

House District 25
Senate District 13

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND 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):

DEPARTMENT OF HAWAIIAN HOME LANDS

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
KULA NO NA PO'E HAWAII
Db.

Street Address: 2150 TANTALUS DRIVE
HONOLULU, HI 96813

Mailing Address: 2150 TANTALUS DR.
HONOLULU, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ADRIENNE Y. DILLARD, MSW, LSW

Title EXECUTIVE DIRECTOR

Phone # (808) 520-8998

Fax # (808) 520-8995

e-mail kula.papakolea@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:

SUPPORT STEVENSON MIDDLE SCHOOL AND KULA NO NA PO'E HAWAII'S SCHOOL CONNECTEDNESS PROGRAM. PROVIDE AFTERSCHOOL PROGRAM AT THE PAKAKOLEA COMMUNITY CENTER, PLAN COORDINATE AND IMPLEMENT ALL COMMUNITY-BASED PROGRAMS LINKING PARENTS AND FAMILIES WITH STEVENSON MIDDLE SCHOOL.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 196,124.00

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 \$ 9,000.00

ADRIENNE DILLARD, MSW, LSW
NAME & TITLE

1/31/14
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;

Kula no na Po'e Hawai'i (KNNPH) serving the Hawaiian Homestead communities of Papakōlea, Kewalo, and Kalawahine¹, is a 501(c)3 community-based non-profit organization. A group of concerned community women wanting to improve the educational skills of children in the community and strengthen relationships between parents and the school system established KNNPH in 1992. Over the years, the educational vision of KNNPH has broadened to include a focus on the importance of healthy living. We now provide health ad educational activities for residents of all ages in Papakolea and the community at large.

KNNPH has extensive experience in collaborating effectively with university departments to provide services to residents of Papakōlea. KNNPH is committed to improving the health of its community members, through culturally appropriate and community acceptable processes. For the past 18 years, KNNPH has been very successful in addressing the health needs of the Papakolea community.

In this proposal, KNNPH has partnered with Stevenson Middle School to strategically complement Na`auao to increase school connectedness through 1) direct connectedness to parents, families and communities; 2) formal parent trainings; and 3) school-university collaborations that address adolescent social-emotional needs and parenting.

2. The goals and objectives related to the request;

Kula no na Po`e Hawaii in the partnership in the Stevenson Middle School Project was unaware of the resources that time commitment that would truly be needed to engage families. At the Community Project lead it is our desire to commit to the partnership the resources needed to engage families and youth to promote the type of commitment that is needed by:

¹ Papakolea, Kewalo and Kalawahine are neighboring homesteads that are jointly referred to as "Papakolea".

1. Create a safe learning environment at the Papakolea Community Center in order to promote student academic achievement;
2. Increase the schools link to parents and families by working with SMS on their community garden project;
3. Coordinate family engagement activities with partnering organizations and local universities;

The community component is a designed using systems-based educational case management approach with the development of micro (individual student) macro (school counselors) and mezzo (community) level interaction with the environment being academic performance. It is through the partnerships that community will be engaged to support identified students who are struggling. Working with the High Risk Counselor the Community Project Leader and Community Liaison will engage community partners to provide a range of services at the school and community level to support students and their families. This approach conceptual will plan strategies to promote school connectedness through providing a range of services such as:

- A. Create opportunities and mechanism for parents to share important aspects of their culture, needs and expectations for the children
- B. Connect the student and family with community resources
- C. Hold activities that give students opportunities to increase students respect for different cultures.
- D. Community/School gardening to address connection to “aina” for some of the Pacific Island cultures.

Additionally, as a residual effect of our participation and presence in the school there has been an increase in the number of youth coming to the Papakolea Community Center after school. It is our goal to continue to create a safe environment for those youth and provide the necessary support for all who community the center for homework assistance.

3. The public purpose and need to be served;

The public purpose of Na`auao is in direct alignment with the State of Hawaii, Department of Education Strategic Plan, 2011-2018, 2012 Update.

