

House District 2

Senate District 1

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

Log No:

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

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

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

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): DEPARTMENT OF HAWAIIAN HOME LANDS

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): LBR903 - OFFICE OF COMMUNITY SERVICES

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Kama'aha Education Initiative, Inc.

Dbas: Kama'aha Education Initiative, Inc.

Street Address: 1500 Kalaniana'ole Ave.  
Keaukaha, Hawai'i 96720

Mailing Address: 1500 Kalaniana'ole Ave.  
Keaukaha, Hawai'i 96720

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name OLANI LILLY

Title Executive Director

Phone # (808) 960-5732

Fax # (808) 589-2610

e-mail olani@kamaaha.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:

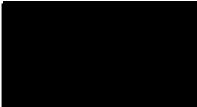
LONONUIAKEA NATIVE HAWAIIAN ARTS, SCIENCE & DESIGN CAMPUS - PLANNING, DESIGN AND CONSTRUCTION.



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4. FEDERAL TAX ID #:



7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 1,750,000

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 \$ 1,900,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:



OLANI LILLY, EXECUTIVE DIRECTOR  
NAME & TITLE

JANUARY 21, 2015  
DATE SIGNED

AUTHORIZED SIGNATURE

## 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.

Kama'aha Education Initiative (KEI) serves as the not-for-profit 501c(3) affiliate of Ka 'Umeke Kā'eo Public Charter School, a fully accredited K-12 institution which first traces its roots back to 1987 as one of the initial two pilot elementary schools established under the State Department of Education's Papahana Kaiapuni 'Ōlelo Hawai'i, or Hawaiian Language Immersion Program. KEI also serves as an educational adjunct for the Edith Kanaka'ole Foundation, a Native Hawaiian cultural organization established in 1990 to maintain and perpetuate the teachings, beliefs, practices, and philosophies and traditions of its namesake.

Hawai'i's 32 public charter schools, 14 of which are on Hawai'i island, serve as an important alternative and choice for Hawai'i's parents and students. Located in the heart of Keaukaha, the Native Hawaiian homestead community immediately adjacent to Hilo on Hawai'i island, both KEI and Ka 'Umeke Kā'eo PCS are uniquely positioned to provide educational services that meet the needs of east Hawai'i's Native Hawaiian residents, from pre-school to adulthood. Together, their mission is to build, empower and sustain a thriving Native Hawaiian community that possesses both the skills and the knowledge necessary to protect and advance its widely divergent interests within a steadily evolving and interactive global marketplace.

Further, Ka 'Umeke Kā'eo PCS differs markedly from other Hawaiian language immersion schools in its adoption and implementation of Papakū Makawalu, a revolutionary methodology which fully integrates traditional Hawaiian language and cultural practices within a STEAM-based (science, technology, engineering, arts and mathematics) curriculum, and encourages the students to understand and grasp their world holistically, rather than merely examine it in wholly arbitrary and piecemeal segments. The school began a gradual expansion in 2008 by one grade annually at the secondary level, commencing with Papa 'Ehiku (7th grade). By May 2014, that effort culminated in a particularly proud moment for the Keaukaha community, the graduation of Ka 'Umeke Kā'eo's very first senior class.

As the primary fund development arm of Ka 'Umeke Kā'eo PCS, KEI is tasked with the application for and receipt /dispersal of grant monies from public and private sources, as well as the solicitation of contributions from individuals and corporations, all of which are necessary to maintain school operations at present levels, while also providing for future growth and expansion. Currently, KEI is in the midst of preparations for a major capital campaign to plan, design and construct new school facilities for Ka 'Umeke

Kā'eo PCS on one campus site in Keaukaha, in order to consolidate various administrative and educational functions which are presently dispersed amongst two different sites in the community.

As part of the process, KEI plans to seek community input for its proposals with assistance of the Keaukaha Community Association, which represents the majority of Native Hawaiian homesteads in the area. The initial step will be to develop a strategic plan that addresses community concerns and needs in a comprehensive rather than piecemeal fashion, and further ensures that Lononuiākea will conform with residents' desires, hopes and aspirations for the future.

**2. The goals and objectives related to the request.**

Kama'aha Education Initiative (KEI) is requesting a \$1,750,000 grant in aid from the State of Hawai'i to facilitate the planning, design and construction of Phase I of the Lononuiākea Native Hawaiian Arts, Science and Design Campus in Keaukaha, Hawai'i, which will serve as the home of Ka 'Umeke Kā'eo Public Charter School. Phase I will encompass the development of facilities for grades K-3.

