
SENATE CONCURRENT RESOLUTION

REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO
ESTABLISH A STATEWIDE RESOURCE DEVELOPMENT PROGRAM TO
ASSIST THE COMPLEX AREAS IN CREATING ENDOWMENTS TO BENEFIT
HAWAII'S PUBLIC SCHOOLS.

1 WHEREAS, the individual public schools in Hawaii have never
2 been funded in a manner where all their resource needs are met;
3 and

4
5 WHEREAS, a few schools have long-established alumni
6 fundraising groups or support organizations with substantial
7 endowments; and

8
9 WHEREAS, most public schools, including those with long
10 histories, storied traditions, and numerous graduating classes,
11 do not have any endowment or fundraising support beyond parent
12 teacher associations or athletic boosters; and

13
14 WHEREAS, all public schools should be able to establish
15 substantial endowments with effective support and organizational
16 training; now, therefore,

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18 BE IT RESOLVED by the Senate of the Twenty-sixth
19 Legislature of the State of Hawaii, Regular Session of 2012, the
20 House of Representatives concurring, that the Board of Education
21 and Department of Education are requested to establish a
22 statewide resource development program; and

23
24 BE IT FURTHER RESOLVED that the statewide resource
25 development program utilize the expertise of established
26 programs such as those at Hilo High School, Farrington High
27 School, and Kahuku High School, to assist the complex areas with
28 the development of similar programs and organizations with the
29 goal of creating \$500,000 in endowments within each complex area
30 in the State; and



1 BE IT FURTHER RESOLVED that the Hilo High Foundation,
2 Farrington Foundation, and Ko'olauloa Educational Alliance
3 Corporation are requested to report on the Board of Education
4 and Department of Education's progress in establishing a
5 statewide resource development program to the Chairs of the
6 Senate Committee on Education and the House Committee on
7 Education no later than twenty days prior to the convening of
8 the Regular Sessions of 2013 through 2018; and
9

10 BE IT FURTHER RESOLVED that certified copies of this
11 Concurrent Resolution be transmitted to the Chairperson of the
12 Board of Education, Superintendent of Education, Hilo High
13 Foundation, Farrington Foundation, and Ko'olauloa Educational
14 Alliance Corporation.



KO'OLAULOA EDUCATIONAL ALLIANCE CORPORATION

56 - 490 Kamehameha Highway Kahuku, HI 96731

808-293-8919 (phone) www.KAHUKU.ORG

The Ko'olauloa Education Alliance (KEAC) is a partnership of education, business, and community members. Its main mission is to support and enhance career pathways opportunities for the young people who attend schools in the Kahuku Complex. It was organized in 1996 using funds from the federal School-to-Work Act.

At present, KEAC provides two main services:

1. KAHUKU.ORG – an ecommerce enterprise and school store that sells Kahuku-logoed items and community products. It provides entrepreneurial experience and employment for Kahuku youth, as well as providing an income stream to support programs at Kahuku High and Intermediate School.
2. An employment training program for disadvantaged youth, funded by the City and County of Honolulu through the Workforce Investment Act.

AWARDS, PROJECTS, PROGRAMS, AND GRANTS HISTORY

1996 -1997 Became the first non-profit 501(c)(3) corporation formed by schools and businesses in Hawaii as part of the Federal school-to-work program; hosted a partnership development conference for schools of the Kahuku Complex.

1997 Implemented capacity building, primarily involving teachers, post-secondary educators, and businesses in developing teams to integrate the concepts of career exploration and project-based learning in the curriculum.

1998 Facilitated the use of Kahuku Japanese language students to work with staff at Hilton Turtle Bay to interpret for Japanese guests.

1999 Conducted assessment of community wants and needs for work-skills education with grant from Ho`opono Ko`olau Loa Community Foundation; Received funding from Geist Foundation for a Special Motivation Program at Kahuku High.

Employee Payroll: \$8311

(6 adult staff – part year only)

2000 Introduced a career portfolio program at Kahuku offering Internet searches of colleges, careers, scholarships, online application to colleges and scholarships, course planning, and email mentoring with volunteers in career fields of the students' choice.

Employee Payroll: \$15,954

(7 adult staff – part year only)

2001 Founded KAHUKU.ORG, an e-commerce website and school store opened, selling Kahuku-logoed and student-produced items and returning a portion of the profits to the school. Initial funding for this venture came from the Ho`opono Ko`olau Loa Community Foundation.

Volunteer Staff only

KAHUKU.ORG gross sales: \$57,624
(part-year only)

Royalty Paid to KHIS: (see 2002)
General Excise Tax paid: \$2290

2002 Implemented the Campbell e-Entrepreneurship Program, using KAHUKU.ORG to teach students how to operate a business. Funding for the expansion of the program came from the James and Abigail Campbell Foundation, the Department of Business, Economic Development/Tourism, the Ho`opono Ko`olau Loa Community Foundation, and the Atherton Family Foundation. Won the 2002 Harry and Jeanette Weinberg Foundation award for excellence in non-profit management. Received funding under the Workforce Investment Act for a youth employment training program for Kahuku High.

Employee Payroll: \$40,817
KAHUKU.ORG gross sales: \$54,503

(6 adults - \$30,422) (21 youth - \$10,395)
Royalty Paid to KHIS: \$28,351 (includes 2001)
General Excise Tax paid: \$2005

2003 KEAC president chosen by the Weinberg Foundation as the "Aloha Ambassador" to represent Hawaii nonprofits in meetings with Weinberg Fellows in Baltimore. Received renewed funding for employment training under the Workforce Investment Act.

Employee Payroll: \$128,774
KAHUKU.ORG gross sales: \$98,288

(13 adults - \$88,352) (70 youth - \$40,422)
Royalty Paid to KHIS: \$25,535
General Excise Tax paid: \$3752

2004 Won another Harry and Jeanette Weinberg Foundation award for excellence in non-profit management (runner up). Received renewed funding for youth employment training under the Workforce Investment Act. Was chosen as the Charity Partner for the Sam Choy Poke Festival at Turtle Bay Resort. Received funding from the Friends of Hawaii Charities. Received an additional automation grant from the Atherton Family Foundation.

Employee Payroll: \$109,353
KAHUKU.ORG gross sales: \$95,855

(5 adults - \$59,632) (52 youth - \$49,721)
Royalty Paid to KHIS: \$17,279
General Excise Tax paid: \$3628

2005 Received renewed funding for youth employment training under the Workforce Investment Act. Received funding from the Friends of Hawaii Charities.

Employee Payroll: \$83,781	(6 adults - \$42,735) (37 youth - \$41,046)
KAHUKU.ORG gross sales: \$106,215	Royalty Paid to KHIS: \$21,098
	General Excise Tax paid: \$3748

2006 Received renewed funding for youth employment training under the Workforce Investment Act.

Employed two adults (one full time/ one part time and eight youth (part time)

2007-2010 -In these years, funding fluctuated depending on the success of the football team. KEAC has continued to receive funding from the Workforce Investment Act to fund employment training for youth; Friends of Hawaii Charities; and several grants from the Mayor's office.

2011 – Funding was received from Friends of Hawaii Charities and Workforce Investment Act. KEAC paid \$18,000 to KHIS in royalties and paid many thousands in GET taxes. Two adults and at least 8 youth were employed at k.org.

