

House District   11  

Senate District   23  

**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:

Dbas: N/A

Street Address: 1601 East West Road, 4<sup>th</sup> Floor

Mailing Address: Honolulu, HI 96848

**2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:**

Name TRINH NGUYEN

Title Development Director

Phone # 944-7783

Fax # 944-7785

E-mail fd@paachawaii.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:**

**PAAC HIGH SCHOOL GLOBAL EDUCATION OUTREACH PROGRAM**

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

**7. AMOUNT OF STATE FUNDS REQUESTED:**

FISCAL YEAR 2016: \$   81,175  

**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  

FEDERAL \$   0  

COUNTY \$   0  

PRIVATE/OTHER \$   0  

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

\_\_\_\_\_  
AUTHORIZED SIGNATURE

Trinh Nguyen, Development Director  
NAME & TITLE

01/29/2015  
DATE SIGNED



**RECEIVED**

1-20-15

VS

## Application for Grants

*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. Please include the following:

1. A brief description of the applicant's background;

PAAC provides education on critical international issues and fosters understanding by connecting people across borders. Through our High School Global Education Outreach Program Hawaii's youth learn to create positive changes for themselves, their communities, and the world. Since 1954, PAAC has served approximately 84,000 students, many of whom are at-risk youth, in more than 40 schools statewide.

Many youth especially those from marginalized backgrounds do not have adequate opportunities to develop the skills, knowledge and perspectives needed to succeed in a global age. Our afterschool and out-of-school program employ creative and innovative activities in global education to help high school students gain the global competencies that are critical to success in college, career, and life.

Each year, PAAC's grant activities serve 1500 students in 47 high schools throughout the state with more than 20 Title I (free/reduced lunch) schools. Based on last year's number, we expect approximately 400 students to participate in PAAC's inter-school conferences; 255 students to enroll in the afterschool Global Studies "Connect to the World", leadership, Arabic and Mandarin classes; and 255 students to participate in our community service learning projects called Global Action Projects (GAP).

2. The goals and objectives related to the request;

PAAC High School Global Education Outreach Programs promote the awareness and application of global issues and highlights interdependencies of different disciplines. It calls for critical thinking, the acquisition of knowledge and information, and problem-solving; through this, students can extend their own views and knowledge bases. Our programs outcomes include the ability of students to consider their roles in the global community, to develop understanding of different peoples and societies, and to use this knowledge to act as global citizens. It produces students who respect the many diverse groups that make up a global society and who have skills and perspectives to meet the challenges of an interdependent world. Further, as students learn to see the "global in the

local,” global education allows students to understand how their own behavior affects and is affected by larger world patterns.

As the skills needed to compete in the global workforce continue to evolve, so will the practices of afterschool and out-of-school programs such as PAAC’s. Tapping into global learning curricula through afterschool and out-of-school activities fulfill many needs, including helping to keep Hawaii competitive on the global stage. The future of Hawaii as a global leader depends on the ability of our future workers to think critically, act strategically, and communicate effectively – skills that can be learned in PAAC High School Global Education Outreach activities that incorporate global learning.

PAAC’s afterschool and out-of-school projects are not only powerful tools for global literacies and workforce training but it also provide a free opportunity for students to spend the critical afternoon hours in a safe, productive and stimulating environment. In the process we are helping them to maintain better grades, lower their rates of truancy, create more engaged students in school, and assist to attain higher levels of achievement in college.

The following are specific objectives PAAC expects to see from our High School Global Education Outreach Program, all of which are evaluated with measurable benchmarks.

- 1) Students will have increased knowledge and understanding of global issues.
- 2) Students will have increased inter-cultural understanding and foster an appreciation for diversity.
- 3) Students will obtain credits needed to graduate.
- 4) Students will apply knowledge of issues and participate in global action projects to improve their community and the world.
- 5) Students will enhance leadership, negotiation, decision-making, communication, critical thinking, and conflict resolution skills.
- 6) Students will learn Chinese and/or Arabic, two languages as designated critical languages by the U.S. State Department.
- 7) Students will meet the Hawaii Department of Education Social Studies Content Standards in the following areas:

- \* Political Science/Civics Content Standards: Global Cooperation, Conflict, and Interdependence; Citizenship/Participation; Political Analysis.
- \* Economics Content Standards: Economic Interdependence.
- \* Cultural Anthropology Content Standards: Cultural Systems, Cultural Diversity and Unity; Cultural Dynamics/Change and Continuity.

3. The public purpose and need to be served;

In our increasingly globalized and interconnected society, knowledge about the world, communication and collaboration skills, and an understanding of the multiple perspectives of different peoples and cultures are essential. However, many youth

especially those from marginalized backgrounds do not have adequate opportunities to develop the skills, knowledge and perspectives needed to succeed in a global age. Policymakers are rightfully concerned that American children may not be ready to compete and thrive as adults in the global workforce.

