

House District(s) 26

Senate District(s) 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 HAWAI'I
Db/a:

Street Address:
2150 TANTALUS DRIVE
HONOLULU, HI 96813

Mailing Address:
2150 TANTALUS DRIVE
HONOLULU, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ADRIENNE DILLARD
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 PROJECT

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$ 809,103.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ _____
FEDERAL \$ 250,000.00
COUNTY \$ _____
PRIVATE/OTHER \$ _____

Adrienne Dillard, Executive Director

1/18/18

Application for Grants

Please check the box when item/section has been completed. 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 Nā Po'e Hawaii (KULA) is a 501(c)3 community-based nonprofit that exists to provide educational and health services to the residents of the Hawaiian Homestead communities of Papakōlea, Kewalo, and Kalāwahine (referred to as Papakōlea). In 2017, KULA celebrated 25 years of service – providing educational and health care programming to Papakōlea. Since 1992, KULA has successfully implemented 43 programs and received \$8.95 million in grant funding.

KULA 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 Papakōlea, Kewalo, and Kalāwahine Hawaiian homestead communities.

Over the years, the vision of KULA 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 Papakōlea and the community at large. KULA 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 Papakōlea fosters and promotes our existence as a resilient and thriving Native Hawaiian community.

2. The goals and objectives related to the request;

Native Hawaiian children comprise a relatively large proportion (27.7%) of Hawai'i's 179,901 public school students in the State of Hawai'i. Despite their high numbers, they have among the worst socioeconomic indicators (e.g., high family/school poverty, low parent educational level) for school success. Cultural ideals and values that underpin a child's development for industry, competence, ambition and creativity are inconsistent with Western concepts of education or sometimes absent. This constellation of barriers limits the ability of at-risk Native Hawaiian

students to learn and succeed in school. Further, similar barriers exist for young adult Native Hawaiians to increase their employment and income opportunities, thereby reinforcing the cycle of economic stress, poverty and poor educational performance.

The goal of the **Kūkalahale Learning Project (KLP)** is to support the needs of at-risk youth (pre-K through 12) and disadvantaged adults (the unemployed and underemployed), by offering expanded learning opportunities at the Papakōlea Community Center and Park, through a *whole-person community-based approach*. By the end of a 12-month project period, KULA shall serve at least 300 youth and 150 adults, increasing at-risk students' performance and well-being by increasing school connectedness and building a community of learners' culture in Papakōlea program services.

To successfully implement KLP, KULA is proposing three objectives:

1. Throughout the project period, KULA will collaborate with the four KLP Schools to address the needs of the students and develop strategies that improve attendance, academic performance, behaviors, and/or other needs;
2. By the end of the project period, KULA shall coordinate and conduct at least six community engagement activities that involve the KLP students and their parents / caregivers – increasing social-emotional outcomes of KLP students. The activities/events could include Spaghetti Dinners, Game Nights, Board and Stone, the Papakōlea 'Ohana Health Fair, cultural excursions, etc.; and
3. By the end of the project period, KULA shall coordinate and conduct at least two Young Adult Training and Test Preparation Programs, increasing career preparedness outcomes for young adults.

By the end of the project period, KULA will serve 450 individuals (300 youth and 150 adults) through the delivery of KLP. Throughout the project period, KULA will collect data and demonstrate success on an individual, interpersonal, and organizational level. Proposed outcome measures are:

- Increased academic outcomes of at-risk youth participants;
- Increased social-emotional outcomes (i.e. coping, leadership, etc.) of youth participants;
- Increased career preparation among participating youth and young adults;
- Increased integration of Hawaiian language and/or culture-based education opportunities at KLP schools; &
- Increased integration of Hawaiian language and/or culture-based education opportunities at KULA.

In 2016 and 2017, KULA operated KLP with U.S. Native Hawaiian Education Program funding, as a pilot. The pilot has proven incredibly successful as demonstrated in the 2016 KLP Data Report (*Attachment H*), and following narrative. Continued program operation is critical to the success of the youth and young adults of Papakōlea, and participating KLP students.

The public purpose and need to be served;

If funded, this project shall serve the following groups and meet the needs described under each group:

1) Native Hawaiian children and adolescents. Approximately 1,016 Native Hawaiians students (Pre-K to Grade 12), enrolled in the following Hawai'i State Department of Education (HIDOE) schools. Six hundred twenty-nine (629) students are part of the school complex that serves the Native Hawaiian Homestead community of Papakōlea in metropolitan Honolulu. The complex is comprised of Lincoln and Pauoa Elementary Schools (245 students in Pre-K to Grade 5), Stevenson Middle School (150 students in Grades 6-8) and Roosevelt High School (234 students in Grades 9-12).

- a. Needs: Academic success is associated with the following 12 factors: i) Interest in learning, ii) engagement, iii) self-challenged, iv) attitudes towards learning, v) social and communication skills, vi) learning skills, vii) life skills, viii) Hawaiian culture connectedness, ix) information technology, x) intellectual and creative curiosity, xi) supportive teacher-learner relationship, and xii) supportive family that is involved with the school and learning process that educates of their children. Poverty and the.

2) Parents/caregivers of the students served. Within the Native Hawaiian family system, "parents/caregivers" are biological or *hānai* ("traditional Hawaiian form of adoption" recognized by State of Hawai'i courts) parents, grandparents, aunts/uncles, and older siblings.

- a. Needs: Parents/caregivers of students in this project, like many Native Hawaiians in their homeland, have a constellation of socioeconomic, educational, behavioral health, medical and cultural stressors (E Ola Mau A Mau: Mental & Behavioral Health, 2017-in preparation) that hinder their ability to provide meaningful support to their children. The 2010 U.S. Census and American Community Survey 2007-2011 data showed that households in this project have greater numbers of people residing in the home for longer periods of time when compared to the rest of urban Honolulu (6 or more people reside in 37%, compared to 10% for the rest of urban Honolulu. Seventeen percent (compared to 15.3% U.S. population) of Papakōlea families live below the poverty level. Educational attainment (American Community Survey, 2005-2009) for Papakōlea adults include (State comparisons in parentheses): i) No high school diploma 16% (10.2%), ii) High school equivalency 51% (29%), iii) Some College, no degree 15% (31.4%), iv) Associate's/Bachelor's degree 7% (29.4%). Part of the wrap-around services in this project will provide culture programs and parent engagement to assist parents/caregivers, within the context of their families and their children who are students, to learn social, coping, life, and communications skills.

3) Young Native Hawaiian Adults. Approximately 80-100 men and women, of whom at least 56-70 (70%) shall be Native Hawaiian will be provided post-high school, community-based education, training, and coaching to enhance their employability.

- a. Needs & Gaps: A significant need articulated by the Papakōlea community's young adults has been to have training that enables them to successfully sit for qualifying exams for a career in Firefighting and the certification exam to become a certified Community Health Workers certification. These vocations were seen as providing these young adults with the ability to make a "Livable Wage." For 2015-2016, 73 persons completed the preparation for the firefighter's exam, of whom 35 (64.8%) were Native Hawaiian. Fifty-four (54) of these trained individuals sat for the exam with a pass rate of 50%. Gaps: A post-exam assessment was done with those who did not pass the exam and the 3 areas of need for passing were being proficient in math comprehension/skills, reading comprehension, and time management for test-taking. The demand for both preparation courses has increased and Native Hawaiians beyond the Papakōlea Homestead have contacted course directors to enroll. Therefore, the curriculum for the proposed training and test preparation will address these areas of difficulty with plans to carefully increase the number of trainees with a priority on Papakōlea and other Native Hawaiians beyond Papakōlea, preferably from other Hawaiian Homestead communities.

Table 1 - Selected Indicators and Needs

| Selected Indicators and Needs for 2016-2017 School Year | Lincoln Elementary | Pauoa Elementary | Stevenson Middle | Roosevelt High | Anuenue |
|---|--|-------------------------|-------------------------|-----------------------|----------------|
| Enrollment at beginning of fall 2016 | 327 | 289 | 666 | 1,352 | 435 |
| Native Hawaiian students *Estimate based on 2016 percentage of student body | *115 (35.0%) | *130 (45.1%) | *150 (22.5%) | *234 (17.3%) | 387 (89.0%) |
| Students receiving free or reduced-cost lunch 2016-2017. | 190 (58.1%) | 171 (59.16%) | 322 (48.34%) | 590 (43.54%) | 297 (68.3%) |
| 2016-2017 Kukalahale Project Schools enrollment and subsidized school lunch program | Total enrollment 5 schools = 3,069 Students on free or reduced cost lunch = 1,570 (51.2%) Native Hawaiian students total = 1,016 | | | | |
| 2016-17 State Overall enrollment and subsidized school lunch program | Total Enrollment all HDOE schools = 179,901 Students on free or reduced cost lunch = 87,777 (48.8%) | | | | |
| Data from 2015-2016, Academic Year 2016-2017 not yet available: | | | | | |
| Students with limited English proficiency | 46 (14.3%) | 21 (7.2%) | 37 (5.8%) | 61 (4.4%) | 31 (7.6%) |
| Average daily attendance (higher is better – state standard is 95%) | 94.5% | 95.7% | 95.7% | 94.6% | 92.8% |
| Average daily absences (in days; lower is better – state standard is 9 days) | 9.7 days | 7.5 days | 7.6 days | 9.6 days | 12.7 |
| Percent of student body suspended during school year | 1% | 0% | 1% | 2% | 4% |

The following table quickly demonstrates how the proposed goal and objectives address the gaps and/or weaknesses in services and/or infrastructure, and opportunities for successful execution of this project.

| Table 2 – Gaps, Weaknesses, Opportunities and Activities | | |
|--|---|--|
| 1) Collaborate with KLP Schools to address the needs of the students | | |
| Gaps/Weaknesses: | Opportunities: | Activities to build Infrastructure: |
| Lack of effective & sustained engagement of School staff at all levels. | Principals have taken lead in deploying faculty and staff to partner with KLP | Regular monthly meetings between leaders and weekly meeting with frontline staff to assess progress, problems and develop complementary strategies. |
| Develop Programs that do not add additional workload to teachers and support staff. | Engage and Recruit students through existing school programs; and recruit students through community-based programs managed by KLP. | Jointly select and/or develop new and proven programs with school leaders. |
| Insufficient staff within schools and community to sustain initiatives that show promise. | Combine resources from KLP with Schools' private grants and State funding to augment efforts. | Share resources to recruit, employ and/or train key support staff from the schools and community. |
| Sustain community KLP staff and University students that are able to serve as culture role models for students (and school) staff. | Deploy KLP project staff who understand and are culturally proficient in Native Hawaiian and Pacific Islander peoples. | KLP has recruited and will continue to recruit and develop a cadre of qualified Native Hawaiian, Pacific Islander and other staff and University students who ideally come from the KLP community |
| Sustain Student participation and engagement | Assess student interest and acquire their feedback to programs and activities utilized | Develop and refine programs which engage and sustain interest, practical relevance, and curiosity/creativity of students (and teachers). |
| No Pre-school, Pre-K component that engages children and their parents as they enter the State educational system. | The Papakōlea Community Center nonprofit has successfully developed and piloted a Hawaiian language/culture intersession program for preschoolers. | Establish the Kupua'e Hawaiian language and culture Program for preschoolers to prepare them—and their parents—to enter the State public school system. |
| 2. Conduct community engagement activities that involve the KLP students and their parents / caregivers | | |
| Gaps/Weaknesses: | Opportunities: | Activities: |
| Inconsistent engagement of parents, caregivers & families with the schools due to their own childhood experiences of unwelcoming and non-empathetic schools. | Parents, caregivers & families have effective relationships with the KLP project staff and their community nonprofits. And, school administrators are committed to engaging parents, caregivers and families with the KLP guidance. | KLP has coordinated community and initiated culture projects (e.g., Board and Stone) that are also being deployed in the schools that engage families and show them alternative views of schools that engage them. |
| Building parenting skills within the context of their family. | Utilize joint community and school projects to bring educators and parents together. | Community Health fairs and Board and Stone activities that bring the two sides together in the safe environment of the neighborhood |

| | | |
|---|--|---|
| | | that build parenting skills for support of their children in school |
| Not adding to parents/caregiver workload to have them participate in project. | Parents will come to community evening activities if a meal is served that saves them time on dinner preparation. | KLP deploys resources to prepare spaghetti and salad night suppers to bring parents and families and then conduct parenting workshops as part of the program. |
| 3. Conduct Young Adults Training and Test Preparation Programs | | |
| Gaps/Weaknesses: | Opportunities: | Activities: |
| Need to do post-course and post exam outcomes and assessment to determine effectiveness of program. | Motivation of the learners to provide input to improve class and respect for instructors, who are all retired fire captains. | <u>For firefighters:</u> Revise and provide additional math, reading and time management skills (see previous section). <u>For Community Health workers:</u> conduct post-training and exam survey to assess effectiveness of program. |

In 2017, KULA served a total of 730 youth via school-and community-based programming, plus an additional 2,152 via one-time services and events. For youth being served through school-based programming, grade level is known for 124 students, with a breakdown as follows: 18 sixth graders, 27 seventh graders, 34 eighth graders, 20 freshmen, 21 sophomores, 11 juniors, and 3 seniors. Of all the individuals served during 2017, 1,261 participants [842 youth (74%) and 94 adults (75%)] self-reported that they were of Native Hawaiian ancestry.

KLP staff continue to implement programs to support youth and adults in the community with career planning and pursuits. Several KLP staff conducted "Kuder sessions" with youth at partner schools, and adults at the community center. This series of sessions reached 99 individuals in 2016 (59 youth and 40 adults), and 165 individuals in 2017 (102 youth and 63 adults), which equates to approximately a 67% increase. These activities have served to raise youth and adult awareness around career planning and options (given the lack of previous career/vocation training/planning and the new information provided by these preparation programs, all participants are viewed as having improved their career/vocation planning awareness).

As stated above, KLP's career planning programs (such as Kuder) have reached 63 adults in 2017. In addition, 81 workforce trainees have also been coached on skills such as interviewing and test-taking. This sums to a total of 144 adults, out of the 2017 adult cohort of 450, which equated to 32% of the adult cohort. At the beginning of 2017, surveys were circulated to career/vocational trainees that were reached during 2016. 54 individuals responded to that follow-up survey. Per their responses, 51 (94% of respondents) applied for new jobs. We will continue to follow-up with past and current trainees, and track their success with job applications and career pursuits.

The firefighter test preparation classes continued in 2017, with growing popularity. Since inception, the Papakōlea Fire Academy, served 320. In addition, a community health worker training program was started in 2017, in partnership with Kapi'olani Community College. We will have seven people from Papakōlea certified May 2018. At the beginning of 2017, surveys

were circulated to career/vocational trainees that were reached during 2026. 54 individuals responded to that follow-up survey. Per their responses, 51 (94%) took entrance exams for blue-collar professions. We know of 15 individuals (29% of survey respondents) that have been hired into jobs thus far (across 2016 and 2017). We will continue to follow-up with past and current trainees, and track their successes with job applications and career pursuits.

Preliminary results of an ongoing cost-benefit analysis study focusing on our fire fighter test preparation course (Papakōlea Fire Academy). This specific activity has a one-time annual cost of approximately \$62,000. The program currently trains approximately 100 trainees annually, with an average 33 of the 100 being successfully hired at the average of the state firefighter annual salary. The average cost of training a single successfully hired trainee is approximately \$1,900.

According to the *2017 Papakōlea Firefighter Academy Impact Study*, conducted by the University of Hawai'i Department of Psychiatry, a single state or city-and-county firefighter will earn approximately \$24,000 more annually than the median salary of a high school graduate in Hawai'i. Across a 30-year career/period, a single firefighter will earn nearly \$1 million more in salaries, pay nearly \$90,000 more in state taxes, and pay approximately \$360,000 more in federal taxes.

If you took 33 trainees across a 30-year career/period compared to the median annual Hawai'i high-school-graduate salary, the 33 trainee firefighters will collectively earn approximately \$32 million more in salaries, pay nearly \$3 million more in state taxes, and pay nearly \$12 million more in federal taxes. This analysis does not take into account the additional contributions to the economy regarding the multiplier effect of spending, general excise tax, pension spending, etc.

Given that the program has been in existence for several years with plans to continue, the positive economic impact is multiplied for each year. Finally, the present analysis also does not take into account the more subjective inter-generational family and community wellness that a stable income provides in high-cost-of-living Hawai'i (e.g., less use of social services, less incarceration).

1. Describe the target population to be served; and

KLP serves the 2,752 Native Hawaiian students (and their parents) that are deemed off-track by the Hawaii Early Warning System in attendance, academics, behavior, and/or are high needs. KLP shall serve the students enrolled within a complex of four schools: Lincoln and Pauoa Elementary Schools (Pre-K to grade 5); Stevenson Middle School (grade 6-8); and Roosevelt High School (grade 9-12). Additionally, the target population includes the residents of our service area of Papakōlea, Kewalo and Kalāwahine Hawaiian homestead communities, of which, 27% (540) are under 18 years of age. 11% or 165 of the Papakōlea population is ages of 18 to 24.

