

House District 23

Senate District 11

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

Log No:

ECW

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:
Pacific and Asian Affairs Council

Dba: N/A

Street Address: 1601 East-West Road, 4th Floor

Mailing Address:
1601 East-West Road, 4th Floor
Honolulu, HI 96848

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Niki SHISHIDO

Title Development Director

Phone # 808-944-7783

Fax # 808-944-7785

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
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PACIFIC AND ASIAN AFFAIRS COUNCIL (PAAC) HIGH SCHOOL GLOBAL
EDUCATION PROGRAM

4. FEDERAL TAX ID # _____

5. STATE TAX ID # _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 166,163

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 | \$ | <u>0</u> |
| FEDERAL | \$ | <u>0</u> |
| COUNTY | \$ | <u>0</u> |
| PRIVATE/OTHER | \$ | <u>0</u> |

REPRESENTATIVE:

JILL TAKASAKI CANFIELD, EXECUTIVE DIRECTOR
NAME & TITLE

DATE SIGNED

1/22/2016



RECEIVED
1/22/16

092

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;

The Pacific and Asian Affairs Council (PAAC) is an independent, international education 501(c)3 nonprofit organization with the mission to promote greater awareness and understanding of foreign affairs with special attention on engaging Hawaii's youth to become leaders with a broader understanding of their place in the world. PAAC serves as Hawaii's only World Affairs Council of America which connects us to a network of 97 national members dedicated to educating and engaging the American public on global issues. Since 1954, PAAC has engaged more than 86,500 high school students statewide, many of whom qualify for free and reduced lunch and/or attend Title I Schools in Hawai'i.

Each year, PAAC serves approximately 1,500 students in 45 high schools throughout the state. Since establishment, high school programs have been at the core of PAAC's work. Today, the PAAC High School Global Education Program includes PAAC Clubs, Afterschool Global Studies Classes, Global Action Projects, Afterschool Mandarin Chinese Classes, inter-school conferences, Academic WorldQuest competition, Global Leadership Program, travel program, and academic and travel scholarships. Our afterschool and out-of-school programs 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.

2. The goals and objectives related to the request;

Goals:

Program goals include students gaining the ability to consider their roles in the global community, developing understanding of different peoples and societies, and using this knowledge to act as global citizens. These students will help to improve Hawaii's national and global competitiveness and secure a future for Hawai'i as a global leader.

The following are specific objectives PAAC expects to see from our High School Global Education 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 (service 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 Mandarin Chinese, a language designated as a critical language by the U.S. Department of State.
- 7) Students will meet the Hawai'i State Department of Education (DOE) 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 global and interconnected society, knowledge about the world, effective communication, the ability to collaborate, and an understanding of the multiple perspectives of different peoples and cultures are essential. Former U.S. Secretary of Education, Dr. Richard Riley stated, "The generation that will lead our country tomorrow must receive an international education today." 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.

It is no shock that there is a trend that students from lower-income backgrounds attend lower-ranked schools: Hakipu'u Learning Center, where 66.67% of students qualify for free and reduced lunch, received an 'F' grade ranking by Honolulu Business Magazine's April 2015 "Grading the Public Schools" report. Other examples are Nānākuli High & Intermediate with 72.29% of students enrolled in free and reduced lunch program, ranked #56/67 receiving a grade of 'D'. Wai'anae High School came in at #53/67 with 68.98% students enrolled, receiving a 'D' grade. Schools with more than 40% of their student population qualifying for the free and reduced lunch program are eligible Title I schools. Many times in lower-ranked or Title I schools, programs like global studies cannot be solely supported by the school alone. PAAC has witnessed students from Title I schools who found excitement and inspiration to learn through our activities. Through global studies, or learning a language, students were motivated to get serious about academics,

go to college, connect and find pride in their own culture, travel and work abroad. Afterschool classes provide a free opportunity for students to spend the critical afternoon hours in a safe, productive environment to keep students interested and focused on school and give them the chance to earn one-half credit per semester to aid in on-time graduation. Participation in PAAC activities increases the students' chance to earn academic and travel scholarships through PAAC. Regardless of whether the student is in a grade 'F' or grade 'A' school, developing global competence will help to put them on par with their peers throughout our state, country and other top countries to allow them to understand, empathize, analyze and have a voice in the future of our world.