Presently, Ka 'Umeke Kā'eo PCS's facilities are presently maintained in two different sites in Keaukaha. The lower school (grades K-5) shares the campus of Keaukaha Elementary School with its mainstream public school counterpart, and the upper school (grades 6-12) is located 1 miles to the east on the grounds of the Edith Kanaka'ole Foundation. The consolidation of classes and programs on a single campus will both afford Ka 'Umeke Kā'eo PCS school the capacity to exercise and maintain control over its own infrastructure and facilities, and provide that school with an opportunity for substantial growth. Projected enrollment over a four-year period (2014-2018) is expected to increase by 24%, from 290 to 360 students.

**3. State the public purpose and need to be served.**

Although Native Hawaiians make up 23.1% of all college-age persons in the State of Hawai'i, they comprise only 13.8% of the overall student body population of the University of Hawai'i system. And of that number, 59% are female. At UH-Mānoa campus, Native Hawaiians are 8.3% of the total student population. They represent 8.8% of the undergraduate students and 7.2% of all graduate students. The ratio of Native Hawaiians graduating from business, science and technology majors are lower than other groups. (Kuali'i Council, Native Hawaiian Services Committee, University of Hawai'i at Hilo, *Native Hawaiian Student Profile*, June 2012.)

Grounded by Native Hawaiian culture and its longstanding tradition of place, the Lononuiākea campus will become both an incubator and a primary source for knowledge and skills in science, technology, engineering, arts and mathematics, an educational focus collectively known as STEAM. Its primary purpose will be to give Native Hawaiian students enrolled in Ka 'Umeke Kā'eo PCS a strong foundation in science and technology and encourage them to seek opportunities in higher education as a pathway to employment in those fields.

Lononuiākea is a collective impact initiative that creates pathways for the world to conduct collaborative research, development and innovative design in a wholly unique setting on the island of Hawai'i – one of the few places on earth that encompasses the ocean and all but one of the world's fourteen climatic zones in a single, readily accessible locale.

Utilizing as its foundation the methodology of Papakū Makawalu – the interaction and interrelation of physical, biological and earth sciences as it pertains to the Hawaiian Islands and their place in our greater world – the Lononuiākea Arts, Science and Design campus will seek to encourage and cultivate in all students enrolled at Ka 'Umeke Ka'eo PCS the highest level of skill in scientific observation, creative problem solving, calculated risk taking and the application of art as a primary medium of research and documentation.

Papakū Makawalu is the methodology by which the natural world is categorized, organized and studied, and provides a firm foundation for a practitioner's heightened level of understanding, knowledge, acknowledgment, awareness and acceptance of the surrounding world. The processes of Papakū Makawalu are utilized at Ka 'Umeke Kā'eo PCS from kindergarten to grade 12 in all subject and content areas, whereupon students will explore their natural environment through the lenses of three major houses of knowledge, as described below.

"Papahulilani" is the space from above one's head to the heavens, and is inclusive of the sun, moon, stars, planets, winds and clouds, and the measurement of the horizontal and vertical spaces of the atmosphere. In western terms, it combines distinct elements of astronomy, meteorology and physical geography. Expertise in Papahulilani endows one with an ability to ascertain the nature of the relationship between atmosphere, heaven and earth, and to fully recognize and comprehend one's own sense of place in this world.

"Papahulihōnua" is inclusive of earth and ocean, and encompasses the ongoing study of those elements and their development, transformation and evolution by natural causes. In western scientific terminology, Papahulihōnua is comparable to the earth sciences, expertise requires one to understand the elements of oceanography, geology and physical chemistry, in order to understand the relationships between earth and the heavens, and between earth and the life which resides upon it.

"Papahānaumoku" encompasses the state of life itself on this planet through its biology and ecology, and is the study of flora and fauna throughout the entire life cycle, from the initial embryonic state through procreation, reproduction, death, decomposition and regeneration. Its experts are fully attuned physically, intellectually and spiritually to living things and the habitat which provides for their nourishment, shelter and growth.

Lononuiākea assumes that Papakū Makawalu and traditional western science are not mutually exclusive disciplines. Rather, they are in fact wholly complementary with one another. As Hawai'i's children grow and learn in a nurturing educational environment that encompasses both indigenous ancestral practice and modern innovation, it will soon follow that research development and solution design becomes second nature to them, an invaluable skill set which will allow both them and the generations that follow to compete effectively in the global marketplace.

