

House District 03

Senate District 02

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"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.

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

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: 'Aha Pūnana Leo

Dbas: 'Aha Pūnana Leo

Street Address: 96 Pu'uhonu Place Hilo, Hawai'i 96720

Mailing Address: 96 Pu'uhonu Place Hilo, Hawai'i 96720

** Project site address: 16-120 'Ōpūkaha'ia Street Kea'au, Hawai'i 96749

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name NALU BARRETT

Title Fund Development Specialist

Phone # (808) 935-4304

Fax # (808) 969-7512

E-mail nalu@ahapunanaleo.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

CAPITAL IMPROVEMENT PROJECT WILL CONSTRUCT TWO NEW CLASSROOM/MULTI-PURPOSE FACILITIES TO ACCOMMODATE THE STUDENT POPULATION SERVED AT KE KULA 'O NĀWAHĪOKALANI'ŌPU'U, A STATE HAWAIIAN LANGUAGE IMMERSION PROGRAM. IT WILL PROVIDE MUCH NEEDED ADDITIONAL CLASSROOM SPACE FOR THE RAPIDLY GROWING STUDENT POPULATION AND ALSO SERVE AS A VENUE FOR A HOST OF CULTURAL AND LANGUAGE PROGRAMS PROVIDED BY AND FOR THE COMMUNITIES AND FAMILIES.



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1/21/15 2:40pm

4. FEDERAL TAX ID

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 1,100,000.00

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 \$0.00 _____
 FEDERAL \$0.00 _____
 COUNTY \$0.00 _____
 PRIVATE/OTHER \$0.00 _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Name and Title]

MYRNA N. AIONA, EXECUTIVE DIRECTOR
NAME & TITLE

01/15/2015
DATE SIGNED

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.

Included the following:

1. A brief description of the applicant's background

The 'Aha Pūnana Leo ('APL) is a 501 (c) (3) non-profit family-based educational organization dedicated to the revitalization of the Hawaiian language. Our vision, "E ola ka 'ōlelo Hawai'i", the Hawaiian language shall live as a normal language of daily life, is recognized by the Hawai'i State Constitution, the Federal Native American Languages Act of 1990, and by the United Nations Declaration of the Rights of Indigenous Peoples. Established in 1983, the 'APL has been committed to providing communities with quality Hawaiian medium preschool programs for over 30 years. Based on the practices of 19th century Hawaiian language schools, as well as the Kohanga Reo Maori Language Schools in New Zealand, the Pūnana Leo was the first indigenous language immersion preschool project in the United States. All preschool instruction is delivered through the Hawaiian language, one of two official State of Hawai'i languages.

'Aha Pūnana Leo is governed by an 8-member Board of Directors, all of whom serve without compensation. 'APL programs are located on the islands of Hawai'i, Maui, Moloka'i, O'ahu and Kaua'i and consist of 11 preschools, 2 infant-toddler programs, an online Hawaiian language distance learning program, and weekly Hawaiian language and culture workshops open to the public.

The program also includes a partnership with Ke Kula 'o Nāwahīokalani'ōpu'u (Nāwahī). Nāwahī is a legislatively recognized Kindergarten through grade 12 Hawaiian medium educational system. Grades K through 8 are licensed as a State of Hawai'i Public Charter School, while grades 9 through 12 are administered through Hilo High School, a state public high school. As with the Pūnana Leo, all instruction is delivered through the Hawaiian language. Nāwahī is also part of the P-20 (preschool-doctoral) laboratory school program of Ka Haka 'Ula O Ke'elikōlani, the University of Hawai'i at Hilo Hawaiian Language College. Nāwahī is located in Kea'au, Hawai'i on a campus that is wholly owned by the 'APL, and shares the campus with the Pūnana Leo o Hilo preschool and infant-toddler program, thus creating a full preschool through grade 12, Hawaiian medium education campus. The 'APL also provides facilities for two Nāwahī extension sites, one in Waimea, Hawai'i and one in Wai'anae, O'ahu.

'APL has managed millions of dollars of Federal, State and private grants since its inception. We have an annual audit conducted by an established independent CPA firm and have been required to complete several A-133 audits. The 'APL has received an "unqualified opinion" on its audits

for over 10 years, which reflects no material weaknesses in management assessment and effectiveness of internal controls over financial reporting and financial statements. The audit has allowed the Board and Executive Director to keep a close watch over compliance with state and federal regulations relative to non-profit entities. The 'Aha Pūnana Leo has complied with all of the Federal 990 Tax Reporting standards and has policies and procedures in place to ensure proper and accurate financial accountability. The 'APL also has a number of internal governing documents and processes to assure institutional and program integrity.

2. The goals and objectives related to the request

Goal:

To increase the classroom capacity of the school

Objectives:

- Create new learning space for new and existing students
- Expand space for family and community events

Outcomes:

- Increased academic performance and enrollment
- Increased opportunities for family and community education

The proposed Capital Improvement Project objective will be to construct two new 4-classroom buildings on the campus of Ke Kula 'o Nāwahīokalani'ōpu'u in Kea'au, Hawai'i to (1) increase the school's classroom space and (2) provide expanded space for family and community programs and events. Besides serving as much needed additional classroom space for the rapidly growing student population, these facilities will also serve as a venue for a host of cultural and language programs provided by and for the community and families. These programs will help families improve their proficiency in both oral and written Hawaiian to further support the language learning of their children as well as their overall academic success.