2012 – Funding was received from Friends of Hawaii Charities and Workforce Investment Act. Kahuku.org earned close to \$140,000 from sale of Kahuku shirts and related items. Again, many thousands of dollars were paid in GET taxes. Two adults and at least 8 youth were employed at k.org.

Ms. Okino,

Kahuku 2000 shared with me the application information for the next Weinberg Fellows Program. It has always been my dream to participate. (My very dear friend Susan Kono took it and said it is the most worthwhile educational program she has ever had.)

I have a unique set of circumstances and hope you will please read the information below to see if I would qualify as an applicant for the Weinberg Fellows Program if I do not have the "title" of Executive Director? I shall not fill out the application until I hear from you.

I have recently taken over the day-to-day management of the Ko`olauloa Educational Alliance Corporation (KEAC). It is a 501 (c) 3 organization, formed in response to the federal School-To-Work Program. I do not have the official title of "Executive Director" but perform that function, totally volunteering at this time as the infrastructure is not in place to generate a salary for me. Our Chairman of the KEAC board, Lisa DeLong, principal of Kahuku High, is in total support my applying for the Weinberg Fellows Program.

Because Ko`olauloa is a low-income area, our youngsters are already at a disadvantage in the job market. KEAC's goal is to provide them with work-based learning experiences, a directed and challenging academic focus, and the necessary tools to achieve educational and career goals following high school graduation. We work directly with the businesses to expose our most disadvantaged students to the realities of the work world.

I presented these goals to the KEAC board and was "hired" to run the company.

MY GOALS FOR THE FUTURE OF KEAC

To have a company with sufficient staff to offer educational services and products that will generate income. Seed money will be sought to get the company going. Income generated beyond what is needed for operating expenses and expansion will be used to provide career-related funding and program support services to Kahuku Complex Schools, businesses, community agencies, and area residents. Staff will continue to assist the schools in writing grant proposals to fund school-to-work type projects and programs.

To have a company so successful that it can serve as a nationwide model for what schools, businesses, and community can do to better prepare their youngsters for career success and retrain their family members for more-promising employment opportunities.

To have student-run businesses in Ko`olauloa that offer hands-on practical learning experiences and also provide employment not only for the students, but for family members and neighbors.

Thank you for reading through this. I look forward to your response. I realize that there is great competition for the program and hope I am not too far off the norm to be considered.

MaryAnne Long 293-7554

FILING FOR TAX-EXEMPT STATUS UNDER IRS CODE, SECTION 501 (C) (3)

October 26, 2008

FROM: MaryAnne Long
Phone: 293-7554 E-mail: malong@hawaii.rr.com
SUBJECT: Filing Process

Here is the benefit of my experience filing for a 501 (c) (3) for an organization in 1995. Several other organizations have used this process guide over the years and all successfully were awarded non-profit status in less than six months. I've put the information in the sequence needed and included lots of hints as to how to fill out the papers the way the agencies want them. You may want to check out this video regarding the federal application: <http://www.stavexempt.org/mini-courses/applyfortaxexempt/player.html>. The agencies return the forms if you don't do it their way, but they do tell you what you did wrong and how to correct it.) **Some of the forms and fees may have been updated, so be sure you have the most recent information.**

Remember, filing the forms is the easy part. Fulfilling the tax filing obligations and legal requirements, not to mention getting funding, are the hard parts once you attain 501 (c) (3) status.

I. Before you begin

A. Read through these pages to find the names of the forms you will need and the costs associated with them.

B. Pick up all forms that you will need.

1. Federal forms are available at the Prince Kuhio Federal Building at Ala Moana/Punchbowl St. or at

<http://www.irs.gov/charities/article/0,,id=96109,00.html>

2. State Articles of Incorporation Forms for Domestic Nonprofit Corporations are available online at <http://hawaii.gov/dcca/areas/breg/registration/dnc/forms> or at the Department of Commerce and Consumer Affairs, in the Kalakaua Building across from Iolani Palace)

3. State tax forms are available from the Department of Taxation, Keelikolani Building, 830 Punchbowl St.

C. Read IRS Publication 557 - Tax-Exempt Status for Your Organization.

II. First step is to file for State of Hawaii Nonprofit Status. See info at <http://74.125.95.104/custom?q=cache:hZRfiaqfCu0J:hawaii.gov/dcca/areas/breg/registration/forms/DNP-1-INSTR-PDF.pdf+Form+DNP-1&hl=en&ct=clnk&cd=1&gl=us&client=google-coop-np>

A. Officially adopt a name/address and elect a board of directors. Write an organizing document (constitution and bylaws). See info at <http://www.irs.gov/charities/charitable/article/0,,id=123368,00.html>

B. File FORM DNP-1 (most recent version), ARTICLES OF INCORPORATION as a Domestic Nonprofit with the State of Hawaii/\$25- File only an original (not a

photocopy); use only BLACK ink or type. Do not write on back sides of sheets (impossible to do if you are filing the form in online). Be sure to include street addresses (not P.O. Box #'s) of the officers/boards. Keep all information in the spaces provided. If you write outside the area they give you, they will send it back. Do NOT have the document notarized.)

NOTE: Include in section VI the exact wording below that the IRS needs. You will have to modify the form to do so as there is not enough space to include it under section VI. If filling in this form online, you will have to print the blank page and modify it.

Here is the special wording for section VI (in addition to what is already there):

This organization is organized exclusively for charitable purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law) or (b) by a corporation contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue law).

Upon dissolution of this corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c) (3) of the Internal Revenue Code (or corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government, for a public purpose.

III. Second step is to file Federal forms.

A. File an IRS Form SS-4 for Employer Identification Number (EIN)/*No fee*. - This can be done immediately or can be submitted with your IRS Form 1023. It has to be done even if you do not plan to have employees. You may also obtain an EIN via telephone, by calling 1-800-829-4933, or at <http://www.irs.gov/businesses/small/article/0,,id=102767,00.html>

B. The next two forms are the actual 501 (c) (3) filing application. (Costs may have changed since 1999.)

- * Form 8718 - User Fee Exempt Organization Determination Letter Request/\$300 to \$750 (*depending upon the amount of annual income expected or type of request*)
- * Check out Notice 1382 before you begin filing FORM 1023. <http://www.irs.gov/pub/irs-pdf/n1382.pdf>
- * Form 1023 - Application for Recognition of Exemption under 501 (c) (3) of the Internal Revenue Code, including Form 872-C - Consent Fixing Period. (Include bylaws and any other relevant materials [newsletter, brochure, etc.] as appendices.) (<http://www.irs.gov/pub/irs-pdf/f1023.pdf>)

IV. Filing for state tax (income and excise) exemption status. Federal income tax exemption automatically qualifies the organization from Hawaii income taxes, except for unrelated business income that is taxable.

A. File Form G-6 - Application for Exemption from Payment of Hawaii General Excise

Tax/\$20. According to Department of Taxation, Technical Review Office:

1. Any money that nonprofits get from grants or donations is classified as gifts and is not taxable under General Excise Tax anyway. It's automatically exempt to nonprofits even without a G-6 exemption.
2. Money from fundraisers (like sale of food, etc.) is taxable to nonprofits even with a G-6 exemption.
3. A G-6 exemption is necessary for nonprofits who charge fees for their services or programs. Income derived from such income is taxable UNLESS a G-6 exemption is given.
4. A nonprofit that has program income and does not have a G-6 exemption would owe tax on the income. As a matter of past practice, the tax office ignores past due tax if the group innocently did not realize it needed the exemption. But, if the nonprofit applies for a state contract, it may be asked to file a tax clearance. At that point, it may have to pay the back taxes.
5. Even nonprofits have to pay excise tax on good/services they purchase because it is not like a sales tax. If the seller passes it on to you, you pay it. (or you could ask the seller to exempt you as good will, then he would be responsible for paying the tax).

