

House District 14

Senate District 8

THE TWENTY-SIXTH LEGISLATURE
HAWAII STATE 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:

Pacific American Foundation

Dbas:

Street Address: 146 Hekili Street, Suite 203, Kailua, HI 96734

Mailing Address: same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name HERB LEE

Title Executive Director

Phone # 808-263-0081

Fax # 808-263-0082

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3. TYPE OF BUSINESS ENTITY:

NON PROFIT CORPORATION

FOR PROFIT CORPORATION

LIMITED LIABILITY COMPANY

SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

KE KAIAPULU O ANAHOLA BILINGUAL OCEAN RESOURCE AND CONSERVATION MANAGEMENT PROJECT

4. FEDERAL TAX ID # [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 31,425

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 \$ _____

TYPE NAME: [REDACTED] VE:

HERB LEE, EXECUTIVE DIRECTOR
NAME & TITLE

1/29/13
DATE SIGNED

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

Applicant: Pacific American Foundation on behalf of Ke Kaiulu O Anahola, Project Kupa'a

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	8,000			
2. Payroll Taxes & Assessments	1,256			
3. Fringe Benefits				
TOTAL PERSONNEL COST	9,256			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	4,250			
7. Telecommunication				
8. Utilities				
9. Hawaiian Language Consultant	5,031			
10. Project Deliverable Consultant	5,031			
11. Akamai Capital Financial Consultant	2,500			
12. Conference and Meetings	1,500			
13. Indirect Cost @ 10%	2,857			
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	22,169			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	31,425			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	31,425	<div style="background-color: black; width: 150px; height: 40px; display: inline-block;"></div> 808-263-0081 Phone 808-263-0081 Date		
(b)				
(c)				
(d)				
TOTAL BUDGET	31,425	Herb Lee, Executive Director Name and Title (Please type or print)		

**Application for Grants and Subsidies
Grant Aid 2013**

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I. Background and Summary

The purpose of the Pacific American Foundation is to improve the lives of Pacific Americans, through service with dignity, courage, humility and competence. It has been recognized by Hawaii's past governors as one of nonprofit leaders in assisting native Hawaiian communities with education and leadership program for over seventeen (17) years. One of the goals of the Pacific American Foundation is to identify community based projects whose goals are similar to their core values and mission. Ke Kaiāulu O Anahola's, Project Kūpa'a was conceived in partnership with the Pacific American Foundation as fiscal sponsor with a focus on keiki and 'opio (youth) that live in the Ko'olau and Puna districts of the island of Kauai. We are an after-school and intersession youth Stewardship Program based in Anahola Bay and started in 2011. We are a Hawaiian and English medium program and offer instruction in traditional resource management practices in both languages.

Anahola, Kauai, like other communities around Hawaii is looking to strengthen accountability for the health and long-term sustainability of its marine resources. Through revitalizing local fishing traditions and practicing culturally appropriate resource management this may be possible. Unfortunately, due to the passing of kūpuna, or resident elders, many fishing practices used traditionally in Anahola may soon be lost. At the same time a growing number of Anahola parents seek guidance to better prepare their children to properly use the marine resource for subsistence, recreational, and educational purposes. The people of Anahola and neighboring communities are also interested in assisting with restoring aspects of the bay's resources that have been destroyed and neglected over the years that have led to a loss of traditional practices and depletion of marine resources.

Based on information we gathered from community surveys, year one participant surveys & interviews, and exit program evaluations, Kaiāulu Anahola is moving forward with 3 specific project

goals Project Kūpa'a in this funding request. The 3 project goals are: a) Goal 1 – (Cultural Stewardship) Kia'i Kai One (Anahola Bay) Youth Stewardship Training Program for Project Kūpa'a (complete a traditional resource management reference/resource guide in both Hawaiian and English about the district of Ko'olau to support science research projects), b) Goal 2 (Environmental Stewardship) – No'ono'o Palua (bilingual) web-based kiosk & interactive website for Project Kūpa'a (create interactive software applications in both Hawaiian and English to enhance student learning in the Hawaiian Moon calendar and other natural resource management practices), and c) Goal 3 (Economic Resources) – Ke 'Ō Mau or Foster economic sustainability (look at long-term projects that support using our local marine resources and coastal marine vegetation and contribute to a Natural Resource Management Plan for our cultural kīpuka (natural/historical site where traditional practices took place), Anahola Beach Park. The 3 goals we outlined for this project speak directly to the lack of cultural-based reference materials students need in order to complete Kaiāulu Anahola projects that are aligned with public school science, language arts, and social studies benchmarks in both Hawaiian and English medium schools on Kauai.

