House District __11___

Senate District __6__

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

Log No:

For Legislature's Use Only

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: Alaka`ina Foundation

Dba: Maui Digital Bus

Street Address: 1305 Holopono St., Suite 3, Kihei, HI 96753

Mailing Address: 1600 Kapiolani Blvd, Suite 530 , Honolulu, HI 96814

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JESSICA HORIUCHI

Title Executive Director

Phone # 808-792-5161

Fax # 808-447-8918

e-mail jhoriuchi@alakainafoundation.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:

LITERALLY, TO "LEARN FROM THE EARTH", THE ALAKA`INA FOUNDATION – MAUI DIGITAL BUS PROGRAM'S A`O HONUA PROJECT WILL SEEK TO INSPIRE AND TRAIN A NEW GENERATION OF HAWAIIAN SCIENTISTS AND RESOURCE MANAGERS TO LOOK AT THE NATURAL PROCESSES THAT OCCUR IN OUR NATIVE WETLANDS, AND APPLY THAT KNOWLEDGE FOR ONGOING AND FUTURE ECONOMICALLY DRIVEN RECLAMATION PROGRAMS

4. FEDERAL TAX ID #: [redacted]

5. STATE TAX ID #: [redacted]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: $ 50,000

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 $ 4320
FEDERAL $ 6720
COUNTY $
PRIVATE/OTHER $ 11544

[redacted]

JESSICA M HORIUCHI, EXECUTIVE DIRECTOR
NAME & TITLE

1/30/13
DATE SIGNED

Application for Grants and Subsidies

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

I. Background and Summary

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

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

Alaka'ina in Hawaiian means "leadership" and our mission at the Alaka'ina Foundation is to build and promote leadership and education initiatives for "na pua o Hawai'i," or the youth of Hawai'i. The goal of the Alaka'ina Foundation is to ensure that the young men and women of Hawai'i have the skills and competencies they need to be effective leaders. The Foundation is making this a reality by developing innovative educational programs, like our flagship Digital Bus Program that combines Native Hawaiian culture with leadership, science and technology, and environmental stewardship.

The Alaka`ina Foundation's Digital Bus is a mobile laboratory designed to stimulate interest in science and technology among public school students. Equipped with the latest technology, the Digital Bus has been used extensively for hands-on education of students from grades K to 12 on both Maui and Moloka'i. Since its inception in 2005, our Digital Bus Program has provided hands-on Native Hawaiian focused STEM (Science, Technology, Education and Math) curriculum to over 15,000 keiki on Maui and Moloka`i. We whole-heartedly believe that the best way to get students engaged in STEM fields is to get them outside the classroom, in natural settings, to demonstrate the connection between learning and the environment around them.

2. The goals and objectives related to the request;

The goal of the proposed A`o Honua Project is to enlist 20 native Hawaiian students on the island of Maui, that range from 6th to 12th grade and enhance their education (over a period of 12 months) in the natural processes that occur in a natural Hawaiian wetland area. These processes include but are not limited to: nitrogen cycles and bacterial uptake of nutrients; cleaning and filtration of water resources; botany and the role of flora particular to these areas; behavior and needs of fauna within these areas (including endemic species), as well as contemporary uses of wetlands worldwide. The latter portion of the project (months 8 – 12) will be utilized as an applied problem solving practicum, where students will take the knowledge and skills they have gained at Kealia Pond National Wildlife Refuge, and apply them to individual projects that address specific needs of native reclamation issues at Pae Loko.

3. The public purpose and need to be served;

Native Hawaiians are underrepresented in scientific, technological, engineering and mathematical (STEM) occupations, a workforce in which the US is already experiencing a severe overall shortage. This is doubly confounded by the fact that many of these industries are experiencing high rates of economic and employment growth. However, many schools attended by relatively high concentrations of Native Hawaiian students are not preparing their youth to be able to take advantage of such high-growth industries, let alone help fill current STEM workforce shortages. We believe programs like A`o Honua can help fill that gap.

Wetlands in our most recent history were viewed as "useless" and have often been filled in to be used for low-cost development areas. Today we have learned (and continue to learn) that these "useless" areas are highly dynamic and serve as filtration of our water resources, as well as home to many native and endemic species. The purpose of this project is to re-teach a new generation of the value of these areas and utilize that skill and knowledge to aid in the sustainability of our island's resources while rehabilitating other areas – and to engage the students in critical thinking to see how we can learn from nature for future economic growth.

