

House District 44  
Senate District 21

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

Log No:

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

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

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

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

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

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: ISIS HAWAII

Db/a:

Street Address: 2800 Woodlawn Drive, Ste 101, Honolulu, HI 96822

Mailing Address: P.O. Box 161296, Honolulu, HI 96816

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LYNN FUJIOKA

Title President

Phone # (808) 988-1931

Fax # (none)

e-mail lynnfujioka@gmail.com

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

NANAKULI SUSTAINABLE AGRICULTURE LEARNING CENTER (PHASE I)

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: \$ 370,213

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:

LYNN FUJIOKA, PRESIDENT  
NAME & TITLE

01/27/2014  
DATE SIGNED

## Application for Grants and Subsidies

*If any item is not applicable to the request, the applicant should enter “not applicable”.*

### I. Background and Summary

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

1. A brief description of the applicant's background;  
Founded in 2002, isisHawaii’s mission is to empower students to reach their potential through personal development, higher education and career exploration. isisHawaii has received federal and state funding to “excite students about science- and math-based fields through programs and activities, developed in partnership with local professionals and educators.
2. The goals and objectives related to the request;  
The primary goal of this project is to foster student interest and retention in higher education and career pathways. The proposed work will complement existing programs in Nanakuli to provide students with continuum learning opportunities in sustainable agriculture. The program will engage and empower students with a “sense of place” and as responsible stewards of Hawaii’s natural resources.

Nanakuli public school students will be impacted by proposed activities. Using a service-learning approach, outcomes have been identified at two levels: infrastructure (installation of a learning lab and technical development of a digital badge reward system and on-line repository of student artifacts) and student learning (increased knowledge and interest in STEM, sustainable agriculture and stewardship of natural resources).

3. The public purpose and need to be served;  
The current project proposes to foster experiences that shape the development of Native Hawaiian (NH) students in Nanakuli to reach their full potential by exposing them to STEM activities and reinforcing cultural identity, a sense of place, and stewardship for the natural resources of the islands.

In Hawaii, NH students score lower on standardized assessments in math at each grade level than any other group, lagging behind state averages by 6 to 10 points (KSBE, 2009). They also have the lowest timely graduation rates of all ethnic groups in Hawaii public schools (US GAO, 2009). Socioeconomic factors contribute greatly to the disconnect that NH students experience with traditional Western instruction. Textbook learning and lectures are not effectively engaging NH students who suffer from identity challenges, low self-esteem and overall

depression. To increase the likelihood that NH students feel greater affirmation as learners, an emphasis on the value of relationships and interconnectedness between home, school and the community must be made to positively impact student well-being and achievement (Ledward, 2008).

4. Describe the target population to be served; and  
The Nanakuli area has the largest percentage of NH students enrolled in the Hawaii State public school system with some of its schools among 25 of the lowest achieving in Hawaii (US Census, 2010). NH students score well below national norms for all grade levels (US GAO, 2009), with graduation rates less than half of any other recognized ethnic group (Harris, 2000).

The proposed work's primary target population (n=400) is a public school with a high percentage of NH student enrollment; specifically Nanakuli Elementary School (95.7%)(HIDOE, 2011-12). A secondary target is Nanakuli High & Intermediate School (n=967) with 70.8% of its student enrollment of NH descent (HIDOE, 2011-12). Both schools share common geographic boundaries and provide community youth with a continuum in public school education.

5. Describe the geographic coverage.  
Located in West Oahu, Nanakuli has a population of more than 12,500 (US Census, 2010). Its residents are primarily of Native Hawaiian descent (70%)(Center on Family, 2003). Almost half of its residents receive food stamps, ranking high among Hawaii's TANF-funded (Temporary Assistance to Needy Families) communities. Unemployment typically ranks higher than State averages.

## II. Service Summary and Outcomes

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

1. Describe the scope of work, tasks and responsibilities;  
The primary goal of this project is to provide culturally responsive meaningful activities to increase NH student interest and retention in higher education and career pathways.

Socioeconomic and cultural factors often hinder NH students from engaging in the traditional classroom environment. Culturally responsive/relevant education recognizes cultural gaps between home and school as part of the achievement gap and calls for increased cultural relevance in education to engage, support and empower learners (Kanaiaupuni, 2009). Studies show that NH students of teachers using culture-based educational strategies report greater Hawaiian cultural affiliation, civic engagement and school motivation than do students of other teachers. They are also more likely to put cultural skills to use in their

communities and report higher levels of trusting relationships with teachers and staff, underscoring a deeper sense of belonging at school (Kanaiaupuni, 2009).