According to "Mapping the Nation: Linking Local to Global", a 2013 project by the Asia Society, Hawaii's changing demographics and economic opportunities show we are more global than ever: 26% speak a language other than English at home, 44% of tourism dollars are spent by international tourists, and more than one of every five jobs are related to international trade. However, when it analyzes how we are preparing our students for a global future, it concludes that our schools cannot yet meet community needs and workforce demands. This is based on the fact that less than 1% of Hawaii's high school students take part in study abroad programs. Additionally, 21 of the top 25 industrialized countries begin foreign language instruction in elementary school, while in comparison, World Language is an elective among Fine Arts or Career and Technical Education in our public schools. As stated by the Star-Advertiser in a July 2014 article, "Twice as many public high school students in Hawai'i 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)." The U.S. Department of State has designated Mandarin Chinese as a critical language for U.S. citizens to learn given the fact that it is the most widely spoken first language in the world with 900 million native speakers and more than one billion speakers total. Learning Mandarin opens doors to doing business not only in China, but in Taiwan, Singapore, and Malaysia where the language plays a key component. It is also connecting people from the East and West in other fields such as archaeology, finance, sociology and medicine.

Our public 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, creativity and innovation -- all the skills needed for success in college, career, and life. As an effort to address these critical challenges, PAAC is helping the Hawai'i State DOE to produce high school graduates who will be competitive in the new global economy.

Outside the DOE, other organizations also see the importance of promoting global education including the East-West Center, Japanese Cultural Center of Hawai'i, Hawaii's Plantation Village, Honolulu Museum of Art, Polynesian Voyaging Society, Model United Nations and the Wo International Center. PAAC focuses intently on serving Hawaii's public high school population by providing them with access to year-long programs based on and around global issues and topics.

The knowledge of the world, leadership and critical analytical skills students acquire through PAAC's educational activities are undeniably rare and a benefit to Hawai'i in the coming decades, especially as our state's role and location in the Pacific becomes increasingly important to the United States. Thus now more than ever before, investing in Hawai'i's youth today is investing in the future of Hawai'i and its workforce.

4. Describe the target population to be served; and

PAAC's target population includes all high school students throughout Hawai'i, with an emphasis in supplementing schools and assisting students with lower financial ability. Each year, PAAC serves more than 1,500 high school students in 45 high schools across the state through our High School Global Education Program. Of the 45 high schools PAAC serves, 33 are public or charter schools. Of these, 18 are designated Title I schools (see below schools marked with *). More specifically, our Afterschool Global Studies Classes reach students at 'Aiea, Campbell, Kaimuki, Kaiser, Kapa'a, Nānākuli, Roosevelt and Waiākea High Schools. 75% of these Afterschool Global Studies Classes are at Title I schools. Recent PAAC conference statistics show that 57% of students attending were from public or charter schools, of which 41.4% qualify for the free and reduced lunch program.

5. Describe the geographic coverage.

PAAC's High School Global Education Program is open to the entire state of Hawai'i. PAAC currently serves students and teachers from rural and urban areas of O'ahu, Maui, Hawai'i Island, Kaua'i, Moloka'i, and Lana'i. Our High School Program serves 45 schools statewide. The 33 public high schools and charter schools we currently serve are:

O'ahu (19): *'Aiea, *Campbell, Castle, *Farrington, *Hakipu'u Learning Center, *Kahuku, *Kaimuki, Kaiser, Kalani, *McKinley, Mililani, Moanalua, *Nānākuli, Pearl City, Radford, *Roosevelt, UH Laboratory School, *Wai'anae and *Waipahu High Schools.

Hawai'i Island (6): *Hilo, *Ka'u, Ke Kula 'o 'Ehunuikaimalino, *Kealakehe, *Konawaena, *Waiākea High Schools.

Maui (3): King Kekaulike, Lahainaluna, and Maui High Schools.

Kaua'i (2): Kapa'a and Kaua'i High Schools.

Moloka'i (2): *Kualapu'u Charter and *Moloka'i High Schools.

Lana'i (1): Lana'i High School.

**Title I Schools for School Year 2015-16*

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;

PAAC staff plans, implements, monitors and evaluates the following proposed grant activities within PAAC's High School Global Education Program: PAAC Clubs, Afterschool Global Studies Classes, Global Action Projects, Afterschool Mandarin Chinese Classes, interschool conferences, Academic WorldQuest competition, and the Global Leadership Program.

A. PAAC CLUBS: Clubs represent the traditional form of PAAC's outreach into high schools. Many clubs are student initiated and driven with the overall goal of increasing club members' awareness of international affairs. Clubs participate in PAAC sponsored events such as interschool conferences, Academic WorldQuest competition and social media challenges. They often participate in service projects, or Global Action Projects (GAPs) initiated by PAAC Afterschool Global Studies Classes. PAAC clubs exist in 23 high schools on six islands.

Tasks: Support recruitment efforts at schools with PAAC Clubs, promote PAAC events and opportunities to PAAC Clubs, provide leadership workshop for PAAC Club officers.