As Hilo and East Hawai'i continue their transition from a 20<sup>th</sup> century plantation-based economy to a 21<sup>st</sup> century model that is grounded primarily in education, technology and intellectual property development, Lononuiākea seeks to bring indigenous people and their ancestral methodologies to the decision-making

table, to help others find common ground to confront global issues. To that effect, Lononuiākea intends to meet the following benchmarks:

- Increase the number of Native Hawaiians trained in Papakū Makawalu and science, technology, engineering, arts and math careers.
- Assist other indigenous peoples to utilize and identify their ancestral frameworks and recognize how important their participation in STEAM fields is to maintaining their culture and unique environments.
- Build local capacity to address the State's workforce needs, expand pre- and post-secondary school services for Native Hawaiians, and address the underrepresentation of Native Hawaiians in STEAM subject areas and careers.
- Create the right conditions for engaging in arts and science business and employment to bring new resources to the community.

#### **4. Describe the target population to be served.**

The Lononuiākea Native Hawaiian Art, Science and Design campus is to be sited in the ili kūpono of Honohononui, which is part of the Waiākea ahupua'a in the Keaukaha district of Hilo on the east side of Hawai'i island, which is immediately adjacent to Hilo International Airport and Hilo Harbor. Most of Keaukaha is designated as Hawaiian Home Lands, and a definitive majority of the district population identifies as Native Hawaiian.

Understandably, most of Ka 'Umeke Kā'eo's students are Native Hawaiian, though it must be noted that as a public charter school, by law the school must maintain an open admissions policy. Parents and guardians of prospective students attend an in-depth orientation process, which allows them to gain a good understanding of the school in order to make an informed decision as to whether Ka 'Umeke would be a good fit for the child. Enrollment for the 2014-15 school year is 290 students, and that number is projected to rise to 360 students by the 2017-18 academic year.

Per the 2010 U.S. Census, Hilo's population is 46,165 with a median age of 39.1 years. 34% of Hilo residents identify as Asian-American, and 14.5% are Native Hawaiian / Pacific Islander. The region's median household income is \$51,860 and it has a 5.1% unemployment rate, with 16.5% of households living at or below the federal poverty line.

#### **5. Describe the geographic coverage.**

As a Hawaiian language immersion school, Ka 'Umeke Kā'eo PCS draws students from throughout East Hawai'i island, though most come from the Hilo community.

## 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.**

### 1. Describe the scope of work, tasks and responsibilities;

The Lononuiākea campus will be constructed the ili kūpono of Honohononui, which is part of the Waiākea ahupua'a in Keaukaha. Its main entrance will be located on Kalaniana'ole Avenue. KEI has negotiated a lease with the Kamehameha Schools for use of the 10-acre site. The KEI design team has put much consideration into creating facilities that not only support Lononuiākea's mission, but also becomes an educational tool in itself. Students, employees and other building users will see in action the features that are putting the facility on the path for LEED (Leadership in Energy and Environmental Design) certification.

The Ka 'Umeke Kā'eo PCS educational complex will comprise the entire mauka portion of the property, and will be built in phases. Phase One will encompass the construction of eight Early Science, Arts and Design Studios. Each studio is a interdisciplinary environment for 24 learners in grades K-3. Each studio can easily transform from from a science lab to an art studio and back again, which will allow for multiple learning modalities to be offered simultaneously to both individuals and small groups. With a direct connection to outdoor labs, these spaces will provide learners a comfortable and covered outdoor learning space that transitions seamlessly to the larger surrounding environment.

Phase Two will see the construction of four additional Early Science, Arts and Design Studios for learners in grades 4-8. Additionally science, art and design research studios will be constructed for learners in grades 7-12, in a manner that will allow them to study alongside working scientists, artists and designers. Because diversity and cross-pollination are crucial to the design making and exploration process in children, these spaces will be designed and developed to accommodate a wide array of activities, including scientific research, prototyping, woodworking, electronics, digital fabrication, building machines, textiles and sewing.

Phase Three will see the build-out the rest of the Lononuiākea campus, which will include classroom facilities for Ka 'Umeke's high school students and home facilities for KEI. The campus will also include a large field for physical education classes, makahiki, athletic events and community gatherings. The makai portion of the 10-acre property will be home to KEI, and will encompass:

- The Lononuiākea Center, a main building which will house an interpretive center, an art gallery and retail space, as well as KEI's main offices;
- Media Center, which will include a recording studio, an arts and design studio, and digital press facilities for publishing; and
- Hale 'Aina, which will have a large meeting hall and certified kitchen, which will also serve as the cafeteria for Ka 'Umeke students.