This project supports “Student Success” where

- All students demonstrate they are on a path toward success in college, career and citizenship.
- All students are engaged and ready to learn;
- Students are connected to their school and community to develop a love of learning and contribute to a vibrant civic life.

According to data specific to student performance at SMS, the need for this project is as follows:

SMS's current Hawai'i State Assessment data (as of 3/12/13) showed that 68% of SMS's Full Academic Year (FAY) students met or exceeded proficiency in Reading and 61% of Disadvantaged FAY students also met or exceeded proficiency in Reading. Therefore, there is a gap of 25% for the No Child Left Behind Adequate Yearly Progress (AYP) requirement of 86% for Disadvantaged FAY students at this time. For the 2013-2014 school year, the achievement gap will be 39% for Disadvantaged FAY students.

SMS's Math Hawai'i State Assessment (HAS) data showed that 64% of FAY students met or exceeded proficiency and 57% of Disadvantaged FAY met or exceeded proficiency. For this school year, there is a 25% gap for the No Child Left Behind AYP requirement of 82% proficiency for students. For the 2013-2014 school year, the achievement gap will be 43%, based on the AYP requirement of 100% proficiency for all students.

4. Describe the target population to be served; and

Families and the target cohort:

Summary information about the cohort:

of Grade 6 students: 19
of Grade 7 students: 27
of Grade 8 students: 35
TOTAL # of students: 81

Cohort Demographic Data:

59 Males (72%)

23 Females (28%)

6th: 21 students (26%)

7th: 27 students (33%)

8th: 34 students (41%)

Native Hawaiian: 28 students (34%)

Micronesian: 17 students (21%)

Korean: 7 students (8.5%)

Chinese: 7 students (8.5%)

Japanese: 7 students (8.5%)

White: 7 students (8.5%)
Filipino: 3 students (4%)
Indo-Chinese: 2 students (2%)
Guamanian/Chamorro: 1 student (1%)
Other Asian: 1 student (1%)
Other Pacific Islander: 1 student (1%)
Other: 1 student (1%)

59 students (72%) Active ELL: 26 students (32%) Monitored: 2 students (2%)

Exited: 6 students (7%) 504: 5 students (6%) IEP: 20 students (24%)

Youth of Papakolea (residents) – for community center

5. Describe the geographic coverage.

The geographic coverage will be the areas involving the Roosevelt High School Complex, which will include Punchbowl, Makiki, and Manoa, with emphasis on the Papakolea Community.

General description of the community:

SMS is located in Makiki’s Kalāwahine Valley at the base of Punchbowl crater, nestled amidst small businesses, churches, community facilities, and residential housing. The elementary schools that feed into SMS are: Mānoa, Noelani, Ka’ahumanu, Pauoa, and Lincoln. The majority of SMS students feed into Roosevelt High School. The population of the school’s community is approximately 61,209 with 14,214 family households. Overall, compared to the State of Hawai‘i, the community has a higher median age, educational attainment, and household income. However, the latter is somewhat misleading given that the community includes Hawaiian Homestead, which tends to have multiple families in a single household thereby artificially increasing the household income level.

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;

Strategy/intervention Literacy Instruction: Compass Learning
Strategy/intervention description: Compass Odyssey Odyssey Learning
Strategy/intervention owner: High Risk Counselor and School Staff

Engagement of partners (if applicable):

Yes, Community partner will have a designated login to help monitor students work, when cohort students utilizes community partners computer lab.

Goal(s) By the end of year 3 of grant period, 100% of cohort 1 students will improve in the on-task academic category, as measured by early warning system data.

Rationale:

By increasing students literacy rate, we will increase students overall general academic abilities, thus allowing students to feel more capable and confident in school which will result in students transitioning from off-track to approaching off-track, and or on-track.

Repetition and dosage (if applicable)

Students will have designated classroom time set aside for 3 days a week at 45 minutes per each session. Students will also be able to access the program at their leisure outside of the designated classroom time due to the web based nature of the program.

Definition of success:

By the end of year 3, 100% of cohort students will be in the on-task academic category, as measured by early warning system data.

