C-arm during in-office procedures

VOLUNTEER EXPERIENCE

Education Volunteer – Secondary Education Teacher

Peace Corps, Sierra Leone

- Taught English Language and Mathematics to more than 500 students ranging from seventh to tenth grades
- Secured grant funding and supervised the project for the construction of new staff and counseling rooms
- Managed and reorganized the school library while enforcing proper use and care of books and resources
- Facilitated the GLADI Salone conference for the promotion of women's education

Tutor

Learning & Writing Center, University of San Francisco, San Francisco, CA

- Tutored students in Physics, Biology, Chemistry and Organic Chemistry

MAP International Bolivia

- Worked with field teams to educate the community about Chagas disease awareness and prevention
- Provided support and education regarding nutrition and health for pregnant women
- Assisted in early child development program

Rush Surgical Mission Trips to the Dominican Republic

- Provided surgical services to the resource-limited community of Peralta

Health Volunteer - Lokomasama Clinic, Sierra Leone

EDUCATION*Doctor of Medicine*

Rush Medical College, Chicago, IL

Bachelor of Arts in English Literature

University of San Francisco, San Francisco, CA

Summa Cum Laude

POST-GRADUATE EDUCATION*Internal Medicine – Primary Care Residency Program*

John H. Stroger Jr. Hospital of Cook County/ Rush University Medical Center, Chicago, IL

Board Member Information

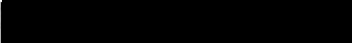
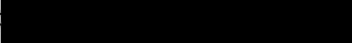
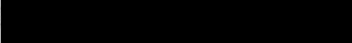
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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: *Waikiki Community Center Preschool*
2. Contact information:
Name: 
Phone: 
E-mail: 
3. Describe your role and position on the applicant governing board. As a board member, I bring both professional analytical skills and a deep personal connection to the school's mission. My background as a program analyst equips me to evaluate data, track progress, and support effective decision-making. As a single parent and an ALICE family who has directly benefited from WCC Preschool's programs, including tuition assistance and financial stabilization programs such as the BUILD Emergency Savings Program, I offer a vital perspective on the challenges and needs of families the school would serve.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
☐ any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

[Click or tap here to enter text.](#)
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?

I was approached by the Waikiki Community Center leadership, who I know as a former WCC Preschool parent. I understand that WCC's board compiled a list of nominees and one of their priorities was to have members that understand the needs of the students and families the school would serve.

7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member ensures the school achieves its mission by providing oversight and maintaining accountability in areas such as academics, operations, and finances. Board members act as advocates for the school while ensuring decisions are informed by the needs of the community and families it serves.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

As a program analyst at HMSA, I have experience in monitoring program milestones, analyzing data, and delivering insights to improve program outcomes. My volunteer work, including teaching in the Peace Corps and promoting health education, reflects my passion for community work, education and equity. Additionally, as a parent who has navigated financial challenges, I bring firsthand knowledge of the struggles many families face, which informs my ability to contribute meaningfully to the direction and vision of the school.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission to inspire young learners and connect them with their community deeply resonates with my experiences as both a parent and a professional. As someone who has seen the transformative impact of WCC Preschool's programs on my own family, I am passionate about ensuring that other families have access to high-quality early education and the support they need to thrive. Professionally, I can add value by supporting the school's commitment to continuous improvement, using data to achieve meaningful outcomes.

10. Describe your understanding of the school's proposed academic plan?

The academic plan emphasizes holistic child development through innovative, community-focused curricula. By integrating experiential learning with initiatives like service learning, the school fosters a strong sense of identity and responsibility in students. This approach not only prepares children for academic success but also empowers them to contribute meaningfully to their communities.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

I will help ensure success by leveraging my analytical skills to review data on academic outcomes, family engagement, and program effectiveness. Regularly engaging with families, teachers, and staff will provide valuable insights, and I will advocate for continuous improvement based on both quantitative and qualitative feedback. My personal connection as a parent who has benefited from similar programs allows me to approach these evaluations with empathy and a focus on real-world impact.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board provides strategic leadership and oversight, ensuring the school adheres to its mission while maintaining financial sustainability and operational excellence. As a board member, I will focus on bringing the voices of families to the table and ensuring the school's programs meet the diverse needs of its community. My professional expertise will support data-driven decisions that align with the school's goals.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

I will collaborate with the other board members to establish measurable objectives, such as enrollment targets, financial benchmarks, and community engagement metrics. Regular reports, and family surveys will provide the data needed to assess progress. I will contribute my analytical skills to evaluate program outcomes and identify areas for improvement.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The board must conduct consistent evaluations of academic performance, financial health, and stakeholder satisfaction. This includes annual audits, compliance reviews, and strategic planning. Obtaining regular feedback and data from families and community members will ensure the school remains responsive to the needs of those it serves while staying aligned with its mission.

15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would address the issue by documenting concerns and raising them with the board chair or other appropriate individual. Open communication and adherence to governance policies would guide my actions to ensure transparency and accountability. My focus would remain on protecting the integrity of the board and advancing the best interests of the school and its students and families.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I/we do not know these individuals ☐ Yes [Click or tap here to enter text.](#)

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☐ I/we do not know any such employees ☒ Yes [My son attended preschool at WCC. I therefore know many of the teachers and employees at the school.](#)

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest ☐ Yes [Click or tap here to enter text.](#)

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If

the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☒ I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)

22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I/we have no such interest ☐ Yes [Click or tap here to enter text.](#)

23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes [Click or tap here to enter text.](#)

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

Certification

I, Kristen Hara , certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

1/5/25

Date

NICOLE Y. ALTMAN

SENIOR IN-HOUSE COUNSEL

An innovative and versatile attorney adept at aligning legal strategies with business objectives across diverse industries. Skilled at bridging diverse stakeholders, leading cross-functional teams, and crafting strategic responses to complex challenges. By harmonizing legal strategies with business needs, I balance risk mitigation with responsible business growth. Committed to mentoring team members, driving efficiency, and promoting a culture of innovation and collaboration.

