

House District 42

Senate District 20

THE TWENTY-NINTH 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: Hawai'i Maoli

Dbas: Hawai'i Maoli

Street Address: 91-1270 Kinoiki Street, Kapolei, HI 96707

Mailing Address: P.O. Box 3866 Honolulu, HI 96817

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name MAILE ALAU

Title Executive Director

Phone # (808) 394-0050

Fax # _____

E-mail executivedirector@hawaiimaoli.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:

OUR OVERALL PROJECT OBJECTIVE IS TO BUILD SO IT CAN BE USED TO TRAIN STUDENTS AND TEACHERS IN STREAM (SCIENCE, TECHNOLOGY, READING, ARTS, AND MATHEMATICS). THE CONTENT OBJECTIVE IS TO INCREASE OPPORTUNITIES FOR THE COMMUNITY TO STUDY AND DO RELEVANT AND MEANINGFUL RESEARCH ABOUT THE WATERSHED WHICH INCLUDES LEARNING OPPORTUNITIES IN THE MOUNTAIN, THE PLAINS, THE COASTLINES AND THE OCEAN.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 413,639

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

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



RECEIVED

1/20/17 *ma*

VERLIEANN MALINA-WRIGHT, BOARD PRESIDENT
NAME & TITLE

1/20/2017
DATE SIGNED



I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

- 1. A brief description of the applicant's background;**
- 2. The goals and objectives related to the request;**
- 3. The public purpose and need to be served;**
- 4. Describe the target population to be served; and**
- 5. Describe the geographic coverage.**

1) Kaiaulu Anahola Background

This Kaiaulu Anahola project provides direct education services to community organizations that are designed to increase the number of places on Kauai where Traditional Ecological Knowledge and Wisdom (TEKW) are both relevant and meaningful in modern times. We do this by partnering with communities to provide both research opportunities and outreach education to address environmental issues through the lens of TEKW that are project-based for solving authentic community problems. Kaiaulu was founded in 2011 and our fiscal sponsor was the Pacific American Foundation in Kaneohe, Oahu. Subsequently, Hawaii Maoli, Honolulu, Oahu become another fiscal sponsor that has supported Kaiaulu Anahola too.

We are a place, culture, project, and strength-based education program that motivates students to value TEKW through Hawaiian language and culture with Western Science through project-based research. We provide guidance and education through interaction mentoring with elders, practitioners, educators, and scientists who teach sciences and culture in these fields and is an added value to participants. Our program also involves working with “at-risk” youth and participants who come from socio-economically challenged families and communities.

For the past five (5) years Kaiaulu has been involved in designing and executing various projects along the Northeast Coast of Kauai in our youth environmental stewardship programs. Below is a list of projects and project deliverables Kaiaulu has executed in partnership with communities at Northeast Kauai:

2011 Project Kuu Kulaiwi: Children’s Wahi Pana Book to teach children about place names, winds, and fishes in Anahola Bay with funding support from the Office of Hawaiian Affairs and the Castle Foundation.



2012 Project Kaulana Mahina: Hawaiian Lunar Calendar Project to teach children how to design a traditional knowledge science project focused on the impact of the moon on local natural and cultural resources. We were able to publish a Hawaiian Moon Calendar with funding support from The Western Pacific Regional Fishery Management Council.

2013 Project Kupaa: *Walking Tour of Anahola Bay*, worked with community to design and implement a walking tour of Anahola Bay for teachers in the public school system interested in adding a place-based traditional knowledge component to their Hawaiian Studies curriculum. We were able to develop this walking tour and curriculum with funding support for the Atherton Foundation.

2014 Project Holowai: *Native Fish and Limu Inventory Project in Wailua Bay*. We worked with community to design a monitoring tool to inventory the native fish and *limu* around Pahulu, a small reef near Ala Kukui Heiau. We were able to write a report about the health of the reef, produced 8 Hawaiian language PSA's about traditional knowledge, and conduct a summer/intersession outreach program for area youth. We were able to complete this project with additional funding support from the Hawaii Tourism Authority, County of Kauai Grant Program, and the Western Pacific Regional Fishery Management Council.

2015 Project Kuu Kulaiwi Wailua, published a second Children's *Wahi Pana Book* to teach children about place names, winds, and fish in Wailua, the *ahupuaa*, we were able to complete this project with additional funding support from the Hawaii Tourism Authority.

2015 Project Kiai Ala Loa, partnered with Kauai Beach Resort to develop a Hawaiian *Language Talk Story Event/Walking Tour* featuring the natural and cultural resources in Nukolii and Kilohana Crater. We are currently doing this project with funding support from the County of Kauai and in-kind support from the Kauai Beach Resort.

2015/16 Project Kaulana Mahina Kauai, we worked the Kapaa Boys and Girls Club to complete a second HMC about the natural and cultural resources on Kauai. We completed this project with funding support from the Western Pacific Regional Fishery Management Council.

2016 Project Kiai Kai Ilioholokai: *Monk Seal Habitat Project*, we are currently working with the Kapaa Boys and Girls club to develop curriculum in Hawaiian language related to teaching about sea mammals in Kapaa and Kealia Bay. Project Deliverables for this project include: Hawaiian language PSA's, outreach education for non-Hawaiian communities, outreach for at-risk youth, and Hawaiian language materials for the public charter schools. We are doing this with funding support from NOAA.

2016-19 Project Kamaka Opio: We are currently waiting for approval from NOAA, Watershed funding to move forward with our watershed project focused on documenting the experiences of area youth in Kapaa Stream. The project deliverable for



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this will be a monitoring protocol to inventory resources in the stream, potential threats to the stream eco-system, and a Hawaiian language documentary with English Subtitles.

Since 2011, we have serviced over 600 youth on Kauai and abroad, 15 educators, and over 2,000 visitors/community members have taken our classes through our partnerships with the visitor industry and local agencies. We look forward to doing more for our Kauai island communities and families through the expansion bringing cutting edge science through TEKW.



2) Project Goals and Objectives

Project Goals, Objectives, and Project Deliverables:

Our overall project objective is to build on-island capacities to train students and teachers in STREAM (Science, Technology, Reading Literacies, Art Design/AUTOCAD, and Mathematics). The *content* objective is to increase opportunities for the community participants to study and do relevant and meaningful research *in context* about the conservation and restoration of watersheds which includes learning opportunities in the mountains, the plains, streams and rivers, the coastlines and the ocean. Based on our experiences, surveys, focus groups, and guidance from elders and others in the community, we have arrived at a project design that will maximize the resources we have, using a mobile infrastructure to deliver high quality, innovative education that is impactful for participants. This initiative will also allow us to engage students and teachers in place-based authentic research, that promotes best practices in environmental and cultural stewardship of place, and facilitates skill building and learning, practicing, and stewardship of best practices through a STREAM pedagogy teaching model.