**2. The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service;**

Subject to the availability of funding, the planning, design and construction of Phase One of the Lononuiākea Arts, Science and Design Campus is presently estimated to proceed as follows:

<b>Project Timeline: Lononuiākea Arts, Science and Design Campus</b>		
<b>Task or Item</b>	<b>Date Commenced</b>	<b>Date Completed</b>
Environmental / Shoreline Management Assessment	October 28, 2014	January 12, 2015
Agreement to Lease with Kamehameha Schools (KS)	January 12, 2015	January 12, 2015
Due Diligence	January 13, 2015	March 26, 2015
Selection of Architectural Firm	November 3, 2014	January 16, 2015
Approval of Architectural Firm by KS	January 19, 2015	February 9, 2015
Contract with Build Design Firm	February 16, 2015	March 13, 2015
Development of Facility Master Plan	February 16, 2015	June 19, 2015
Approval of Facility Master Plan by KS	June 22, 2015	July 17, 2015
Design Development Documents – Phase One (P1)	June 22, 2015	September 11, 2015
Approval of P1 Development Documents by KS	September 14, 2015	October 9, 2015
P1 Construction Documents	September 14, 2015	December 4, 2015
Approval of P1 Construction Documents by KS	December 7, 2015	January 2, 2015
Construction of Phase One	January 30, 2016	January 30, 2017

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

The development process will be tracked on a weekly, monthly and quarterly basis, and also at the completion of each designated phase of the contract. The Project Manager will be responsible for the oversight of all development-related processes – which will include contract procurement, timelines, and cost and fiscal management – and will work with the architect and lender to ensure that the project will be completed in a timely manner and according to prior specifications. The Project Manager will be overseen by the Executive Director, and any material deviations from specifications and schedules must be reported to and approved by the KEI Board of Directors.

KEI further possesses an in-house capacity to assess program demographics such as quality control, client satisfaction, rates of participation, and age and ethnicity, and provide the rigorous analysis necessary to ascertain current and prospective need and provide definitive direction for KEI programs. Quality-control specialists, particularly those who've worked in events planning and Native Hawaiian communities, will be consulted as necessary to assist in the further interpretation and evaluation of all data and information collected through program exit evaluation forms, client satisfaction surveys, and select person-to-person interviews for purposes of statistical sampling.

4. **The applicant shall 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.**

KEI plans on breaking ground for the new facility by January 2016. KEI will work closely with the expending agency to ensure the timely release of funds, which will keep Phase One of the development on track.



### III. Financial

#### Budget

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

Please see attached.

- 2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015-2016.**

<b>Q1: July 1 – Sept. 30, 2015</b>	<b>Q2: Oct. 1 – Dec. 31, 2015</b>	<b>Q3: Jan. 1 – Mar 31, 2016</b>	<b>Q4: Apr. 1 – June 30, 2016</b>	<b>TOTAL: FY 2015-2016</b>
<b>\$375,000</b>	<b>\$375,000</b>	<b>\$500,000</b>	<b>\$500,000</b>	<b>\$1,750,000</b>

- 3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2015-2016.**

In addition to any financial support received through the State grant-in-aid, KEI will further seek financial support and participation from the Office of Hawaiian Affairs and the U.S. Department of Agriculture's Rural Development Division, as well as from private foundations and corporations both here in Hawaii and on the U.S. mainland. Please note that actual amounts to be requested will depend in large part upon the information provided in all ensuing requests for proposals (RFP) issued by private foundations and state / local government, and in notices of funding availability (NOFA) from relevant federal agencies.

Further, KEI will eventually develop and institute a planned giving and endowment program to provide for the continued sustainability of its operations and programs, create a long-term financial base to ensure fiscal stability, and mitigate any inordinate reliance upon government support or annual fundraising drives. Fund development will become an integral part of KEI's organizational routine, so that current funds can be effectively administered while new monies are continuously raised.

- 4. The applicant shall provide a listing of all state and federal tax credits that have been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.**

Not applicable. KEI is a 501c(3) not-for-profit organization, and as such is not in receipt or possession of any state or federal tax credits.

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

Not applicable. Because KEI is a 501c(3) not-for-profit organization, as such its assets are restricted.

