

House District(s) 51

Senate District(s) 25

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

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Mālama Honua PCS Foundation

Dba:

Street Address: (various, Waimanalo)

Mailing Address:

41-054 Ehukai Street Waimanalo HI 96795

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DENISE ESPANIA

Title Director

Phone # 808-259-5522

Fax # 808-259-5525

E-mail despania@malamahonuapcs.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

MALAMA HONUA CHARTER SCHOOL FACILITIES

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$ 2,000,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 0

FEDERAL \$ 0

COUNTY \$ 0

PRIVATE/OTHER \$ 200,000

TYPE, NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED]
[Signature]

Louis F. Perez III, Treasurer

NAME & TITLE

1-19-18

DATE SIGNED

JAN 19 2018 [Signature]
11:24 AM

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;
2. The goals and objectives related to the request;
3. The public purpose and need to be served;
4. Describe the target population to be served; and
5. Describe the geographic coverage.

Malama Honua Public Charter School (MHPCS) is a free public school in Waimanalo, Hawaii that prepares young students with the values, knowledge, and skills to be leaders in our islands and the world.

“Mālama honua” is a Hawaiian concept that means to care for our Island Earth. The Mālama Honua Public Charter School (MHPCS) opened its doors in August 2014 committed to providing the students of Hawai‘i a rigorous, values-based, and place-based education.

Inspired by the enduring legacy of Polynesian ocean voyaging and recent worldwide voyage, our students develop the “mind of the navigator” to help them chart a meaningful course through their own lives. Each individual in society has a responsibility to lead with the core values of love, care, sharing with others, an enduring thirst for knowledge and justice, and a commitment to a healthy lifestyle. Students participate in activities that promote environmental awareness, confidence in students’ cultural identity, ethical problem solving, collaboration and communication, civic responsibility, and a global perspective. Students apply both ancient and contemporary knowledge in real-life opportunities to be responsible stewards of their community and country.

MHPCS currently serves a diverse group of 102 students in kindergarten through 5th grade. MHPCS will continue to grow, adding one grade per year to become a PK-8 school serving 175 students by 2021.

MHPCS is one of the top five schools in the state showing positive academic results for disadvantaged students. The Hawaii Department of Education Smarter Balanced Assessment results in 2016 also placed MHPCS in the top 5% of all public schools for student achievement results in English Language Arts and Mathematics.

In addition, MHPCS has outstanding results to date on other success measures for students, families, and teachers, such as:

- 95%-100% parent participation in quarterly presentations of learning.
- 100% of MHPCS families “agree” or “strongly agree” that they feel welcome when they contact or visit MHPCS, according to independent Kamehameha Schools family surveys.
- Teachers met and exceeded 100% of 2015-16 benchmarks for teacher professional development hours.
- The establishment of strong community partnerships provide MHPCS students with diverse project-based, land-based learning opportunities.

Native Hawaiians and other Pacific Islanders represent 69% of the total Waimanalo residents (US Census, 2010), and 72% of current Waimanalo students are Native Hawaiian and Part-Hawaiian (HIDOE). The targeted students represent an important demographic that benefit from opportunities that provide a range of cultural practices and opportunities for advanced skill development. The teaching staff at MHPCS is 100% Native Hawaiian, which is reflective of the student demographic in the area served.

According to the U.S. Census Bureau, Waimanalo has a significantly higher rate of poverty when compared with the island of Oahu as a whole (24.3 percent versus 9.2 percent for Honolulu County which comprises the entire island of Oahu). Per capital income is \$19,344 compared with \$31,041 island-wide. Only 13.5% of residents of Waimanalo have a bachelor’s degree or higher, compared with 32.7% for Oahu overall.

As a place with many strengths, but lower-than-average education outcomes, Waimanalo is exactly the type of community MHPCS is designed to serve. A place-based, culture-based, and project-based education option in Waimanalo provides a positive “fit” for students that may not respond as favorably to the traditional classroom structure. A Pre-K to 12th grade school will offer continuity throughout transitions that are typically challenging for disadvantaged students in particular. MHPCS can add value by providing a closely-knit, values-based environment with a curriculum and approach based on supporting students as they navigate through challenges to achieve rigorous goals for themselves and their community.

The demand for MHPCS is high among families on the windward side of Oahu (which includes Waimanalo and surrounding towns and agricultural areas), and there is a student waitlist for every grade.

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;

MHPCS school leadership conducted meetings and due diligence on 15 prospective school sites over four years. In order to open its doors in 2014, MHPCS leased two classrooms from St. Matthews Episcopal Church in Waimanalo. As students advanced to the next grade levels, MHPCS outgrew this space and has secured a satellite classroom space for grades 3 and 4 at a separate church. In 2017, grades 3, 4, and 5 moved again to the Department of Hawaiian Homelands site while maintaining the St. Matthew's K-2 campus. MHPCS seeks to accommodate current students, continue to enroll new kindergarten students each year, and retain an excellent teaching staff strained by operating on multiple sites.