Our public purpose statement is two-fold: 1) the first is embedded in our program 'Ōlelo 'Ala Nu'ukia or mission statement: Increasing the number of places where traditional ways of knowing, thinking, and speaking are relevant and meaningful in today's society and economy through outreach education for keiki, 'opio, and community members for a sustainable future. A core belief in our program is that 'Ōlelo Hawaii is key to understanding indigenous sustainability practices and gives us the greatest opportunity as Kanaka Kū 'Āina (community practitioners) to impact in a positive way, individual and community behaviors, attitudes, and interactions with our kai resources and b) like many of our fishing and planting practices on Kauai, due to the passing of kūpuna, many lawai'a (fishing) practices used in traditional times may soon be lost. Based on on-going research conducted by Kaiāulu Anahola students, staff, and community members, we feel an ancestral imperative to

update over 100 years gap of information missing in the literature regarding traditional lawai'a practiced by our kūpuna. Also, with the advent of global warming, rising sea tides and strange ocean conditions, we may all find it harder in the future to continue depending on imported food. For this grant, we are focused on creating reference materials, software, and enhancing other curriculum needed so participants can effectively do research about the unique cultural and natural history of Anahola Bay and the larger district of Ko'olau. It is extremely difficult to teach keiki and 'opio about this area of Kaua'i because of the lack of historical and contemporary reference materials.

Although Anahola is predominantly a Hawaiian Community because of the Hawaiian Homestead, more than 50% of our participants in our current program do not come from Anahola. We are diverse. Based on recent findings, traditionally Anahola was a gathering place where people came to gather 'opihi, limu, and other kai delicacies as well as kalo (taro), 'uala (sweet potato), and mai'a (banana), it's only fitting that we use Anahola as the starting place on Kauai where we gather to again teach and learn about our local marine resources in Northeast Kauai. Our target group is K-5 in an after school and intersession program that partner's with local schools to enhance their science, language arts, and social studies curriculum. In 2012, our first year, we partnered with 6 different organizations and serviced over 100 students. Even though our target group is K-5, we would not refuse a request from a group that fall's outside of this target; if we have the time and resources. We provided workshops and training for 3 groups last year that fell outside of our target population including Kauai Museum, Kapa'a High School, and the Kauai Community Correctional Center.

The total cost for this multi-year project is \$250,000.00 of which we are requesting around \$31,425.00 to address the 3 goals articulated in this grant. We are concurrently writing grants for this project to be submitted to ANA and NHEA. In addition to this, we are working with local consultants to develop other fundraising opportunities. Finally, Kaiāulu Anahola is actively pursuing other community partners to insure program success and attain long-term stability.

II. Service Summary and Outcomes

Our program at Anahola Bay is focused on strengthening the accountability for the health and long-term sustainability of our coastal marine resources to include coastal marine vegetation and near shore reef fishing. Through revitalizing local lawai'a (fishing/coastal marine resource management) traditions that occurred in traditional times along the coast, and by imparting skills related to cultural-based resource management practices, we are creating opportunities for keiki and 'opio to participate in natural/traditional resource management programs like Kaiāulu Anahola. There are limits to classes and services we provide in our Kia'i Kai One (Youth stewardship) program due to budget constraints and a lack of an outdoor marine science lab but regardless, we have been doing an extremely good job of delivering a quality enrichment experience for participants and based on feedback from community leaders our presence at the beach has had a positive impact on larger community, especially in regards to using beach park for educational purposes related to stewardship, conservation, and sustainability.

This project employs a 'hands-on' approach to learning as articulated in the 'Olelo No'eau, Ma Ka Hana Ka 'Ike which in part means to "build one's knowledge from direct experience on the land (kai), working with the land (in or around the kai) with one's hand, and discussing ones experience." This educational model "places a high value on on-site learning and experience." Kaiāulu Anahola understands that a hands-on approach to teaching marine resource management and conservation practices in Anahola is important because many of our learners are hands-on learners and it has been noted in research to be a highly effective educational model in Minority Communities. Even so, as Kelson Poepoe of Hui Mālama O Mo'omomi Bay rightly points out, that teaching keiki and 'opio from a Native World view also involves developing "observational processes and problem-solving strategies for the purposes of conservation". Hands-on coupled with fostering a practical

understanding of local in-shore dynamics lend “credibility” to “unwritten” codes of conduct when using the bay.

