

House District _____

Senate District _____

THE TWENTY-SIXTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Recd JAN 28 2011

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

~~Wax~~ Pacific Resources for Education and Learning (PREL)
Street Address: 900 Fort Street Mall, Suite 1300
Mailing Address: Honolulu, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Dr. Sharon Nelson-Barber
Title President & CEO
Phone # (808) 441-1334
Fax # (808) 441-1385
e-mail nelsons@prel.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

E Ho'omau! - Kamapua'a

4. FEDERAL TAX ID #: _____
5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2011-2012: \$ 667,345

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____
FEDERAL \$ _____
COUNTY \$ _____
PRIVATE/OTHER \$ _____

To continue and expand the current scope of work and deliverables.

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Dr. Sharon Nelson-Barber
President & CEO
NAME & TITLE

01/28/2011
DATE SIGNED



January 28, 2011

Senate Committee on Ways and Means
State Capitol, Rm. 215
Honolulu, HI 96813
Attn: Roderick Becker

Dear Mr. Becker:

Pacific Resources for Education and Learning (PREL) is pleased to submit to the Hawaii State Legislature its Grants-in-Aid, Application for Grants and Subsidies. The following materials are included for your review.

- Application
- DVD: Why Maui Snared the Sun
- Science booklets:
 - Our Earth, The Sun, and The Stars
 - Cycles in our Solar System
 - Forces in our Universe
- Graphic novel: Why Maui Snared the Sun

Should you have any questions about the application or need further information, feel free to contact me at 441-1334 or nelsons@prel.org. Thank you for consideration of our request. We look forward to receiving your response to our application submission.

Sincerely,


Sharon Nelson-Barber, Ed.D.
President & Chief Executive Officer

Attachments

c: Ms. Puna Chai, House Committee on Finance, State Capitol, Rm. 306

Building Capacity Through Education

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

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

Pacific Resources for Education and Learning (PREL)

(Typed Name of Individual or Organization)



(Signature)

28 Jan 2011

(Date)

Dr. Sharon Nelson-Barber, President & CEO

(Typed Name)

(Title)

**Hawaii State Legislature
Application for Grants & Subsidies
Chapter 42F, Hawaii Revised Statutes**

I. *E Ho'omau! – Kamapua'a: Background and Summary*

Pacific Resources for Education and Learning (PREL) is excited to submit this proposal for grant-in-aid funding to the Twenty Sixth Legislature, to aid in the production of engaging and standards-based curricular materials centered on Hawaiian culture-based stories. The stories serve as a rich context for the development of an animated film and accompanying supportive written material aimed to strengthen science literacy and achievement of Native Hawaiian 4th graders. The proposed set of curricular materials is an extension of a project currently in production called *E Ho'omau!* Funded by the Native Hawaiian Education program of the U.S. Department of Education, *E Ho'omau!* integrates animated versions of Hawaiian legends with graphic novels and science-focused text-sets. The goal is to positively impact the science literacy and academic achievement of 4th grade Native Hawaiian students who are struggling to read. A description of the program is posted at www.prel.org/programs/care/e_hoomau.aspx PREL's address, structure, and corporate capabilities follow.

Corporate Capability

PREL has the organizational capability to successfully undertake and complete the work outlined in this Grant-in-Aid proposal. Following is an overview of PREL's resources in the areas of organization, personnel, and experience.

Organization. PREL is an independent, not-for-profit corporation governed by a 20-member Board of Directors comprising representatives from constituent groups including parents, teachers, private education, higher education, business, and government.

Since its inception in 1991, with a staff of 7, PREL has grown to a staff of 72. This growth has resulted from increased demand for PREL's services stemming from wide recognition of our ability to provide quality services and to manage projects effectively. All federal contracts and grants undertaken by PREL have been completed on time, on budget, and in compliance with all requirements.

PREL is audited annually, as required by OMB Circular A-133. For the last ten years, there have been no negative audit findings. This shows the strength of PREL's system of internal controls and PREL's record of compliance with contract and grant requirements.

Personnel. PREL serves the educational community with quality programs, services, and products developed to promote educational excellence. We work throughout school systems, from classroom to administration, and collaborate routinely with governments, communities, and businesses. We specialize in multicultural and multilingual environments. PREL staff includes specialists in training, curriculum development, applied research, evaluation and measurement, communications and dissemination, information technology, policy and governance, alternative assessment, cultural literacy, and distance learning. Our staff also has experts in many areas of education, including vocational and multilingual education, science and mathematics, and standards.

PREL's mission is to build capacity through education. Our vision for the future is as follows:

We envision a world where all children and communities are literate and healthy - global participants, grounded in and enriched by their cultures.

This project supports PREL's mission of providing the educational community with quality programs, services, and products to promote educational excellence, particularly in multicultural and multilingual environments. *E Ho'omau!* will contribute to PREL's body of research on how to integrate culture and curriculum development, particularly on the role that vocabulary and motivation plays in the comprehension of "less able" readers, by studying the effects of instruction introduced in the context of culture-based and science material.

Information technology. PREL's Honolulu office has a dedicated 20 megabit per second (Mbps) circuit connection to The "DR Fortress," a Class-A Data Center where PREL's production infrastructure resides. A set of servers provides e-mail, web services, web-based distance learning, databases, and a storage area network. PREL uses a Microsoft Exchange Server with Outlook, Entourage, and Evolution for Windows. For e-mailing, calendaring, and other collaborative services, we use Macintosh and Linux clients. Servers under development and applications that require direct physical access to the server are housed in a server room that is under 24/7 climate control and connected to uninterruptible power supplies. PREL has a secure, 802.11G (54 Mbps) wireless network and has videoconference capabilities in all conference rooms and Polycom videoconference equipment in service centers, SEAs, and IHEs in the Pacific region. The information technology staff who manage all infrastructure engineering and support projects possess extensive certifications from Microsoft, Cisco Systems, and Project Management Professional.

Experience. PREL has conducted work for the U.S. Department of Education and other federal agencies, state agencies, institutions of higher education, and business and community groups. Specifically, PREL's Languages and Literacies Unit has conducted professional development, program design, assessment, and both formative and summative assessment services across the Pacific region. Drawing on years of experience as teachers, researchers, coaches, and curriculum developers, PREL staff provide the tools, training, and resources educators need to help students of all ages succeed. Much of our work has been conducted for state educational agencies located in the Pacific region. PREL is currently conducting trainings for the state educational agencies of American Samoa, CNMI, the Federated States of Micronesia, Guam, Hawaii, Republic of Palau, and the Republic of the Marshal Islands.

The E Ho'omau! Project

E Ho'omau! is the imperative form of the Hawaiian verb meaning to persevere, to persist. It urges us to learn from the past and to perpetuate the good.

As mentioned above, the proposed **set of curricular materials** is an extension of a project currently in production called *E Ho'omau!*. The *E Ho'omau!* program integrates animated versions of Hawaiian legends with graphic novels and science-focused text-sets. A description of the program is posted at www.prel.org/programs/care/e_hoomau.aspx

The current components of the *E Ho'omau!* project are funded by the Native Hawaiian Education Program at \$1,147,551 for 3 years. Under our current funding, the curricular materials being developed will be pilot tested during the spring of 2011. In fall 2011, a full evaluation of the curricular materials will be conducted with Hawai'i Department of Education teachers and students. The pilot testing and field evaluation will provide valuable information and lay the groundwork (concept development, script writing, voice recording, storyboarding, art work, animation, editing, and curriculum design) for the production of the program materials for which we are currently requesting grant-in-aid funding. Through this Legislative Application for Grants and Subsidies, PREL is requesting funding in the amount of \$667,345.

The funding amounts and corresponding purposes are listed in Table 1 under the "Proposed Production Through Legislative Grant" column (see Appendix A).