For the past decade, our educational system has focused on closing achievement gaps between the lowest and highest performing students, and emphasizing core subjects such as reading and math. However, U.S. students are faring poorly compared to their international counterparts on international assessments, such as the Programme for International Student Assessment (PISA), which measures necessary 21st century skills like critical thinking and problem solving. These results are significant – countries that do well on PISA demonstrate higher increases in GDP growth. Studies show that cognitive skills are significantly more important in determining economic outcomes than the traditional measure of educational success: school attainment. In other words, the amount of time someone spends in school is not as important as what happens during that time, and what is learned during that time must be broader than the current focus on minimum competencies in reading, math and science.

Further, changing demographics and economics opportunities show Hawaii today is more global than ever. 26% of people in Hawaii speak a language other than English at home, 44% of tourism dollars are spend by international tourists, and 99% increase in jobs are tied to international trade. However, “Mapping the Nation: Linking Local to Global”, an online resource published in 2013 by the Asia Society and Longview Foundation concluded that Hawaii schools cannot yet meet community needs and workforce demand. Only 13% of Hawaii’s K-12 studies a foreign language while 21 of the 25 industrialized countries begin instructions in the elementary school. The Star-Advertiser on July 7, 2014 published an article saying “Twice as many public high school student in Hawaii are studying Mandarin as there were five years ago, but their numbers are still small given China’s growing importance to Hawaii’s economy... Two private schools [Punahou w/ 283 and Iolani w/110] account for almost as many Chinese language scholars as all Hawaii’s public schools (525).

These challenges are further exasperated by the fact that a vast majority of Hawaii students do not take part in study abroad program. The report indicates that only 1% of Hawaii high school students study abroad. Further, Academy 21, a leading 21st century education consultant firm based in Hawaii, reported in 2011 that out of 100 ninth graders in Hawaii, only 68 graduated from high school on time; 70% of the new jobs in our global economy require a college education; 81% of high school seniors in Hawaii who take local college entrance exams need further help to be fully prepared for college and the workforce.

Our schools are already beyond their capacities to ensure that Hawaii's students receive the highest quality of education with a comprehensive program that includes critical thinking and problem solving; communication, collaboration; and creativity and innovation -- all the skills needed for success in college, career, and life.

Across the nation, many afterschool and out-of-school programs are already helping youth to develop the content knowledge, critical thinking, and teamwork and leadership skills necessary to succeed in school, college and work in a global 21st century. In Hawaii, PAAC is helping to address this critical challenge with high school students through language learning, knowledge about the world, and cultural understanding.

The knowledge and skills youth acquire through PAAC's educational activities is undeniably rare and a benefit to Hawaii in the next few decades, especially as our state's role and location in the Pacific Ocean becomes increasingly important to the United States as she rebalances her foreign policy focus towards the Asia-Pacific region. Thus now more than ever before, investing in Hawaii's youth today is investing in the future of Hawaii and its workforce.

4. Describe the target population to be served; and

Many Hawaii youth especially those from marginalized backgrounds do not have adequate opportunities to develop the skills, knowledge and perspectives needed to succeed in a global age. Annually, PAAC is helping to address such critical needs by serving 1500 high school students from 13 to 18 years of age in 47 high schools across the state. More than 70% of these schools are Title I schools with many "at-risk" students, including low income, poor academic performance, and behavioral issues. The average percentage of families with children (in PAAC's afterschool classes) living below the poverty line is 13%, compared to the statewide average of 9%; and 65% are eligible for free or reduced lunch, compared with the statewide average of 51% (DOE "Trend Report: Educational and Fiscal Accountability; State Summary of School Reports for School Year 2012-2013"). Approximately 30% of the students enrolled in these schools are either Native Hawaiian or part Hawaiian, 7% are English Language Learners, and 12% are in Special Education (DOE School Status and Improvement Reports, 2012-2013).

5. Describe the geographic coverage.

PAAC's High School Global Education Outreach Program serves students and teachers from rural and urban areas of Oahu, Maui, Hawaii Island, Kauai, Molokai, and Lanai. Our High School Program provide global knowledge and skills to 47 schools statewide. More than 70% of these schools are Title 1 schools. The schools we currently serve are:

1) Aiea	24) Kohala
2) Baldwin	26) Konawaena
3) Campbell	27) Lahainaluna
4) Castle	28) Lanai
5) Connections	29) Laupahoehoe
6) Farrington	30) Leilehua
7) Halau Ku Mana	31) Maui