## 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.**

In 2010, KEI and Ka 'Umeke Kā'eo PCS began an ongoing discussion regarding their mutual organizational concerns, as well as the pervasive and compelling needs of the Native Hawaiian community. This in turn has refocused efforts to broaden their local impact and global significance, through the implementation of Lononuiākea. To date, KEI has:

- Secured 10 acres in Keaukaha as the physical site of Lononuiākea;
- Secured \$1.9 million in funding for the Phase One design and construction of its facilities;
- Developed partnerships with organizations and individuals engaged in STEAM;
- Facilitated the accreditation process for Ka 'Umeke Kā'eo PCS to a successful conclusion;
- Created a giving circle through the organization Asian-Americans / Pacific Islanders in Philanthropy (AAPIP) that funds opportunities for gifted and talented Native Hawaiians; and
- Developed a data-based system of decision making protocols for Ka 'Umeke Kā'eo PCS.

For purposes of this proposal application, KEI is the applicant. That said, KEI has three additional partners in the Lononuiākea Native Hawaiian Arts, Science and Design Campus:

**Ka 'Umeke Kā'eo Public Charter School** began in 1987 as one of the two original pilot programs established under the State of Hawai'i Department of Education's Papahana Kaiapuni 'Ōlelo Hawai'i, or Hawaiian Language Immersion Program, and has grown over the years to include students from kindergarten through twelfth grade. With the enactment of the Hawai'i charter school law in 2001, teachers and community members successfully converted the program into a stand-alone public charter school, which today is fully accredited by the Western Association of Schools and Colleges.

As the first Papakū Makawalu lab school, Ka 'Umeke Kā'eo PCS fully utilizes the physical and social settings of the east Hawai'i community of Keaukaha as a living and learning laboratory, where students can develop both the environmental literacy skills and an abiding sense of place necessary to enrich their communities and assume positions of responsibility beyond mere district boundaries. The school recently graduated its very first senior class in May 2014, with seven of its eight members having successfully matriculated to post-secondary education programs.

**The Edith Kanaka'ole Foundation (EKF)** is a culturally-based Native Hawaiian organization established in 1990 to maintain and perpetuate the teachings, beliefs, practices, and philosophies and traditions of the late Luka and Edith Kanaka'ole. EKF is well-known in the Native Hawaiian community for Hālau o Kekuhi and its mastery of hula 'aiha'a – a low-postured, vigorous and bombastic style of hula which springs from the eruptive volcanic personae of Pele and Hi'iaka, and is synonymous with the creative forces that

shaped Hawai'i island. Through their research, Dr. Pualani Kanahale and her team have rediscovered and shared the Papakū Makawalu methodology with numerous organizations and individuals.

**The Pacific Aquaculture and Coastal Resource Center at the University of Hawai'i at Hilo** advances long-term sustainable use and conservation of coastal areas worldwide through aquaculture and resource management, in cooperation with the County of Hawai'i, the Keaukaha Community Association, and the UH Sea Grant College Program. The Center promotes excellence and innovation in interdisciplinary scientific research, public policy initiatives, outreach activities, and education.

**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. Also describe how the facilities meet ADA requirements, as applicable.**

During the previous decade until 2009, Ka 'Umeke Kā'eo PCS was an elementary education facility occupying space at Keaukaha Elementary School. In 2009, it decided to expand its mission to include a middle and high school, which necessitated the need to secure additional facilities outside the Keaukaha Elementary School site.

Over the past eight years, Ka 'Umeke Kā'eo PCS has spent approximately \$1.5 million on temporary facilities, but at this point most if not all are clearly inadequate to the school's mission. The school does not have its own library or cafeteria facilities. Classes for the high school students are conducted in a permanent tent, and classes for middle school students are conducted in a converted carport, both on the grounds of the Edith Kanaka'ole Foundation. Further, because it has been experiencing its own growth of late, Keaukaha Elementary School has been reclaiming classrooms from Ka 'Umeke; from 10 classrooms in 2009 to four classrooms for the 2014-15 school year. This has compelled several elementary school classes to share classrooms.

