

House District 26
Senate District 11

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):

DLIR-OCS

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Kula no na Po'e Hawaii

Db/a:

Street Address: 2150 Tantalus Drive
Honolulu, HI 96813

Mailing Address: P.O. Box 23268
Honolulu, HI 96823

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ADRIENNE DILLARD, MSW LSW

Title Executive Director

Phone # 808-520-8997

Fax # n/a

E-mail kula.papakolea@gmail.com

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:

KUKALAHALE LEARNING PROGRAM -- THE KUKALAHALE LEARNING PROJECT IS USING A WHOLE-PERSON COMMUNITY-BASED APPROACH TO FOCUS ON THE NEEDS OF AT RISK YOUTH AND OUR DISADVANTAGED ADULTS, THE UNEMPLOYED AND UNDEREMPLOYED, BY OFFERING EXPANDED LEARNING OPPORTUNITIES AT THE PAPA KOLEA COMMUNITY CENTER AND PARK.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 428180

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 \$ 428180

FEDERAL \$ 912068

COUNTY \$ _____

PRIVATE/OTHER \$ _____

RECEIVED

1/20/17 *AD*

ADRIENNE DILLARD, EXECUTIVE DIRECTOR
NAME & TITLE

01/20/17
DATE SIGNED

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;

Kula no na Po'e Hawai'i (KNNPH) serving the Hawaiian Homestead communities of Papakolea, Kewalo, and Kalawahine, is a 501(c)3 community-based non-profit organization. KNNPH was founded in 1992 by a group of concerned community women wanting to improve the educational skills of children in the community and strengthen relationships between parents and neighboring public schools.

KNNPH exists to provide culturally relevant access to services and programs to improve education and health outcomes. Services are provided for all ages using a whole person community-based approach with special attention given to residents of Papakolea, Kewalo and Kalawahine Hawaiian homesteads.

Over the years, the educational vision of KNNPH has broadened to include a focus on the importance of good health and well-being. Today we provide health and educational programs for residents of all ages in Papakolea and the community at large. KNNPH supports a variety of programs focusing on educational advancement, youth leadership development, health and wellness initiatives, cultural practices and activities, and community mobilization and civic engagement.

Connection with community and the traditional Hawaiian value of laulima (working together) exhibits a reverence for our shared cultural traditions and values. Our knowledge and respect of our community's history and the diversity of this homestead community continues to strengthen individuals and their families. Collectively the community of Papakolea fosters and promotes our existence as a resilient and thriving Native Hawaiian community.

2. The goals and objectives related to the request;

The Kukalahale Learning is using a **whole-person community-based approach** to focus on the needs of at risk youth and our disadvantaged adults, the unemployed and underemployed, by offering expanded learning opportunities at the Papakōlea Community Center and Park. The project includes afterschool, extended day and extended year programs which can help reduce drop-out rates and increase graduation rates. We continue to leverage on the understanding that

community is a culturally appropriate milieu for learning. The Papakōlea Community Center & Park has become one of the learning homes for community youth. School success goes beyond the classroom, including the nature and strength of family, friends and community. These interactions help to shape the child's educational growth; the stability of the social environment either reinforces or negates the value of education (Braun, et al 1995). If the child's home life is unstable, or the parents' are not able to provide the educational resources necessary for growth, other family or community solutions are sought. The cultural concept of 'Ohana or family responsibility extends beyond genetic relationship. It is the responsibility of all community adults to care for children in need. Educational activities that are not mindful of the child's environment, including culture do so at their own risk, often resulting in sub-optimal educational outcomes.

KNNPH continues to build upon the current work at the community center "to make higher education attainment a priority by providing resources to strengthen individuals and families". This project has been addressing these problem by expanding an existing partnership that began with R. L Stevenson Middle School (SMS), "Integrated School Connectedness Project" (ISCP). ***The mission of the ISCP is to increase at-risk students' performance and well-being by increasing school connectedness*** implemented September 1, 2013 for a 4-year period to August 31, 2017. The Stevenson project has targeted those students who are off-tracked in academics, attendance, behavior or a combination based on the Hawaii Department of Education Early Warning System. The project in its first year led KNNPH as the community partner to review the need to expand the partnerships' program contributions to include Abraham Lincoln & Pauoa Elementary Schools (LES & PES), the two elementary feeder schools to SMS for Papakolea and cross-over from SMS to Roosevelt High School (RHS). This project has given us the opportunity to collect data while being a presence in the schools. Additional support is needed by Native Hawaiian students would benefit from the types of service being offered but now fall outside of the threshold required by SMS. Additionally, the services being offered in the middle school had no planned follow-up required for the transition from middle school to high school.

