

House District 47
Senate District 23

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): OFFICE OF COMMUNITY SERVICES (DEPT. OF LABOR & INDUSTRIAL RELATIONS)

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Kualoa-He'eia Ecumenical Youth Project

Dbas: KEY Project

Street Address: 47-200 Waihe'e Rd., Kane'ohe, HI

Mailing Address: 47-200 Waihe'e Rd., Kane'ohe, HI 96744

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name KAIPO C. KUKAHIKO

Title Executive Director

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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:

OPERATING GRANT TO SUSTAIN AND EXPAND PROJECT HOLOMUA YOUTH-IN-TRANSITION PROGRAM AT KEY PROJECT

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 400,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$0
FEDERAL \$0
COUNTY \$0
PRIVATE/OTHER \$0

TYPE NAME & TITLE

REPRESENTATIVE:

AUTH

KAIPO C. KUKAHIKO, EXECUTIVE DIRECTOR
NAME & TITLE

JANUARY 19, 2017
DATE SIGNED

RECEIVED

1/20/17

[Signature]



Kualoa-He`eia Ecumenical Youth Project

47-200 Waihe`e Rd., Kane`ohe, HI 96744 ❖ Ph: (808) 239.5777 www.keyproject.org

Application for Operating Grant-In-Aid
2017 Legislative Session - State of Hawaii



Funding Support for KEY's **Project Holomua** Youth-In-Transition Program
Submitted by Executive Director Kaipo Kukahiko

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 Kualoa-He'eia Ecumenical Youth Project or "KEY Project" was incorporated as a 501(c)(3) non-profit organization in 1968. Since that time the "grassroots" agency has worked to serve and empower youth and families living throughout the diverse ahupua'a along the long Windward coast from Northern Ko'olaupoko into Ko'olauloa. Community leaders of the time, including representatives from area churches, felt an urgent need to build internal capacity for the primarily rural-agrarian demographic in the face of increased, post-statehood development pressures, significant changes in land use and lifestyles as well as indicators such as drop-out rates and drug use - increased alienation of youth and families in an evolving socio-economic landscape. The impetus for KEY's conception was the community's spirit of activism, a refusal to just "stand by" in the face of challenges we faced, and, a fierce love for land and waters that feed and sustain residents. The agency like the community we continue to serve has weathered many challenges and changes thanks to a dedicated Board, staff, steady community support and resilience. **Today, KEY Project remains as solidly rooted as ever in the values and vision we began with.** In 2017, as KEY enters its 49th year of service to the area, the agency retains its core mission: *"...to nurture and promote the cultural, environmental, social, economic and recreational well-being...by providing a vital grassroots civic resource that effectively serves the needs of our diverse multi-cultural community".*

2. The goals and objectives related to the request;

"Project Holomua", a core program for our non-profit agency, is a positive youth development initiative offered by KEY Project to youth in transition between elementary school, through critical middle school changes as the approach high school and beyond. Program activities

immerse youth in outdoor and indoor challenge experiences and protocols aimed at strengthening a connection to culture, environment, community and self. Through strategic collaboration with community schools and organizations, Project Holomua customizes services according to specific school and student needs, working with , teachers and carefully-screened mentors as we reach out to at-risk youth and their families. Project Holomua's long-range goal is to provide support to every sixth grader in the Castle Complex area on an annual basis.

3. The public purpose and need to be served;

Over the past four decades KEY Project has been an active leader of discussions aiming to address a wide range of issues relevant to our community: planning for land and water use, smart development, socio-economic concerns such as rampant drug use (in recent decades - the "ice" epidemic); and, increased attention to the high failure rate in area schools. The latter prompted a community-wide effort aimed at re-designing the Castle Complex (see: <https://youtu.be/-0dqtVazrDU>), an initiative that KEY was an active part of, often serving as host site for discussion sessions. Major concerns raised in that effort were in response to shared concerns about area statistics.

Complex schools have had a history of struggling to keep youth grades 6-12 engaged. In 2011, Castle High School (CHS) was placed under reconstitution which required CHS to choose between four options: 1) school closure, 2) government takeover, 3) become a charter school, or 4) involve community stakeholders in a redesign initiative; the latter was chosen. Most notably, the basis for reconstitution included a high level of student drop-outs and low (~%75) averages for on-time student graduation rates in recent years. Since then, the complex schools have worked hard together with students, families, and the community, resulting in much stronger statistics across the board and better outcomes for students.

Despite these positive strides, it is critical for community to continue to be a supportive partner to schools to ensure our youth remain engaged and are given their best opportunity to succeed. Additionally, recent reports for the area raises concerns regarding "chronic absenteeism". Both Castle High School and the complex coming in at 28% (see:<http://www.hawaiipublicschools.org/Reports/StriveHICastleHigh16.pdf>). With purposeful collaboration, Holomua has and will be able to support KIS, CHS and feeder schools in addressing such concerns, raising student achievement, supporting youth through crucial school transitions, via meaningful engagement in school, after school, and intersessions.

Project Holomua is unique for KEY as a program that we have held onto and are committed to pursue. In our strategic transition (see mention of Plan elsewhere in this application), KEY has intentionally moved in the direction of a "Community Center Model",



acknowledging that we are no longer the only entity to offer programs and services where once there were few or none; that said, we are nonetheless committed to fill voids in programming where they remain - and the critical transition period for youth that Project Holomua addresses is one such area. As we also develop relationships with other sites and build a land-base of our own (such as mauka Waihe`e) we will be in position to enhance collaborations, encourage consortium development among NGOs in the area, taking full advantage of both our own experience base and the excellent convening place (our community center) we have to offer to same.

4. Describe the target population to be served; and

Project Holomua's reach is aimed at youth within KEY's geographic service area, which includes the coastline within Kane`ohe Bay (96744) and the adjacent moku of Ko`olauloa. Our primary service area (Kualoa-He`eia) has the most immediate access to program opportunities, but this program can serve youth from both the Castle and Kahuku complexes - our extended service reach. Project Holomua actively engages youth in grades 6-12 from both the Castle and Kahuku school complexes.