The State of Hawai'i has designated Hawaiian as one of its two official state languages. In 1987, in light of the Hawai'i State Constitution mandate (Article X, Section 4) to promote the study of Hawaiian culture, language and history, and the persistent requests of parents and the Hawaiian community leaders, the Hawai'i State Department of Education established the Hawaiian Language Immersion Program (HLIP) also known as Ka Papahana Kaiapuni Hawai'i. As a partner with the state, the 'APL has assured that sufficient resources be provided by the state of Hawai'i to provide a continuation of the Pūnana Leo program in the public schools. In the case of Nāwahī, the 'APL has helped to provide some of those resources. The state currently has 21 Immersion Programs statewide, including six at charter schools, of which Nāwahī's elementary and intermediate program is one.

In 20 years, Nāwahī has expanded from a student body consisting of 3 classes and 40 students, to a preschool through grade 12, full immersion site, with close to 350 students. This rapid growth has resulted in the creation of a long-range plan for expansion. As part of the long-range goals, this project will provide for 2 new classroom buildings to serve the immediate and future population demand. The total estimated cost for this project is \$2.2 million (\$1.1 million for each building). The funds for one building have already been secured by the 'APL and an additional \$1.1 million is required.

Three new portable classroom buildings have already been constructed with 'APL resources and yet the school is still bursting at the seams. Beginning in 2009, the enrollment doubled from one class to two for students entering kindergarten. In the current 2014-15 school year, there are 2 classes each for grades K-5. This trend is predicted to continue until, eventually, there will be two classes for each grade level.

While the 'Aha Pūnana Leo has ensured that this State K-12 program has had a suitable facility for the past 20 years, the 'APL is now asking for the State's support in ensuring its future.

Nāwahī serves as an outstanding local, national and international example of indigenous education. From its inception, Nāwahī has been supported by local, national as well as international communities and continues to be on the cutting edge of indigenous education. The vision of the school is "No 'ane'i ko kākou ola" – A meaningful life takes place in one's homeland, therefore one's major contribution to the quality and standard of living is made in Hawai'i. Its mission is "Nāwahī is committed to securing a school community built upon culturally rooted principles that reflect love of spirituality, love of family, love of language, love of knowledge, love of land, love of fellow man, and love of all people." The schools' vision and mission encompasses not only the students but also their families and the community. The schools' philosophy and mission are used as a model for other indigenous education programs nationwide and worldwide. Educators from Native American tribes and others from around the world have visited Nāwahī to learn how to successfully reverse the endangered status of their indigenous languages through language medium education.

The education programs help to support the goals of the school, which are:

- Bring honor to ancestors
- Seek and attain knowledge to sustain family
- Contribute to the well being and flourishing of the Hawaiian language and culture
- Contribute to the quality of life in Hawai'i

The school hopes to improve educational outcomes for Native Hawaiians through the medium of Hawaiian and move from a position of marginalization by mainstream education to a position where its students, their families and their communities can flourish culturally, educationally and

socially. Ultimately the school hopes to increase the number and effectiveness of Native Hawaiian leaders.

The total number of students at the Nāwahī site is currently 395. The 'Aha Pūnana Leo's preschool program has 8 in its infant-toddler program and 41 in its preschool program. Nāwahī's elementary and intermediate program has an enrollment of 291 students and its high school program has 55. Construction of the new buildings will allow space for approximately 200 more students.

3. The public purpose and need to be served

The foremost public purpose of the project is to provide classroom space for the state's HLIP students at Nāwahī. The student population has simply outgrown the existing classroom space. Additional classroom space will also allow for the anticipated enrollment growth.

A secondary purpose is to provide expanded facilities for a variety of cultural and language programs open to the public. These programs include Pūlama Maui Ola (a free annual family event including entertainment, food, crafts and activities) Hui Kīpaepae (weekly Hawaiian language and culture classes open to the public), Hui Siwila (Hawaiian Civic Club activities), art, hula and other dance classes and college classes. College classes include those required by the Kahuawaiola Indigenous Teacher Education Program under the Hawaiian Language College, Ka Haka 'Ula O Ke'elikōlani, designed to prepare teachers to teach in Hawaiian language medium schools. In addition to providing classroom facilities, the school is a location for these college students to gain student teacher experience at a Hawaiian medium school.

Nāwahī has also provided practice facilities at its campus for County Parks & Recreation and other volleyball, basketball, baseball, soccer and rugby teams, and has housed and provided practice facilities for hālau hula during Hilo's Merrie Monarch festival.

Recently, the school provided accommodations for families displaced by tropical storm Iselle including meals, hot showers, and a place to charge electronics. It also serves as a County of Hawai'i evacuation site for Kea'au Elementary School.