8) Hana	32) McKinley
9) Hilo	33) Mililani
10) Honokaa	34) Moanalua
11) Kahuku	35) Molokai
12) Kailua	36) Myron B. Thompson
13) Kaimuki	37) Nanakuli
14) Kaiser	38) Pahoa
15) Kalaheo	39) Pearl City
16) Kalani	40) Radford
17) Kapa'a	41) Roosevelt
18) Kapolei	42) UH Lab
19) Ka'u	43) Waiakea
20) Kauai	44) Waialua
21) Keaau	45) Waianae
22) Kealakehe	46) Waimea
23) Kekaulike	47) Waipahu

## 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 High School Program Director/Leadership Facilitator, High School Program Assistant/Leadership Facilitator, and Afterschool Program/Global Action Projects Coordinator plans, implements, monitors and evaluates PAAC's high school activities. They are mainly responsible for:

### PAAC INTER-SCHOOL CONFERENCES

Twice a year, PAAC holds a statewide fall and spring inter-school summits, allowing Hawaii's youth the chance to step into the shoes of world leaders to better understand the complexities of various global issues and practice leadership and negotiation skills. At the conference PAAC also provides a career exploration component at the conferences for the students, allowing for meaningful opportunities for them to explore careers throughout the world. We coordinate presentations and roundtables featuring professionals from various international organizations. Students have the opportunity to meet and hear from professionals firsthand; learn about the opportunities and challenges in specific industries; and gain a better understanding of the rapidly changing skill-sets and resources necessary of employers and employees to pursue their career paths.

PAAC Student Ambassadorship Project will be launched as a component of the spring student conference. Three people (1 PAAC Club officer/student, 1 Afterschool class student, and 1 teacher) from six sites over 5 islands (2 Big Island, 1 Maui, 1 Kauai, 1

Lanai, and 1 Molokai) will attend the main spring event on Oahu to be trained in the conference topic and facilitation skills. Upon returning from Oahu, students from each site will apply their leadership skills to organize and lead Mini-Global Vision Summits at their schools, employing non-traditional educational strategies such as simulations, role-playing, and project-based teaching under the supervision of the PAAC High School Program Assistant.

**Actions:** Conceptualize, lay out timeline, reserve conference space, contact/find facilitators, contact careers guests, meet/prepare materials, work on program and registration, order buses and food, confirm with all facilitators and guests, and write emcee script and task sheet.

**Partnerships:** Experts from the community help us develop conference contents, facilitate group activities, and present as career guests. The Department of Education (DOE), schools, and teachers assist us to conduct outreach, coordinate logistics, and chaperone students to the conferences.

#### **AFTERSCHOOL GLOBAL STUDIES “CONNECT TO THE WORLD”, LEADERSHIP, ARABIC, AND MANDARIN CLASSES; AND GLOBAL ACTION PROJECTS (GAP)**

PAAC Afterschool Class Initiative "Connect to the World" was launched in 2001 at Radford High School to help lessen Hawaii's high school drop-out rate of 16%. The after-school classes challenge students to create real solutions to dynamic global issues. In FY 2015-2016, PAAC's after-school class will continue to be active twice a week for 3 hours per class session at nine public schools statewide (Aiea, Campbell, Kaimuki, Kapaa, Nanakuli, Radford, Roosevelt, Waiakea, and Farrington) and will offer a one-half credit per semester (Fall and Spring), enabling some students to graduate on-time with their peers.

The curriculum units for each semester's class are kept as relevant and up-to-date as possible. Current events and issues in the news are infused in the course of study. Unit themes are also coordinated with the PAAC conference topics and the destination for the travel study program funded by the Freeman Foundation in the summer.

The two critical and rapidly growing languages of Arabic and Mandarin classes are also offered twice a week after-school for a one and half hour session to students at Campbell and Farrington High School. The Arabic class at Campbell High is taught side by side a leadership course also offered once a week for one and half hours.

Students in these afterschool classes plan and carry out community projects called Global Action Projects (GAP) each semester, teaching students the value of civic responsibilities. Projects include cleaning beaches; instructing preschoolers on reading; and working at a Human Society.

**Actions:** Develop afterschool class curriculum, conduct outreach at the schools to recruit new students, hire and train afterschool teachers, conduct and analyze pre- and post- test, contact community organizations to set up GAP, and order buses and food for GAP.

**Partnerships:** The DOE provides the facilities for PAAC to conduct the classes on school campuses. DOE teachers instruct PAAC's afterschool classes and chaperone their students on GAP each semester. We collaborate with community organizations such He'eia Fishpond, Onemalu Transitional Home, Human Society, etc. to organize GAP for afterschool students.

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

Our projected annual timeline for accomplishing the activity outcomes are as follows:

**July 2015** Develop calendar for the school year, including specific dates for major events. Develop curriculum for after-school classes. Work with DOE to obtain permission and set-up facilities for afterschool classes at school sites.

**August 2015:** Hiring and training of afterschool class instructors. Conceptualize, plan, and track expenses (ongoing) for fall student conference and Worldquest Academic Competition. Secure venue for spring student conference.