47% of CHS students are Hawaiian and 42% qualify for free/reduced priced lunch. Over the last three years, 25% of CHS students haven't graduated on time and 23% dropped out, magnifying the urgent need to support our community youth. Due to the long standing reputation of KEY Project in effectively serving the community, Holomua has been able to leverage a strong network to outreach to youth participants, including core relationships with local farmers and fishermen, area schools, and community organizations such as the Queen Lili'uokalani Children's Center, Kua`āina Ulu Auamo, the Huliāmahi Education Alliance, Aloha United Way, and The Consuelo Foundation.

Through the program, Holomua youth deepen their engagement with their broader community. They host groups and provide protocol at lo'i, 'Iolani Palace, Bishop Museum, Royal Hawaiian Shopping Center, Kawaiaha'o Church, Summer Ho'ike, Ho'olaulea and May Day at Kahalu'u Elementary school, Farm Festival, and Kualoa Ranch. These increased connections between youth provide important resources to the great Ko'olau community.

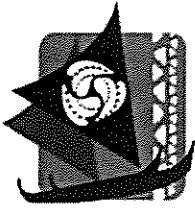
5. Describe the geographic coverage.

This program, with its base site in the civic center complex we operate on Waihe`e Rd. in 96744, nonetheless serves a broader constituency of youth and families that stretches from Kane`ohe through Kahuku as per our agency By-Laws.

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;



Project Holomua, KEY's wayfinder program, was originally modeled after Project Venture (PV), a youth development program focused in culture-, community-, environment-, and evidence--based learning. In 2004, PV has been successfully replicated in 23 states and in 2014 became a National Model Program recognized by Center for Substance Abuse Prevention and National Registry on Effective Programs and Practices (see link: https://www.youtube.com/embed/vV_kmx26j1U). Adapting this model for success with Hawai'i's unique communities seeks to have similar positive impacts for Hawai'i's youth. Key components of this program model include its focus on culture, community, and environment. Project Holomua aims to provide programs that support development of self-identity and confidence, motivating youth to become goal oriented towards achievement. Holomua youth are better equipped to meet the challenges of transitioning from elementary to middle school and up through high school. Holomua's long term goal is to help youth graduate from high school on time, prepared to enter society as positive community contributors.

Core Curriculum. Project Holomua staff will deliver year--long in--school, after--school and intersession programs based on curriculum adapted from the PV model and honed to fit Hawai'i's youth:

- In--school activities target goal setting, problem solving, teamwork, and effective communication. Skills learned lead to community--based service learning projects, resulting in a deeper understanding and respect for community, culture, and environment. Frequency will vary depending upon the school needs.
- Outdoor, adventure--based experiential challenges focus on boosting resilience and self-confidence while strengthening positive coping skills to address stresses inherent in this life transition period. These activities will be conducted during after--school and intersession periods, culminating in a summer camp experience where new participants are welcomed, senior participants are honored for achievements, and all spend summer in a positive environment.

Projects created and implemented by Holomua youth include planting and maintenance of a mala (garden) as well as an aquaponics system, sale of handmade crafts and pa'i 'ai (pounded taro) as well as demonstrations of ku'i 'ai (pounding taro) at community events (e.g. Swap-n-Meet, Ko'olau 'Ohana Festival). The youth are also requested for delivery of protocol at community events such as KOF and KEY Project's volunteer appreciation night. Project Holomua youth have also been featured in the 2016 Aloha United Way promotional video shown on public television (<https://youtu.be/gVmNE441FV4?t=149>, Holomua Youth ku'i ai - pounding kalo into poi).

Imperative to the success of this program is Holomua's collaboration with other organizations in supporting the development of the young people in the community. Partnerships with farmers, Castle Complex schools, and the Honolulu Board of Water Supply allow students access to crucial outdoor classrooms and ecological systems mauka and makai of Waihe'e. These community organizations are also able to provide technical support for the

development of an implementation guide for future years. Access to projects created by these partnerships have the potential to both restore idle land to productive use as well as support long term sustainability efforts within the community.

Proposed projects include both kipa (visit) and ho‘okipa (hosting) events:

- Kipa events will include significant places such as He‘eia fishpond (operated by NGO Paepae O He‘eia), Kualoa Beach Park, Mauna ‘Ala, WCC, UH Mānoa, PCC, and Hilton Hawaiian Village. Holomua Project will also include off-island trips to wahi pana including, but not limited to Mauna Kea, Waipi‘o Valley, and Haleakalā. These visits will allow students to learn about the history and significance of places. In addition, visits will provide opportunity to demonstrate their knowledge and internalization of cultural practices learned in Holomua.
- Ho‘okipa events will include participation in KEY’s annual events and traditions such as their May Mothers and Others Breakfast, a Father’s Day Brunch, the Thanksgiving imu, summer ho‘ike, Ho‘olaulea or May Day at Kahalu‘u Elementary School. Participants will also host visiting groups (from off island and the mainland) at the lo‘i, our kupuna breakfast and Kualoa Ranch’s Farm Festival.

Ongoing projects include learning to “tell the story” via video productions accomplished with the support of ‘Olelo TV, development of a student-inspired Goodness Project, “I am” Poems and other student designed projects.

Holomua aims to expand the perspective of the youth by providing rich cultural experiences, hosting more cultural events at their home base of KEY Project, and by participating in more cultural events outside of Kahalu‘u and Ko‘olaupoko. This will allow Holomua to share traditions and culture of their community while also expanding the youth’s knowledge base of other cultures and resources available to them. With exposure to a positive environment full of learning opportunities, youth gain experiences that encourage their motivation to take an active role in their education and skill development.

During all sessions, youth participants are immersed in Ahupua‘a-based Hawaiian culture and practices unique to Waihe‘e through the regular use of oli (chant), wahi pana (place names), and hula (traditional dance, mele and ‘ōlelo no‘eau (proverbs.) Through these daily practices, participants are exposed to the traditional subsistence practices of their “home” ahupua‘a of He‘eia, Kahalu‘u, Waihe‘e, Ka‘alaea, Waiahole, Waikane, Hakipu‘u, Kualoa and beyond such as ku‘i ‘ai (pounding poi), ho‘oulu ‘ai (growing food), maintenance of lo‘i (wetland agriculture), māla (dryland agriculture), paipai or ku‘u ‘upena (lay net fishing) and ho‘olei ‘upena (throw net fishing), and hoe wa‘a (canoe paddling/sailing.) Youth engage in ongoing projects such as creating kīhei (to wear), “I AM” poems, and the Goodness Project (positive lesson posters), all of which promote their time in Holomua as resources they will carry forward and pass on to others.