IN-HOUSE EXPERIENCE

Instacart, Remote

Senior Legal Counsel

- Managing legal risks and driving strategic initiatives with a focus on intellectual property, privacy, artificial intelligence, and litigation.
- As the lead of Women@ Instacart, the company's largest employee resource group, from [REDACTED] I fostered a culture of innovation and inclusion through varied initiatives such as an inaugural mentorship program and AI Workshop, positively impacting 1000 employees.

Kamehameha Schools, Honolulu

Senior Counsel

- Managed and oversaw litigation with work spanning compliance, regulatory matters, and governance across diverse business units at the world's largest, most complex educational charitable trust (\$12b). Proactively minimized risks through policy and procedure development, employee education, and sound legal counsel.

LAW FIRM EXPERIENCE

Managed high-stakes, bet-the-company litigations, arbitrations, and investigations. Areas of law included securities, employment, intellectual property, contracts, privacy, competition, healthcare, and more.

Goodsill Anderson Quinn & Stifel LLP, *Counsel*, Honolulu

Quinn Emanuel Urquhart & Sullivan, LLP, *Associate & Of Counsel*, San Francisco

Cravath, Swaine & Moore LLP, *Associate*, New York City

JUDICIAL CLERKSHIPS

The Hon. Chester J. Straub, U.S. Court of Appeals, Second Circuit

The Hon. Gerard E. Lynch, U.S. Court of Appeals, Second Circuit & U.S. District Court, SDNY

EDUCATION

Columbia University School of Law, Juris Doctor | James Kent Scholar (top 10% of class)

University of Pennsylvania, Bachelor of Arts, *summa cum laude*, Cognitive Science | Phi Beta Kappa

COMMUNITY LEADERSHIP

Aloha Harvest, Board of Directors

Hawaii State Bar Association Leadership Institute, Advisory Board Member

Hawaii Women Lawyers, Board of Directors (President, [REDACTED])

Blue Startups (startup accelerator), *Mentor*

Women Defining AI, *GenAI Projects Co-Instructor*

Board Member Information

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Waikiki Community Preschool

2. Contact information: Click or tap here to enter text.

Name

Phone

E-mail

3. Describe your role and position on the applicant governing board. Click or tap here to enter text.

4. Attach your resume and professional biography.

☒ Resume and professional bio are attached to this form.

5. Check all that apply. Indicate whether you currently or have previously served on a board:

☐ of a school district,

☐ another charter school,

☐ a non-public school, or

☒ any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

Aloha Harvest: I have served as a long-time board member for Aloha Harvest, a nonprofit organization addressing hunger in Hawai'i. In this role, I have contributed to the organization's strategic planning, compliance, and community engagement efforts.

Hawaii Women Lawyers (HWL): I've served on the board of HWL since 2019, and as president in the 2021-2022 term.

Friends Children's Justice Center of Oahu (FCJCO): I served on the board of FCJCO from March 2018 to July 2020.

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?

I was on the nomination list developed by the Waikiki Community Center Board of Directors. I was selected for my legal expertise and my passion for community work and education. They recognized the value of my skills in governance and compliance as essential to the school's success..

7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member ensures the school fulfills its mission by providing oversight for academics, operations, and finances. The board establishes policies and ensures compliance with state laws and Charter Commission requirements. Members are responsible for supporting the leadership team while holding them accountable to operational, academic, and financial goals. Additionally, board members act as ambassadors to the community, fostering partnerships and advocating for the school's vision.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

Working at Kamehameha Schools, I have significant experience in nonprofit legal compliance and governance, which can help ensure a charter school operates within its regulatory framework. In addition, my service on local nonprofits boards has given me a deeper understanding of the needs of families in Hawaii. My professional and community experiences combined with my passion for education as a parent of young children equip me to contribute effectively to supporting the school's mission.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission to inspire young learners through community-focused education aligns closely with my personal values as a parent and community advocate. As a mother of three young children, I have seen the transformative power of early education in shaping confident, compassionate individuals. Professionally, I am committed to ensuring the integrity of institutions that serve our communities, and this school's emphasis on educational equity and family and community strengthening aligns with my belief in building strong, inclusive foundations for future success.

10. Describe your understanding of the school's proposed academic plan?

The academic plan prioritizes hands-on, experiential learning and community engagement, fostering a holistic approach to early education. Through developmentally appropriate curricula and initiatives like service learning, the school prepares children not only for academic success but also to become active contributors to their community. This plan is particularly relevant for Hawai'i, where cultural connections and community are integral to learning as well as essential to the future success of our state.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

I will work with my fellow board members and school administration to establish clear performance benchmarks that reflect a high-quality charter school. I will regularly review performance data as well as assess adherence to state and charter regulations. I will collaborate with the board and leadership team to monitor overall financial health, academic outcomes, and stakeholder feedback. Open communication with families and the community will also provide valuable insights into the school's progress.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board provides strategic direction and ensures the school operates effectively and ethically. Specifically, the board is responsible for policy development, financial oversight, compliance with state and federal laws, as well as supporting the school's leadership team. As a board member, I will focus on governance, legal compliance, and building community partnerships that align with the school's vision.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

I will ensure that the school meets its goals by regularly reviewing operational metrics, financial statements, and compliance reports. My legal background will help support staff in properly implementing policies and procedures, and I will support leadership in resolving any challenges that may arise. Feedback from families, staff, and community members

will also be an important measure of the school's success.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The board must establish a robust system for monitoring academic and operational progress, including annual audits, compliance reviews, and check-ins on strategic direction. Regularly engaging with stakeholders for qualitative feedback will also be essential to ensure the school maintains alignment with its mission. My role will include providing legal guidance and ensuring that governance practices meet state and charter commission standards.