B. AFTERSCHOOL GLOBAL STUDIES CLASSES: The Afterschool Global Studies Class was started in 2001 to address Hawaii's above national average high school dropout rate and to offer students a safe and stimulating environment afterschool to learn global studies – a class not often offered in public school social studies curricula. These classes fill a gap by teaching global studies in a unique way that engages students and can help to increase their interest in academics. Curriculum themes change each semester and have included topics such as megacities, displaced people, aquaculture, sustainable development, international trade, globalization, and peace and negotiation. The small class size encourages participation in discussions, facilitates greater interaction, and ensures that students learn to think critically about the world and how it impacts them locally. Also, students can earn one-half credit per semester allowing some students to graduate on-time with their peers. Afterschool Classes are held in the fall and spring semesters (two classes per year), twice a week, for three hours per class session. PAAC Afterschool Global Studies Classes are in eight high schools on three islands.

Tasks: 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, monitor afterschool teachers throughout the semesters, collect and analyze student and teacher evaluations and grades.

C. GLOBAL ACTION PROJECTS (GAPS): The Global Action Project (GAP) is an important element of the Afterschool Global Studies Class in which students explore a global issue and decide how they will act in their communities to make a difference locally. One GAP is required for each class per semester and must be student planned and implemented. Examples of recent GAPS include a visit to MA‘O Farms to learn about farming and help clean the gardens in connection to the curriculum unit “Farming for the Future”; organizing and working at a soup kitchen in connection to the unit on “Hunger in a World Full of Food”; and creating origami crane mobiles to sell at a craft fair in connection with “Sadako’s Paper Cranes & Lessons of Peace” and “Microfinancing” as the students then used the monies earned to fund two projects on microfinance platform Kiva. GAPS help students realize the impact of their actions, the significance of civic responsibility, and that making a change in the world starts with them.

Tasks: Coordinate transportation and food for Global Action Projects.

D. AFTERSCHOOL MANDARIN CLASS: The Mandarin language class at Farrington High School was started by PAAC as a pilot program in fall 2012 to offer students the chance to learn Mandarin as it is not offered in their regular school day curriculum. PAAC sees the need to offer Hawaii public school students the chance to learn Mandarin as it is not as commonly offered in comparison to languages such as Japanese, French and Spanish. Mandarin continues to grow in significance as China’s influence in the world increases and more focus is placed on understanding the language and culture of its people. As such, Mandarin was designated a critical language for U.S. citizens to learn by the U.S. Department of State. PAAC has added another Mandarin pilot program at Mililani High School. Mandarin class is offered each semester, fall and spring, for two classes per year. Classes meet twice a week for one and a half hours per class session and students are able to earn one-half credit per semester.

Tasks: Work with school administration for recruitment activities, monitor and assist teachers, collect student evaluation data and grades.

E. INTER-SCHOOL CONFERENCES: PAAC holds statewide interschool summits twice a year, the Fall Conference and Global Vision Summit (spring), bringing together high school students from both private and public schools to discuss key international issues. Conference topics have included microfinance, human trafficking, peace and negotiation, pandemics, and homelessness. These conferences give Hawaii’s youth the chance to step into the shoes of world leaders to better understand the complexities of various global issues through role-play and simulations. They also build leadership and negotiation skills through practice and discussion, and introduces students to other methods of problem solving such as design thinking. Students have the opportunity to connect with one another while envisioning possible solutions together. At the conferences, students are also provided meaningful opportunities to explore careers throughout the world by listening to presentations and roundtables with professionals

from various international and local organizations. Approximately 150+ students attend these Saturday conferences each semester.

Based on funding availability, these conferences are also conducted on neighbor islands in a smaller scale “Mini Conference” which includes elements such as the role-play simulation activity and group evaluation.

Tasks:

Conceptualize, plan activities, reserve conference space, invite keynote speaker, promote the event, recruit volunteer facilitators, invite careers guests, prepare materials, create conference program and registration, coordinate transportation logistics, order food and beverage, write emcee script and task sheet, event set-up, emcee and facilitate event, create and distribute student evaluations, record evaluation data.

F. ACADEMIC WORLDQUEST COMPETITION: The annual competition brings together students in both public and private schools statewide to explore and learn about global issues. WorldQuest is an exciting team quiz game designed to enhance international education. Teams of four compete in six rounds and the winning team wins a trip to Washington, D.C. to compete in the National Academic WorldQuest Competition. Student evaluations consistently show that students become more interested in learning about international issues after participating in the competition. Approximately 250+ students compete in the competition annually from 25 schools on four islands.

Tasks: Promote competition, select categories, assemble competition question committee, create competition questions with committee, invite emcee, invite judging panel, reserve venue, solicit prizes, prepare materials, create competition program and registration, coordinate transportation logistics, event set-up, facilitate event, score completed answer sheets, create and distribute student evaluations, record evaluation data.