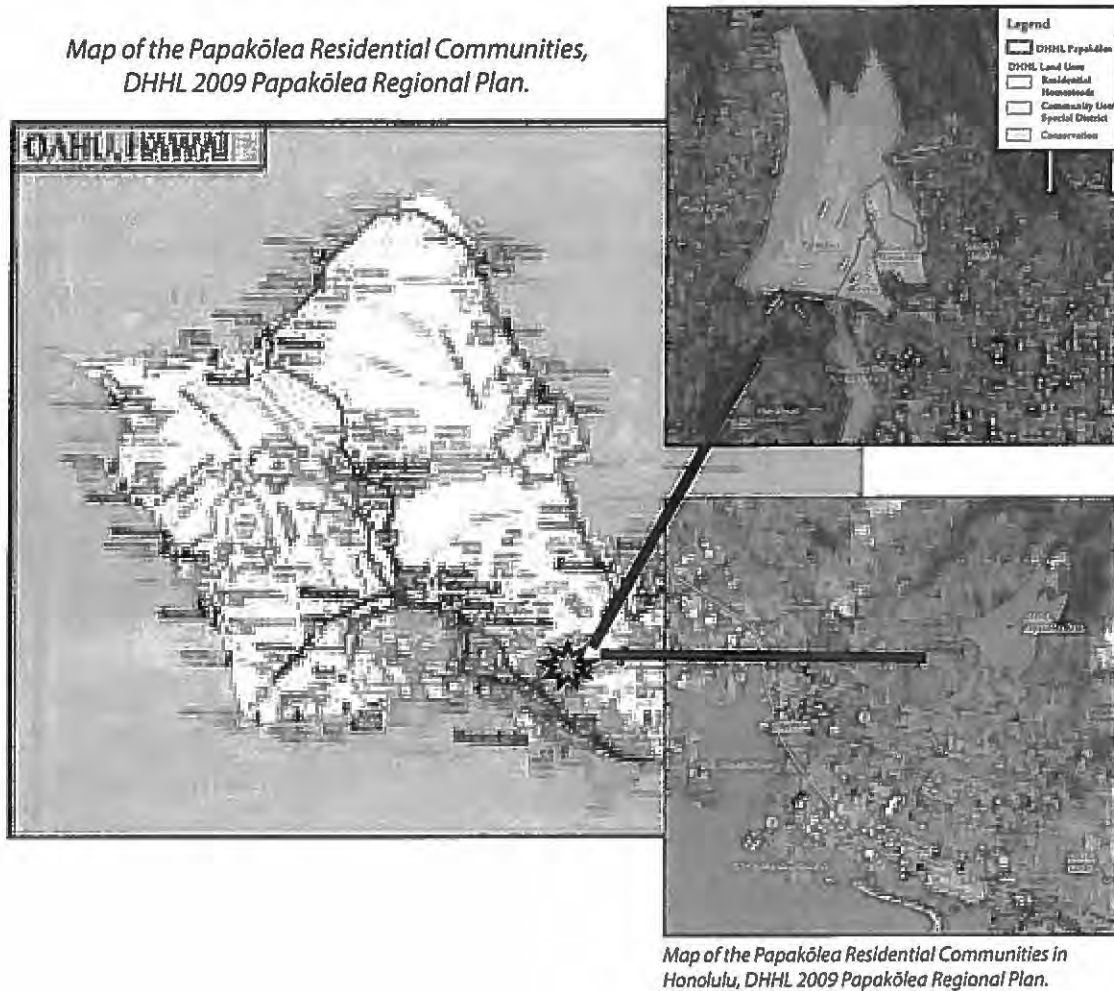
2. Describe the geographic coverage.

This project shall serve the DHHL Region of Papakōlea. Papakōlea covers an area of approximately 177 acres, located on the island of Oahu, in the city of Honolulu, in the center of the urban core. This Native Hawaiian homestead settlement was established in 1934 under the Hawaiian Homes Commission Act of 1921 before Hawaii became a state. As the only urban Hawaiian Homestead in the state, the communities of Papakōlea, Kewalo, and Kalāwahine are densely populated with a significant aging population. Papakōlea has the highest proportion of Native Hawaiians with some of the lowest incomes.

This community is unique in that it brings together three Hawaiian homestead communities at different stages of community capacity and development. The oldest community Papakōlea established in 1934 and the newest Kalāwahine developed in 2000, in between lies Kewalo, established 1954.

Approximately 1,795 people are living in the Papakōlea area, according to the 2010 US Census. 37% of the population is ages 55 and over, totaling approximately 500 residents. Several indicators from the 2010 Census data sample reports demonstrate the need for community programs offered at the Papakōlea Community Center. The median household income of \$52,167 is comparable to that of the City and County of Honolulu as a whole (\$51,914). However, the average household in Papakōlea has 4.61 people compared to 2.95 people for the county as a whole. Similarly, median family income in Papakōlea is slightly higher in Papakōlea at \$64,375 than for the county (\$60,118), but again the average family size in Papakōlea (4.55) is larger than the county's (3.46). According to the Census, 37% of the homes have 6 or more people.

The maps below illustrate the geographic location of the community.



II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

The goal of the **Kūalahale Learning Project (KLP)** is to support the needs of at-risk youth (pre-K through 12) and disadvantaged adults (the unemployed and underemployed), by offering expanded learning opportunities at the Papakōlea Community Center and Park, through a whole-person community-based approach. By the end of a 12-month project period, KULA shall serve

at least 300 youth and 150 adults, increasing at-risk students' performance and well-being by increasing school connectedness and building a community of learners' culture in Papakōlea program services.

In Section I.2., KULA provided a list of three objectives that will be necessary to complete the project goal. In Section I.3., the public purpose and need for the project was described, and a table connecting the objectives to the needs of the target population, was provided. KULA formatted the scope of work, tasks, responsibilities, and timelines into an Objective Work Plan (OWP).

| | | | |
|--|--------------------------------------|-----------------------|------------------------|
| Objective 1. Throughout the project period, KULA will collaborate with the four KLP Schools to address the needs of the students and develop strategies that improve attendance, academic performance, behaviors, and/or other needs. | | | |
| Results to be Achieved: Administrative infrastructure will be established. A complete project file containing agreements, quarterly reports, financial request forms, vendor invoices, and other documentation, will be produced and maintained for review/audit by the expending agency. At least four KLP Schools will be engaged and participating. At least 300 students will be served through this objective. At least 10 corrective action plans will be created. At least 12 staff will be trained and employed through this project. | | | |
| Tasks: | Responsible Position / Party: | Start Date: | End Date: |
| 1. Establish and maintain administrative infrastructure throughout the project period. This includes purchasing supplies, conducting bookkeeping, reporting, etc. | KULA Staff | 1 st Month | 12 th Month |
| 2. Conduct meeting with Board members, project partners and community to brief them on the project. | KULA Staff | 1 st Month | 2 nd Month |
| 3. Coordinate and participate in monthly meetings between leaders and weekly meeting with frontline staff to assess progress, problems and develop complementary strategies. | KULA Staff | 1 st Month | 12 th Month |
| 4. Jointly select and/or develop new and proven programs with school leaders which engage and sustain interest, practical relevance, and curiosity/creativity of students (and teachers). | KULA Staff | 1 st Month | 12 th Month |
| 5. Provide direct services to students and parents/caregivers (i.e. tutoring, counseling, house visits, etc.). | KULA Staff | 1 st Month | 12 th Month |
| 6. Share resources to recruit, employ and/or train key support staff from the schools and community. | KULA Staff | 1 st Month | 12 th Month |
| 7. Develop a cadre of qualified Native Hawaiian, Pacific Islander and other staff and University students who ideally come from the KLP community to staff the project. | KULA Staff | 1 st Month | 12 th Month |
| 8. Create, coordinate and conduct Hawaiian language and culture-based programming for pre-K to prepare them—and their parents—to enter the State public school system. | KULA Staff | 1 st Month | 12 th Month |

Objective 2: By the end of the project period, KULA shall coordinate and conduct at least six community engagement activities that involve the KLP students and their parents / caregivers – increasing social-emotional outcomes of KLP students. The activities/events could include Spaghetti Dinners, Game Nights, Board and Stone, the Papakōlea 'Ohana Health Fair, cultural excursions, etc.

Results to be Achieved: At least six activities/events are completed; and at least 450 individuals participate in the activities/events coordinated under this project.

| Tasks: | Responsible Position / Party: | Start Date: | End Date: |
|--|-------------------------------|-----------------------|------------------------|
| 1. Review calendar of events in community, at KLP Schools and Honolulu, and schedule activities/events. | KULA Staff | 2 nd Month | 3 rd Month |
| 2. Coordinate the activities/events that will held. | KULA Staff | 2 nd Month | 12 th Month |
| 3. Create flyer, registration form and registration database. Conduct registration activities. | KULA Staff | 2 nd Month | 12 th Month |
| 4. Conduct outreach to community via mailer, e-mail, and social media. | KULA Staff | 2 nd Month | 12 th Month |
| 5. Conduct activity/event set-up, coordinate refreshments, conduct onsite registration / check-in, and provide onsite support. | KULA Staff | 4 th Month | 12 th Month |
| 6. Conduct at least 6 activities/events. Includes evaluation activities. | KULA Staff | 4 th Month | 12 th Month |
| 7. Monitor progress and evaluation survey findings. Make modifications if necessary. Incorporate evaluation survey findings in progress reports. | KULA Staff | 4 th Month | 12 th Month |

Objective 3: By the end of the project period, KULA shall coordinate and conduct at least two Young Adult Training and Test Preparation Programs, increasing career preparedness outcomes for young adults. The Training and Test Preparation Programs shall include Firefighter Preparedness (Papakōlea Fire Academy) and Community Health Worker Certifications.

Results to be Achieved: At least two curricula are developed and delivered; at least two program rounds are completed; at least 150 young adults will be enrolled; and at least 125 participants total receive a certificate of completion under this project.

| Tasks: | Responsible Position / Party: | Start Date: | End Date: |
|--|-------------------------------|-----------------------|------------------------|
| 1. Develop Firefighter Preparedness and Community Health Worker Curricula. | KULA Staff | 1 st Month | 2 nd Month |
| 2. Review calendar of events in community, at KLP Schools and Honolulu, and schedule activities/events. | KULA Staff | 2 nd Month | 3 rd Month |
| 3. Coordinate trainings that will held. | KULA Staff | 2 nd Month | 12 th Month |
| 4. Create flyer, registration form and registration database. Conduct registration activities. | KULA Staff | 2 nd Month | 12 th Month |
| 5. Conduct outreach to community via mailer, e-mail, and social media. | KULA Staff | 2 nd Month | 12 th Month |
| 6. Conduct training set-up, coordinate refreshments, conduct onsite registration / check-in, and provide onsite support. | KULA Staff | 3 rd Month | 12 th Month |
| 7. Conduct at least two program rounds. Includes evaluation activities. | KULA Staff | 3 rd Month | 12 th Month |
| 8. Monitor progress and evaluation survey findings. Make modifications if necessary. Incorporate evaluation | KULA Staff | 3 rd Month | 12 th Month |

| | | | |
|--|------------|-----------------------|------------------------|
| survey findings in progress reports. | | | |
| 9. Coordinate and conduct ceremonies where certificates are awarded to participants. | KULA Staff | 6 th Month | 12 th Month |

KULA presents the Objective Work Plans (OWPs) above to demonstrate the extent to which the organization planned the project, ensuring all tasks listed are necessary for the achievement of the overarching objective, and that KULA has a firm understanding of the expertise required to successfully complete a project of proposed scope. KULA also utilizes the OWP to assign tasks to responsible positions or parties, validating the need for financial support presented in the budget. Finally, we included the expected results in the OWP, to provide a clear connection between each objective and outcome. If awarded, KULA will use the OWP, as its work plan to implement the project and keep the project on track.

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

KULA presents this annual timeline consistent with objectives and tasks identified in the OWPs in preceding pages.

| Months | Milestones & Activities |
|--------|---|
| 1-2 | <ul style="list-style-type: none"> • Complete necessary preparation (e.g., resource inventory, development of materials/curricula/pre-post instruments, establishment of stakeholder relationships). • Formalize all operations (e.g., standing meetings, quarterly fiscal reviews, quarterly progress on outcomes, twice-per-year personnel evaluations, necessary annual retraining, annual reports). • First round of community outreach activities completed for Community Engagement (objective 2) and Training and Test Preparedness Programming (objective 3). • Provide direct-service to students and their parents/caregivers (objective 1). • First round of recruitment of young adults for Training and Test Preparedness Programming (objective 3) is completed. |
| 3-4 | <ul style="list-style-type: none"> • Coordination and implementation of services/programs. • Baseline/continuous data collection and evaluation begins. |
| 5-6 | <ul style="list-style-type: none"> • Implement various programs, coordinate services/programs, & continue data collection of progress. • Second round of community outreach activities are completed for Community Engagement (objective 2) and Training and Test Preparedness Programming (objective 3). • Second round of recruitment of young adults for Training and Test Preparedness Programming (objective 3) is completed. |

| | |
|-------|--|
| 7-10 | <ul style="list-style-type: none"> • Coordination and implementation of services/programs. • Baseline/continuous data collection and evaluation continues. |
| 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). |
| 12 | <ul style="list-style-type: none"> • Project is complete. |

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

KULA devotes a significant amount of time to carefully plan each project to ensure project effectiveness. A SMART goal statement and four measurable objectives are proposed to ensure meaningful outputs were defined, while execution and evaluation ensures outputs are achieved. *A Logic Model (Attachment G)* was created to work hand-in-hand with the OWPs and the Evaluation Plan to ensure they compliment eachother. KULA is prepared to collect the defined data sets because they are directly related to the problem statement.

To best demonstrate project impact and effectiveness, KULA defined outputs and quantifiable target numbers below:

- Number of youth served (300);
- Number of famlies served (100);
- Number of young adults served (150);
- Number of Community Engagement Activities/Events held (6);
- Number of curricula developed (2); and
- Number of rounds of Training and Test Preparedness Programming (2).

Through a combination of tools, software and technical skills, KULA will track outcomes, project progress, financial data, assessment and survey results, project trends, contact information, participant lists, cooperative agreements (and more), and report them to the expending agency, it's project participants, project stakeholders, and the Papakolea community.

The Evaluation Plan includes self-assessment surveys, customer satisfaction tools, and post-workshop assessments that will assist with SWOT analysis and project refinement. Evaluation will occur at the end of each workshop, quarterly and at the end of the project period, through a comprehensive approach utilizing staff and collaborating partners. At the end of each quarter, KULA will conduct cost-benefit and cost-effectiveness analysis. Outputs will be measured by surveys, contracts, sign-in sheets, curricula produced, and evidence by participants. The ED, with support from staff, will be responsible for conducting monitoring, evaluation and reporting activities.

At the end of the project, KULA will be able to tell the story of the project and the impact it had in Papakōlea. The *2016 KLP Data Report (Attachment H)* is provided to demonstrate the

volume of individuals served and illustrate the data collected, speaking to the impact of the project and adequacy of the Evaluation Plan. This project seeks to increase access to capacity building opportunities and financial resources within the Papakōlea community. These outcomes will support the community in achieving its long-term goal of alleviating poverty, reducing reliance on public assistance and achieving social and economic self-sufficiency.

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.

Narrative provided under Section II.3.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#)) – *Included but Not Applicable.*
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

All Required Budget forms are included in Submittal as Attachment A. A Personnel Breakdown is included as Attachment B.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-----------|-----------|-----------|-----------|-------------|
| \$202,276 | \$404,552 | \$101,138 | \$101,138 | \$809,103 |

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.

All sources of funding for fiscal year 2019 are listed below:

- Friends of Hawai'i Charities;
- Hawai'i Community Foundation;
- Kamehameha Schools;
- U.S. Native Hawaiian Education Program;
- Office Hawaiian Affairs; and
- Weinberg Foundation.

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

Not Applicable.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.

U.S. Administration for Native Americans, SEDS Grant - \$399,582

Hawaii Community Foundation - \$24,000

Department Native Hawaiian Health - \$50,000

U.S. Native Hawaiian Education Program - \$250,000 last quarter ends 9/30/18

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.

Unrestricted - \$15,000

IV. Experience and Capability

1. **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.

Kula No Nā Po'e Hawaii (KULA) (KULA) is a 501(c)3 non-profit organization incorporated in 1992, with a mission to provide educational activities for members of the Hawaiian Homestead communities of Papakōlea, Kewalo, and Kalāwahine. In 2017, KULA celebrates 25 years of service delivery of educational and health care programming to Papakōlea. Since 1992, KULA has designed and developed 43 programs, representing \$8.95 million in grant funding, that

specifically promote the educational attainment needs of keiki (youth) and health and well-being of the kūpuna (elders) that reside in Papakōlea.

KULA has a current annual operating budget of \$1.4 million, supporting 14 programs, with a team of 13 staff and 150 volunteers. Presently, KULA is administering a \$3.2 million federal grant from the U.S. Department of Education, Native Hawaiian Education Program, which promotes high school graduation and career development. This grant speaks to KULA's capacity to manage and administer a project greater scope through sound accounting policies and practices, and excellent management practices. To see how KULA is organized, please refer to the *Organizational Chart included as Attachment C*.

KULA is governed by a seven-member Board of Native Hawaiians that meet quarterly to provide policy direction and oversight.

President: Theone Kanuha
Vice-President: Keola Nakanishi
Secretary: Lahela Williams
Treasurer: Clarice Kawohi Tuasivi, PhD
Director: Ethel Mau, LMT
Director: Jerrean Aloha Kaikaina
Director: Jeff Odo, LMT

KULA's Board members come with a broad range of expertise and experience in education, business, community development, corporate operations, non-profit management, and finance.

2. 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.

KULA operates out of the Papakōlea Community Park and Center, a 5,712 square feet two-story multi-purpose building that includes office space, large meeting rooms, a computer technology center, and a certified commercial kitchen. KULA's offices are located on the second floor of the Center, thus the project will be administered there.