**September 2015:** Begin afterschool "Connect to the World" fall semester classes. Conduct pre-test with students. Work with DOE, schools, & teachers to coordinate the logistics of fall conference. Reach out to community partners to find facilitators, guest speakers, and volunteers, and prize sponsors for events. Contact community organizations for Global Action projects.

**October 2015:** Begin afterschool leadership, Arabic and Chinese classes. Continue coordinating event logistics and working with community partners. Invite PAAC BOG, DOE, and Mayor to attend the fall conference and competition.

**November 2015:** Fall conference takes place. Promote spring conference. Afterschool class students participate in the Global Action Projects.

**December 2015:** Conduct post-test and evaluations with students in the afterschool classes. PAAC conference, competition, and afterschool classes conclude. Follow up by sending thank you letters to partners and sponsors. Write newsletter articles fall semester activities. Finalize budget for fall semester activities. Conceptualize, plan logistics, and contact community partners for spring conference and Student Ambassadorship Project.

**January 2016:** Complete evaluation analysis of fall activities for annual and grant reports. Develop afterschool class curriculum for spring semester, and conduct



afterschool class teacher training. Continue planning spring conference, Student Ambassadorship Project, and track expense (ongoing).

February 2016: Begin afterschool classes. Conduct pre-test with students. Plan Global Action Projects. Work with community partners on finalizing conference plan.

March 2016: Spring conference and Global Action Projects takes place. Student Ambassadorship Project begins.

April 2016: Mini-Global Vision Summits on neighbor islands begins. Afterschool classes end. Teachers conduct afterschool class post-test and evaluations. Send thank letters to community partners. Write newsletter articles about spring activities. Finalize budget for spring semester activities.

May 2016: Mini-Global Vision Summits on neighbor islands ends. Conduct evaluation of mini-summits. Complete evaluation analysis of spring conference and afterschool classes. Select topic and date, and secure venue for fall and spring student conferences for the following school year. Invite emcee and solicit prizes for student conferences and Worldquest Academic Competition.

June 2016: High School Global Education Outreach Program final reports due. Secure venue for fall conference.

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

PAAC ensures quality deliverance of our educational services by conducting program evaluations throughout the year based on quantity (numbers of persons attending) and quality measures (depth of experience for individual attendees). More specifically, techniques include tracking attendance, and surveying students and teachers at the end all of our activities (Fall and Spring inter-school conferences, afterschool "Connect to the World", leadership and language courses, etc.). Information on the program's scheduling, logistics, and content are recorded and analyzed by the High School Program Director, Afterschool and Teacher Training Director, and Executive Director. In addition, we conduct pre- and post-tests with students' enrolled in PAAC's afterschool class to assess students' knowledge for the specific topic taught each semester.

We also work closely with Hawaii schools, communities, teachers, parents, and students to ensure that our High School Program continues to be effectively monitored, evaluated, and refined to promote a more profound understanding of global issues among Hawaii's youth. In addition to these stakeholders, every year, we also work with more than 50 organizations and businesses in the community to enrich PAAC's curriculum, bring guest speakers and create global action projects.

As equally valuable, PAAC Board of Governors act as a check and balance body for all our programs. At each board meeting, we are required to report on the results of past activities as well as plans for upcoming projects. Board members than assess whether the objectives set for past activities have been met; offer feedback; and assist us in defining the key goals and objectives the next fiscal year.

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

Measurable milestones for FY 2015-2016 are as follows (based on last year's numbers):

- 250 students from 20 schools participated in PAAC's fall conference.
- 250 students from 20 schools participated in the spring conference (Global Vision Summit).
- 24 students including PAAC Club officers/students and Afterschool class students from 5 islands (Big Island, Maui, Kauai, Lanai, and Molokai) trained as student ambassadors at PAAC's spring conference on Oahu.
- Approximately 150 neighbor island students in 6 schools participated in PAAC's Mini-Global Vision Summits organized and lead by PAAC student ambassadors once they return to their islands.
- A total of 816 afterschool classes ("Connect to the World", Leadership, Arabic, and Chinese classes) held during the school year of 2015 and 2016.
- 255 students enrolled in PAAC's afterschool classes at 9 school sites (Aiea, Campbell, Farrington, Kaimuki, Kaiser, Nanakuli, Roosevelt, Kapaa, and Waiakea High Schools).
- 255 students from these 9 schools participated twice a year (fall and spring semester) in PAAC's community service learning projects (Global Action Projects).