In NH families, children are socialized to think of success in terms of contributions to kin or peer group rather than as a matter of individual achievement. To work alone silently or to be alone is a foreign concept. Motivation for the individual comes from participation in group-directed, collective activities, in which rewards for completion and success are inherent and shared (Tharp, 2007). Learning occurs in a mode of enterprise engagement in which the learning is actually engaged in performing. Emphasis is not on, “I’ll tell you how to do it” but on “watch, listen, participate, and try.” Tasks must also be meaningful; something already learned and valued. Tasks must be presented as a whole where the final product is clearly related to what the learner is doing (Tharp, 2007).

Studies show that teaching strategies that integrate students’ cultural and community contexts tend to have a positive impact on engagement and proficiency levels (Kanaiaupuni, 2009). Culture-based practices encourage instruction and learning that are rooted in relevance and relationship-building, positively supporting academic outcomes. Thus, in schools with dominant NH student enrollment, culture-based educational strategies must be considered since conventional models have failed to make significant differences in student outcomes (Kanaiaupuni, 2009).

#### Rigor: Sustainable Agriculture as an Educational Tool

The proposed project seeks to engage students through experiential learning activities centered on the study and exploration of sustainable agricultural methods. Introductory activities will focus on “hydroponics,” the practice of growing plants in a nutrient, water-based environment. An outdoor system will be established as an “extended classroom” or *piko* (Hawaiian for “center”) lab for Nanakuli Elementary and other area schools.

As mastery is acquired, students will explore another sustainable agricultural method called “aquaponics” which nurtures both fish and plants in a water-based environment. The Project Team will work with participating educators and students in aligning activities to academic objectives and outcomes. Subject Matter Experts from the community, industry and academia will be introduced but students will take the actual lead in designing, promoting and deploying their community service projects.

The project will develop infrastructure for project-based and service-learning activities, including 1) an operational learning lab, 2) a digital badge reward system and on-line repository for student artifacts and 3) partnerships between area schools and Subject Matter Experts for sustainable agriculture (along a continuum from hydroponics to aquaponics and beyond). Once the project infrastructure is established, the primary program goal will be to engage students

and increase/foster interest in higher education and career pathways through service-learning activities centered on the study of sustainable agriculture, beginning with hydroponic technologies. Specifically, the project seeks to promote student learning including:

- 1) Increasing knowledge and interest in STEM;
- 2) Increasing knowledge of sustainable agriculture; and
- 3) Increasing number of students engaged in service-learning projects around the stewardship of natural resources.

Sustainable agricultural practices and community service activities are the primary driving forces behind the integration of age appropriate academics, cultural responsiveness and responsible 21st century learning. This approach will provide a broad platform for cross-disciplinary exploration in areas such as Hawaiian studies, biology, botany, environmental science, engineering, technology, mathematics and the development of essential skills like leadership, critical thinking, teamwork, communication and problem-solving. By focusing on sustainable agriculture, students will become informed citizens and better stewards through meaningful and relevant application. Sustainable agriculture addresses many environmental and social concerns and offers innovative and economically viable opportunities at many levels.

#### Relevance, Relationships: Meaningful Learning Experiences

Through active participation and ownership, the project aims to keep students engaged in meaningful, self-directed activities. Reconnecting youth to their *aina* (land) and *ohana* (family) through service-learning promotes shared learning and intergenerational opportunities for educational advocacy. Moreover, educators will leverage student engagement by introducing complex academic concepts – particularly in math and science – through application, reinforced by a reward system.

Finally, service-learning is a key component of the project. Service-learning promotes active participation in projects that respond to community needs. The literature shows that youth who participate in high-quality service-learning activities develop healthy, caring and responsible attitudes. High-quality service-learning helps students increase self-efficacy by making a real impact in their communities. Service-learning has also been found to inspire higher academic achievement and interest in higher education (Roehikepartain, 2007).

Project-based and service-learning activities focus on 21st century student outcomes that advocate for blended skills such as content knowledge through application, inventive thinking, teamwork, communication and problem solving (Framework, 2002). By combining experiential learning and community service, students must set and meet goals, plan and prioritize work, multitask effectively and act in an ethical and professional manner. Mastery will hone skills in

synthesizing information, working effectively in diverse teams, managing complex projects and becoming responsible, productive leaders.