The workshops will be held in the large meeting rooms located on the first and second floor. The large meeting rooms can accommodate up to 75 adults comfortably, its handicap accessible and all facility users have access to free wireless internet connectivity. KULA also has access to private offices to conduct one-on-one counseling. Staff shall utilize the commercial kitchen to prepare training session refreshments. Historically, Papakōlea residents are more likely to access free programs/services within community, making this venue critical to the success of the project.

V. Personnel: Project Organization and Staffing

1. 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.

KULA is proposing a **Project Staffing Plan** of 10.4 FTE to administer successfully, design, implement and deliver the *Kūkalahale Learning Project*. The Project shall include the following positions: 1) Executive Director at .75 FTE; 2) Associate Director at .50 FTE; 3) Program Coordinators at 2.0 FTE; 4) Assistant Program Coordinator at 1.0 FTE; 5) Administrative Assistant at 1.0 FTE; 6) Youth Aides at 1.0 FTE; 7) Community Liaison at 1.0 FTE; and 8) Social Workers at 1.0 FTE. As soon as KULA receives a Notice to Proceed, the staff will be transferred from other projects, to immediately tackle the activities within the Objective Work Plans.

Adrienne Dillard, MSW, LSW, Executive Director (.75 FTE), will oversee management of the project and will work closely with/supervise all staff. Ms. Dillard's understanding and experience within the Papakōlea community is crucial to the project's success. She has 25 years of experience working in the Papakōlea community and has vast experience working with various stakeholders. She has a Master's Degree in Social Work, is a licensed social worker, and currently in the Ph.D. program in Social Welfare at the University of Hawai'i. *Resume is included in Attachment D.*

B. Puni Kekauoha, Associate Director (.65 FTE), has served Papakōlea since 1992. Ms. Kekauoha works closely with community organizations and the Department of Native Hawaiian Health. She is most comfortable working with organizations and local service agencies to address the health disparities in the Native Hawaiian community. As a visionary leader Puni helped to form KULA serving on the board from 1992 -2002. In 1999, she along with key members of a community founded the Papakōlea Community Development Corporation serving as its Executive Director for 12 years. She has extensive experience in collaborating effectively with university departments to provide services to residents of Papakōlea, as well as, providing care to kūpuna. She will be responsible for project management, compliance, quality control, external communications, managing contractors, KLP policy development, and project reporting. *Resume is included in Attachment D.*

Kaahелеkaapuni Kama, Program Coordinator (1.0 FTE): Responsibilities: Manage the day-to-day operations of the project; supervise staff/volunteers. Responsible for the planning and implementation of the Lamuku Junior Leader program for middle and high school students. In addition. Responsible for the maintenance of the organizations newly created data system. responsible for training staff, management and dissemination of all program reports. *Resume is included in Attachment D.*

'Iolani Uli'i , Program Coordinator (1.0 FTE) Responsibilities: Developing Hawaiian culture-based afterschool programming (Lamaku) that provides tutoring, homework assistance, and culture-based activities for our youth in grades K-12.

Leif Mokuahi, Assistant Program Coordinator (1.0 FTE): Responsibilities: Serves as assistant program coordinator over the Kulia project at Stevenson Middle School. He provides counseling and mentorship services of middle school students enrolled in the Kulia program. He also provides assistance and tutoring responsibilities for K'12 students enrolled in the Lanaku afterschool program. *Resume is included in Attachment D.*

Faith Kalamau - Administrative Assistant (.50 FTE): Provides administrative duties including but not restricted to filing, data entry, correspondence, generating public service announcements, news releases, social media updates, and community newsletter.

Maata Saunitoga - Administrative Assistant (.50 FTE): Primarily responsible for the duties related to the organizations accounts payable (AP) and accounts receivable accounts with direct oversight of senior staff.

Bronson "Hiwa" Calles - Youth Program Aide (1.0 FTE) Responsibilities: Works with Lamaku Program Coordinator to plan and conduct all culturally-related classes to include language, 'oli, hula and mele. Also serves as coach and leader of physical education activities (volleyball, basketball and intramural games) for Lamaku afterschool program.

Lanay'tte "Ku'uipo" Paia - KLP Community Liaison (.50 FTE) Responsibilities: works closely with family/parent engagement encounters for KLP Program; conducts home visits per school counselors requested to follow-up on attendance and behavior issues with community parents.

Mahealani Austin, BSW - Community Liaison (.50 FTE): Responsibilities: works closely with family/parent engagement encounters and support services to support student in need of academic, attendance and behavioral issues. *Resume is included in Attachment D.*

Chantal Keli'iho'omalu, MSW – Social Worker (1.0 FTE) Responsibilities: Responsible for the planning, coordination and implementation of the Roosevelt High School - Health Careers Program offered to RHS student body. *Resume is included in Attachment D.*

Kelli Anne Ganeku, BSW - Social Worker (1.0 FTE) Responsibilities: Provides tutoring and program support of students in the Lamaku afterschool program. Also provides her social work skills to kūpuna needing home visits/services. *Resume is included in Attachment D.*

2. 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.

An Organization Chart is included in Submittal as Attachment C.

3. **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.

KULA's three highest paid employees are as follows:

1. Adrienne Dillard, Executive Director - \$83,000
2. Puni Kekauoha, Associate Director - \$76,500
3. Kaahelekaapuni Kama, Program Coordinator - \$50,000

Officers and members of the Board of Directors are on a volunteer basis.

VI. Other

1. **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.

2. **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.

3. **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.

4. **Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2018-19, but

- (b) Not received by the applicant thereafter.

The project's sustainability is directly tied to the success of the project, delivery of quality services, 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, KULA will seek support from other funding entities including federal and state programs, as well as private funding. Additionally, KULA will continue to participate in capital campaigns via the Hawaiian Way Fund (charitable work-place giving programs), and utilize unrestricted funds to support project related activities not funded by the State.

5. **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, 2017.

Current Certificate of Good Standing is included in Submittal as Attachment E.

6. **Declaration Statement**

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

A signed Declaration Statement is included in Submittal as Attachment F.

7. **Public Purpose**

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

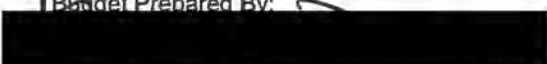
This grant will be used for a public purpose consistent with Section 42F-102, Hawaii Revised Statutes, supporting academic advancement for the children and families of Papakōlea. *The signed Declaration Statement included as Attachment F, shall serve as documentation that affirms compliance.*

Attachment A – Required Budget Forms

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: KULA NO NA PO'E HAWAI'I

| 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 | 464,500 | | | |
| 2. Payroll Taxes & Assessments | 49,423 | | | |
| 3. Fringe Benefits | 85,625 | | | |
| TOTAL PERSONNEL COST | 599,548 | | | |
| B. OTHER CURRENT EXPENSES | | | | |
| 1. Airfare, Inter-Island | | | | |
| 2. Insurance | | | | |
| 3. Lease/Rental of Equipment | 24,000 | | | |
| 4. Lease/Rental of Space | 30,000 | | | |
| 5. Staff Training | 10,000 | | | |
| 6. Supplies | 20,000 | | | |
| 7. Telecommunication | 15,000 | | | |
| 8. Utilities | | | | |
| 9. Transportation | 12,000 | | | |
| 10. Postage | 5,000 | | | |
| 11. Printing | 20,000 | | | |
| 12. Indirect Cost at 10% | 73,555 | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| TOTAL OTHER CURRENT EXPENSES | 209,555 | | | |
| C. EQUIPMENT PURCHASES | | | | |
| D. MOTOR VEHICLE PURCHASES | | | | |
| E. CAPITAL | | | | |
| TOTAL (A+B+C+D+E) | 809,103 | | | |
| SOURCES OF FUNDING | | Budget Prepared By:  | | |
| (a) Total State Funds Requested | 809,103 | Adrienne Dillard 808 520 8997 | | |
| (b) Total Federal Funds Requested | | Name (Please type or print) Phone | | |
| (c) Total County Funds Requested | | Adrienne Dillard 1/19/18 | | |
| (d) Total Private/Other Funds Requested | | Signature of Authorized Official Date | | |
| TOTAL BUDGET | 809,103 | Adrienne Dillard, Executive Director | | |
| | | Name and Title (Please type or print) | | |

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: _____

| FUNDING AMOUNT REQUESTED | | | | | | |
|--------------------------|--|---------------|-----------------------|----------------------------------|--------------------------------------|--------------|
| TOTAL PROJECT COST | ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS | | STATE FUNDS REQUESTED | OTHER SOURCES OF FUNDS REQUESTED | FUNDING REQUIRED IN SUCCEEDING YEARS | |
| | FY: 2016-2017 | FY: 2017-2018 | FY:2018-2019 | FY:2018-2019 | FY:2019-2020 | FY:2020-2021 |
| PLANS | | | | | | |
| LAND ACQUISITION | Not Applicable | | | | | |
| DESIGN | | | | | | |
| CONSTRUCTION | | | | | | |
| EQUIPMENT | | | | | | |
| TOTAL: | | | | | | |
| JUSTIFICATION/COMMENTS: | | | | | | |

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: _____

| DESCRIPTION EQUIPMENT | NO. OF ITEMS | COST PER ITEM | TOTAL COST | TOTAL BUDGETED |
|--|-----------------|------------------|---------------|-------------------|
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| TOTAL: | | | | |
| <div style="font-size: 4em; font-weight: bold; opacity: 0.5;">Not Applicable</div> | | | | |
| JUSTIFICATION/COMMENTS: | | | | |

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

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: KULA NO NA PO'E HAWAI'I

Contracts Total: 4,399,581

| | CONTRACT DESCRIPTION | EFFECTIVE DATES | AGENCY | GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau) | CONTRACT VALUE |
|----|-------------------------------|------------------------|------------------------|--|-----------------------|
| 1 | Kukalahale Learning Project | 9/15/15 - 9/15/18 | Dept. of Education | U.S. | 3,200,000 |
| 2 | Kupuna Community Care Project | 9/30/17 - 9/29/20 | Dept. Health & Human S | U.S. | 1,199,581 |
| 3 | | | | | |
| 4 | | | | | |
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| 30 | | | | |

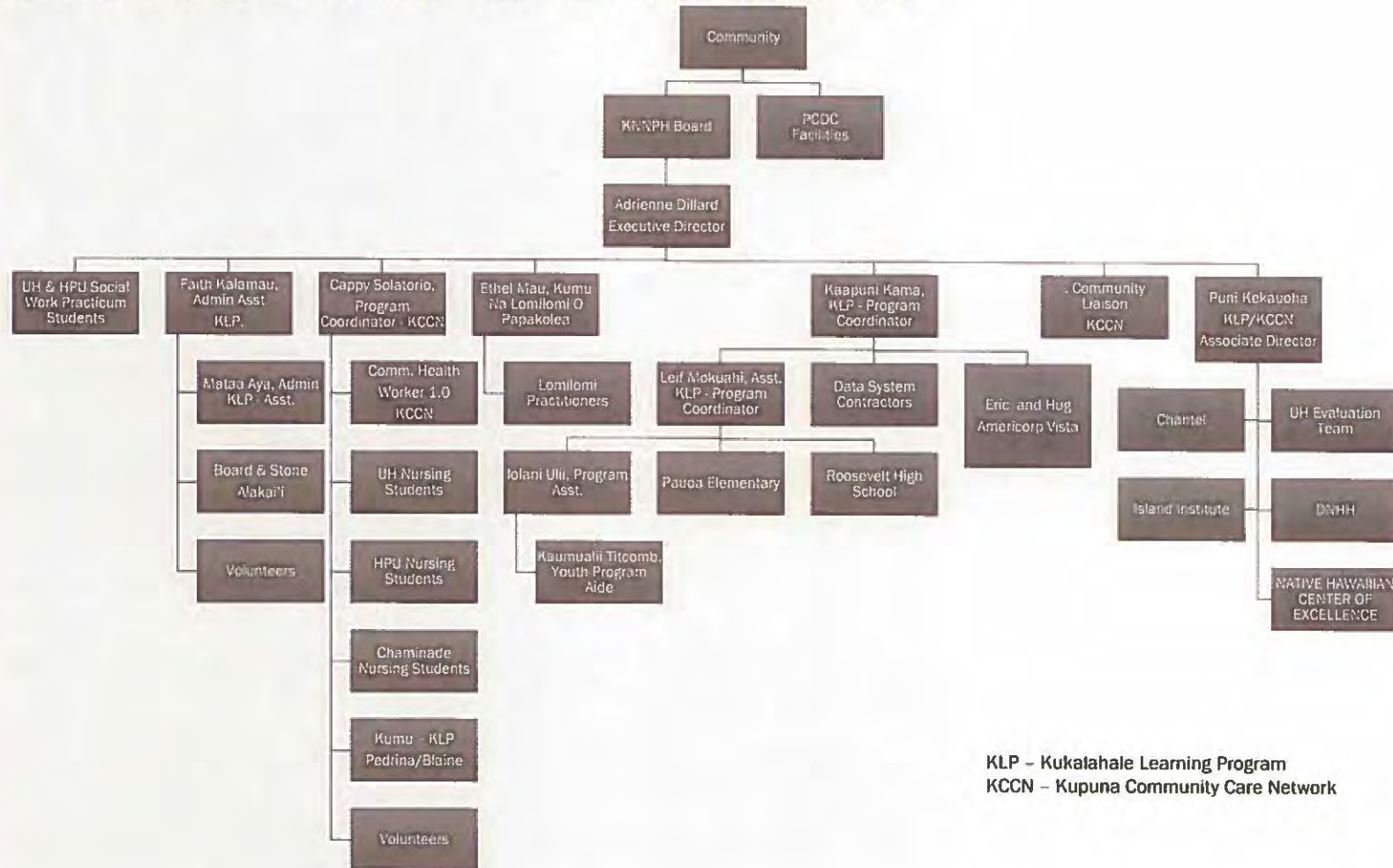
Attachment B – Personnel Breakdown

PCDC PERSONNEL COST BREAKDOWN

| | Rate | Unit | Total State Funds Requested |
|--------------------------------------|-------------|---------------------|------------------------------------|
| Salary & Wages | | | |
| Executive Director | 0.75 | \$ 83,000 | \$ 62,250 |
| Associate Director | 0.50 | \$ 76,500 | \$ 38,250 |
| Program Coordinator I | 1.00 | \$ 50,000 | \$ 50,000 |
| Program Coordinator II | 1.00 | \$ 50,000 | \$ 50,000 |
| Associate Program Coordinator | 1.00 | \$ 42,000 | \$ 42,000 |
| Administrative Assistant | 1.00 | \$ 50,000 | \$ 50,000 |
| Youth Aide I | 1.00 | \$ 32,000 | \$ 32,000 |
| Community Liaisons | 1.00 | \$ 50,000 | \$ 50,000 |
| Social Workers | 2.00 | \$ 45,000 | \$ 90,000 |
| Subtotal - Salary & Wages | | | \$ 464,500 |
| Payroll Taxes | | | |
| Social Security | 6.2% | \$ 464,500 | \$ 28,799 |
| E&T | 1.61% | \$ 464,500 | \$ 7,478 |
| Medicare Employer | 1.45% | \$ 464,500 | \$ 6,735 |
| Worker's Compensation | 0.73% | \$ 464,500 | \$ 3,391 |
| Temporary Disability Insurance | 0.65% | \$ 464,500 | \$ 3,019 |
| Subtotal - Payroll Taxes | | | \$ 49,423 |
| Fringe Benefits | | | |
| 401K Retirement | 5% | \$ 464,500 | \$ 23,225 |
| Health Insurance | \$650 | 8 staff x 12 months | \$ 62,400 |
| Subtotal - Fringe Benefits | | | \$ 85,625 |
| TOTAL PERSONNEL COSTS | | | \$ 599,548 |

Attachment C – Organizational Chart

KULA NO NA PO'E HAWAII



KLP – Kukalahale Learning Program
KCCN – Kupuna Community Care Network

Attachment D – Resumes

Adrienne Yvette Dillard, MSW, LSW
2225A Pauoa Road
Honolulu, HI 96813

Cell: (808) 232-5492
Phone: (808) 599-1627
Email: adillard@hawaii.edu

CURRICULUM VITAE

Personal

Date: June 21, 2017
Business: Executive Director
Kula no na Po'e Hawaii
Papakolea Community Center and Park
2150 Tantalus Drive
Honolulu, Hawaii 96813

Educational History

2011 Doctoral Prgm, Social Welfare Univ. of Hawaii Manoa, Honolulu Hawaii
May 2010 MSW, Social Work Hawaii Pacific University Honolulu, Hawaii
December 2008 BSW, Social Work Hawai'i Pacific University Honolulu, Hawaii

Professional Positions

1994 – present Executive Director, Kula no na Po'e Hawaii, Honolulu, Hawaii
2004 – 2013 Consultant, A. Y. Dillard Consulting, Honolulu, Hawaii
2003 - 2011 Program Director, Papakolea Community Development Corporation,
Honolulu, Hawaii
1999 – 2003 Manager, Main Admitting and Patient Financial Services Department
The Queen's Medical Center, Honolulu, Hawaii
1996 – 1999 Claims Department Manager, Aloha Care/Managed Care Solutions
Honolulu, Hawaii
1988 – 1994 Administrative Support Supervisor, Utilization Review Department
Hawaii Medical Services Association (HMSA) Honolulu, Hawaii
1986 – 1988 Clerk IV, Community Long Term Care Branch, Department of Health and
Human Services, State of Hawaii, Honolulu, Hawaii
1979 – 1986 Office Manager, W. H. Thompson and Associates, Property Management
and Construction, Inc. San Diego, California

Teaching, Training, Mentoring

Kapiolani Community College – Health Sciences, Nursing and Emergency Medical Services
2017 – present Lecturer
CHW 197B – Community Health Worker Fundamentals
CHW 197C – Introduction to Counseling and Interviewing

CHW 135 - Health Promo/Disease Prevent

Department of Urban and Regional Planning Students

2006-2010 University of Hawaii – Planning Project – Site Supervision

Social Work Students:

2014-current Practicum Site Supervisor, Social Work, University of Hawaii
2009-2015 Practicum Site Supervisor, Social Work, Hawaii Pacific University
2013 Co-Practicum Site Supervisor, Social Work, University of Hawaii
2012 Co-Practicum Site Supervisor, Social Work, University of Hawaii
2011 Co-Practicum Site Supervisor, Social Work, University of Hawaii

University of Hawaii Pediatric Residents:

2004 – 2008 University of Hawaii – Department of Pediatrics Resident Rotation – Site Supervisor

Public Administration Students:

2009-2010 University of Hawaii – Public Administration Students (3)
Site Supervisor – Capstone Project

Nursing Students:

2009 – current Hawaii Pacific University Student
University of Hawaii Nursing Student
Chaminade University Nursing Students
Co-supervision – community representative

National Invited Conference & Symposium Presentations

2010 Administration for Native Americans – Poster Presentation
2011 Administration for Native Americans – Poster Presentation
2005 RUFES Conference Annie Case Foundation
2010 Healing Our Spirits Worldwide – Kawaihonaakealoha Kupuna Survey
2010 Healing Our Spirits Worldwide – CBPR in a Native Hawaiian Community
2012 The Center for Native and Pacific Health Disparities Research and the Association of American Indian Physicians invite you to submit abstracts to, *Advancing Native Health and Wellness*.