### **III. Financial**

#### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$20,293.75	\$20,293.75	\$20,293.75	\$20,293.75	\$81,175

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

For FY 2015-2016 PAAC will seek funding from the following sources:

Special fundraising events

PAAC's annual dinner celebration, \$35,000

PAAC's Golf Tournament, \$20,000

Private foundations

Atherton Family Foundation, \$25,000

Friends of Hawaii Charities, \$4,000

McInerney Foundation, \$18,000

G.N. Wilcox, \$6,000

Takitani Foundation \$20,000

Government Grants

City Grant-in-Aid, \$186,000

State Grant-in-Aid, \$80,000

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

Not applicable

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

Not applicable

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

PAAC's unrestricted fund balance as of December 31, 2014 is \$273,014.44

#### **IV. Experience and Capability**

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

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

Since 1954 PAAC has brought global education to more than 84,000 high school students statewide, with 1500 students in the last school year. Some of our major accomplishments during the 2014-2015 school year included: Inter-school conferences in the fall and spring semester on "Human Trafficking with 450 students from 20 schools; 72 teams from 24 schools statewide with 476 students tested their International IQ in six rigorous categories at our Worldquest Academic Competition; "Connect to the World" afterschool classes offered at 9 high schools twice we week with 124 enrolled students; Arabic and leadership classes three times a week at Campbell High School with 45 enrolled students; and Chinese class at Farrington High School twice a week with 25 enrolled students.

For at least ten years, PAAC high school program has demonstrated consistently that it is meeting program goals of raising awareness of students in global issues. Every year, nearly 100% of students responded that they are not only more aware of international issues, but also thinking more critically about world events. Over 90% of student participants from school year 2014-2015 have said they would participate again in PAAC's High School activities.

Success of the program has not gone unnoticed. PAAC was awarded the prestigious Carol Marquis Award by its national affiliate, the World Affairs Councils of America, in February 2003. This award was given to PAAC for demonstrating the most innovation and growth in international education at the high school level.

As we look back at PAAC's High School Global Education Outreach Program and its rich history, we are proud of its resilience, consistency in its activities, our relationship with the community, and our commitment to its' unchanging mission. Many reports have revealed that global education is more needed in the 21st century than a decade ago.

With six decades of experience leading Hawaii in addressing critical global issues with high school students, our programs have become a stable pillar of the community. The DOE, schools, teachers, students, families, and countless PAAC alumni of over generations have provided us with positive feedback and expressed their appreciation for PAAC's work. Many alumni have credited part of their current professions and successes to their involvement with PAAC when they were in high schools. As such it is imperative that PAAC remains viable as a convener, facilitator, and educator of all things international for today's youth and the future of Hawaii.

Looking forward we have much to anticipate, we will continue to run our historical mainstay programs, continuing to serve significant numbers of at-risk students, helping them to stay in school and make positive academic and life choices while exposing them

to the world. PAAC has an excellent reputation with the DOE, schools, teachers, students, families, volunteers, and community organizations and businesses. Community relationships run deep in PAAC's High School Global Education Outreach Program. Some of our partners have been with us for as many as 60 years. We work closely with them to ensure that our activities continue to be effectively monitored, evaluated, and refined to promote a more profound understanding of global issues among Hawaii's youth. Every year, we collaborate with more than 50 community organizations to enrich PAAC's curriculum, bring guest speakers, and create global action projects.

## **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.

Our office is based at the East West Center. The generosity of the East West Center has allowed this location to be our home for over ten years. Not only is our offices located here, we also utilize the Center's conference rooms to conduct student study tour orientations and annually we use the East West Center Gallery to hold PAAC student scholarship forums. The building meets ADA requirements.

PAAC's Afterschool activities ("Connect to the World" classes, Arabic and Leadership classes, and Mandarin language classes) operate at their respective school campuses. The facility usage is Type II of public schools, designated for non-profit community educational and recreational activities and youth clubs, all of which PAAC afterschool program falls under. PAAC does not charge admission, take collection, or receive offer during the use of school facilities. The schools are ADA compliant.

PAAC extended activities such as the inter-school summits or Academic Worldquest competition are often held at the University of Hawaii at Manoa Campus Ballroom and/or Tokai University. We pay a fee to use their facilities. These two sites also meet ADA requirements.

## V. Personnel: Project Organization and Staffing

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

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

Positions directly related to the proposed programs are as follows:

*High School Program Director/Leadership Facilitator, Mrs. Natasha Schultz, holds an MA in Education Management from the University of Hawaii at Manoa. She has 10 years of experiences coordinating all administrative and logistical tasks associated with PAAC's high school global education programs, including the statewide inter-schools conferences and academic competitions for high schools across the Hawaiian island. She also manages and facilitates the Leadership classes at Campbell High School.*

*Afterschool Class & Global Action Projects Coordinator, Mrs. Merle Grybowski, directs the Afterschool Class Initiative for high schools. Her responsibilities include coordination with the Department of Education, school administrations, and teacher-advisers throughout the state; evaluation of after-school programs and their teachers; organization of outreach activities; dissemination of curriculum and other resource materials; and selection and supervision of the teachers. Mrs. Grybowski worked for Hawaii's Department of Education (DOE) as a social studies teacher for over 30 years. Her relationship with the schools, teachers, and community partners contributes to the sustainability of our programs.*