The students will benefit from exposure to cutting edge technology and hands-on, field-based activities led by local cultural, scientific and resource experts. They will have access to equipment and resources currently unavailable to their schools, such as the latest Oakton water and soil testing equipment, microscopes for microbial studies, and the latest GIS software for mapping activities. They will also have access to native Hawaiian cultural practitioners who are experts in particular geographic areas. Finally, a data sharing portal will be established, where students will share information amongst themselves when not at the field sites (as they will likely be representing schools island wide). Participants will further be required to share the information gained to their peers at their respective schools.

Other benefits from this project include:

- Significantly increasing public involvement, awareness and sense of stewardship about Hawaii's waters, and near shore resources.
- Promoting marine conservation and responsible use of marine resources.
- Strengthening the communities' conceptions of and appreciation for Hawaii's natural environment and culture.
- Providing educational and stewardship opportunities for local Native Hawaiian youth by giving them a sense of place and the tools to create future employment opportunities within and for their community

4. Describe the target population to be served; and

The A`o Honua Project plans on targeting 20 native Hawaiian students ranging from 6$^{th}$ to 12$^{th}$ grade. We will select these students from the University of Hawaii's Na Pua No`eau Program for Gifted and Talented Native Hawaiian Youth (Na Pua No`eau) on Maui.

5. Describe the geographic coverage.

Field sites for A`o Honua will be the Kealia National Wildlife Refuge (training and education center), the Kihei and/or Kahului waste treatment facilities, with the final students applied project area being Pae Loko. Pae Loko is a Hawaiian family farm in Waihe`e that is currently being rehabilitated to its former use, and offers numerous opportunities to fuse traditional practices with contemporary scientific practices. Pae Loko is believed to be the area the demigod Maui harvested cordage that was used to harness the sun to slow its movement through the sky, and once had a fresh water pond and lo'i (taro plots) that are believed to have once fed into the wetlands of Kapoho (home of two thriving Hawaiian villages), which was used for taro and fish cultivation.

II. Service Summary and Outcomes

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

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

The Kealia NWR will serve as the training ground and classroom where students will learn firsthand how the natural processes of a wetland work. Pae Loko will serve as the site for final student projects. Glynnis Nakai (Kealia Wildlife Refuge Manager) and John Mitchell (Maui Digital Bus Education Coordinator) who are both trained as research scientists will serve as educators. Ohua Morando (Maui Na Pua No`eau Program Site Coordinator) will serve as a cultural practitioner and aid in both recruiting the students and keeping them motivated.

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

The first 6-8 months of A`o Honua will see the program meeting one Saturday a month at the Kealia NWR for the students to become educated on the natural inhabitants and trained on the natural processes that occur in native wetlands. Months 9 and 10 will have the students meeting once a month to visit waste treatment facilities and begin formulating individual projects to address issues particular to Pae Loko. Months 11 and 12 will be used for implementation of said projects. The ongoing individual projects will serve as long term templates that utilize native flora and fauna of the areas to aid in rehabilitation of lands with probable sustainable economic increases – farming, plant cultivation, etc.

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

We propose a rigorous evaluation that adheres to best practices promoted by the US Department of Education's National Center for Education Evaluation and the American Evaluation

Association. The evaluation will gather objective evidence to monitor progress, compare and evaluate the success of the program, using both quantitative and qualitative information mapped to the project outcome-based logic model.

This includes pre and post testing participants on all aspects of wetlands – both historical and contemporary uses. Also, as a project based program, the projects that the participants design on their own will be one of the best gauges of the students understanding, as well as an ultimate result.

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

The key measures of effectiveness for A`o Honua will be as follows:

1) Student learning of technology utilized and wetland functionality
2) Quality of student final projects
3) Change in participant's interest in both STEM careers and wetland preservation

The following questions are examples of the queries that the summative evaluation will address:

- Do students participating in the experiences demonstrate learning through understanding of concepts introduced in content knowledge and technology skills compared to before their experience?
- How do students' knowledge and technology skills compare to non-participating student peers (non-Native and Native Hawaiian)?
- Do participants in the program improve their content knowledge and technological skills compared to those who did not participate?
- Do the content knowledge and technological skills of participants improve more than the content knowledge of non-participants?
- What do participants say about their experience?

Participation data will be collected by staff as they conduct activities, and online usage data will be gathered from standard page counts. Participant data will be collected in a confidential matter, using written instruments alike for all groups. Reflection data will be gathered using a modified "focus group" methodology.