15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would address the issue by documenting concerns and following the board's governance policies. I would raise the matter with the board chair or other appropriate individual(s) and, if necessary, seek external counsel to ensure a fair and transparent resolution. Protecting the integrity of the board and the best interests of the school would remain my top priority.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☒ I/we do not know these individuals ☐ Yes [Click or tap here to enter text.](#)

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest ☒ Yes [Click or tap here to enter text.](#)

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☐ I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)

22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes Click or tap here to enter text.

23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes Click or tap here to enter text.

24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☒ Yes I would like to disclose that Caroline Hayashi, President of Waikiki Community Center and the principal contact for this charter application, is an extended family member by marriage. This relationship was reviewed by an attorney on WCC's board, and measures were implemented to address any perceptions of undue influence, including full disclosure and ensuring that controversial measures can pass without my vote. I am committed to ethical governance and will recuse myself from any matters where this relationship may present a conflict of interest.

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

Certification

I, Nicole Altman, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

1/14/25

Date

Lisa E. Lee

A seasoned professional with a passion for communication and education, Lisa Lee excels at creating strategies and content that inform, inspire, and engage. Skilled at building relationships and community, she brings a unique blend of creativity, leadership, and a results-driven mindset

Professional Experience

Director, Marketing & Communications

Hawaii Employers' Mutual Insurance Company (HEMIC)

Honolulu, Hawaii
[REDACTED]

- Developed and executed comprehensive marketing and communication strategies to enhance brand awareness and stakeholder engagement.
- Responsible for agency relations, including agency educational and appreciation activities, account management, and production reporting.
- Responsible for carrier partner relations, including the pursuit of new partnerships and business opportunities
- Directed content strategy, including advertising and media planning, website and social media presence, and writing, editing and producing materials for diverse audiences.
- Led community outreach initiatives and fostered strategic partnerships to support organizational goals.

Consultant – Content Strategy, Development & Copywriting

Honolulu, Hawaii
[REDACTED]

- Created compelling content for clients across various industries, including healthcare, education, and consumer goods.
- Produced high-impact including educational resources, marketing and sales materials, websites, interactive applications, press kits, email campaigns, and more.
- Ghostwriter

Director of Content; Product Manager

DNA Direct

San Francisco, California
[REDACTED]

- Developed innovative educational content and tools for genomic services, for both consumers and healthcare professionals.
- Directed content creation from beta launch to acquisition by Medco Health Solutions.
- Mentored and managed editorial and product development teams.
- Developed editorial program for peer-reviewed and low-level literacy content.

Director, Content Development**Petopia, Inc.**

San Francisco, California



- Developed editorial program for creating high-quality, peer-reviewed health and behavioral content.
- Managed strategic partners, clinical and behavioral experts, and advisory board members.
- Developed and produced content features and contextual selling initiatives that more than doubled website traffic and increased product sales.

Director, Content Partnerships & Special Projects**WebMD**

- Built partnerships with medical publishers and nonprofit organizations to develop educational programs.
- Collaborated with cross-functional teams to deliver consumer and professional healthcare resources.

Director, Content Development**Direct Medical Knowledge**

San Francisco, California



- Developed innovative licensing and partnership program from R&D through the beta and commercial launches of this medical information start-up company.
- Successfully carried 90% of the content partners into a new business model and product usage when WebMD acquired Direct Medical Knowledge.

Skills & Expertise

- **Strategic Communications:** Proven ability to craft and implement impactful communication strategies.
- **Content Development:** Extensive experience in producing high-quality, diverse content for varied audiences.
- **Community Engagement:** Skilled in building partnerships with community organizations and stakeholders.
- **Fundraising Support:** Expertise in creating marketing campaigns that enhance donor engagement.
- **Leadership:** Adept at managing teams and cross-functional collaboration.
- **Digital Marketing:** Proficient in leveraging digital platforms for brand visibility and outreach.

Education**Pomona College, Bachelor of Arts**

Cambridge University, additional coursework

University of California, Berkeley, additional coursework

Board Member Information


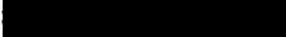
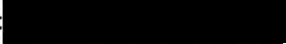
To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Waikiki Community Center Preschool
2. Contact information:
Name: 
Phone: 
E-mail: 
3. Describe your role and position on the applicant governing board. As a prospective board member, I will leverage my extensive experience in communications and marketing to enhance the school's visibility, reputation, and community engagement. My role will involve developing strategic communication plans, spearheading fundraising initiatives, and fostering partnerships that align with the school's mission. I am honored to serve the Waikiki Community Preschool's board as I am deeply committed to promoting educational equity, a passion rooted in my family's history, which drives my dedication to creating opportunities for all students.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
☐ any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

[Click or tap here to enter text.](#)

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?

I was nominated to serve on the charter school governing board by the Waikiki Community Center (WCC) Board of Directors. I have been a consistent supporter of WCC's work over the years through the HEMIC Foundation and am a firm believer in its mission. The WCC Board saw the value in my communications and marketing expertise, combined with my passion for educational equity. They felt I could help advance the school's outreach and engagement goals, which will be a priority for the charter school, as community is at the heart of its mission.

7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member is responsible for setting the strategic direction of the school, ensuring accountability, and supporting the leadership team in achieving the school's mission. This includes overseeing academic outcomes, financial health, policy development, and community relations. I can use my professional skills to support the school's community-centered mission. Effective communication is essential to build trust, engage stakeholders, and promote the school's successes.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

As a marketing and communications professional -- for the last decade at HEMIC, a 100% local family of companies dedicated to serving Hawaii's businesses, workers and non-profit organizations -- I have extensive experience in developing strategic communications, deploying tactics for outreach, and building relationships within communities. I have successfully led campaigns that increased organizational visibility and stakeholder engagement. I also produce the HEMIC Foundation's largest annual fundraising event, and have gained a larger gross profit each successive year since its inception seven years ago. These experiences, coupled with my personal commitment to educational equity, equip me to contribute meaningfully to the school's board.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission to inspire young learners through a community-focused education that celebrates diversity resonates deeply with my personal values and professional goals. My family's experiences have shown me the transformative power of education, especially for those facing socioeconomic challenges and barriers faced by people of color and other historically disadvantaged groups. Professionally, I am dedicated to using strategic communications to amplify messages that promote inclusivity and opportunity, aligning perfectly with the school's vision.