G. GLOBAL LEADERSHIP PROGRAM: A new program developed by PAAC and started in 2015 is open to all high school students statewide. In total, 20 high school student applicants are selected based off of their academic merit, teacher recommendations, essays, interest in international affairs and level of engagement during the group interview. The nine-month program (September-May) aims to develop global citizens who are informed about international issues, empowered to resolve 21st century challenges, and feel connected with others from around the world. PAAC would like to successfully develop this program into a curriculum that could be offered to leadership classes at Hawai‘i State DOE schools to promote the development of global competence in high school students.

Elements of the program include:

- Group Interview where application finalists participate in problem-solving and communication exercises, and hold discussions on local and national topics.

- **Four-Day Leadership Retreat in October** to bond as a group and explore different aspects of leadership through group exercises and workshops. Activities focus on public speaking, cultural awareness, teamwork, negotiation and conflict resolution. Learning objectives include personal leadership, social identity development, intercultural sensitivity and global citizenship.
- **Five One-Day workshops** where guest speakers share on different themes related to leadership and global citizenship. Students meet and hold discussion with career guests who are invited based on students' career interests. Additionally, workshop days provide an opportunity for students to learn and implement professional skills such as networking, etiquette and follow-up communication. The day also allows students to prepare for their leadership roles in the PAAC Conferences.
- **PAAC Inter-school Conferences** in which students lead ice-breakers and guide conference activities for their peers. PAAC Conferences are attended by 150+ students and include keynote speakers, role play and simulation, and career exploration on topics of global importance. One conference is held per semester (November and March).
- **Individual Planned Projects** which are implemented by students in their schools/districts and can range from conducting their own "mini-conference" within their school based off of the PAAC Conferences, or another leadership project within their community.
- **Accountability Calls** which are held weekly with their accountability coach and four other members of their cohort. Students are tasked to make their own commitments around school life, family, community, etc. and to "check in" with each other and their coach in their meetings. If students are not meeting their commitments, they evaluate why they believe this is happening, and think about if they want to change their commitment. It is an exercise to explore accountability, responsibility and to keep the students involved in the program despite the intermittent breaks between activities and when the group physically comes together.
- **Final Workshop and End of Year Celebration** concludes the program in which students reflect on the program, what they have learned and look forward to where students want to go and how to apply their skills to get there. Parents and teachers will be invited to join the celebration.

Tasks:

- **Selection Process/Group Interview** – market the program to students, teachers, administrators, Hawai'i State DOE; accept and process applications; arrange group interview including creating program and activities, invite guest

speakers, recruit volunteers; lead group interview; evaluate group interview results to make final selection.

- Four-Day Leadership Retreat – plan daily program and activities; invite guest speakers; process administrative paper work; communicate with students and parents; coordinate logistics with camp facility; coordinate transportation logistics for both neighbor island and O‘ahu students; chaperone students; lead camp program and activities; maintain social media content regarding the retreat.
- Five One-day Workshops – plan workshop themes and content; invite guest speakers; invite career guests in-line with students’ career interests; coordinate logistics with venue; coordinate transportation logistics for both neighbor island and O‘ahu students.
- PAAC Conferences (two) – coordinate transportation logistics for neighbor island students; support students in their leadership roles; hold evaluation session with students.
- Individual Planned Projects – support students throughout the length of the program to develop, initiate and complete the project; communicate with students’ teachers to assist in implementation; conduct evaluation process with student on their project.
- Accountability Calls – hire and keep in communication with accountability coach to hear about students’ progress.
- End of Year Celebration – plan the program and activities; invite guest speakers; invite guests; coordinate logistics with venue; coordinate transportation logistics for neighbor island students; prepare certificates.

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

July 2016: Develop calendar for school year including major event dates, afterschool class curriculum and Global Leadership program activities and workshops. Work with DOE to obtain permission for afterschool classes at schools.

Aug. 2016: Hire and train afterschool class teachers. Conceptualize, plan, and track expenses (ongoing) for fall conference and Academic WorldQuest. Secure fall conference venue. Market Global Leadership Program. Design and create leadership workshop for PAAC Club Officers.

Sept. 2016: Outreach to schools for PAAC Club recruitment support. Hold PAAC Club Officer leadership workshop. Begin afterschool fall classes. Conduct pre-test with students. Work with DOE, schools, & teachers to coordinate logistics of fall conference and Academic WorldQuest. Contact community partners to find facilitators, guest speakers, volunteers, and prize sponsors for events. Contact organizations for Global Action Projects (GAPs). Global Leadership Program interviews and selections made.

Oct. 2016: Continue coordinating conference logistics. Invite PAAC Board of Governors, DOE, and Hawai'i governor to attend fall conference and Academic WorldQuest. Leadership retreat for Global Leadership Program participants.

Nov. 2016: Fall conference and Academic WorldQuest are held. Promote spring conference. Afterschool class students participate in GAPs. Full-day workshop for Global Leadership Program and participation in fall conference.