**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.**

1. Olani Lilly, KEI Executive Director – \$ 75,000
2. Louisa Lee, KEI Program Specialist – \$ 40,000
3. Tracy Ku'ulei Kanahale, KEI Research Specialist – \$ 40,000

## 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.**

KEI Executive Director Olani Lilly is a Keaukaha resident who's long been active in the Native Hawaiian community, with a considerable emphasis on Native Hawaiian education and empowerment. When she took the helm four years ago, KEI was a failing and underfunded establishment with no program offerings and a bleak future. Today, the prosperous organization has an \$850,000-plus annual budget and enjoys a bright prospective outlook. In addition to its role in fund development for Ka 'Umeke Kā'eo PCS, KEI hosts multiple programs that support indigenous research and education, facilitates community capacity building and fundraising, and promotes civic collaboration.

Amongst Mrs. Lilly's most notable achievements and projects are her conception and on-going development of Lononuiākea (a Native Hawaiian arts and science community), her founding of the Pō'aha and Kanaka Mob philanthropic giving circles, and her ongoing research of Native Hawaiian ancestral knowledge. The fruits of her labors – which includes addressing and meeting community-identified educational facility needs, raising and dispersing nearly \$40,000 in giving circle funds to support individual and group learning experiences for Native Hawaiian youth, and bringing a STEAM-oriented focus to Hawaiian culture-based education – evidences Mrs. Lilly's in-depth understanding of collective impact, innovative spirit, and a strong work ethic.

Mrs. Lilly has proved herself an adept and highly competent manager at KEI, and the ease at which she facilitates its activities is derived from a keen focus on the "bigger picture," by which she anticipates and addresses both school and community needs. Her accomplishments and multi-level approach to public service have made her a trailblazer in the Native Hawaiian community, not only in east Hawai'i island but also statewide.

### 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.**

Please see **Attachment: "Kama'aha Education Initiative Organization Chart."**

## 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.

Neither KEI nor any of its partners have any litigation pending at the present time.

**B. Licensure or Accreditation:** Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

As a 501c(3) not-for-profit organization, KEI is presently in good standing with the State of Hawaii and the federal government. As a prospective primary beneficiary of the State GIA, Ka 'Umeke Kā'eo PCS is fully accredited by the Western Association of Schools and Colleges.

**C. Federal and County Grants:** The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

KEI has not been awarded any federal or county grants since July 1, 2014.

**D. Private Educational Institutions:** 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.

Any funds awarded to KEI by the State of Hawaii per this application request will not be used for the support or benefit of a private educational institution, sectarian or non-sectarian.

**E. Future Sustainability Plan:** The applicant shall provide a plan for sustaining after fiscal year 2015-16 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.

It is KEI's intent to establish a comprehensive and integrated capital development strategy which enjoys a diverse base of revenues and is not dependent upon any one source for its primary funding. To that effect, KEI will increase marketing, public relations and fundraising opportunities through the integration of existing and developed resources, initiate a training program for lay and professional leadership, so that they can implement and sustain a comprehensive financial resource development strategy that will engage KEI personnel, board members and key volunteers in the fundraising process; and develop a campaign structure for implementing the various fundraising campaigns through a coordinated and integrated approach.

- F. Certificate of Good Standing (If the Applicant is an Organization):** If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

Please see attached.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

Applicant: Kama'aha Education Initiative

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>				
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Planning and Design				300,000
10. Construction	1,750,000			1,900,000
11. Construction Management				285,000
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>1,750,000</b>			<b>2,485,000</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>1,750,000</b>			<b>2,485,000</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	1,750,000	OLANI LILLY (808) 960-5732		
(b) Total Federal Funds Requested		Name (Please type or print) <u>OLANI LILLY</u> Phone		
(c) Total County Funds Requested		[REDACTED] Jan. 21, 2015		
(d) Total Other Funds Requested	2,485,000	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>4,235,000</b>	OLANI LILLY, Executive Director		
		Name and Title (Please type or print)		



## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: Kama'aha Education Initiative

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
NOT APPLICABLE.				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: Kama'aha Education Initiative

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NOT APPLICABLE.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
NOT APPLICABLE.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
JUSTIFICATION/COMMENTS:				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

Applicant: Kama'aha Education Initiative

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	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		200000				
LAND ACQUISITION						
DESIGN		100000				
CONSTRUCTION		1600000	1750000	635000		
EQUIPMENT			0			
<b>TOTAL:</b>		<b>1900000</b>	<b>1,750,000</b>	<b>635,000</b>		
<b>JUSTIFICATION/COMMENTS:</b> Prospective costs listed in this document are for Phase One.						

# GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: Kama'aha Education Initiative

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau )	CONTRACT VALUE
1.	NOT APPLICABLE.				
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	\$0.00


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

The undersigned authorized representative of the applicant certifies the following:

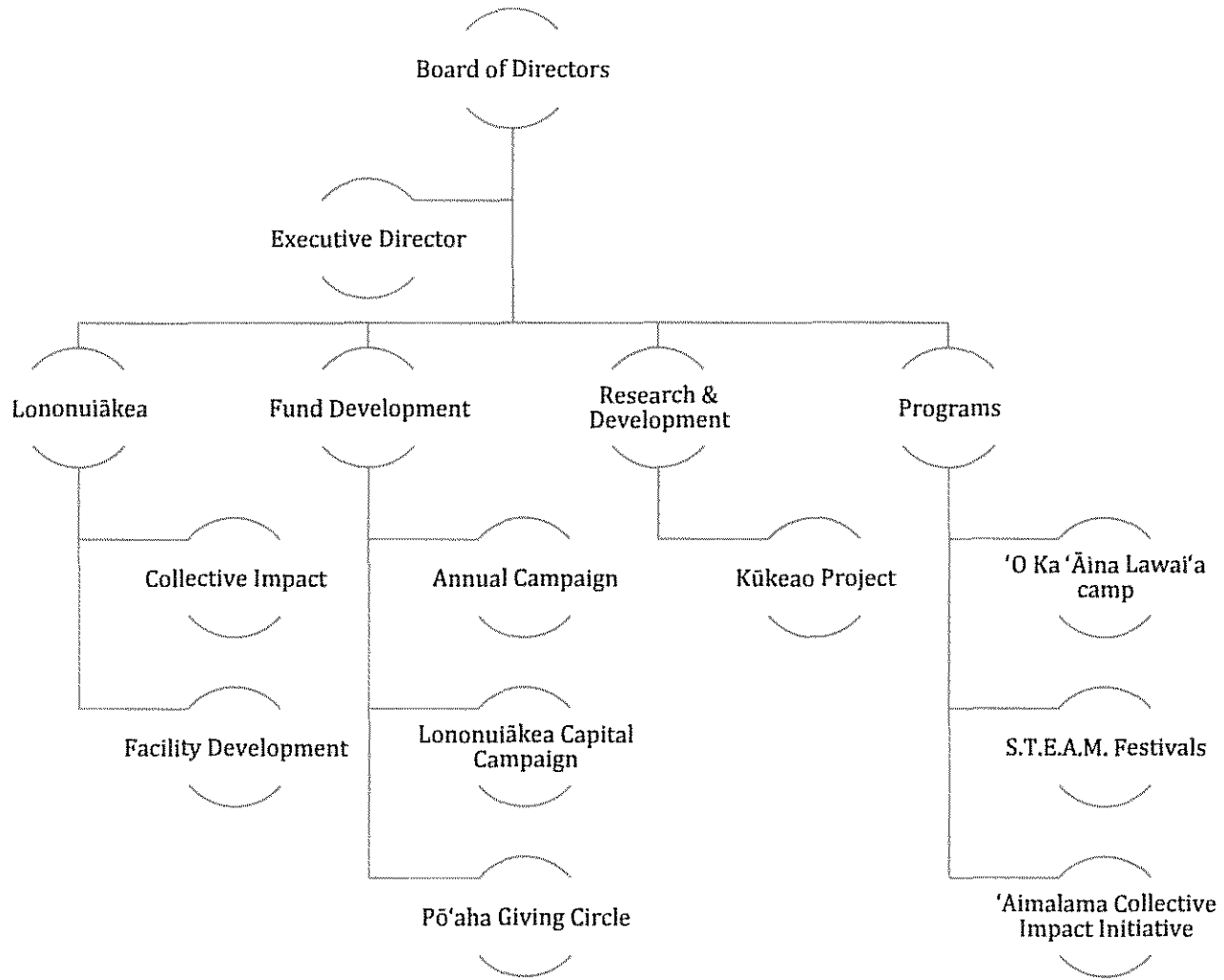
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant 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, Hawai'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants 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.