10. Describe your understanding of the school's proposed academic plan?

The academic plan emphasizes holistic development, integrating high quality, age-appropriate learning with community engagement and cultural appreciation. By fostering an environment that encourages a sense of community, creativity and critical thinking, the school prepares students to become compassionate and engaged members of society. Effective communication strategies will be vital in sharing these innovative educational practices and successes with the broader community and attracting support for the school's initiatives.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

I will collaborate with other board members and the leadership team to establish clear metrics for success, including academic/operational/financial performance, community engagement, and stakeholder satisfaction. By implementing comprehensive communication strategies, we can gather feedback, share progress, and make data-driven decisions to ensure alignment with the school's mission. Regularly reviewing these metrics and adjusting our approaches to ensure continuous improvement will be key to our success.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board sets the strategic vision, ensures compliance with regulations, and provides oversight for the school's operations. Oversight responsibility includes financial management, policy development, and community relations. As a board member with expertise in communications, I will focus on enhancing the school's community relationships, facilitating transparent communication with stakeholders, and supporting fundraising efforts to ensure financial sustainability.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

As a board member I will help ensure the establishment of regular reporting systems in the areas of academic outcomes, financial performance, operational efficiency and compliance so we can effectively track school progress. I will also help develop a comprehensive communications plan that includes regular updates to stakeholders, community outreach initiatives, and feedback mechanisms so the board remains connected to the wider community to gain the perspective of external stakeholders and feedback on school performance. Monitoring engagement levels and community perceptions will provide additional insight into our progress. Additionally, tracking fundraising milestones and partnership developments will indicate our success in meeting operational goals.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

The board should implement regular performance evaluations to include academic outcomes, operational efficiency and financial status, along with an assessment of alignment with mission and vision. Having board members provide advice within their various areas of expertise, will help ensure that the school is making overall progress, not just in a few areas. Continuous dialogue with stakeholders, including parents, students, and community partners, will ensure that the school remains responsive to the needs of its community and aligned with its mission.

15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would address the situation by first seeking to understand the perspectives of the individuals involved through open dialogue. If concerns persist, I would escalate the matter to the appropriate individual or group according to board procedures, ensuring that we adhere to our governance policies. Maintaining the integrity of the board and prioritizing the school's mission would guide my actions throughout the process.

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes Nancy Wallace, friend

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☒ I/we do not know any such employees ☐ Yes

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such employees ☐ Yes

19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest ☐ Yes

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☒ I/we do not know any such persons ☐ Yes
22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.
- ☐ N/A. ☒ I/we have no such interest ☐ Yes
23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- ☐ N/A ☒ I/we or my family do not anticipate conducting any such business ☐ Yes
24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- ☒ Does not apply to me, my spouse or family ☐ Yes
25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.
- ☒ None ☐ Yes

Certification

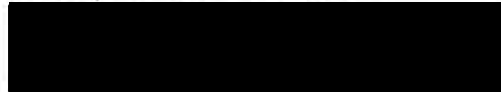
I, Lisa E. Lee, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature

January 9, 2025

Date

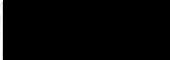
Nancy Randall Wallace



Education

Bachelor of Arts – University of Michigan
American Montessori Teacher Training Certification
Master's in Education – Southern Connecticut University
Certification in STEP (Systematic Training for Parents)

Professional Experience

Classroom Teacher | Hanalei School Honolulu, HI 

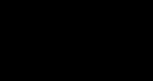
- Part of team in multi-age classroom
- Education based upon progressive education model, using thematic curriculum

Independent Tutor


- Provided academic tutoring for children, including those working on film sets.
- Assisted students with learning differences in preparing for Secondary School Admission Tests.

Montessori Teacher | Pond Ridge, NY / Watertown, CT / Arlington, VA 

- Create classroom environment to foster children's natural curiosity, love for learning, independence, coordination and self-discipline for 3 to 6 year-olds
- Observe children's behavior, growth and make recommendations
- Conduct Parent Education Program
- Developed Team teaching program




Montessori Curriculum Coordinator & Teacher | Riverwoods, IL 

- Consultant for multiple classrooms at multi-site school
- Developed Teaching Assistant handbook

Kids In Motion Owner/ Instructor | Memphis, TN 

- Developed program for toddlers using music and movement
- Instructor for four different classes

Teacher Training Experience - Teacher Trainer for Montessori Graduate Program

- AERCO Montessori Teacher Training, Boston, MA - 
- Virginia Commonwealth University Teacher Training, Richmond, VA - 
- Northwestern University Graduate Montessori Training, Chicago, IL - 
- American Montessori Teacher Training, Memphis, TN

Board Experience

- Director, Waikiki Community Center
- Member, AOA Board at Koula Condominium
- Vice President, Royal Court AOA Board
- Committee Member, Outrigger Canoe Club (Member Relations, House, Entertainment)
- Member, Love a Cat Charity

Board Member Information


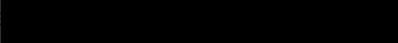

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve: Waikiki Community Preschool
2. Contact information: Click or tap here to enter text.
Name 
Phone 
E-mail 
3. Describe your role and position on the applicant governing board. As a board member, I will bring decades of experience in early childhood education and teaching to help shape the school's academic and operational direction. My professional background includes classroom teaching, curriculum development, teacher training, and parent education. Additionally, my experience serving on various boards equips me with the governance knowledge necessary to support the school's mission effectively.
4. Attach your resume and professional biography.
☒ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
☐ of a school district,
☐ another charter school,
☐ a non-public school, or
☒ any nonprofit organization.

If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.