Incorporating Hawaiian language into these guest groups' activities is a result of an understanding that these groups have of the schools' focus. It's an important, although not the only, factor in selecting from the large number of groups requesting use of the facilities. We are responsive to the community's needs while maintaining the integrity of the schools' philosophy.

Encompassing the entire P-12 educational system is an overriding Native Hawaiian education oriented philosophy that has been codified under the term Kumu Honua Maui Ola and published

in a multilingual booklet. The Kumu Honua Maui Ola philosophy in turn has been used as the basis for the educational standards document, Nā Honua Maui Ola, developed by the University of Hawai‘i at Hilo, that have been adopted by the state Native Hawaiian Education Association, the Hawai‘i DOE, and several private schools including Punahou School and the Kamehameha Schools.

4. Describe the target population to be served

The target population to be served is the students, community and families who desire to see a living Hawaiian language by developing, enhancing and maintaining the Hawaiian language through education in the home, school and community. The purpose of Nāwahī’s academics and global learning is to develop skills to be applied in the revitalization of the Hawaiian speaking community through social and economic interaction with the outside world.

This portion of the community has grown for three decades largely due to the success of the Pūnana Leo Hawaiian Medium preschools and schools like Nāwahī that supports the K-12 segment of Hawaiian Medium education. The ‘APL has helped to lead the movement to assure the survival of the Hawaiian language, and a cultural identity based in it, by providing a program at the preschool level. The present and future availability of schooling through Hawaiian provides an avenue for Native Hawaiian and other families and communities to regain the language and achieve academic success.

Nāwahī’s population has grown exponentially since its establishment. Kea’au, where the school is located, is a rapidly growing rural community located in the district of Puna, Hawaii. Approximately half of the students who enroll in Nāwahī as kindergarteners, come from the Pūnana Leo preschools. The remaining students transfer either from other schools or enter with no prior formal education. While the program mission is based on revitalizing the Hawaiian language, enrollment is offered to all who are interested in this type of education, regardless of race.

Currently, 97% of the student population at Nāwahī is Hawaiian or Part-Hawaiian. Nāwahī students and their families primarily come from the Hilo and Puna districts of Hawaii, an area encompassing a 25-mile radius around the school. Nāwahī has also enrolled students from neighborhood areas outside of Hilo and Puna, including off-island and out of state residents. Those students are either transferring from other immersion or English schools or move to Hawai‘i Island to attend Nāwahī having heard of the schools’ reputation for quality education. An increase in requests for enrollment may also be realized due to the displacement of students caused by the closure of area schools threatened by the lava flow.

Almost three-quarters of the students (73%) fall within the federal poverty range and qualify for free or reduced-price lunches.

Some indicators of academic performance at Nāwahī are:

- A 100% graduation rate.
- College attendance - 86% - 100% of graduates attend college. Students start attending college in their junior year and have a minimum of 12 college credits earned by the time they graduate.
- Development of cognitive and intellectual skills - students that enroll in Hawaiian medium education consistently perform as well or better than their English-only peers in Hawai'i.
- Health & Wellness – Physical Education is a required course from K-11. Elementary students have daily exercises and on Fridays the entire school, students and faculty, participates in a 1-3 mile run.
- Early Literacy Development – the traditional Hawaiian syllabic reading structure used in the Pūnana Leo and at Nāwahī, accesses early child cognitive development, leading to rapid reading fluency.
- Ma ka hana ka 'ike – children are taught through a process of learning that encourages analysis and testing theories through practice; strengthening problem solving skills and preparing them to understand their relationship to the broader world.
- Maintaining the indigenous identity of Native Hawaiians, and furthering the development of the Native Hawaiian language and culture as treasures benefiting those that call Hawai'i home.

The classroom construction project will have the capacity to service approximately 200 more students on a daily basis and will allow for expansion of school enrollment. It will also have the capacity to serve a number of family, community and organization members for programs outside of school hours on weekdays and on weekends. We estimate that over 2,000 additional family and community members will benefit from use of the facility annually.

5. Describe the geographic coverage

As mentioned previously, Nāwahī's students come from communities mostly from the Hilo, Kea'au and Puna areas on the island of Hawai'i. There are also students whose families have relocated from other islands or sent children to live with family members so they can enroll their children at the school because of the quality of education provided. Families and community members who participate in school and organization sponsored programs come mostly from the same communities but also from other islands (e.g. Merrie Monarch hālau hula, sports teams and other school groups).

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 'APL, along with Nāwahī, has been dedicated to the revitalization of the Hawaiian language and culture through Hawaiian medium education for over 30 years. The 'APL's mission statement, "E ola ka 'ōlelo Hawai'i" – "The Hawaiian language shall live", is in line with the vision of Nāwahī, "No ane'i ko kākou ola" – "Nāwahī is where Hawaiian language and culture thrive in a living community of families, united in fostering, through their efforts, the continued significant contribution to the quality of life for the Hawaiian people and all who choose Hawai'i as their home".

An Abbreviated Timeline of Hawaiian language revitalization:

1896: Education through the Hawaiian language in both public and private schools is outlawed.