B. File Form BB-1 Basic Business Application – http://hawaii.gov/tax/2007/bb1_vp12.pdf

In section #1, you will probably be checking “General Excise,” Unemployment Insurance,” and “Employer’s Withholding.” In section #5, Check “Other.” Next to “Explain” write: “non-profit with general excise tax exemption.” NOTE: You MUST also download Forms VP-1 and VP-2, as applicable, to submit with your payment and Form BB-1, otherwise the processing of your application will be delayed.

- V. Additional information - As a non-profit, you will undoubtedly be seeking grant funding.
- A. Call the Hawaii Community Foundation (537-6333) and learn all you can about grant funding. Also ask to be put on the waiting list for their next proposal writing class.

Please remember that forms and fees change from time to time, so be sure you have the latest forms.

Good luck. Please call me if I can be of further assistance.

HINTS FOR WRITING A GOOD GRANT PROPOSAL

by MaryAnne Long (malong@hawaii.rr.com)

Most grant proposals will contain some or all of these elements.

Cover letter: Be sure it is addressed to the highest official in the organization by name and title; is brief; includes a brief description of the proposal and dollar amount being requested; is sent on your agency letterhead and is signed by your board president and executive director.

Title page: Include project title, date, and all contact information.

Executive summary: Used to summarize the entire proposal; often the document that makes or breaks your proposal; first impression is very important.

Introduction: Time to establish your credibility; include clippings, past praise, etc.; introduce population you will serve; new organizations need to include evidence of community support; evidence of support from other organizations that might be involved. Ask for letters of support well in advance. (Be sure supporters understand your proposal.)

Problem/needs statement: Include any data that shows a need for your proposal; show that those to be served were part of the planning process; include a timeline for accomplishing objectives.

Objectives (outcomes, goals, ends): Be sure objectives are realistic, relevant to the problem, and that success can be measured.

Methods (means, activities): Tell how objectives will be reached. Explain in detail who will do what, when, and how.

Evaluation: Two types: Be sure to include both outcome evaluation and process evaluation. Describe evaluation methods and who will be responsible. What differences will be made?

Future funding: Explain where the money will come from to keep the program going once the grant runs out or what you will do if you do not get all of the funds requested.

Leadership/key personnel: Present the experience represented by your board. Give the qualifications of key staff.

Budget: Set forth ALL costs, including in-kind and other sources (Trustees like to see a substantial investment by others, too.) - Likely categories might be personnel (salary and fringes); space (rent, utilities); equipment, supplies, travel, other - Budget usually consists of three parts: Budget Detail (actual dollar amount for each projected cost); Budget Item Narrative (explains how you arrived at certain costs); and Budget Summary (totals for all categories). Be sure all of your calculations are correct.

Appendices: Funders often require many documents to be included (tax info, letters of support, resumes, etc.). Be sure they are clearly labeled and any references to them correspond. (Keep a readily-accessible file of these documents for future proposals.)

What funders look for:

- a. Why is **YOUR** organization coming to this funder for funding? (Be sure it's a good match, or should somebody else be going to this funder)

- b. Why is your organization coming to **THIS FUNDER** for funding? (Why is this funder the one you need to go to?)
- c. Why are you coming that funder to fund **THIS PROJECT**? (How does this project fit the criteria/mission of the funder?)
- d. Why are you coming to this funder for **X NUMBER of DOLLARS**? (Is the amount being requested both reasonable and within the guidelines? Does the request show significant in-kind dollars?)
- e. Why are you coming to this funder at **THIS TIME**? (How timely is the request? What are the consequences or negative impacts if it were delayed?)

Common sense stuff: Proofread, then have others do it! Include all requested information. Do it their way, not yours. Don't use jargon or try to trivialize the amount that you are requesting. Mail or deliver on time. (Do not fax unless asked to do so.) Tell everyone you know about your proposal. (Someone may put in a good word for you.)

KO'OLAULOA EDUCATIONAL ALLIANCE CORPORATION
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808-293-8919 (phone) 808-293-8960 (fax)

KAHUKU HIGH AND INTERMEDIATE SCHOOL
ECONOMIC DEVELOPMENT: A Healthy Economy Starts in the Classroom
CONCEPTUAL PLAN - July 2, 2001

I. INTRODUCTION

Since the school first opened its doors in 1897, Kahuku High and Intermediate has served generations of students and has established a long and proud tradition of academic, artistic, and athletic achievement. While continuing to strive for excellence, Kahuku students must also prepare for the challenges of the new knowledge and technology-based economy of the 21st century. We will assist students in identifying possible career pathways at an early age and then provide them with the up-to-date technological skills that they will need to succeed.

II. KEAC INITIATIVES

Ko'olauloa Educational Alliance Corporation, a non-profit organization formed by the Kahuku Complex schools, businesses, and community, has several initiatives to create dynamic new learning opportunities at Kahuku High and Intermediate School.

A. Career Pathways and Portfolio Program - With the volunteer assistance of KEAC's treasurer, Janine Brand, the College and Career Center was able to institute a portfolio program which will eventually allow all students to have both hard copies and online information about their progress through their Career Pathways.

B. Business Development Center - KEAC is supporting and facilitating the creation of a business development center, complete with its own model entrepreneurial effort, kahuku.org. Both the business development center and the kahuku.org website will provide students with opportunities to gain real-world experiences in all facets of developing and running a business and provide employment and training opportunities for Kahuku students as the center would serve the needs of micro-entrepreneurs in the community. Janine Brand (mentioned above) will be providing the office support expertise. KEAC is fortunate to have the internet and ecommerce expertise of Jack Morgan and Scott Poarch who will be working with the students on web design and ecommerce. Their classes have already proved popular with some formerly hard-to-reach students. Leading the marketing effort is Lowell Hussey who comes with a wealth of knowledge from his career as senior management with Time/Warner.

Funding for the first three-months of start-up funding operation from the Ho`opono Ko`olauloa Community Foundation is awaiting final approval from C/C of Honolulu.

C. Classrooms of the Future - KEAC is working with several teachers to integrate high technology in their classrooms. Classroom assignments can be done electronically as students become trained in the skills needed to use such advanced equipment as Power Point

presentations, hand-held devices, lap top computers, etc. One teacher, Iris Gonzales, is so determined to offer a biotechnology program to her students that she paddled, biked, and ran around the island to raise funds.

D. Business partnerships - Many local businesses have agreed to employ Kahuku students so that they can apply their newly-honed skills. They will also offer mentoring and job shadowing opportunities.

E. Database creation - No statistics exist as to how well Kahuku students have fared after high school. KEAC would like to set up an alumni database that would serve as a means to track graduate's progress through life, and also serve as a communication and marketing tool for kahuku.org.

F. Workforce Investment Act - KEAC will serve as the advisory board for the highschool's Comprehensive Employment and Training Services program (Step Ahead). KHIS has been awarded \$184,204 for this program.