Dec. 2016: Conduct afterschool class post-test and evaluations. Send thank you letters to partners and sponsors. Write newsletter articles and finalize budget of fall activities. Conceptualize, plan logistics, and contact community partners for spring conference.

Jan. 2017: Complete evaluation analysis of fall activities for reports. Develop class curriculum for spring classes and conduct teacher training. Continue planning spring conference and track expenses (ongoing).

Feb. 2017: Outreach to schools for PAAC Club recruitment support. Begin afterschool classes. Conduct pre-test with students. Plan GAPs. Work with community partners on finalizing spring conference plan. Global Leadership Program full-day workshop.

March 2017: Spring conference and GAPs take place. Global Leadership Program participants take on leadership roles at spring conference.

April 2017: Afterschool classes end. Teachers conduct afterschool class post-test and evaluations. Send thank you letters to community partners. Write newsletter articles about spring activities. Finalize budget for spring semester activities. Global Leadership Program participants implement final projects and attend end of year workshop/celebration.

May 2017: Complete evaluation analysis of spring conference, afterschool classes and Global Leadership Program.

June 2017: Select topic, date, and research venues for fall conference for the following school year.

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 conference, Academic WorldQuest competition, teacher training, Global Studies and Mandarin classes, etc.). Information on the program's scheduling, logistics, and content are recorded and analyzed by the High School Program Director, Director of Teacher Training, 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 Hawai'i schools, communities, teachers, parents, and students to ensure that our High School Global Education 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, invite as guest speakers and career mentors, and perform Global Action Projects with.

As equally valuable, PAAC Board of Governors acts as a checks and balances 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 in the Executive Committee then assess whether the objectives set for past activities have been met; offer feedback; and assist us in defining the key goals and objectives for 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.

- PAAC Clubs at 20 high schools on six islands
- Afterschool Global Studies Classes held at eight high schools
- 95% of Afterschool Global Studies Class students will improve their pre-class test scores by the end of the class
- 95% of Afterschool Global Studies Class students will have become more aware of international events after taking the class

- All Afterschool Global Studies Class students participate in their class Global Action Project each semester
- 150 students from 20 schools participate in PAAC's fall conference
- 150 students from 20 schools participate in the spring conference
- Receive above average marks in student conference evaluations
- 225 students from 25 schools participate in Academic WorldQuest competition
- Students will be more interested in learning about international issues after competing in the Academic WorldQuest competition
- 20 Global Leadership Program students will successfully complete their individually planned projects in their schools/communities

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: Budget Request by Source of Funds, and Budget Justification – Personnel Salaries and Wages

2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.**

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-------------|-------------|-------------|-------------|-------------|
| \$41,540.75 | \$41,540.75 | \$41,540.75 | \$41,540.75 | \$166,163 |

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.**

Grants

Atherton Family Foundation
 Friends of Hawaii Charities
 G.N. Wilcox Trust
 Hawaii Community Foundation
 Honolulu City & County Grant-in-Aid
 Mamoru & Aiko Takitani Foundation
 McNerny Foundation
 Qatar Foundation International

Fundraisers

PAAC Golf Tournament
 PAAC Annual Dinner

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 federal, state, and county 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, 2015.**

PAAC's Unrestricted Current Assets as of September 30, 2015 is: \$210,233.83. Unrestricted current assets as of December 31, 2015 will be available by mid-February.

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 86,500 high school students statewide, with more than 2,500 students in the last school year. Within the last three years (and in most cases many years more than three) PAAC has annually implemented PAAC Clubs at 23 high schools throughout the state; Afterschool Global Studies Classes at eight high schools serving approximately 240 students per school year; Global Action Projects led by Afterschool Global Studies Class students, one per semester; Afterschool Mandarin Classes for approximately 30 students per school year; inter-school conferences in the fall and spring semesters on global topics for approximately 200 students per event; and Academic WorldQuest competitions with more than 250 students per year from five islands competing. Although this is the first year of the Global Leadership Program, the student evaluations and teacher feedback has thus far been consistently high in regards to the content and planning of the program.

PAAC High School Global Education Program has demonstrated consistently that it is meeting program goals of raising awareness of students in global issues. Every year, nearly 100% of students respond 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 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 Hawai'i 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 spanning 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 Hawai'i.

Looking forward we have much to anticipate, we will continue to run our historical core 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 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.

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.

PAAC offices are located in the East-West Center on University of Hawai'i at Mānoa campus. The generosity of the East-West Center has allowed this location to be our home for over ten years. PAAC also is able to utilize the Center's conference rooms to conduct student workshops, interviews, and study tour orientations. Annually we use the East-West Center Art Gallery to hold the PAAC student scholarship forum. The building meets Americans with Disabilities Act (ADA) requirements.

PAAC's Afterschool Global Studies and Mandarin 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 offers during the use of school facilities. The schools are ADA compliant.