1978: Hawaiian language is given official status in the State Constitution. Study of Hawaiian is accorded special promotion by the state.

1983: 'Aha Pūnana Leo established.

1984: The first Pūnana Leo preschool opens in Kekaha, Kaua'i.

1985: Pūnana Leo o Honolulu opens in Kalihi. Pūnana Leo o Hilo opens.

1986: Through lobbying efforts of 'Aha Pūnana Leo, parents and educators, Hawai'i Revised Statutes 298-2 is amended to allow for Hawaiian to be the medium of education in the public school system as a continuation of the Pūnana Leo preschool education.

1987: The Hawai'i State Board of Education and former superintendent Charles Toguchi approve the Hawaiian Language Immersion Program (HLIP) or Ka Papahana Kaiapuni on a pilot basis in two schools – Keaukaha Elementary in Hilo and Waiiau Elementary in Pearl City. Pūnana Leo o Kekaha reopens as Pūnana Leo o Kaua'i in Puhī. Pūnana Leo o Maui opens in Wailuku.

1988: The passing of the Native Hawaiian Education Act (NHEA) draws attention to the high literacy rates of Hawaiians at the time of annexation and the sharp drop in such literacy during the period of American control. The NHEA serves as a means to fund revitalization of Hawaiian.

1989: The Legislature establishes the Hale Kuamo'o Hawaiian Language Center at the UH Hilo to develop, produce and distribute instructional materials for implementation in Hawaiian medium schools.

1990: The ‘Aha Kauleo, Hawaiian Immersion Advisory Council is established by the DOE to gather input from all Kula Kaiapuni Hawai‘i sites and agencies.

1991: Pūnana Leo o Moloka‘i opens.

1993: Pūnana Leo o Wai‘anae opens. Pūnana Leo o Kona begins as a mother-infant playgroup, then is expanded to a full-day preschool.

1994: ‘APL receives funding from the Office of Hawaiian Affairs to initiate a public kindergarten through sixth grade Hawaiian medium program for Ni‘ihau children at Kekaha Elementary called Ke Kula Ni‘ihau o Kekaha.

1995: K-8 students move from Waiiau to Ānuenuē in Pālolo Valley, the first K-12 Papahana Kaiapuni site in Hawai‘i. Nāwahī is established at Kea‘au with grant funds awarded to the ‘APL by the Office of Hawaiian Affairs.

Pūnana Leo o Waimea, Hawai‘i, and Pūnana Leo o Kawaiiaha‘o open.

1997: Pūnana Leo o Ko‘olau Loa opens in Kahuku, O‘ahu.

1999: For the first time in over 100 years, a class of students educated entirely in Hawaiian, from kindergarten to grade 12, graduate at Nāwahī and Ānuenuē.

2000: ‘Aha Pūnana Leo supported Hawaiian language medium programs apply for, and receive, charter school status as laboratory schools of Ka Haka ‘Ula O Ke‘elikōlani. These are Ke Kula Ni‘ihau O Kekaha, Ke Kula ‘O Samuel M. Kamakau and a new elementary branch of Nāwahī.

2007: Ka Papahana Kaiapuni Hawai‘i Hawaiian Language Immersion Program celebrates 20 years of Hawaiian Medium Education in Hawai‘i’s public schools.

2012: Pūnana Leo o Kawaiiaha‘o re-opens as Pūnana Leo o Mānoa

2013: Pūnana Leo o Ko‘olau Poko opens in Kāne‘ohe

As part of the State’s HLIP, Ke Kula ‘O Nāwahīokalani‘ōpu‘u was established when the students aged out of the Kula Kaiapuni o Keaukaha at Keaukaha Elementary School. Many of the state’s HLIP programs are housed in an English language school, a “school-within-a-school” setting within existing school facilities. Responding to the state’s plan to serve these students at such an English language school-within-a-school, the ‘APL stepped in to find a suitable stand-alone site for them. In the 1994-95 school year, the ‘APL rented space in downtown Hilo, at their own expense, to house 3 grade levels (grades 6-8) of the Keaukaha HLIP students while continuing the search for a permanent site. This permanent site came in the form of the Henry ‘Ōpūkaha‘ia School, a private Christian school site in Kea‘au which had been vacated for over 5 years. The school was built in 1980 and as the site had not been occupied for some time, numerous repairs and extensive cleaning was required.

The ‘APL sought and was fortunate to receive a grant from the Office of Hawaiian Affairs to purchase and make necessary repairs to the site. The majority of the clean up and repairs were done by the families of the students and community members. This kind of family and community involvement continues today.

In the 1995-1996 School Year, the first group of students attended classes at the “new” Nāwahī campus in Kea‘au. These classes were a combination of intermediate and high school students and the program was administered by Hilo High School. The 1997-1998 School Year was a transitional year, from that of a program solely under Hilo High School, to also that of a Laboratory School under the University of Hawai‘i at Hilo, Ka Haka ‘Ula O Ke‘elikōlani Hawaiian Language College. Nāwahī, as a laboratory school, is committed to leadership in the improvement of education through the development of innovative ideas in research, curriculum development, teacher training and program development in an experimental environment. Their commitment involves support, collaboration and encouragement for those seeking solutions to educational issues. The high school is still administered under Hilo High and students are able to participate in their extracurricular activities such as sports.