*High School Program Assistant & Leadership Facilitator, Ms. Ana Reidy, assists the High School Program Director and the Director of Teaching Training on various aspects of the high school program. Ms. Reidy supports the conferences and facilitates leadership classes for the Arabic and Leadership program. She will also be the lead and coordinate the Student Ambassadorship Project. Ms. Reidy is also coordinates our annual fundraiser golf tournament and is in charge of our website, social media, and newsletter. She also runs PAAC's internship program and does a variety of administrative tasks.*

*Community Relations Coordinator & Afterschool Mandarin Class Instructor, Ms. Niki Shishido, works with the Executive Director to develop partnerships and secure resources to increase PAAC's capacity to promote international affairs. She also plans PAAC's community forums, and provides program support in the execution and preparation of our summer and academic year programs. Ms. Shishido also teaches PAAC's Afterschool Mandarin Language classes twice a week for 1.5 hours per session in the fall and spring semester at Farrington High School. As an afterschool instructor Ms. Shishido also*

guides, plans, and helps students implement a Global Actions Projects each semester, and recruits and chaperones her students to participate in other PAAC sponsored events.

*Afterschool Arabic Language Instructor (1 PT), Mr. Adly Mirza*, is a trained Arabic language teacher and teaches Arabic at the University of Hawaii at Manoa. As a PAAC Afterschool Arabic Language instructor he teaches classes twice a week for 1.5 hours per session in the fall and spring semesters at Campbell High School. He also guide, plan, and help students implement one Global Actions Projects each semester, and recruit and chaperone their afterschool students to participate in other PAAC sponsored events.

*Afterschool "Connect to the World" Teachers (5 PT)*, teach PAAC Afterschool "Connect to the World" classes twice a week throughout the school at the 9 schools statewide. These teachers also guide, plan, and help PAAC students implement one Global Actions Projects each semester, and recruit and chaperone their afterschool students to participate in other PAAC out-of-school sponsored events.

*Fund Development Director, Ms. Trinh Nguyen*, coordinates all aspects of fund development for the organization. She plans fundraising events, write grants and reports, maintain grant files and records, and coordinates a U.S. State Department sponsored program called International Visitors Leadership Program.

*Executive Director, Ms. Jill Canfield*, directs and coordinates the programs and activities of PAAC under the guidance of the Board of Governors. Her responsibilities include supervision of staff, implementing all PAAC programs, and financial oversight. Her 25 years of experiences in business administration and global education has been critical to our success.

## **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 organization chart that illustrates the placement of this request.

Please see Attachment: PAAC Organizational Chart

## **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) Part-time Afterschool Class & Global Action Projects Coordinator, annual salary of \$34,000, 50% of time allocated to grant request (\$17,000).
- 2) Full-time High School Program Director & Leadership Facilitator, annual salary of \$45,000, 30% of time allocated to grant request (\$13,500).

3) Full-time High School Program Assistant & Leadership Facilitator, annual salary of \$30,000, 50% of time allocated to grant request (\$15,000).

## **VI. Other**

### **A. Litigation**

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

Not applicable

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

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

Not applicable

### **C. Federal and County Grants**

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

Not applicable

### **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.

Not applicable

### **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

State funding will help PAAC cover the majority of direct cost of the grant activities such as food, transportation, venue rental fees, and curriculum materials, etc. Thus, allowing us to utilize other funding sources on indirect cost related to the program. PAAC staffs are



working at maximum capacity. We would like to be able to compensate them for the additional hours that they've generously volunteered to ensure that PAAC successfully completes our grant activities and that Hawaii's youth are provided with the highest standards of education.

We are certain that the requested funding would enable PAAC to not only successfully complete the program cycle, but it will also help us to expand to new school sites. Our wish is to serve as many Hawaii students as possible. With State funding 1500 students in 47 high schools with more than 20 Title 1 schools will learn the tools to research, analyze, and problem solve, coupled with the awareness and confidence necessary to become responsible and active global citizens. PAAC is currently working with many economically and socially disadvantaged youth, but we could be doing more. Funding in FY 2015-2016 would allow us to work with more Title I schools and therefore serve a larger demographic group who would most benefit from PAAC's educational programs.

(2) Not received by the applicant thereafter.

PAAC's High School Global Education Programs are sustained through a combination of approaches. We are constantly seeking new funding sources, revising and evaluating our fundraising efforts. We meet funding challenges every year as it comes. When funding falls short, we adjust accordingly internally to ensure Hawaii's youth continues to be provided with the highest standard and most competitive education. We try to diversify our income streams and develop each income stream to its fullest in order to not rely on one particular income streamline.