G. Strictly Business Luncheon Series - These meetings are a result of requests from participants at KEAC's Business Buzz and Building Blocks meeting (see attachment) which brought together Ko`olauloa business community members for an informative program. The Strictly Business Lunch meetings will be held monthly, will address topics requested by participants, and will be facilitated by a person or persons well informed and experienced on the subject matter. (Our first meeting topic is ecommerce, to be facilitated by Jack Morgan and Scott Poarch, founders of GlobalHost and developers of Kahuku High and Intermediate School's ecommerce project www.kahuku.org.)

III. NEEDS AND CHALLENGES

A. Needs statements for school programs

1. Economic struggle - For nearly thirty years, the Ko`olauloa area has struggled to revive economically from the closing of the sugar mill. Statistics show that 43% (more than 500) of Kahuku High and Intermediate students in grades 7-12 are living below poverty line. While many of the area's students have achieved career success, others have struggled, faced with a lack of good jobs in the local area. For some, it has led to a feeling of hopelessness, mental health problems, substance abuse, and prison. Fifteen percent (180) of students with in grades 9-12 have stated that they have no plans after high school..

One goal of this program is to offer the hope of a better economic future by creating classrooms where students can learn by using the kinds of high technology devices that they will find in the real world. Whether they choose to develop their own business or wish to seek employment elsewhere, they will be equipped with the skills that will make them successful.

2. Geographic isolation - Because of our geographic isolation, students have few role models to inspire them to achieve. They have few opportunities to see the diversity

of careers that exist. Therefore, another goal of this program is to use technology to expose them to a wide variety of career choices by matching them with mentors by E-Mail.

3. Lack of information - There currently is no database of information on Kahuku graduates. No statistics exist as to how well they have fared after high school. Only word of mouth information is available, whether it's to find that a promising scholarship recipient got pregnant and dropped out of college during the first semester or she did so well as an investment banker that she retired at 45. Our goal is to have a database that will track each graduate and see how well he/she is doing many years into the future. From that knowledge, the school may be able to evaluate programs and classes to see which ones seem to have the most success.

B. Response to community needs - Another goal of the program is to serve the needs of the broader community. More than 140 people have completed micro-enterprise training in this area, but many do not have the language skills or financial backing to develop their businesses to a profitable level. Our business development center can offer them access to the business expertise and equipment they need, while creating employment opportunities for students who work in the center.

C. KEAC - Lack of infrastructure –

In order to satisfy the needs of both the students and the broader community, KEAC will need an infrastructure to successfully implement, maintain, and/or complete these initiatives. Currently, there are no paid staff or office equipment. Nearly all work is being done by volunteers on personal or high school equipment. At a minimum, KEAC would need an executive director, a program manager, and a clerical aide, plus office equipment and furniture for all three.

IV. BENEFITS

A. Economy of hope - Their new interest in learning will help youngsters overcome the feeling of hopelessness that overwhelms many today. Armed with new skills for the 21st century, they can look forward to successful careers. A healthier community will emerge from these efforts. Can you imagine the pride of a youngster who develops a business that can provide jobs for his family and neighborhood. That's what our goal is that's the economy of hope that KEAC wants to create.

B. Direct impact

1. Students receiving direct benefits from the program (Year One):

- a. All students in grades 8-12 to develop portfolio (1,500)
- b. Students to be served by Workforce Investment Act funds - 100 (14 – 21 years of age)
- c. Students served by programs of study
 - Dot.com class - 20
 - E-commerce class - 12
 - Biotech class - 26
 - Kinesiology - 26
 - Embroidery (commercial application) - 12

Health Learning Center - 80 (Hope to expand this number to over 500 in grades 9-12)

Classes involved in technology intensive learning - up to 78 (proposed 1-3 classes)

- d. Gap groups students who could be very productive if they had goals and did post-secondary preparation is about 45% of students or 540 students.
- e. Business startups by students and community members - goal is ? new startups.
- f. Community micro-enterprises - provide business support for ??
(140 have completed micro-enterprise training at the Kahuku Federal Credit Union)

V. COLLABORATIONS AND PARTNERSHIPS

A. Step Ahead Program - Workforce Investment Act

1. Business and Community Partners

Brigham Young University Social Work Dept.

Polynesian Cultural Center

Turtle Bay Resort

Treasures of Tahiti

Kahuku Hospital and North Shore Health Center

North Shore Career Training

Hina Mauka

Olelo: The Corporation for Community Television

Department of Parks and Recreation

Local aquaculture/agriculture businesses

North Shore Country Market

Oahu Work Links (Waiialua)

2. Kahuku High and Intermediate School - departments and services to be utilized

* Administration - Lisa DeLong, principal, will have final administrative authority over the program.

* College and Career Center - Raynae Fonoimoana is the center coordinator and has graciously offered full use of her resources.

* School-Based Behavioral Health - It is expected that many of the students who qualify for Step Ahead will also receive school-based behavioral health services.

* Vocational Education Department - Kit Brizuela, coordinator, will provide oversight for Step Ahead.

* Alternative Learning Center/Kahana Valley - John Farmer, director, has given much input into the types of services needed at ALC.

* Counseling Department - The Career Counselor will be part of the Counseling Department.

* Special Needs Department - Susan Luehrs, transitions coordinator, and Midge Evans, classroom teacher, have given input into needed services.

B. BUSINESS DEVELOPMENT CENTER AND KAHUKU.ORG

1. Volunteer or in-kind expertise

a. JACK MORGAN founded KDi Internet Solutions in 1995, and sold it to Internet America in November 1999. KDi was a local internet service provider focusing on commerce sites and web applications.

Since moving to Hawaii, Jack, with his business partner Scott Poarch, had founded GlobalHost.com, a website and application development firm; teaches the DOT COM class at Kahuku High/Intermediate; coaches the Kahuku chess team; and is an advisor to the group of students developing kahuku.org. Jack's wife Staci also teaches at Kahuku. They have two children, three year old Joe and two year old Olivia.

b. SCOTT POARCH founded EditJ.com in 1998, an ongoing concern which offers web-based editing services in Japan and now is a partner in GlobalHost.com. He is fluent in spoken and written Japanese.

c. MARYANNE LONG, a former Massachusetts school teacher, has been a resident of Hau'ula since 1988. She is very active in the Ko'olauloa community, serving as chair of the Ko'olauloa Neighborhood Board #28, president of the Ko'olauloa Educational Alliance Corporation, and member of Malama Ohana (community empowerment group sponsored by the Queen Emma Foundation). Now an educational consultant, Long works with the Department of Education on building a sustainable behavioral health services delivery system. She has also authored several publications for parents and teachers on developing thinking skills in children and writes a monthly feature for Mid-Week's Kaneohe Zone.

d. LOWELL HUSSEY brings a wealth of business development and marketing experience to KEAC. He graduated in 1978 from Babson College and has a master's degree in Business Administration (MBA) from Harvard University. He retired in 1990 from Warner Communications/Time Warner as a senior vice president of marketing, programming, and advertising sales.

He has won numerous awards, most notably, the Vanguard award for contributions to growth and development of Cable Television industry 1990 and the CTAM award for the industry's top marketing executive (1989).

He developed and successfully sold two businesses in the 1990's: Cross Country Wireless (1993), sold to PacBell phone company, and CS Wireless (1996), sold to MCI-WorldCom.