#### Reflection, Resilience, Responsibility: Technology Integration

To support teachers and students in reaching curricular objectives, project participants will utilize the Real-Time Teacher Framework (RTTF). RTTF is a mobile application that leverages the use of mobile devices (such as iPads) to engage students in multi-media interplay in repositing evidences of learning accompanied by personal reflections and supported by connections to teachers and Subject Matter Experts for timely feedback. Achieving milestones towards mastery will be recognized with skills-based digital badges created in collaboration with participating schools, higher education and industry consultants in consideration of Common Core State Standards (CCSS), student learning outcomes (SLO), higher education preparedness, internship opportunities and career awareness.

RTTF will provide teachers with the ability to create and send interactive lessons based on project activities to their students, generate reports and monitor student progress in real-time. Students can connect to Subject Matter Experts for guidance and feedback to assess challenges and refine approaches in reaching milestones.

“Gamification” in conjunction with project-based education uses dynamic frameworks to address student motivation and engagement. Unlike a traditional grading system, “failing” in gaming is not viewed as a negative but as a means towards achieving milestones. The digital badge award system uses this familiar “failing forward” framework that gamers accept and understand. In this respect, educators can use RTTF’s iterative approach in fostering goal-setting, time management, accountability, communication and critical thinking skills without undermining student confidence. This attitude towards failure as a primary component for growth encourages exploration and discovery through positive reinforcement, not punishment.

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

The overriding goal of this project is to foster interest and retention of NH students in the education pipeline through service learning activities centered on sustainable agriculture.

Project Activities will include:

1. Installation of the outdoor lab and training
2. Assessment interviews with participating school, students and key community stakeholders to determine desired outcomes

3. Co-development of content and mastery requirements for digital badge system with State agencies, high school administrators, higher ed institutions and workforce
4. Technical development and training for digital badge reward system, back-end monitoring and content management
5. Culturally responsive service-learning and project-based training for educators
6. Assist participating schools in establishing relationships with community partners, Subject Matter Experts

Implementation Timeline (per 3-month intervals (Quarter) over 12-months):

- Quarter 1: Systems installed, RTTF tech development begins; participant assessment for desired outcomes completed
- Quarter 2: Student and teacher orientation. RTTF beta launched, tested and refined; technical training begins; community partners and Subject Matter Experts (SME) engaged; student project(s) and roles identified/tasks assigned
- Quarter 3: Student project concept presentation(s); SME review and concept refinement; project promotion/recruitment begins
- Quarter 4: Student project(s) implemented; student portfolio public showcase

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

A third party evaluator will provide project evaluation. The evaluation will include two interrelated studies: a formative study and a summative study. The *formative study* will monitor and document the strategies and processes implemented to support the anticipated outcomes. Quarterly reports will include major accomplishments, barriers, and recommendations to improve results. The *summative study* will focus on the effectiveness of the approach in increasing STEM knowledge, interest and readiness among students participating in the project. Through a participatory action research approach the evaluator will work with stakeholders to finalize research questions, define variables and data sources, and implement the evaluation. A mixed methods approach will be used for both the formative and summative studies. Quantitative methods will include administering surveys to students and gathering aggregate data on identified outcome measures as follows:

- 1) knowledge and interest in STEM
- 2) knowledge of sustainable agriculture
- 3) engagement in service-learning projects around the stewardship of natural resources

Qualitative methods will be used for fidelity assessment and to gather feedback on the model from teachers and students. All data will be maintained in the information system data archive accessible only to authorized users for evaluation

purposes. All written research records will be kept in secured file cabinet in the project office. Data will be analyzed using appropriate statistical techniques given the type of data and level of measure. Summary and comparative data will be displayed using tables and graphs to present statistical information.

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

Short-term Outcomes for student learning:

- 1) 75% of the students participating in project-based learning activities will report increased knowledge and interest in STEM
- 2) 75% of students participating in project-based learning activities will demonstrate increased knowledge of sustainable agriculture
- 3) 75% of the students will complete service-learning projects around the stewardship of natural resources.

Longer-term outcomes:

- 1) 75% of students will demonstrate increased knowledge and awareness of commercial applications and career opportunities related to sustainable agriculture
- 2) 30% of students will continue sustainable agriculture practices outside of school.

### III. Financial

#### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
132,222	107,284	66,010	64,697	370,213

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

- City & County of Honolulu Grants in Aid Program - \$245,275 (12-month)



- United States Department of Education Native Hawaiian Education Program - \$1.2M (3-year)
  - Hawaii Community Foundation (Anne Knudsen Memorial Fund) - \$150K (12-month)
4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable.