As indicated, evaluation activities will be conducted in accordance with a quasi-experimental design using matched comparison groups of students and teachers who will be assessed with a pre-test, post-test, and post-comparisons of experiences, skills, and knowledge (based upon current assessment standards for the students).

The evaluation will include formative evaluation components, arranged to be produced in a timely manner that allows programmatic adjustments given evaluation results. The summative evaluation at projects end will allow for recommendations for improvements in future programs.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

Please see attached budget spreadsheets.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
$18,125	$10,625	$10,625	$1-,625	$50,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014.

The Alaka`ina Foundation's Digital Bus has submitted a grant request to the National Oceanic and Atmospheric Administration (NOAA)'s Bay, Watershed Education Training (B-WET) program in the amount of $100,000. We have also submitted a grant request to the Friends of Hawaii Charities for $20,000. Finally, the Alaka`ina Foundation's Digital Bus program plans to submit a grant proposal to the Castle Foundation for $75,000.

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

None.

IV. Experience and Capability

A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The

applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Since its inception in 2005, the Alaka`ina Foundation's Digital Bus Program has provided over 14,000 keiki on the islands of Maui and Moloka`i with our unique blend of hands-on, Native Hawaiian focused, Science, Technology, Engineering and Math (STEM) programs. We have served just about every public school on Maui, and serviced all public schools on Moloka`i through our Digital Bus programs.

Our Flagship, Maui Digital Bus, christened in 2010 as Ka`a `Imi `Ike, the "vehicle that seeks knowledge" is our second Digital Bus dedicated to serving keiki in Maui County. Ka`a `Imi `Ike is a mobile laboratory equipped with photo-voltaic panels and a telescoping wind-turbine that charge an on-board battery storage that allows us to operate Ka`a `Imi `Ike completely off the grid for almost a full working day. The on-board battery storage powers monitors, computers, telescopes and other scientific gear that allows students to fully integrate outside learning, with modern technology.

We have successfully partnered with a full range of entities across Maui County to achieve our mission of providing our programs to keiki at no cost. For example, the construction of Ka`a `Imi `Ike was a year-long process that involved support/donations from: Maui Economic Opportunity (donation of a used bus); Maui Electric Company (the design, engineering, purchase and installation of the photo-voltaic panels and battery storage system), the University of Hawaii –Maui College's sustainable construction academy (stripping and refurbishing of the inside of the bus from a passenger configuration to mobile laboratory) and Pacific Biodiesel (donation of Maui produced bio-diesel to power the bus).

Within the last three years, we have successfully completed various government funded grant projects similar to A`o Honua as follows:

<u>2012-2013 NOAA-BWET Moloka`i Ho'ike Project</u>

The Alaka`ina Foundation was awarded $99,273 grant from the National Oceanic and Atmospheric Administration (NOAA) Hawaii Bay Watershed Education Training (B-WET) Program for its Moloka`i Ho`ike Project. Serving six public schools on Moloka`i, the project fuses contemporary science, history, and technology education with traditional Hawaiian cultural knowledge to help students and teachers research the place names and mo`olelo of the areas surrounding their schools. Students are utilizing the historical and cultural knowledge to assess the areas' resources and characteristics to determine if things have changed or remained the same. The analysis will be incorporated into their shared vision for these areas.

The Moloka`i Ho`ike Project is serving 20 teachers and their students in grades K-12 on Moloka`i. The overall goal of the project is to establish a multi-tiered sustained program that allows educators and their students to holistically view their community as a system that they impact daily. The Moloka`i Ho`ike Project is examining historical changes, i.e., alterations that have changed the general make-up of the island and impacts of these changes. More importantly,

by learning about the traditional Hawaiian place names, students, teachers and community members are able to reconnect with these areas and through a true sense of place.

2011-2012 Office of Hawaiian Affairs Ho`omaka Hou Grant Project in Hana

During the 2011-12 school year, the Alaka`ina Foundation's Maui Digital Bus program successfully operated a one year, $66,000 grant from the Office of Hawaiian Affairs. The Ho`omaka Hou ("to make new beginnings") Project served 6th-12th grade students attending Hana High and Elementary School. The overall goal of the project was facilitate student driven environmental stewardship opportunities, and to serve as a model for sustainability for all of Hawai`i. The students will benefit from exposure to local community members whose families have lived in the area for generations, while also integrating cutting edge technology and hands-on, field-based activities. The students were encouraged to clean-up the Hana ahupua`a (mountain to ocean watershed) and inspire the community to reduce negative impacts through education and awareness.