In sum, the requested funds will support production costs of the standards-based and culturally-responsive learning materials, including an animated film, accompanying graphic novel, and three science-focused text-sets based on the Hawaiian story, Kamapua'a.

Goals and objectives related to this request

The goal of PREL's *E Ho'omau!* project is to increase the literacy achievement of Native Hawaiian children through proven pedagogy applied to a culturally rich curriculum. The outcome objectives for the *E Ho'omau!* project are:

- 1) to increase student engagement and motivation,
- 2) to increase student knowledge of Hawaiian culture, and
- 3) to increase student literacy skills in the content area of science.

The goal and outcome objectives will be achieved by interfacing culturally relevant curricula accommodations through a visually-rich learning system based on the Hawaiian legend Kamapua'a.

The Kamapua'a Legend

Many years before Pele and her family set foot on the island of Hawai'i, Kamapua'a was born to an O'ahu chiefess, who was in love with another man. When her husband 'Olopana found out about the child, he ordered it be killed. Instead, his mother sent the child to live with his grandmother, a shape shifter who knew Kamapua'a was graced with the same power. She trained him to use his power but he was only able to turn for a short amount of time into a boar and the Humuhumunukunukuāpua'a fish.

One day 'Olopana discovered Kamapua'a was still alive and sent warriors to kill him. Kamapua'a and his grandmother escaped over sacred falls and into Kahalu'u. There he was captured. His grandmother helped him to use all his powers and as he was about to be killed, he turned himself into a giant boar with razor sharp tusks and eight eyes. He turned all the chiefs' men into stone and led his grandmother to safety. You can still see the stone shaped men to this day.

This story shapes the production of the four product deliverables of *E Ho'omau!*:

- 1) a compelling 15-minute **animated film** of the story. The story has been passed on through the generations reflecting the connections or interrelatedness of nature, history, and people's responsibilities to self, others, and nature around them. The story opens and ends with a storyteller who weaves an overarching life-lesson that is related to a timely issue that the learners or viewers can relate to.
- 2) an accompanying **graphic novel** engages learners in a visually artistic presentation. The graphic novel connects two different motivations for learning—learning for the purpose of gaining information and aesthetic reading, which invokes feelings and images.
- 3) three **content text-sets** (booklets) which present articles that focus on bridging the stories, culture, and science-valued concepts and standards in the context of the Hawaiian way of knowing. For example, the story promotes inquiry skills unique to the social sciences such as examination of artifacts, observations of one's environment, interviews with kūpunas (elders), and reflections of observed phenomena related to the Hawai'i Department of Education 4th grade science standards.
- 4) a **teachers' guide** designed to integrate the three components of the program (stories, graphic novel, and content text-sets) into an inter-disciplinary model of learning that nurtures holistic, reflective inquiry processes.

What will this project accomplish?

The *E Ho'omau!* project will: 1) increase knowledge of Hawaiian culture, 2) develop literacy skill through science content, and 3) increase engagement and motivation. The project will achieve these goals in the following ways:

Increase knowledge of Hawaiian culture: These stories and content text-sets serve as center-pieces for the curriculum design that will help learners to increase understanding of Hawaiian culture. *E Ho'omau!*'s animated stories involve learners not only visually but engage them in timely and universal issues through the interaction with their storyteller.

Develop literacy skills through science content: Selected high-utility vocabulary and science content-area vocabulary words, which play a critical role in the comprehension process of the less able readers, are integrated into the stories and content text-sets. Based on decades of research, which shows that vocabulary is inextricably linked with comprehension and that effective vocabulary instruction can improve the vocabulary and comprehension of diverse learners, the intent of *E Ho'omau!* is to provide explicit instruction for individual words, provide multiple exposures to new words in varied contexts, and engage learners in developing independent word-learning strategies. Field tested science and supporting high utility words are integrated into the science text-sets and graphic novels. (Nagy & Scott, 2000, p. 280)

Increase engagement and motivation: Based on cited studies and documentation that motivation and engagement contribute to self-efficacy in the learning process and affect conceptual understanding of content (Grolnick & Ryan, 1987; Schiefele, 1996), the production of *E Ho'omau!* has combined ways to increase learner relevancy and engagement in the program materials. First, the graphic novels convey themes in another modality that motivates learners to visualize the complex concepts presented. Secondly, the science, social science, and the humanities content of the stories are designed in text-sets (booklets) that integrate Hawaiian and contemporary ways of knowing, thereby connecting learning to a culturally relevant context and pedagogy.

Public purpose and need served

In addition to continuing to address to the educational needs of Native Hawaiian students in Hawai'i's schools, the proposed project responds to the widely expressed needs of teachers for more locally produced, culturally relevant, high quality classroom materials. The 2010 needs assessment conducted by Kamehameha Schools (Kana'iaupuni, Malone, and Ishibashi, 2005) found that schools and teachers lack curriculum materials that are based upon important Hawaiian cultural traditions and that are engaging to students. The original 1983 Native Hawaiian Educational Assessment Project (NHEAP) report decried the lack of culturally relevant teaching and curriculum materials. Later reports noted the surge of interest and participation in Hawaiian language and cultural activities, but also noted that this renaissance brought with it an even greater demand for resources for cultural learning materials.

Further, the proposed project builds the capacity within the State of Hawai'i to produce such materials. Because the core deliverable is an animated short film version of a Hawaiian story, this project also contributes to Hawai'i's emerging film industry. And, as noted below, the products have the potential to reach a much broader community audience through dissemination channels such as film festivals, 'Olelo community media, and libraries.

Target population to be served

Although the *E Ho'omau!* program is designed to meet the needs of Native Hawaiian students, the program is applicable for all student populations and will be made available to all schools in the Hawai'i Department of Education. In addition to school-based dissemination and application, *E Ho'omau!* will be distributed to Hawaii-based community centers, the public library system, cultural centers, and museums. To expand the reach of print-based dissemination, it is anticipated that the series will be aired on the

Department's Educational Television. Negotiations are underway for additional dissemination methods, including PBS, Kamehameha Schools, and the community outreach program of Hawai'i Theater.

Community Support and Involvement

The community has been overwhelmingly supportive of the development of the first set of *E Ho'omau!* materials. Collaboration with Kamehameha Schools, Bishop Museum, Nature Conservancy, and others have contributed enormously. In addition, student interns from the City's summer internship program have made contributions and learned valuable educational lessons. Volunteers have provided their time and service as well. In-kind services have been provided by the Hawai'i Department of Education's Teleschool Branch and others.

The significance of the *E Ho'omau!* project to the Hawai'i public is its contribution of the under-told traditional Hawaiian stories to the world's collection of indigenous stories. Its unique treatment integrates a variety of media for sharing a literary resource that provides a voice and insight into the rich cultural heritage of the Hawaiian people. We are not aware of other productions that include the components of the program that *E Ho'omau!* proposes. Although targeted for the Native Hawaiian struggling readers, the program has appeal to all learners.

Geographic coverage

The *E Ho'omau!* program will be disseminated to the Hawai'i Department of Education and made available to all schools – public and private – in the State of Hawai'i.