## **IV. Experience and Capability**

### **A. Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Since 2009, isisHawaii has established aquaponic-based projects at 7 public schools on Oahu. This 21st century learning model lends itself to a wide range of highly engaging, cross-disciplinary educational opportunities. Observations have shown significant increases in attendance, participation, retention and positive behavioral modification.

Related projects include:

Ipu Waiwai Kula 'AE – Aquaponics in Education (2011-14): This project (sponsored by the U.S. Department of Education Native Hawaii Education Program), targets public intermediate schools in the Leeward District (Nanakuli/Waianae). It's goal is to increase NH student capacity by honoring and recognizing indigenous science as it aligns to 21st century learning and skill development. The project has assisted educators in developing multidisciplinary culture-based activities that underscore curricular objectives to engage youth using aquaponics as an instructional methodology. Currently, experiential learning activities are being implemented to reinforce concepts in core science, literacy, Hawaiian studies, health and nutrition.

Hawaii Department of Education – Honolulu District Aquaponics (2014): isisHawaii will work with Honolulu District schools to introduce sustainable agriculture concepts to students and their families through a series of hands-on activities. Subject Matter Experts will facilitate three 2-hour sessions with a

variety of fun, informative activities including a cook-off featuring aquaponic grown products and “take away” workshops for healing arts and static hydroponics.

Pearl City Complex STEM Consortium – Complex Aquaponics (2009-present): Working closely with Consortium administrators and educators, isisHawaii has been able to establish aquaponic-centric programs at four schools within the Complex (i.e., Highlands Intermediate and Manana, Palisades and Kanoelani Elementary Schools). Intra-curricular activities have resulted in increased student participation, improved science skills and knowledge, food safety and security awareness, economics and entrepreneurial activities.

Keoneula Elementary Aquaponics Project (2012) – Funded by a Hawaiian Electric foundation grant, isisHawaii established an outdoor aquaponics garden adjacent to the school’s existing Native Hawaiian plant garden. Staff/faculty training services were provided. Intra-curricular program development is pending.

**B. Facilities**

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

This project introduces intracurricular experiential learning activities at Nanakuli Elementary School, and as such, the project will leverage existing facilities at this target school. As the project integrates with on-going in-school activities for students already enrolled at the school, the school facilities are adequate for this project.

Nanakuli Elementary School underwent ADA transition improvements in 2012 to meet requirements.

## V. Personnel: Project Organization and Staffing

### A. Proposed Staffing, Staff Qualifications, Supervision and Training

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

#### Staff Qualifications:

The project will be managed by a multidisciplinary team representing over 75 years of educational program development experience. The Management Team will oversee three major areas: 1) administration and implementation; 2) training and program oversight; 3) content alignment and evaluation. Hawaii State Department of Education Nanakuli District and school administrative support and key advisors will provide critical guidance in maintaining project fidelity.

Project Director, Lynn Fujioka, is President/Founder of isisHawaii. Since 2002, Ms. Fujioka has provided consultation and educational outreach services to government agencies, educational institutions, industry groups and other non-profit organizations throughout the State of Hawaii. Ms. Fujioka will lead the administrative and frontline efforts backed by her successful track record in developing K-12 programs and by leveraging her extensive network of local industry professionals, educators and community resources.

Education Specialist, Kapono Ciotti, holds a Master's Degree in Social Change and Development and a Bachelor of Arts in Language and Cultural Studies. His work is noted in two principal visionary Native Hawaiian education models: 1) "Malama Kahoolawe" (restoration/preservation of Kahoolawe) and 2) Aloha Aina (curricula and field activities to instill lifelong connections to and respect for a healthy environment). Mr. Ciotti's experience also includes 10 years as a science and technology educator in Hawaii and West Africa. Prior to joining isisHawaii, he was the acting Dean of Faculty at Maryknoll High, a private school on Oahu. Mr. Ciotti also works closely with several NH public charter schools including Halau Ku Mana, Kula Kaiapuni o Anuenue and Halau Lokahi.

Project Coordinator, Erin Nishimura Horner, has managed over \$4M in Department of Defense, government, medical and education grants. Since 2006, Ms. Horner served as Program Manager and Acting Division Director at a high tech research and development company in Honolulu. Ms. Horner has launched corporate internship programs and has facilitated corporate training sessions resulting in the development of innovative technologies. Ms. Horner received both her Bachelor's and Master's Degrees in Electrical Engineering from Stanford

University in Palo Alto, CA. She will use her technical skills to assist the Project Director in administrative matters and in the development of project activities.