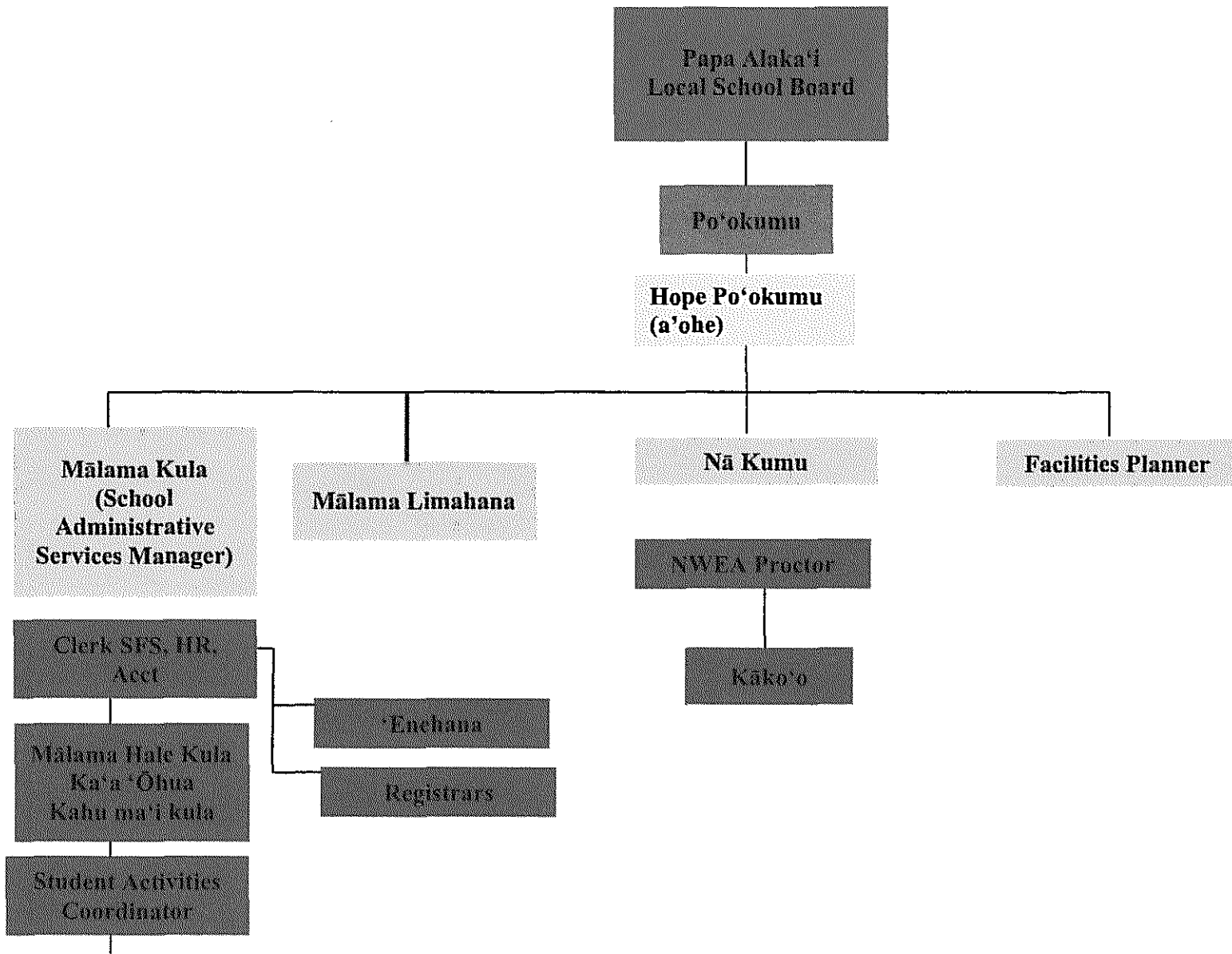
Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

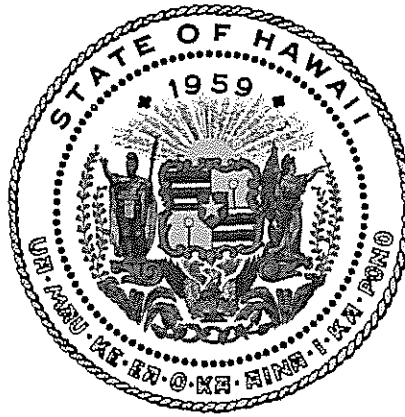
KAMA'AHA EDUCATION INITIATIVE  
(Typed Name of Individual or Organization)  
 January 21, 2015  
(Signature) (Date)

OLANI LILLY  
(Typed Name) Executive Director  
(Title)



# Ka 'Umeke Ka'eo Organizational Chart





## 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

#### KAMA`AHA EDUCATION INITIATIVE

was incorporated under the laws of Hawaii on 09/24/2003 ; 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 07, 2015

Interim Director of Commerce and Consumer Affairs