II. Service Summary and Outcomes

Scope of work, tasks and responsibilities

The scope of work of the project is broken up into three components with the following tasks, responsibilities, and deliverables:

1. Animation of the Kamapua'a story which includes:
 - a. Script writing – Core team and writer
 - b. Casting/Audio recording - *E Ho'omau!* team and audio engineer
 - c. Storyboarding- Storyboard artist and *E Ho'omau!* team reviewing
 - d. Animation including character development and background design- we work with a team of animators, under Michael Ceballos's direction
 - e. Post Production- Editing and Sound Design
2. Science Text sets for the Kamapua'a story which includes:
 - a. Research and development- Curriculum Developer
 - b. Writing of materials- Curriculum Developer and Science experts
 - c. Photo selection and layout- *E Ho'omau!* team

- d. Quality Assurance- PREL's Quality Assurance
- 3. Graphic Novel
 - a. Script writing- writer and *E Ho'omau!* media team
 - b. Design and layout (using existing art produced during animation) Creative Producer
 - c. Quality Assurance- PREL's Quality Assurance

Projected annual timeline for accomplishing the results or outcomes

Task	Start Date	Finish date
Grant-in-Aid Proposed Schedule	7/1/2011	7/2/2012
Production of materials	7/1/2011	7/2/2012
• 15-minute video featurette	7/1/2011	4/2/2012
• 1 graphic novel based on the legend and embedded with academic vocabulary	9/30/2011	3/26/2012
• 3 Science text sets	8/17/2011	7/2/2012

Quality assurance and evaluation

Quality Assurance: PREL has an organizational Quality Assurance Process (QAP), through which all products must pass before they are approved for distribution. This process involves contract editors, review specialists, a review for cultural appropriateness, and a final review by the Program Director.

Evaluation: The existing *E Ho'omau!* program will be conducting intensive pilot testing, as well as formative and summative evaluations. The proposed extension of this program will benefit both indirectly and directly from current and scheduled evaluation activities. During the spring 2011 pilot test phase, PREL will determine whether the first set of materials meets its stated objectives. External evaluators to the project will be conducting an evaluation to answer the following evaluation questions, using multiple methods.

1. Are students engaged in the curriculum?
2. Are the teachers satisfied with the curriculum?
3. Can the curriculum be implemented with fidelity efficiently and effectively?
4. Do students learn the intended material?

In the full field test PREL will be conducting a more formal evaluation to answer the following questions, also using a multi-methods approach.

1. Are field-test teachers trained with high quality regarding the curriculum material?
2. Are students engaged in studying the curriculum?
3. Do students master the material sufficiently?

4. Do students achieve the relevant standards?

The findings of the pilot test as well as the full field test will be applied to the proposed extension set of curriculum materials. The instruments that will be used in these evaluations will be applied to the evaluation of any future material development.

Measures of Effectiveness and Project Deliverables

Measures that will be used in the pilot test and field evaluation of the curriculum materials include the following:

- a) Teacher interviews and surveys
- b) Student interviews and surveys
- c) Teacher activity logs
- d) Classroom observation
- e) Periodic and end-of-course tests
- f) Teacher training observations
- g) Teacher questionnaire of student interest (both treatment & control groups)
- h) Student attitude questionnaires
- i) Unit and semester tests of curricular knowledge
- j) Standards-based tests administered by the state

The project deliverables will include the main curricular components:

- 1) One 15-minute **animated film** of the story Kamapua'a;
- 2) One accompanying **graphic novel**; and
- 3) Three **content text-sets** (booklets); as well as
- 4) A final evaluation report with both process and outcome results.

III. Financial

PREL's proposed budget and financial statements are provided in Appendix A. Any questions regarding the scope and purpose of our budgets can be directed to PREL's Chief Finance Officer, Ms. Gwen Okamoto at okamotog@prel.org.

IV. Experience and Capability

PREL has conducted work for the U.S. Department of Education, National Science Foundation, other federal agencies, state agencies, institutions of higher education, business groups, and community groups. A sample of PREL projects is provided below. For a complete listing, please see: www.prel.org.

In 2009, PREL was awarded a U.S. Department of Education grant to develop and disseminate three high quality animated versions of traditional Hawaiian legends, designed to be engaging and culturally appropriate. These materials are complemented by standards-based written materials and teacher training activities to strengthen language arts and science achievement for Native Hawaiian 4th graders. *E Ho'omau!* addresses the need to improve the literacy skills of students of Hawaiian ancestry by integrating evidence-based educational approaches with a visually-rich learning system based on Hawaiian legends. The idea is to elevate student motivation and enhance self-confidence while providing meaningful learning opportunities. PREL staff have successfully met the stated goals, objectives, and deliverables of this project.

In 2009 PREL staff completed the development of Cosmos Chaos!™. In 2010 PREL began marketing Cosmos Chaos!™ is an educational game for the Nintendo DS console that targets 4th grade vocabulary learning in science, social studies, and mathematics. The game embraces the strengths of the DS platform to create a unique experience that highlights: diverse interactive environments, exciting turn-based robot battle system, vocabulary –building mini-games, and built-in assessment. During the randomized control evaluation of this product, it was found to have significant positive statistical impacts on student learning.

Facilities

PREL's headquarters are located at 900 Fort Street Mall in Downtown Honolulu. A space of approximately 15,000 square feet is comprised of office and work areas, facilities include meeting/conference rooms, copier and faxing areas and a kitchen. PREL's production infrastructure resides in a secure location at the Honolulu facilities. There are a set of servers which provide email, web services, web-based distance learning, databases, file servers, and a storage area network (SAN). PREL currently uses a Microsoft Exchange.

V. Personnel: Project Organization and Staffing

The *E Ho'omau!* team consists of Dr. Ormond Hammond (Director), Kaira Resch (Line Producer), Michael Ceballos (Creative Producer), Ellen Miyasato (Curriculum Developer), Bryson Luke (Senior Artist), and Lee Cataluna (Writer). This team has been awarded and successfully completed federally funded projects, a reading game developed for the NintendoDS™ for 4th grade struggling readers, titled *Cosmos Chaos!*™ This Game is currently being distributed nationally by Mentor Interactive.

Dr. Ormond Hammond is Director of the *E Ho'omau!* project at PREL. Dr. Hammond has also served as PREL's Director of Planning, as Executive Director of the Center for Accountability Research and Evaluation (CARE), and as Coordinator for Task 1 of the Regional Educational Laboratory (REL) Pacific. He has more than 30 years of experience in designing, and delivering strategic planning, research, and program evaluation services. He has taught and conducted training and technical assistance throughout the Pacific region. Before joining PREL, Dr. Hammond served as the principal investigator of the Native Hawaiian Educational Assessment Project, considered to be the definitive research on the educational needs of Native Hawaiians. He has an extensive background in program planning and evaluation, special assessments, community-based and applied research, program management, strategic planning, early childhood education, alternative education, needs sensing, cross-cultural psychology, Native Hawaiian culture and education, statistics, and prevention program evaluation. Dr. Hammond received his BA in Social Relations from Harvard University and his MA and PhD in Psychology from the University of Hawai'i. He completed a postdoctoral fellowship at the University of California, Los Angeles Neuropsychiatric Institute. He is a licensed Psychologist in the State of Hawai'i.

Ms. Kaira Resch is a Producer/Production Manager with over 15 years of production experience, including feature films, documentary films, advertising, early DVD production, interactive websites, video games, and traditional animation. She has spent the past 8 years developing and producing media for educational purposes. Currently, she serves as Line Producer for *E Ho'omau!* at PREL.

Mr. Michael Q. Ceballos has worked as a leader in the animation, design, and game industry for 20 years. At Nickelodeon, he honed his skills on the cult hit "The Angry Beavers" as lead character designer and supervisor. He also worked with legendary film producer Robert Evans, who produced such films as "The Godfather" and "Chinatown," on his animated biographic show for Comedy Central's "Kid Notorious". Most recently, at PREL, Mr. Ceballos directed and co-wrote two role-playing educational games for struggling 4th grade readers, entitled *Cosmos Chaos!*TM for the Nintendo DS system. Currently, he brings his unique vision to PREL once more as Creative Producer on the *E Ho'omau!* project, where he leads a team of both new and seasoned artists and animators to create visually rich, animated versions of traditional Hawaiian stories. In addition to his artistic duties on *E Ho'omau!*, Mr. Ceballos also writes storylines, serves as the animation director, and designs the program's text sets and graphic novels.