External Evaluator, Crystal Mills, PhD, MA, MSW, is a full professor and former Chair of the Master's in Social Work program at the University of Hawaii. Dr. Mills is a child welfare specialist and is licensed as a social worker at both the micro and macro levels. She has administered a number of educational and service programs, grants and contracts and has a long history of evaluation consultations for STEM programs, including work with the Detroit Science Center. Dr. Mills has a Bachelor of Arts in Psychology, a Masters in Social Psychology, a Masters in Social Work and a Doctorate in Social Work and Social Psychology from the University of Michigan.

Established relationships with Subject Matter Experts:

University of Hawaii College of Tropical Agriculture & Human Resources: CTAHR is a global leader in aquaculture research. The department currently heads State research and community education efforts on the use of culturally-responsive aquaculture and aquaponic technologies.

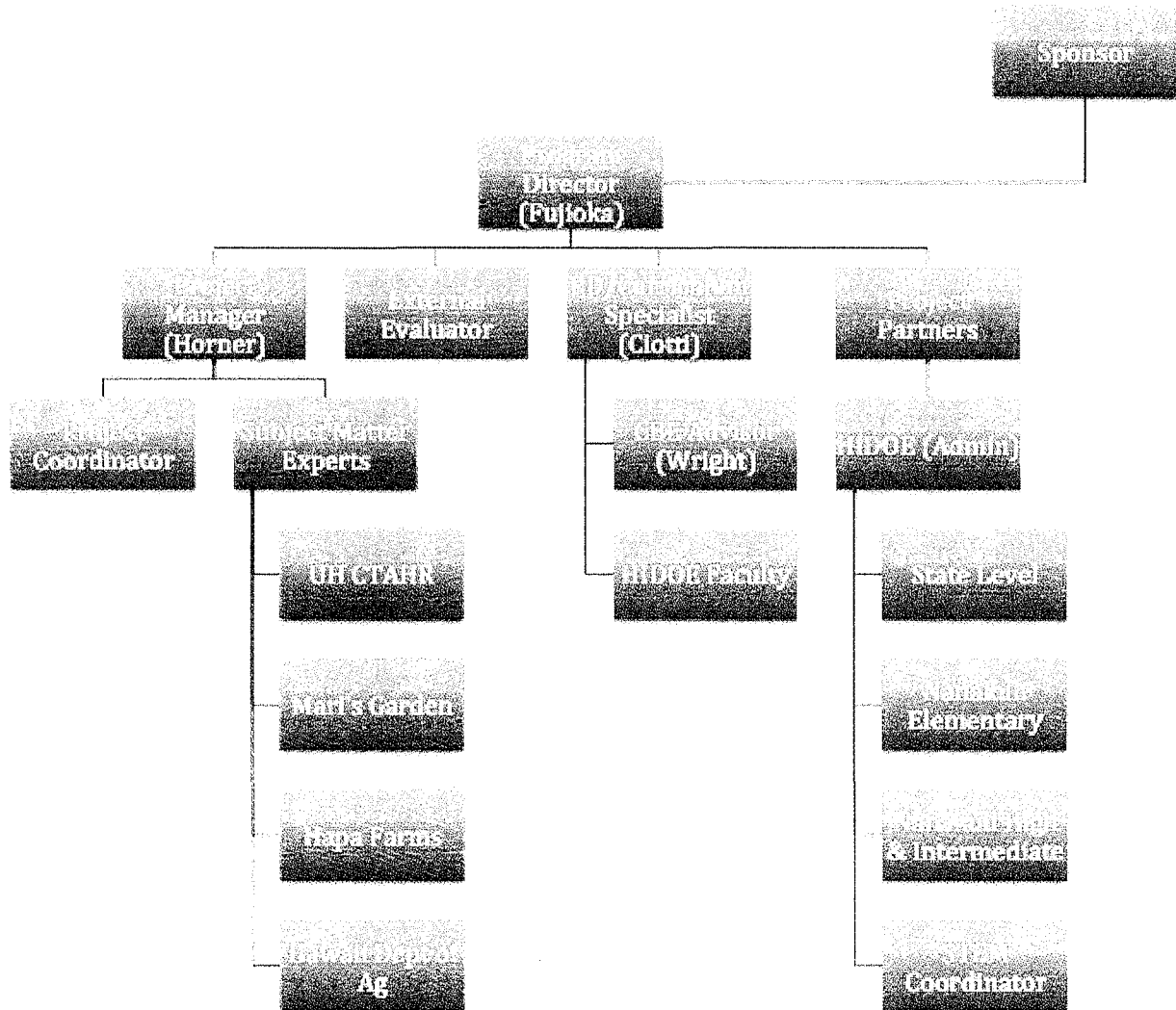
Fred Lau, Mari's Gardens: Since 2007, Mari's Gardens has been a pioneer in large-scale commercial production and is a leader in establishing food safety protocols for sustainable farming. Organically certified, Mari's Gardens researches and produces a variety of vegetable crops as well as fish for optimal production and marketability.