Our three (3) objectives for this project are:

- 1) Project Objective 1: Work with consultants to *build the mobile science lab* equipped with start of the art science and documentary equipment to carry out place-based research projects,
- 2) Project Objective 2: Work with teachers to *develop site specific watershed research projects* in the Kapaa Educational Complex,
- 3) Project Objective 3: Work with participants to *execute watershed research projects* in Kapaa Educational Complex,

Project deliverables are as follows:

- 1) Watershed Staff/Youth/Community Participant Manual
- 2) Watershed Digital Media Reports, Niihau Olelo Bilingual Instruction and Curriculum and Instruction Storage Databases
- 3) Mobile Science Lab to conduct onsite field research studies over the project period using science software.

3) Public Purpose and need to be served

Kaiaulu with Hawaii Maoli as Fiscal Sponsor proposes to build a Kauai-based Mobile Science/Technology Educational Digital Media Vehicle to apply to projects like, *Kamaka Opio (Through the eyes of the youth)*. Project Kamaka Opio provides Watershed Stewardship Training to students, teachers, and community in the Kaiaulu



Ahupuaa Resource Management program. This project is a bilingual project where participants learn and study about area watershed issues through the lens TEKW and Western Science in the context of the *ahupuaa*. This is one of many projects that Kaiaulu proposes to use a mobile educational vehicle. Ike Kuhohonu in this context refers to the mobile lab as a vehicle that facilitates the seeking of profound knowledge. The initial pilot project and funding request is for two years, but we anticipate extensive community support for long term sustainability of the lab, through existing, and new program partnerships.

We incorporate traditional stories such as the *Kumulipo*, teach Hawaiian chants, place names, traditional ecosystem names, cultural practices, and Hawaiian language to study traditional knowledge resource management. We fuse traditional knowledge curriculum with science and other academic subjects to teach students critical skills related to engineering, urban planning, architecture, technologies, and literacies to study different environmental issues in community watersheds from *mauka* to *makai* (mountain to sea).

A mobile science/technology educational vehicle represents a unique research infrastructure that will enable scientific/technology research across the Kapaa Educational Complex. Science Labs at the Community College and High School do not travel and elementary schools in this complex do not have school science labs. As such, a science lab infrastructure and citizen science student researchers will have access to the mobile lab resources.

There are very few opportunities for students and teachers in the Kapaa Educational Complex to have access to a science/technology lab. This grant application provides opportunities for students and teachers to study and learn science/technology beyond the inquiry process and to the hands-on application of direct experimental research in the communities these schools, and families reside. Traditional classrooms in public schools were not necessarily built to accommodate integrated academic learning activities where science, math, and language arts are taught at the same time in a project-based setting. Often schools in our educational complex do not have funding to bring in professionals who are specialists in integrating academic subjects in *ahupuaa*'s context such as watersheds to teach project/place-based direct learning for children and teachers.

The mobile science labs will be staffed with teachers/researchers who are professionally trained in STREAM (Science, Technology, Reading, Arts, and Math). There are other inherent benefits to having researchers/trainers who come directly to schools and project sites with state of the art equipment ready to engage students in research opportunities that are site specific and take place in community settings.

The actual mobile lab will consist of a vehicle adapted for use as laboratory and be equipped with computers and other science/technology equipment necessary to do research in the watershed environments of the Kapaa Educational Complex. This mobile science laboratory will carry out environmental, diagnostics, documentation, data analysis, etc. We also anticipate that the mobile science lab computers will be



connected to other network systems which will allow for data sharing and immediate processing of data that we will collect from research projects over a period of time. The significant discoveries are unique and place-specific to the different environments in the Kapaa Educational Complex.

A mobile lab would allow for countless opportunities for participants in our programs to design research projects and to investigate things that make up the environment they live, work, and study in. This will also provide students and teachers opportunities to interact with data in real time and in a real-world setting. Studies have shown that an integrated approach to teaching science done in the context of a real-world setting will help to improve overall literacy and can assist with preparing the next generation of engineers and other related science fields, including next generation learners who are bilingual and have the ability to move freely between western and native science paradigms of academic learning. Thus we have also included the Niihau schools and communities on the west-side of Kauai.

For this funding request, we ask that the GIA provide \$701,283 (2 years) or (year 1 \$413,639 and year 2 - \$287,644) for this proposal. The funds would be used to buy a mini bus (size that allows for travel to Hanalei), equip the mini-bus with computer and science equipment, also salaries, materials/supplies, travel, community outreach, and capacity building to address long-term sustainability. The monies will also be used to support the development of the educational materials, database depositories, and curriculum and instructional materials in both Hawaiian and English.

4) Describe the Target Population

This project proposes to build a mobile educational lab to do place, project, and culture-based education in STREAM (Science, Technology, Reading, The Arts, and Math). We plan to start with watershed training for students, teachers, and community and focus on issues relevant to the school and area of the island where the mobile educational vehicle is. Our goal is to build the mobile educational vehicle in Year 1, at the same work on developing curriculum and educational materials to start training by the sixth month of Year 1.

In Year 1, our goal is to pilot the project to one school/community in the Kapaa Educational Complex and use the information we learned in Year 1 as a template to provide training to other schools and community's in the Kapaa Educational Complex in Year 2. Our long-term goal is to make this mobile educational lab available to all schools on Kauai and to offer trainings in both Hawaiian and English. There are at least one school or program in each complex that provides education in Hawaiian Language, Kaiaulu Outreach Programs in the Kapaa Educational Complex, Kawaikini Hawaiian Immersion School in Lihue, and Ke Kula O Niihau in Waimea. We will open up learning to students and teachers in all grades and will work with community groups to facilitate community trainings.

In Year 1, since Kaiaulu already has an established project site, Kapaa Watershed, in the town of Kapaa, we will service Kapaa Elementary 4th graders and students who attend



the Kaiaulu afterschool Ahupuaa Resource Management Program, for a total of approximately 250 students in Year 1, our pilot year. As for a community group, Kaiaulu currently has an established relationship with the Aha Moku Council of Puna, and will partner with this cultural practitioners group, to sponsor community trainings for a total of 50 community members in Year 1. We will expand project outreach in Year 2.

Given the socioeconomic demographic of Kapaa, Kauai, we anticipate that our average participants in our Mobile Lab program will come from a multicultural home; Native Hawaiian, Asian, Pacific Island, Caucasian, and/or Hispanic bloodlines; with a median family income of \$53,000. The geographic area we serve is from Kapaa to Hanalei but are open to partnering with other after school programs and schools outside of this area. We also anticipate serving students who do not meet proficiency in reading, math, and science, in the Public School system and students who are considered at-risk, based on factors including but not limited to poverty, family life, and disenfranchised youth.