A K-8 program at Nāwahī was established, as a State Public Charter School, in the 2000-2001 school year. This K-8 program is also part of the Laboratory School under the Hawaiian Language College.

The 10 acres that encompass the original school site were owned by and donated to the Henry ‘Ōpūkaha‘ia School by the WH Shipman Company. The company is a kama‘āina family-owned company established in 1882 and has 17,000 acres in the Puna district surrounding the school. Grounded in island values, the Shipman Company has a history of conservation, preservation and community involvement. Their business philosophy fit well with that of the ‘APL and Nāwahī and a close relationship was soon established. They have been a strong supporter of the program. In 2002, the Shipman Company offered the ‘APL an additional 10 acres adjacent to the school for a nominal annual lease fee. The ‘APL accepted the offer and the school uses the additional space for their outdoor programs. They have also allowed Nāwahī students access to their ocean front property at Hā‘ena for ocean and shoreline studies.

A school-to-school relationship has also been established with neighboring school Kamehameha, Kea‘au as part of the physical education program at Nāwahī. They generously share their aquatic facility with Nāwahī students for classes in swimming. Two to three times a week, kindergarten through high school classes, are shuttled to Kamehameha for swim instruction that would otherwise be unavailable.

The 2011-12 school year marked the addition of a kindergarten/first grade satellite site of Nāwahī, ‘Alo Kēhau o ka ‘Āina Mauna, located in Waimea, Hawai‘i and the 2013-14 school year marked the addition of Mā‘ilikūkahi as a Nāwahī satellite kindergarten site in Wai‘anae, O‘ahu. These satellite programs were the result of community initiatives and have continued to add classes. In the current school year they have 20 (K-4) and 8 (K-1) students respectively. These programs illustrate the collaborative efforts of the ‘APL, the University of Hawai‘i, the

Department of Education and the Board of Education. The ‘APL provides the facilities for these satellite sites.

The scope of work for this project involves the construction of two new buildings, which will be used as classrooms during school hours and multi-purpose rooms during non-school hours. The total requested GIA funds will be used for the construction of one of the two classroom buildings. The other classroom will be constructed with ‘APL funds.

Project Schedule:

Work	Completed?	Who is Responsible?
Schematic Design Phase	Yes	Erskine Architects
Design Development Phase	Yes	Erskine Architects
Construction Documents Phase	Yes	Erskine Architects
Bidding & Permitting Phase	No	Erskine Architects
Construction Administration Phase	No	Erskine Architects

Each of the 2 new buildings will consist of the following:

- Four 750 square foot classrooms separated by partitions with a covered lānai
- 2 bathrooms to include shower facilities for multi-purpose use
- Kitchen facilities for multi-purpose use

The result of the project will be twofold. First, it will provide increased classroom space for a rapidly expanding student population at Nāwahī. It will relieve the overcrowding in the current facility, which will allow for increased student achievement. Currently, high school classes have to double-up because of lack of classroom space. More space will allow for more individualized attention and better concentration because there will be less students per classroom. The expected result will be better academic performance.

As previously mentioned, the secondary use, as multi-purpose rooms, will be as a facility for other school and community related functions such as language and culture classes, university classes, hula and other art classes, and Kahuawaiola teacher training classes. The bathroom and kitchen facilities will allow groups to stay for extended periods when school is not in session.

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

The projected timeline for the planning and construction of the classroom/multi-purpose rooms are reasonable and will be supervised by Executive Director ‘Ekekela Aiona. The project manager will be hired and planning and permitting and subsequent bid solicitation and contractor

selection should be completed by September 2015. The property should be ready for infrastructure and construction to begin in February 2016 and be completed by June 2016. After construction is completed the results and outcomes related to the facility usage will be immediate and ongoing.

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

The ‘APL’s Executive Director will be the Project Director and supervise the project progress and management of contracts. The ‘APL has a Procurement Standards policy for large contracts and also written policies and procedures for contract proposals. All proposals must be reviewed and approved by the ‘APL Fiscal office prior to entering into a contract. The Fiscal Officer will be responsible for monitoring the grant expenditures and for all required financial reporting. The ‘APL has policies and procedures in place as guidelines for all fiscal operations.

Erskine Architects will be the Project Manager and will supervise and monitor the actual construction and report to the Project Director. The ‘APL has had a long professional relationship with Erskine Architects who helped to develop the long-range plan and have provided services including architectural, permitting and construction supervision at Nāwahī. In addition to assuring that all original school buildings were fully permitted and ADA compliant, they have also managed the construction of the 3 previous additional classroom buildings. We will rely on them to oversee the project and evaluate the results. They will make recommendations to the Project Director regarding the construction progress and quality, and its satisfactory completion.

4. List the measures of effectiveness that will be reported to the State agency through which the grant funds are appropriated. The measures will provide a standard and objective way for the State to assess the program’s achievement or accomplishment.