PAAC's extended activities such as the inter-school conferences and Academic WorldQuest competition are often held at the University of Hawai'i at Mānoa Campus Ballroom. We pay a fee to use their facilities. Global Leadership Program activities are held at sites that have been approved by PAAC's High School Director and Executive Director. These sites all 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, Ms. Natasha Schultz, holds an MA in Education Management from the University of Hawai'i at Mānoa. Over the past 10+ years, she has been instrumental in developing the High School Global Education Program to what it is today. Ms. Schultz is responsible for managing all tasks associated with inter-school conferences, Academic WorldQuest competition, and the Global Leadership Program.

Director of Teacher Training, Ms. Merle Grybowski, directs the Afterschool Global Studies and Mandarin Classes. Her responsibilities include coordination with the Hawai'i State Department of Education (DOE), school administration, and teacher-advisers throughout the state; evaluation of afterschool programs and their teachers; organization of outreach activities; dissemination of curriculum and other resource materials; and selection and supervision of the teachers. Ms.

Grybowski worked for the 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.

Special Events and Administrative Officer, Ms. Ana Reidy Ungureit, assists the High School Program Director on inter-school conferences and Academic WorldQuest. Ms. Reidy handles all administrative tasks for the conferences and Academic WorldQuest competition. Ms. Reidy also coordinates our annual golf tournament and dinner fundraisers 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.

Afterschool Global Studies Class Teachers (5 PT), teach PAAC Afterschool Global Studies classes twice a week at 5 schools statewide. Teachers also guide and help PAAC students implement one Global Actions Project each semester, and recruits and chaperones their afterschool students to participate in other PAAC out-of-school sponsored events.

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 have been critical to PAAC's success.

Development Director, Ms. Niki Shishido, writes grants and reports and maintains grant files and records for the organization. She has experience working in Beijing, China on international education initiatives.

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. Executive Director, \$55,000.
2. High School Program Director, \$45,000.

3. Development Director/International Visitor Leadership Program Coordinator/Community Relations Coordinator: \$36,000.

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. 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.

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) **Received by the applicant for fiscal year 2016-17, but**
- (2) **Not received by the applicant thereafter.**

PAAC's High School Global Education Program is sustained through a combination of approaches. PAAC constantly seeks new funding sources, revising and evaluating our fundraising efforts. We meet funding challenges every year as they come. When funding falls short, we adjust accordingly internally to ensure continued high standards are provided to students. We diversify and develop income streams to their fullest in order to not rely on one in particular.

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. After two years at Farrington High School, the Afterschool Mandarin Class started receiving financial support directly from the school since fall 2014. Additionally, Mililani High School's principal plans to add Mandarin Chinese to the regular school day in fall 2016 after three semesters of PAAC's Afterschool Mandarin Class. PAAC is looking for other opportunities to take this pilot program to other DOE schools with the expectations that it will be taken over by the school.

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 23 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.

E. 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, 2015.

Please see attached.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

App Pacific and Asian Affairs Council (PAAC)

| BUDGET CATEGORIES | Total State Funds Requested (a) | Total Federal Funds Requested (b) | Total County Funds Requested (c) | Total Private/Other Funds Requested (d) |
|---|---------------------------------|--|----------------------------------|---|
| A. PERSONNEL COST | | 0 | | |
| 1. Salaries | 94,400 | 0 | 110,748 | |
| 2. Payroll Taxes & Assessments | 25,375 | 0 | 8,472 | |
| 3. Fringe Benefits | 16,738 | 0 | 2,021 | |
| TOTAL PERSONNEL COST | 136,513 | 0 | 121,241 | 134,000 |
| B. OTHER CURRENT EXPENSES | | 0 | | |
| 1. Airfare, Inter-Island | 5,000 | 0 | 0 | |
| 2. Insurance | 4,400 | 0 | 0 | |
| 3. Lease/Rental of Equipment | 2,000 | 0 | 0 | |
| 4. Lease/Rental of Space | 10,000 | 0 | 0 | |
| 5. Staff Training | 1,500 | 0 | 0 | |
| 6. Supplies | 4,000 | 0 | 0 | 5,000 |
| 7. Telecommunication | 400 | 0 | 0 | |
| 8. Utilities | 350 | 0 | 376 | |
| 9. Accounting | 1,500 | | | |
| 10. Program Activities Supplies | | 0 | 1,200 | 7,000 |
| 11. Mileage and Parking | | 0 | 0 | 2,000 |
| 12. Postage | | 0 | 0 | 1,000 |
| 13. Travel | | 0 | 0 | 6,000 |
| 13 | | 0 | | |
| 14 | | 0 | | |
| 15 | | 0 | | |
| 16 | | 0 | | |
| 17 | | 0 | | |
| 18 | | 0 | | |
| 19 | | 0 | | |
| 20 | | 0 | | |
| TOTAL OTHER CURRENT EXPENSES | 29,150 | 0 | 1,576 | 21,000 |
| C. EQUIPMENT PURCHASES | 500 | 0 | 2,100 | |
| D. MOTOR VEHICLE PURCHASES | | 0 | | |
| E. CAPITAL | | 0 | | |
| TOTAL (A+B+C+D+E) | 166,163 | 0 | 124,917 | 155,000 |
| SOURCES OF FUNDING | | Budget Prepared By: | | |
| (a) Total State Funds Requested | 166,163 | Niki Shishido | 808-944-7783 | |
| (b) Total Federal Funds Requested | 0 | Name (Please type or print) | Phone | |
| (c) Total County Funds Requested | 124,917 | | 1/22/2016 | |
| (d) Total Private/Other Funds Requested | 155,000 | | Date | |
| TOTAL BUDGET | 446,080 | Niki Shishido, Development Director Name and Title (Please type or print) | | |