Community participants will likely be people interested in conservation, the environment, and/or Hawaiian culture, language, traditional practices. In Year 1, participants will likely come from Kapaa town and the surrounding areas that are a part of the Kapaa Educational Complex. There are no prerequisites for community participants.

Teachers will likely come from Kapaa Elementary School however, we will also invite teachers from the Junior High and High School to participate as well. Teachers at Kapaa are normally trained to work with the target population, so the goal will be to train teachers so they can service all the different type of learners they come into contact as classroom teachers. Our goal is to train teachers separately from students so we can focus on teacher training, but also invite teachers back with their students to facilitate school and class projects. Students with similar socioeconomic demographics will be served in the other educational complexes on Kauai after the initial piloting is done in Year 1.

Kaiaulu is a program that has five (5) years of experience doing *ahupuaa* resource management projects with youth in our area and in collaboration with area schools and outreach programs in the Kapaa Educational Complex and some of our program materials are used in the charter schools and after school programs, meets educational common core standards in the areas of language arts, science, and social studies. A mobile educational lab enhances opportunities for all students, teachers, in our complex and island to experience hands-on, place/project--and culture-based education, where all service delivery models known to be successful with the target population.

We live and teach in a community where the *opio* (youth) and their *ohana* (family) would not be able to afford to pay for these kinds of programs nor the monies we need to build a mobile education vehicle. When we complete the initial pilot mobile educational lab project focused on the watershed in Kapaa, approximately 250 students will be trained in STREAM, along with at least 15 educators, and 50 community memersin Year 1.



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From a larger community perspective we will be able to (a) provide opportunities for community to learn citizen science and get involved in stewarding our natural and cultural resources from both a traditional knowledge and western perspective, between and (b) motivate participants to value civic responsibility.



5) Geographic Coverage

In Year 1, our goal is to pilot the project to one school/community in the Kapaa Educational Complex and use the information we learned in Year 1 as a template to provide training to other schools and community's in the Kapaa Educational Complex in Year 2. Our long-term goal is to make this mobile educational lab available to all schools on Kauai and to offer trainings in both Hawaiian and English. There are at least one school or program in each complex that provides education in Hawaiian Language, Kaiaulu Outreach Programs in the Kapaa Educational Complex, Kawaikini Hawaiian Immersion School in Lihue, and Ke Kula O Niihau in Waimea. We will open up learning to students and teachers in all grades and will work with community groups to facilitate community trainings.

Kaiaulu is already has an established project site, Kapaa Watershed, in the town of Kapaa. We will service Kapaa Elementary 4th graders and students who attend the Kaiaulu afterschool Ahupuaa Resource Management Program, for a total of approximately 250 students in Year 1, our pilot year. As for a community group, Kaiaulu currently has an established relationship with the Aha Moku Council of Puna, and will partner with this cultural practitioners group to sponsor community trainings for a total of 50 community members in Year 1.

In Year 2, we will invite other schools and teachers in the Kapaa Educational Complex including private and charter schools: Hanalei School, Kilauea School, Kanuikapono (Charter School), ILead Kauai (Proposed Charter School), Pu'u Kumu (Private School), Kapaa Elementary, Junior High, and High School. These are schools we have spoken to our about programs or have participated in prior Kaiaulu programs. We are aware there are other schools in the area that might participate including, The Kamehameha Schools Preschool in Anahola, Kauai Christian Academy in Kilauea, and Kula High & Intermediate also in Kilauea. As for community groups, Kaiaulu will work with the Aha Moku Councils of Puna to facilitate community trainings in the Kapaa Educational Complex.



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;**
- 2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;**
- 3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and**
- 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.**

1) Scope of work, tasks & responsibilities

As stated earlier, our overall project objective is to build a so it can be used to train students and teachers in STREAM (Science, Technology, Reading, Arts, and Mathematics). As for community, our goal is to engage community in the use of the mobile lab through working community organizations like the Aha Moku Council of Puna to train community in both use of the Mobile Lab and as a start, Watershed Stewardship. The content objective is to increase opportunities for the community to study and do relevant and meaningful research about the watershed which includes learning opportunities in the mountain, the plains, the coastlines and the ocean. Based on our experiences, surveys, focus groups, and guidance from elders and others in the community, we have arrived at a project design that will maximize the resources we have, using a mobile infrastructure to deliver high quality, innovative education that is impactful for participants, allow us to engage students and teachers in place-base authentic research, promotes best practices in environmental and cultural stewardship of place, and facilitates skill building and learning STREAM.



Our four (4) objectives for this project are:

- 1) Project Objective 1: Work with consultants to build the mobile science lab equipped with start of the art science and documentary equipment to carry out place-based research projects,
- 2) Project Objective 2: Work with teachers to develop site specific watershed research projects in the Kapaa Educational Complex,
- 3) Project Objective 3: Work with participants to execute watershed research projects in Kapaa Educational Complex,
- 4) Project Objective 4: Long-Term Sustainability Plan (address future projects aligned with mission of project & program, social enterprise opportunities in Year 2.

Project deliverables are as follows:

- 1) Watershed Staff/Youth/Community Participant Manual
- 2) Watershed Digital Report & Storage Database
- 3) Mobile Science Lab
- 4) Long-Term Sustainability Report (Year 2)

In summary, tasks include:

Year 1

- 1.1 Mobile Lab design & execution
- 1.2 Curriculum Develop and Execution
- 1.3 Mobile Lab Program Software & Equipment Set Up
- 1.4 Mobile Lab Training & Maintenance
- 1.5 Pilot Program Coordination for Teacher Trainings at Project Site with Mobile Lab
- 1.6 Pilot Program Coordination for Student Trainings at Project Site with Mobile Lab
- 1.7 Pilot Program Coordination for Community Trainings at Project Site with Mobile Lab
- 1.8 Year 1 Program Community Stakeholders Meetings to Showcase Project Deliverables
- 1.9 Year 1 Program Evaluation to Facilitate Reports to Agency's, Stakeholders, and Overall Project Evaluation



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Year 2:

- 2.1 Year 2 Program Coordination for Student Trainings at Project Site with Mobile Lab
- 2.2 Year 2 Program Coordination for Teacher Trainings at Project Site with Mobile Lab
- 2.3 Year 2 Program Coordination for Community Trainings at Project Site with Mobile Lab
- 2.4 Year 2 Community Outreach at Community Events
- 2.5 Year 1& 2 Community Culminating Event to Showcase Project Deliverables
- 2.6 Year 1 & 2 Program Evaluation to Facilitate Reports to Agency's, Stakeholders, and Overall Project Evaluation

*While the goal is to complete the project in two years, we may have to extend the deadline in to a third year. This is a weather permitting project and there are times when we will have to reschedule due to the weather. If this is the case, we will work with our fiscal sponsor to facilitate an extension to complete the initial project.