Local Conferences & Symposium Presentations

2004 Hawaii Alliance for Community Based Economic Development
2007 Department of Hawaiian Home Lands Leadership Training

2008 Kamehameha Schools Research Conference on Native Hawaiian Well Being
 2008 Kawaihonaakealoha Kupuna Survey
 2012 Hawaii Alliance for Community Based Economic Development Symposium

Grants Awarded to Kula no na Po'e Hawaii

| | | | |
|------|---|--------------|--|
| 2003 | Hawaii Dyson | \$3,000.00 | Papakolea Afterschool Program |
| 2004 | Cooke Foundation | \$7,500.00 | Starting Papakolea afterschool reading program |
| 2004 | DHHL - Community Dev | \$49,000.00 | Community Capacity Building grant |
| 2004 | DHHL - Afterschool | \$46,500.00 | Papakolea Afterschool Program |
| 2004 | Hawaii Community Foundation | \$90,000.00 | Community Development Grant |
| 2004 | Pizza Hut Literacy | \$18,500.00 | Reading program with Lincoln Elementary School |
| 2005 | Atherton | \$10,000.00 | Reading program with Lincoln Elementary School |
| 2005 | DHHL-CORE | \$7,500.00 | Papakolea Afterschool Teen Program |
| 2005 | DHHL -Fight Club | \$32,500.00 | Startup men's program |
| 2005 | First Hawaiian Bank | \$5,000.00 | Reading program with Lincoln Elementary School |
| 2005 | GN Wilcox - Kuike | \$10,000.00 | Reading program with Lincoln Elementary School |
| 2005 | Hawaii Family Literacy | \$15,000.00 | Reading program with Lincoln Elementary School |
| 2005 | NAHASDA | \$25,000.00 | Community Center Renovation |
| 2005 | OHA - Kuike Project | \$24,999.00 | Reading program with Lincoln Elementary School |
| 2006 | Atherton Family Foundation | \$2,000.00 | Reading program with Lincoln Elementary School |
| 2006 | DHHL - Kuike | \$20,500.00 | Reading program with Lincoln Elementary School |
| 2006 | DHHL I Fight Club | \$40,000.00 | Startup men's program |
| 2006 | OHA - Fight Club | \$24,900.00 | Men's program |
| 2006 | OHA - Nou Ke Ola | \$24,999.00 | Youth Health Program |
| 2007 | DHHL- Data System | \$38,400.00 | Community data system - GIDEON |
| 2007 | State of Hawaii - DOH | \$10,000.00 | Health Program |
| 2007 | Ulu Network | \$25,000.00 | Men's program |
| 2007 | OHA - Kupuna Service Project | \$24,999.00 | Kupuna Needs Assessment |
| 2008 | AlohaCare | \$5,000.00 | Youth Health Program |
| 2008 | Swayne Family Foundation | \$15,000.00 | Papakolea Afterschool Teen Program |
| 2008 | Hawaii Community Foundation Youth Matters | \$25,000.00 | Papakolea Afterschool Teen Program |
| 2009 | DHHS- ANA | \$165,238.00 | Papakolea Kupuna Service Project |
| 2009 | DHHL -Youth | \$5,000.00 | Youth Retreat |

| | | | |
|------|---|--------------|------------------------------------|
| 2009 | Hawaii Community Foundation | \$23,100.00 | Papakolea Kupuna Service Project |
| 2009 | Hawaii Community Foundation Youth Matters | \$25,000.00 | Papakolea Afterschool Teen Program |
| 2010 | DHHS- ANA | \$169,546.00 | Kupuna Service Project |
| 2010 | Hawaii Community Foundation | \$22,999.00 | Kupuna Service Project |
| 2010 | OHA Kupuna Service Project | \$37,500.00 | Kupuna Service Project |
| 2011 | DHHS- ANA | \$174,907.00 | Kupuna Service Project |
| 2011 | Kaiser Foundation | \$10,000.00 | Kupuna Service Project |
| 2011 | Hawaii Community Foundation | \$22,999.00 | Kupuna Service Project |
| 2011 | OHA Kupuna Service Project | \$37,500.00 | Kupuna Service Project |
| 2011 | OHA Kupuna Service Project | \$37,500.00 | Kupuna Service Project |
| 2011 | OHA - Yard Service | \$50,000.00 | Youth Economic Development |
| 2011 | Queen Liliuokalani Children's Center | \$6,000.00 | Family Engagement |
| 2011 | DHHL-Wahi Maluhia | \$44,100.00 | Kupuna Service Project |
| 2012 | Kaiser Foundation | \$37,500.00 | Diabetes Management Program |
| 2012 | DHHL-Wahi Maluhia | \$38,200.00 | Kupuna Service Project |
| 2013 | Friends of Charities | \$5,000 | Kupuna Service Project |
| 2013 | Hawaii Community Foundation | \$150,000 | School Connectedness Project |
| 2013 | OHA Ahahui Event | \$5,300 | Papakolea Ohana Health Fair |
| 2014 | State of Hawaii Grants in Aid | 68,000 | Operations |
| 2015 | Hawaii Community Foundation | 150,000 | School Connectedness Project |
| 2015 | U.S. D.O.E. Native Hawaii Ed. | 2.3mil | Education Programs |
| 2015 | Atherton Foundation | 25,000 | Board and Stone |
| 2015 | Hawaii Community Foundation | 85,000 | Kulia Program/Travel Flex Grant |
| 2015 | Hawaii Community Foundation | \$15,000 | |
| 2015 | Oha Ahahui Event | \$7,000 | Papakolea Ohana Health Fair |
| 2016 | Hawaii Community Foundation | 25,000 | Flex Grant |
| 2016 | OHA Ahahui Event | \$7,000 | Papakolea Ohana Health Fair |

Publications

- Ka'opua LS, Tamang S, Dillard A, Kekauoha, BP (2017). Decolonizing knowledge development in health research. Cultural safety through the lens of Hawaiian Homestead residents. *Journal of Indigenous Social Development*, 5 (2), 20-42
- Dillard, A. Y., Carpenter, D.-A. L., Mau, E. F., & Kekauoha, B. P. (2014). Case Report from the Field: Integrating Hawaiian and Western Healing Arts in Papakolea. *Hawai'i Journal of Medicine & Public Health*, 73(12 Suppl 3), 26–28.
- Claire Townsend Ing, Guangxing Zhang, Adrienne Dillard, et al., "Social Support Groups in the Maintenance of Glycemic Control after Community-Based Intervention," *Journal of Diabetes Research*, vol. 2016, Article ID 7913258, 8 pages, 2016. doi:10.1155/2016/7913258
- Antonio, M. C., Ahn, H. J., Ing, C. T., Dillard, A., Cassel, K., Kekauoha, B. P., & Kaholokula, J. K. (2016). Self-Reported Experiences of Discrimination and Depression in Native Hawaiians. *Hawai'i Journal of Medicine & Public Health*, 75(9), 266–272.
- Kaholokula, JKA, Townsend, C., Sinclair, KI, Palakiko, DM, Mahiki, E., Yoshimura, SR, ... Mala Mau, MKL (2014). The pili 'ohana project: A community- academic partnership to eliminate obesity disparities in native hawaiian and pacific islander communities. In *Obesity Interventions in Underserved Communities: Evidence and Directions*. (pp. 313-324).
- Kaholokula, J. K., Kekauoha, P., Dillard, A., Yoshimura, S., Palakiko, D.-M., Hughes, C., & Townsend, C. K. (2014). The PILI 'Ohana Project: A Community-Academic Partnership to Achieve Metabolic Health Equity in Hawai'i. *Hawai'i Journal of Medicine & Public Health*, 73(12 Suppl 3), 29–33.
- Townsend, K. C., Dillard, A., Hosoda, K. K., Maskarinec, G. G., Maunakea, K. A., Yoshimura, R. S., ... Kaholokula, K. J. (2016). Community-Based Participatory Research Integrates Behavioral and Biological Research to Achieve Health Equity for Native Hawaiians. *International Journal of Environmental Research and Public Health*, 13(1). <https://doi.org/10.3390/ijerph13010004>
- Kaholokula, J. K., Wilson, R. E., Townsend, C. K. M., Zhang, G. X., Chen, J., Yoshimura, S. R., ... Mau, M. K. (2014). Translating the Diabetes Prevention Program in Native Hawaiian and Pacific Islander communities: the PILI 'Ohana Project. *Translational Behavioral Medicine*, 4(2), 149–159. <https://doi.org/10.1007/s13142-013-0244-x>
- Nacapoy, A. H., Kaholokula, J. K., West, M. R., Dillard, A. Y., Leake, A., Kekauoha, B. P., ... on behalf of the PILI 'Ohana Project, M. K. (2008). Partnerships to Address Obesity Disparities in Hawai'i: The PILI 'Ohana Project. *Hawaii Medical Journal*, 67(9), 237–241. Nacapoy, A,

Research Support

5 R24 MD001660-03 (Mau)
NIH/NCMHD

09/30/2005 – 06/30/2008

Partnerships to Overcome Obesity Disparities in Hawaii

The primary purpose of this project is to establish community-academic partnerships to develop and implement a pilot intervention aimed at obesity-related health disparities in Native Hawaiians and Pacific Peoples, which includes Filipinos and other Pacific Islanders.

Role: Project Coordinator for Kula No Na Poe Hawaii - Papakolea Site

5 R24 MD001660-04A (Kaholokula)

07/01/2008 – 6/30/2013

NIH/NCMHD

Partnerships to Overcome Obesity Disparities in Hawaii

This 5-year intervention study is aimed at obesity disparities in Native Hawaiians and Pacific Peoples, which include Samoans, Chuukese and Filipinos, using a community-based participatory research orientation. The previous grant served as a 3-year planning grant. This intervention has two goals: 1) to conduct a more definitive study of the efficacy of a family plus community focused intervention for weight loss maintenance and 2) to identify the aspects of community-academic partnerships that foster co-learning and co-equal environment.

Role: Project Coordinator for Kula No Na Poe Hawaii - Papakolea Site

5 R24 MD001660-05 (Kaholokula)

07/01/2013 – 06/30/2016

NIH/NCMHD

Partnerships to Overcome Obesity Disparities in Hawaii

This 3-year is aimed at the dissemination of the intervention study is aimed at obesity disparities in Native Hawaiians and Pacific Peoples, which include Samoans, Chuukese and Filipinos, using a community-based participatory research orientation. Responsible of dissemination of Hawaiian Homesteads

Role: Co-Investigator – Papakolea Site

Ulu Network/Queen Emma Clinic (Chow)

04/01/2006 -03/31/2007

This intervention was an education program utilizing computer games to teach nutrition, diabetes and diabetes prevention.

Role: Project Coordinator for Kula no na Po'e Hawaii

Kawaihonaakealoha Phase I

01/01/2007 – 12/31/2008

DHHS/Administration for Native Americans

Community health and needs assessment for elderly ages 55 and over for Hawaiian homestead community.

Role: Co-Principal Investigator

Na Lomilomi Blood Pressure Assessment (Carpenter)

01/01/2009- 06/30/2010

Assessment of lomilomi on blood pressure and pain symptoms

Role: Co-Principal Investigator

Cancer-Related Behaviors Hawaiian Homelands
Co- Community Investigator,

01/01/2014-12/31/2014

Leadership, Professional Growth, & Recognition

Awards & Honors

- 2001 Community Based Planning Award, American Planning Association Hawaii
- 2002 AIM for Excellence Award – Achievement in Non Profit Management Weinberg Found.
- 2004 AIM for Excellence Award – Achievement in Non Profit Management Weinberg Fnd.
- 2008 AIM for Excellence Award – Achievement in Non Profit Management Weinberg Fnd.
- 2009 AIM for Excellence Award – Achievement in Non Profit Management Weinberg Fnd.
- 2009 Hogan Business Plan, 2nd Place Team Member for Papakolea Comm. Dev. Corp.
- 2010 AIM for Excellence Award – Achievement in Non Profit Management Weinberg Fnd.

Services

Community Services

- 2010 Lincoln Elementary School Country Fair Planning Committee
- 2009 Lincoln Elementary School Country Fair Planning Committee
- 2006-2007 President, HPU Social Work and Human Services Student Organization
- 2005-2012 Board Member, Hawai'i Alliance for Community Based Economic Dev.
- 2005-2006 Board Member, Boys and Girls Club – Papakolea Extension Clubhouse
- 2003-2005 Production Assistant, Word of Life Christian Center
- 2003-2006 Life Group Leader, Word of Life Christian Center
- 2000-2010 Board Member, Empower Oahu
- 2000-2003 Board Secretary, Papakolea Community Development Corp.
- 1997-2007 Member, Papakolea Community Association
- 1997-2001 Secretary, Papakolea Community Initiating Group
- 1997-present Coordinator, Na Lomilomi O Papakolea
- 1995-1997 Volunteer Executive Director, Kula no na Po'e Hawaii
- 1994 – 1995 Secretary, Papakolea Prince Kuhio Ho'olaulea Planning Group
- 1993-1995 Board Secretary, Kula no na Po'e Hawaii

Professional Training &/or Certification, including Research Ethics Training

- 1993-2011 Grantwriting and Fundraising
- 1993/1996 Institute for Community Economic Empowerment and Community Connection – (HACBED)
- 1995 Weinberg Fellow's Program for Executive Directors of Nonprofits
- 1998 American Academy of Professional Coders Certification Course
- 2003 Quickbooks for Non-profits

| | |
|--------------|--|
| 2004/2008 | Non Profits – It's the Law 2004 - 2008 |
| 2004 | Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH). |
| 2005 | Breaking Boardroom Board Leadership Leadership Development Meeting Facilitation |
| 2007 | Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH). |
| 2008 | Strategic Planning Project Management |
| 2008 | Fund Development |
| 2008 | Oweesta Financial Literacy Training |
| 2012 | National Institute of Health Grantwriting Training |
| 2016 | Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH). |
| 2012-current | Licensed Social Worker (LSW) State of Hawaii |
| 2014 | Collaborative Institutional Training Initiative (Citi) Social and Behavioral Responsible Conduct of Research Curriculum Completion Report |

Membership in Professional Associations

| | |
|----------------|--|
| 1995 – present | Harry & Jeanette Weinberg Fellow's Program Association |
| 1998 – 2008 | American Academy of Professional Coders |
| 1998 – 2005 | Healthcare Financial Management Association |
| 2009 – present | National Association of Social Workers |

Professional References

Available upon request

BRIDGET K. KEKAUOHA

808-358-6732
punikekauoha@gmail.com

745 laukea St.
Honolulu, HI 06813

Profile

A visionary leader my vocation assists Native Hawaiian communities and organizations build capacity to meet their organizational, health, social and economic needs. Certified in the business management of a non-profit organization. Skilled in multiple levels of community development such as community mobilization and outreach, program planning and development, grant writing, reporting and evaluations, event planning and fund development. Played a key role in the development of three (3) 501c-3 non-profit organizations. Extensive experience training leaders for community organizations.

Experience

2015- Present Associate Director, Kula no na Po'e Hawaii, Honolulu, HI
Plans, organizes and directs the day-to-day operations of organization. Reports to the executive director of the organization to plan, execute and finalize projects according to established deadlines and within budget.

2013 - 2016 Co-Director, PILI Ohana Program, Dept. of Native Hawaiian Health University of Hawaii, John A. Burns School of Medicine (UH-JABSOM) Honolulu, HI
Provided oversight, guidance and direction of four community-based organizations in the dissemination and evaluation of the final phase of the PILI Ohana Program.