Waikiki Community Center, Love a Cat Charity, AOA Board at Koula Condominium, Royal Court AOA Board

6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?
I have served on the Waikiki Community Center board since 2016. When the charter opportunity came up, I was asked by the board if I would be willing to serve on the school board, due to my early childhood expertise. They felt that I could contribute to both the school's academic and community-focused objectives. If WCC's charter application is approved, I will be stepping down from WCC's board to serve on the school board.
7. What is your understanding of the appropriate role of a public charter school governing board member?

A governing board member is tasked with providing strategic guidance, ensuring compliance with policies, ensuring financial stability and supporting the leadership. Board members are also the school's ambassadors, advocating for the school's vision, and fostering community partnerships. Effective governance is grounded in collaboration, accountability, and a commitment to the school's mission.

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

I have over 30 years of experience in education, including as a Montessori teacher, curriculum coordinator, and teacher trainer. My background includes creating nurturing learning environments, mentoring teachers, and engaging parents through educational programs for young children. My board service at Waikiki Community Center and other organizations has provided me with governance experience and an understanding of best practices in nonprofit operations.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?

The school's mission to inspire young learners and foster community engagement aligns seamlessly with my belief in nurturing the whole child—cognitively, socially, and emotionally. My Montessori teaching philosophy emphasizes independence, curiosity, and community connection, which mirrors the school's vision of developing confident and compassionate learners.

10. Describe your understanding of the school's proposed academic plan?

The academic plan reflects a commitment to holistic child development through innovative and experiential learning. By incorporating hands-on curricula and community-oriented programs like Keiki Building Community, the school prepares students to become active, thoughtful participants in their communities. This approach resonates with my own teaching experience, where thematic, child-centered learning was central to fostering growth and curiosity.

11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

I will monitor academic and operational performance through regular reviews of data, including student outcomes, family engagement, and financial metrics. Hearing from teachers, administrators, and families will also provide insights into how the mission is being implemented. My experience in parent education and with teachers also positions me to bridge communication between the school and families and staff to ensure alignment with community and school needs.

Governance

12. Describe the role that the governing board will play in the school's operation.

The governing board is responsible for setting strategic priorities, ensuring operational accountability, and supporting the leadership team. As a board member, I will focus on academic oversight and fostering partnerships that align with the school's goals. Additionally, I will draw on my governance experience to help establish clear policies and ensure compliance with state and charter regulations.

13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?

I will contribute to establishing benchmarks for success, including enrollment goals, academic milestones, and financial sustainability. Regular progress reports, stakeholder feedback, and independent audits will inform our assessments. My organizational skills and experience with nonprofit program oversight as a member of WCC's board will ensure thorough and thoughtful monitoring.

14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.

Oversight requires a multi-faceted approach, including regular evaluations of academic performance, community engagement, and operational efficiency. By conducting periodic reviews, engaging with families and community partners,

and revisiting strategic plans, the board supports alignment with the mission. My professional expertise in education and volunteer experience in governance will contribute to creating a strong oversight framework.

15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

I would address the matter by consulting with the legal expert on the board if necessary, speak directly with the member(s) and follow the governance policies in place. It is essential to maintain open and transparent communication, ensuring that any concerns are resolved in a way that prioritizes the integrity of the board and the best interests of the school. If needed, I would advocate for external mediation or review to uphold the school's ethical standards

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I/we do not know these individuals ☒ Yes Lisa Lee, friend

17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I/we do not know any such employees ☐ Yes [Click or tap here to enter text.](#)

19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I/we do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☒ I/we do not have a financial interest ☒ Yes [Click or tap here to enter text.](#)

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization. ☐ I/we do not know any such persons ☐ Yes [Click or tap here to enter text.](#)

22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I/we have no such interest ☐ Yes [Click or tap here to enter text.](#)

23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes [Click or tap here to enter text.](#)

24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☒ Yes Current WCC Board member, will step down if charter school application is approved

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☒ None ☐ Yes

Certification

I, _____ Nancy Wallace _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.



Signature

1/13/25

Date

QUESTION 17

Describe how each member of the applicant governing board contributed and supported the development of the application

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Evidence of outreach and the process the applicant governing board went through in identifying board members and selecting their roles.*
- *Specific examples of board members' contribution to this application that includes evidence from board meetings: agendas, minutes, etc.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

2 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 17 – Attachment 1, Question 17 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 17: Describe how each member of the applicant governing board contributed and supported the development of the application

The Waikiki Community Center (WCC) Board of Directors played a vital role in developing the charter school application. Their diverse expertise, strategic oversight, and commitment to WCC's mission ensured the proposal was comprehensive and aligned with the goals of creating equitable, high-quality early childhood education. Below is a description of the board's contributions.

1. Strategic Oversight and Decision-Making

The WCC Board reviewed the opportunity to apply for a state charter school and assessed its alignment with WCC Preschool's mission and goals, including closing the achievement gap and addressing systemic inequities in early childhood education. This evaluation was informed by:

- **Mission Alignment:** Ensuring the proposal reflected WCC's commitment to providing affordable, high-quality education to underserved families.
- **Financial Feasibility:** The board Treasurer, Lorie Nagata (retired Treasurer, Hawaiian Electric), conducted a thorough financial analysis to evaluate the potential impact on WCC and projected fundraising needs.

Following this analysis, the board unanimously approved moving forward with the application, demonstrating their commitment to advancing WCC's mission through the proposed charter school. (See attached board meeting agenda and minutes.)

2. Development of the Governing Board for the Charter School

The WCC Board led the development of the prospective charter school's governing board by:

Establishing Key Criteria: WCC Board members identified the necessary skills, experiences, and characteristics for an effective school board, emphasizing diversity in expertise, including both technical expertise and characteristics that would reflect stakeholder perspectives.

Recruitment Process: Board members contributed to a list of nominees, facilitated outreach to nominees, and approved the final slate of potential board members.