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

Table 1.1: Year 1 Project Ike Kuhohonu Educational Mobile Lab (Table 1 of 2)

Component	Objective	Major Activity	Time-frame	Major Outputs	Outcome (Project Deliverable if applicable)
1.1 Mobile Lab design & execution	Design & equip mobile lab unit with computers & other equipment for onsite STREAM learning activities	Work with Mobile Lab consultants to design & execute the mobile lab with appropriate STREAM equipment	August 2018-January 2019	A web-page will be created by staff to showcase the Mobile Educational Lab, the features and educational capabilities.	The mobile lab will be complete and ready for use by staff to use for teaching students, teachers, and community. Project Deliverable 1: Mobile Educational Lab
1.2 Curriculum Develop and Execution	Design & execute curriculum for the first project, Watershed Training	Work with staff & teachers to design curriculum & daily activities	August 2018-January 2019	A web-age will be created to advertise the program and facilitate project schedule.	The curriculum is complete, lesson plans designed, and manual is created for staff, teachers, students, & community. Project Deliverable 2: Staff & Participant Manual
1.3 Mobile Lab Program Software & Equipment Set Up	Set up program software & other equipment	Work with consultant to set up program software, equipment, and train staff	December 2018-July 2020 (training is on-going and as needed)	A section in the training manual will include program software and information about all equipment and distributed to staff.	All staff and volunteers are trained in how to use all mobile lab equipment by February 2019
1.4 Mobile Lab & Safety Training	Design & execute trainings for staff & community volunteers	Work with consultants to provide training on different equipment in the mobile lab	December 2018-July 2020 (training is on-going and as needed)	A training manual which includes safety and lab procedures will be created and distributed to staff.	All staff and volunteers are trained and ready to teach when classes start in February 2019
1.5 Program Coordination for Teacher Trainings at Project Site with Mobile Lab	Design & execute trainings for 15 educators in Kapaa Educational Complex	Work with staff to design trainings for teachers in first project using mobile lab, Watershed training in Kapaa Watershed	February 2019-March 2019	Recruit 15 educators from the Kapaa Educational Complex to train to use Mobile Lab for first project, Watershed Stewardship in Kapaa Watershed	All 15 teachers successfully complete the training and will be ready to facilitate learning when students come as part of classrooms projects in Watershed Stewardship
1.6 Program Coordination for Students Trainings at Project Site with Mobile Lab	Design & execute trainings for 250 students in Kapaa Educational Complex	Work with staff to design trainings for students to use mobile lab for data collected in Watershed project in Kapaa Watershed	April 2019-July 2019 (program will hold summer classes)	Work with school to recruit classes in the Kapaa Educational Complex to train to use Mobile Lab for first project, Watershed Stewardship in Kapaa Watershed	A participant manual is complete for use. The manual will include both Traditional Knowledge, Western Science with components in Hawaiian for Hawaiian language speaking participants. Project Deliverable 3: Participant Manual
1.7 Program Coordination for Community Trainings at Project Site with Mobile Lab (Community Work Days)	Design & execute trainings for 50 community members in the Kapaa Educational Complex	Work with staff to design workdays for the community – learn to use the lab & watershed stewardship training	April 2019-July 2019 (program will hold summer classes)	Work with community organizations, like Aha Moku Council of Puna to recruit 50 community members to train to use Mobile Lab and Watershed Stewardship.	All 50 participants complete training and participate in surveys which highlight the value of projects and programs like this to increase citizen science & watershed stewardship. We will schedule two community workdays in Year 1.
1.8 Program Community Stakeholders Meetings to Showcase Project Deliverables	Design & execute one community meeting to showcase Year 1 Project Deliverables	Work with community, staff, & consultants to plan for Year 1 Stakeholders Meetings	June 2019-September 2019	Work with staff to organize and advertise event on website and through social media	A successful event will host 50 participants at the meeting and one student, one teacher, and one community member will share testimony about what they learned in Year 1.



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Component	Objective	Major Activity	Time-frame	Major Outputs	Outcome (Project Deliverable if applicable)
1.9 Program Evaluation	Complete Year 1 Report for Fiscal Sponsor & Agencies	Work with Consultant to evaluate Year 1 Activities, Goals, & Project Deliverables	June 2019-September 2019	A web-based report is done and shared online for stakeholders to provide input. The Year 1 Evaluation will only include project evaluation but will also incorporate ideas to implement in Year 2 and some outline information for Long-Term Planning and Sustainability past, Year 2.	Year 1 report is filed with the appropriate agencies.

Table 1.2: Year 2 Project Ike Kuhohonu Educational Mobile Lab

Component	Objective	Major Activity	Timeframe	Major Outputs	Outcome (Project Deliverable if applicable)
2.1 Program Coordination for Teachers Trainings at Project Site with Mobile Lab	Recruit classroom teachers for Mobile Lab Training & Watershed Stewardship	Work with staff to design & execute two major trainings for the year with teachers in the educational complex	September 2019-December 2019	Event is successfully advertised, which includes school visits, classroom demonstrations, and follow-up visitors and trainings for teachers.	A successful training will include teachers from the remaining schools who did not attend trainings in Year 1. We will be able to host at least 2 trainings in Year 2, for a total of 30 teachers from the Kapaa Educational Complex
2.2 Program Coordination for Students Trainings at Project Site with Mobile Lab	Work with teachers to recruit teachers to come to project.	Work with staff to design & execute year around trainings for the year with students in the educational complex	January 2020-July 2020	Trainings are successfully advertised, which includes school visits, classroom demonstrations, and follow-up visitors and trainings for students.	Successful trainings will include classes from the remaining schools who did not attend trainings in Year 1. We will be able to host trainings throughout the Year 2, for a total of 500 students in Year 2.
2.3 Program Coordination for Community Trainings at Project Site with Mobile Lab	Work with Aha Moku to recruit participants for community work days	Work with staff to design and execute 4 community work days for community, agencies, and community organizations	September 2019 - July 2020	Trainings are successfully advertised, which includes school visits, classroom demonstrations, and follow-up visitors and trainings for students.	Successful trainings will include community from community's, organizations, and agencies who did not attend trainings in Year 1. We will be able to host at least 4 trainings in Year 2, for a total of 100 community people from the Kapaa Educational Complex
2.4 Community Outreach at Local Events	Work with community to schedule Mobile Lab to appear at 4 community events	Work with staff to coordinate schedule for Mobile Lab to appear at community events	September 2019-2020	Community Events are successfully schedule through and appearances are advertised through local radio, newspaper, community newsletters, & social media.	Success means that the Mobile Lab made four community appearances and surveys indicate overwhelming support for the continuation of this program past Year 2.
2.5 Community Stakeholders Culminating Event to Showcase Project Deliverables for both Year 1 & 2	Design & execute culminating event to showcase Year 1 & 2 Project Deliverables	Work with community, staff, & consultants to plan for Year 1 & 2 Culminating Event	March 2020-July 2020	Work with staff to organize and advertise culminating event on website and through social media	Success is measured by the number of participants in Year 2 Culminating Event. We anticipate 100 people attending this event as we plan to include state officials, potential funders, and the larger community in this event.
2.6 Program Evaluation & Long-Term Sustainability	Design a Long Term Sustainability Plan with Stakeholders, Staff, and Consultants	Work with Consultants to plan meetings each month to focus on Long-Term Sustainability Plan	September 2019-July 2020	Completion of the Long-Term Sustainability Plan as well as other agency Reports before the deadline in July 2020.	Success means we completed a Long-Term Sustainability Plan which includes: a) projects for the next 3 years, b) marketing plan involving social enterprise, and c) funding plan is already implemented on or before the March 2020