PILI Ohana integrates community wisdom and scientific methods to develop effective community-based health and wellness programs to achieve social and health equity in Hawaii and the larger Pacific. This program represents a partnership between community-based organizations throughout the State of Hawaii and academic researchers from the Department of Native Hawaiian Health at the University of Hawaii, John A. Burns School of Medicine.

2001 - 2013 Executive Director, Papakolea Community Development Corporation, Honolulu, HI
Responsible for the overall operations of Papakolea Community Center and Park including facilities management and operations and program development for the community's and health and human service purposes. Include fund development,

expanding relationships with federal, state and local partners, and developing an innovative vision for the centers direction by collaboration with community partners and volunteer leaders. The development of self-sustaining organization that is economically self-sufficient are crucial goals.

2005 - 2013 Community Co-Principal Investigator, PILI Ohana I & II, Dept. of Native Hawaiian Health UH-JABSOM, Honolulu, HI

Responsibilities included overseeing community based participatory research (CBPR) activities specific to Papakolea, such as activities to meet project objectives and goals, community research activities and managing the community's budget. Served as a member of the Intervention Steering Committee and provided input for overall research design, data collection and interpretation.

Partnerships for Improving Lifestyle Interventions (PILI) Ohana is a community based participatory research (CBPR) project which CBPR approach to explore obesity issues in Native Hawaiian and Pacific people communities. Funded by the National Institute for Health (NIH) and administered by the University of Hawaii – Department of Native Hawaiian Health.

2009 - 2013 Community Principal Investigator, Kawaihonaakealoha, Kula no na Po'e Hawaii, Honolulu, HI

Responsible for the overall management and execution of a community-based navigation system targeted to meet the needs of Papakolea's elderly population

A community planning project, Kawaihonaakealoha serves to address the health and safety needs of residents 55 years and older living in Papakolea. The projects goal is to create a community support-system that will permit elders to safely age in place by ensuring access to health services, safety within their home environment and a supportive social services network.

2010 – 2012 Consultant, Papa Ola Lokahi, Native Hawaiian Health Website, National Library of Medicine

1999 – 2007 Task Force Leader, Ke Alaula - Native Hawaiian Community Health Task Force, Papa Ola Lokahi

1997 – 2002 Community Health Worker, Queen Emma Clinic, Queens Medical Center

1992 – 1997 Systems Manager, Professional Competency Department, Kaiser Foundation Hospital

1975 – 1992 Information Systems Analyst, Utilization Review Department, Hawaii Medical Service Association

Education

Roosevelt High School, Honolulu, HI

Other Experiences and Memberships

2010 – 2014 Member, Dean's Advisory Council, Hawaiiinuiakea, Center for Native Hawaiian Knowledge, University of Hawaii at Manoa

2011 – 2014 Member, Community Advisory Group, NCI Community Cancer Centers Program, Queens Medical Center

2012 – 2013 Member, Community Outreach Committee, State of Hawaii, DOH-Health Connectors

2004 – present Board Member, UH-JABSOM-Dept. of Native Hawaiian Health, Community Advisory Board

2010 – present Director, Kewalo Hawaiian Homes Community Association

2011 – present Board Member, Native Hawaiian Housing Development Corporation

2012 – present Member, Professional Council, Dept. of Urban & Regional Planning, University of Hawaii at Manoa

2015 -- present, Vice President, Moku-puni o Oahu, Sovereign Council of Hawaiian Home Lands Assembly

2016 -present Member, Church Council, New Hope Town, Honolulu

Awards

2001 Community Based Planning Award, American Planning Association Hawaii

2001 Women in Health Award, Women's Caucus, Democratic Party of Hawaii

2003 Ho'okele Award, Hawaii Outstanding Non-Profit Leader, Hawaii Community Foundation

2012 Native Hawaiian Health Advocate Award, Papa Ola Lokahi

2013 Harry and Jeanette Weinberg Foundation Fellows Program, Class of 2013

References

Karen Umemoto, Ph.D
Professor and Director of the Dept. of Urban and Regional Planning
University of Hawaii at Manoa, Saunders 107
Honolulu, HI 96822

Joseph Keawe'aimoku Kaholokula, Ph.D.
Professor and Chair of the Department of Native Hawaiian Health
John A. Burns School of Medicine
University of Hawai'i at Mānoa
808-692-1047; kaholoku@hawaii.edu

Kahelekaapuni S. Asaivao

745 Iaukea Street, Honolulu Hawaii 96813
Cell: (808) 861-1919 Home: (808) 533-2194
kahele_13@yahoo.com

OBJECTIVE

To excel to the best of my abilities and gain further knowledge in the specific area outlined in my job description.

QUALIFICATIONS

Adept in Office Administrative duties, familiar with the use of Copy and Fax machines. Computer literate and able to type 55 wpm. Generally familiar with the use of Microsoft Word, Microsoft Works, Microsoft Excel, and Microsoft Access. Generally familiar with the operation of a multi-line telephone systems. Some cash handling experience. Excellent Social and Communication skills, and able to multi-task and use time efficiently.

EDUCATION

2005 High School Diploma, Kaimuki Community School for Adults
Spring 2006 Office Administration and Technology Certificate, Honolulu Community College

EMPLOYMENT HISTORY

April 2006 - Current

Kula no na Po'e Hawaii

Assistant Program Coordinator

Coordinate youth activities for the Papakolea Afterschool Program. Manage program schedules and assist youth with homework. Schedule tutoring sessions and transport tutor to and from the Papakolea Community Center. Keep track of daily program attendance and complete quarterly reports for funders. Maintain records on program incentive system for youth and manage the monthly incentive store. Coordinate "Family Nights" for parents to come to Papakolea Community Center to learn about services offered in the Afterschool Program. Attend School Community Council meetings to build a relationship between our program and the youths schools and teachers.

Participate in the planning and design of Phase I of the Gideon Case Management System. Main person responsible for maintaining confidential member records and entering data into the system. Create monthly attendance sheets for facility users. Complete monthly attendance sheets for Zumba classes and community free-play volleyball games. Ensure data entered is true and non-duplicated. Create reports for KNNPH and Papakolea Community Development Corporation using the Gideon CMS data as requested. Map community usage for multiple programs on Google Earth. Complete quarterly reports on Gideon CMS for funders.

PROFESSIONAL REFERENCES

References Available Upon Request

Leif Mokuahi Jr.

1031 Nuuanu Ave. Apt. 1303 Honolulu, HI 96817

(808) 779-9792

lmokuahi@gmail.com

PERSONAL PROFILE

A motivated, adaptable and responsible graduate seeking mentorship and personal advancement towards community/organizational leadership. Intent is to move in to the political sector to aid and create pathways for our next generation leaders of the Native Hawaiian Community and beyond. I have a methodical, prudent view toward work and a strong drive to see things through to completion. I have a strong desire to motivate the people of Hawaii towards educational, social, political and entrepreneurial growth.

EDUCATION

| | |
|---|----------|
| Pacific Rim University Honolulu, HI Bachelors of Arts in Bible & Creative Arts: Video Production GPA 3.26 cumulative | Oct 2015 |
| New Hope Christian College Honolulu, HI Associate of Arts in Christian Ministry/Leadership GPA 3.50 cumulative (High Honors) - Dean's List Fall/Spring 2010 - 2011 | May 2012 |
| President Theodore Roosevelt High School Honolulu, HI High School Diploma GPA 3.00 cumulative | May 2007 |

PROFESSIONAL EXPERIENCE

Kula no na po'e Hawaii

Assistant Program Coordinator Honolulu, HI

- Connect with target community
- Create, Plan and Facilitate the Kukalahale Learning Project
- Complete any and all task pertinent to the advancement of program goals toward the target community.
- Search, Research and write grants to fund projects

Heald College*Admissions Advisor*

Honolulu, Hi

- Schedule and conduct interviews with qualified candidates on a daily basis
- Provide detailed information, career guidance and assistance on all enrollment procedures.
- Accurately account for all inquiries and update admissions activity in Campus Vue enrollment database and report upwards of 100-200 outbound calls on a daily activity report.
- Review and process all admissions paperwork in accordance to institutional, regulations and in accordance with the Family Educational Rights and Privacy Act. (FERPA)

Cafe Grace

Honolulu, Hi

Manager

- Make sure operations of the Café run smoothly
- Assist General Manager in all aspects pertaining to running the Cafe. Includes sales, scheduling, ordering, operations, and suggesting new items.
- Provide exceptional customer service, increase clientele and connect with target communities through creative marketing campaigns.

Collide Youth Summer Camp

Honolulu, Hi

Program Director

- Apart of a team of 4 that developed the initial idea for the youth summer camp. Camp targeted 2 faith based youth groups: one of 40 Hispanic youth from southern California and 30 youth of Filipino decent from Northern California whose families are socio-economic hardships. We aimed to develop the communities by integrating both cultures to build relationships and experience different perspectives.
- Recruited and assembled a core leadership team including 25 additional mentors.
- Facilitated weekly administrative/strategic meetings with core leaders and mentors.
- Coordinated fundraising and managed budget for camp costs, transportation, room/board, flights, camp speakers and supplies. Total funds managed: \$20,000+.
- Developed 3-day program prior to the camp including activities/trips to build relationships and to provide opportunities for mentors and attendees to get to know one another.
- Executed a 4-day camp program successfully with Youth breakout sessions, Adult breakout sessions, music performances, games, and team building activities. Camp attendees numbered 80 Youth, 20 Parents, and 25 Mentors/Volunteers.

YMCA of Honolulu (Kaimuki)

Honolulu, Hi

Lifeguard/Deck Supervisor

- Supervise a team of 10 swim instructors
- Facilitate fast problem solving and crowd control skills when needed.
- Maintain good rapport and build relationship with members and staff

INTERNSHIP/VOLUNTEER EXPERIENCE

New Hope TV Honolulu, HI Sep 2012 - May 2014

Editor/ Project coordinator

- Responsible for pre-production, production, and post-production of assigned video projects.
- Effectively edit and creatively piece together assigned projects for public display.
- Coordinate interviews, shoot times and schedule production accordingly to meet deadlines.
- Help Director and Producer in any other tasks needed to conduct professional grade commercials and shorts.
- Project Management and time management

Papakolea Community Corporation

Volunteer

- Director of "Keiki Zone" for Annual Health Fair
- Volunteer for NUKA conference
- Continual Volunteer for community 'Imu

LEADERSHIP COURSES

Character Formation for Christian Leaders

Life Skills and Self-Understanding

Principles of Leading

MINISTRY

| | | |
|-----------------------------------|--------------|----------------|
| One Generation Youth Group | Honolulu, Hi | 2010 - 2012 |
| New Hope T.V. | Honolulu, Hi | 2012 - 2014 |
| New Hope Town Worship Team | Honolulu, Hi | 2014 - Present |

References upon request

MAHEALANI AUSTIN

SOCIAL WORKER

CONTACT

- 📞 808-561-4011
- ✉️ mahiai@hawaii.edu
- 📍 Honolulu, Hawaii
- 💻 www.linkedin.com/in/mahiai

EDUCATION

Bachelor's Degree in Social Work
University of Hawaii at Mānoa
2014 - 2017

Certificate of Competence, Adult Residential Care Home Operator Training
Kapi'olani Community College
2012

Certificate of Professional Development, Nursing Assistant Health Care Training & Career Consultants
2010

Associate's Degree in Liberal Arts
Windward Community College
2003 - 2008

Certificate of Professional Development, Nursing Assistant Health Care Training & Career Consultants
2001

High School Diploma
Kamehameha Schools Kapālama Campus
1989 - 2001

PROFILE

Aloha! I'm a recent graduate of the Myron B. Thompson School of Social Work at the University of Hawaii at Mānoa. In the fall, I'll be entering the one year Master's in Social Work Program with advanced standing. I have a passion and desire to help, serve, and advocate for the elderly, children, and/or families in need and to facilitate in improving the quality of life for all. I hope to apply and grow in my knowledge and skills as a professional social worker.

PROFESSIONAL EXPERIENCE

COMMUNITY LIASON

Kula No Na Po'e Hawaii | May 2017 - present

- Participate in afterschool educational program for children, youth, and teens.
- Help organize and plan community events, education and training workshops.
- Assist in research.

CHILDREN'S MINISTRY DIRECTOR

New Hope Town | August 2014 - present

- Equip and encourage volunteers.
- Oversee Sunday school operations.
- Plan and prepare curriculums and lesson plans for teachers and children 3 months - 10 years old.
- Conduct ongoing training for volunteers, interview and submit background checks, prepare activities to participate in community events.

CARE HOME OPERATOR & CERTIFIED NURSING ASSISTANT

Wilson Care Group - Wilson Senior Living | February 2011 - August 2013

- Manage, plan, and organize day-to-day operations of Wilson Senior Living, a 22 bed adult residential care home in Kailua.
- Conduct employee training, assist with resident care and medications, prepare and follow meal plans, order supplies, groceries, medications, and transport residents to appointments and activities.
- Responsible to meet State Department of Health requirements, manage record keeping, and to communicate with owner.

CERTIFIED NURSING ASSISTANT/CAREGIVER

Self-employed | April 2004 - February 2016

- Provide Provide care and assistance for elderly woman with dementia.
- Assist with activities of daily living and light house cleaning.

MAHEALANI AUSTIN

SOCIAL WORKER

SKILLS

- Leadership/Management
- Organization
- Dependability
- Communication
- Conflict-Resolution
- Self-Motivation

CERTIFICATIONS

FIRST AID CERTIFIED
Exp. 9/26/17

**CPR-ADULT & INFANT
CERTIFIED**
Exp. 9/26/17

HAWAII STATE NURSE AIDE
3/23/2002 - 4/15/2016

INTERESTS

- Family
- Hawaiian History
- Jesus
- Food
- Travel
- Hiking
- Health

VOLUNTEER EXPERIENCE

PRACTICUM STUDENT VOLUNTEER

Kula No Na Po'e Hawaii | January 2012 - May 2015

- Assist supervisor and staff with related tasks for multiple community programs and events like preparing for health events, parenting classes, and school events.
- Assist students with homework in the After School Program at Papakōlea.
- Assist students with assignments in the Na'auao Program at Stevenson Middle School.

CHILDREN'S MINISTRY VOLUNTEER

New Hope Town - Town Kids Children's Ministry | November 2011 - July 2014

- Volunteered as a Teacher, Teacher's Aide, and Check-in/Shift Lead.
- Taught and assisted with creating age appropriate lessons and activities that helped children learn about Jesus and his unconditional love.

YOUTH MINISTRY VOLUNTEER

New Hope Town - Called Out Youth Ministry | March 2012 - March 2015

- Assist with a weekly dodge ball event at Papakōlea Park free for children of all ages.
- Planned and prepared dinner twice a month while staying within budget means.

LONG-TERM CARE OMBUDSMAN VOLUNTEER

Hawaii State Long Term Care Ombudsman Program | April 2012 - July 2015

- Advocate and educate elderly, disabled, and families in the resident's setting of Patient or Resident Rights. Provide resources and assist with concerns and cases.
- Complete paperwork and communicate with state Long Term Care Ombudsman.
- Attend monthly meetings and ongoing trainings.

REFERENCES

ADRIENNE DILLARD
EXECUTIVE DIRECTOR
t: 808 520 8997
e: kula.papakolea@gmail.com

AIMEE SUTHERLIN
UH MĀNOA PROFESSOR
t: 808 956 5715
e: aimee.sutherland@hawaii.edu

ALEX MICHEL
SENIOR PASTOR
t: 818 971 9480
e: alex@newhopetown.org

JOHN MCDERMOTT
STATE LONG TERM CARE OMBUDSMAN
t: 808 586 7268
e: john.mcdermott@doh.hawaii.gov

Kelli Anne N. Ganeku

417 Baeris Sa • Honolulu, HI 96817 • Phone: 808-382-1309 • E-Mail: kganeku@hawaii.edu

Education

University of Hawai'i at Mānoa Jan. 2015 - Present

- Masters of Social Work - Advanced Standing Admittance
- Bachelors of Social Work Organization President (Aug 2015 - Present)
- Phi Alpha Honor Society Nu Sigma Chapter
 - General member (Jan. 2016 - Present)
 - Interim President (Aug 2016 - Jan 2017)
 - Co-Event, Induction and Convocation Coordinator (Aug 2016 - May 2017)
 - Secretary (May 2017 - Present)
- Concert Band (2 Spring Semesters)

University of Hawai'i - Kapi'olani Community College Aug. 2011 - May 2015

- Teacher's Assistant - Sociology; Professor Robin-Claire Mann
- Research Study - SOC 199; SOCS 225.
- American Sign Language (101-202); ASL O'ahuana

President William McKinley High School July 2007 - May 2011

- Band (4 years; Senior year: Co-Section Leader)
- Marching Band (4 years)
- Bowling Team (4 years)
- Yearbook (2 years; senior year editor)

Employment

Sunglass Hut Sales Associate Dec 2013 - Present

- Sales Supervisor Dec 2015 - April 2016 (location closed, I stepped back down to Sales Associate)
- OneSight foundation Store Ambassador - educate associates, customers, etc. about the opportunity to provide the gift of sight to those in need.

University of Hawai'i at Manoa Student Assistant Jan 2013 - April 2014

Student Assistant in the Scheduling Office. Computer skills, multitasking, critical thinking and problem solving. Work independently; knowledge of office practices and procedures; ability to maintain effective and cooperative relationships with others. Assists the University Scheduler in: 1) preparing the Schedule of Classes for the fall and spring semesters; 2) scheduling the use of approximately 165 general-use classrooms with minimum supervision; 3) resolving problems related to course/class scheduling which involves extensive personal contact with university faculty and staff; resolving and clarifying discrepancies in departmental submissions that initiates the printing of the Schedule of Classes; 4) reviewing and preparing course schedule information submissions for accuracy and completeness and input data into the student information system; 5) input course catalog information (title, credits, course numbers, etc.) into the student information system; 6) run errands.