All the drop-out prevention data supports the hardest transition for academic achievement is to the 9th grade, if unsuccessful some will drop out by the 10 grade. With an ***overall mission to increase at-risk students' performance and well-being by increasing school connectedness and build a 'community of learners' culture in Papakōlea*** program services are needed starting in elementary to avoid arriving at middle school off-track and ensure the gains made at the middle school are not lost through high school. We now work to provide credit recovery at Roosevelt for 9th and 10th graders to stay on track to graduation. We support the elementary schools in providing summer school and KNNPH staff assist with parent events.

Currently, KNNPH as a community partner to these schools is providing a family/community liaison to engage families through support activities and the coordination of various community entities. Monthly and quarterly events include targeted activities of interest to parents (e.g., cultural trips to lo'i, 'ohana dialogues, community garden). The community liaison visits with parents or adult representatives by phone or home quarterly for the co-hort of children with 39% being Native Hawaiian for Stevenson Middle School. Expansion of these types of services and the other school based activities we provide will strengthen our community of learners.

Through this project KNNPH will address education disparities utilizing community channels to allow learners to receive assistance in a culturally sensitive manner by combining the ecological and system theory models that focus on the individual, his or her situation, and the effect of other influences on the person in environment. This socio-ecological approach recognizes that culture is not static; and that a myriad of factors have a direct effect on overall well-being. In general, the social ecological approach takes a broad stance that views human behavior in a larger social, institutional, and environmental context and encourages a break from traditional disciplinary boundaries, and is sometimes referred to as a transdisciplinary or interdisciplinary in approach (Hiatt & Breen, 2008; Stokols, 1996). As a multi-layered model of interconnected domains, the socio-ecological perspective also incorporates a variety of concepts derived from systems theory such as interdependence, homeostasis, and feedback, to better understand the interaction between people and their environment (Stokols, 1996). Briefly, Systems Theory describes how a set of interrelated elements is organized as a functional whole, and the manner in which they adapt to change (Zastrow & Kirst-Ashman, 2010).

The use of the social-ecological theoretical framework has garnered success in other programs at the Papakolea Community Center. Socio-ecological theory stresses how important the environment encompassing a child is to his or her development. Human development is an ongoing process that crosses the lifespan. In order to understand child development, one must look at environment at different system levels. An ecological systems approach is being used to identify reciprocal relationships of family, school and community on educational outcomes. The community of learners' culture aims to improve our children's reading, math, health literacy skills, and promote the engagement of reading in our children's homes. A child requires health, wellness and support to succeed academically. Our unemployed and underemployed adults will be supported to college and/or employment opportunities. From an ecological standpoint, neighborhoods and communities can have both positive and negative effects, depending on their characters and capacity to function in supportive, reciprocal and collaborative fashions that will lower a young person's risk. Intra- agency collaborative embraces the belief that involving community stakeholders, such as families, residents, and institutions in the support of youth, can break cycles of poverty.

Our program design approach also uses the Complementary/Comprehensive Educations Systems best practices as a guide in development and implementation. Common to these systems is the inclusion of families and communities in approaching student development. In the ultimate form of this collaboration, students' cultural and linguistic backgrounds are incorporated into their learning, thus introducing related culture-based education models (Pacific Policy Research Center, 2011). Ecological system theory supports this approach used to identify reciprocal relationships of family, school and community on educational outcomes.

3. The public purpose and need to be served;

Kula no na Po'e Hawai'i requests funding for its **Kukalahale Learning Project (KLP)** that serves high needs and Native Hawaiian children/youth (and their parents) among the 2,752

students enrolled within Roosevelt Complex complex comprised of Lincoln and Pauoa Elementary (Pre-K to grade 5), Stevenson Middle (grade 6-8) and Roosevelt High Schools (grade 9-12) – hereafter called the “Kukalahale Schools”. Native Hawaiian students in Kukalahale Schools make up 25.6% (705 of 2,752) of the students enrolled: Lincoln = 38% (149 of 371), Pauoa = 58% (164 of 321 students), Stevenson = 19.8% (129 of 633), and Roosevelt = 19% (263 of 1,427). Importantly, these schools have/will educate most of the nearly 2,000 residents who live in three Hawaiian Homes land tracts collectively known as Papakōlea.