Since moving to Hawaii, he founded Pets Are Ohana, an organization for the free or low cost spaying and neutering of pets, and has contributed his marketing expertise to Kahuku High's kahuku.org project.

e. JANINE BRAND is a lifelong resident of Hawaii. She has a varied work background: she has taught at the intermediate, high school and community college levels; in 1979 she started, managed and, in 1995, sold her own small business. She has worked with her husband Norman in the development and operation of his public accounting practice. She has served as treasurer of the Hau'ula Community Association, Ko'olauloa Youth Organization, and

Ko'olauloa Educational Alliance Corporation and has volunteered at both Hau'ula Elementary School and Kahuku High and Intermediate School.

f. LISA DELONG serves as the principal for Kahuku High and Intermediate, a large, comprehensive high school that is considered a powerhouse in academics, the arts, and athletics. As a vice principal she was honored by the National Association of Secondary School Principals as Vice Principal of the Year. She earned Master's degrees in Educational Administration and Special Education.

C. KEAC Board of Directors

Officers

Chair - Lisa DeLong, principal, Kahuku High and Intermediate School

President - MaryAnne Long, Educational Consultant

Vice President - John Harms, United States Marine Corp., retired

Secretary - Annette Ostrem, Director , Kahuku Complex School Health Program

Treasurer - Janine Brand, retired businessperson and former teacher

Directors

Dan Ditto, vice president, Hawaii Reserves, Inc.

Lowell Hussey, Retired Businessperson

Dr. Frank Kalama, elementary school principals' representative

Spencer Kamauoha, owner and manager, Network Imaging

Ralph Makaiau, engineer, Hilton Turtle Bay

Les Steward, Polynesian Cultural Center

Lili Tani, human resources, Hilton Turtle Bay

Bob Zalopany, Hawaiian Electric Company

VI. Related Opportunities

The following initiatives within the broader community offer additional opportunities to expand programs/or offer employment.

A. High Tech Park - Brigham Young University Hawaii and other Laie entities are planning a high tech park in the near future. This will offer a exciting new career possibilities for people in our area.

B. Garment Factory - Kahuku 2000 (community-based economic development organization) hopes to acquire the Kahuku Sugar Mill site and set up a garment factory to make school uniforms, etc. They see it as an opportunity to teach students all aspects of running a business, including high tech graphic design.

C. Hauula Shopping Center - Several community non-profits are exploring the possibility of acquiring the Hauula Shopping Center from the Weinberg Foundation. This might offer kahuku.org an off-campus store front from which to market its product line and a place for KEAC to expand the business development center.

D. Hauula Civic Center - The former satellite city hall space is available in Hauula for a community workforce training site. Ten computers have been offered for community use for such a program.

E. Malaekahana State Park - The lease to run the campgrounds at Malaekahana State Park expires in December 2001. Should the Department of Land and Natural Resources request new proposals for use of the site, it would offer tremendous potential for the high school/KEAC to operate a business training operation for eco-tourism.

F. Empowerment Zone - KEAC and the high school are participating in the preparation of an Empowerment Zone application for Round III. All of the above initiatives will be part of the proposal.

KAHUKU HIGH AND INTERMEDIATE SCHOOL
ECONOMIC DEVELOPMENT: A Healthy Economy Starts in the Classroom

FUNDING REQUIREMENTS

Listed below are the minimum needs for projects and programs that will create dynamic new learning opportunities at Kahuku High and Intermediate School.

1. KEAC infrastructure - In order to manage all of these initiatives, KEAC will need

Personnel:

Executive director, program manager, clerical assistant

Capital expenses: office furnishings, computers, printer, copier, fax

Operating expenses: insurance, phone, rent (possibility of free rent in partnership with city at Hauula Civic center), office supplies

2. Career Pathways and Portfolio Program

Personnel: portfolio manager

Capital expenses: copy machine, file cabinets, computer/software

Operating expenses: office supplies

3. Business Development Center (See attached proposal and budget - \$100,000 per year)

4. Classrooms of the Future - three electronic learning centers (communications, science/math, health academy)

Personnel: three teachers (in-kind); three aides

Capital expenses: 25 laptops x 3; 25 Palm pilot type devices x 3; power point projector, completion of installation of LAN (\$13,000 for cabling, school has already put out about \$60,000;

Operating expenses: air conditioning, electricity (costs will be beyond what school budget can absorb)

5. Business partnerships - Many local businesses have agreed to employ Kahuku students so that they can apply their newly-honed skills. They will also offer mentoring and job shadowing opportunities. (This will be for students not receiving such services under the Workforce Investment Act funding.)

Personnel: employment specialist position

Capital expenses: computer

Operating expenses: office supplies

6. Database creation - No statistics exist as to how well Kahuku students have fared after

high school. KEAC would like to set up an alumni database that would serve as a means to track graduate's progress through life, and also serve as a communication and marketing tool for kahuku.org.

- Personnel: data collection specialist/analyst (part-time)
- Capital expenses: computer and software
- Operating expenses: office supplies, postage

7. Workforce Investment Act - KEAC will serve as the advisory board for the highschool's Comprehensive Employment and Training Services program (Step Ahead). KHIS has been awarded \$184,204 for this program.

This is a reimbursement type program. It will need about \$15,000 per month of up-front capital to keep it operating smoothly. There is often a lag time of 3 months before the City reimburses expenses.

If additional monies could be brought to the program, a second employment specialist could be added, additional student stipends could be funded, and the "cottage industry" component could be expanded.

8. Venture capital - Several students are proposing business ideas that need immediate capital to get them off the ground:

Screen printing	\$3000	Student Intranet for assignments, grade tracking, etc.	
		Start-up inventory of products to logo	\$2000
		Webmaster for student website	\$10,000

9. Strictly Business Luncheon Series - These meetings will address topics requested by KEAC

business partners and other interested parties, and will be facilitated by a person(s) well informed and experienced on the subject matter.

Need small budget for postage, printing of flyers, etc. - \$25 x 12 months = \$300

10. Miscellaneous immediate needs for H-101.

	Office supplies	Locking file cabinets
Laser Printer		
	Room divider modules	PC's and monitors
Typewriter		
	Large clock	Desks/office chairs

CONCLUSION

The Ko`olauloa community has stated the need many times for economic opportunities for its young people. Should these initiatives be fully funded, the potential for success is very high

because of the commitment of the school administration and staff, business community, and volunteers, as well as the interest shown by students. The school's reputation for excellence has already opened many doors. The expertise of community members is astounding.

We can and will prove that a healthy economy does indeed start in the classroom.

NOTES from Steckel, Richard. **Filthy Rich and Other Nonprofit Fantasies.** Ten Speed Press (Box 7123, Berkeley, CA 94707), 1989. 1-800-841-2665

Focus of this book (first edition) is helping non-profits become self-sufficient by using the organization's talent and resources to produce products, deliver services, or stage events that make money for the organization.

Second Edition -- **Filthy Rich: How to Turn Your NonProfit Fantasies into Cold, Hard Cash** has more updated ideas, especially regarding using the Internet.