Kelli Anne N. Ganeku

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Volunteer Experience

Kula No Na Po'e Hawai'i - Papakōleka

Feb 2016 - Present

- Conduct home visits with various Kōpuna in the community (along with Nursing Students)
- Prepare and Assist with various events in the community: Dr. Seuss Day at Lincoln Elementary School, Health Fair, Various events at Schools in the community, Lo'i day with Stevenson Students, Breakfast with Santa, Grant Writing Workshop.
- Assist staff with various tasks.

Myron B. Thompson School of Social Work

Aug 2016 - Present

- Participated in various activities with both BSWO and Nu Sigma
- Myron B. Thompson 80th Anniversary Gala volunteer - Set-up, silent auction room, clean up

OneSight Vision Screening

Sept 2013

- At Lili'upuni Elementary School, partnered with the Lion's Club, conducted vision-screening assessments for children grades Kindergarten through 3rd.
- Helped children determine if they could see various visuals and determined if they needed further assistance.

Washington Middle School Volunteer

Summers 2006 - 2009

- Assisted Summer School Programs with various tasks - writing receipts, facilitating tardy center, snack bar, running errands
- Helped office staff with various tasks, filing, running errands, prepping back to school materials

Special Skills and Attributes

- Basic American Sign Language knowledge and communication
- Organizational skills
- Cultural proficiency of Native Hawaiian Culture
- Computer Skills - Word, Excel, PowerPoint, Adobe, Posters and Flyers

Professional Affiliations and Honors

- Bachelor's of Social Work Organization (BSWO) - 2016 - 2017 President
- Phi Alpha Honor Society Nu Sigma Chapter

**Attachment E –
Certificate of Good Standing**



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 18, 2018

Director of Commerce and Consumer Affairs



Attachment F – Declaration Statement

**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.

Kula No Na Po'e Hawaii'i

(Typed Name of Individual or Organization)

(Signature)

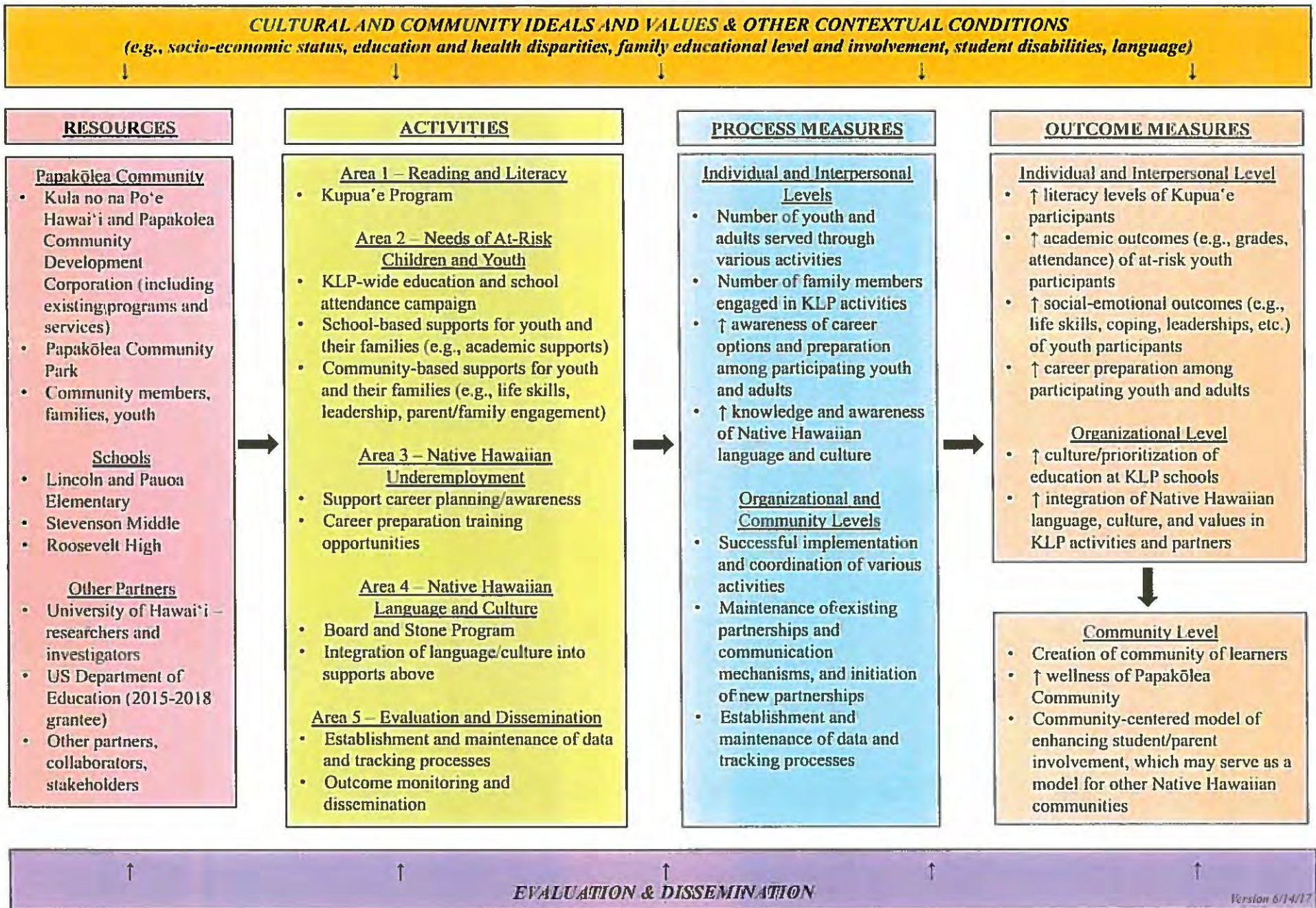
(Date)

Adrienne Dillard
(Typed Name)

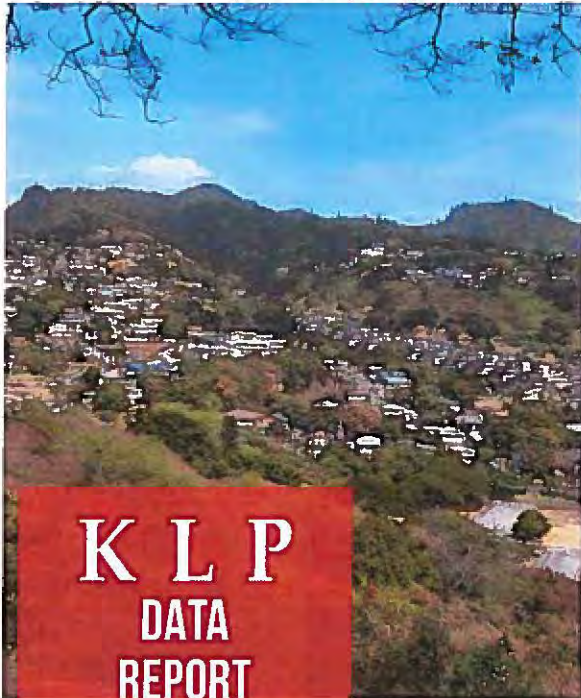
Executive Director
(Title)

Attachment G – Logic Model

KŪKALAHALE LEARNING PROJECT – STRATEGIC PLAN – LOGIC MODEL



**Attachment H –
2016 KLP Data Report**



KLP DATA REPORT

The Kukulāhale Learning Project
facilitated by Kula no na Po'e Hawai'i



Funded by The United States
Department of Education
Next Generation Education Program

**COMPREHENSIVE EVALUATION
REPORT**
REPORTING PERIOD: YEAR 1
THROUGH MID-YEAR 2
(SEPTEMBER 2015 THROUGH
MARCH 2017)
REPORT UPDATED: MAY 31, 2017

**SUBMITTED TO
KULA NO NA PO'E HAWAI'I**

**BY THE DEPARTMENT OF
PSYCHIATRY,
JOHN A. BURNS SCHOOL OF
MEDICINE,
UNIVERSITY OF HAWAI'I AT
MĀNOA**

Department of Psychiatry Team:
Earl Hishinuma, PhD, Principal Investigator
Nabeen Andrade, MD
Michael Fukuda, MSW
Jeanelle Sugimoto-Matsuoka, DPH
Davis Rehner, BA

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- 00 Executive Summary
Executive Summary
- 10 Specific Activities
Specific Activities
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Summary
- 24 Conclusions and Recommendations
Conclusions and Recommendations



ABOUT US

Since establishment in 1993, Kula No Na Po'e Hawai'i (KULA) has been working to build a healthy community, serving the residents of Pepeeāloa, Kawela and Kālawana Heaheha Homesteads, one that is connected to itself, to others, to place, and to the past and present - fostering a broader wealth and well-being.

The legacy of aloha (being love of the land) is critically important to everything in community. These principles and many more has sustained and driven Kula for the past 25 years. We continue our journey as trailblazers of health and education programs for generations to come.

The legacy for the children of Pepeeāloa includes an understanding that their elders fought for the āina (land), so they could maintain the integrity of community, their heritage, and their sense of cultural pride.

We are sustained by the appreciation of the foundation of freedom laid by the kūpuna of this community. KULA works to promote wealth and well-being, so generations will not forget the values that drove our kūpuna to sacrifice for the future.



ELEMENTARY

Ikeolu and Pāhala (Elementary)
Supplemental and Cultural Assistance



INTERMEDIATE

Steinbock Middle School
Academic assistance through the Naniia
Program



HIGH SCHOOL

Boonville High School
Academic assistance through the Naniia
Program

**“POPULATION OF
2,000 NATIVE
HAWAIIANS 27%
ARE UNDER THE AGE
OF 18”**

EXECUTIVE SUMMARY

Papakōlea is a 27-acre Hawaiian Homestead community comprised of three land tracts – Papakōlea, Kevalo and Kalāwahine – located in the city of Honolulu. There is a population of about 2,000 Native Hawaiians, of which 27% (540) are under 18 years of age. With rich history, resilience, and Native Hawaiian culture, supportive resources and programs are needed to advance the educational achievement of the people of Papakōlea.

The Kūkaʻiāiaie Learning Project (KLP) identified four areas of need for the Papakōlea Community and developed corresponding goals for each:

1. Coordinated services tailored for individuals and different age groups
 - o Increase overall individualized and coordinated “wrap-around” services based on the Contemporary Learning Systems Theory and Social Ecological Model.
2. Academic knowledge skills
 - o Increase academic knowledge/skills and supports to improve elementary-grade education, transitions between schools, high school graduation rate, and life-long learning.
3. Employment and sustainability
 - o Increase career/vocational skills and planning across age cohorts, improve employment-seeking and employment rates for the adult cohort, and increase opportunities for economic development and sustainability.
4. Native Hawaiian culture
 - o Increase Native Hawaiian cultural knowledge, skills, affect, and spirituality across the cohorts.

Of the 24 specific program objectives that address these four goals, 21 have already been fulfilled or exceeded, with the remaining three objectives being addressed on an ongoing basis and projected to be fulfilled by the end of the three-year grant period.

Based on the needs of the Papakōlea Community and the programmatic achievements thus far, the following are the recommendations of this report:

- 1) Continue to streamline data gathering process for all activities (e.g. school data, participation rosters for both school and community events).
- 2) Continue working with the Papakōlea Community and with all schools to maintain smooth implementation of the current programs and fulfillment of all of the grant’s objectives.
- 3) Continue expansion of cultural programs.
- 4) Continue strategic planning regarding program implementation and sustainability.

PAGE 1

KULA NO NA PO'E HAWAII

BACKGROUND AND CONTEXT

Needs Addressed

There are a variety of factors which contribute to an individual's success in education and the workforce, including education quality, socio-economic factors, parents' education level, positive parent/family involvement, and cultural ideals/values. With respect to socioeconomic factors, the poverty rate of Native Hawaiians/Pacific Islanders (NHPI) is 21.6%, compared to the overall US rate of 16.3% (American Community Survey (ACS), 2011). In addition, 18% of NHPI live below the poverty line, compared to 15.9% of the general US population (ACS, 2011). These measures worsen in communities with higher concentrations of Native Hawaiians, such as Hawaiian homestead communities (Kamehameha Schools, 2005).

Papakōlea is a 27-acre Hawaiian Homestead community comprised of three land tracts – Papakōlea, Kevalo and Kalāwahine – located in the city of Honolulu. There is a population of about 2,000 Native Hawaiians, of which 27% (540) are under 18 years of age. Kula no na Po'e Hawai'i (KONPH) is a 501(c)(3) non-profit corporation that was established in 1992. It was founded by a group of concerned women from the community who sought to improve the educational skills of Papakōlea children and strengthen relationships between parents and the school system. KONPH is located within the Papakōlea Community Center and provides educational and health-promotion activities for residents of all ages, including communities beyond Honolulu and O'ahu.

The socioeconomic indicators associated with poor student success are mirrored in Papakōlea. Data from the US Census Bureau's American Community Survey (ACS, 2011) found that:

- 17% of Papakōlea families live below the poverty level, compared to 15.3% of the general US population.
- Six or more people reside in 37% of the homes in Papakōlea, compared to 10% for the rest of urban Honolulu; 97% of these families tend to remain in their residences.
- Educational attainment for Papakōlea adults are (State comparisons in parentheses):
 - o No high school diploma – 18% (10.2%)
 - o High school or equivalency – 51% (29%)
 - o Some college, no degree – 15% (11.4%)
 - o Associate's/bachelor's degree – 7% (29.4%)



PAGE 2

KULA NO NA PO'E HAWAII



This constellation of challenges – student/ community poverty, low educational attainment, and lack of coordinated efforts to leverage community-based education, socioeconomic, and cultural opportunities – significantly limits the ability of Native Hawaiian students to learn and succeed in school and subsequently, the workforce.

The following are the four areas of need that are currently being addressed programmatically and that tap into the strengths and resilience of Native Hawaiians:

- Coordinated services tailored for individuals and different age groups
- Academic knowledge/skills
- Employment and sustainability
- Native Hawaiian culture



The Kūkalahale Learning Project (KLP)

KLP is working to establish a community-centered model for Papahāione to: 1) enhance student (and parent) school involvement and success; and 2) organize, coordinate, and integrate both school and non-school supports to raise learner performance and success to optimal levels. A variety of activities (see section 2) are being implemented under four broad categories – academic skills/knowledge, employment and sustainability, Native Hawaiian culture, and overall coordination.

Participants served by KLP are those who would benefit from supports and Native Hawaiian students (and their families) among the 2,752 students enrolled at the community's four schools: Lincoln Elementary (Pre-K to Grade 3), Pauoa Elementary (Grades 4-6), Stevenson Middle (Grades 6-8), and Roosevelt High (Grades 9-12) Schools. These four schools educate most of the nearly 2,000 residents who live in the three Hawaiian Homes land tracts collectively known as Papahāione. The following table summarizes some of the pertinent indicators (2015-2016 academic year) of these schools (Hawaii State Department of Education, 2016-2016 School Status and Improvement Reports, 2016):

Evaluation Design

| Selected Indicators for 2016-2016 School Year | Lincoln Elementary | Pauoa Elementary | Stevenson Middle | Roosevelt High |
|--|--------------------|------------------|------------------|----------------|
| Enrollment at beginning of fall 2015 | 320 | 388 | 631 | 1,368 |
| Native Hawaiian | 112 (35.0%) | 130 (45.1%) | 142 (22.5%) | 237 (17.3%) |
| Students receiving free or reduced-cost lunch | 188 (58.1%) | 189 (58.6%) | 327 (51.0%) | 639 (46.7%) |
| Students with limited English proficiency | 48 (14.3%) | 21 (7.2%) | 37 (5.8%) | 8 (1.4%) |
| Average daily attendance (higher is better – state standard is 95%) | 94.5% | 95.7% | 95.7% | 94.6% |
| Average daily absences (in days, lower is better – state standard is 9 days) | 9.7 days | 7.5 days | 7.8 days | 9.6 days |
| Percent of student body suspended during school year | 1% | 0% | 1% | 2% |

The Evaluation Logic Model for the Kūkalahale Learning Project (see Figure 1) has guided evaluation activities across the project period. The framework identifies the components of the Program, including resources, activities, and short- and long-term outcomes, in addition to showing the complex and inter-active relationships among these components.

Resources reflect the assumptions underlying a program and the necessary infrastructure for implementation. The activities that are being evaluated are categorized under the four funder-approved goals (Goal 1 – coordinated services, Goal 2 – academic supports, Goal 3 – employment/workforce supports, and Goal 4 – cultural programs). A fifth goal was added internally, as a placeholder for data/evaluation related activities. Process outcomes that are listed in the logic model are short-term outputs that are expected as a result of KLP's design, and are produced through successful implementation of the various activities. Longer-term outcomes are the intended effects of all KLP activities over time (mediated by the short-term effects). Changes such as improvement in academic and post-secondary performance, as well as increased awareness and connectedness to the Native Hawaiian culture, are KLP anticipated outcomes. Ultimately, community-level changes are anticipated (bottom-right corner of logic model), including: 1) creation of a community of learners; 2) increase in wellness within the Papahāione community, and 3) creation of a community-centered model of enhancing engagement and wellness, which may serve as a model for other communities. Contextual Conditions refer to concepts such as culture, community ideals/values, socio-economic status, student disabilities, and language. These contextual conditions must be considered as we work to engage stakeholders and implement the program components.