On the other hand, we also understand the importance of western-based scientific inquiry and place an equally high value on exposing participants to text-based methodologies as well, and used in conjunction with culturally-driven curriculum like Aloha ‘Āina, Ku’ula, and Kaulana Mahina (3 different culture-based curriculums), we immediately set up participants for opportunities to be successful in science from both from a Hawaiian and western perspective; from both a classroom setting and a project based in the environment. We believe that the best place to start this process of re-claiming our fishing traditions and culture is through an after-school and intersession outreach program targeting our keiki and ‘opio. Our scope of work, tasks, and responsibilities are outlined in the matrix on the next page:

Scope of Work Matrix

Timeline	Program Site	Task	Activities	Milestone	Program Goal Addressed
July – August 2013	Kaiāulu Anahola classroom	Create Outline for Data Collection, Survey, & Inventory Process, Literature Review	Work with partners to create and execute curriculum with outcomes for entire year	Curriculum, Data Collection Process, and Software Creation Complete	Goal 1 (Environmental Stewardship) & Goal 2 (Cultural Stewardship)
September – November 2013	Anahola bay (neighboring areas)	Test Curriculum & Data Collection & Survey/Inventory Process	Work with students & staff to test curriculum & data collection process	Test period complete & ready to start data collection process, incorporate mo'olelo, mele, oli, ha'i 'ōlelo, & hula)	Goal 1 (Environmental Stewardship)& Goal 2 (Cultural Stewardship)
December – February 2014	Anahola Bay (neighboring areas)	Start Data collection for web-based kiosk, survey & inventory coastal marine vegetation/near shore resources	Work with students & staff to collect data for web-based kiosk, incorporate kūpuna & practitioners	Data collection, survey, & collection for software & resource guide are complete	Goal 1 (Environmental Stewardship), Goal 2 (Cultural Stewardship, & Goal 3 (Economic Resources)
March - April 2014	Kaiāulu Anahola classroom	Editing and publishing process	Work with staff & consultants to edit, publish reference guide, and web-based postings	Software and resource guide are complete in both Hawaiian and English & findings are posted on web-site	Goal 1 (Environmental Stewardship), Goal 2 (Cultural Stewardship, & Goal 3 (Economic Resources)
May - June 2014	Kaiāulu Anahola project area (beach park)	Execute projects for students	Work with students to project aligned with science, language arts, &/or social studies benchmarks	Student projects are complete & Hō'ike (culminating event held)	Goal 1 (Environmental Stewardship), Goal 2 (Cultural Stewardship,
June 2014	Kaiāulu Anahola classroom	Evaluation and reports	Work w/staff to complete evaluations, write & file reports, & close out grant.	Final reports and evaluations filed with PAF, the State, and other organizations as appropriate.	Goal 1 (Environmental Stewardship), Goal 2 (Cultural Stewardship, & Goal 3 (Economic Resources)

Quality assurance and evaluations are described in the following sentences. Formative indicators in this project include: Numbers of outreach sessions held, number of keiki, ‘opio, and community members participating in cultural activities and traditional resource management practices, create content to enhance Kia‘i Kai One Youth Stewardship Program, bilingual interactive software focused on coastal marine information specific to Northeast Kauai and oral histories about traditional fishing knowledge, participation in a culminating event, Hō‘ike and recommendations for the further development of this project. Summative indicators include: Knowledge and satisfaction among participants. We plan to survey participants and do pre/post tests to assist with tracking knowledge, motivation, attitude, and progression and to solicit their feedback on the program. The Aloha ‘Āina Curriculum already has in-take forms, client surveys, and pre/post tests assigned to teach lesson as these will be used to assess participant performance and chart progress. The Moenahā (culture-based teaching philosophy) has a lesson plan framework with periodic assessments built into each lesson and we will use this to check for participant understanding during each lesson. Like year 1 of our project, we plan to put forth a project report out through our Natural Resource Management Plan for Anahola Bay to student achievement and project future plans. Project measurements of effectiveness are captured in the matrix on the next page:

Outputs and Outcomes Measurement Matrix

Grant Strategic Result	Project Objective	Project Activity	Timeframe (start - end)	Outputs	Outcomes
Cultural Stewardship Education	1.1 Create Timeline	Work with partners to create curriculum & outcomes for entire year	July - August 2013	1 st draft content for curriculum, software, & data collection process complete	4 educators review content & make recommendations to move forward with testing content with students.
Cultural Stewardship Education	1.2 Test Curriculum	Work with students & staff to test curriculum	September – November 2013	Test period complete & ready to start data collection process	2 classes of 15 students participate in test curriculum & data collection process. Evaluations are collected and based on feedback we make adjustments in curriculum.
Environmental Stewardship Education	2.1 Start Area Collection, Survey, & Inventory Process	Work with students & staff to area data, survey, & inventory marine resources	December - February 2013	Software & Resource Guide are complete	Records indicate that 75% of students participate in all data collection sessions (survey/inventory)
Environmental Stewardship Education	2.2 Start Editing, Publishing, & Posting Process	Work with consultants to edit & publish	March-April 2014	Software & Resource Guide are complete in Hawaiian/English & findings are posted on website	2 interactive software applications are complete and 1 bilingual resource guidebook are complete – 150 applications & books are published & disseminated.
Project Economic Resources	3.1 Execute projects aligned with school standards	Work with students to complete project	May – June 2014	Student projects are complete & Hō'ike (culminating event held for community)	Records indicate that 100% of students used resource book and software as a reference for student project and 100% of students participate in Hō'ike.
Project Economic Resources	3.2 Evaluation, & Report	Work with staff to complete evaluation & final report	June 2014	Student, Program, & Community Evaluations Complete	A project report is submitted to program, fiscal sponsor, & state agency, 2 community meetings are held to disseminate outcomes.

III. Financial

As stated in the Background and Summary section of this narrative, the total cost for this multi-year project is \$250,000.00 of which we are requesting \$30,000.00 to address the 3 goals articulated in this grant. Specific budget information is attached in the Budget Request By Source of Funds form. We have no current sources of funding dedicated to this project at this time. We anticipate using funds in the following manner in the fiscal year 2014:

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$11,425.00	\$7,500.00	\$10,000.00	\$2,500.00	\$31,425.00

IV. Experience and Capability

A. Necessary Skill and Experience

The Pacific American Foundation (PAF), was founded in 1993 to serve Pacific Americans in Hawai'i and abroad. PAF became certified as a national 501 c (3) nonprofit organization in 1998 and by the IRS as a permanent nonprofit organization. Over its 17 years, PAF has developed a constellation of programs that share a cultural approach and address the needs and skills of Native Hawaiians and other Pacific Americans enabling them to navigate in the Western system while firmly grounded in Hawaiian traditions and culture. PAF now conducts projects involving youth mentorship, culture-based curriculum development, teacher training, financial analyst training, career education, community development, and economic development. Each of these projects demonstrated measurable educational and developmental outcomes, including increased student

involvement in students' schools and communities, and more student interest in pursuing college and specific careers.

Relevant prior and current activities include: curricula development, mentoring and teacher training projects. PAF has emerged as one of the leaders in the Native Hawaiian community that is developing culture-and place-based educational curriculum. PAF has had great success in developing culture-based curriculum for Hawaiian fishponds, traditional near shore fisheries, the ahupua'a, the land division from the mountain to the sea which is the Hawaiian land management system, and island ecosystems. Each project has been formulated to build on the success and innovative features of previous and current PAF projects including: Kāhea Loko, fishpond (US Department of Education, 2000-2003), Imi 'ike Mo'omomi fishing grounds(US ED, 2000-2003), Project Keawa Nui Fishpond (National Fish and Wildlife Foundation, 1999-2002); Project Ke Kumu Alakai, mentoring(US ED, 2003-2006); Aloha 'Aina, ahupua'a (US ED, 2004-2007); Project Mālama Kaho'olawe (US ED, 2006-2009); Project Hānai Ka Ipu, mentoring (US ED, 2006-2009); Āina Hanau, Ahupua'a curriculum statewide, Coral Reefs, National Fish & Wildlife Foundation (2009-2011) and Project 'Imi Na'auao, STEM mentoring (US ED 2009-2012). PAF has also conducted a series of five after-school youth mentoring projects spanning 11 years including the current 'Imi Na'auao Project, an after-school mentoring program for middle school students on five islands with activities that emphasize exposure to the STEM fields (Science, Technology, Engineering, and Math).

In 2011, Kaiāulu Anahola received a Kauhale Grant from OHA and the Castle Foundation. And with this funding, we are happy to report that we exceeded in meeting all of our program benchmarks in the areas of student numbers, usage of traditional knowledge, and project deliverables. Some of the program outcomes are discussed in the following paragraphs.