Mr. Bryson Luke is a recent graduate of the University of Hawai'i at Mānoa and is also a Kamehameha Schools alumnus. He is currently working on the *E Ho'omau!* Hawaiian legends project as a designer/ animator, where he conceptualizes story and character, develops artwork, as well as manages other aspects of the production.

Ms. Lee Cataluna is an award-winning journalist, playwright, and author. She has taught creative writing workshops to second graders, high school seniors, and veteran teachers. She worked with PREL on crafting three scripts for the *E Ho'omau!* educational video series. She is slated to serve as one of three Native Hawaiian authors to tour Hawai'i public schools in 2011.

Ms. Ellen Miyasato is a curriculum developer for the *E Ho'omau!* educational learning system. Her work focuses on the development of the science text-sets that bridge the legends, culture, and content-valued standards and on integrating three components of the program (legends, graphic novels, and science text-

sets) into an inter-disciplinary model of learning in the context of Hawaiian culture. In the past, she has worked extensively with school districts on coordinating and implementing professional development programs in the area of curriculum design and infusing information literacy into teaching and learning.

Organization Chart

The *E Ho‘omau!* project operates under “programs” section of PREL’s Organizational Chart (see Appendix C).

VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. If applicable, please explain. **None**

B. Licensure or Accreditation

Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request. **N/A**

VII. References

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Nagy, W.e. & Scott, J.A. (2000). Vocabulary Processes. *Handbook of Reading Research* (Vol.III pp. 269-284). Mahwah, NJ: Earlbaum.

Native Hawaiian Education Council. In Partnership with Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language, UH-Hilo. (2002). *Nā Honua Mauli Ola*. Honolulu, HI: Native Hawaiian Education Council,

Schiefele, U. (1996). Topic interest, text representation, and quality of experience. *Contemporary Educational Psychology*, 21, 3-18.

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APPENDIX A

Table 1: Production Phases of *E Ho'omau!*

Program Components	Projects Currently in Production Under the Native Hawaiian Education Act Program	Proposed Production Through Legislative Funding	Future Funding
Animated Films	<p>Kuleana (Responsibility)</p> <ul style="list-style-type: none"> • <i>Pele Searches for a Home</i> • <i>The Menehune and the Birds</i> • <i>Māui Snares the Sun</i> 	<p>Wā (Sense of Space, Time, and Place)</p> <ul style="list-style-type: none"> • <i>Kamapua'a</i> 	<p>Wā (Sense of Space, Time, and Place)</p> <ul style="list-style-type: none"> • <i>The Caterpillar Man</i> • <i>Ka'ulu and the Akua of Lana'i</i> • <i>Kū'ula and Ai'ai</i> <p>Ke au huli (Changing Times)</p> <ul style="list-style-type: none"> • <i>Lono</i> • <i>The Battle of Kuamo'o</i> • <i>The Queen's Prayer</i> • <i>Hōkūle'a</i>
Graphic Novel	<ul style="list-style-type: none"> • Animated film version of each story • Side story incorporating social science concepts 	One graphic novel for each story	One graphic novel for each story
Content Text-Set	<p>Three social science text-sets for each animated film:</p> <ul style="list-style-type: none"> • Astronomy • Conservation • Forces that Build the Earth 	Three content text-set for each story	One content text-set for each story
Learner's Guide	Teacher's guide	User's guide	User's guide
Website	STEPS website		Website updates

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2011 to June 30, 2012)

Applicant: Pacific Resources for Education and Learning

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	262,099			
2. Payroll Taxes & Assessments	19,657			
3. Fringe Benefits	57,662			
TOTAL PERSONNEL COST	339,418			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	46,618			
5. Staff Training				
6. Supplies	600			
7. Telecommunication				
8. Utilities				
9. Duplication/Printing	7,300			
10. Contractual	83,500			
11. Other Services	69,568			
12. Indirect at 22%	120,341			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	667,345			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	667,345			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	667,345	Gwen Okamoto (808) 441-1306		
(b)		Name (Please type or print) Phone		
(c)		Signature of Authorized Official Date		
(d)		Gwen Okamoto, CFO		
TOTAL BUDGET	667,345	Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Pacific Resources for Education and Learning
 Period: July 1, 2011 to June 30, 2012

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Director	.20	115,456	20	\$ 23,091 -
	.75	76,402	75	\$ 57,301 -
Production Manager	.75	78,654	75	\$ 58,991 -
Artist	.75	37,312	75	\$ 27,984 -
Curriculum Developer	.75	80,080	75	\$ 60,060 -
Production Assistant	.38	31,680	38	\$ 11,880 -
Clerical Support	.50	45,584	50	\$ 22,792 -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 262,099
JUSTIFICATION/COMMENTS:				

E Ho'omani - Kamapua'a

PACIFIC RESOURCES FOR EDUCATION AND LEARNING
Budget Justification

Anticipated quarterly funding request for the fiscal year 2011-2012

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$180,000	\$183,672	\$183,673	\$120,000	\$667,345

Following is the budget summary, followed by a discussion of significant cost items, that describes what is included in the cost item, how costs are determined, and factors which may influence the cost estimates used.

Discussion of Significant Cost Items

A. PERSONNEL COST - Staffing is as follows:

Ormond Hammond, Project Director - \$115,456 annual salary at .20FTE - \$23,091
 Kaira Resch, Production Manager - \$78,654 annual salary at .75FTE - \$58,991
 Michael Ceballos, Artistic Director - \$76,402 annual salary at .75FTE - \$57,301
 Ellen Miyasato, Curriculum Developer - \$80,080 annual salary at .75FTE - \$60,060
 Bryson Luke, Artist - \$37,312 annual salary at .75FTE - \$27,984
 Production Assistant - \$31,680 annual salary at .38FTE - \$11,880
 Frances Oshiro, clerical support - \$45,584 annual salary at .50FTE - \$22,792

Staff time is charged on an hourly basis to projects based on approved, bi-weekly time sheets. Hourly rates are determined by dividing the employee's annual salary by the total annual chargeable hours. Chargeable hours for a 12 month period is 1,760 hours for all full time staff.

Fringe Benefits include statutory taxes and benefits such as OASDI, Medicare, health insurance, unemployment insurance, temporary disability insurance, and workers' compensation. Also included are Board approved benefits that include retirement, group life insurance, dental insurance, long-term care, and transportation.

Actual costs are collected in a pool account and then allocated to projects based on salaries. Past experience indicates a fringe benefit rate of 29.5% for full time employees is representative of actual cost. A lower rate is applied for part time employees who do not enjoy the full benefits.

B. OTHER CURRENT EXPENSES

Lease/Rental of space - include space costs (rent, PBX, telephone rotary lines, depreciation, etc.). Facilities cost for Honolulu office staff is estimated at \$6.5 per labor hour. Facility costs are collected in a pool and allocated monthly to projects based on actual expenditures and project labor hours charged.