Community-Based Partnerships. Project staff will also be responsible for integrating community-based partnerships to strengthen the core curriculum provided by the Holomua Project through the Huliāmahi educational alliance. This effort, started in nearby He‘eia ahupua‘a in 2015 - with associated staff now operating from KEY Project, brings together

Papahana Kuaola, Kāko‘o ‘Ōiwi, and Paepae o He‘eia, three ‘āina- based programs in He‘eia committed to working together to improve the educational development and overall well-being of youth and families in Ko‘olaupoko and Hawai‘i. Programming is based upon the experience that educating youth through an Aloha ‘Āina framework, which includes Aloha ‘Āina (To love land), Ho‘ona‘auao (To impart wisdom) and Alu Like (To collaborate), fosters more positive and successful educational outcomes for youth. Our united approach to educational programming and development is focused on helping students realize a deeper understanding and confidence in themselves.

KEY Project’s Holomua Project currently utilizes many of these same core values in their youth development programming. The Project staff will be responsible for identifying and coordinating partnership opportunities through project-based experiential learning integrated into the Holomua Project. This will mostly likely include identifying a few projects where the Holomua and Huliāmahi programs can partner and expand the reach of these community-based youth initiatives. KEY Project’s 40 years of community building has taught us that these types of collaborations are essential to building strong and vibrant communities for decades to come. Such consortiums are consistent with the Community Center Model for KEY, a direction adopted to accommodate other organizations now in the area, as expressed in the agency’s *Strategic Transition Plan* adopted by its Board in January of 2014. That plan embraces transitioning to the following:

“A Community Center and community builder with the ability to host and add value to a multitude of mission-related programs run by partners; a place where connections are made, solutions to community problems are developed...a place that people call home, an active, vibrant steward of this particular community and ‘aina”.

Culinary and Musical Arts Program. Finally, Project staff will coordinate Holomua curriculum to partner with two important youth programs, which have blossomed in recent years: Culinary Arts, Food Safety training and the Ukulele Band.

The culinary arts program at KEY was established 3 years ago following extensive renovation of KEY’s kitchen (certified as Category 1 “Commercial” in 2012). It has since partnered with the culinary program at Windward Community College, food businesses throughout the district, and high schools to leverage food as a tool to inspire youth around professional development, economic opportunities, and sustainability strategies. The culinary program is expanding to focus on the farm-to-table approach to food service. This next stage, which integrates the program with area farmers, is a perfect time for Holomua to intersect as an additional way youth can develop their skills and also Aloha ‘Āina. Holomua Project staff will work with the Culinary Arts program staff to develop opportunities for the youth participants to build their own food handling and food service skills.



The Ukulele Band is a shining light of the Kahalu‘u community, created and nurtured by the Kukahiko ‘Ohana and based out of the KEY Project.

Known for taking popular songs and changing the words into lyrics of positivity, the Ukulele Band has been a way to engage area youth in music and the arts and build their own self-

confidence and love for their community. KEY Project has supported and encouraged this initiative with past funding, a venue to perform in and with taking their message (and participating youth) “on the road” - an excellent performance opportunity and proven *best practice* for positive youth development (see: <http://www.midweek.com/anaheim-crowds-touched-by-aloha/>). The Holomua Project staff will provide youth participants the opportunity to also participate in the band for a portion of the curriculum. They will also partner in a few event protocols to show how their developed skills of hula, oli, and mele can intersect.



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

Annual Project Outcomes	Commence	Complete
Outreach to partners to plan annual curriculum partnership opportunities	Month 1	Month 3
Develop curriculum for school year	Month 1	Month 3
Outreach to schools and community organizations to reach new student program participants	Month 2	Month 4
Execute in-school, after-school, and intersession Holomua program	Month 4	Month 11
Summer Camp program	Month 11	Month 12

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

Holomua Project has had three successful years of monitoring the project and evaluate its success in reaching project goals to-date. Process evaluation strategies include: regular observation of delivery and implementation of core program elements, staff/participant assessments, and feedback from relevant community coalition members and partners. Perceptions are gathered from staff, participants and key stakeholders (teachers, parents, community) about the program in action through both written surveys and meetings to discuss the project progress. This helps to guide decisions relative to program efficacy and intent.

Process evaluations will answer:

- What was implemented?
- Is the program being implemented as planned?

- What are the dynamics of the intervention?

Outcome evaluations will answer:

- What impact has the program had on its participants?
- How has the program informed community stakeholders?

Techniques to measure these performance targets include:

- Observation by mentors and community kupuna
- Program and project completion
- Pre/post surveys by both students and teachers
- Focus groups for participant and community stakeholders
- Student stories through verbal and written feedback

Evaluations will be conducted by the Project Holomua Director, who will work with project staff to develop baseline conditions and implementation benchmarks with data collection methods to include observations, interviews and/or program surveys for participants and parents (see Attachments, Section E “Other” for pre/post survey example). The project director is familiar with both the target population and program, having managed Project Holomua for the past 3 years. Evaluation will provide a detailed picture of program progress to guide intervention towards improving methods to reach program goals. The Project Director will brief the Executive Director regularly to review benchmarks, outcomes and goals. Data reports/outcomes will be shared with key stakeholders and community collaborators in order to gain feedback for planning next steps. The evaluations may also function as useful tools to share with funders, community partners, and the public.

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.