Over the past five years, MHPCS has searched for a semi- to permanent home with 3+ acres to accommodate PreK to 8th grade enrollment and the related city-required facilities and open space to explore, innovate, and learn. While extending from preschool and high school is part of the long-term vision, MHPCS needs to secure a large enough site before achieving this goal.

Past challenges to securing a site include: the high cost of land in Waimānalo, regional zoning that preferences agriculture use, and different state agency ownership of land parcels with lease options. Despite these challenges, the MHPCS founding vision was to have a positive impact on the Waimānalo community in particular, by offering an excellent "school of choice" that helped diversify publically-available education options and serve under-resourced students. While some site options are available outside of Waimānalo, this would eliminate the zip code preference policy that MHPCS can currently provide to Waimānalo residents.

MHPCS now has a unique opportunity to collaborate with two of its current community partners to develop a PK-12 solution in two phases:

Phase One: University of Hawaii CTAHR Waimanalo Research Station has committed to a long-term partnership with MHPCS to develop a P-20 model that serves as a state model while benefitting current and future MHPCS students, their families, and the Waimanalo community at large. The jointly-developed UH CTAHR and MHPCS P-20 model will incorporate a college, community, and career ready curriculum for students along with student and family resources, educator professional development, and community programs focused on education, health, and sustainability. A permanent MHPCS middle school and high school campus on their Waimanalo Research Station site will operate in close collaboration with the CTAHR community education and extension program. As part of its commitment to the long-term partnership, UH CTAHR has offered MHPCS a much-needed interim site for immediate space needs for grades 3—8 beginning in the 2019-2020 school year. During Phase 1, grades PK-2 would stay at St. Matthew's.

Phase Two: After accomplishing the creation of a single campus for grades K-8, the next steps would be to expand the capacity of the school to grade 12. Allowing for one single campus at the UH CTAHR site PK-12.

GIA CIP funds would be used to construct Phase 1 of the planned school campus.

The buildings planned for Phase I include:

- Classrooms for grades 3-8 (6 classrooms, 3 pods)
- Restrooms building
- Infrastructure, including grading and paving, utilities (water, fire, sewer, etc), hardscapes such as walkways and parking lot, and play court.

Please see attached architectural conceptual notes and renderings for the planned campus.

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

Please see attached Project Schedule prepared by Bowers + Kubota Consulting for a detailed timeline for planning, design, permit, bidding and construction phases.

Key elements of the timeline include for planning, design and permitting to continue into 2019. Bidding is scheduled for Fall 2018 and construction is scheduled to begin in July 2019. Construction is projected to be completed in 2020.

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

Selecting a general contractor early that can build the entire campus according to the specifications of the Architect and civil engineers will be key to assuring the most efficient use of funds in a timely way. Designers will be part of the oversight team until build out of the campus is complete. Selecting and working with suppliers will also be key in getting all of the right materials to the site in a timely way as well.

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.

Please see attached Project Schedule prepared by Bowers + Kubota Consulting for a detailed timeline for planning, design, permit, bidding and construction phases which can be used as benchmarks to measure effectiveness.

Funding will provide critical support in MHPCS' greatest area of need in its long-term growth and stability. This initial facility investment will enable MHPCS to impact current and future generations through exceptional educational and leadership development opportunities for the students, teachers, and community members of Waimanalo, Windward O'ahu, and Hawai'i.

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](#)) N/A
 - c. Equipment and motor vehicles ([Link](#)) N/A
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#)) N/A

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
\$700,000	\$300,000	\$900,000	\$100,000	\$2,000,000

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

AAD Shade Structure Grant Program
 Annie's Grants for Gardens
 Whole Kids Foundation
 Lorrie Otto Seeds for Education Grant
 Musser Fund
 Friends of Hawaii Charities
 UH College of Tropical Agriculture and Human Resources [land and in-kind resources]
 Fundraisers – School parents and Waimanalo Community
 USDA Farm-to-School Program
 Harold K. L. Castle Foundation
 New Market Tax Credit option
 Individual donors through an organized capital campaign

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of

all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, 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.

N/A US Department of Education start up monies for Charter Schools was received in conjunction with the school founding in 2014. Malama Honua will not be receiving any US DOE funds for FY 2019.

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

\$25,000

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.

Through funds from the USDOE and the Harold K.L. Castle Foundation, MHPCS secured project management services and expertise from Tridason Consulting, which brings expertise such as Kamehameha Schools Land Development division projects. Tridason Consulting will continue to assist with site research, due diligence, overall project management to fulfill site requirements and timelines, and coordination of all studies, consultants, and required activities. MHPCS Facilities committee and Governing Board also benefit from the experience of Herb Lee, MHPCS Governing Board Chair, who has established relationships with city, county, and state leaders and has experience working with government entities on land issues. Lastly, in-kind advisory assistance from both SteelTech Corporation and local engineers will continue to support the overall success of this project.