In 2011-12 in partnership with the County of Kauai and others, Kaiāulu Anahola worked with students on a Hawaiian language/immersion 'āina/kai stewardship program on island to revitalize

local fishing traditions and cultural resource management practices. Kūpuna, Makua, and Kumu came together at Anahola Beach Park weekly to mentor haumāna to better prepare them to properly use marine resource for subsistence, recreational, and educational purposes. Through our Hawaiian Moon Calendar Project we also engaged the larger community in discussions related to restoring areas of the bay that have been destroyed and neglected over the years and have led to a loss of traditional practices and depletion of marine resources. ‘A‘ole I Pau – there is still much to do.

Some of last year’s outcomes for the Hawaiian Moon Calendar Project include: a) publishing a Hawaiian Moon Calendar specific to Anahola, b) publishing a children’s book about Anahola place names in Hawaiian & English, c) providing workshops for over 130 keiki and ‘opio, d) created and disseminated 2 poster’s in Hawaiian & English for teachers to use for the Pō Mahina curriculum, and e) developing a 3rd/4th grade Pō Mahina curriculum with worksheets aligned with DOE standards. Other unexpected outcomes include writing 5 mele/oli for Anahola based on our work in the kai regions of this ‘ahupua‘a, and sponsoring area workshops in traditional resource management with local businesses, government agencies, and community organizations on Kauai (we’ve sponsored 10 community-based workshops throughout the funding year.)

Based on preliminary results of participant exit interviews over 90% of students self-reported an increase in use of Hawaiian language and traditional resource management practices. Over 75% of students indicated a strong desire to continue studying traditional resource management, while over 30% said they would like to pursue a career where traditional knowledge (which included language) was an essential function of their profession. Students shared a variety of comments including being thankful for a place to practice Hawaiian outside of school, incorporating ‘Imi ‘Ike (observation) as a part of their practice when they go to the kai for fishing or other purposes, and feeling more confident to talk about what they learned at the kai in an academic setting. This information came from exit interviews with high school participants.

Elementary School parents indicated that having classes at the beach to teach some basic elementary science as well as some traditional science concepts is a welcome component to their keiki's education. In interviews several parents shared that Anahola Bay is living lab that adds to student learning. Teacher's who accompanied their students to the program indicated that it is easier to teach Pilikanaka (Social Studies) and Mākau 'Ōlelo (Language Arts) because a lot of topics covered at Kaiāulu Anahola, especially the places where the learning occurs are places that occur in many of the mo'olelo covered in they teach in class.

Information uncovered in these exit interviews are consistent with research articles written about indigenous peoples. In Huaka'i (Native Hawaiian Assessment Report 2005), reports that programs like this supports the Native worldview based on the "interconnectedness" of all things, helps build confidence to "meet life's uncertainties". The Huaka'i report also indicates that steward programs conducted in the environment teach Hawaiian students about the "critical importance of preserving Hawaii's natural resources". Built on what Kaiāulu Anahola learned in the first year from students, teachers, community members, and our partners, we feel confident that we will be able to meet the 3 goals as introduced in this grant application.

B. Facilities

Kaiāulu Anahola has two project sites that are ADA compliant. The first is Ko'olau Hui 'Ia Church, 4095 Anahola Road, Anahola, Ko'olau, Kauai, Hawaii 96703 and the second site is Anahola Beach Park.

We are primarily a project-based program and use the church as a class only when it rains. Anahola County Beach Park is where we gather to start protocol and use as a living lab to conduct observations, science experiments, and gather data about near shore marine vegetation and marine resources. Anahola County Beach Park encompasses several cultural kīpuka, including, Anahola Kai

One, Kanahawele, Kahala, Hālaulani, Aliomanu, Kua'ehu, Ka Lae O Kai Li'u, etc. We move up and down the kahakai depending on water conditions, the movement of fish, and the season to monitor coastal marine vegetation.

Anahola Beach Park is one of our cultural kīpuka for Anahola and is talked about with great pride among the kūpuna who are with us on this project. This cultural kīpuka (places within this cultural kīpuka and in Hawaiian language) is also mentioned in 'A'a Hoaka, one of the only remaining mo'olelo about Anahola that comes from the 19th century Hawaiian language newspapers. This mo'olelo gives us many of the traditional place names; most of us did not use growing up. The mo'olelo also gives details about Kaulana Mahina (Hawaiian lunar calendar) and how this knowledge was used as tool to manage local resources in traditional times in this area of Kaua'i.