Project Holomua program goals will be accomplished by implementing the following program objectives:

1. **Objective 1:** Expose youth to the concept of community stewardship through engagement in two (2) service learning projects per school
2. **Objective 2:** Address self-esteem and self-confidence issues (if any) and build the foundation for self-efficacy
3. **Objective 3:** Expose youth to a support network within family, community, and culture, or enhance those that currently exist, to guide and coach participants to successful transition

With successful implementation, the program objectives will produce the following outcomes for youth:

1. **Outcome 1a:** Youth have a deeper understanding and respect for community, environment, and culture
2. **Outcome 1b:** Youth are able to effectively communicate and work as a team toward accomplishing a goal
3. **Outcome 2:** Youth demonstrate confidence and resourcefulness
4. **Outcome 3:** Youth develop strong relationships with community, family, culture, and environment

These outcomes will be measured using the following performance targets:

1. **Performance Target 1:** Each quarter, participants successfully implement at least one (1) service learning project, incorporating family and community members/stakeholders, and document it
2. **Performance Target 2:** 50 percent of participants successfully complete at least two (2) intersession programs with certificate of completion (see Attachments, Section E “Other” for PV Leadership Rubric measurement example)
3. **Performance Target 3:** 50 percent of participants create a support system comprised of peers, community, family, and/or cultural resources
4. **Performance Target 4:** 100 students will be exposed to the concepts of community stewardship, aloha ‘aina (environmental stewardship), teamwork, and self--efficacy (locus of control)
5. **Performance Target 5:** 75% of youth served will demonstrate
 - Progress in personal/academic goals;
 - Deeper understanding/respect for community, environment, and culture;
 - Ability to effectively communicate and work as a team toward accomplishing a goal; and,
 - Demonstrate increased confidence and resourcefulness.

Techniques to measure these performance targets include:

- Observation by mentors and community kupuna
- Program and project completion
- Pre/post surveys by both students and teachers
- Focus groups for participant and community stakeholders
- Student stories through verbal and written feedback

Objective 1: Expose youth to the concept of community stewardship through engagement in two (2) service learning projects per school per year

Where school collaboration is feasible, program staff will facilitate in-class sessions at Ahuimanu, Kahaluu, and Waiahole elementary schools and at King Intermediate School. The sessions are held one-to-two times per week for one-to-two hours at a time, depending on

teachers' available instruction time; incorporating teachers' curriculum goals into Project Holomua facilitated activities is the ideal win-win situation and a solution to the problem of accessing limited instruction time.

The in-class sessions introduce intentionally designed activities to begin a process of building effective communication, problem-solving and group development skills. Students will utilize these skills as they participate in increasingly challenging activities and develop increasingly complex community stewardship projects. Through coaching, participants are empowered to develop at least two significant service-learning projects per year. Service learning projects are the result of intentional activities designed to heighten youth awareness of environmental preservation, sustainable practices and a deeper knowledge of the world challenges we face. With guidance from community kupuna and local experts, participants have the opportunity to affect change locally and potentially abroad. Additionally, these activities expose participants to the messy and stressful process of group brainstorming, organizing and narrowing ideas, and respecting others' perspectives, resulting in a collective identification of areas to impact change and a plan to produce effective results. Participants will document the process, reflections and lessons learned using various mediums (e.g., journaling, videotaping, photography, drawing, etc.). As a result, participants experience success as a contributing member of their group and larger community, serving as an anecdote to learned helplessness.

Objective 2: Address self-esteem and self-confidence issues (if any) and build the foundation for self-efficacy

During the after-school component of Project Holomua, participants meet one-to-two days per week for two hours. During the intersession component, participants meet during fall, winter, spring, and summer intersessions, five days a week for six or more hours per day. Experiential activities, which promote self-development and coping skills, are the foundation of the after-school and intersession components. The Project Director will coordinate with partners to facilitate outdoor adventure activities and partner projects. The sequence is designed to increase challenge and stress as the students increase skill and ability. Participants will learn and implement coping strategies to deal with the mental and physical stress intentionally implemented in program activities, while immersed in the encouragement of their peers. This supportive environment, facilitated by Project Holomua staff, teaches youth to perceive stress as a positive motivator—a tool—to achieve incremental goals and build self-confidence. Through the debriefing and reflection process, youth will be able to transfer new social and emotional competencies developed in these activities (i.e., problem solving, communication, leadership and followership) to other aspects of their lives (i.e., school, home, community, work). Additionally, youth will increase skills that help them deal effectively with the demands and challenges of everyday life and increase inter- and intra- personal skills.

Objective 3: Expose youth to a support network within family, community, and culture, or enhance those that currently exist, to guide and coach participants to successful transition

Punctuated throughout all program components, student will be exposed to community specialists, organizations, kupuna, and cultural practitioners. Through these introductions (and re-introductions), students gain awareness of who and what is in their “backyards”, where to go for applicable support in accomplishing personal goals, and why being aware of your surroundings is an important, positive offensive and defensive mechanism to incorporate into their personal life plans. Participants learn to trust others in the community as they begin to naturally gravitate toward community leaders they look up to and want to emulate. Participants learn to talk about concerns and learn to cope with stress, hormones, and emotions. Skills learned will eventually help a participant in building a strong personal network. The personal network is one the participant self-identities. He/she chooses the people on his/her team who will support his/her goals.

Alaka‘i (Teen Aide): Mentoring Leaders: Participants entering their freshman year of high school and/or those who are current freshmen, have completed at least one year of *Project Holomua* and exhibit the desired values (i.e., service learning, healthy lifestyle, leadership and challenge) will be eligible to become Alaka‘i. This provides an opportunity for youth to mentor younger participants, co-facilitate activities as appropriate, and participate in the planning process. Younger youth benefit by building relationships with older youth who are living and exhibiting desired values and outcomes; Alaka‘i will make great members of younger participants’ support team, should they be selected. KEY's experience in providing first work experience for teens is vital to this component. Alaka‘i will be trained in first aid, employable "soft skills" and mentoring young adults. Opportunities to explore career options, experiencing related career fields such as environmental preservation, food security, youth development and outdoor adventure expands the career component.

III. Financial

Budget

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

Attached.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2018.

2018

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Year 1
\$29,685	\$56,771	\$56,772	\$56,772	\$200,000

2019

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Year 2	Total Grant
\$29,685	\$56,771	\$56,772	\$56,772	\$200,000	\$400,000

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

Aloha United Way has provided financial support for the key elements of Holomua Project, which expires in 2017. There are currently no funds committed for 2018 or beyond at this time.

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.

None.

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.

See attached.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

KEY Project's final quarter books are still open. As of 8/31/2016, the balance was \$242,762. KEY Project anticipates having this updated balance upon request.

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.