2010-2011 NOAA-BWET Ho`okuleana Project on Moloka`i

During the 2010-11 school year the Alaka`ina Foundation's Digital Bus Project successfully operated its NOAA-BWET funded Ho`okuleana Project for Educators on Molokai, with 22 participating teachers and just over 300 students. With $98,000 in funding support from NOAA, the Ho`okuleana (which means1 "to take care") Project for Educators focused on the areas of environmental science, field research practices/protocols, field research protocols, technology tools and Hawaiian cultural concepts in order to advance the participants' understanding of the overall ahupua`a system of Moloka`i and conservation issues. Participants used technology to implement year – long environmental monitoring projects with their students, with a particular focus understanding of the overall ahupua`a system of Moloka`i and related sustainability issues.

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

The primary facilities to be utilized will be the Kealia Pond National Wildlife Refuge. Operated by U.S. Fish and Wildlife Service, the Kealia Pond National Wildlife Refuge is part of the Maui National Wildlife Refuge Complex and provides the public with interpretive and hands-on opportunities for students. Established in 1992, Kealia Pond National Wildlife Refuge encompasses approximately 700 acres and is one of the few natural wetlands remaining in the Hawaiian Islands. Kealia has a new complex headquarters and visitor center (where a large part of the education component will occur) that is ADA compliant and was supported by a $4.9 million grant as part of the American Recovery and Reinvestment Act of 2009 (ARRA). The facility includes a 1,358-square foot lobby and exhibit hall, 1,043-square foot multipurpose room, eight offices, a small conference room, and other workrooms. The energy-efficient

building meets Silver LEED standards, one of only a few such projects in Hawai'i. *Please see attached letter of support from Glynnis Naka, Wildlife Refuge Manager of the Kealia Pond National Wildlife Refuge.*

The rest of the A`o Honua planned project sites will be at a waste-water treatment center and Pae Loko. We have inquiries out for both locations, and pending funding, they will be secured.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

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

Our organization, while small, is dedicated to maximizing infrastructure. Accordingly, our Executive Director, with significant past experience as a government contracts attorney is responsible for ensuring compliance with reporting requirements and fiscal documentation. This specialization of duties allows our Education Director to maximize his time designing and implementing grant activities.

John Mitchell, Education Director. Mr. Mitchell is the Education Outreach Coordinator for the Alaka`ina Foundation's Digital Bus Program and has a wealth of knowledge in the areas of near-shore marine systems as well as ahupua`a (watershed) systems in general. Mr. Mitchell has been part of the Digital Bus team for over 5 years. Additionally, Mr. Mitchell is a certified marine diver, previously employed by the state of Hawaii as Fish and Habitat Monitoring Coordinator. Mr. Mitchell will be dedicating 900 hours over the course of the project. Please see Mr. Mitchell's resume attached to this application.

Jessica Horiuchi, Executive Director, Alaka`ina Foundation. Ms. Horiuchi will oversee this project and will coordinate communication among staff and partners and act as the main point of contact responsible for community outreach, human resources management and reporting aspects of the project. Ms. Horiuchi has significant experience in government procurement, human resources and government relations directly related to efficient resource direction and documentation. Ms. Horiuchi will dedicate 120 hour to overseeing and managing this project.

B. Organization Chart

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

Please see attached organization chart.

VI. Other

A. Litigation

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

None.

B. Licensure or Accreditation

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

No special licenses or accreditations are required for this request.

John K. Mitchell

Alaka`ina Foundation's Maui Nui Digital Bus Project
1305 Holopono St. Suite 3
Kihei, HI 96753
808.442.7128, john@digitalbus.org

Professional Preparation

1995	Colorado State University, Fort Collins, CO. B.A. Communication/Biology
1998	Master/Mate 100 Gross Ton-Near Coastal Course. Clatsop Community College, Astoria, OR
2001	Divemaster. EASE Dive Academy, Vero Beach, FL
2003	University of Hawaii, Manoa, HI. Biology/Marine Ecology

Appointments

2009 – Present

Education and Outreach Program Coordinator. Alaka'ina Foundation/Maui Digital Bus: Kihei, HI. Teaching Biology, Ecology, Physics, Environment, Agriculture.
Creating and implementing curriculum for poorly served schools, specializing in marine science and integrating traditional Native Hawaiian cultural practices with state of the art technology. Manages grants and budgets for multiple projects.