Hapa Farms: A private company specializing in innovative sustainable agriculture focusing on aquaponic and static hydroponic technology. Located in Kahalu'u, Hapa Farms designs and builds integrated agricultural systems for residential and educational use. Since 2009, Hapa Farms has partnered with IsisHawaii to provide training and mentorship services to establish programs at several public schools on Oahu.

VerlieAnn Malina-Wright, EdD: Dr. Wright has over 45 years of education experience as a leader in public/private sectors and on state, national and international levels. She received her EdD at the University of California at Los Angeles and has served in school administrative positions as well as directorships for the National Indian Education Association and World Indigenous Native Higher Education Consortium (WINHEC). She is currently a consultant with Wright Consultants, is Board Chair of the Pacific American Foundation and acting Chair for the 2014 WINHEC Accreditation Committee.

**B. Organization Chart**

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



## **VI. Other**

### **A. Litigation**

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

Not applicable.


### **B. Licensure or Accreditation**

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

Not applicable.

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2014 to June 30, 2015)

Applicant: ISIS HAWAII

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	84,500			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	13,393			
<b>TOTAL PERSONNEL COST</b>	<b>97,893</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9 Consultants	160,000			
10 Materials/Supplies	25,000			
11 Workshop Expenses	15,000			
12 Transportation (Ground)	2,500			
13 Teacher Stipends	10,000			
14 Professional Development Training	6,000			
15HIDOE Liaison	40,000			
16 Indirect Rate Cost	13,820			
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>272,320</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>370,213</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	370,213	Lynn Fujioka (808) 988-1931		
(c)				
(d)				
<b>TOTAL BUDGET</b>	<b>370,213</b>	Name and Title (Please type or print)		

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: ISIS HAWAII

Period: July 1, 2014 to June 30, 2015

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Lynn Fujioka, Program Director	1	\$70,000.00	35.00%	\$ 24,500.00
Erin Horner, Project Manager	0.5	\$24,000.00	100.00%	\$ 24,000.00
Kapono Ciotti, Education Specialist	0.5	\$37,500.00	96.00%	\$ 36,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>84,500.00</b>
<b>JUSTIFICATION/COMMENTS:</b>				



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: isisHawaii

Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS: N/A</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS: N/A</b>				

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: isisHawaii

Period: July 1, 2014 to June 30, 2015

<b>FUNDING AMOUNT REQUESTED</b>						
<b>TOTAL PROJECT COST</b>	<b>ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS</b>		<b>STATE FUNDS REQUESTED</b>	<b>OF FUNDS REQUESTED</b>	<b>FUNDING REQUIRED IN SUCCEEDING YEARS</b>	
	<b>FY: 2012-2013</b>	<b>FY: 2013-2014</b>	<b>FY:2014-2015</b>	<b>FY:2014-2015</b>	<b>FY:2015-2016</b>	<b>FY:2016-2017</b>
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS: N/A</b>						

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

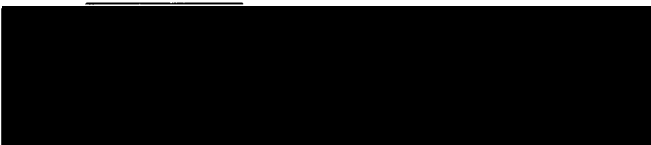
The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

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

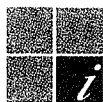
ISIS HAWAII



Lynn Fujioka  
(Typed Name)

1/17/2014  
(Date)

President  
(Title)



**isisHawaii**

*the power of one plus one... P.O. Box 161296, Honolulu, Hawai'i 96816 • www.isishawaii.org*

## **ENDNOTES**

<sup>1</sup> Kamehameha Schools Research & Evaluation Division, "Native Hawaiian Educational Assessment Update 2009: A Supplement to Ka Huaka'i 2005," *Author* (October 2009): 10

<sup>2</sup> U.S. Government, "Accountability Offices' Report to Congressional Requesters," *Author* (March 2009): 17