Kaiaulu anticipates hiring for the following positions to carry out the responsibilities mentioned above:

- Hawaii Maoli will be the Fiscal Sponsor for this project and will facilitate all reports with Kaiaulu Project Director and Team as well as interactions and communications with the appropriate reporting agency,
- The Project Director is responsible for the delivery of the overall outreach, curriculum development, research, and project deliverables as well as responsible for the day-to-day project oversight, implementation, and coordination of the mobile educational lab,
- One Project Assistant will be responsible to assist the Project Director in addition to being responsible for driving the mobile educational lab to outreach sites,
- Project Lab Technician will be responsible for the overall day to day operations of the mobile educational lab, the activities, lessons, and the delivery of training to teachers, students, and community,
- Contract Lecturers will be brought in as guest lecturers in content areas to facilitate trainings for students, teachers, and community,
- Contract Evaluators will be brought in to facilitate program evaluations and to assist with writing all reports to be turned in to Fiscal Sponsor,
- Contract IT and Lab Consultant will be brought in to assist with designing appropriate software and lab maintenance,
- Contract Mobile Educational Lab Consultant will be brought in to assist with designing both the lab interior and exterior,

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

Project Evaluations:

A consultant will be hired as an independent evaluator to work with the staff to insure that all objectives, timelines, and project deliverables are being met ***and that the evaluation throughout will demonstrate how the project is meeting or has met the GIA Grant strategic results introduced in the earlier section.*** We will regular meetings with the consultant to chart program progress. The consultant will develop an evaluation tool using a Logic Frame Model and Participatory process to evaluate overall program effectiveness and completeness against program measurements. The evaluation is on-going and involves working with program participants, partners, stakeholders, and community.

We plan to survey participants and do pre/post-tests to assist with tracking knowledge, motivation, attitude, and progression and to solicit their feedback on the program. The Aloha 'Āina Curriculum (PAF 2006) we use already has in-take forms, client surveys, and pre/post-tests assigned to teach lesson as these will be used to assess participant performance and chart progress. The results of the surveys and tests will be made available to staff and stakeholders and shared at community meetings and culminating



events. *The culminating event will also include a component that demonstrates how the program is meeting or has met the GIA strategic goals introduced in the beginning section of this narrative.*

There will be monthly meetings throughout the duration of the grant to measure effectiveness against indicators established by the team. At the end of the grant, the consultant will provide year-end report to **Kaiaulu** and partners. When and where possible an independent evaluator will incorporate culturally appropriate surveys and questionnaires and analyze data collected systematically. Finally, Kaiaulu will participate in any GIA evaluation program and incorporate our findings as part of our due diligence.

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. included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.**

Table 1.3: Project Ike Kuhohonu Educational Mobile Lab Performance Measures

Objective	Performance Measure	Explanation
<p>1) Project Objective 1: Work with consultants to build the mobile science lab equipped with start of the art science and documentary equipment to carry out place-based research projects,</p>	<p>The completion of the Mobile Educational Lab so that it can be used from Day 1 of the first day the program starts</p>	<p>The purpose of the program provides opportunities for students, teachers, and community to engage in STREAM projects in a place-based setting that can only be done using a Mobile Educational Lab. The lab will allow for all data to be collected to be processed on-site, and allow for participants to develop research projects using state of the art equipment in the mobile lab currently not available in most schools and outreach programs on Kauai. The key indicator of program effectiveness is the number of students, teachers, and community people who attend trainings in the use of the mobile lab and watershed stewardship and the long term use of the mobile education lab past the grant duration. All of this information will be captured in surveys and included in reports to the fiscal sponsor and other appropriate agencies.</p>
<p>2) Project Objective 2: Work with teachers to develop site specific watershed research projects in the Kapaa Educational Complex,</p>	<p>The completion of a Participant Manual designed to train teachers, students, and community.</p>	<p>The purpose of the manual is for participants to have information about the mobile lab, research project suggestions aligned with the Year 1 & 2 major theme, Watershed Stewardship and how to use the mobile lab in the context of current projects. The key indicator of program effectiveness will come at the end of the project when surveys are taken to indicate how much of the trainings they learned was useful in developing classroom projects related to the Watershed. All of this information will be captured in surveys and included in reports to the fiscal sponsor and other appropriate agencies</p>



<p>3) Project Objective 3: Work with participants to execute watershed research projects in Kapaa Educational Complex,</p>	<p>The completion of the Watershed Training program so participants can assist with inventorying & assessing the natural and cultural resources in the Kapaa Watershed.</p>	<p>Teachings will be done in the context of an ongoing Watershed Stewardship project housed in our program. The purpose of the watershed stewardship training is aligned with both class/school project objectives, and Kaiaulu Program objectives. The key indicator of program effectiveness will be the number of people we successfully train in learning to assist with inventorying & assessing the cultural and natural resources in the watershed and using the mobile lab to assist with inputting the information in the data base. The number of people that participate in this component of the program will be included in reports to the fiscal sponsor and appropriate agencies.</p>
<p>4) Project Objective 4: Long-term Sustainability Plan</p>	<p>The completion of a Sustainability Plan.</p>	<p>The purpose of the Sustainability Plan is to ensure the long-term sustainability of the mobile educational lab and programs associated with the lab. The Sustainability Plan meetings will start in Year 2 of the project. The committee will meet throughout the year to work on the plan. The key indicator that the plan is successful is if the plan addresses the following: a) identifies projects for the next 3 years aligned with the mobile education lab, b) marketing plan involving social enterprise that is ready to implement and generate revenue at by the end of Year 2, and c) a funding plan is that is already implemented on or before the March 2020 to insure there are funds to insure programs continue Findings from the key indicators from this plan will be included in reports to the fiscal sponsor and appropriate agencies.</p>

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 2018.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$72,160	\$197,160	\$72,160	\$72,160	\$413,639

- 3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.**



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. N/A**
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. N/A**
6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016. N/A**
1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**

Budget Narrative:

The budget put forth reflects the amount of monies needed to carry out an effective project that is able to meet the needs of the participants and all objectives of the project plan. This budget is directly aligned with the activities, objectives, outcomes, and project deliverables as outlined in the earlier sections of this narrative. As expressed in earlier sections of this narrative, the participants come from families and a community where participants would not be able to pay for an outreach program like this.