Supplies - includes the cost of general office supplies at \$50 per month (paper, toner, files, pens, pencils)

Duplication/Printing - includes general in-house duplication costs, 2,000 copies at \$.10 per copy. Production of the 3 science books at \$1,700 per book and production of the graphic novel 200 for \$2,000

Contractors

Animator - 2 at \$1,400 per week for 9 weeks, \$25,200 total
 Animator - 2 at \$700 per week for 9 weeks, \$12,600 total
 Backgrounds - \$6,000 total
 Editing - \$8,000 total

Music Production - \$6,000 total

Story Boards - \$4,000 total

Script writing - \$2,000 total

Audio recording/voiceover - \$4,000 total

Science books, writers, layout, photos, interviewees – 3 books for a total of \$14,000

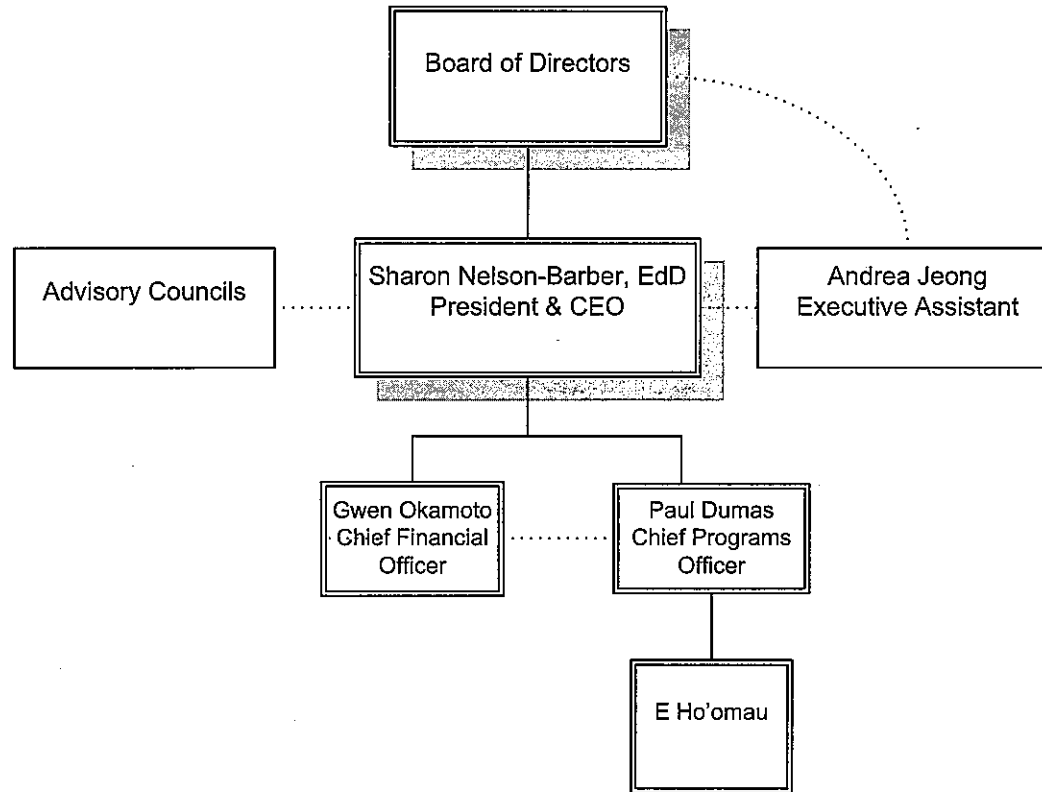
Graphic Novel writer and layout - \$1,700 total

Other Services - includes common major program services (website maintenance, staff planning, work planning, dissemination and library services, etc.) and computer services. Costs are collected in pools and allocated monthly to projects based on actual expenditures and project labor hours charged. The Board of Directors approves the budget that amounts to approximately \$6.70 per labor hour for program services and \$3.00 per labor hour for computer services.

INDIRECT COST - PREL annually negotiates an "Indirect Cost Rate Agreement" with the U.S. Department of Education which provides for a percentage of modified total direct cost. The current approved provisional indirect cost rate for fiscal years ended September 30, 2010 and 2011 is 28.6% however a lower anticipated rate of 22% is being applied.



Pacific Resources for Education and Learning Organizational Chart



Kalā, Ikaika here. I've reached my destination.

I read you, Ikaika. So, are you going to share your plan?

If Ukiuki wants to gradually absorb the solar system and become all powerful, I say we help him.

What!!!!

I think he's gone space happy!!!

Chill guys. I remember reading in my astronomy class that some nebula in forming regions...

and with enough matter, "clump" together to form larger masses, eventually becoming massive enough to...

To form stars!!!! And maybe even planets

Ikaika the glare of your brilliance blinds me.

Kala, when I count to three, I want you to launch solar flares at Ukiuki. Don't worry about hitting Earth. It's hovering approximately over Earth's northern hemisphere, close to the equator.

Kalā, are you ready?

I'm ready!!

1

2

3!!!

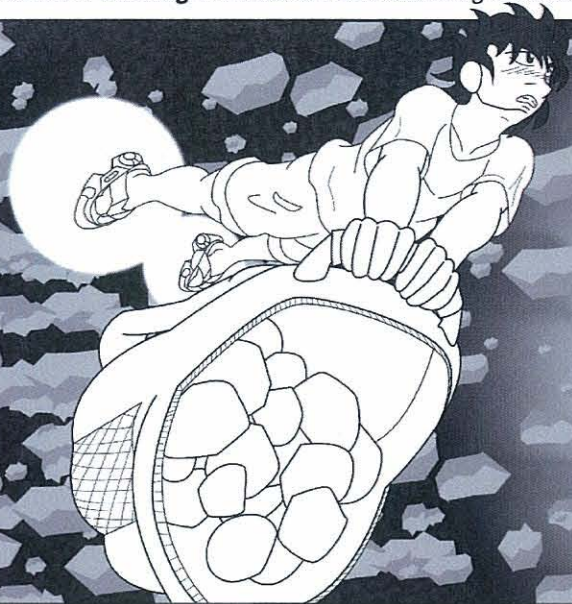
Now Kalā do it!!!

Kalā launches a barrage of solar flares, which Ukiuki absorbs with delight.

SHOOOMMM

Yum!!!

Meanwhile, Ikaika is **orbiting** the asteroid belt collecting asteroids in his super backpack.



With each asteroid collected, Ikaika's backpack expands to an unbelievable size.

Ikaika zoomed off toward Earth with his asteroid filled backpack in tow. Quickly he zooms around the great red planet Mars. Revolving around it faster and faster until...

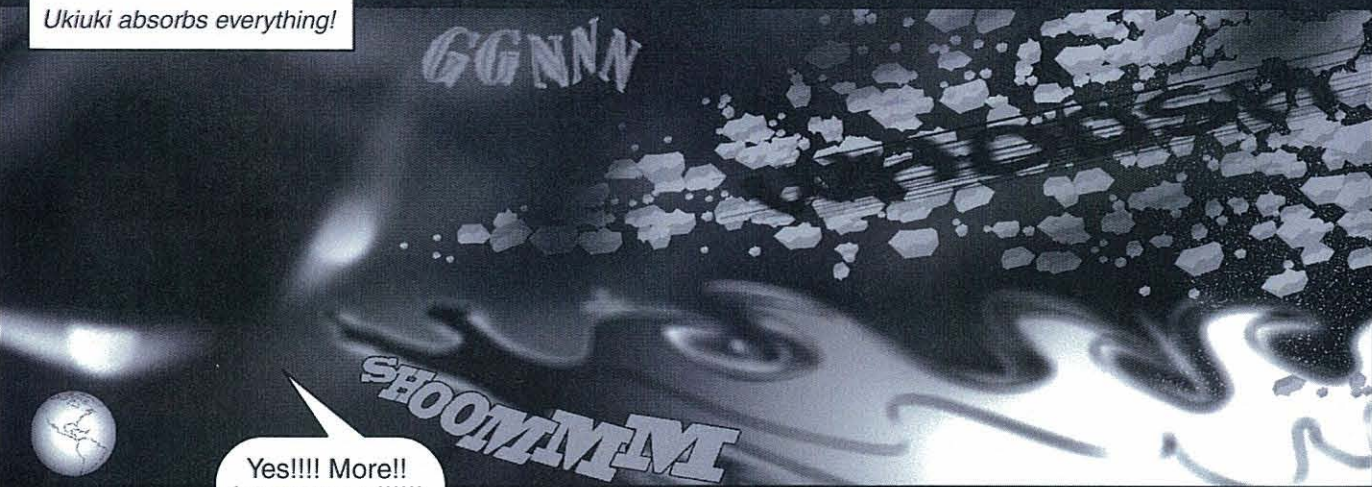


NOW!!!!