2004 – 09

Habitat and Fish Monitoring Coordinator. Research Corporation of the University of Hawaii/DAR/DLNR: Wailuku, HI. Monitoring of established sites, while creating new survey techniques as well as new program sites in the four island County of Maui for benthic studies (coral), resource fish, and limu (algae). Orchestrated monitoring and research projects for entities working with the state of Hawaii in Maui County. Aided in research and eradication projects on: NWHI, Kauai, Oahu, Maui, Molokai, Lanai, and Hawaii Island.

2004 - 09

Educator. Myron B. Thompson Academy: Maui, HI.
Designing and teaching curriculum for Marine Sciences and Ahupua'a Management & Ecosystems with emphasis on fusing current research with traditional practices. This was for a field component for the online school.

2004 – Present

Research Associate. Marine Option Program, University of Hawaii-Manoa, Kahoolawe Island Reserve Commission.
Assisting with the collection of data for baseline studies at Kahoolawe, and Assisting with the collection of data for Limu studies - Department of Botany University of Hawaii – Manoa

2004 - 05

Research Associate. NOAA – Hawaiian Islands Humpback Whale National Marine Sanctuary.
Assisting in cataloging whale photos from 2004 season for international database.

Synergistic Activities

2012 – present **Board of Directors, Hana Youth Center** – Maui

2012 – present **Facilitator** for USFW (United States Fish and Wildlife)/DLNR (Department of Land and Natural Resources) ~ **Project Learning Tree Program** ~ An environmental education program designed for teachers and other educators, parents, and community leaders working with youth (K – 12).

2011 – present **Executive Committee for COSEE-Island Earth** (Centers for Ocean Sciences Education Excellence) ~ A collaborative network (funded by the National Science Foundation) serving Hawaii and Pacific Islands that connects ocean research and teaching with traditional knowledge in order to facilitate active engagement in stewardship by all ocean users.

2010 – present **Board of Directors, Na Pua No`eau** – Maui ~ a program for gifted and talented Native Hawaiian children. Students in grades K through 12 participate in special enrichment activities, through these activities, students enhance talent, boost self-esteem, and embrace Hawaiian culture and its values.

2009 – present **Curriculum Development Team Member Ho'ike O Haleakala** ~ a multi-disciplinary, science-based environmental education curriculum designed to help sustain the native Hawaiian landscape and culture by helping students establish and deepen connections to the land and the culture it supports.

2009 – present **Presenter for OPACA** (Ocean Protection and Cultural Awareness) ~ Maui County Operator permit naturalist program

2008 – present **Founder, Hawaii Ecotube** web-portal ~ In a desire to help facilitate positive practices, Hawaii EcoTube was created to showcase both positive and negative uses of Hawaii's natural resources in a public venue that everyone can access.

2007 – 2009 **Chair, CORAL (Coral Reef Alliance) standards board**.

2007 – present **Facilitator for CORAL (Coral Reef Alliance)** ~ an international nonprofit organization that works exclusively to unite communities to protect our planet's coral reefs, and provide tools, education to support local projects that benefit both reefs and people. CORAL currently works in Hawaii, Mexico, Honduras, Fiji, and Indonesia.

2007 – present **Presenter for OAT (Ocean Awareness Training)** ~ The program is for those employed or volunteering in the fields of marine education or recreation, or those interested in doing so. Instructors include university scientists, government agency staff, environmental educators, and conservation practitioners.

United States Department of the Interior

FISH AND WILDLIFE SERVICE
Maui National Wildlife Refuge Complex
P.O. Box 1042, Kihei, Hawaii 96753
PH: (808) 875-1582 FAX: (808) 875-2945

January 25, 2013

To Whom It May Concern:

The staff from the Keālia Pond National Wildlife Refuge are committed to collaborating with the Alaka`ina Foundation's Maui Digital Bus Program and other partners to implement the A`o Honua Project, submitted for consideration as a 2013 Grant In Aid application. The proposed project is an exciting opportunity to form a public-private collaboration between culturally-based educational entities (private and state) and science-based research entities (federal) to bring hands-on, technology-based activities that will engage students in project based problem solving programs to the underserved areas of Maui.