The socioeconomic indicators associated with poor student success are mirrored in Papakōlea. The 2010 U.S. Census and ACS 2007-2011 data showed that 6 or more people reside in 37% of the homes in Papakōlea, compared to 10% for the rest of urban Honolulu; and 97% of these families tend to remain in their residences. Seventeen percent (compared to 15.3% U.S. population) of Papakōlea families live below the poverty level. Educational attainment (ACS 2005-2009) for Papakōlea adults include (State comparisons in parentheses): i) No high school diploma 16% (10.2%), ii) High school or equivalency 51% (29%), iii) Some College, no degree 15% (31.4%), iv) Associate's/Bachelor's degree 7% (29.4%). This constellation of student/school poverty, low education attainment and uncoordinated efforts to leverage community-based education, socioeconomic and cultural opportunities create barriers that limit the ability of targeted Native Hawaiian students to learn and succeed in school.

KLP has established a Papakōlea community-centered model to enhance student (and parent) school involvement and satisfaction by applying the Complementary Learning Systems and Social-Ecological Theories, framed within the Logic Model, to organize, coordinate and integrate both school and non-school supports within the school and community environment to raise learner performance and success to optimal levels.

4. Describe the target population to be served; and

KLP serves those students who are deemed off track by the Hawaii Early Warning System in Attendance, Academics and Behavior and/or are high needs and Native Hawaiian students (and their parents) among the 2,752 students enrolled within a complex of 4 schools: Lincoln and Pauoa Elementary (Pre-K to grade 5), Stevenson Middle (grade 6-8) and Roosevelt High Schools (grade 9-12). Additionally, residents of our service area of Papakōlea, Kewalo and Kalawahine Hawaiian Homesteads. Papakōlea, Kewalo and Kalawahine) located in the city of Honolulu with a population of about 2,000 Native Hawaiians, of which 27% (540) are under 18 years of age.

5. Describe the geographic coverage.

The homestead region of Papakōlea is located in the Punchbowl-Tantalus area of Honolulu at the base of the Koolau Range in the Honolulu ahupua`a of Kona Moku. Papakōlea is comprised of eighty-nine (89) acres for residential homesteading use, inclusive of 3 homestead communities: Papakōlea, Kewalo and Kalawahine. There are 275 homes in Papakōlea, 60 homes in Kewalo and 92 homes in Kalawahine. Ninety-four (94) acres of undeveloped properties are designated as conservation lands and community/special district use. According to the 2010 Census, 1,795

residents live in Papakolea. Five hundred forty (540) residents or 30% of the population are under 18 years of age.