The modern day kanaka lawai'a and mahi'ai teach have knowledge about the ko'a or ku'una (fishing shrines) in Anahola Bay and Kaiāulu kumu have had numerous discussions about where some of these ko'a are; some information we can share and some we cannot. Anahola Bay is often referred to as a "natural refrigerator" because there was a time, not so long ago, when, according to kūpuna, people used to come to this bay to get all the fish they need for a period of time and return home. Anahola Bay was a gathering place for people to engage in hukilau, as late the 1970's this was happening and there are some pictures that document this taken by area 'ohana. We don't see much of these kinds of activities today.

Anahola Bay is also the home of 2 currents, one that flows from the north and the other from the south; only those familiar with the tides can navigate an outrigger canoe in these waters. There is a famous wave break, Kanahawele where, according to our mo'olelo, where Kalalea and his best friend Palikoa (ali'i and his hoa – friend) would come to surf.

Hence, in the context of this project, Anahola Beach Park is the place where this project needs to happen because of its historical and cultural significance. What we are studying in regards to

stewardship, conservation, and sustainability is intimately related to a way of life, a set of beliefs, customs, and practices that were taught to our area kūpuna. The kūpuna we spoke to said they needed to be familiar with their lands and natural resources in Anahola in order to survive. And their lives were built around an “economy” that centered on the life cycles of area natural resources such as fish and coastal vegetation. As seasons changed from ho‘oilo (wet) to kau (dry) and malama or months change, food sources also changed. When we add to this our belief system, place-based mo‘olelo and legends, and issues of spirituality, it is apparent, to us, raised in Anahola, that the beach park is the ‘pono’ place to carry out this project for the area keiki and ‘opio.

V. Personnel: Project Organization and Staffing

Staffing (1) Proposed Staffing – Our project proposes to service around 20 students per class. Kaiāulu Anahola has one staff person, Kamealoha Smith, Cultural Resource and Environmental Studies Outreach Specialist (Project Director). Based on the goals of this project, within the framework of the larger Kaiāulu Anahola projects, at least 1 kumu is necessary to effectively oversee the completion of the project. This past year, Thinkingman.com provided us with in-kind time and resources to design and execute classroom curriculum. Our goal is to once again to work with Adam Prall at Thinkingman.com to publish our project deliverables, a) Software, b) educational materials for program, and c) program brochures, pamphlets, etc. Adam Prall at Thinkingman.com has been working with KKOAA since its inception and already designed and executed 2 contracts for KKOAA through our fiscal sponsor Pacific American Foundation (PAF). Please go to our website www.kekaiaulu.org to see the website they designed and to www.kekaiaulu.org/kaulana (need to call us at (808) 212-4356 to get password as password changes every day) to see the Anahola Practitioners working Hawaiian Moon Calendar and oral history website they created for our project. They have also designed and created 3 Hawaiian language posters we use at KKOAA as teaching tools

in our elementary and secondary classes. We will also need to hire a Hawaiian language and traditional knowledge expert to edit our work in Hawaiian. We plan to contract a specialist from our local Hawaiian Immersion School to do this. We are also planning to contract Akamai Financial, a financial consulting company that works closely with community-based programs like Kaiāulu Anahola to market project deliverables.

With funding we received from OHA and the Castle Foundation in 2011, we were able to produce curriculum and study materials in-house provision of the required services. Kamealoha is qualified based on education, professional and life experiences. Kamealoha Smith is a certified Hawaiian Immersion and Japanese Language teacher and has been in bilingual education since 1989. Kaiāulu Anahola in conjunction with our community and state partners currently provide management, supervision, oversight, and evaluation of program staff to ensure a quality experience for students and that we are effective.

(2) Staff Qualifications, Minimum Qualifications - At least three years in a community organization, experience in design, development, and execution of Hawaiian and Project-based curriculum and experience working directly with the target community and /or with programs that addresses the socioeconomic well-being of the target community (relevant vocational and/or college education may be substituted for required experience). Must have at least 1 year documented experience working with the target population. Applicant must have excellent written and verbal communication skills and some experience working with nonprofit and community-based organizations. Applicant must be self motivated with ability to inspire others and work with diverse groups of people and have a level of proficiency in Hawaiian language and/or culture.