Measurement of Effectiveness	Outcome
Identify Property	Completed
Design Facility	Completed
Finalize Design	Completed
Planning and Permitting	To be completed during Qtr 3 (2015)
Solicit Bids & Selection of Contractor	To be completed during Qtr 3 (2015)
Award Contract	To be completed during Qtr 4 (2015)
Site Work	To be completed during Qtr 1 (2016)
Infrastructure	To be completed during Qtr 2 (2016)
Construction	To be completed during Qtr 2 (2016)

Q1 = Quarter 1 (January, February, March); Q2 = Quarter 2 (April, May, June)-2016

Q3 = Quarter 3 (July, August, September); Q4 = Quarter 4 (October, November, December)-2015

**III. Financial
Budget**

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

See attached

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$110,000	\$275,000	\$495,000	\$220,000	\$1,100,000.00

3. The applicant shall provide a listing of the other sources of funding that they are seeking for fiscal year 2016.

Native Hawaiian Education Program – U.S. Department of Education

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 projects, if applicable.

Not applicable

5. The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.

Administration for Native Americans Grant
USDA Child and Adult Care Food Program (Meal reimbursement for Pūnana Leo preschools)

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

The applicant's unrestricted current assets as of December 31, 2014 were \$5.6 million. The 2015 annual budget for all 'Aha Pūnana Leo preschools, programs and administration is \$5.4 million.

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 services 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.

All project activities will be the responsibility of the applicant, 'Aha Pūnana Leo. The 'APL has become the model for early learning in an endangered and indigenous language revitalization movement and serves as the foundation for an integrated preschool through doctoral program (P-20 system) of education through the medium of Hawaiian language. The 'APL is part of a consortium of an internationally recognized association of schools, organizations and university programs in Hawai'i dedicated to the reestablishment of Hawaiian as the first and main language of the home.

Former Governor Neil Abercrombie proclaimed October 24, 2014 "Aha Pūnana Leo Day", in recognition of the program being awarded the world's first accreditation of an early childhood education program conducted through an endangered and indigenous language by the World Indigenous Nations Higher Education Consortium (WINHEC). Required criteria for the study included school and program components (language, pedagogy, curriculum and assessment), authority, institutional and program integrity (including Financial Resources and Community Partnerships) and board oversight. Satisfying WINHEC's rigorous criteria and standards serves as an indicator of the 'APL's program quality.

Since its inception, 'APL has managed numerous organization wide programs, funded by Federal, State and private grants, including family-based education, scholarship, curriculum development, bilingual education, technology, and professional development. It has also managed several programs specific to Nāwahī including construction and renovation, land stewardship and development of a school farm, aquaculture, waste management, Hawaiian ocean voyaging and health. All requirements were completed within the funding period and within budget.

Recent 'APL projects include: Teacher Development Project (Administration for Native Americans 2010-2013); Hale Kipa 'Ōiwi – Hosting Indigenous Visitors Grant (Lannan Foundation 2010-2014); Laukupu Hope For Kids Partnership Grant (Hau'oli Mau Loa

Foundation 2010-2015); Hawaiian Medium Preschool Teacher Development Project (Office of Hawaiian Affairs 2011-2014); Native Hawaiian School Readiness Project (W.K. Kellogg Foundation 2011-2014); Ho‘oulu ‘Ohana Grant (County of Hawai‘i 2013-2014); Hui Kīpaepae Community Classes Grant (Hilo Hawaiian Hotel-New Market Tax Credit 2013-2014); Stabilizing Indigenous Languages Symposium – Conference Assistance Grant (Lannan Foundation 2013-2014); and Nā Meheu o Nā Kūpuna Research and Curriculum Development Project (Administration for Native Americans 2014-2017); Teacher Development and Training Grant (Samuel N. and Mary Castle Foundation 2014-2015).

As stated above, the ‘APL has previously overseen the construction of 3 new classroom buildings at the Nāwahī site, one in 2008 and two in 2010. These projects were funded by the ‘APL and included, planning with architects, permitting, hiring contractors and overseeing construction. All three projects were completed on time and within the budget.

The Project Director’s duties and responsibilities will include implementation and management of the project. Project implementation will involve working with all the stakeholders, Nāwahī school staff, the Project Manager and the community for design and plans and proposed usage. Project management will involve working with the Project Manager to provide oversight of the project, monitoring timeliness and fulfillment of contract terms, and final construction approval. The Project Director will work with the Fiscal Director to provide oversight of fiscal reports, financial statements, expenditures, contract generation and payment schedule.

‘Ekekela Aiona, Executive Director of the ‘Aha Pūnana Leo will serve as Project Director. ‘Ekekela has been employed by the ‘APL since 1990 and has served as the Executive Director from 2010 to present. She oversees all programs and staff of the ‘APL statewide. From 2000-2010, previous to becoming the Executive Director, ‘Ekekela held the position of Facilities and Asset Manager at the ‘Aha Pūnana Leo. Her duties included:

- Overseeing and managing all aspects of ‘APL facilities and sites statewide including lease agreement negotiation and property maintenance.
- Overseeing all renovation and maintenance projects.
- Implementation and monitoring of program wide safety procedures to ensure all sites were in compliance with federal and state laws.
- Overseeing the Facility and Site management budget.