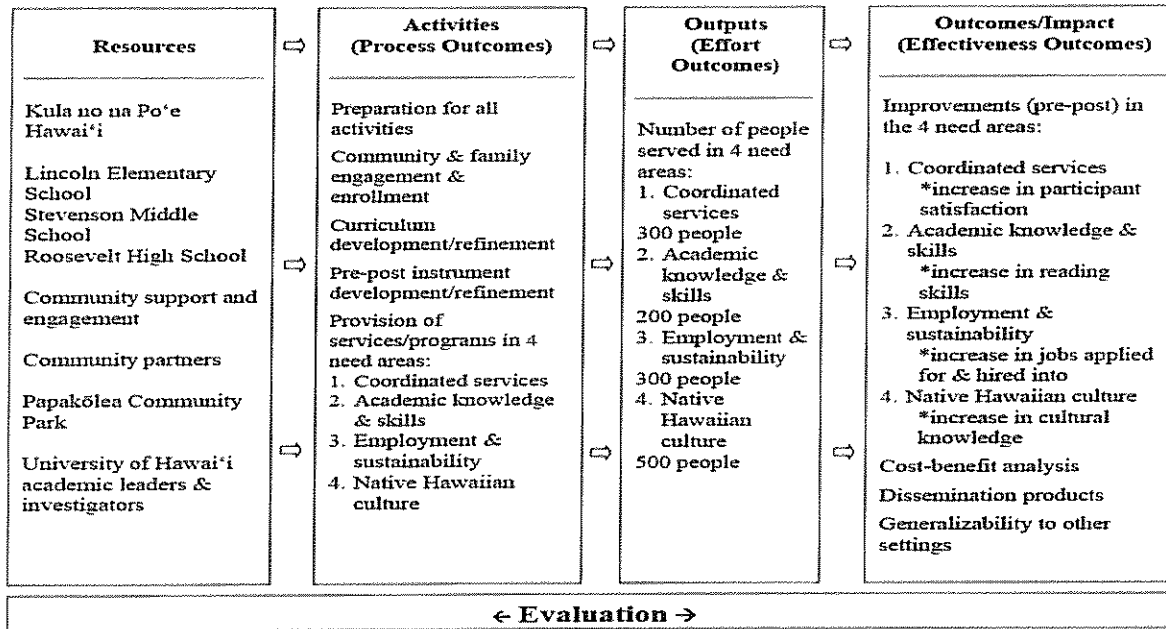
II. Service Summary and Outcomes

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;

Version: 04/15

Figure C2. Kukulalahale Learning Project Logic Model.



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

Months	Milestones & Activities
1-2	<ul style="list-style-type: none"> • Complete necessary preparation (e.g., resource inventory, formal hires, training, development of materials/curricula/pre-post instruments, establishment of stakeholder relationships including Memoranda of Understanding) • Formalize all operations (e.g., standing meetings, quarterly fiscal reviews, quarterly progress on outcomes, twice-per-year personnel evaluations, necessary annual retraining, annual reports) • Recruit first 1/3 of participants
3-4	<ul style="list-style-type: none"> • Enroll first 1/3 of participants • Begin implementation of various programs, coordination of services/programs, & baseline/continuous data collection of progress
5-6	<ul style="list-style-type: none"> • Implement various programs, coordinate services/programs, & continue data collection of progress
1-2	<ul style="list-style-type: none"> • Enroll second 1/3 of participants • Continue implementation of various programs, coordination of services/programs, & continuous data collection of progress
1-2	<ul style="list-style-type: none"> • Enroll final 1/3 of participants • Continue implementation of various programs, coordination of services/programs, & continuous data collection of progress
9-10	<ul style="list-style-type: none"> • Collect final data, enter/clean all remaining data
11-12	<ul style="list-style-type: none"> • Conduct final statistical analyses, perform cost-benefit analysis, disseminate results, & promote generalizability (e.g., adoption/adaption by other communities)

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

Data is collected for the following core areas: decision-making (e.g., meeting the mission/goals), guidance (e.g., supporting the project in terms of resources and logistics), personnel (e.g., recruiting/hiring/evaluating staff, maintaining professional training/growth), recruitment and retention (e.g., implementing admission criteria for selection, tracking socio-demographics), fiscal accountability (e.g., budgeting, processing expenditures, projecting future budgets), and project implementation (e.g., recruiting participants, implementing instructional intervention, administering pre-post quantitative assessments). (2) Effort Evaluation examines the sheer number of participants who are recruited to participate, enrolled into the respective programs, and who successfully complete the specific programs. (3) Effectiveness Evaluation examines whether and how much participants benefit from the specific programs and how the projects can be improved upon. With the support of university students we use a mixed-method (i.e., both qualitative and quantitative) approach. For the qualitative component, participants are asked periodically throughout (e.g., at each quarter point) and after programs (i.e., post-assessment) open-ended questions on the positive aspects of the respective program, elements that can be improved upon, and suggestions on what can be done to improve the program. In addition, periodically throughout (e.g., at each quarter point), qualitative focus groups are conducted that provide the participants the opportunity to give their feedback on their respective program. For the quantitative component, pre-post assessment instruments are developed and tailored to each of the specific programs. (4) Cost-Benefit Analysis are conducted to demonstrate the short- and long-term fiscal advantages of the programs. The information that is obtained from each of the 4

evaluation levels is provided in “real time” to project decision-makers—that is, the information is reported at the decision-makers’ standing meetings, as well as on an as-needed basis—and no later than on a quarterly basis. The project goals/objectives and timelines set the framework for the timely monitoring, analyses, reporting, and dissemination of information.