Leading indicators:

Quarterly report card will help indicate students HEWS academic rating along with NWES testing conducted 3 times per academic year to determine academic placement

Milestones:

1. Baseline academic testing by NWES collected 3 times per academic year.
2. Quarterly report cards to indicate cohort student HEWS indicator status.
3. Hawaii State Assessment Scores administered twice per academic year.
4. ACT Explore testing results for 8th graders
5. Baseline Accelerated Reading Level

Resources used:

Hawaii Community Foundation grant used to purchase yearly license agreement for Compass Odyssey and payroll for school implementation staff.

Strategy/intervention: School Connectedness: High Risk Counselor
Strategy/intervention description: High Risk School Counselor to provide closer academic and behavior monitoring.

Strategy/intervention owner: High Risk Counselor

Engagement of partners (if applicable):

Yes, Community partners will assist High Risk Counselor in coordination of school activities including but not limited to field trips, community outreach programs, and community facilities.

Goal(s):

By the end of year 3 of grant period, 100% of cohort 1 will increase feelings of school connectedness as measured by Psychological Sense of School Membership (Goodenow, 1993)

Rationale:

By increasing closer academic and behavioral monitoring and providing and providing small group lesson plans geared to personal growth and learning, students will increase school connectedness.

Repetition and dosage (if applicable):

Daily monitoring of school behavior (classroom and non-classroom setting) as needed

1 Weekly small group lesson plans for 45 minutes

Twice quarterly individual sessions to review students' grades and develop goals to increase and/or maintain student grades as indicated by students' progress report and/or report card.

Definition of success:

By the end of year 3 of grant period, 100% of cohort 1 will have feelings of school connectedness as measured by Psychological Sense of School Membership (Goodenow, 1993)

Leading indicators:

Psychological Sense of School Membership (Goodenow, 1993) will be surveyed 3 times per academic year.

Daily monitoring of HEWS behavioral indicator

Milestones:

1. Baseline Psychological Sense of School Membership (Goodenow, 1993) collected 3 times per academic year.
2. Daily monitoring of cohort students HEWS indicator status.
3. Between now and March 2014 decrease cohort referral rate by 15%
- 4.
- 5.

Resources used:

Hawaii Community Foundation grant used to purchase payroll for school high risk counselor.

Strategy/intervention: Community/Family Partnerships: Community Liaison
Strategy/intervention description: Engage community organizations and families to increase participation in school related and family engagement activities to include community/school gardening and other culturally appropriate activities.

Strategy/intervention owner: Kula no na Po`e Hawaii (KNNPH) - Papakolea
Adrienne Dillard, MSW, LSW, Executive Director
Engagement of partners (if applicable):

KNNPH will take the lead role in this strategy and will ensure open communication is maintained with school partner.

KNNPH Partner Coordination & Community Liaisons
Hawaii Pacific University - Family Engagement Plan
Queen Liliuokalani Wrap-Around Services – Papakolea
Alex Michel – Monthly Parent Classes

Goal(s):

Create decision-making processes that facilitate student, family, and community engagement. By the end of year 3, 97% of cohort families will participate in and play an active role in their child's educational well-being (conferences, parent-initiated communication, school-sponsored workshops, etc.) as measured by family focus group questions.

Rationale:

NDPC research states/reports when all community groups work together it will result in better attendance and increased achievement. CDC also states that family engagement helps decrease in drop-out rate.

Repetition and dosage (if applicable):

Monthly family-focused activity: 1.5 hours with a minimum of one activity,
Community liaisons will have at least 1 personal contact with parent or adult representative by phone or home visit quarterly as well as making the link between the school and community. Need to add how often the liaison will contact the families In addition, there will be a quarterly family focused activity.

Definition of success:

Family engagement will be sustained over 3 years of cohort student's n the program (3 years will include the 7th and 8th graders moving to high school.

Leading indicators:

30% increase in parent participation in at least one activity annually.

Number of family participants, number of family activities conducted each year, increase in the number of family engagement with school staff positively, and the number of contact hours to families by the community liaison.