Ikaika releases all the asteroids collected, hurtling them towards Ukiuki.



Ukiuki absorbs everything!



Yes!!!! More!! I want more!!!!!!

Kalā, I hate to say this, but I'm out of asteroids. If only we could fill him with a bit more energy. Ukiuki looks satiated.

Ikaika, I don't know how much I can keep doing this. If I deplete my core energy, Earth will be doomed for sure.

MORE!! MORE!!!!!!

I'm afraid we're all doomed.

The brave Hōkūle'a flew straight towards Ukiuki. As she did this she **reflected** on the early Hawaiians who used her to guide their voyaging canoes to Hawai'i.

This is not Pono!

Earth was so special to her. She would do anything to protect it.

Ukiuki has now grown to a mass of unbelievable size. He is full of energy, bloated beyond belief, and yet hungers for more.

Come little star, don't be afraid. Let's be friends. I know, let's play a game.

Good idea, Ukiuki!

Tag, you're it.

Hōkūle'a zooms off into space. Ukiuki follows hot on her heels. Earth is safe for now.

Come to Ukiuki!!
I wont bite!
Ha ha ha ha!!!

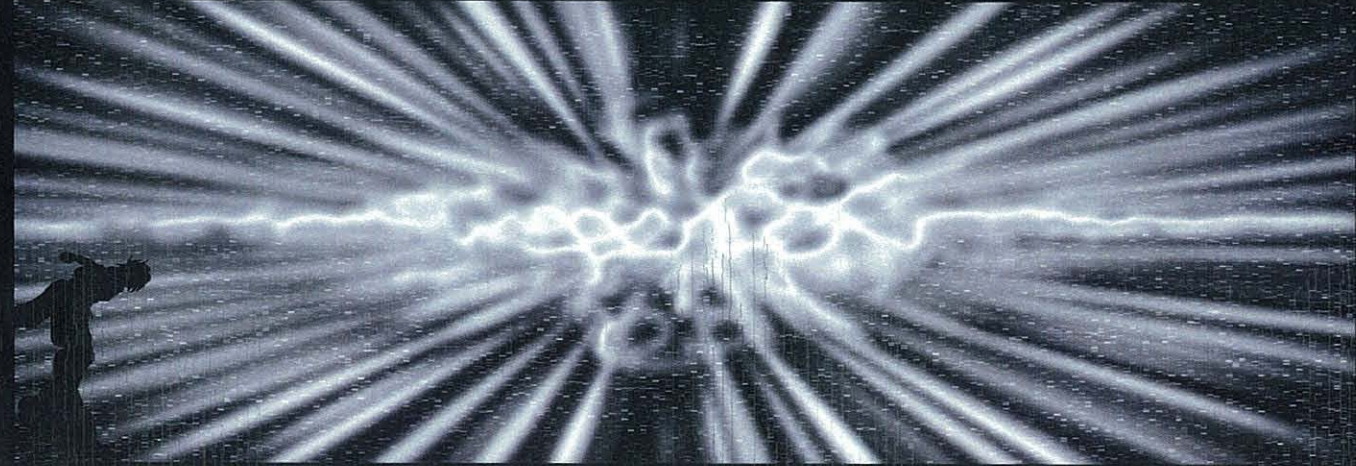
Hōkūle'a!
Don't do it.

Hōkūle'a led Ukiuki out of our solar system...

...and into the depths of space.

All is deathly still.

Suddenly.

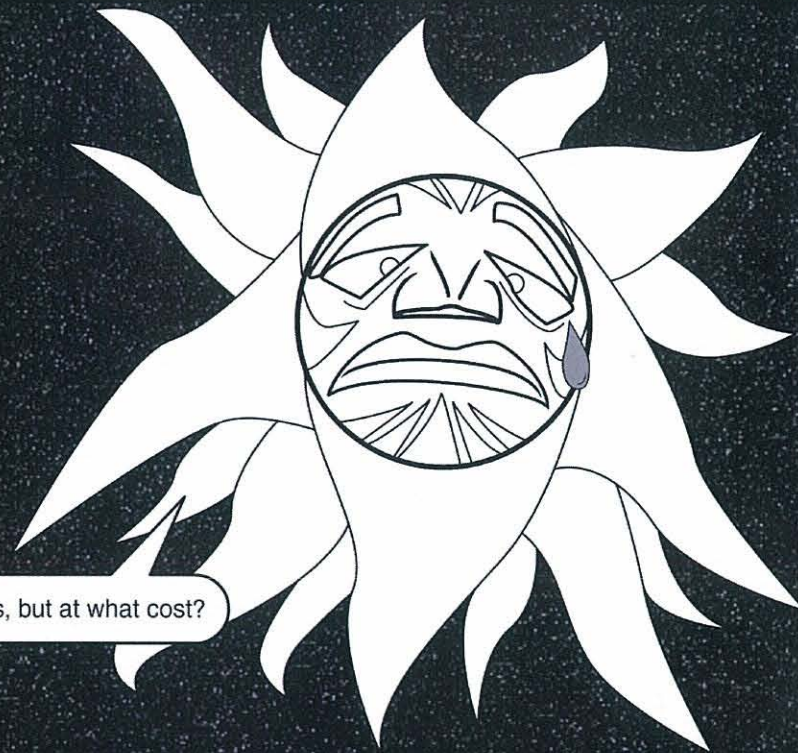


The force of the explosion throws Ikaika back to the center of the solar system!

Kalā! She did it!



Yes, but at what cost?



You're not crying for me, are you?

Oh, no



Hōkūle'a!!!
You're alive!



It's because of you, Ikaika. As you and Kalā attacked Ukiuki. I realized that just recently, an amazing thing **occurred** in deep space. A giant star was at the end of its life cycle and became a red super giant just before it turned into a black hole.

But how.

I lead Ukiuki right to it and he absorbed the whole thing!

So he's dead?

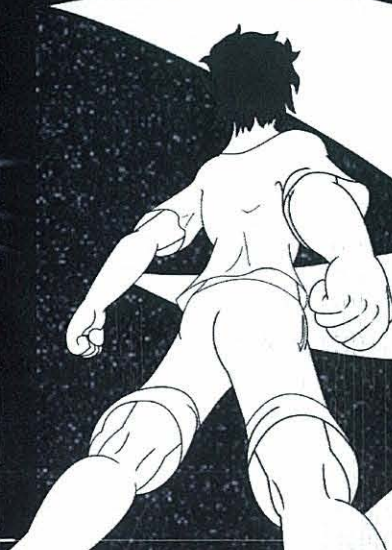
No!