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As a result of our CBPR approach, KNNPH utilizes a mixed-method evaluative (qualitative & quantitative analysis) approach with four essential and complementary evaluation levels: (1) Process, (2) Effort, (3) Effectiveness, and (4) Cost-Benefit Analysis. (1) Data is collected for the following core areas: decision-making (e.g., meeting the mission/goals), guidance (e.g., supporting the project in terms of resources and logistics), personnel (e.g., recruiting/hiring/evaluating staff, maintaining professional training/growth), recruitment and retention (e.g., implementing admission criteria for selection, tracking socio-demographics), fiscal accountability (e.g., budgeting, processing expenditures, projecting future budgets), and project implementation (e.g., recruiting participants, implementing instructional intervention, administering pre-post quantitative assessments). (2) Effort Evaluation examines the sheer number of participants who are recruited to participate, enrolled into the respective programs, and who successfully complete the specific programs. (3) Effectiveness Evaluation examines whether and how much participants benefit from the specific programs and how the projects can be improved upon. With the support of university students we use a mixed-method (i.e., both qualitative and quantitative) approach. For the qualitative component, participants are asked periodically throughout (e.g., at each quarter point) and after programs (i.e., post-assessment) open-ended questions on the positive aspects of the respective program, elements that can be improved upon, and suggestions on what can be done to improve the program. In addition, periodically throughout (e.g., at each quarter point), qualitative focus groups are conducted that provide the participants the opportunity to give their feedback on their respective program. For the quantitative component, pre-post assessment instruments are developed and tailored to each of the specific programs. (4) Cost-Benefit Analysis are conducted to demonstrate the short- and long-term fiscal advantages of the programs. The information that is obtained from each of the 4 evaluation levels is provided in “real time” to project decision-makers—that is, the information is reported at the decision-makers’ standing meetings, as well as on an as-needed basis—and no later than on a quarterly basis. The project goals/objectives and timelines set the framework for the timely monitoring, analyses, reporting, and dissemination of information.

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.

The funding requested is to supplement our federal funding, therefore we will use the same measures for our programs as will be required over the next year by the Department of Education, Native Hawaiian Education Program:

1. 100 served in the K-12 cohort; 50 served in the adult cohort
2. Implementation of 2 new programs (e.g., financial literacy, health & wellness).
3. Coordination of the existing services and new programs by the Program Manager/Coordinator
4. 25 provided SMS Connectedness project existing services (i.e., youth dialogues) & 75 new participants (i.e., Kuder) through program navigation & coordinated manner
5. Improvement in academic performance on the Hawaii DOE Early Warning system by 20% of K-12 cohort
6. Improvement in attendance by 10% for K-12 cohort
7. Improvement of high-school graduation rate by 10%
8. 100 provided academic & career/vocational counseling
9. 50 applications to & participation in postsecondary training/education (e.g., vocational training, community college, 4-year university)
10. 20% increase in parents attending parenting workshops; 20 attended family literacy classes; 25 participated in health & wellness
11. Improvement in career/vocation planning awareness on Kuder Assessment by 50% across age cohorts
12. 25% of adult cohort pursued education & career planning, explored career pathways & occupations, searched & applied for colleges, created resumes & cover letters, &/or explored the health services & business job market
13. 25% of adult cohort applied for new jobs
14. 50 trained, 25 were administered the test, and 20% hired into blue-collar occupations that pay livable wages
15. Participation in the Participant Support Network, which is a group of service organizations & other partners that provide academic & career guidance, & supplemental training

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
200,000	76060	76060	76060	426180

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

Friends of Charities
Administration for Native Americans

Hawaii Community Foundation
Department of Health and Human Services Administration for Native Americans

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.