3. Financial and Operational Planning

The board treasurer reviewed the application's budget and staffing plan to ensure:

- Feasibility and sustainability of operations for the proposed charter school.
- Alignment with the fiscal requirements for state charter schools and the specific needs of the target student population

4. Application Review and Approval

The WCC Board reviewed and approved the final charter school application to ensure the mission and vision aligned with WCC's goals and to commit support, including financial support, for the successful start-up and operations of the school. (See the attached board meeting agenda and minutes for 1/14/25.)

The Waikiki Community Center Board of Directors played an integral role in the development of the charter school application. By leveraging their collective expertise in education, finance, legal compliance, and community engagement, the board ensured the proposal was comprehensive, mission-aligned, and reflective of WCC's commitment to serving children and families. Their leadership and dedication underscore the strength and feasibility of the proposed charter school.



**Board of Directors
November 15, 2024, 8:30 am
Via Zoom**

AGENDA

- I. Call to Order**
- II. Approval of Minutes ***
- III. Board Member Term Renewals***
- IV. Finance**
 - a. FY2025 Budget Review/Approval*
- V. New Board Member Nominations***
- VI. Management Update**
 - a. Preschool Opportunity - Permission for Charter Application*
- VII. Other Business**
 - a. Reminder: Board Giving 2024

*** Executive Session ***

*Indicates vote required.



Board of Directors

November 15, 2024, 8:30 am

at Waikiki Community Center

MINUTES [Redacted]**

PRESENT Members: Simeon Miranda (Chair), Dylan Ching (Vice Chair), David Asakura (Secretary), Lorie Nagata (Treasurer), Ryan Chun, Ann Kutaka, Susan Todani, Nancy Wallace, Joslyn Bantilan, Barbara Campbell, Mike Murray, Rick Egged, Thomas Foti, Ken Pai, Eric Sonnenberg, Linda Rodrigues, Michelle Whitton

Staff: Caroline Hayashi

EXCUSED Corey Campbell, Stephen Kaaa, Jennifer Lim

I. Call to Order – The meeting was called to order at 8:40 a.m.

II. Approval of Minutes

III. Board Member Term Renewals

IV. Finance

a. 2025 Budget Review/Approval

V. New Board Member Nominations*

VI. Preschool Opportunity - Permission for Charter Application*

WCC President Caroline Hayashi summarized the details of the Pre-K Only Charter School opportunity, which was created as part of the State's Ready-Keiki initiative to increase preschool access to Hawaii families. The preschool would become a separate, state entity with its own governing board. Discussion included questions regarding site control and a potential mixed delivery system.

It was noted that WCC's board would oversee the development/creation of the school board. The board would also be responsible for having input into the application and review and approve the final version. The RFP will be released on November 20 with the January 20 due date. If selected, we would have one month to complete the contracting process and would open by August 2025.

Rick Egged made a motion to approve moving forward with the Pre-K Only Charter application, provided the WCC Board review and approve prior to submission. Eric Sonnenberg seconded the motion. The motion passed unanimously.

VII. End of Year Board Giving Reminder

The board meeting was adjourned at 9:30 am.

****Note:** The minutes of this meeting were redacted to include detail of only agenda item VI, applicable to the PreK Charter application



**Board of Directors
January 14, 2025, 8:30 am
Via Video Conference**

AGENDA

- I. Call to Order (Simeon)**
- II. Approval of PreK Charter School Application***
- III. Financial Support for PreK Charter Start Up***
- IV. Fundraising and Financial Support for PreK Charter – Year 1***

*Indicates vote required.



Board of Directors

January 14, 2025, 8:30 am

via Video Conference

MINUTES

PRESENT Members: Simeon Miranda (Chair), Dylan Ching (Vice Chair), David Asakura (Secretary), Ryan Chun, Ann Kutaka, Jennifer Lim, Susan Todani, Mike Murray, Rick Egged, Ken Pai, Linda Rodrigues, Eric Sonnenberg, Nancy Wallace, Michelle Whitton

Staff: Caroline Hayashi

EXCUSED Lorie Nagata, Corey Campbell, Stephen Kaaa, Joslyn Bantilan, Barbara Campbell, Thomas Foti

Call to Order – The meeting was called to order at 8:31 a.m.

I. **Call to Order** – The meeting was called to order by Chair Simeon Miranda at 8:31 a.m.

II. Approval of PreK Charter School Application*

WCC President Caroline Hayashi provided a brief summary of the application draft, which was previously sent to board members for review. Board members expressed that the application reflected their intent for the proposed charter to reflect WCC's foundational value of being rooted in community and its goal of closing the achievement gap through a focus on educational equity.

Eric Sonnenberg made a motion to approve Waikiki Community Center's application to the State Public Charter School Commission 2024-2025 Pre-K-only Charter School RFP. Chair Simeon Miranda seconded the motion. The motion passed unanimously.

III. Financial Support for PreK Charter Start Up*

During its last meeting, the board discussed an additional allocation to WCC's 2025 budget for increased administrative capacity should the charter application be approved. WCC staff was to propose an amount based upon the type of assistance needed. WCC President Hayashi requested \$24,000 for additional administrative capacity to assist with the contracting and transition of the potential charter school to cover a monthly contractor from May to December 2025.

Ken Pai made a motion to approve up to \$24,000 in additional expense to the 2025 budget to provide increased administrative capacity for the start-up and transition of the potential charter preschool. Chair Simeon Miranda seconded the motion. The motion passed unanimously.

IV. Fundraising and Financial Support for PreK Charter – Year 1*

The projected charter school budget includes \$75,000 in fundraising income in the first year of operation. This amount would be raised by WCC. Historically, WCC has raised significantly more than this amount for the preschool. In order to ensure that the potential charter school is financially stable in its start-up year, WCC President Hayashi requested the board commit to covering up to \$75,000 should WCC be unable to raise those funds or another situation occurs to cause a school budget deficit.

Eric Sonnenberg made a motion that Waikiki Community Center cover the potential charter school budget deficit of up to \$75,000 in its first year of operation. Ken Pai seconded the motion. The motion passed unanimously.

The meeting was adjourned at 9:15 a.m.