Successful Practices

1. Pre-sell project (product, services, or special event) to a corporate sponsor so your organization's own money is not tied up or at risk.
2. Wholesale items in large lots to one or two sponsors - do not sell retail unless as a last resort.
3. Pricing (Costs, plus 100% is called "keystoning.")
 - a. Direct cost of item or service.
 - b. Indirect cost includes overhead to produce it. (Sometimes figured as a percentage of org's budget.)
 - c. Profit (Your goal is to make money to support your mission.)
4. Diversification - Space products and projects throughout the year to keep cash flowing.
5. Quality - Don't do anything if you can't produce the best! Build your reputation on quality.

Other Success Factors:

1. All products, services, or events should meet specific partner needs.
2. See yourself as an entrepreneurial organization.
3. Have broad enough mission statement so that you feel comfortable with what you are doing.

Cautions:

1. Need to walk a fine line between organization's integrity and "endorsement" of a product.
2. Beware of exploitation of clients in the name of enterprise.

Getting enterprise organization started:

First 30 days

1. Convince board that enterprise projects are the way to go.

2. Develop a staff - Start with an Enterprise Director. Contract with others on per project basis until business builds enough to hire full staff.
3. CREATE AN IMAGE - Develop a slogan, logo, and visuals for use on products, promo material, etc.
4. Assess what you are right now and what you want to be in five years.
5. List all of your org's assets (tangible and intangible). (See below.)
6. Look into partnering with other non-profits for greater purchasing clout (even a trip to Costco.)
7. Develop an Enterprise Team to plan product, service, or event. (Include at least one board member, business person, and outside observer [professional sceptic].) Brainstorm possible projects.

30-60 days

1. Narrow down project possibilities to three best. (See Criteria below)

60-90 Days

1. Prepare proposal for presentation to possible sponsors. Keep it simple - 4 pages (two pages of narrative and 2 pages of drawings, photos, etc.) (Try to get free graphic work from corp with in-house designers as in-kind donation; architect firm, voc schools, colleges, ad agencies)
2. Make presentation. Always offer three options of idea.(ex. price, complexity, styles) Save cost talk until end; first try to elicit from customer how much he is willing to pay.
3. Close deal and get to work on production.
4. Be sure that product is shipped to customer - DO NOT be the distributor.

ASSETS INVENTORY

1. Board members' areas of expertise
2. Present programs
3. Resource library
4. Physical assets
 - hardware, software, business furnishings, communications devices, real estate, vehicles
5. Intangible assets such as reputation.

CRITERIA FOR SELECTING A VENTURE

1. Does it fit your mission?
 2. Is it most likely to make money? Do a pro forma with best estimates

of costs, expenses, income, likelihood of success, variables (ex. time).

3. How will it affect cash flow? Try to have start up cash come from the sponsor. Don't go into debt to start.
4. Will the project boost your organization's public image?
5. Does your organization have the expertise to do the project?
6. Will this venture take away from something that might be more profitable? (Better to have fewer big projects than lots of little ones.)
7. Does your organization have the resources to do it or will it stretch the staff too far? (Will the effort be proportional to the outcome?)
8. Is your organization enthusiastic about doing the project?
9. Is there a demand for what you intend to do? If not, can you create it?

HOW TO SELL YOUR IDEA

1. Pre-sell exclusive rights to a single corporation for a very large quantity of items. Charge accordingly for that exclusivity.
2. Pre-sell to corporations for exclusive rights within their industry.
3. Pre-sell to corporation for priority use for limited time; then market to competitors.
4. Pre-sell to nonprofits to use as fundraisers (maybe with a corporate sponsor to help minimize their costs).
5. Sell to commercial distributors (last resort)
6. Sell your products through your own organization (Don't even think it).
7. Use product as premium for own organization (gift to new members, etc.)

MAKING THE PITCH

Be sure to mention a "joint venture." Don't think like a nonprofit; you are not asking for a handout. Do some research to find the right person at the company to whom to make your pitch. (Getting the support of people lower on the chain of command is also a good idea.) Explain how it will benefit the company; convince them that your org has the expertise. Try to take no more than 15 minutes of their time. Leave them with enough info and enthusiasm to go to whoever makes the final decision.

NEGOTIATING COSTS/FEEES

1. Know the market. What does the company normally spend for the product/service that you are proposing? Is there much competition?
2. Know your variables - Can you got costs by using less color? standard size? work with larger groups at fewer sittings?

3. What is the financial strength of the company you hope to work with? (See Market Research ideas below.)
4. Don't state a price early on; look for cues about what they have budgeted to spend.

SOURCES FOR MARKET RESEARCH (pricing, sales trends, consumer attitudes, competition, etc.) Premise is that people love to talk about what they do. Pick brains.

1. Industry trade groups
2. Yellow pages
3. Popular magazines - Read mags that your target audience reads - learn what they like - ask mags editorial or advertising staff for advice.
4. Chamber of Commerce - They might point you in the direction of someone who can use your products or services.
5. Brokerage Houses - Get financial background on potential sponsors, investors, partners. (Look at second place companies - They might be more eager to catch #1.)
6. Research groups and gov't agencies - Whoever is servicing a particular need might have lots of information.
7. Public Library - Look for background info on businesses.
 - The Standard Directory of Advertisers. (Advertisers Red Book)
 - Standard and Poor's Register of Corporations, Directors, and Executives
 - Dun and Bradstreet's Billion Dollar Directory
 - The Insiders Guide to Small Business resources
8. Business Magazines and Newspapers
9. Network of friends, family to get feedback on what you are planning.
10. Internet

MISCELLANY

1. How will future trends change what we do and who we serve? What future markets will that create?
2. It's best to brainstorm new ventures early in the morning, away from the office. Be sure to include board member and an outsider.
3. A quality product needs the best staff. Contract with good people and write their cost into your price.
4. Create sense of team work. Have board/members suggest ideas for grant proposals and include them in planning, editing.

5. Have a Marketing Advisory Board to meet 2 or 3 times a year to evaluate business strategy, help with problem solving, and guide business thinking.

Include respected business professional.

6. It's helpful to be a member of Chamber of Commerce or Rotary.

(Networking)

7. Try to adapt each product to appeal to different markets.

8. Financial Plan

Salaries/Wages; product purchases; fundraising/grants; office supplies; capital equipment (purchase/lease; financing; training)

Summary printed by MaryAnne Long
malong@hawaii.rr.com

OTHER HELPFUL INFO:

<http://www.hawaiicommunityfoundation.org/>

<http://www.castlefoundation.org/>

BOSS The main number is 655-8169.

FOR VOLUNTEER HELP

This is a military organization for single service men and women. They find out about opportunities or are approached by organizations in need of volunteers. The volunteer is assigned for the week. I'm not sure what their criteria is in working with an organization but whoever answers the phone should be able to fill you in.

FACF A History

In 1975, seven Farrington graduates met one day to brainstorm ideas for providing scholarships to FHS students. From these humble beginnings grew the first public school alumni association in the state: the Farrington Alumni and Community Foundation. In the 25 years since its charter was approved, nearly 2,000 people have joined FACF, making it Hawaii's largest public school alumni group.

From its very beginning, FACF strove to support FHS students and their school. Five hundred dollars worth of scholarships were presented to two graduating seniors in 1976. FACF also supported other students who were invited to educational programs on the mainland. It also began to grant funds to innovative educational programs. As the Foundation grew, so did the size of these grants.