Department of Education – Native Hawaiian Education Program

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

\$107,845.00

IV. Experience and Capability

A. Necessary Skills and Experience

KNNPH and the University of Hawaii Department of Psychiatry worked with administrators at Stevenson Middle School (SMS) to submit a grant proposal to Hawaii Community Foundation's "2013 Connecting for Success" program. The primary goal of the program is to strengthen the capacity and efforts of Hawai'i's public middle schools to identify, support and focus services on students in the 6th, 7th and 8th grades who are most at-risk of dropping out of school. SMS was one of 10 public middle schools awarded a three-year grant to support its "Integrated School Connectedness Project (ISCP)". The project was named "Na'auao" and began in September 2013. With the support of HCF's initiative, SMS & KNNPH created a framework in which students are supported and equipped to make sound decisions toward their academic, social and familial accomplishments. In the past 3 years, the Na'auao program has begun to have an impact for our middle school youth, their families and community. Supportive of building a community of learners, Papakolea residents are engaged to voluntarily conduct culturally based classes in hula and contracted to provide ukulele at SMS. Hula classes are in its 2nd year, ukulele in its first year. In contrast, an area of greatest concern has been our inability to support Na'auao students when entering the 9th grade at RHS. As proven in much literature and DOE data, the highest dropout rates in Hawaii occur in the 9th grade. Numerous students repeat the 9th grade once or even twice. Too many students drop out of school while in the 9th grade. Kukalahale Learning Program (KLP): In September 2015, KNNPH was awarded a multi-year grant from the U.S. D.O.E., Native Hawaiian Education Program. common thread running through these "Kukalahale Schools" is that they have/will educate most of the nearly 2,000 residents who live

in three Hawaiian Home land tracts collectively known as Papakolea. Papakolea's Kulia Program (PKP): In January 2016, Hawaii Community Foundation awarded KNNPH a 17-month grant to expand Stevenson's Na'auao program to RHS. Today the program is called "Kulia". This program has hired a crisis counselor, purchased 25 of 100 credit recovery portals and sent 5 staff to a National Youth Mentoring Conference in Washington D.C. Thirty-five RHS students successfully recovered credits during summer school 2016. Approximately 50 students are registered in this years cohort. Our long-term project goal is to increase the graduation rate by providing academic support via the state's credit recovery program, access to a crisis counselor.

The KLP project is managed by a **Management Team**—along with additional support staff, contracted personnel, and partners/volunteers that utilizes a the Logic Model and specific goals, objectives, and outcomes to assure **timely** and successful implementation to meet Timelines & Milestones with quarterly reviews. The current management team consists of the following key personnel:

Adrienne Dillard, MSW, LSW, Principal Investigator (PI) & Director Responsibilities: Lead/oversee Management Plan (administration, personnel, fiscal, regulations/legal, program development/implementation, community liaison); work closely with/supervise Associate Director and Program Coordinator. Ms. Dillard's understanding and experience within the Papakōlea Community is crucial to the project's success. She has 20 years of experience working in the Papakōlea Community, and is the current Executive Director of Kula no na Po'e Hawai'i (KNNPH), which provides services in the Papakōlea Community. She also has vast experience working with various stakeholders (e.g., community members, community partners, community-based organizations, academic institutions). She has a Master's Degree in Social Work, is a State of Hawaii licensed social worker, and currently in the Ph.D. program in Social Welfare at the University of Hawai'i.

B. Puni Kekauoha, Associate Director Responsibilities: Support Director in overseeing project. Support management requiring collaboration and responsiveness to Project Team Leaders and Project Team Members. Responsible to assist with cultural curriculum development; supportive liaison to academic partners and cultural practitioners.

Kaapuni Kama Program Coordinator Responsibilities: Manage the day-to-day operations of the project; supervise staff/volunteers.

Leif Mokuahi Assistant Program Coordinator Responsibilities: Currently serves as team project coordinator for the Roosevelt Kulia Project

The Management Team is supported by a strategically assembled array of staff, partners, and volunteers:

Contracted services: Department of Native Hawaiian Health Dr. Dee-Ann Carpenter, and a graduate Assistant FTE to assist with development of health literacy skills program at Roosevelt High School. Department of Psychiatry has been retained through a subcontract with the NCIHBH to oversee our program Evaluation. Earl Hishinuma, Ph.D. will serves as Director of Evaluation and Naleen Andrade, M.D. as Associate Director of Evaluation .

Our Primary partners & volunteers: Lincoln Elementary School, Stevenson Intermediate

School, Roosevelt High School, New Hope Town, Department of Social Work at Hawai'i Pacific University, Hawai'i Alliance for Community-Based Economic Development (HACBED), Department of Psychiatry at University of Hawaii (e.g., Mr. Michael Fukuda, MSW, Consultant), Department of Urban & Regional Planning at University of Hawai'i, Department of Social Work at University of Hawai'i, Native Hawaiian cultural educators

B. Facilities

The Papakōlea Park and Full Service Community Center is located at 2150 Tantalus Drive between Iaukea and Krauss Streets. The Center is open Monday through Friday, 9am to 9pm with some exceptions. The office is staffed Monday through Friday, 8am to 5pm. The Center often holds programs on weekends as well. The outdoor recreations areas are accessible 24 hours a day, seven days a week.