Keālia Pond National Wildlife Refuge encourages interest in science and technology among students of all ages. Administered by U.S. Fish and Wildlife Service, Keālia Pond National Wildlife Refuge is part of the Maui National Wildlife Refuge Complex and provides the public with interpretive and hands-on opportunities for students. These programs include quality wetlands curricula covering the ecology and biology of the refuge. Established in 1992, Keālia Pond National Wildlife Refuge encompasses approximately 704 acres and is one of the few natural wetlands remaining in the Hawaiian Islands. Located along the south-central coast of the island of Maui, between the towns of Kīhei and Mā'alaea, it is a natural basin for a 56-square mile watershed from the West Maui Mountains.

In February 2012, we completed the new complex headquarters and visitor center where a large part of the education component will occur. This facility was funded by the American Recovery and Reinvestment Act of 2009 (ARRA) and includes a 1,358-square foot lobby and exhibit hall, 1,043-square foot multipurpose room, eight offices, a small conference room, and other workrooms. The energy-efficient building meets Silver LEED standards, one of only a few such projects in Hawai'i. More than 20,000 people visit the refuge each year to engage in various wildlife-oriented activities, including birdwatching, photography, environmental education, and interpretation. The refuge serves as an outdoor classroom for students to engage in hands-on learning experiences, thus, we are committed to providing the visitor center and wetlands as a cost-share in support of A`o Honua.

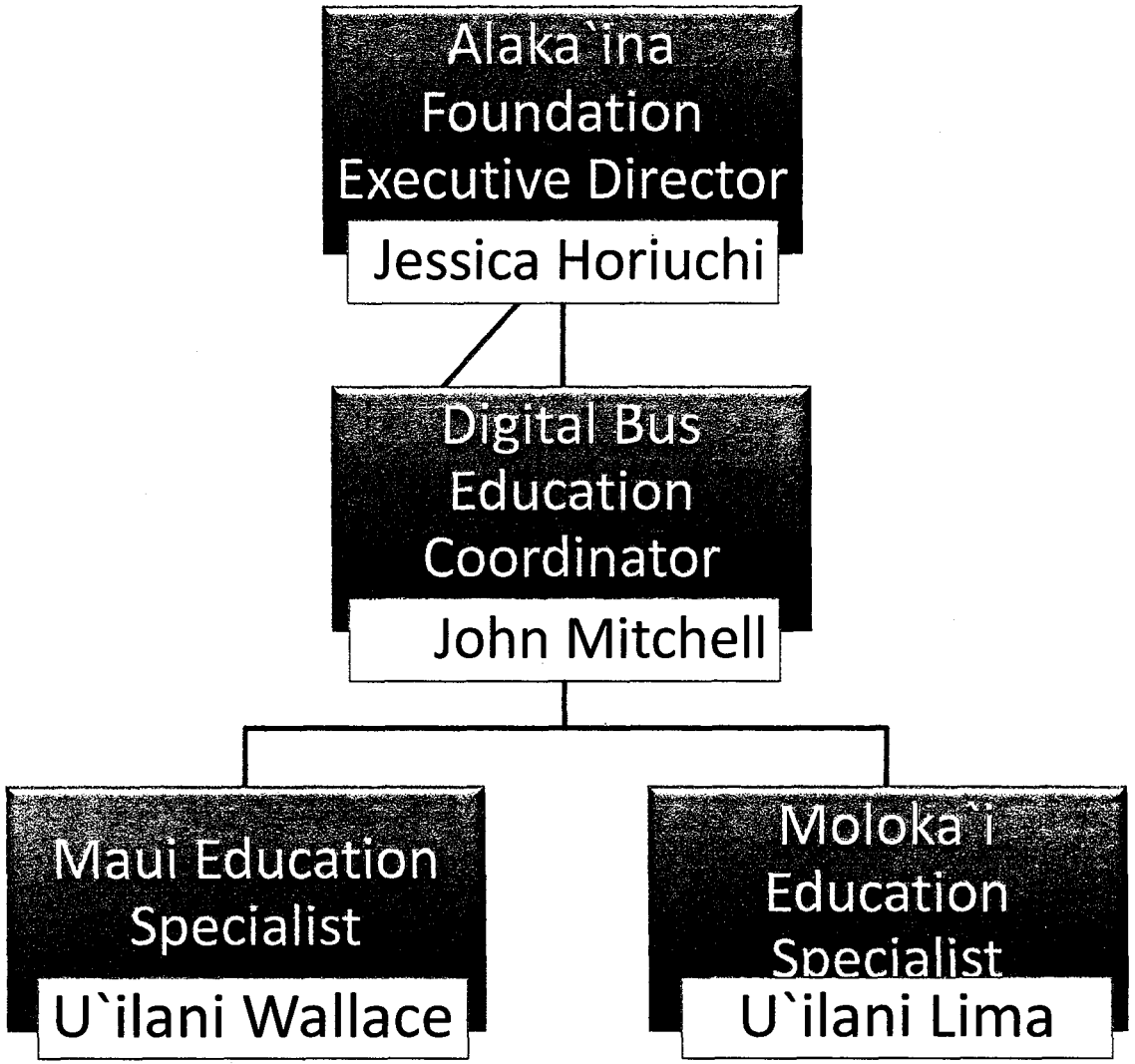
In order to increase STEM related fields and interest among students, there is a strong need to form collaborations that will assist in not only developing new educational activities, but also in bringing these directly to the youth of Maui. The implementation of this project will facilitate this. Recognizing these needs makes our commitment to the proposed project even stronger.