The Fiscal Officer shall report to the Executive Director and assure that all procurement standards are adhered to. The Fiscal Officer will also ensure that all contract procedures are followed and be responsible for proper financial accounting of the project including compiling all required financial reports and expending funds in accordance with grant guidelines and accepted accounting practices.

Eva Nani'ole will serve as the project Fiscal Officer. Eva has been with the 'Aha Pūnana Leo since 1988 and has served as the Fiscal Officer of the 'APL since 1989. She is responsible for all financial operations of the 'APL (creating and overseeing budgets, maintaining bank and investment accounts, monitoring income and expenses, supervising fiscal office staff) and ensuring that all fiscal policies and procedures are followed. She is also responsible for all required financial reporting and the oversight of the annual audit.

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 'Aha Pūnana Leo is located at 96 Pu'uhonu Place, Hilo, Hawai'i 96720. This location is an administrative office building, which houses the Executive Director and all other administrative personnel for all 'Aha Pūnana Leo programs statewide.

The project location is at Ke Kula 'o Nāwahīokalani'ōpu'u whose address is 16-120 'Ōpūkaha'ia Road, Kea'au, Hawai'i 96749. The planned construction will be ADA compliant as was all previous construction at the site. The following four priorities will be ensured:

- *Priority 1 – Accessible approach and entrance
- *Priority 2 – Access to goods and services
- *Priority 3 – Access to restrooms
- *Priority 4 – Any other measures necessary

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.

As previously mentioned, the applicant has previous experience with providing administrative direction relative to construction projects such as this one.

'Ekekela Aiona, Executive Director, shall serve as the Project Director. She has had 10 years of experience managing the 'APL's various facilities, including construction and renovation projects. 'Ekekela will be responsible for the development of the project team and project implementation. She will provide overall project monitoring with the assistance of the fiscal officer and hire the Project Manager who is experienced in professional construction management.

The Project Manager will coordinate all aspects of the project including sending out bids for services, ensuring all contractors meet the requirements and that construction proceeds in a timely manner and within budget. The Project Manager will submit timely reports to the Project Director and to the appropriate State Departments.

The Fiscal Officer will coordinate the contract process and all payments after deliverables are received. The Fiscal Officer will also submit timely financial reports to the Project Director.

B. Organizational 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.

See attached

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.

The annual salaries of the three highest paid staff by position are:

Executive Director - \$73,500

Director of Strategic Planning and Partnerships - \$70,000

Director of Human Resources - \$66,040

VI. Other

A. Litigation

Not applicable

B. Licensure or Accreditation

Not applicable

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

The 'APL was recently awarded a research and curriculum development grant under the Administration for Native Americans for enhancing and strengthening the Pūnana Leo preschools' quality and impact in the Native Hawaiian community through increasing language proficiency and the professional capabilities of its staff. The grant is a three-year grant and the grant period is 8/1/14-7/31/17. The total amount for the three years is \$899,796.

D. Private Educational Institution

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1 of the State Constitution for the relevance of this question.

The grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

E. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2015-2016 the activity funded by the grant if the grant of this application is:

- 1) Received by the applicant for fiscal year 2015-16, but,
- 2) Not received by the applicant thereafter.

The facility, if built, will be maintained on a daily basis, as with all the other Nāwahī school buildings, by staff supported by State funds allocated to the school. Major repairs will be assumed by the 'Aha Pūnana Leo in its capacity as property owner.