<sup>3</sup> Ledward, B. et al., "Hawaiian Cultural Influences in Education (HCIE): 'Ohana and Community Integration in Culture-Based Education," *Kamehameha Schools Research & Evaluation Division* (2008): 4

<sup>4</sup> Quick Facts: Nanakuli CDP. (2010). Retrieved December 4, 2013, from <http://www.quickfacts.census.gov/qfd/states/15/1553900.html>

<sup>5</sup> Accountability, *op. cit.* 8

<sup>6</sup> Harris, P. and Jones, N., "We the People: Pacific Islanders in the United States," *U.S. Census Bureau* (2000): 12

<sup>7</sup> Quick Facts: Nanakuli CDP. (2010). Retrieved December 4, 2013, from <http://www.quickfacts.census.gov/qfd/states/15/1553900.html>

<sup>8</sup> University of Hawaii Center on the Family, "Nanakuli Area Community Profile," *Author* (November 2003): 1

NEIL ABERCROMBIE  
GOVERNOR



KATHRYN S. MATAYOSHI  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
OFFICE OF DISTRICT SUPERINTENDENT  
601 KAMOKILA BOULEVARD, ROOM 588  
KAPOLEI, HI 96707

January 29, 2014

Ms. Lynn Fujioka, President/Founder  
isisHawaii  
P.O. Box 161296  
Honolulu, Hawaii 96816

Dear Ms. Fujioka:

The Hawaii Department of Education Nanakuli Complex supports your Hawaii State Grant-in-Aid FY 2014 proposal: *Nanakuli Sustainable Agriculture Learning Center (Phase I)*. This project proposes to foster experiences that shape the development of Native Hawaiian students at Nanakuli Elementary School to reach their full potential by exposing them to Science, Technology, Engineering and Mathematics (STEM) activities and reinforcing cultural identity, a sense of place, and stewardship for the natural resources of the islands.

It is our intention to work with isisHawaii in developing a partnership plan for Nanakuli Complex schools to address student engagement and achievement through community-based service-learning opportunities that focus on sustainable agriculture. This grant proposal will provide a venue for Nanakuli Elementary School to develop a collaborative STEM program with support from community and businesses.

I will assign Colleen Murakami, District Educational Specialist for STEM, to assist with the planning and implementation of this project. Ms. Murakami may be reached at 808-225-6881 or via email at [colleen\\_murakami@notes.k12.hi.us](mailto:colleen_murakami@notes.k12.hi.us).

Thank you for your support and interest in improving education of our public school students.

Sincerely,



Ann A. Mahi  
Complex Area Superintendent  
Nanakuli/Waianae Complex Area

NEIL ABERCROMBIE  
GOVERNOR



KATHRYN S. MATAYOSHI  
STATE SUPERINTENDENT

LISA ANN L. HIGA  
PRINCIPAL

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
Nānākuli Elementary School  
89-778 Haleakala Avenue  
Wai'anae, Hawaii 96792

December 17, 2013

Ms. Lynn Fujioka, President/Founder  
isisHawaii  
P.O. Box 161296  
Honolulu, Hawai'i 96816

Dear Ms. Fujioka,

This letter is to show my support for the isisHawaii project, "The Nanakuli Sustainable Agriculture Learning Center." It is my intention and commitment to work with isisHawaii in developing and supporting an implementation plan for Nanakuli Elementary to address student engagement and achievement through community-based service-learning opportunities that focus on sustainable agriculture.

Since 2010, isisHawaii's programs in Leeward District schools to support student learning through partnerships and wraparound services have been aligned with our State Strategic Plan, Complex Plan and our Schools Academic Plan objectives and goals. This project will enhance the efforts already underway at Nanakuli High and Intermediate School as well as three other elementary schools on the Leeward Coast.

Nanakuli Elementary's vision –"O ke kahua mamua ma hope ke kukulu-"Build upon a strong foundation" remains a solid platform in designing globally competitive pathways for our students and community. I look forward to developing this collaboration with isisHawaii and the community at large.