Holomua Program participants view KEY's community center - and the sites we visit, with chaperones/mentors - as "kipuka" or safe havens; this is in keeping with the sense of place we have consistently promoted in the Civic Center that surrounds and includes KEY - the *piko of our community*. That campus, as we've come to describe it includes our multi-purpose complex, surrounding park lands, nearby offices for the Windward HCAP, Kahalu'u Elementary School, several churches (Hamama Baptist, Hope Chapel Kahalu'u, Light of Promise Ministries, Kahalu'u United Methodist) and a pre-school site (Kamehameha) etc. KEY's state-of-the-art facilities, equipped with SMART Boards, Computer Learning Center, web conferencing, a State-certified kitchen, and large-scale screening and presentation capabilities complement all the above, especially given our ability to extend into non-school hours with activities, curriculum support and unique learning opportunities. An especially unique benefit for participants in this program and for those with whom we partner is KEY's Memorandum of Understanding (2003) with the Honolulu Board of Water Supply which allows access to crucial outdoor classrooms and ecological systems mauka and makai in Waihe'e Ahupua'a.

KEY Project's experience, supportive staff and strategically-located facilities have positioned our agency for effective delivery of services and access to resources for the target population and proposed project. Project Holomua will continue engaging youth to teach the critical skills needed to succeed in transitions from elementary to middle school and from middle school to high school, ensuring youth are well prepared to meet the challenges inherent in teen years. The program goal for Project Holomua is to empower youth (grades 6-12) with enduring skills and knowledge to successfully transition through life.

In the past three years, as Office of Youth Services funds became far more limited for agencies around the state, Project Holomua has been supported by a three-year grant from Aloha United way, applied for in 2014. Said funding term comes to a close at the end of 2017. The program is now in its fifth year and has successfully integrated quality mentorship, cultural learning, and academic support to help youth navigate adolescence to become mature independent adults.

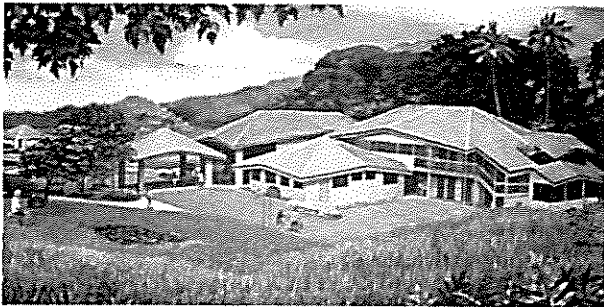
Holomua has also been very successful in partnering with community members and organizations to promote youth progress.

Examples of past youth programs include:

1. The *Summer Cultural Heritage Program*, a successful 30-year program for elementary-age youth
2. The *Teen to Work Program*, a 10-year collaboration with Alu Like, Inc. and the Queen Liliuokalani Children's Center, provided work experience on-site for over 25 youth annually (ages 16-21)—an opportunity to gain employable/life skills and explore career pathways
3. *Hooehuli Competency Based High School Diploma Program (CBASED)* operated at KEY for over five years as a “second chance” to earn a high school diploma for youth ages 16 and above, a springboard to career choices and for many a “light at the end of the tunnel”. In conjunction with a 5-unit curriculum (focused on practical knowledge), students were coached in skill-strengthening activities to enhance: career choices, higher education options, and technical skills opportunities with the *Kuder Online Career Planning System*; KEY's state of the art *Computer Learning Center*.

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. In its

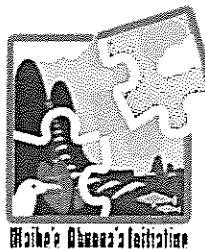
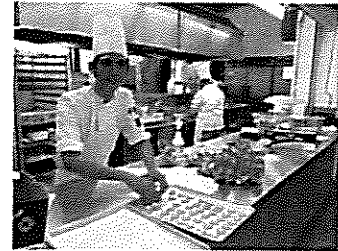


first decade (1968-'78) KEY Project operated from an home in the “heart of Kahalu’u” near the iconic Hygienic store. The latter site, while “front and center” for this rural/agrarian community, remained in harm’s way - the lowland/floodplain that had been completely underwater during mid-60’s storms, a major environmental impact that prompted the *Kahalu`u Watershed Workplan* effort,

authorized by Congress and engaging all levels of government - Federal, State *and* County. The result, crafted with considerable community input (coordinated, to some extent, by those involved through KEY Project) sent the community in search of an upland site for a community center. The “civic center” concept, to include major park facilities, would both displace KEY and others in the floodplain and help to fulfill the cost:benefit requirements that come with federal funding. The image above shows the result, built with Community Development Block Grant funds available to the City, on lands acquired by the State of Hawaii, leased to the County. As a young 501(c)(3) non-profit with a broad purpose, “KEY” found itself in the “right place at the right time” to take on management and operations out of this excellent community center facility (under a long-term sublease from the City - through 2029). Today, after some 37 years at this

site, the agency has an excellent track record for maintenance, repair and improvements to the complex. The current facility includes a wide array of resources, including:

1. A certified commercial kitchen (460 sq ft);
2. Large pavilion (stated capacity of 173) connected to the kitchen and outfitted with audio-visual capacity and room enough for community/family events, conferences and public meetings, area church and club use, early childhood programming and so much more;
3. Well-equipped meeting rooms;
4. A computer learning center and classrooms with excellent IT capacity in a connected two-story structure (with elevator);
5. An Administrative Building at the center of the complex houses agency staff and walk-in services for all ages;
6. An open portico and large parking area, connected to additional parking in nearby Kahalu`u Regional Park below and surrounding the multi-purpose center (all comprising a portion of the cost:benefit ration required by federal funding for flood-control projects);
7. An area mauka of KEY, also belonging to the City, has also been cleared, maintained and utilized as a mala or farm/garden by the Holomua Program, *kupuna* (seniors) on site and others - with a small nursery for plant propagation, aquaponics and other learning options.
8. **The entire facility, connected to surrounding park lands is ADA accessible and occupies a footprint of 10,740 sq ft.** Our connection surrounding parklands is “seamless”. The entire site is mauka of the floodplain and Special Management Area. Situated as we are, within the Kane`ohe Bay area, KEY’s site is well -protected with respect to *tsunami*.
9. Finally, Kahalu`u Fire Station is located a few hundred yards mauka, on widened Waihe`e Road, just above Kahalu`u Elementary School, ensuring rapid “first response” during emergencies.