QUESTION 18

What are the systems of support to address indicators of distress to address the following:

- Academic Framework
- Financial Framework
- Organizational Framework
- School leader evaluation

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high-quality charter schools document;*
- *reference to charter contract performance frameworks; and*
- *reference to indicators of distress (see resources page).*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☒ YES. There are attachment(s) submitted for this question.

1 number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 18 – Attachment 1, Question 18 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 18: What are the systems of support to address indicators of distress to address the following:

- **Academic Framework**
- **Financial Framework**
- **Organizational Framework**
- **School leader evaluation**

The proposed school has established comprehensive systems to proactively address indicators of distress within the Academic, Financial, and Organizational Frameworks, as well as systems for evaluating school leadership. These systems are informed by the Waikiki Community Center's (WCC) decades of experience in nonprofit and licensed, accredited preschool operations. The systems ensure compliance, accountability, and continuous improvement.

1. Academic Framework

The school's academic framework is grounded in a robust system of data-driven assessment, professional development, and early interventions.

- **Data-Driven Decision-Making:**
 - Individual Child Development Assessments (ICDA) and The Creative Curriculum® assessments provide detailed student progress data across the developmental domains of social-emotional, cognitive, physical, and language skills
 - Assessment data is reviewed quarterly to identify at-risk students and develop targeted interventions through the Multi-Tiered System of Support (MTSS)
- **Professional Development:**
 - Staff participate in monthly professional learning sessions aligned with assessment results and student needs.
 - Training emphasizes innovative practices like the Keiki Building Community (KBC) program, ensuring alignment with the school's Mission Aligned Initiative (MAI).
- **Continuous Improvement:**
 - The school implements formative assessments and spiral inquiry processes to adjust instructional plans and address gaps in student achievement, promoting a culture of continuous learning and improvement

2. Financial Framework

The financial framework is modeled on WCC's Accounting Manual and practices, ensuring rigorous oversight, compliance, and sustainability.

- **Budget Development and Monitoring:**
 - Annual budgets are developed by the governing board with support from the associated nonprofit, reflecting the financial needs of the school's academic and operational goals as well its longer term financial health.
 - Monthly financial statements, including balance sheets and income statements, are reviewed by the governing board, ensuring transparency and alignment with financial

performance benchmarks. Quarterly financial reports will be submitted to the Charter Commission per the Charter contract.

- **Risk Management:**

- Financial risk is continuously monitored through key indicators such as cash flow and budget variance, as outlined in the Prekindergarten Charter Financial Performance Framework
- Annual audits, following Generally Accepted Accounting Principles (GAAP), ensure fiscal accountability and compliance

- **Corrective Actions:**

- If financial distress indicators arise, a corrective action plan is developed, specifying measurable solutions, timelines, and responsible parties. This proactive approach aligns with the Financial Framework's risk management protocols.

3. Organizational Framework

The school's organizational framework prioritizes effective governance, compliance, and stakeholder engagement.

Governance and Accountability: The governing board, developed with guidance from WCC's Board, includes members with expertise in education, compliance, legal and nonprofit operations. This ensures effective oversight and alignment with the school's mission and vision as well as its administration and operations.

Family and Community Engagement: The school fosters interdependence with families through regular parent-teacher conferences, newsletters, and participation in service-learning projects. In addition, the school will proactively seek feedback and input from families and community through annual surveys and focus group discussions. A sample of a family survey is attached.

4. Preschool Director Evaluation

The preschool director is evaluated using a performance review system based on academic and operational outcomes.

Evaluation Criteria: Leadership effectiveness is assessed against key metrics such as student progress, teacher and staff satisfaction/performance, and family engagement. Quarterly report updates to the governing board also provide transparency and accountability.

Professional Growth: The Preschool Director participates in professional learning sessions focusing on leadership development and effective instructional practices. Training will be minimally in line with current accreditation requirements of 24 hours annually.

The proposed school's systems of support are comprehensive and proactive, addressing potential indicators of distress across the Academic, Financial, and Organizational Frameworks. By leveraging WCC's extensive experience, aligning practices with state charter requirements, and fostering a culture of continuous improvement, the school ensures stability, compliance, and success for its students and families.

NECPA Site #: _____

This survey is an integral part of the Accreditation process your child's program has undertaken. NECPA, the National Early Childhood Program Accreditation, believes that parental/guardian involvement and satisfaction are among the most reliable indicators of a quality program. We urge you to take the time to complete this survey and return it anonymously to your program. Thank you for your cooperation. Together we can ensure the high levels of quality early childhood education and care all children deserve.

Question/Statement	<u>Strongly Agree</u>	Agree	Disagree	<u>Strongly Disagree</u>
1. The teachers at the program are professionals who truly care.	1	2	3	4
2. The lines of communication at this program are always open.	1	2	3	4
3. My concerns are always taken seriously and acted upon when necessary.	1	2	3	4
4. I have been offered opportunities for private conferences with my child's teacher at least bi-annually.	1	2	3	4
5. I was given a complete orientation to the program during the enrollment process.	1	2	3	4
6. I understand the rules and requirements of the program.	1	2	3	4
7. My child enjoys attending this program.	1	2	3	4
8. The educational experience here is an important part of every day.	1	2	3	4
9. I have had the opportunity to be involved in program review, planning and activities.	1	2	3	4
10. I have reviewed the parent handbook.	1	2	3	4
11. The program encourages parents to share their skills, talents, culture and traditions.	1	2	3	4
12. I been provided an opportunity to participate in parent education.	1	2	3	4
13. I am provided with regular opportunities to discuss my child's day with their teacher.	1	2	3	4
14. I would recommend this program without hesitation.	1	2	3	4

NECPA Parent Survey Comments:

Thank you for your assistance!

QUESTION 19

Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision.

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *reference to characteristics of high-quality charter schools document; and*
- *reference HRS 302D-12 for suggested governing board make up.*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

☒ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 19 – Attachment 1, Question 19 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 19: Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision.