Milestones:

1. Collect baseline data of parent participation minimally 3 times
2. Creation of a 3 Year Family Engagement Plan - specifics for each student would be contained within this plan, which would include the link between school and community
3. Annual Partner/Family Meet & Greet
4. Calendar of scheduled parent/family engagement activities for the next 3 years
5. Community liaison will have contact with families' works primarily with the community, but this person works closely with the counselor to "seamlessly" provide services between the school and community.
6. Between now and March 2014 15% of cohort families will have engaged in family activity.
7. Between now and the end of year 1 (May 2014), we would have reached 30% of families engaged in family activity.

Resources used KNNPH Board Members and Staff
Community Liaison – (funded by HCF)

*Seeking additional funding

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

See the OWP

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

Quality of Planning	Accountable liaison is in place and a plan has been established. A calendar of events is being established. Events will include monthly and quarterly family-focused activities (1.5 hours with a minimum of one activity). Community liaisons will have at least 1 personal contact with parent or adult representative by phone or home quarterly, as well as making the link between the school and community.
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Capacity	Community liaison has the knowledge and experience to provide the necessary services to cohort students and their families.
Evidence of Progress	Access to evidence is available and reviewed and has displayed that the proper cohort students' needs have been identified.
	Currently 5% of cohort students participated in a community partnership activity.
Overall likelihood of success	Accountable liaison is in place and a plan has been established, however a clear calendar of events has not been established. Community liaison has the knowledge and experience to provide the necessary services to cohort students and their families. Access to evidence is available and reviewed and has displayed that the proper cohort students' needs have been identified.
Potential challenges	
Potential next steps	
Potential help needed	

Objective 1E: Evaluate the ISCP by optimizing use of the HEWS for identification and evaluation purposes, and fully cooperate in the collection of data and evaluation of SMS's ISCP. -- The ISCP will use the HEWS and eCSSS to also monitor/evaluate progress of students and ISCP. SMS, with assistance from its community partners, will fully cooperate/provide the necessary data to the Hawai'i Community Foundation's third-party that will conduct the within-school and cross-schools evaluations. The data will include attendance, academic performance (e.g., course marks, standardized test scores, grade promotion), participation in support services and out-of-school interventions, student self-reported school connectedness and health, and 9th-grade completion. Formats may include surveys, interviews, observation, and examination of existing administrative data. In addition, SMS will fully participate in self-assessments of the school environment and family engagement. We will abide by Hawai'i State Department

of Education policies, Family Educational Rights & Privacy Act (FERPA), and parent consent regulations (for student participation in services, data

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.

Activity	Why is this part of the evaluation?	What is the timeline?	How does Learning for Action (LFA) hope to partner with you on this work?
<p>Services and Participation Data Tracking Tool</p>	<p>All parties – schools, nonprofit partners, HCF, and LFA – need to understand how participation in CFS-related interventions affects student outcomes. We all need to understand the extent to which programs are supporting consistent attendance, school connectedness, and academic performance. To achieve these goals, we need to know the type and frequency of activities that a student (and his or her parents) participates in.</p> <p><u>Developing a tracking tool:</u> In the spring semester, LFA will provide you with a way to track student participation that</p> <ul style="list-style-type: none"> ▪ Is tailored to the 	<p>Begin Tracking Attendance and Participation: January 7, 2014</p> <p>Pilot Testing of New Data Tool: Spring 2014</p> <p>Full Implementation: August 2014</p>	<p>1. Track participation and attendance: Starting in January 2014, please track the following items on student and family participation and attendance:</p> <ul style="list-style-type: none"> ▪ Which students attend which interventions ▪ How long students are present (especially important for interventions such as tutoring or help centers, where the amount of time students are present varies from day to day) ▪ Which students’ parents attend family engagement activities ▪ Which students’ parents have given permission for the students’ data to be used in the evaluation