ACCESS TO OTHER SITES/FACILITIES: In addition to the strategically located multi-purpose community center on Waihe`e Road, KEY (and the subject program - Project Holomua) has excellent access to various nearby outdoor learning sites through relationships with fellow organizations/entities and/or more formal agreements that have evolved over our 49 years of service in this community. One shining example is the *Waihe`e Ahupua`a Initiative* or

WAI. After years of involvement in community planning discussions, KEY entered into an MOU with the Honolulu Board of Water Supply - in 2003 - in which the agency committed to working together on *ahupua`a* (watershed) stewardship and engagement of others in that venture. WAI

continues today, engaging a broad section of community members, government agencies at all levels, passionate about environmental and cultural education and building awareness around natural resource management. Projects undertaken include a fish ladder effort to support movement of native aquatic life, lead by US Fish & Wildlife staff, along with other service learning projects. Each such opportunity provides means to engage both youth and families through programs such as Project Holomua. The agency and its programs have access to mauka BWS watershed lands via a consent-of-entry agreement crafted in 2003 and renewed every five years. We are currently in discussions with both the City and BWS about a license or lease for additional lands mauka in which we hope to establish a “Riparian Zone Learning Center” - with great potential for further engaging Project Holomua youth and families as well as hosting others with whom we collaborate.



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.

Project Holomua staff, as proposed, will consist of a full-time Project Director, full-time Assistant Project Director, Contract Specialists, Part-Time Youth Specialist(s), and Seasonal Youth Specialist(s). A 15:1 participant/staff ratio will be followed at all times. While most program activities will take place during non-school hours, at KEY Project's facilities (or affiliated sites), staff will stay in close touch with teachers, counselors and administrators as needed to engage students through recruitment/referral agreements crafted with area feeder schools, King Intermediate School, and/or Castle High School. Specialists (preferably from within the community) will be contracted to facilitate activities as appropriate, in which case KEY staff may operate in a supportive capacity to the Contract Specialist. During periods of increased enrollment (i.e. intersessions and after-school programs), the Project Director will hire Seasonal Youth Specialists, at least 18 years of age, to aide in the supervision of youth and to maintain a 15:1 client/student ratio. The Holomua Project Director is responsible for ensuring proper staff training and staff coverage at all times. All Holomua program staff report to the Project Director who, in turn, reports to the Executive Director hired by KEY's Board of Directors.

Kaipo C. Kukahiko has served as KEY's Executive Director since 2014 and holds a Masters in Social Work from the University of Hawaii. For purposes of the Holomua Program, he will provide guidance and oversight to the Program Director ensuring that the latter provides appropriate training and timely evaluation for individual program staff members and the team as a whole.

Ikaika Higa serves as the project director for the Holomua program. He was raised on Maui and graduated from King Kekaulike High School. He earned his BA in Hawaiian Language and a minor in music from University of Hawaii in Manoa, O'ahu. Ikaika received his Masters of Divinity from Gateway Seminary in May, 2014. Ikaika has worked with Holomua since 2012 teaching language and Hawaiian culture. Ikaika's education and training help him to incorporate 'Olelo No'eau and Hawaiian culture into the internal makeup of the program.

Stacey Higa has served as the educational director for the Holomua program since 2015. She graduated with her BA in Elementary Education from Purdue University in Indiana. Stacey taught fourth grade for two years in Fort Meyers, FL at Six Mile Charter Academy. Stacey then taught ESL (English as a Second Language) in India for two years. She graduated with her Master's degree in Educational Leadership from Gateway Seminary in May, 2013.

Jolynn Walther is from Puna on the Big Island of Hawai'i. She currently serves as a program facilitator for Project Holomua. She received her undergraduate degree in Psychology as well as her Master's degree in Social Work from the University of Hawai'i at Mānoa. She is a social work consultant at Pālolo Elementary School. Jolynn's professional background is in business management, academic coaching, and childcare which contribute to both her knowledge and interest in the development of programs that promote positive youth development.

Martin Ka'i'ini Aranaydo is a current Hawaiian Studies Major at the University of Hawaii at Manoa. He graduated from Kamehameha High School in 2012. He received his AA in Hawaiian Studies from Kapiolani Community College. He participated in a cultural exchange

with “The CeLt” which prepared him to learn about indigenous Celtic cultures in the United Kingdom. Ka‘i‘ini brings experience, discipline, and passion in teaching Hula, Oli, and La‘au Lapa‘au.

Ken Weir serves as KEY’s Kitchen Manager, in charge of the facility’s commercial kitchen. Ken is a skilled chef and is highly trained in food safety/service, providing instruction to Culinary Arts class held at KEY – now to be offered to Project Holomua participants, taking advantage of “farm to table” opportunities and cultural exchange ideas relating to nutrition and preparation.

John Reppun, Executive Director Emeritus and Community Outreach and Resource leader has 30 years of experience in program creation, implementation, and delivery with KEY Project. He has extensive experience in community building both through KEY and for the greater community as well. His relationships, work, and advocacy on behalf of the district is an important asset that will help Project Holomua to connect with project partners and develop value-added collaborative programming. In addition to helping crystalize and leverage the partnerships important to the project’s success, Reppun will help with leadership mentoring, community planning, and historical knowledge and training.

Kihei Nahale-a, Huliamaahi Education Alliance Director represents an important community partner in Project Holomua. With 20+ years of experience in Hawaiian culture and language education, program management, and community service work projects, Kihei brings important knowledge and experience to the youth programs within the community.

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. Latest Org chart showing overall agency (BOD-Admin-various programs/depts).

See attached.

C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Executive Director - \$75,000

Community Development/Director Emeritus - \$60,000

Fiscal Officer - \$50,000

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 2017-18 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2017-18, but**
- (2) Not received by the applicant thereafter.**

KEY Project is enacting its new strategic plan that calls for a streamlined staff, a shift in program delivery and a more diversified revenue stream. Traditionally, KEY Project has been highly dependent on grant funding but this new strategic plan offers several strategies that seek to lower our dependence on grant funding, lower our overhead costs and generate more earned income.