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: Pacific and Asian Affairs Council (PAAC)

| 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 | FTE | \$49,500.00 | 30.00% | \$ 14,850.00 |
| Director of Teacher Training | PTE | \$30,000.00 | 50.00% | \$ 15,000.00 |
| Special Events and Administrative Officer | FTE | \$33,000.00 | 50.00% | \$ 16,500.00 |
| 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 |
| Afterschool Class Teacher | PTE | \$50,000.00 | 15.00% | \$ 7,500.00 |
| Executive Director | FTE | \$60,500.00 | 10.00% | \$ 6,050.00 |
| Fund Development Director | FTE | \$45,000.00 | 10.00% | \$ 4,500.00 |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| TOTAL: | | | | \$ 94,400.00 |
| JUSTIFICATION/COMMENTS: | | | | |

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: Pacific and Asian Affairs Council

| DESCRIPTION EQUIPMENT | NO. OF ITEMS | COST PER ITEM | TOTAL COST | TOTAL BUDGETED |
|--------------------------|-----------------|------------------|------------------|-------------------|
| Computer | 1.00 | \$500.00 | \$ 500.00 | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| TOTAL: | 1 | | \$ 500.00 | |

JUSTIFICATION/COMMENTS:

| DESCRIPTION OF MOTOR VEHICLE | NO. OF VEHICLES | COST PER VEHICLE | TOTAL COST | TOTAL BUDGETED |
|---------------------------------|--------------------|---------------------|---------------|-------------------|
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| TOTAL: | | | | |

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: Pacific and Asian Affairs Council

| FUNDING AMOUNT REQUESTED | | | | | | |
|---------------------------------------|--|---------------|--|-------------------------------------|--------------------------------------|---------------|
| TOTAL PROJECT COST | ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS | | STATE FUNDS REQUESTED FY: 2016-2017 | OF FUNDS REQUESTED FY: 2016-2017 | FUNDING REQUIRED IN SUCCEEDING YEARS | |
| | FY: 2014-2016 | FY: 2015-2016 | | | FY: 2017-2018 | FY: 2018-2019 |
| PLANS | | | | | | |
| LAND ACQUISITION | | | | | | |
| DESIGN | | | | | | |
| CONSTRUCTION | | | | | | |
| EQUIPMENT | | | | | | |
| TOTAL: | | | | | | |
| JUSTIFICATION/COMMENTS: | | | | | | |
| Not applicable to our grant proposal. | | | | | | |

GOVERNMENT CONTRACTS AND / OR GRANTS

Contracts Total: NONE

Api Pacific and Asian Affairs Council

| | CONTRACT DESCRIPTION | EFFECTIVE DATES | AGENCY | GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau) | CONTRACT VALUE |
|----|-----------------------------|------------------------|---------------|---|-----------------------|
| 1 | | | | | - |
| 2 | | | | | - |
| 3 | | | | | - |
| 4 | | | | | - |
| 5 | | | | | - |
| 6 | | | | | - |
| 7 | | | | | - |
| 8 | | | | | - |
| 9 | | | | | - |
| 10 | | | | | - |
| 11 | | | | | - |
| 12 | | | | | - |
| 13 | | | | | - |
| 14 | | | | | - |
| 15 | | | | | - |
| 16 | | | | | - |
| 17 | | | | | - |
| 18 | | | | | - |
| 19 | | | | | - |
| 20 | | | | | - |
| 21 | | | | | - |
| 22 | | | | | - |
| 23 | | | | | - |
| 24 | | | | | - |
| 25 | | | | | - |
| 26 | | | | | - |
| 27 | | | | | - |
| 28 | | | | | |
| 29 | | | | | |
| 30 | | | | | |

**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.

Pacific and Asian Affairs Council



1/22/2016

(Date)

Jill Takasaki Canfield
(Typed Name)