Further, PAAC sends out membership renewals monthly and at the end of the year appeals to more than 400 PAAC members. We also utilize social media tools such as Facebook, Twitter, and crowd-funding campaigns to raise awareness and funds for our cause. Student and volunteer recruitment is also conducted throughout the year to ensure that our services continue to reach as many students as possible.

While we recognize that securing funding is essential to sustain our grant activities, PAAC's plan is to eventually hand over some activities to the DOE, schools, teachers, and students to help coordinate and financially manage. Every year, nearly 100% of students responded that they are not only more aware of international issues, but also thinking more critically about world events. With such positive impact, we have already been very successful with PAAC Clubs at 26 high schools, in which clubs form the core group of students who attend PAAC activities throughout the year. These students continue to uphold PAAC's mission by initiating, planning, fundraising, and implementing globally-minded projects to educate themselves and their peers. In addition, at the beginning of this school year (fall semester of 2014) Farrington High School Alumni Association has agreed to provide PAAC with partial funds to continue running the Mandarin language class at their respective schools.

**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.

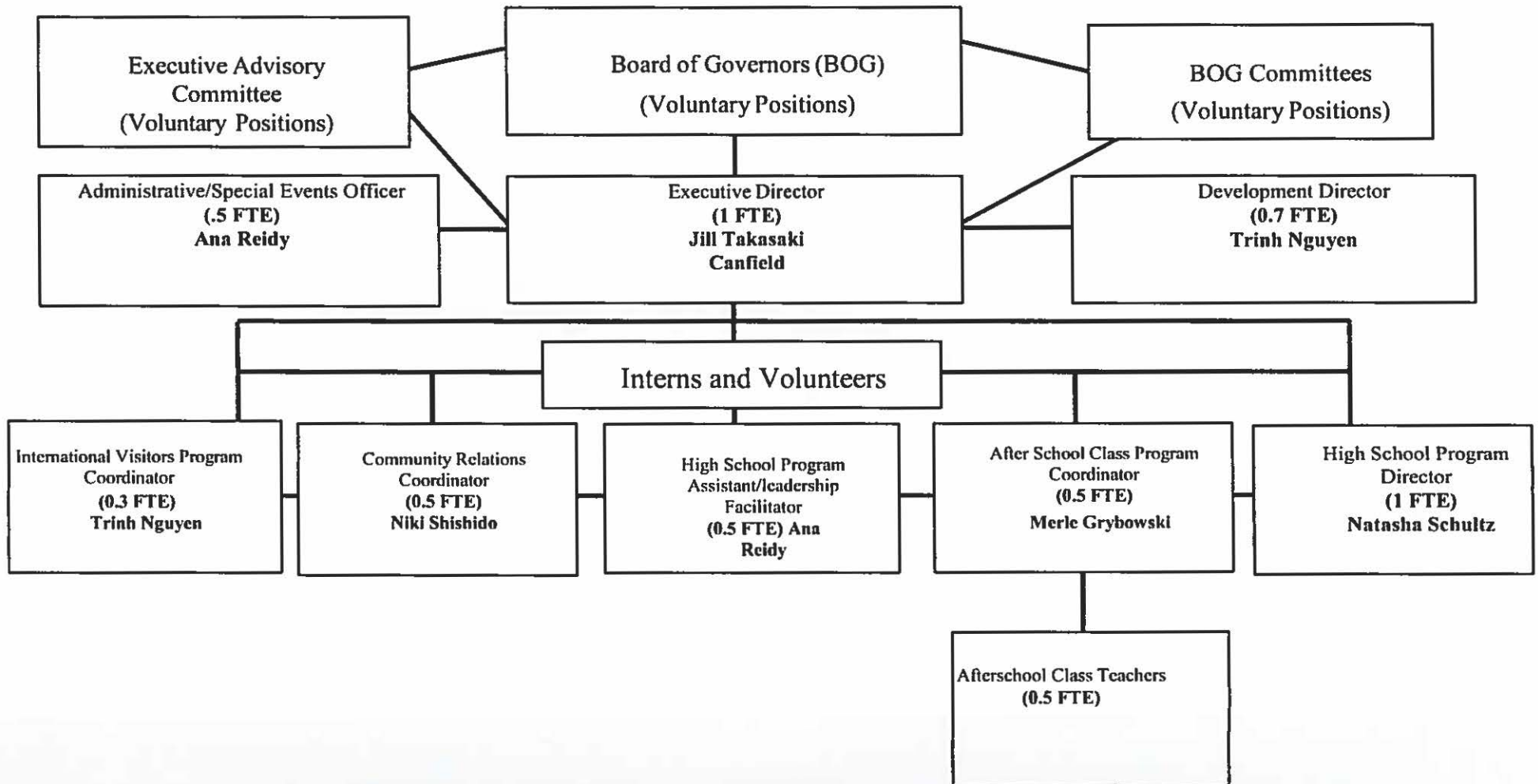
Please see attachment: Certificate of Good Standing