The complex includes a covered basketball court with permanent bleachers, an open-air volleyball court, a grassy play area and handicap compliant play structure, two parking areas, and a two-story hall. The all includes an office, a large open meeting room with capacity for over two hundred, a computer center with nine computers and related equipment, a large game room, a kitchen, and several storage rooms. The entire complex is handicap accessible and ADA compliant. The Center is on the city bus line.

The facility is equipped with a variety of game and sports equipment, audio-visual equipment, tables, chairs, mats and similar program related equipment. Papakōlea Community Development Corporation maintains full property and liability insurance. KNNPH maintains liability insurance and PCDC is an additional insured on policy.

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.

The majority of the KNNPH staff are hired from the community. The staff under the current leadership have worked at the Papakolea Community Center on this project. Leadership of KNNPH has been at the helm for 20 years working to build the capacity of the organization and its members. Papakolea has a reputation of providing quality programming and having strong partnerships with various academic programs to strengthen the program offerings. Additionally, adding Crisis Counselors to interact with the school are needed positions that will support the work with families in the community and students in the school. This is patterned after the programming of the Naauao and Kulia programs which has

been successful. The service learning that brings students from the various schools of social work have helped to enhance the training of staff and volunteers.

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.

See attachment

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	\$80,000
Associate Director	\$72,000
Community Health & Wellness Coordinator	\$42,000

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.

There is no litigation pending or judgement again Kula no na Po'e Hawaii.

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.

n/a

C. Private Educational Institutions

This grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

D. Future Sustainability Plan

The project's sustainability is directly tied to the success of the project, delivery of quality workshops, community's satisfaction with content, and the organization's ability to leverage resources amongst collaborating partners and other funders. To support expansion and enhancement of the project, KNNPH will seek support from other funding entities including federal and state programs, as well as private funding. KNNPH's strong volunteer base and network of partnerships will also work to sustain the project moving forward.

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.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: Kula no na Po'e Hawaii

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	252,115	330,150		
2. Payroll Taxes & Assessments	19,664	27,000		
3. Fringe Benefits	47,901	64,039		
TOTAL PERSONNEL COST	319,680	421,189		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance		3,600		
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	5,000			
6. Supplies	12,000	6,725		
7. Telecommunication	13,000			
8. Utilities				
9. Program Incentives	15,000	20,000		
10. Facility Fees	10,000	24,064		
11. Postage	2,500	1,654		
12. Printing	10,000	6,615		
13. Indirect Costs	39,000	73,376		
14. Contractual Costs		335,000		
15. Transportation	2,000	2,646		
16. Travel		13,230		
17. Advertising		3,969		
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	108,500	490,879		
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	428,180	912,068		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	428,180	Adrienne Dillard, MSW, LSW 808-520-8997		
(b) Total Federal Funds Requested	912,068	[Redacted] [Redacted]		
(c) Total County Funds Requested		[Redacted] 42,755		
(d) Total Private/Other Funds Requested		[Redacted] [Redacted]		
TOTAL BUDGET	1,340,248	Adrienne Dillard, MSW, LSW - Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

Kula no na Po'e Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
n/a			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
n/a			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS AND / OR GRANTS

Apr

Kula no na Po'e Hawaii

Contracts Total: 2,394,225

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Native Hawaiian Education Program Grant	09/15/15-09/14/18	Department of Educatic	U.S.	2,394,225
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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, 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.

Kula no na Po'e Hawai'i

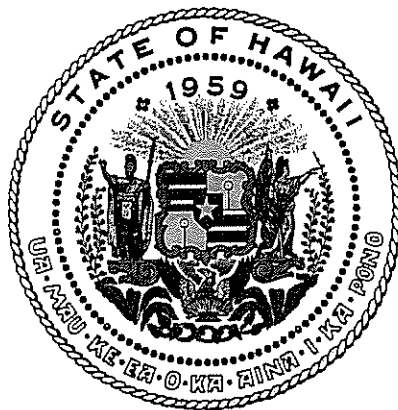


1/20/17

(Date)

Adrienne Dillard, MSW, LSW
(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

KULA NO NA PO'E HAWAI'I

was incorporated under the laws of Hawaii on 11/09/1993 ; 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 20, 2017

Director of Commerce and Consumer Affairs