Personnel – Salaries

Description: PROJECT DIRECTOR

Justification: The proposed budget for the Project Director is \$72,000.00 (.60 FTE at \$60,000 a year salary for 2 years). The Project Director (also serving as Cultural Resource/Environmental Studies Outreach Specialist). This person will be responsible for the delivery of Bilingual outreach, curriculum development, research, and project deliverables as well as responsible for the day-to-day project oversight, implementation, and coordination of Mobile Lab Program and other projects that are a part of Kaiaulu and projects specific to the Mobile Lab.

Description: Mobile Lab Technician

Justification: The proposed budget for the Lab Technician is \$60,000.00 (.60FTE at \$50,000 a year salary for two years). The Mobile Lab Technician is responsible for curriculum & research design for Mobile Lab Activities in two languages, Mobile Lab daily maintenance.

Description: Project Assistant

Justification: The proposed budget for a Project Assistant is \$50,000.00 (.60 FTE at \$40,000 a year for two years). The Project Assistant will be responsible for assisting both Project Director and Lab Technician all program and project activities.



Personnel – Fringe Benefits and Mandated Payroll Costs

Description: \$38,138

Justification: Cost of employee Health Insurance, FICA, Medicare, SUTA, Workers Comp, TDI and other payroll related taxes and assessments.

Travel (Vehicle Travel and Maintenance)

Description: \$20,000.00

Justification: This is the monies we are requesting to travel educational venues to do on-site training for participants

Supplies & Materials

Description: \$20,000.00

Justification: The above supplies reflect the specific type of supplies we need to successfully carry out the goals and objectives. This includes project field supplies, office supplies, and computer & digital materials.

Equipment (Vehicle Interior)

Description: \$50,000.00

Justification: This reflects the amount of funds needed to appropriately outfit the inside of the Mobile Educational Unit including computers and all necessary scientific equipment.

Equipment (Purchase Vehicle to outfit)

Description: \$75,000.00

Justification: This is the amount of needed to purchase the vehicle, insurance, etc for Mobile Educational Lab.

Contractual – IT Trainer, Maintenance

Description: \$20,000.00

Justification: This person will be responsible for software, data base, training staff, and maintaining data base.

Contractual – Safety

Description: \$10,000.00

Justification: This consultant will be responsible for providing Safety Training, CPR, Water Safety for Staff.

Contractual - Evaluation Consultant (Culturally Responsive Evaluation & Assessment)

Description: \$10,000.00

Justification: The Independent Evaluator will design and implement a Log Frame Model for the project to insure students are progressing to meet individual participant goals and to insure overall project is meeting project goals and objectives.



Contractual – Guest Lecturers

Description: \$20,000.00

Justification: This is the amount we need to hire occasional guest speakers for special topics in the first few years of Watershed Stewardship training including Western Studies Professionals, Kupuna, and Cultural Specialists.

Contractual - Mobile Educational Lab Consultant

Description: \$30,000.00

Justification: A consultant will be brought in to assist with designing both the lab interior and exterior features.

Other: Community Outreach & Conference/Meetings

Description: \$20,000.00

Justification: This is the amount we are requesting to pay for community events and outreach. There will be around 16 events over the two year period.

Indirect Charges

Description: \$29,250

Justification: Hawaii Maoli is the fiscal sponsor of the grant application and these are the fees associated with their administration of the grant.

Total request for this two (2) year grant = \$701,283

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.

Atherton \$30,000.00

OHA \$75,000.00

NOAA \$75,000.00

Westpac \$50,000.00

These are all anticipated, but reflect the 4 grants Kaiaulu wrote for in 2016-17 with funding expected to begin in August 2017 for OHA, NOAA, and West Pac and Atherton to begin second year of funding in January 2018.

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.

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.



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.

Kaiaulu Anahola was founded in 2011 with the Hawaii Maoli serving as the current fiscal sponsor for this project. The current staff size for this joint venture include five (5) highly qualified and respected individuals, all of whom work as employees and volunteers for either program. All staff have years of formal training, experience, and education to design, execute, and deliver rigorous training in marine education. The Kaiaulu Kumu Alaka'i Project Director is Kamealoha Hanohano Smith. As Project Director for Kaiaulu Anahola, he has been creating bilingual educational materials (STREAM—science, reading intuitive skills. technologies, engineering, Art and Math) for the program and does all of the grant writing, administration, and program coordination. He has degrees in Hawaiian Immersion and an advanced degree in linguistics/second language learning. He is an informal scientist of traditional practices through the language and cultural epistemologies of ancient ways of knowing, observing, doing, creating, transforming, innovating and inventing. “Nana I ke Kumu,” is the traditional methodology of observations similar to inquiry science.

An added value to this project was the acknowledgement of this partnership between Kaiaulu Anahola and the County of Kauai, through a partnership that allows Kaiaulu Anahola to hold classes as sacred sites in Wailua Bay to conduct walking tours, talk story events, and invites visitors to participate in the science by asking them to volunteer to assist with current native marine life research studies going. The goodwill of this project was exponentially extended through the reach of Kaiaulu Anahola and a community partnership banana farmer who on his own digitized the Wailua Valley using GPS/GIS to identify natural resources management across geography, land ownership history – from the great mahele to present, botany and biology of flora and fauna (native, endemic and invasive) species growth, geography, people, economic development, community populations and cultural diversities of a specific place called Wailua Bay.

As a result of the successes of Kaiaulu Anahola, and Waialua community partners with Pacific American Foundation are submitting this grant proposal to support the implementation of another new enrichment program, Project Ike Kuhohonu, the Mobile Educational Lab, which will allow for the scope and outreach to continue and to expand the depth and practice of traditional knowledge and western science as a medium to study, learn, and do research about the mountains, valleys, estuaries, river streams, bays, oceans in Northeast Kauai (Kapaa Educational Complex in Years 1 and 2) and expand the mobile lab outreach to the entire island.