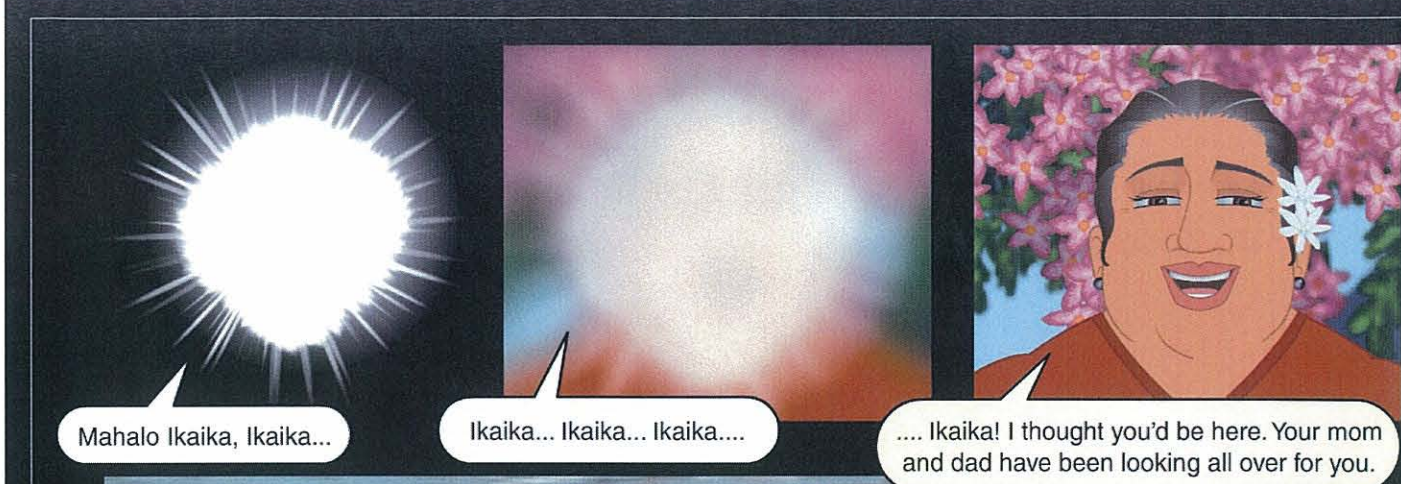
No! He absorbed all that energy and matter so fast that he became a new star himself!

Ikaika, you were right! Your plan worked!

Ikaika, you saved us all. You are indeed a great hero.

Mahalo Ikaika, mahalo.





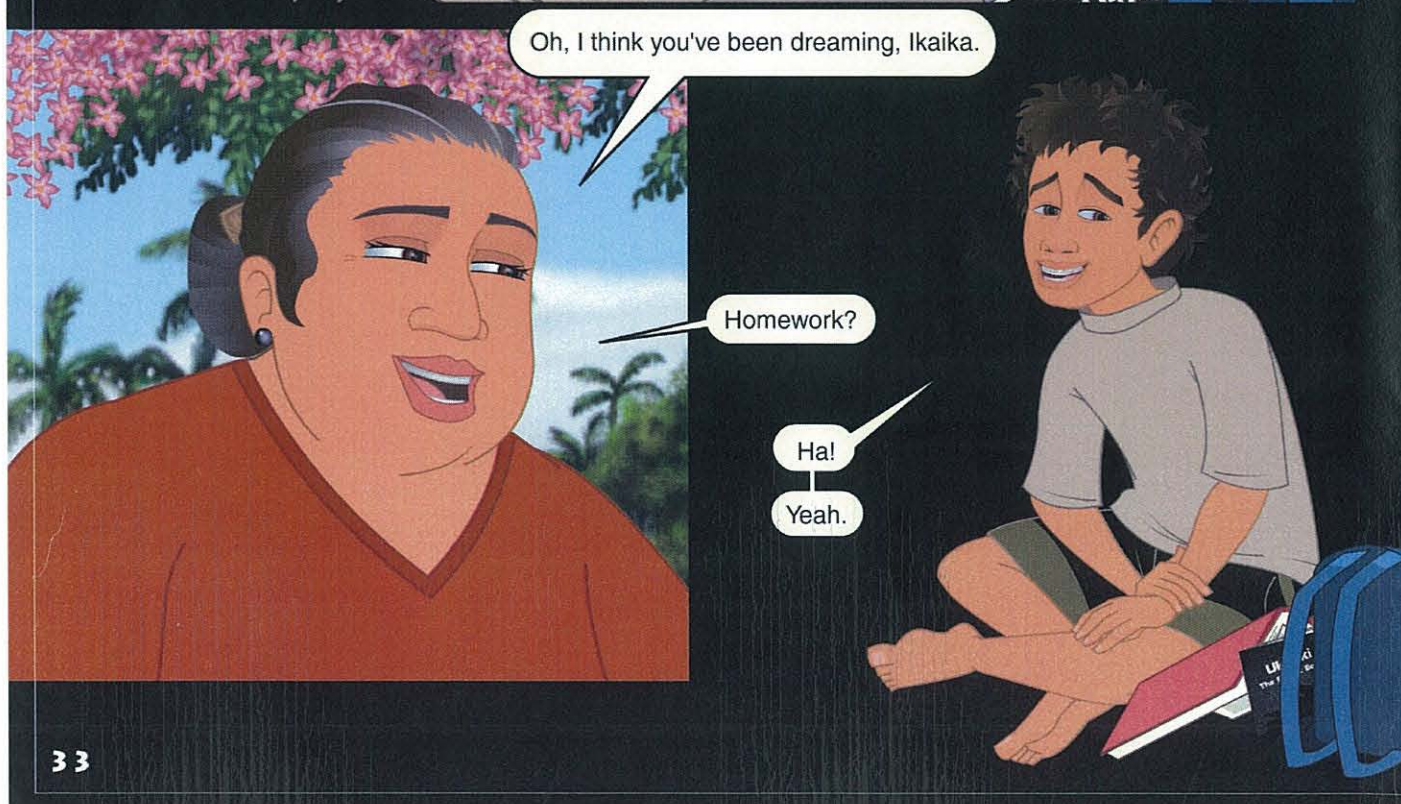
Mahalo Ikaika, Ikaika...

Ikaika... Ikaika... Ikaika....

... Ikaika! I thought you'd be here. Your mom and dad have been looking all over for you.



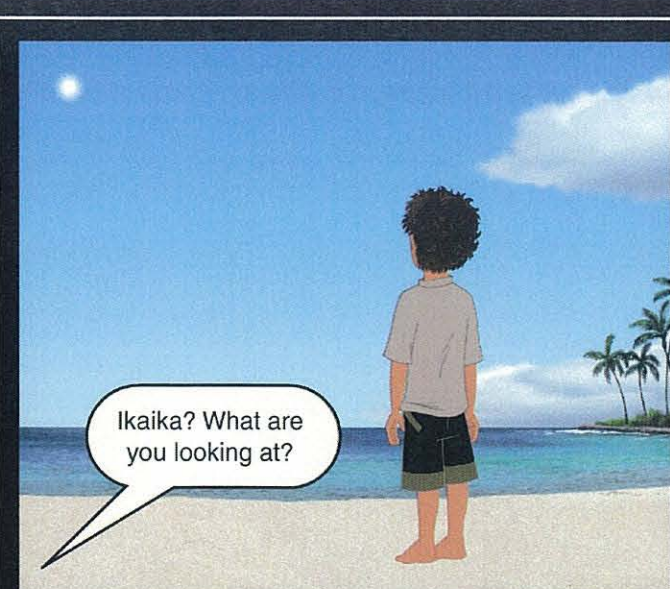
Huh? Auntie, how'd you get out here in space?



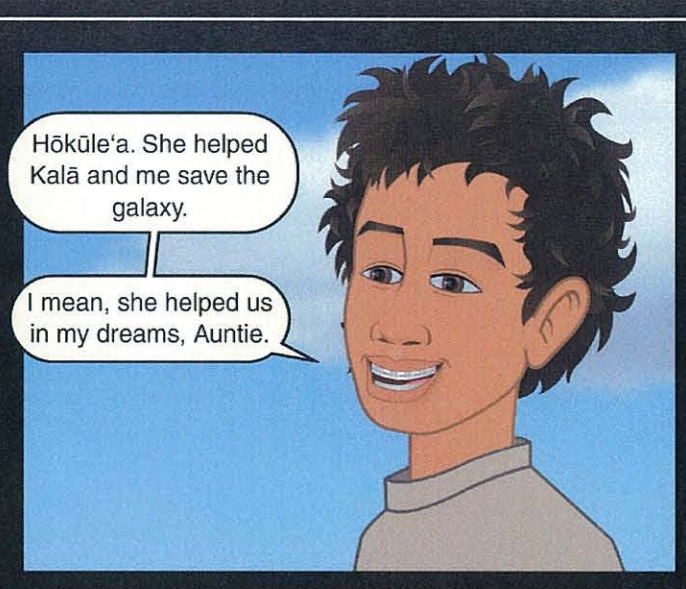
Oh, I think you've been dreaming, Ikaika.