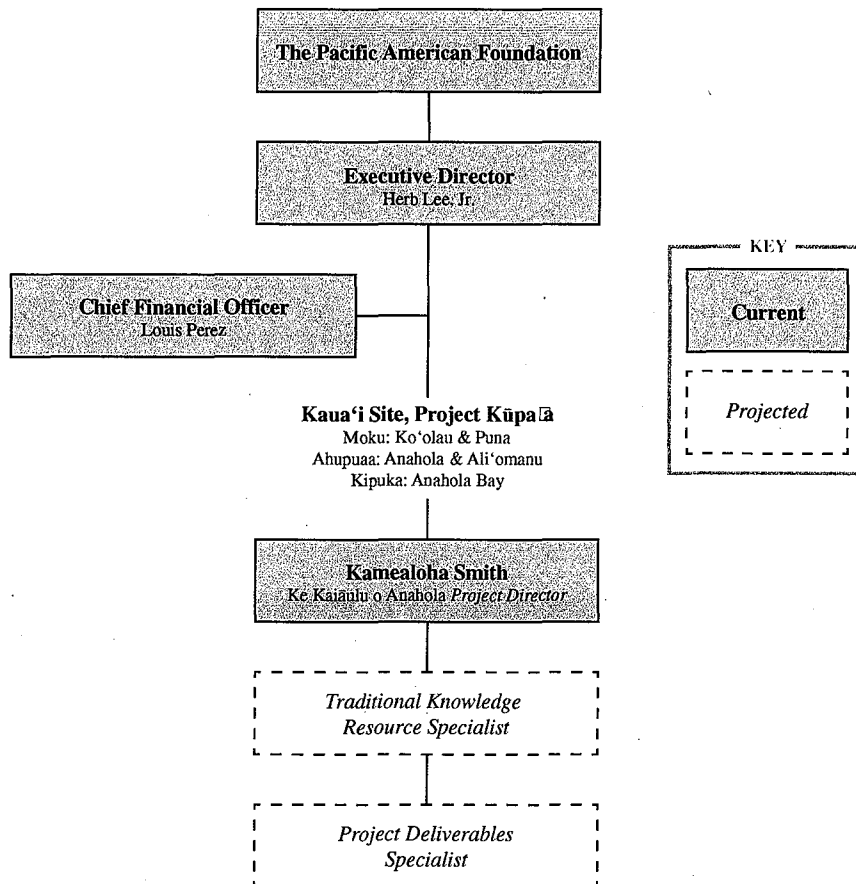
Job Descriptions – a) Cultural Resource/Environmental Outreach Specialist/Project Director will be responsible for working with the Curriculum Specialist to infuse Hawaiian language and culture into the curriculum, provide teacher training, and program implementation. This position is

key to increasing Hawaiian language proficiency of students and staff. The PD will also be responsible for all management, supervision, and evaluation pieces associated with the project, b) Hawaiian Language and Traditional Knowledge Resource Specialist will be responsible for working with project director to edit our project deliverables.. This position is key to increasing the cultural competency of students and staff. The HPRS will report directly to the KKOAA Project Manager, and c) Project Deliverable Specialist will be responsible for working with KKOAA staff to design and execute daily lesson plans as well as work with staff and students to design and execute curriculum, an instructional guide, and bilingual web-based Hawaiian lunar calendar kiosk. This position is key to insuring that what we publish is linguistically and culturally appropriate and is done with a high level of professionalism, and Please find resumes for the proposed position(s) and contracts: Kamealoha Patrick-Soloman Hanohano Smith, MA ('Alaka'i Pāhana), Thinkingman.com LLC as the Project Delivery Specialist consulting firm, Akamai Financial as our product marketing specialist, and are working with our local Hawaiian immersion school to identify a Hawaiian language and traditional knowledge-based specialists to oversee project deliverable editing & content.

Project Organization (1) Supervision and Training – PAF currently provides oversight other Ke Kaiāulu O Anahola projects including our after school program for elementary students and Hawaiian moon calendar program for high school students and will continue to mentor Kaiāulu Anahola as an organization based on the **FISCAL SPONSORSHIP AGREEMENT** until such time they, Kaiāulu Anahola has the capacity to management its own staff, resources, and organization. As for daily operations, Kamealoha Smith, currently serves as the 'Alakai Pahana (Project Director) for Kaiāulu Anahola on Kauai, has consistently demonstrated that he has the ability to supervise, train, and provide administrative direction relative to the delivery of proposed services. Kamealoha already provides daily supervision and works directly with, Adam Prall at Thinkingman.com and will work directly with a Hawaiian language consultant. The current program construct allows time to