In an effort to recognize those individuals who tirelessly serve the school and community, FACF also created the Farrington Way Award, to be given to the member of the school family who best exemplified the ideals of the Farrington Way. The first winner was Alexander Kamahele, school custodian. Over the years, other recipients included students, teachers, volunteers, and other staff.

Led by President Kellet Min, the first FACF Board included Albert Alfonso, Eliseo Alphonso, Tom Amarino, Ben Cayetano, Donald Ching, Koon Hin Choy, Helen Cunningham (faculty), Nathan Hashimoto, Edwin Hosaka, Karen Hosaka, David Jeong, Ed Kaneshige, Ron Kiaaina, Robert Kimura, Wanda Matsuura, Betty Minobe, Francis Natori, Arnold Nishi, Dan Takamatsu, Diane Uemura, Mike Unebasami, Don Yamato, Charles Yasunaga, and Karl Yoshida. Through their efforts, the Foundation's membership increased to over three hundred members by the end of 1976. By 1980, five hundred alumni had joined.

The Foundation started with \$310 in member contributions in its first year. With a rise in membership and donations from community organizations, its assets topped more than \$5,000 by 1978. Board members organized fundraisers such as dinners and lei sales to continue growth. Many other alumni donated sizable amounts. Then, in 1993, the Foundation took a giant step forward when Koon Hin Choy provided over \$250,000 for the Lokahi Scholarships.

Currently, the Foundation fulfills its purpose ably. In the year 2000, over \$25,000 in scholarships were awarded to fifteen seniors. Furthermore, thousands of dollars were given to various school programs in science, math, humanities, the arts, and general education. The FACF roster continues to thrive, with well over 1500 people claiming membership. Due to many generous donations, assets are currently well over \$600,000. FACF has also become a major resource in publicizing alumni activities and reunions through its semi-annual newsletter, **FACF News**. From a simple brainstorming session just over 25 years ago, a Foundation has grown that has helped thousands of students and alumni "enter to learn" and "go forth to serve."

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FACF Its History

Mention private schools and with them came foundations to support their graduates in their future endeavors. Mention public high schools, and the word foundation didn't exist. But all that changed here in Hawaii in 1975 thanks to seven Farrington graduates. In 1976, the first 501(C)(3) nonprofit foundation, officially known as Farrington Alumni & Community Foundation, was chartered to grant scholarships and provide funds for innovative school projects to benefit a public high school named Farrington..

The FAF has increased the number of scholarships from 2 in 1976 worth \$1,000 to 30 in 2007 worth \$57,000. The scholarship recipients have attended outstanding schools namely, Babson College, Creighton University, Mount Holyoke College, Occidental College, Stanford, UH Manoa, University of Portland, University of Puget Sound, University of San Francisco, University of Washington, Wellesley College and Willamette University.

The Farrington Way Award was created by FAF to recognize those individuals who tirelessly served the school and community and exemplified the ideas of the Farrington Way. Over the years the recipients have included volunteers, students, teachers and other staff. This year's awardee is principal, Catherine Payne.

By 1978, two years after formation, with the rise in membership and donations over \$5,000, the board members organized fundraisers such as stew dinners, bake sales and lei sales on graduation day to continue the growth. Many other alumni donated sizable amounts. Then in 1993, a burst of support came from Koon Hin Choy '45 when he provided over \$250,000 for the Lokahi Scholarships. The foundation has grown stronger each year and continues to help thousands of students who later will "go forth to serve".

WHAT FACF HAS DONE FOR FARRINGTON (SCHOLARSHIP HIGHLIGHTS....5/20/07)

FACF has offered scholarships to FHS seniors since it was first organized in 1976. We have increased the number of scholarship from 2 in 1976 to 30 in 2007. The value of the scholarships has varied and increased over the years. In 1976, we offered two \$500 scholarships. In 2007, we have a variety: 12 for \$500; 9 for \$1,000 (1 renewable for 2 years and 1 renewable for 4 years); 6 for \$1,500; 2 for \$4,000; and 1 for \$5,000 – renewable for 5 years.

Our scholarship recipients have attended such “good” schools as the following:

Babson College, Creighton University, Mount Holyoke College, Occidental College, Stanford, UH Manoa (a “must” choice for a few scholarships), University of Portland, University of Puget Sound, University of San Francisco, University of Washington, Wellesley College and Willamette University.

What FACF Has Done For Farrington:

Farrington Teen Center: For 11 years, a total of \$17,500 has been donated for this program to provide refreshments for its multiple intervention activities that are needed at Farrington. (They cannot use school funds for refreshments.) They conduct Anger Management Groups, Peer Mediation Program, Gang Outreach & Mediation which are on-going throughout the community-wide event to showcase the creativity of the children in the 12 Kalihi schools, presenting their achievements in video, music and the visual and performing arts. It was a great effort!

FHS Band: FACF has donated to the band for many years. The band has reciprocated by performing at all of our annual meetings. Significant donations include: In 2006-07, \$2,927 to replace old music stands and worn out music folders. In 05-06, \$5,000 to purchase new marching band pants to go with 15-year old marching band jackets plus new jackets purchased in 97-98 with FACF funds. In 04-05, \$17,746 for 16 new instruments. The number of band students had increased from 100 to 130 and many had to share instruments. In earlier years, funds were provided for the purchase of 2 tubas (there were 6 talented students sharing 2 tubas), a xylophone (old one was unrepairable), Sousaphone, and podium for drum major.

Trips: Many Farrington High students have never been to the mainland. Opportunities to do so have come when they win at state competitions and get to represent Hawaii in national competitions. However, with the new law, Act 51 (with its weighted school formula), there are no state funds to supplement student attendance at such competitions. Financial assistance has been provided by FAFSA over the years (even prior to Act 51).

International Bridge Building-Physics: In three years, 2006-07, 05-06, and 04-05, FAFSA donated \$5,500 to send Farrington students to Chicago, Illinois and Nashville, Tennessee. Only the top two students in the state competition are sent to the nationals and they came from Farrington!

Family, Career & Community Leaders of America (FCCCLA): Farrington students have won top gold medals at the statewide competition each year. Over the years, FAFSA has helped to finance their trips to the nationals in such cities as Nashville, Chicago, Philadelphia (over \$15,000 in 6 years). This year, they will go to California for the national competition.

Health Occupation Students of America (HOSA): This group was organized for the first time in 2006-07. Students placed in the state competition and represented Hawaii at the nationals in Florida. FAFSA donated \$2,400 to supplement their fund-raising efforts.

Business Education Department: In 1998-99, FAFSA donated \$23,100 (for 23 computers) to upgrade half of the department's out-dated computers. In 1999-2000, \$33,619 was donated to upgrade the other half of their computer center. New computers were necessary to meet business standards of excellence and professionalism in providing a solid foundation in technology and communication for the students.

Food Services/Family & Consumer Science Dept.: In 2001-02, FAFSA donated \$6,400 for the purchase of restaurant tables and chairs to enhance the room facility for the student-operated restaurant to simulate industry standards. As a vocational education course, practical laboratory experiences along with technical and academic activities were provided for the students.

Varsity Rifle Team: In 2004-05, FACF donated \$1,083 for the purchase of 4 new rifles. The rifle team had expanded to 26 students and sharing of rifles was lessened with the additional rifles.

News-writing Class: In 2003-04, there was a new advisor (the former advisor having retired after many years of excellent work). FACF donated \$605 for registration fees for the new advisor and newspaper staff members to attend a journalism workshop at the start of the school year. It was a great learning and bonding experience. They turned out a winning publication AGAIN!