Sincerely,

[redacted]

Glynnis L. Nakai
Wildlife Refuge Manager

Alaka`ina Foundation – Digital Bus Organization Chart



BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2013 to June 30, 2014)

Applicant: ___Alaka`ina Foundation - Maui Digital Bus Program_____

BUDGET CATEGORIES	Total State Funds Requested (a)	Alaka`ina Foundatio (b)	Kealia NWS (c)	Na Pua Noeau (d)
A. PERSONNEL COST				
1. Salaries	30,393	4,900		
2. Payroll Taxes & Assessments	2,431	392		
3. Fringe Benefits	6,076	980		
TOTAL PERSONNEL COST	**38,900**	**6,272**	**5,000**	**4,320**
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance		1,072		
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	7,500	4,200	1,000	
7. Telecommunication				
8. Utilities				
9. Transportation	3,600			
10. Kealia Pond NWR Facilities			720	
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	**11,100**	**5,272**	**1,720**	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	**50,000**	**11,544**	**6,720**	**4,320**

SOURCES OF FUNDING	
(a) Total State Funds Requested	50,000
(b) Alaka`ina Foundation	11,544
(c) Kealia National Wildlife Santuary	6,720
(d) Na Pua No`eau	4,320
TOTAL BUDGET	**72,584**

Budget Prepared By:

Jessica M. Horiuchi 792-5161

[redacted]

Jessica Horiuchi, Executive Director

Name and Title (Please type or print)

BUDGET JUSTIFICATION
PERSONNEL - SALARIES AND WAGES

Applicant: Alaka`ina Foundation-Maui Digital Bus_____

Period: July 1, 2013 to June 30, 2014

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Digital Bus Education Outreach Coordinator		$69,075.00	44.00%	$ 30,393.00
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
TOTAL:				30,393.00

JUSTIFICATION/COMMENTS:

Our Education Outreach Coordinator will be implementing the A`o Honua program and they key personnel for this program.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Alaka`ina Foundation-Maui Digital Bus Period: July 1, 2013 to June 30, 2014

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
n/a			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
n/a			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS

Applicant:Alaka`ina Foundation-Maui Digital Bus

Period: July 1, 2013 to June 30, 2014

FUNDING AMOUNT REQUESTED

TOTAL PROJECT COST		ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
		FY: 2011-2012	FY: 2012-2013	FY:2013-2014	FY:2013-2014	FY:2014-2015	FY:2015-2016
PLANS	n/a						
LAND ACQUISITION	n/a						
DESIGN	n/a						
CONSTRUCTION	n/a						
EQUIPMENT	n/a						
TOTAL: 0							

JUSTIFICATION/COMMENTS:

DECLARATION STATEMENT OF APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO CHAPTER 42F, HAWAI'I REVISED STATUTES

The undersigned authorized representative of the applicant certifies the following:

1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawai'i Revised Statutes:

   a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;

   b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;

   c) Agrees not to use state funds for entertainment or lobbying activities; and

   d) Allows the state agency to which funds for the grant 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.

2) The applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:

   a) Is incorporated under the laws of the State; and

   b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:

   a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and

   b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies 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.

Alaka`ina Foundation
(Name of Applicant)

[redacted]
(Signature)

1/30/13
(Date)

Jessica M Horiuchi
(Typed Name)

Executive Director
(Title)