In addition, Kaiaulu in partnership with the Hanalei River Foundation has in residence world renown Hawaiian Scholar of the highest spiritual, cultural, natural resource management, language and astronomy science levels, Dr. Rubellite Kawena Kapule Johnson, Emeritus (keiki o ka aina Kauai), will be the Kupuna Consultant to craft a Hawaiian worldview. She is a professor emeritus, from the University of Hawaii at Manoa, and will serve as the Kupuna Scholar and Cultural Advisor for this project. Professor Johnson is a highly respected linguist who taught at the university for many years and is a renowned published author. This extraordinary opportunity has the potential to develop culture-based education of traditional knowledge and skills of our over-arching canopy of interagency education learning shall be based on the Kumulipo.

We will develop these learning opportunities together by working with the Kauai community families. Hawaii Maoli and volunteer organizations worldwide may collaborate with the curriculum design and implementation of place-based, culture, and marine science education workshops, seminars, and natural resources management programs with instructional strategies on the context of Watersheds in Northeast Kauai. This Mobile Educational Lab will be developed into a world class, state of the art mobile lab that provides culture and place-based marine science and technology education for youth and their families through both the Hawaiian Cultural and Western Studies lens. Benefits in education and culture will impact families on Kauai, members from throughout the state of Hawaii and visitors from around the world.

A bilingual dual language program of Hawaiian and English languages shall also be introduced using Native Hawaiian concepts and worldviews to return our aina and kai to lokahi (balance where everything is in their proper places). This bilingual marine education program will explore various environmental issues through the lens of both traditional knowledge and western science and will use the Mobile Educational Lab to enhance the educational experiences through providing real time place based opportunities for the teachers, students, and community. Opportunities afforded for participants in this unique program on Kauai seeks to impact educational and social outcomes for youth and to become responsible stewardships of our island resources, to seek college careers in the ecological science and management of natural resources and to enter into professional-technical workforce and become entrepreneurs of their own local businesses.

This project shall create a team of independent consultants with specific skill-sets in archaeology and historical sites, geology and soil analysis, geospatial technologies, field lab experiment projects on water sampling and analyses, digital media marine science databases, etc. Hawaii Maoli will be willing to collaborate in this grant application to advise, mentor, coach, and team-teach as resources permit. Hawaii Maoli partners with organizations like the Pacific American foundation, who already has developed major elements of the curriculum and instruction content including translating student activities through 'olelo Hawaii, Hawaiian language.



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.

One of the major goals funding request to ask for monies so Kaiaulu Anahola with Hawaii Maoli as fiscal sponsor could use the monies to outfit a Mobile Educational Lab to be used to do on-site training in Watershed and other learning activities in the island of Kauai. The facility would be the Mobile Lab would allow our program to go to different places on the island to engage participants in place-based learning, using STREAM and other curriculum. The plan to pursue the Mobile Lab is the plan Kaiaulu would like to move forward with in order to have available the equipment and technology we need for place-based learning to occur.

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.

Kaiaulu anticipates hiring for the following positions to carry out the responsibilities mentioned above:

- Hawaii Maoli will be the Fiscal Sponsor for this project and will facilitate all reports with Kaiaulu Project Director and Team as well as interactions and communications with the appropriate reporting agency,
- The Project Director is responsible for the delivery of the overall outreach, curriculum development, research, and project deliverables as well as responsible for the day-to-day project oversight, implementation, and coordination of the mobile educational lab,
- The Mobile Lab Technician/Coordinator will be responsible for the overall day to day operations of the mobile educational lab, the activities, lessons, and the delivery of training to teachers, students, and community, will be responsible for the overall day to day operations of the mobile educational lab, the activities, lessons, and the delivery of training to teachers, students, and community,
- The Project Assistant will be responsible to assist the Project Director in addition to being responsible for driving the mobile educational lab to outreach sites,
- Project Lab Coordinator



Kaiaulu Anahola Traditional Knowledge Programs
www.kaiauluanahola.org

- Contract Lecturers will be brought in as guest lecturers in content areas to facilitate trainings for students, teachers, and community,
- Contract Evaluators will be brought in to facilitate program evaluations and to assist with writing all reports to be turned in to Fiscal Sponsor,
- Contract IT and Lab Consultant will be brought in to assist with designing appropriate software and lab maintenance,
- Contract Mobile Educational Lab Consultant will be brought in to assist with designing both the lab interior and exterior.

Kamealoha Smith is the only person at this time who is currently working for Kaiaulu Anahola full-time as the Project Director. Other staff are contracted consulting positions including the current IT person and Science Instructor. All positions would need to be advertised for once funding is secured.

The Kaiaulu Kumu Alakai Project Director is Kamealoha Hanohano Smith. As Project Director for Kaiaulu Anahola, he has been creating bilingual educational materials (STREAM—science, reading intuitive skills, technologies, engineering, Art and Math) for the program and does all of the grant writing, administration, and program coordination. He has degrees in Hawaiian Immersion and an advanced degree in linguistics/second language learning. He is an informal scientist of traditional practices through the language and cultural epistemologies of ancient ways of knowing, observing, doing, creating, transforming, innovating and inventing. “Nana I ke Kumu,” is the traditional methodology of observations similar to inquiry science.

Kamealoha will be responsible for working with Hawaii Maoli, to hire qualified staff for the Mobile Lab Technician/Coordinator and Project Assistant. The Lab Person would have to have both experience and training in science & technology, as well as be grounded in Hawaiian language and culture in order to be effective in this position. The minimum qualifications for the Lab Person would be a BS in science, engineering, or technology with some background and willingness to use Hawaiian language as a medium of instruction. The Assistant would also be required to have at least an AA with some experience and background in science, engineering, or technology and the willingness to assist in doing lessons with participants in Hawaiian language.

Other positions will be contracted and those decisions will be made at both the Program Steering Committee level, where committee members will have an opportunity to provide input as to the individual or company they would hire for the various consulting positions. Due diligence in regards to applicable employments, laws, policies, and guidelines will be followed. The Fiscal Sponsor will have the final say and sign off on all documents regarding employees and contractors.

B. Organization Chart

See attached.



C. Compensation

The Executive Director of Hawai‘i Maoli is compensated at the rate of \$75,000 per year. There are no other compensated positions.

VI. Other

A. Litigation

There is no current or past litigation.

B. Licensure or Accreditation

There are no special qualifications relevant to this request.

C. Private Educational Institutions

Not applicable.