News-writing Class: In 2001-02, FACF funded \$8,692 for 5 new computers and 2 laptops. The new computers replaced old ones which were either malfunctioning or lacked sufficient hard drive space for the program used to produce a professional quality school paper. The laptops were used to reporters when they conducted interviews off-campus.

FHS Library: In 2002-03, FACF provided \$1,000 for supplies to help the school librarians establish a Farrington Archival Collection. This project was to document and preserve the history of the school. The archival albums are available in the school library for viewing.

Principal's Discretionary Fund: \$3,000 is provided annually so the principal can fund teacher requests of \$300 or less for resources that cannot be accommodated through regular school allocations. We don't think there are any other alumni groups that provide such a financial resource for their school principal.

FHS Web Team: In 2006-07, FACF donated \$5,000 toward the first Farrington Film & Arts Festival held in May. It was a success!

5/24/07

WHAT FACF HAS DONE FOR FARRINGTON (Scholarship highlights)

FACF has offered scholarships to FHS seniors since it was first organized in 1976. We have increased the number of scholarships from 2 in 1976 to 30 in 2007. Of the 30 scholarships, 21 are provided by FACF and 9 are provided by generous donors. The value of the scholarships has varied and increased over the years. In 1976, we offered two \$500 scholarships. In 2007, we have a variety: 12 for \$500; 9 for \$1,000 (1 renewable for 2 years and 1 renewable for 4 years); 6 for \$1,500; 2 for \$4,000; and 1 for \$5,000 – renewable for 5 years.

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SOME OF THE MORE NOTABLE PROJECTS FUNDED BY FACF

\$33,618.42 for 33 Pentium III computers for the Business Education Department. This donation will enable students to develop web pages, access the Internet, run Windows 98 and Office 2000 programs.

\$1,500 for Teen Center's Management Programs. It provides refreshments for all anger management groups. The Peer Mediation Program handled 24 cases, servicing 46 students and 2 teachers. This program handles anger between students or students and teachers before any rage occurs.

\$27,000 for 17 scholarships in June graduation.

\$5,000 for uniforms for Farrington Band similar to the uniforms of the Mr. Earl Christoph era. \$3,500 to purchase a new drum major podium and a new sousaphone.

\$2,737 for the Hawaiian Club to provide hula costumes for students traveling to New Zealand on a "good will trip".

\$3,000 for the Principal's Discretionary Fund in which teachers can make requests of \$300 or less for their projects.

\$1,000 for the Child Care Service-Early Childhood Education Program to provide supplies for their activities in which students work with children in pre-schools and elementary students.

\$655 for Project TEACH. A Farrington Health Academy project which students go to local high schools and neighbor island schools to teach peer education in the prevention of HIV/AIDS. The students produced and directed, acted in their own video on how to prevent aids and other social diseases.

\$600 to help High School Hikers group to attend Ecology Camp 2000 on the Big Island to participate in environmental education activities.

WHAT FACF (Fund Request highlights)
HAS DONE FOR FARRINGTON

Farrington Teen Center: For 11 years, a total of \$17,500 has been donated for this program to provide refreshments for its multiple intervention activities that are needed at Farrington. (They cannot use school funds for refreshments.) They conduct Anger Management Groups, Peer Mediation Program, Gang Outreach & Mediation which are on-going throughout the year community-wide event to showcase the creativity of the children in the 12 Kalihi schools, presenting their achievements in video, music and the visual and performing arts. It was a great effort!

FHS Band: FACF has donated to the band for many years. The band has reciprocated by performing at all of our annual meetings. Significant donations include: In 2006-07, \$2,927 to replace old music stands and worn out music folders. In 05-06, \$5,000 to purchase new marching band pants to go with 15-year old marching band jackets plus new jackets purchased in 97-98 with FACF funds. In 04-05, \$17,746 for 16 new instruments. The number of band students had increased from 100 to 130 and many had to share instruments. In earlier years, funds were provided for the purchase of 2 tubas (there were 6 talented students sharing 2 tubas), a xylophone (old one was unrepairable), Sousaphone, and podium for drum major.

Many Farrington High students have never been to the mainland. Opportunities to do so have come when they win at state competitions and get to represent Hawaii in national competitions. However, with the new law, Act 51 (with its weighted school formula), there are no state funds to supplement student attendance at such competitions. Financial assistance has been provided by FACF over the years (even prior to Act 51).

International Bridge Building-Physics: In three years, 2006-07, 05-06 and 04-05, FACF donated \$5,500 to send Farrington students to Chicago, Illinois and Nashville, Tennessee. Only the top two students in the state competition are sent to the nationals and they came from Farrington!

Family, Career & Community Leaders of America (FCCLA): Farrington students have won top gold medals at the statewide competition each year. Over the years, FACF has helped to finance their trips to the nationals in such cities as Nashville, Chicago, Philadelphia (over \$15,000 in 6 years). This year, they will go to California for the national competition.

Health Occupations Students of America (HOSA): This group was organized for the first time in 2006-07. Students placed in the state competition and represented Hawaii at the nationals in Florida. FACF donated \$2,400 to supplement their fund-raising efforts.

Business Education Department: In 1998-99, FACF donated \$23,100 (for 23 computers) to upgrade half of the department's out-dated computers. In 1999-2000, \$33,619 were donated to upgrade the other half of their computer center. New computers were necessary to meet industry standards of excellence and professionalism in providing a solid foundation in technology and communication for the students.

Food Services/Family & Consumer Science Dept.: In 2001-02, FACF donated \$6,400 for the purchase of restaurant tables and chairs to enhance the room facility for the student-operated restaurant to simulate industry standards. As a vocational education course, practical laboratory experiences along with technical and academic activities

business

were provided for the students.

Varsity Rifle Team: In 2004-05, FAFD donated \$1,083 for the purchase of 4 new rifles. The rifle team had expanded to 26 students and sharing of rifles was lessened with the additional rifles.

Newswriting Class: In 2003-04, there was a new advisor (the former advisor having retired after many years of excellent work). FAFD donated \$605 for registration fees for the new advisor and newspaper staff members to attend a journalism workshop at the start of the school year. It was a great learning and bonding experience. They turned out a winning publication again, although under new advisorship. *left not*

Newswriting Class: In 2001-02, FAFD funded \$8,692 for 5 new computers and 2 laptops. The new computers replaced old ones which were either malfunctioning or lacked sufficient hard drive space for the program used to produce a professional quality school paper. The laptops were used for reporters when they conducted interviews off-campus.

FHS Library: In 2002-03, FAFD provided \$1,000 for supplies to help the school librarians establish a Farrington Archival Collection. This project was to document and preserve the history of the school. The archival albums are available in the school library for viewing.

Principal's Discretionary Fund: \$3,000 are provided annually so the principal can fund teacher requests of \$300 or less for resources that cannot be accommodated through regular school allocations. We don't think there are any other alumni groups that provide such a financial resource for the school principal.

ar. Numerous student support activities are held including training and refresher training for student mediators. Last year, to meet a great need, there was a Loved Ones in the Military group organized for students with family members or friends on active duty in Iraq and Afghanistan.

FHS Web Team: In 2006-07, FAFD donated \$5,000 toward the first Farrington Film & Arts Festival held in May. It was a