Activity	Why is this part of the evaluation?	What is the timeline?	How does Learning for Action (LFA) hope to partner with you on this work?
	<p>interventions you provide;</p> <ul style="list-style-type: none"> ▪ Protects students' privacy; ▪ Is easy to use; ▪ Supports your efforts to use data to inform learning; and ▪ Provides LFA with data needed for the evaluation. 		<p>We will be implementing a tool over the course of the spring semester to help you track these items. Until that tool is in place, please use whatever methods work for you (sign-in sheets, Excel documents, existing databases, etc.).</p> <p>2. Provide feedback on the new Data Tracking Tool: We will be working with you closely to implement the tool and will be seeking your feedback on how well it is working for you.</p>

LFA will use the data collected through the activities listed above to develop the following major deliverables this year, each of which will look at data collected in the aggregate, from all schools involved in the Connecting for Success initiative.

- **Year One Implementation Report:** In spring 2014, we will share with grantees and HCF a report of preliminary findings on implementation (based on interviews, site visit observations, and available Self-Assessment data) as well as provide recommendations for the Year Two evaluation. This report will inform grantees' and HCF's planning efforts for Year Two (2014-15).
- **Year One Student Survey Report:** In summer 2014, we will share a report that summarizes findings from the first year of Student Engagement Survey data, as well as demographic data on your student cohort.
- **Year One Student Outcomes Report:** In winter 2014, we will share a report that provides a baseline analysis of student outcomes data (e.g. academic performance data, attendance, etc.) based on student records data collected from the district.

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 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
75000.	25000	25000	25000	\$150,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.

Kaiser Foundation
 Native Hawaii Education Act (NHEA)
 HMSA Foundation
 Administration for Native Americans

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.

KNNPH HAD NO FEDERAL TAX CREDITS WITHIN THE PRIOR THREE YEARS

5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2013.

\$155,017.78

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.

KNNPH has had a five-year partnership with the University Of Hawaii Department Of Pediatrics teaching community development and cultural competency. KNNPH will take the lead in the development of the community and

cultural curriculum and provide oversight throughout the project period. Each brings unique perspectives of effective community development strategies over the last 15 years. Their combined understanding, experience, and extensive knowledge in the healthcare arena within Papakōlea are crucial to project success.

KNNPH provides educational activities for members of the Hawaiian Homestead communities of Papakōlea, Kewalo, and Kalawahine Streamside. A group of concerned community women wanting to improve the educational skills of children in the community and strengthen relationships between parents and the school system formed KNNPH in 1992. Papakōlea has the highest proportion of Native Hawaiians in urban Honolulu and some of the lowest incomes in Hawaii. Over the years, the educational vision of KNNPH has broadened to offer opportunities and activities that focus not only on education of the community, but also on the importance of healthy living. Selected examples of these programs include wellness clinics, education and social programs for youth on nutrition and exercise, traditional Hawaiian healing classes, literacy fairs, and family strengthening workshops.

KNNPH is committed to improving the health of its community members, through culturally appropriate and community acceptable processes. For the past 15 years, KNNPH has been very successful in addressing the health needs of the Papakolea community. Examples of successful collaboration programs for community health include Ku'Ike Project (Rise Up for Literacy), a partnership between Abraham Lincoln Elementary School and the John A. Burns School of Medicine, Nou Ke Ola (Life is Yours), a partnership between the University of Hawai'i Department of Pediatrics, and Ask Kauka, a partnership between Ke Ola Mamo and Queen Emma Clinics. KNNPH has been the fiscal sponsor to the F.I.G.H.T Club (Friends Invested In Getting Healthy Together). KNNPH is also an established community partner of the Department of Native Hawaiian Health in the PILI 'Ohana Lifestyle Program, which is a community-based weight-loss intervention project delivered by community peer educators. The most recent health project occurred through a Hawai'i Export Center Ulu Network Grant, which partnered KNNPH with the Queen Emma Clinics. This program's objectives were to provide awareness, prevention, and control of diabetes in youth. These are just a few of the much successful collaboration this organization has had in improving the health of its community members.

KNNPH is governed by a seven member board with a broad range of experience in education, business, community development, corporate operations, non-profit management, and finance while the board provides policy direction and oversight; the staff manages the programs on a daily basis.