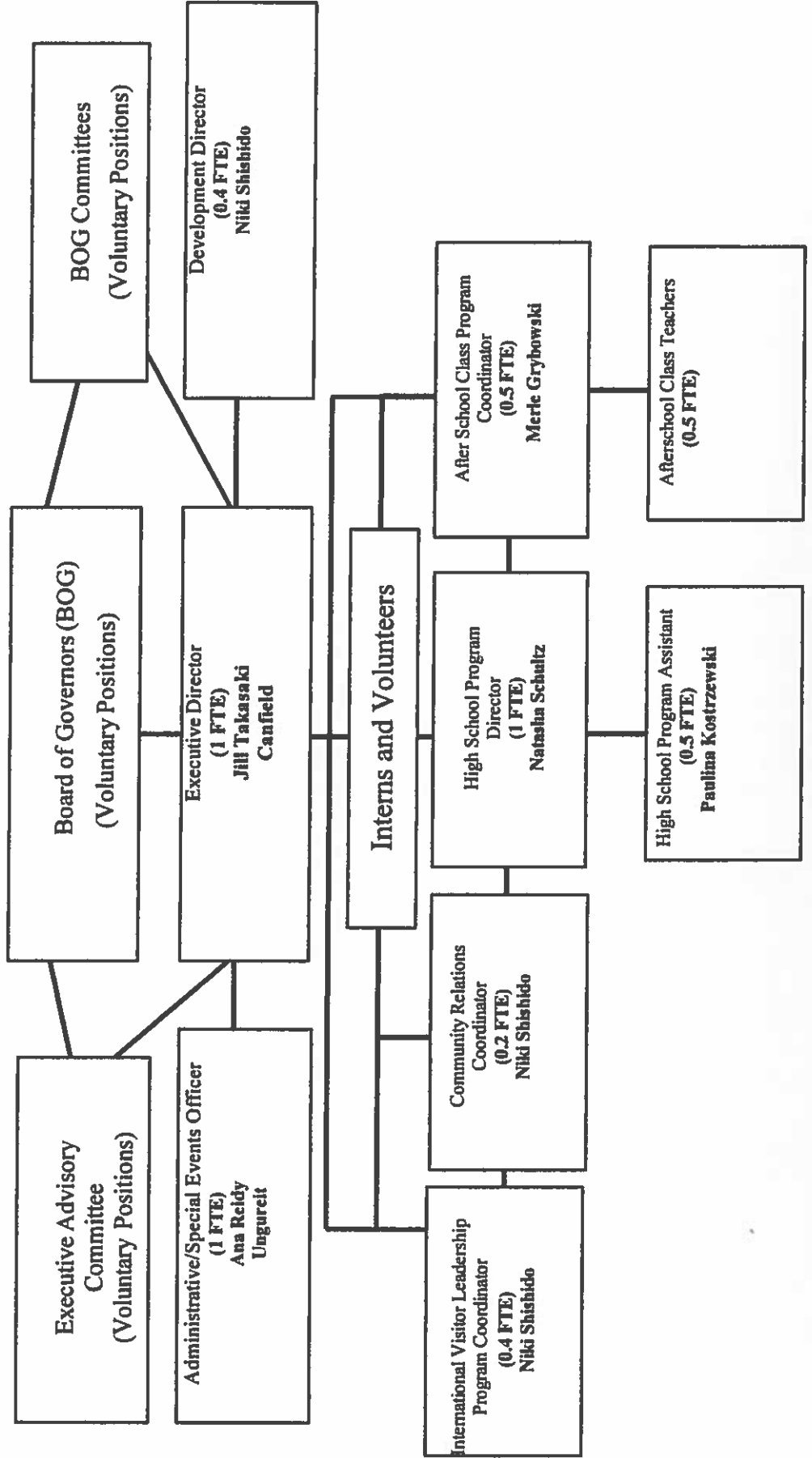
Executive Director
(Title)

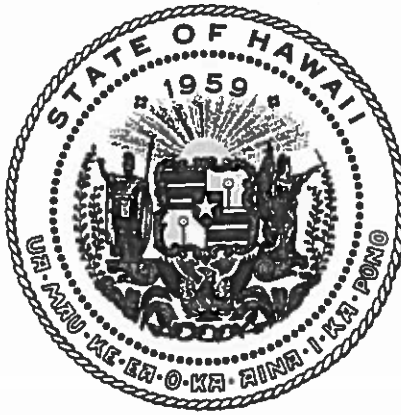


PACIFIC AND ASIAN AFFAIRS COUNCIL
World Affairs Council of Hawai'i

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

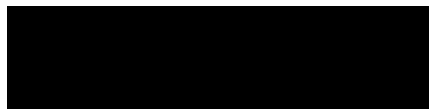
I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

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: January 22, 2016



Director of Commerce and Consumer Affairs