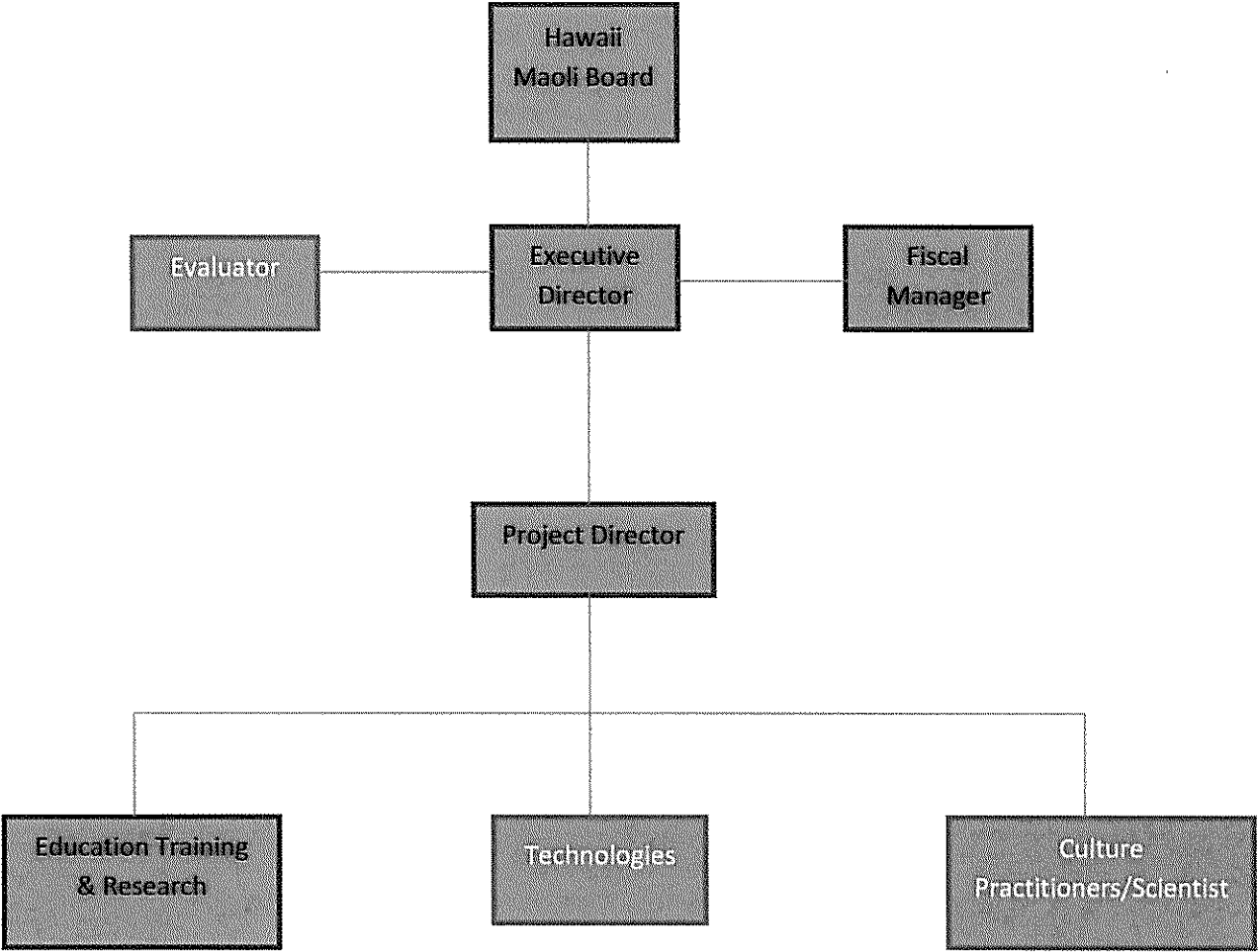
D. Future Sustainability Plan

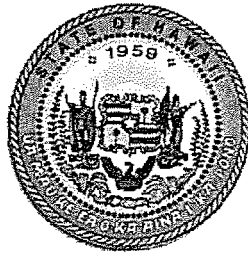
Should funding not be received for FY2019, the organization will seek addition funds from federal, state, and private organizations to maintain the program. In addition, the project will work towards creating products to create an earned income stream for sustainability.

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, 2016.

Project Ike Kohohonu Mobile Education Lab Organizational Chart





STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs

Vendor Name: HAWAI'I MAOLI*

DBA/Trade Name: HAWAI'I MAOLI*

Issue Date: 11/23/2016

Status: Compliant

Hawaii Tax#: w40381270-01

New Hawaii Tax#:

FEIN/SSN#:

UI#:

DCCA FILE#: 108915

Status of Compliance for this Vendor on Issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards
Pending	The entity is compliant with DLIR requirement
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: Hawai'i Maoli on behalf of Kaiaulu

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	136,250			
2. Payroll Taxes & Assessments	15,464			
3. Fringe Benefits	22,674			
TOTAL PERSONNEL COST	174,389			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	10,000			
2. Community Outreach & Conf/Mtgs	10,000			
3. Contractual	45,000			
4. Indirect Expenses	29,250			
5. Insurance				
6. IT - Software	10,000			
7. Lease/Rental of Equipment				
8. Lease/Rental of Space				
9. Staff Training				
10. Supplies	10,000			
11. Telecommunication				
12. Utilities				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	114,250			
C. EQUIPMENT PURCHASES	50,000			
D. MOTOR VEHICLE PURCHASES	75,000			
E. CAPITAL				
TOTAL (A+B+C+D+E)	413,639			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	413,639	Daniel Lee Sharp 808-722-5093		
(b) Total Federal Funds Requested		Name (Please type or print) _____ Phone _____		
(c) Total County Funds Requested		[REDACTED] _____ 20/2017		
(d) Total Private/Other Funds Requested		[REDACTED]		
TOTAL BUDGET	413,639	VerlieAnn Malina-Wright, Board President Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: Hawai'i Maoli on behalf of Kaiaulu

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Director	0.6	\$60,000.00	60.00%	\$ 36,000.00
Project Mobile Lab Technician	0.6	\$50,000.00	60.00%	\$ 30,000.00
Project Assistant	0.6	\$40,000.00	60.00%	\$ 24,000.00
Executive Director	0.2	\$75,000.00	20.00%	\$ 15,000.00
Fiscal Manager	0.25	\$55,000.00	25.00%	\$ 13,750.00
Administrative Assistant	0.5	\$35,000.00	50.00%	\$ 17,500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				136,250.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

Applicant: Hawai'i Maoli on behalf of Kaiaulu

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Ten Computers	10	\$2,000.00	\$ 20,000.00	20000
Science Equipment	10	\$1,000.00	\$ 10,000.00	10000
Media Workstations	10	\$2,000.00	\$ 20,000.00	20000
			\$ -	
			\$ -	
TOTAL:	30		\$ 50,000.00	50,000
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Mobile Technology Lab Vehicle	1	\$75,000.00	\$ 75,000.00	75000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 75,000.00	75,000
JUSTIFICATION/COMMENTS:				