The Kipuka Café, KEY Project's culinary program run by Chef Ken Weir, provides culinary training to area residents, offers rental of our certified kitchen and provides excellent catering

services. Revenue generated out of the kitchen goes to support KEY programs and services and offers another avenue for income. Kipuka Café is also an important hub to connect other community programs. The cafe provides services to the kupuna program and also leads training programs for youth including a potential partnership with Project Holomua. These inter-sectionalities open up possibilities for long-term funding of youth programs beyond 2018.

Other ways of generating revenue include maximizing facility use and securing long-term facility users who act as anchor partners. Several partnerships and long-term users like the Ho'omaikai Hula Halau and Hope Chapel Kahaluu to name a few offer KEY the ability to maximize use of its space while providing social, cultural and spiritual benefits to KEY's service area. The number of facility users has increased significantly over the course of this year and we expect that we will continue to see an increase in use and therefore an increase in earned income.

Finally, KEY is reestablishing itself as a true community center that facilitates programs and services in lieu of creating and maintaining all of its own programs and overhead costs associated with those programs. KEY offers a solid facility that has state-of-the-art equipment from SMART Boards in every classroom to a large movie theatre screen with surround sound in our large hall that has a 175-person capacity. Our facility is our biggest asset and we continue to generate creative ways of utilizing our space.

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.

See attached, current as of January 2017.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: KEY Project, Project Holomua

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	94,239			
2. Payroll Taxes & Assessments	11,309			
3. Fringe Benefits	13,193			
TOTAL PERSONNEL COST	118,741			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	8,400			
2. Insurance	0			
3. Lease/Rental of Equipment	5,675			
4. Lease/Rental of Space	24,000			
5. Staff Training	500			
6. Supplies	16,560			
7. Telecommunication	1,000			
8. Utilities	0			
9. Field Trips	10,500			
10. Outreach materials	4,624			
11. Ukulele program support	10,000			
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	81,259			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Kaipo Kukahiko 808-239-5777		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	1/20/17 42,755		
(d) Total Private/Other Funds Requested	0	Signature of A Date		
TOTAL BUDGET	200,000	Kaipo Kukahiko, Executive Director		
		Name and Title (Please type or print)		

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: KEY Project, Project Holomua

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				
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D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Kaipo Kukahiko 808-239-5777		
(b) Total Federal Funds Requested	0	Name (Please [REDACTED] Phone		
(c) Total County Funds Requested	0	Signature of [REDACTED] 1/20/17 42,755 Date		
(d) Total Private/Other Funds Requested	0	Kaipo Kukahiko, Executive Director		
TOTAL BUDGET	200,000	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: KEY Project, Holomua Project

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	\$19,968.00	100% OF TIME	\$19,968.00
Project Coordinator/Educational Director	0.4	\$14,820.00	100% OF TIME	\$14,820.00
Youth Specialist I (1 part-time)	0.4	\$14,820.00	100% OF TIME	\$14,820.00
Youth Specialist II (4 part-time)	1.6	\$13,832.00	100% OF TIME	\$ 22,131.00
Community Resource & Development/Executive Director Emeritus	1	\$60,000.00	25% OF TIME	\$ 15,000.00
Executive Director	1	\$75,000.00	10% OF TIME	\$ 7,500.00
				\$ -
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				\$ -
TOTAL:				94,239.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

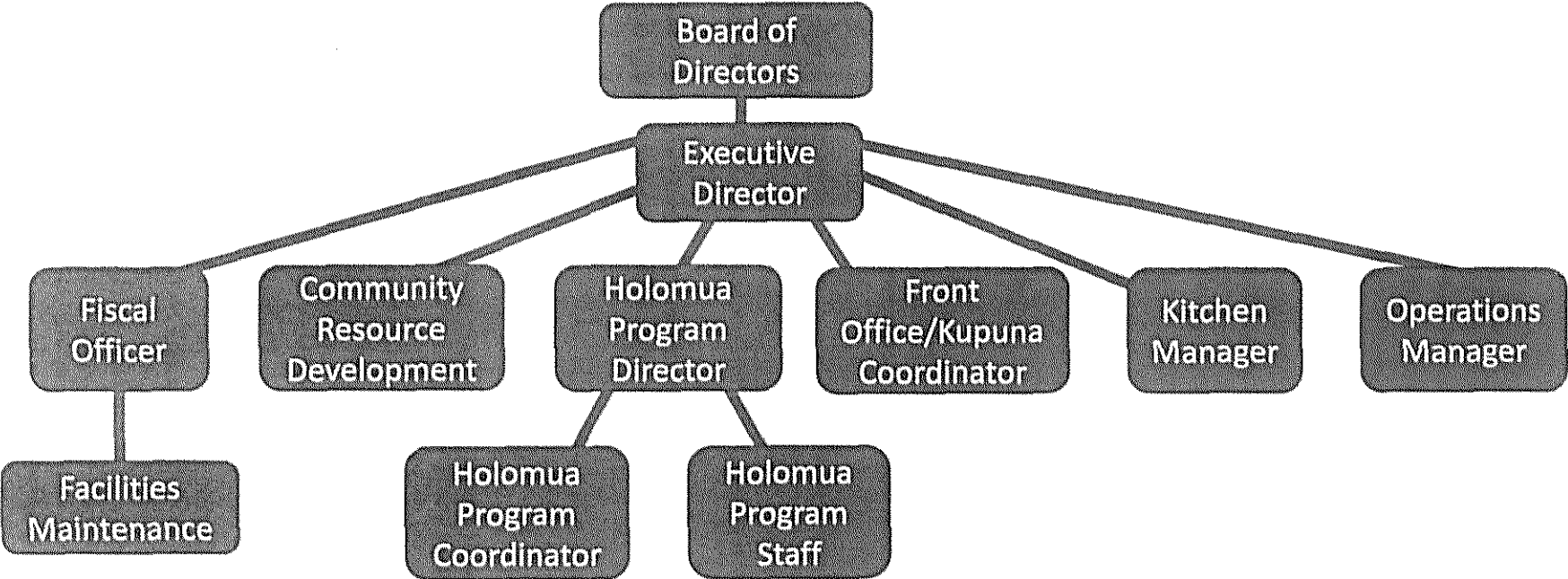
Period: July 1, 2018 to June 30, 2019

Applicant: KEY Project, Holomua Project

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Executive Director	1	\$75,000.00	10% OF TIME	\$ 7,500.00
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				\$ -
				\$ -
TOTAL:				94,239.00
JUSTIFICATION/COMMENTS:				