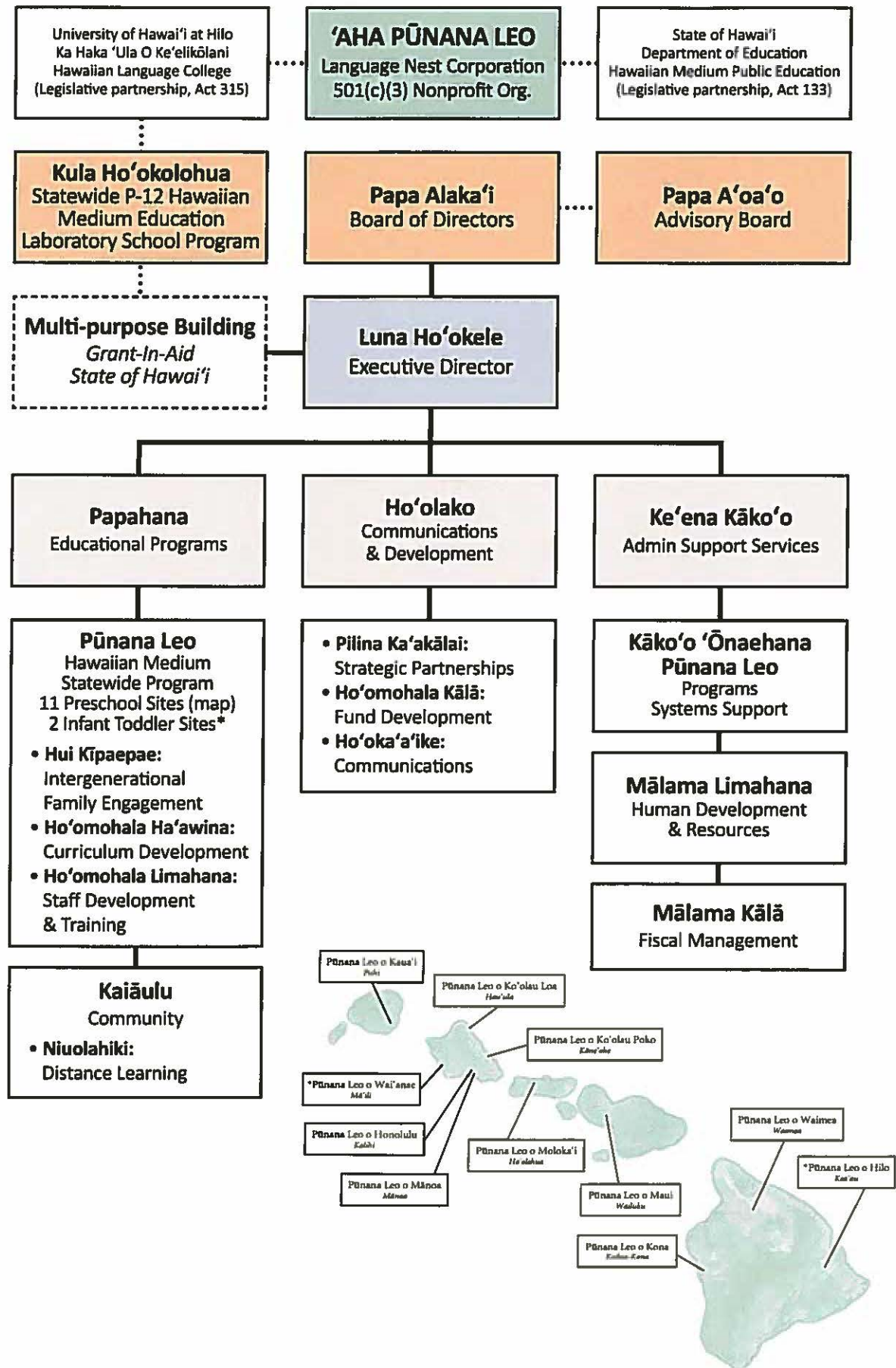
F. Certificate of Good Standing

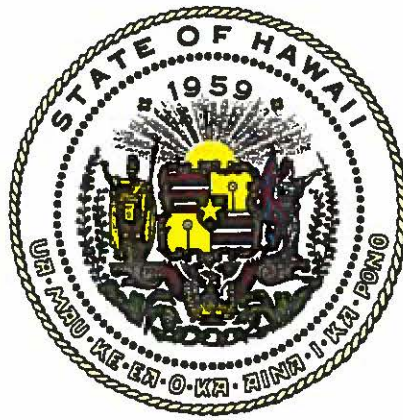
If the applicant is an organization, the applicant shall submit one copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

See attached

'AHA PŪNANA LEO Organizational Chart

P-20 Ho'ona'auo Kaiā'ōielo Hawai'i • P-20 Hawaiian Medium Education System





Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

'AHA PUNANA LEO

was incorporated under the laws of Hawaii on 04/25/1983 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 12, 2015

Interim Director of Commerce and Consumer Affairs



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

Applicant: _____ 'Aha Pūnana Leo, Inc.

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	0			
2. Payroll Taxes & Assessments	0			
3. Fringe Benefits	0			
TOTAL PERSONNEL COST	0			
B. OTHER CURRENT EXPENSES	0			
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	0			
5. Staff Training	0			
6. Supplies	0			
7. Telecommunication	0			
8. Utilities	0			
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	0			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	1,100,000			
TOTAL (A+B+C+D+E)	1,100,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	1,100,000	Nalu Barrett (808) 935-4304		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		[Redacted] 01/15/2015		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	1,100,000	Myrna N. Aiona, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: _____

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
N/A				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: _____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

'Aha Pūnana Leo

FUNDING AMOUNT REQUESTED

TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2013-2014	FY: 2014-2015	FY:2015-2016	FY:2015-2016	FY:2016-2017	FY:2017-2018
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION			1100000			
EQUIPMENT						
TOTAL:			1,100,000			
JUSTIFICATION/COMMENTS Four 750 square foot classrooms separated by partitions with a covered lānai; 2 bathrooms to include shower facilities for multi-purpose use; Kitchen facilities for multi-purpose use						

GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: 'Aha Pūnana Leo

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1.	Research and Curriculum Development Grant	08/01/14 – 07/31/17	Administration for Native Americans	U.S.	\$899,796.00
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	\$899,796.00

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED 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 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 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 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.
- 2) If the applicant is an organization, 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 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 used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant 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 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.

'Aha Pūnana Leo

(Typed Name of Individual or Organization)

(Signature)

01/15/2015

(Date)

Myrna N. Aiona

(Typed Name)

Executive Director

(Title)