debrief after class, work with volunteers to create lesson plans, and work with staff to increase their ability to execute lessons in both Hawaiian and English. In addition to this, volunteers also attend other meetings and regularly do presentations in the community based on the work they do on behalf of other organizations they represent as well as the work they do for at Kaiāulu Anahola. We also propose to continue to work with Hi'ilei Aloha for building capacity funds and Pacific American Foundation to assist with mentoring in the area of program capacity building, assist with developing staff professional development, and provide mentoring opportunities for staff in the area of program supervision and management. Kaiāulu Anahola would also like to provide all of its current volunteers with basic training in content areas, classroom management, and work with staff to publish our work in academic/indigenous journals, and present their work at conferences in Hawaii, the mainland, and the international arena.

(2) Organization Charts – Organization chart is below.



VI. Other

- A. Litigation – Neither the Pacific American Foundation nor the KE KAIĀULU O ANAHOLA group are party to any litigation, and do not anticipate any pending litigation.

- B. Licensure or Accreditation – The activities of this application do not require any licensure or accreditation.

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAI'I 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, Hawai'i 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 American Foundation

 (Signature) _____ organization) _____

 _____ 1/29/13 _____

Herb Lee _____ Executive Director _____

(Typed Name) (Title)

Patrick-Soloman Kamealoha Hanohano Smith

5070A Nonou Road, Wailua, Kauai 96746
(808) 212-4356, kamealohahanohanosmith@hotmail.com

Education

1997 MA, Japanese Language and Literature
University of Hawaii at Manoa, Honolulu, Oahu, Hawaii

1988 BA, Asian Studies
Hawaii Pacific University at Hawaii Loa, Kaneohe, Oahu, Hawaii

1987CC, Japanese History/Culture
Nagasaki Wesleyan University, Isahaya, Nagasaki, Japan

**Professional Diploma, Teachers Certification in Hawaiian Immersion and Japanese Language*

Professional Experiences

2007-present, Kumu Kula Kaiapuni (Hawaiian Immersion Teacher), Charter School/DOE, Kindergarten through High School
Hilo, Hawaii Island/Kauai

2003-2007, Curriculum Development Specialist/Program Manager, OHIA Consulting, Japanese, Life Skills, Hawaiian Language, Community Advocacy
Honolulu, Oahu

1993-2003, Program Manager/Instructor, University of Hawaii at Mānoa
Japanese, Hawaiian, Travel Industry & Mgmt, & Historical Interpretation
Honolulu, Oahu

1988-1992, Program Manager/Instructor, Oshima Board of Education (JET Program), ESL, In-Service Teacher Training, & Community-based Language Coordinator
Isahaya (1 year), Nagasaki; Oshima (3 years), Yamaguchi, Japan

References

Sean Chun, Ho'ola Lahui Hawaii, Program Director, 635-5255
Sam Ka'auwai, Kawaikini Public Charter School, Principal/Director, 632-2032
Vern Kauanui, Retired DOE Kupuna Program Teacher, Kumu/Kumu Hula, 482-0310

Adam M. Prall

5486 Kula Rd., Unit A, HI 96746

Mobile: +1 (808) 634-7487, E-mail: adam@thinkingman.com

Web: Thinkingman.com

Education

2004 Adobe Photoshop, Creative Suite, Certification

1993 Undergraduate studies in differential calculus, graphic design and programming, English literature at Cuyamaca College, San Diego, California.

1992 Graduated Benicia High School 1992, Benicia, California.

Professional Experience

2011-Present Owner, Thinkingman (1 year) Planning, design, administration of software programming Kapaa, Hawaii

2005, Consultant, Sun Microsystems, Various (6 years) AD (Art Director), Theming/UI/UX Consultant, Game Visuals Designer Puhi, Hawaii

2002, Art Director, HawaiiLink, Zento Media (3 years) Graphic Design/Web Site Theme Design, Book Production, Kiosk Programming Lihue, Hawaii

1998, Web Site Dir., Midway Limited, Freelance (7 years) Site Discovery, Design & Implementation Lihue, Hawaii

References

Mario Perez, Photographer, NBC +1 (808) 822-7958

Leina'ala Jardin, Kumu Hula, Marketing Dir., Halau Ka Lei Mokihana O Leinaala +1 (808) 639-9033

Vern Kauanui, Kupuna/Kumu Hula, Independent +1 (808) 482-0310

Marsha Erickson, Executive Director, Hui o Laka: Kokee Museum +1 (808) 335-9975 x20