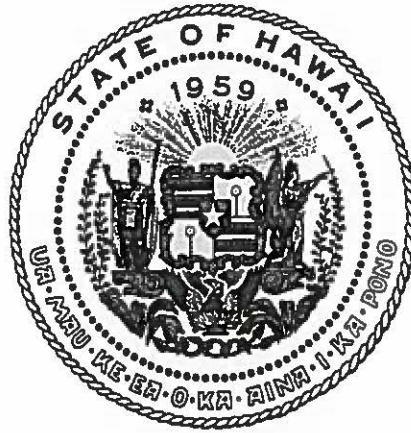


**PACIFIC AND ASIAN AFFAIRS COUNCIL**  
*World Affairs Council of Hawai'i*

1601 East-West Road, 4th Floor • Honolulu, Hawai'i 96848-1601  
Phone: (808) 944-7780 • Fax: (808) 944-7785  
Email: paac@paachawaii.org • Website: <http://www.paachawaii.org>

## PAAC 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

**PACIFIC AND ASIAN AFFAIRS COUNCIL**

was incorporated under the laws of Hawaii on 06/20/1950 ; 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: November 26, 2014

Director of Commerce and Consumer Affairs

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

Applicant: \_\_\_\_\_ PACIFIC AND ASIAN AFFAIRS COUNCIL

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	93,000			
2. Payroll Taxes & Assessments	25,000			
3. Fringe Benefits	15,000			
<b>TOTAL PERSONNEL COST</b>	<b>133,000</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	5,000			
2. Insurance	4,000			
3. Lease/Rental of Equipment	2,000			
4. Lease/Rental of Space	10,000			
5. Staff Training	1,500			
6. Supplies	4,000			
7. Telecommunication	400			
8. Utilities	350			
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>27,250</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>2,100</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>162,350</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	166,850	Trinh Nguyen (808)944-7783		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		01/29/2015		
(d) Total Private/Other Funds Requested	64,312	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>231,162</b>	Trinh Nguyen, Development Director		
		Name and Title (Please type or print)		

**BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES**

Period: July 1, 2015 to June 30, 2016

Applicant: **PACIFIC AND ASIAN AFFAIRS COUNCIL**

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
High school Program Director & Leadership Facilitator	FTE	\$45,000.00	30.00%	\$ 13,500.00
Afterschool Class & Global Action Projects Coordinator	PTE	\$34,000.00	50.00%	\$ 17,000.00
Afterschool Class Teacher	PTE	\$50,000.00	15.00%	\$ 7,500.00
Afterschool Class Teacher	PTE	\$50,000.00	15.00%	\$ 7,500.00
Afterschool Class Teacher	PTE	\$50,000.00	15.00%	\$ 7,500.00
Afterschool Class Teacher	PTE	\$50,000.00	15.00%	\$ 7,500.00
Afterschool Class Teacher	PTE	\$50,000.00	15.00%	\$ 7,500.00
High School Program Assistant & Leadership Facilitator	PTE	\$30,000.00	50.00%	\$ 15,000.00
Executive Director	FTE	\$55,000.00	10.00%	\$ 5,500.00
Fund Development Director	FTE	\$45,000.00	10.00%	\$ 4,500.00
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>93,000.00</b>
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

PACIFIC AND ASIAN AFFAIRS COUNCIL

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Computer	1.00	\$600.00	\$ 600.00	
Projector	1	\$850.00	\$ 850.00	
Laptop	1	\$650.00	\$ 650.00	
			\$ -	
			\$ -	
<b>TOTAL:</b>	3		\$ 2,100.00	
<b>JUSTIFICATION/COMMENTS:</b>				

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

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

### PACIFIC AND ASIAN AFFAIRS COUNCIL

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	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
<b>TOTAL:</b>	0	0	0	0	0	0
<b>JUSTIFICATION/COMMENTS:</b>						



# GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant:   PACIFIC AND ASIAN AFFAIRS COUNCIL  

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau )	CONTRACT VALUE
1.					0
2.					0
3.					0
4.					0
5.					0
6.					0
7.					0
8.					0
9.					0
10.					0
				TOTAL	0

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

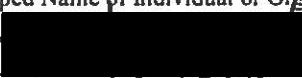
The undersigned authorized representative of the applicant certifies the following:

- 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 by laws 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.

Pacific and Asian Affairs Council (PAAC)  
(Typed Name of Individual or Organization)

 01/29/2015  
(Signature) (Date)

Trinh Nguyen  
(Typed Name)

Development Director  
(Title)