Sincerely,

  
Lisa Ann L. Higa  
Principal, Nanakuli Elementary School

NEIL ABERCROMBIE  
Governor



RUSSELL S. KOKUBUN  
Chairperson, Board of Agriculture

SCOTT E. ENRIGHT  
Deputy to the Chairperson

State of Hawaii  
DEPARTMENT OF AGRICULTURE  
1428 South King Street  
Honolulu, Hawaii 96814-2512  
Phone: (808) 973-9600 FAX: (808) 973-9613

December 12, 2013

Lynn Fujioka  
IsisHawaii  
P.O. Box 161296  
Honolulu, HI 96816

Re: Support for Nanakuli Sustainable Agriculture Learning Center – Phase I Project

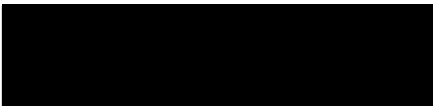
Dear Ms. Fujioka

Thank you for the opportunity to comment on the Nanakuli Sustainable Agriculture Learning Center – Phase I Project. The Hawaii Department of Agriculture – Aquaculture and Livestock Support Services (ALSS) branch supports your efforts to develop a culturally-responsive, rigorous education program, which uses aquaponics and hydroponics as topics to increase student engagement and retention.

ALSS recognizes the enormous potential of aquaponic and hydroponic systems as low-cost, hands-on teaching laboratories; where the students can quickly see the effects of their actions and can harvest a tangible and valuable product in a relatively short amount of time. The combination of fish and plant growth and their complex relationship provides a unique challenge to the students by combining important STEM subjects in a real world setting. In addition, it is heartening to hear that the project will be located in Nanakuli, where commercial agriculture already occurs and needs to be further developed.

Please contact me if you have any questions at 808.483.7130 or [todd.e.low@hawaii.gov](mailto:todd.e.low@hawaii.gov).

Sincerely,

  
Todd Low  
Manager  
Aquaculture and Livestock Support Services  
Hawaii Department of Agriculture



January 10, 2014

isisHawaii  
P.O. Box 161296  
Honolulu, Hawaii 96816  
Attn: Ms. Lynn Fujioka, President

RE: Letter of Support for Nanakuli Sustainable Agriculture Learning Center (Phase I)  
FY2014 Hawai'i State Grant In Aid Program

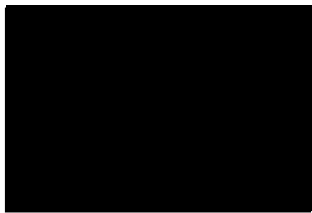
Aloha Ms. Fujioka:

As owner/operator of the Fred Lau Hawaiian Landscape Company, Inc. (a full service landscape construction company), I am committed to supporting educational initiatives that promote sustainable agricultural practices. Since 2010, I have been establishing sustainable agriculture partnerships with a wide range of professionals from government, higher education, private companies and non-profit organizations to establish commercial, educational and research projects throughout the State of Hawai'i and beyond.

I am pleased and excited to support isisHawaii's sustainable agricultural initiatives in Nanakuli area public schools as I believe our outreach goals are very much aligned. Our missions both focus on education, mentorship and student leadership training, research and development of community partnerships to foster student interest in higher education and careers.

Providing more choices and opportunities for Native Hawaiian students to explore and experience science and other academic areas through sustainable agriculture is extremely relevant and provides meaningful activities for students to advance learning and increase self-efficacy.

I wholeheartedly support isisHawaii's efforts for this project. If you have any questions, please contact me at (808) 625-2800.



Fred Lau, Owner  
Mari's Garden





## The Senate

STATE CAPITOL  
HONOLULU, HAWAII 96813

January 29, 2014

Ms. Lynn Fujioka, President/Founder  
isisHawaii  
P.O. Box 161296  
Honolulu, Hawai'i 96816

Dear Ms. Fujioka,

This letter is to show my support for GIA application for the isisHawaii project, "The Nanakuli Sustainable Agriculture Learning Center."

This project addresses a critical State priority in fostering interest and awareness about food independence, food security and health/nutrition challenges, particularly as it relates to Nanakuli students and their families.

Since 2010, isisHawaii's programs in Leeward District schools to support student learning through partnerships and wraparound services have been aligned with statewide educational initiatives and objectives. I support isisHawaii's continued efforts to strengthen the school-to-workforce pipeline through sustainable agriculture and service learning activities in promoting values-based education.

I fully support isisHawaii as they seek funding to support this program.

  
Senator Maile Shimabukuro  
Hawaii State Senate, District 21

Office of State Senator Maile S.L. Shimabukuro - Hawaii Senate District 21  
Wai'anāe Coast ❖ Ko Olina ❖ Honokai Hale ❖ Kalaeloa  
415 S. Beretania Street, Room 222, Honolulu, Hawaii 96813  
(808) 586-7793 ❖ (808) 586-7797 FAX ❖ [senshimabukuro@capitol.hawaii.gov](mailto:senshimabukuro@capitol.hawaii.gov) ❖ [21maile.com](http://21maile.com)