Organizational Chart

Kualoa-He'eia Ecumenical Youth (KEY) Project



KEY Project 2016 Board of Directors

	Board	ADDRESS	E-MAIL	PHONES	TERM	OCCUPATION
	BOARD OFFICERS					
1	Dawn Chang	45-589 Kaafuna Pl.	dnschang@kuwaku.com	B: 539-3583	01/2013 - 12/31/2015	Lawyer, Consultant
	President	Kane'ohe, HI 96744		C: 728-5655	First Elected: 1/18/11	Principal Hoakaa LLC dba Kuwaku
2	Danna Holck		dholck@turtlebayresort.com		7/2013 - 12/31/2015	General Manager
	Vice President			H: 247-5655	First Elected: July 2013	Turtle Bay Resort
3	Carol Chang	47-577 Halemanu St.	cchang@midweek.com	R: 239-7865	01/2013 - 12/31/2014	Journalist
	Secretary	Kane'ohe, HI 96744		B: 529-4850	First elected: 1-1-1998	Midweek Regional Editor
				C: 291-2878		
				F: 585-6324		
4	Harvey McInerney		harveymcinerney@hotmail.com			
	Treasurer					
5	Romeo Corpuz	47-249 B Hui Iwa Street	rcorpuz@thdtsq.com	C: 352-0130	1/27/14 - 12/31/15	Co-Concept General Mgr.
	Past President			F: 234-7775		
	BOARD MEMBERS					
6	Jaclyn Kim	342-A Elefupe Rd.	jackim@queens.org	C: 225-6434	06/06/2016 - 06/06/2017	Clinical & Community Coordinator
		Honolulu, HI 96821			First Elected: 6/6/2016	Queen's Health System
7	Emi Kalmuloa	47-445 Waihee Pt	ekalmuloa@hwk.com	C: 3060235	01/2015-12/31/2016	Lawyer
		Kane'ohe, HI 96744		R: 235-0119	First elected 1/21/2015	Partner, Wtanabe Ing LLP
8	David Knox	850 Miliiani St.	davidk@knoxhoversland.com	B: 524-2244	01/2013 - 12/31/2014	Owner, Knox Hoversland
		Honolulu, HI 96813		C: 351-9701	First elected: 2-23-2005	Architects
				R: 239-7670		
9	Emily Makahi	1503 Liholoho St Apt. 504	Emakahi@gmail.com	C: 349-1548	06/06/2016 - 06/06/2017	Grants & Data Coordinator
		Honolulu, HI 96822			First Elected: 6/6/2016	Papa Ola Lokahi
10	Gary Masuda	47-801 Lamaula Rd.	gmasuda@hawaiiantel.net	C: 292-2045	01/2013 - 12/31/2014	Retired from
		Kane'ohe, HI 96744		R: 239-5923	re-elected 8-1-2004	DTRIC Insurance
11	Jacqueline Mello	P. O. Box 4941	smello@hawaiiantel.net	C: 271-4721	01/2013 - 12/31/2014	AECOS Inc. President
		Kane'ohe, HI 96744		B: 234-7770	First elected: 1-1-1981	Lab Direc.
12	Rebecca Soon	38 Makaweli St.	rebecca.j.soon@gmail.com	C: 306-3064	01/2013 - 12/31/2014	CEO
		Honolulu, HI 96825			First Elected: 01/28/2013	Pacific Solutions
13	Richard Towill	47-460 Waihee Place	ricktowill@hawaii.rr.com	B: 239-5947	1/27/14 - 12/31/15	Owner, President
		Kane'ohe, HI 96744		C: 479-5947	First elected 1-1-2000	Towill Tractec, Inc.
				F: 238-8944		
14	Richard Vermeesch	47-320 A Hui Iwa St.	calabash@hawaii.rr.com	R: 239-9344	1/27/14 - 12/31/15	Supervisor, Univ. Print Dept.
		Kane'ohe, HI 96744		B: 544-0262	First elected: 1-29-2004	Hawaii Pacific University
				C: 383-2072		

BY LAWS [Section 3.02 (a)]: "The Board of Directors consists of no more than 21 Directors..." "at least six (6) members shall constitute as a quorum"

MISSION STATEMENT: "The mission of KEY project is to nurture and promote the cultural, environmental, social, economic and recreational well-being of the Kualoa-He'eia area by providing a vital grassroots civic resource that effectively serves the needs of our diverse multi-cultural community."

GOVERNMENT CONTRACTS AND / OR GRANTS

Apf Kualoa-Heeia Ecumenical Youth Project

Contracts Total: 455,362

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Operating Funding for Kupuna Program	FY2017	EOA	DOH	205,362
2	CIP Facility Improvements	FY2016	OCS	DLIR	186,000
3	CIP Parking Resurface	FY2015	OCS	DLIR	64,000
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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:


- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

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

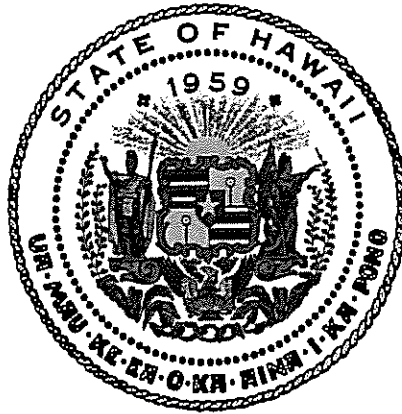
Kualoa-He'eia Ecumenical Youth Project
(Typed Name)  (Organization)

(Signature)

1/19/17
(Date)

Kaipō C. Kukahiko
(Typed Name)

Executive Director
(Title)



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

KUALOA-HEEIA ECUMENICAL YOUTH PROJECT

was incorporated under the laws of Hawaii on 06/10/1968 ; 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 19, 2017

Director of Commerce and Consumer Affairs