The Waikiki Community Center (WCC) board, currently serving as the applicant governing board, will oversee a structured transition to the proposed charter school governing board upon charter approval. This process will ensure continuity, alignment with the school's mission and vision, and compliance with the **Characteristics of High-Quality Charter Schools** and **HRS 302D-12** governing board requirements. The proposed charter school governing board, as detailed in Question 16, is composed of highly qualified individuals with expertise in education, nonprofit governance, communications, and legal compliance, ensuring a seamless transition to operational oversight.

Governance Transition Process

The WCC board has carefully recruited and vetted the proposed school governing board members to ensure they possess the expertise needed to oversee the school's successful operation. Upon charter approval, the WCC Board will facilitate a smooth and timely transition process to ensure governance responsibilities are formally transferred to the school governing board, which will assume full authority and accountability for the school.

WCC will provide the school governing board with comprehensive documentation of all planning activities, including policies, budgets, and key operational priorities. WCC leadership will serve as a resource during the transition period, ensuring the school board has the support needed to effectively begin its governance role.

Establishing Operational Structures

The proposed charter school board will focus on building the operational structures necessary to launch and sustain the school.

Policy Implementation: The board will adopt policies modeled on best practices, including fiscal management, conflict of interest, and academic oversight policies as approved through the contracting process. These policies will align with the charter school contract, including the Pre-K Charter Financial Performance Framework and the school's commitment to ethical, transparent governance.

Staffing Oversight: A top priority will be recruiting and hiring of qualified staff. The school board will oversee, support and monitor this process, undertaken by WCC's human resources staff, to ensure alignment with the school's mission and vision. The board will also establish performance metrics and evaluation systems to assess the Preschool Director's effectiveness.

Capacity Building and Professional Development

To ensure the proposed charter school board is fully prepared for its responsibilities, WCC will facilitate initial capacity-building efforts.

Board Training/Support: Members will undergo governance training focused on charter school compliance, financial oversight, and academic accountability, ensuring they are equipped to meet the demands of running a high-quality charter school. WCC leadership, drawing on its decades of nonprofit governance experience, will mentor the proposed school board during the initial phases of operation, as needed.

Transitioning to Oversight and Monitoring

Once operational, the proposed charter school board will shift its focus to providing strategic oversight and monitoring the school's performance:

Academic and Operational Oversight: The board will monitor the implementation of the school's academic framework, including the Keiki Building Community (KBC) program, and review metrics such as student assessments and family engagement surveys to ensure alignment with the school's mission. Financial statements will be reviewed monthly, including budget variance, to monitor cash flow and fiscal health.

Stakeholder Engagement: The board will establish regular channels for communication with families, staff, and community members to gather feedback and ensure responsiveness to stakeholder needs. Public board meetings will foster transparency and accountability, providing stakeholders with regular updates on the school's progress.

QUESTION 20

Identify the systems the governing board will put in place to monitor and evaluate the school's Mission Aligned Initiative?

EVALUATION CRITERIA:

Evidence could include, but not necessarily solely consist of:

- *Governing board monitoring process*
- *Examples of how the governing board will keep updated on student progress*

NARRATIVE SECTION:

Narrative follows.

SUBMITTING ATTACHMENTS?

- ☒ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments** number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 20 – Attachment 1, Question 20 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Question 20: Identify the systems the governing board will put in place to monitor and evaluate the school's Mission Aligned Initiative (MAI)?

The governing board will implement a robust system to monitor and evaluate the school's Mission Aligned Initiative (MAI), the **Keiki Building Community (KBC) Program**, ensuring alignment with the school's mission and vision while maintaining accountability and continuous improvement. This system will draw on the board's governance structure, data-driven decision-making processes, and comprehensive assessment tools to ensure the program's success.

Governing Board Monitoring Processes

Regular Reporting - The success of the Mission Align Initiative's KBC program is measured through 1) Academic Outcomes, 2) Social-Emotional Growth and 3) Community Impact.

The board will monitor the progress of the MAI through regular reports provided by the Preschool Director. Reports will detail outcomes and progress from the three areas of impact as follows.

Academic Outcomes: Overall student performance will be reported from Creative Curriculum assessments and Individual Child Development Assessments (ICDA), which align with DOE kindergarten readiness standards

Social-Emotional Growth: In addition to data on SE through the Creative Curriculum assessment as one of its four domains, enhanced reporting on SE skills will be provided to the board. Data will be gathered from teacher observation and KBC-specific reporting such as student reflection and connection to KBC issues.

Community Impact: Reporting will include qualitative data on KBC project outcomes/impacts, feedback from community partners, and quantitative data from KBC metrics such as project evaluations and family involvement to provide a holistic view of the program's impact.

Use of Comprehensive Assessment Systems/Data Integration – The board will use the school's comprehensive assessment framework and tools to evaluate the MAI effectively. Reports will include data from all assessment sources, which include formative and summative assessments as well as both qualitative and quantitative data. Data sources include the Creative Curriculum Assessment, Individual Child Development assessment, additional student assessments such as ASQs/ASKSEs, Keiki Building Community metrics (see below), family/staff/teacher/community surveys and interviews, parent-teacher conferences, and student portfolios.

Keiki Building Community (KBC) Data Collection – Metrics from KBC-specific outcomes will be included in board reports. KBC metrics include student age-appropriate understanding of community issues and projects, student engagement, family engagement, teacher-parent

communication, and community involvement. In addition, survey data will provide feedback from teachers, families and community partners.

Alignment with School Mission and Vision - The governing board's evaluation system will include assessment of how well KBC reflects, supports and advances the school's mission. The board will do this by monitoring how well KBC supports and enhances learning, determined by analysis of the above-described reporting.

The governing board's comprehensive monitoring and evaluation system ensures the KBC program aligns with the school's mission and vision while achieving measurable outcomes. Through regular reporting, robust assessment tools, and stakeholder feedback, the board will maintain accountability and drive continuous improvement, ensuring the MAI's success as a cornerstone of the school's innovative educational approach.