B. Facilities

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

The Papakōlea Park and Full Service Community Center is located at 2150 Tantalus Drive between Iaukea and Krauss Streets. The Center is open Monday through Friday, 9am to 9pm with some exceptions. The office is staffed Monday through Friday, 8am to 5pm. The Center often holds programs on weekends as well. The outdoor recreation areas are accessible 24 hours a day, seven days a week.

The complex includes a covered basket ball court with permanent bleachers, an open air volleyball court, a grassy play area and handicap compliant play structure, two parking areas, and a two-story hall. The hall includes an office, a large open meeting room with capacity for over two hundred, a computer center with nine computers and related equipment, a large game room, a kitchen, and several storage rooms. The entire complex is handicap accessible and ADA compliant. The Center is on the city bus line.

The facility is equipped with a variety of game and sports equipment, audio-visual equipment, tables, chairs, mats, and similar program related equipment. Papakolea Community Development Corporation maintains full property and liability insurance. KNNPH maintains liability insurance and KNNPH is an additional insured on policy.

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.

The Community Project Leader on this project will be Adrienne Dillard, MSW, LSW, Executive Director of Kula no na Po'e Hawaii. She has extensive experience in collaborating effectively with university departments to provide services to residents of Papakolea over the past 20 years. KNNPH will take the lead in this project.

KNNPH EXECUTIVE DIRECTOR, ADRIENNE DILLARD 30 year resident of Hawai'i. She has over 25 years of management experience in Healthcare administration. In October 2004, received the Harry and Jeannette Weinberg Foundation's highest honor for outstanding Achievement in Nonprofit Management through their AIM for Excellence Award Program for the work accomplished with the Ho'ola Pono O Papakolea health initiatives. She was also an AIM recipient in 2010, 2008 and 2002, and received an award from the American Association for Planning for Community Planning in 2001. Adrienne is a board member of Empower Oahu and the Hawai'i Alliance for Community Based Economic Development. She was president 2006-2007 of the HPU Social Work and Humans Services Student Organization and a current member of HPU Social Work Community Advisory Committee. She received a Bachelors of Social Work in December 2008, Masters of Social Work, 2010 from Hawaii Pacific University. She is enrolled in the PhD program in Social Welfare at the University of Hawaii, Manoa.

Kahelekaapuni Asaivao, a resident of Papakolea has grown up working in community. Program Coordinator for the afterschool in Papakolea been employed in various capacities serving youth of Papakolea since 2006.

Esther Christion, a resident of Papakolea has grown up working in community for the afterschool in Papakolea been employed in various capacities serving Papakolea since 2010.