Homework?

Ha!
Yeah.

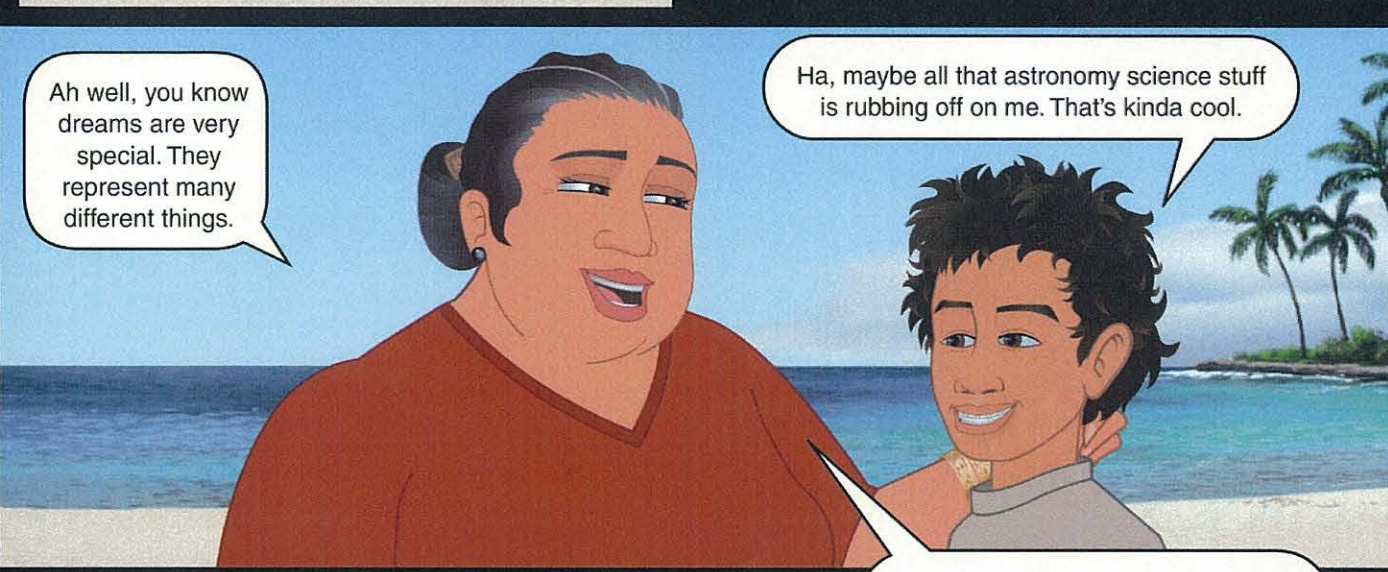


Ikaika? What are you looking at?



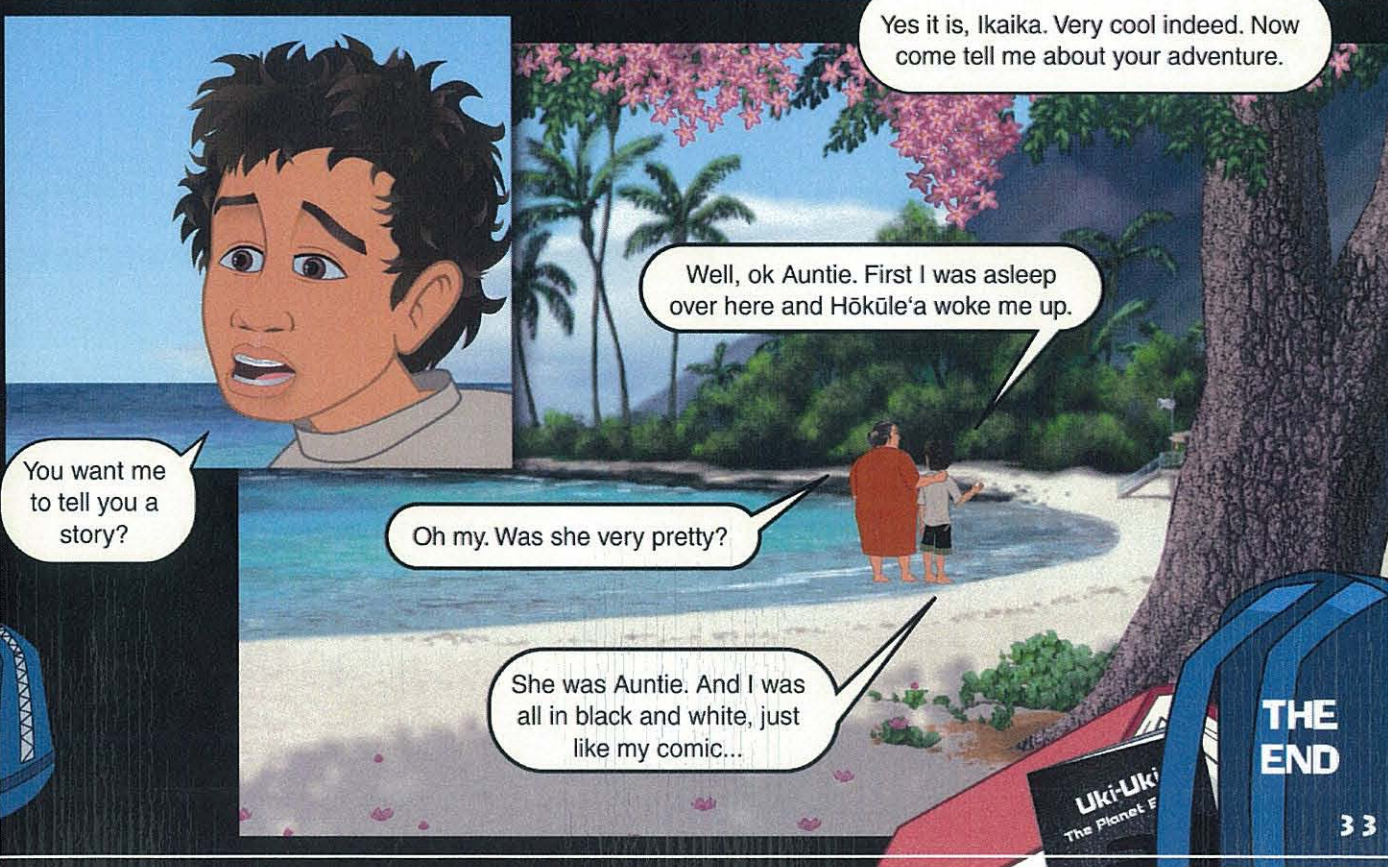
Höküle'a. She helped Kalā and me save the galaxy.

I mean, she helped us in my dreams, Auntie.



Ah well, you know dreams are very special. They represent many different things.

Ha, maybe all that astronomy science stuff is rubbing off on me. That's kinda cool.



Yes it is, Ikaika. Very cool indeed. Now come tell me about your adventure.

You want me to tell you a story?

Well, ok Auntie. First I was asleep over here and Höküle'a woke me up.

Oh my. Was she very pretty?

She was Auntie. And I was all in black and white, just like my comic...