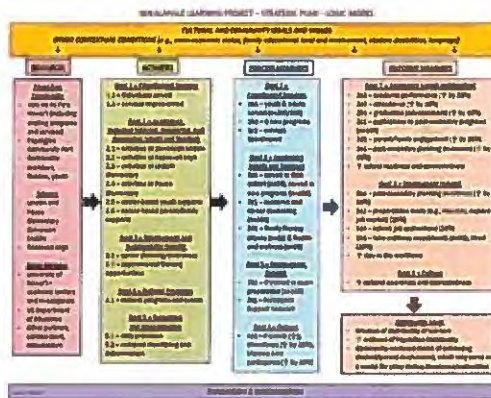


Figure 1. Evaluation Logic Model for the Kūkalahale Learning Project.

Specific Activities

This section summarizes the various activities being conducted under each KLP goal/category. A brief description is provided for each activity, as well as the number of individuals served through mid-Year 2 (mid-July date corresponds to the US Department of Education's reporting period).

– Goal #1 –

Increase overall individualized and coordinated set of “wrap-around” services based on Contemporary Learning Systems Theory and Social Ecological Model.
(Based on Need #1 – Coordinated Services Tailored for Individuals and Different Age Groups)

Results for Goal 1 are a cumulative summary of the activities conducted under Goals 2, 3, and 4. Please see Section 3 for tables of individuals served. The following table provides an “at-a-glance” summary of the various activities that have been added over the course of the project.

| Individual Served | Activities that benefited them in FY1 | Major milestones achieved in Year 1 | Major milestones achieved in Year 2 |
|-------------------|---|---|--|
| Elementary School | • Employment – school students (this year) | • Employment – school supports (e.g. teacher assessments) • Employment – school programs (e.g. field studies) • Lincoln – student/family events | • Employment – career advice with students and families • Research – school students (field) • Research – career supports (e.g. speech-hear) • Research – school programs (e.g. music) • Parent – school programs (e.g. music) |
| Community Based | • Employment – the digital preparation source | • Family – Board and Home visits • Employment – field experience for university and college students | • Pūnana Ōia Mānoa – cultural programs (e.g. music) • Family – parenting classes • Employment – community health support certification class |

Goal #2

Increase academic knowledge/skills and supports to improve elementary grade educators' transitions between schools; high school graduation rate; and life-long learning.
(Based on Need #2 - Academic Knowledge and Skills)

Activities under Goal 2 support youth and their families through a wrap-around approach, ultimately with the goal of increasing academic knowledge and skills, both in school and for life-long learning. Activities are generally categorized as academic support, career preparation, family engagement, or other types of social/emotional supports. Activities are complementary in nature, and are implemented in both partner schools and the community.

| Activity 2.1 - STEVENSON MIDDLE SCHOOL (SMS) - academic supports, career preparation, family engagement, other social supports (see Goal 4 for cultural programs) | | | | |
|---|--|-------------------------------------|-------------------------------------|--|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Academic supports | Cohort students (Ka'uaea) - this is the primary activity housed at Stevenson Middle School (SMS). Students are referred to the program if they are identified as "at-risk" based on indicators such as academic performance, absenteeism, behavior, etc. A wrap-around approach is applied, surrounding the students with as-needed academic, social, and mentorship supports. | 59 | 73 | |
| Career preparation | Kuder assessments - Kuder is a software program which provides evidence-based career assessment, education planning, and guidance resources (see https://www.kuder.com/). Assessments are conducted with cohort students, as one method of motivating, brainstorming, discussion, and preparation for future career options. | 59 | 49 | |
| Family engagement | Cohort families - families of cohort students are also engaged through the Ka'uaea program. • During Year 2, family support was formalized through a "Home Visiting Program," where a KLP staff member physically visits with students and families in the community to provide additional contact and support. • Family events - one-time events are also planned as a means to engage parents and families. • Most recently, a family movie night was held in fall 2016. | 55 | 21 | |
| Other social supports | Mentorship - mentorship is provided to certain students, such that they are supported by additional adults at school and in the community. • In Year 1, mentorship was provided by staff and partners affiliated with the school. • In Year 2, a partnership was forged with Big Brothers Big Sisters to provide oversight for the mentorship activities. In addition, KLP staff and partners visit with classes and individual students to check-in and provide additional academic motivation. | 58 | 20 | |

| Activity 2.2 - ROOSEVELT HIGH SCHOOL (RHS) - academic supports, career preparation, family engagement, other social supports (see Goal 4 for cultural programs) | | | | |
|---|---|-------------------------------------|-------------------------------------|-----|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Academic supports | Cohort students (Ka'uaea) - this is the primary activity housed at Roosevelt High School (RHS). The Kula program was officially initiated in fall 2016. Like Ka'uaea, students are referred to the program if they are identified as "at-risk" based on indicators such as academic performance, absenteeism, behavior, etc. A wrap-around approach is applied, surrounding the students with as-needed academic, social, and mentorship supports. • Credit recovery - tutoring and credit recovery assistance are provided to specific students if they require additional support during summer terms. | 223 | | 53 |
| Career preparation | Speak-Out activities - a series of activities and events have occurred at RHS to expose students to different professional careers and begin to speak, brainstorming and discussion about future planning and goal-setting. • Speak-out - large group session (January 2017) - 58 students • Speak-out - small group sessions with former Ka'uaea students - 21 students • Speak-out - small group sessions with Hawaiian class - 68 students • Field trip to Kaplanao Community College - 35 students | | | 174 |
| Family engagement | Cohort families - families of cohort students are also engaged through the Kula program. KLP staff and school partners were purposeful in orienting families, as well as students to the Kula program given the novelty of the program at RHS. | | | 14 |

| Activity 2.3 - LINCOLN ELEMENTARY SCHOOL (LES) - academic supports, career preparation, family engagement, other social supports (see Goal 4 for cultural programs) | | | | |
|---|---|-------------------------------------|-------------------------------------|----|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Career preparation | Career exposure - these activities increase students' exposure to different professional careers, and begin to speak, brainstorming and discussion about future planning and goal-setting. • During Year 2, LES 7th graders participated in "community day" a walking excursion in different organizations and businesses near the school. | | | 38 |
| Family engagement | Family events - one-time events are also planned as a means to engage parents and families. • During Years 1 and 2, 5th-grade students and parents were invited to a spaghetti dinner. | 48 | 48 | |
| Other social supports | Health events - supporting programs and activities are implemented to engage students and educate them about healthy habits and behaviors. • During Year 1, a safety campaign was launched, accompanied by a collection contest. | | | 60 |

| Activity 2.4 - PANDA ELEMENTARY SCHOOL (PES) - academic supports, career preparation, family engagement, other social supports (see Goal 4 for cultural programs) | | | | |
|---|--|-------------------------------------|-------------------------------------|--|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| | Cultural programs are currently ongoing at Panda Elementary School (see descriptions under Goal 4). Other activities are currently in the planning phases. | | | |

Goal #3

Increase economic stability and financial literacy for the adult cohort; and increase opportunities for economic development and sustainability.
(Based on Need #3 - Employment and Sustainability)

Activities under Goal 3 aim to develop the community's adult workforce. These run the gamut from career/vocational skills, seeking employment opportunities, and preparation for job applications/interviews. Activities are generally categorized as career planning awareness, career preparation, and skill/vocational training.

| Activity 3.5 - COMMUNITY-BASED YOUTH SUPPORTS - academic supports, career preparation, family engagement, other social supports (see Goal 4 for cultural programs) | | | | |
|--|--|-------------------------------------|-------------------------------------|-------|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Academic supports | After-school supports - a variety of activities, including tutoring, are offered to youth at the Papakōlea Community Center after school hours. | | | 1,288 |
| Career preparation | Field experiences for college and university students - students from partner colleges and universities collaborate with the Center to provide field/practicum experiences. Students are integrated into youth and family programs that coincide with the practicum semester. • University of Hawaii at Manoa, nursing students - 9 in Year 1, 16 in Year 2 • University of Hawaii at Manoa, social work students - 16 in Year 1, 7 in Year 2 • Hawaii Pacific University, nursing students - 7 in Year 1, 7 in Year 2 • Chamorro University of Hawaii - 68 in Year 1, 65 in Year 2 • Student nursing group - 5 in Year 2 | 84 | 103 | |

| Activity 3.6 - COMMUNITY-BASED FAMILY SUPPORTS - workshops and classes (e.g., parenting workshops, family health activities, financial literacy classes, etc.) | | | | |
|--|--|-------------------------------------|-------------------------------------|--|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Family engagement | Parenting workshops and classes (parloa) - parenting workshop series are periodically offered at the Center. Board and Stone classes (parloa) - Board and Stone is a program for families that teaches Native Hawaiian culture and values via the making of toka (e.g., board, stone) for pounding poi through traditional methods. There are also goals to increase individual growth, strengthen multi-generational families, and strengthen the overall community. Program sessions are two hours long, and occur once a week for 11 to 13 weeks. Parent/family events - one-time events are also planned as a means to engage parents and families. • The largest annual family event is the Center's health fair. It served approximately 300 people per event. • Also in Year 2, a community kumu/hoi to discuss housing issues was held. The audience was engaged in discussion and a question-answer session via an electronic audience response system. | 4 | 5 | |
| | | 113 | 109 | |
| | | 300 | 360 | |



| Activity 3.1 - career planning awareness (e.g., Kuder Career Software) | | | | |
|--|--|-------------------------------------|-------------------------------------|--|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Career preparation | Kuder (or related software) in schools - Kuder is a software program which provides evidence-based career assessment, education planning, and guidance resources (see https://www.kuder.com/). Assessments are conducted with cohort students, as one method of motivating, brainstorming, discussion, and preparation for future career options. • Ka'uaea cohorts - 53 in Year 1, 49 in Year 2 • Kula cohorts - 53 in Year 2 Kuder (or related software) for adults - Kuder is a software program which provides evidence-based career assessment, education planning, and guidance resources (see https://www.kuder.com/). Assessments are conducted in conjunction with workforce development efforts with adults at the Center as one method of motivating, brainstorming, discussion and preparation for future career options. | 59 | 102 | |
| | | 40 | 63 | |

| Activity 3.2 - create opportunities for supplemental training | | | | |
|---|---|-------------------------------------|-------------------------------------|---|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) | |
| Career preparation | Fire fighters' best preparation - one of KLP's most popular programs, the fire fighters' best preparation courses offer intensive review and preparation for the profession's examination and application processes. Courses are facilitated by retired fire fighters. Community health worker (CHW) certification - the CHW certification course was initiated during Year 2, in partnership with Kaplanao Community College. CHWs are generally those with training in basic health and medical care, who are from/here strong ties to the community they are serving. | 40 | 73 | |
| | | | | 8 |

Goal #4

Increase Native Hawaiian culture, knowledge, skills, and spirituality across the cohorts.
(Based on Need #4 - Promotion of Native Hawaiian Culture)

Activities under Goal 4 seek to promote Native Hawaiian cultural values, traditions, and practices through a variety of opportunities and settings for both youth and adults. Some activities are workshops/classes that occur over a series of sessions, while others are one-time cultural events. Cultural activities are integrated both in schools and at the Center, discrete events. Cultural activities are integrated both in schools and at the Center.

| Activity 2.1 – provision of cultural programs for children/young adults and low-lit environments | | | |
|--|--|-------------------------------------|-------------------------------------|
| Type of Activity | Description | Number Served in Year 1 (2015-2016) | Number Served in Year 2 (2016-2017) |
| Culture | Mālama 'Āina programs (series) in the community – given that an important value within the Native Hawaiian culture surrounds the significance of the land (āina), specific activities have been implemented that involve care for and education about this topic. <ul style="list-style-type: none"> The field experiences for students from Chamorro University of Hawaii routinely includes service at the community garden. Mālama 'Āina events (one-time) in schools – given that an important value within the Native Hawaiian culture surrounds the significance of the land (āina), specific activities have been implemented that involve care for and education about this topic. <ul style="list-style-type: none"> In Year 2, students from the Ma'aui cohort were tasked to a field excursion to a 161 in the Ma'aui area. Cultural programs (series) in schools – other culture-based activities have been integrated into partner schools such as hula, ukulele, and music. <ul style="list-style-type: none"> Stevenson Middle – hula – 18 in Year 1, 20 in Year 2 Stevenson Middle – ukulele – 11 in Year 1 Roosevelt High – music – 12 in Year 2 Lincoln Elementary – hula – 50 in Year 2 Pauoa Elementary – music – 38 in Year 2 Maui Ku Mana charter school – music – 164 in Year 2 Cultural programs (series) in the community – other culture-based activities have been integrated into the Center, for both youth and adults. <ul style="list-style-type: none"> Kahala program for adults (hula for hypertension) – 30 in Year 1 Kupua 6 summer program for youth – 90 in Year 2 | 64 | 65 |
| | | - | 70 |
| | | 29 | 284 |
| | | 120 | |

Summary of Federal Objectives and Performance Measures

Based on the overall need and planned activities, the following objectives and performance measures were proposed to and approved by the US Department of Education (USDOE program funder). Each objective and performance measure falls under one of the major goals (Goal 1 – coordinated services, Goal 2 – academic supports, Goal 3 – employment/workforce supports, and Goal 4 – cultural programs), and is numbered as such (i.e., Objectives 1A, 1B, and 1C fall under Goal 1).

All of the activities described in the previous section contribute to the tables for one or more performance measures. Some measures monitor program process ("process" or "formative" evaluations) – that is, the number of individuals served. Other measures monitor program outcomes ("outcome" or "summative" evaluations) – that is, results of implementation that may be seen some time after completion. Data required by the USDOE are obtained from a variety of sources, some of which are primary sources (i.e., through direct contact with participants), and some of which are secondary sources (i.e., data collected by another party, and then shared with the KLP Team).

Please note that the data presented for Year 2 include tables up to mid-year, to coincide with the cut off date specified for the most recent US Department of Education reporting period. Data will be added, and this report will be updated as the project progresses and data become available.

| Objective | Performance Measures | Measure Type | Target for Grant (2015-2016) | Data for Year 1 (2015-2016) | Data for Year 2 (2016-2017) | Measure Status |
|---|---|--------------|------------------------------|-----------------------------|-----------------------------|----------------|
| 1A – Provide a continuation of services related to Native Hawaiian and/or high-head individuals across the age cohorts. | 1A1-a – 200 services in the K-12 (youth) cohort. 1A1-b – 300 served in the adult cohort. | PROGRAM | 300 | 450 | 570 | Exceeded |
| 1B – Increase the number of new programs that complement existing services. | 1B1 – Implementation of 6 new programs (e.g., financial literacy, health and wellness). | PROGRAM | 6 | 5 | 8 | Exceeded |



| Objective | Performance Measures | Measure Type | Target for Grant (2015-2016) | Data for Year 1 (2015-2016) | Data for Year 2 (2016-2017) | Measure Status |
|--|--|--------------|------------------------------|-----------------------------|-----------------------------|----------------|
| 1C – Increase the overall coordination of these programs and services so that they are tailored for different age cohorts. | 1C1 – Coordination of the existing services and new programs by the Program Manager Coordinator. Explanation of Progress (include Qualitative Data and Data Collection Information): All programs and services continue to be coordinated by core KLP staff members, all of whom are overseen by Principal Investigator Adrienne Elliott, LSW, LSW. Staff members maintain regular communication with their assigned sites/programs, and come together for internal standing meetings to ensure coordination among services. The core KLP staff members also meet monthly with the external probation team. | PROGRAM | - | - | - | Ongoing |
| 2A – Provide a more complementary set of existing and new programs to address knowledge in academic knowledge/ skills. | 2A1-a – 50 provided basic connectedness project existing services (i.e. youth dialogues) through program navigation & coordinated manager. 2A1-b – 150 provided new programs through program navigation & coordinated manager. 2A2 – Improvement in academic performance on the Hawaii DOE Early Warning system by 20% of K-12 cohort. 2A3 – Improvement in attendance by 10% for K-12 cohort. | PROGRAM | 50 youth | 59 youth | 74 youth | Exceeded |
| | | PROGRAM | 150 youth | 29 youth | 1,342 youth | Exceeded |
| | | PROGRAM | 20% improvement | - | 37% improvement | Exceeded |
| | | PROGRAM | 10% improvement | - | 76% improvement | Exceeded |
| | Explanation of Progress (include Qualitative Data and Data Collection Information): 2A1 – Since the beginning of Year 2, 74 youth have participated in the Ma'aui connectedness program at Stevenson Middle School (SMS). In Year 1, 59 youth participated, and therefore, we are already exceeding the established benchmark of 50 youth. In addition, the new Kula program at Roosevelt High School was officially launched during Year 2, with a current cohort of 33 youth. Both the Ma'aui and Kula Programs continue to be supported and successfully implemented by school teachers and staff. KLP core staff and evaluators meet with both schools on a weekly basis to discuss progress and future plans/events. Academic supports are also offered by members of the KLP Team, as well as through programs and services based at the community center (e.g., after school tutoring/supports). 2A2 – We are in receipt of school objective data for both Ma'aui and Kula programs, and have been tracking academic performance (i.e., grade point average (GPA)) over time for those who have continued participation into Year 2. Given that the timing of this report is midway through the academic year, the latest complete data we have obtained is for Year 2, Semester 1 (Y2S1 – through December 2016). Therefore, we compared students' academic performance between Y1S1 and Y2S1. Of the 25 students who have participated across both years AND whose academic data were available, 13 (52%) showed improvement in their GPA. 2A3 – Changes in absences were also calculated in the same manner as above. Of the 38 students who have participated across both years AND whose attendance data were available, 28 (74%) showed improvement in their overall attendance. | | | | | |