Jeremiah Kama – Aina Luna

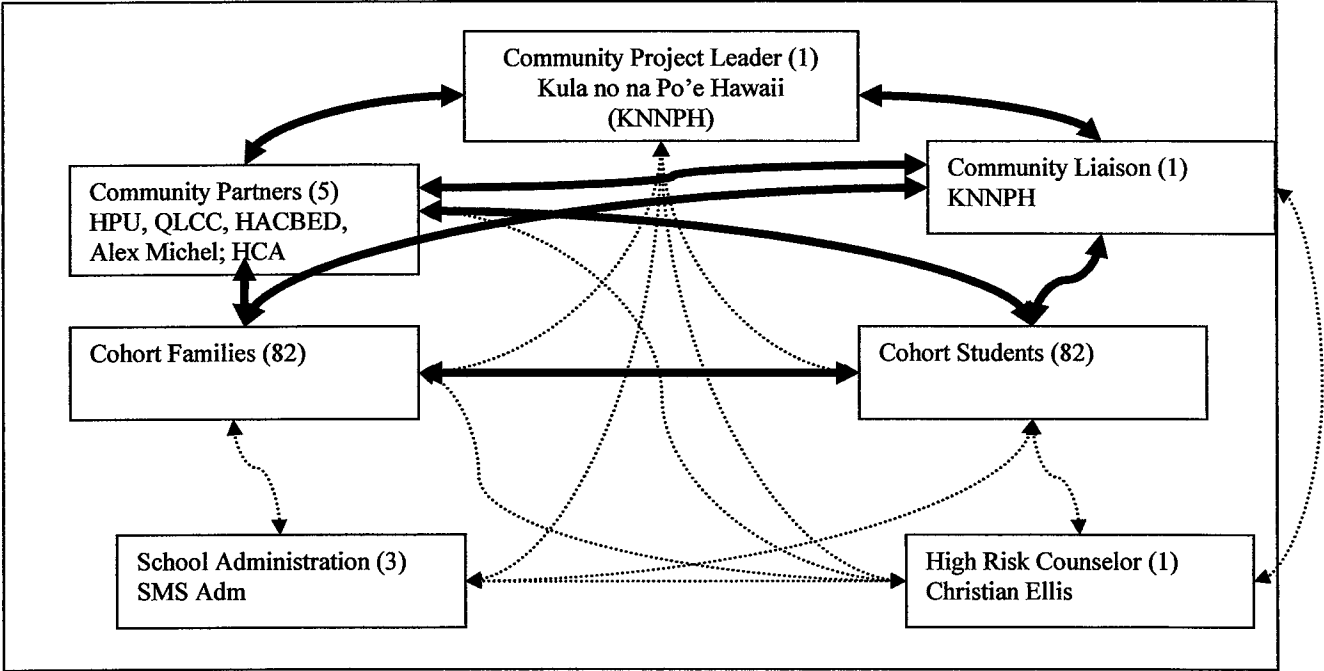
Has worked for Papakolea's Homestead Yard Service responsible for the upkeep of the community school garden since 2010.

Alii Kekoa-Asperilla - Aina Asst.

Has worked for Papakolea’s Homestead Yard Service responsible for the upkeep of the community school garden since 2010.

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.



C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

NAME	POSITION	SALARY
██████████	Executive Director	\$68,000
██████████	Community Health and Wellness Coordinator	\$33,000
██████████	Program Coordinator	\$18,000

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.

KNNPH is not involved in any litigation and there are no judgments against the organization.

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.

This request does not involve any programs or services that require a license or accreditation.

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO
CHAPTER 42F, HAWAII 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, Hawaii 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, Hawaii 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, Hawaii 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, Hawaii 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.

KULA NO NA PO'E HAWAII

(Typed Name of Individual or Organization)

1/31/2014

(Date)

Adrienne Y. Dillard

Executive Director

(Typed Name)

(Title)

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO
CHAPTER 42F, HAWAII 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, Hawaii 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, Hawaii 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, Hawaii 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, Hawaii 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.

KULA NO NA P O'E HAWAII
(Typed Name of Individual or Organization)



(Typed Name)
Adrienne Y. Dillard

1/31/2014

(Date)
Executive Director
(Title)

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

App

KULA NO NA PO'E HAWAII

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	99,600	9,000		
2. Payroll Taxes & Assessments	23,904			
3. Fringe Benefits	32,220			
TOTAL PERSONNEL COST	155,724	9,000		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	600			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	15,000			
5. Staff Training	3,000			
6. Supplies	5,000			
7. Telecommunication	3,600			
8. Utilities	3,600			
9. Incentives	6,000			
10. Books	3,600			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	40,400			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	196,124	9,000		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	196,124	Adrienne Y. Dillard (808) 358-6732		
(b) Hawaii Community Foundatio	9,000	[REDACTED]		
(c)		Signature of Authorized Official _____ Date / /		
(d)		Adrienne Y. Dillard, Executive Director		
TOTAL BUDGET	205,124	Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: ____Kula no na Po`e 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)
Executive Director	0.5	\$68,000.00	50.00%	\$ 34,000.00
Program Director	0.8	\$32,000.00	80.00%	\$ 25,600.00
Community Garden - Luna	0.75	\$24,000.00	75.00%	\$ 18,000.00
Community Garden - Assistant	0.5	\$20,000.00	50.00%	\$ 10,000.00
Assistant Community Liason	0.5	\$24,000.00	50.00%	\$ 12,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				99,600.00
JUSTIFICATION/COMMENTS:				