| Objective | Performance Measures | Measure Type | Target for Grant (2015-2016) | Data for Year 1 (2015-2016) | Data for Year 2 (2016-2017) | Measure Status |
|---|--|--------------|------------------------------|-----------------------------|-----------------------------|----------------|
| 2B – Provide a more complementary set of existing services and new programs to improve the high school graduation rate. | 2B1 – Improvement of high school graduation rate by 10%. Explanation of Progress (include Qualitative Data and Data Collection Information): The new Kula Program at Roosevelt High School was launched during Year 2. As these youths are tracked through KLP programs and services, their objective school data will be obtained and summarized, including graduation rates for those who are nearing high school completion. We are also tracking grade level advancement of both Ma'aui and Kula students as an intermediary benchmark, as we do not currently have large numbers of juniors and seniors in Kula and thus may not see a high percentage of cohort students graduating during the current grant period. Of the 51 students who have participated across both years AND whose grade/advancement data were available, 42 (82%) advanced grade levels (i.e., 8 th to 7 th grade, 7 th to 6 th grade, or 8 th to 9 th grade), which included eight Ma'aui Year 1 cohort students who advanced to high school and are now participating in Roosevelt's Kula program. | PROGRAM | 10% improvement | - | See below | Ongoing |
| 2C – Provide academic & career/vocational counseling. | 2C1 – 300 provide academic & career/vocational counseling. 2C2 – 100 applications to 4 participation in postsecondary training/education (e.g. vocational training, community college, 4-year university). | PROGRAM | 300 youth | 59 youth | 281 youth | Exceeded |
| | | PROGRAM | 100 participants | 84 participants | 103 participants | Exceeded |
| | Explanation of Progress (include Qualitative Data and Data Collection Information): 2C1 – Career and vocational activities continue at Stevenson Middle School utilizing the "Kula" software system. At Roosevelt High School, multiple large- and small-group sessions ("peep out") have occurred, and will continue through the end of the academic year. These sessions serve to increase students' awareness of career opportunities and engage them in discussions and brainstorming around potential career paths. Finally, Lincoln Elementary School students participated in a "community day," engaging them in a walking tour of the organizations surrounding the school. 2C2 – College and university students continue to engage in a variety of KLP programs through internships/practicum/volunteer opportunities. That is, during Year 2, nursing and social work students from the University of Hawaii at Manoa, Hawaii Pacific University, and Chamorro University of Hawaii have participated. Students provide services to both school- and community-based projects. | | | | | |
| 2D – Provide education/training in practical life skills, including parents/family relationships, financial literacy & health literacy to the adult cohort. | 2D1-a – 20% increase in parents attending parenting as practical life skills. 2D1-b – 20 attended family therapy classes. 2D1-c – 25 participated in health & wellness (events) to the adult cohort. | PROGRAM | 20% improvement | - | 25% improvement | Exceeded |
| | | PROGRAM | 20 participants | 113 participants | 133 participants | Exceeded |
| | | PROGRAM | 25 participants | 300 participants | 514 participants | Exceeded |
| | Explanation of Progress (include Qualitative Data and Data Collection Information): 2D1-a – Parent and family engagement continues in both school and community settings. Parent workshops have begun in the community, with an initial cohort of four parents during Year 1, and five parents during Year 2. These workshops will continue to expand in number and locations (for schools, classes are planning at Pauoa Elementary during Year 2). 2D1-b – The Board and Share Program continues, with the second session of the year being implemented at this time. Also, a home visitation/outreach program began in February 2017 and thus far has reached 24 family members. 2D1-c – In addition, general health/wellness events continue in the community, including the annual health fair at Lincoln Elementary, a housing fair, and other social/educational activities. | | | | | |

| Objective | Performance Measure | Measure Type | Target for Grant (2015-2016) | Data for Year 1 (2015-2016) | Data for Year 2 (2016-2017) | Measure Status |
|---|---|--------------|------------------------------|-------------------------------------|-------------------------------------|----------------|
| 3A - Provide Kuder Career Planning across the age cohorts | 3A1 - Improvement in career/vocational planning awareness on Kuder Assessment by 50% across age cohorts | PROGRAM | 50% improvement | - | 87% improvement | Exceeded |
| | 3A2 - 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 & (birthright) job market | PROGRAM | 25% of cohort | 18% of cohort (80/434) | 32% of cohort (144/450) | Exceeded |
| | 3A3 - 25% of adult cohort applied for new jobs | PROGRAM | 25% of cohort | 13% of cohort (5/40) | 64% of cohort (51/84) | Exceeded |
| <p>Explanation of Progress (include Quantitative Data and Data Collection Information)</p> <ul style="list-style-type: none"> 3A1 - KLP staff are in the process of implementing programs to support youth and adults in the community with career planning and pursuits. Several KLP staff conducted "Kuder sessions" with youth at partner schools, and adults at the community center. This series of sessions reached 99 individuals in Year 1 (59 youth and 40 adults), and 165 individuals in Year 2 (102 youth and 63 adults), which equates to approximately a 67% increase. These activities have served to raise youth and adult awareness around career planning and options (given the lack of previous career/vocational training/planning and the new information provided by these preparation programs all participants are viewed as having improved their career/vocational planning awareness). 3A2 - As above, KLP's career planning programs (such as Kuder) have reached 63 adults in Year 2. In addition, 81 workforce trainees have also been coached on skills such as interviewing and test-taking. This sums to a total of 144 adults out of the Year 2 adult cohort of 450, which equates to 32% of the adult cohort. 3A3 - At the beginning of Year 2, surveys were circulated to career/vocational trainees that were reached during Year 1. 54 individuals responded to that follow-up survey. For their responses, 51 (94% of respondents) applied for new jobs. We will continue to follow-up with past and current trainees, and track their successes with job applications and career pursuits. | | | | | | |
| 3B - Provide training to prepare for entry-level exams for blue-collar occupations that pay livable wages (e.g. police firefighter, electrical utilities, civil service, other union positions) | 3B1-a - 100 trainees | PROGRAM | 100 trainees | 40 trainees | 81 trainees | Exceeded |
| | 3B1-b - 50 were administered the test | PROGRAM | 50 | 3 | 31 | Exceeded |
| | 3B1-c - 20% turned into blue-collar occupations that pay livable wages | PROGRAM | 20% of those who took tests | 25% of those who took tests (10/40) | 25% of those who took tests (15/61) | Exceeded |
| <p>Explanation of Progress (include Quantitative Data and Data Collection Information)</p> <ul style="list-style-type: none"> 3B1-a - The first higher test preparation classes continue into Year 2, and will grow in popularity. Thus far for Year 2, 73 participants have been trained or are enrolled in the current class. In addition, a community health worker training program was started in Year 2 in partnership with Kapitiwai Community College. An initial cohort of eight is currently enrolled in this program. 3B1-b and 3B1-c - At the beginning of Year 2, surveys were circulated to career/vocational trainees that were reached during Year 1. 54 individuals responded to that follow-up survey. For their responses, 51 (94%) took entrance exams for blue-collar professions. We know of 15 individuals (29% of survey respondents) that have been hired into jobs thus far (across Years 1 and 2). We will continue to follow-up with past and current trainees, and track their successes with job applications and career pursuits. | | | | | | |



| Objective | Performance Measure | Measure Type | Target for Grant (2015-2016) | Data for Year 1 (2015-2016) | Data for Year 2 (2016-2017) | Measure Status |
|--|--|--------------|------------------------------|-----------------------------|-----------------------------|----------------|
| 3C - Provide opportunities for economic development and entrepreneurship | 3C1 - Participation in the Participant Support Network, which is a group of service organizations & other partners that provide academic & career guidance & supplemental training | PROGRAM | organization | organization | organization | Ongoing |
| <p>Explanation of Progress (include Quantitative Data and Data Collection Information)</p> <ul style="list-style-type: none"> KLP is an active participant in the Participant Support Network. | | | | | | |
| 4A - Provide systematic, hands-on curricula, instruction, and activities in Native Hawaiian culture across the age cohorts | 4A1 - Increase number of Native Hawaiian cultural events/activities | PROGRAM | increase | program | 4 programs | Exceeded |
| | 4A1-b - 30% increase in attendance of community cultural events | PROGRAM | 30% increase | - | 450% increase (308/82) | Exceeded |
| | 4A1-c - 35% increase in Mālama Aiea participation (non-based programs and events) | PROGRAM | 35% increase | - | 100% increase (135/8) | Exceeded |
| <p>Explanation of Progress (include Quantitative Data and Data Collection Information)</p> <ul style="list-style-type: none"> More cultural programs and events (that increase the number of participants of these programs) are being implemented in Year 2. In addition to the hala and ukulele classes at Stevenson Middle School, which were initiated in Year 1, three new cultural programs are now ongoing at partner schools (Roosevelt High School and Hānau Kū Māua). Thus far, our cultural programs in Year 2 have reached 389 individuals (including 135 youth and adults who have participated in land-based programs and events), compared to 62 reached in Year 1 (including 68 who participated in land-based programs and events). | | | | | | |
| 4B (PA 3) - The percentage of students in schools served by the program who graduate from high school with a high school diploma in four years (retention measure) | High school retention | UPRA | high school | high school | high school | Ongoing |
| <p>Explanation of Progress (include Quantitative Data and Data Collection Information)</p> <ul style="list-style-type: none"> KLP is currently collaborating with one high school (President Theodore Roosevelt High School, 1120 Nāhoʻi Street, Honolulu, Hawaii, 96822). Activities with this school were officially initiated during the current academic year. Though several youth were assisted towards graduation through summer school credit recovery. | | | | | | |

Partners

- Lincoln Elementary School
- Palau Elementary School
- Stevenson Middle School
- Roosevelt High School
- University of Hawaii Department of Psychiatry
- University of Hawaii Department of Native Hawaiian Health
- Kapitiwai Community College
- Papaiaola Community Development Corporation
- Hawaiian Community Assets
- Spike and Serve
- Māna Helele
- Hawaiian Community Foundation
- Mānu Hula - a Napunahalaonapua
- Office of Hawaiian Affairs
- 615 Auwahi Drive St. Honolulu HI 96813
- 320 Palau Rd. Honolulu HI 96813
- 1202 Prospect St. Honolulu HI 96822
- 1320 Nāhoʻi St. Honolulu HI 96822
- 677 Ala Moana Boulevard, Suite 301 Honolulu HI 96813
- 677 Ala Moana Blvd. Suite 301-08 Honolulu HI 96813
- 4302 Diamond Head Rd. Honolulu HI 96816
- 2150 Nantala Dr. Honolulu HI 96813
- 200 H Vineyard Blvd 4300 Honolulu HI 96817
- PO Box 10379 Honolulu Hawaii 96816
- 1903 Palolo Ave 96816 Honolulu HI 96816
- 627 Fort Street Mall, Honolulu HI 96813
- 46-058 Kamehameha Hwy Kaneohe HI 96748
- 580 Nimitz Hwy #200 Honolulu HI 96817

Conclusions and Recommendations

Native Hawaiian children are a part of nearly 27.2% of Hawaii's 10.7 million public school students in the State of Hawaii. Despite their high numbers, they are underrepresented in various fields, such as high-achieving, poverty-free, and low-income students. Our research shows that Native Hawaiian students are underrepresented in various fields, such as high-achieving, poverty-free, and low-income students. Our research shows that Native Hawaiian students are underrepresented in various fields, such as high-achieving, poverty-free, and low-income students.

The research shows that Native Hawaiian students are underrepresented in various fields, such as high-achieving, poverty-free, and low-income students. Our research shows that Native Hawaiian students are underrepresented in various fields, such as high-achieving, poverty-free, and low-income students.

Activities that draw on recommendations provided for addressing Hawaiian issues and concerns:

1. Continue to examine longitudinal perspectives on administrative, school data, public opinion, and other data and governance issues.
 - a. Review data points and findings in reports, new reports, school data, and other data being published or published.
 - b. Establish mechanisms to collect youth follow-up data, including findings, perspectives, and concerns, that are ongoing, iterative, regularly work and review, and to examine application of post-secondary education options.
 - c. Develop an effective and consistent mechanism for developing local findings and data collection, particularly in programs that have a high school or college component.
2. Continue working with the Department of Education and the Department of Health on the development of the new organizational structure of the health system.
 - a. Develop a strategy for the health care system that is based on the needs of the community.
 - b. Seek to establish a comprehensive regional or statewide network of health services, by which regional health services can be provided to the population in a timely and effective manner, and to be integrated into the workforce.
3. Continue to support and encourage planning.
 - a. Planning for the future of the region may be a priority for the community and for the region, such that making progress on the development of a strategic plan for the region is a high priority.
4. Continue to support and encourage planning.
 - a. Develop a plan that is based on the needs of the community and the region.
 - b. Encourage the development of a strategic plan for the region, and the ability of the region to plan for the future.
 - c. Encourage the development of a strategic plan for the region, and the ability of the region to plan for the future.
 - d. Encourage the development of a strategic plan for the region, and the ability of the region to plan for the future.

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**Attachment I –
Papakōlea Fire Academy
Article**

ECONOMIC SELF-SUFFICIENCY

HO'OKAHUA WAIWAI

To have choices and a sustainable future, Native Hawaiians will progress toward greater economic self-sufficiency.

Retired fire captains pay it forward with free firefighting training sessions

By Lindsey Kesel

Before Hawai'i's firefighters get the honor of serving their community in this coveted civil service role, first they have to fight their way out of a massive pool of eager candidates vying for the same spot. But thanks to four retired fire captains on a mission to help ease the intense application process, the struggle to stand out can become a lot less daunting.

Retired Honolulu Fire Capt. Richard Soo leads the intense eight-week study sessions at Papakōlea Community Center, where he and the other instructors share their mana'o with students gunning for a spot on Hawai'i's local fire departments. What's even more incredible is that the entire experience is totally volunteer-run and free to anyone willing to put in the work.

After dedicating 27 years to the Honolulu Fire Department and serving as its first Public Information Officer (PIO), Soo wanted a way to share his love for his life's work and ensure talented recruits improve their chances of success. "I was awarded my Hawaiian Homes lot in 2001 at Kala-wahine Streamside and I recognized the need for a career path for young Hawaiian adults who do not pursue a college education following high school graduation," he says.

Papakōlea-based nonprofit Kula No Na Po'e Hawai'i helps fund the students' textbooks and other supplies, and the community center offers the space free of charge. Though the program gives preference to Native Hawaiians, classes are open to anyone with a high school diploma or GED.

Now in the training program's ninth year, the main thing Soo wants people to know is that the classes are designed to create well-rounded applicants. "We teach them how to sit for two hours and take a 100-question test," he says.

Over eight consecutive Saturdays, the captains focus on various aspects of the job and application process — from time management to practice tests, fire safety, department etiquette, and even interviewing tips and agility pointers. Captain Soo and fellow captains Gilbert Pelletier, Guy Katayama, Earle Kealoha and Curtis Aiwohi guide students through the nuances of the Fire Fighter Entrance



Retired Honolulu Fire Capt. Richard Soo leads a training session for potential fire fighter recruits. Photos: Lindsey Kesel



Participants spent eight weeks studying for the fire department's written entrance exam, which is administered every three years.

Exam, reviewing missed questions and strategizing on performance enhancement tools.

Some days are spent in fire houses, cleaning the trucks. "We want them to see the reality of life as a firefighter and be prepared to take it all on," says Captain Soo. "The students can use the same skillset we teach here for any test."

The sessions aren't just one-sided; students also get a chance to critique their teachers and provide feedback, allowing the leaders to constantly tweak their style to better support the students. At the end, students are given certificates of completion.

Since the department only takes an average of 100 recruits out of 5,000 applicants, and the written test is offered once every three years, every little bit of knowledge counts. Over the program's nine years, they've seen 38 out of their 400 students get hired by local fire departments.

Reis Yonehiro will fly to Maui to test for Maui County Fire Department, after realizing that his true calling involves helping people in need. He found the most valuable aspect of the training sessions to be the comprehension reviews of practice

Upcoming Sessions

- > Next 8-week session starts Sept. 30, from 9 a.m. to noon
- > Papakōlea Community Center — Lower Level
- > 2150 Tantalus Drive, Honolulu, HI 96813
- > Call (808) 520-8997

tests, which helped him identify personal weak spots. "Learning from past firefighters who lived this life gives us a strong flavor of what it's really like to be a firefighter, and this strong connection with kūpuna is very important," he

says. "Their continuing encouragement fuels our motivation. It feels like we're building a sense of 'ohana.'"

Jessica Penner was a firefighter in Florida, but missed passing the State exam by two points. Now she's getting ready to test for City and County next year. "It's been an amaz-

ing experience, and we're so lucky to have these instructors give up their time for us," she says. "It's a good community of like-minded individuals, and together we are helping each other. I feel much more confident than I did the first time around."

What happens after test day? If any of the program students make it past the written portion, Soo and team go the extra mile to run candidates through a Physical Agility Training (PAT) session, host mock interviews to mirror the actual panel interview, and critique their resume and interview performance.

Looking forward, Soo hopes the next step is to apply this training statewide utilizing Hawaiian homestead community centers on the neighbor islands. "This could be a game changer for the applicants and their families," he says. "This job can really make them a productive member of society, and the training sessions can cement their desire to be firefighters." ■

Lindsey Kesel is a local freelance writer who focuses on building community, protecting the 'āina, and preserving indigenous culture.