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.

The University of Hawaii College of Tropical Agriculture and Human Resources (UH CTAHR)

Waimanalo Learning Center is an established community partner for Malama Honua since 2014. Through the UH CTAHR Waimanalo Learning Center, MHPCS students have ongoing, hands-on opportunities to learn about sustainable agriculture projects and aquaponic systems. As an extension of this partnership, UH CTAHR Waimanalo Learning Center recently established a Letter of Intent for a long-term P-20 partnership and cost sharing agreement, which designates a site for Malama Honua students on UH CTAHR Waimanalo Research Center land. The plans are for the school to be located on that land, once proper state and county permits are obtained.

In 2017, Malama Honua received a \$200,000 planning grant from Hawaii-based Harold K.L. Castle Foundation to support site architectural and engineering fees to do a thorough study of the CTAHR land resources and create architectural plans for the future school site which would be integrated with garden and aquaponic learning. Funds were also dedicated for project management support for developing the P-20 partnership between UH CTAHR Waimanalo Learning Center and Malama Honua. Architectural plans have been created for the school. In the interim, while proper state and county permits are obtained and capital campaign is launched, Malama Honua is renting space in one church building and the DHHL lands (CTEEC site) in Waimanalo to conduct classes. Students travel to the CTAHR site in grade-level groups on a regular basis for a six-week garden-based learning series. CTAHR staff also teaches at the school on a regular basis to insure continuity of instruction both in the classroom as well as the outdoor classroom.

GIA CIP funds would be used to construct new facilities as described in the attached architectural concept document and renderings. Following the vision of the school's founders, Nainoa Thompson and Robert Witt, the overall campus and architectural design is inspired by ocean navigation and the Hokule'a. The classroom building design pulls inspiration from the double hull canoe, utilizing design elements and materials found on Hokule'a. The campus itself is oriented on the navigators' star compass. The pre-engineered pod classroom design also contains green building elements including rain catchment, efficient use of orientation to the sun, and vegetated roof gardens.

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.

School Director Denise Espania's teaching career spanned Pre-K through 12th grade, general and special education, from Washington to Hawai'i. In 2004, Denise left the classroom and moved into post secondary education. After enjoying her time as an educational researcher and teacher educator, she returned to K-12 as a school administrator at an elementary and then a middle school. As an instructional leader she leads work around literacy across the curriculum

and implementation of common core, teacher reflection using the Charlotte Danielson framework, data driven professional learning communities, standards based grading, and full inclusion of all learners in all classrooms. Most recently Denise worked as an educational consultant at Envision Learning Partners, supporting schools as they created structures and instructional practices that engaged students and teachers in deeper learning through performance assessment. Denise received her undergraduate degree from Gonzaga University and her masters degree in Special Education from the University of Hawai'i Mānoa. She continued her education receiving her administrator credential and doctorate from the University of Washington.

Project Manager

A professional Project Manager (PM) will track progress, deliverables, and coordination between architect/engineer, external consultants such as Planners and Permit Expeditors, and school stakeholders (Foundation board members and school leadership). The PMs milestones will be based on the site relocation schedule. The PM and Planner will work to solicit bids and select a general contractor to complete pre-construction site work and material coordination.

Planner+Entitlements

The Community/Land Planner with support from a Permit Expeditor will complete the permit application processes. The Planner and Permit Expeditor milestones include submittal of permit applications and completion/approval of land and building permits.

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.

Please see attached organizational chart for Malama Honua Public Charter School (MHPCS).

3. Compensation

N/A Work will be contracted for these grant funds.

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.

N/A

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.

Permits will be submitted once the lease is obtained and design and cost of school are completed. An Environmental Assessment will be needed for the entire project to proceed which will be published with the Office of Environmental Quality Control (OEQC). State and County Conditional Use permits are also likely to be needed. We expect the permit approval process to take 6-9 months from submittal. Submittal is projected for March 1.

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.

N/A

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 remaining balance of funds needed to complete Phase 1 (\$2,599,000) will be raised through a combination of written proposals (see Part III section 3 above), community fundraising events, and direct donation requests to school parents and other stakeholders. We are also looking at new market tax structure to attract investors to provide monies in exchange for federal tax credits (This is a federally regulated program).

After the site is prepared, MHPCS can cover monthly lease costs for land and new structures through state per-pupil allocations. At the point that MHPCS can acquire additional funds for building costs, SteelTech has offered to donate some labor.

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.

6. **Declaration Statement**

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

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](#))

Malama Honua Public Charter School (MHPCS) is a free public school in Waimanalo, Hawaii with students in kindergarten through 5th grade. The school plans to expand to the 8th grade by 2021.

Through its center for research and design, MHPCS will be able to positively impact public education statewide, and provide resources, learning opportunities, and collective action to improve overall student access to rigorous project-based, 'āina-based education offerings.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

Applicant: Malama Honua Public Charter School Foundation

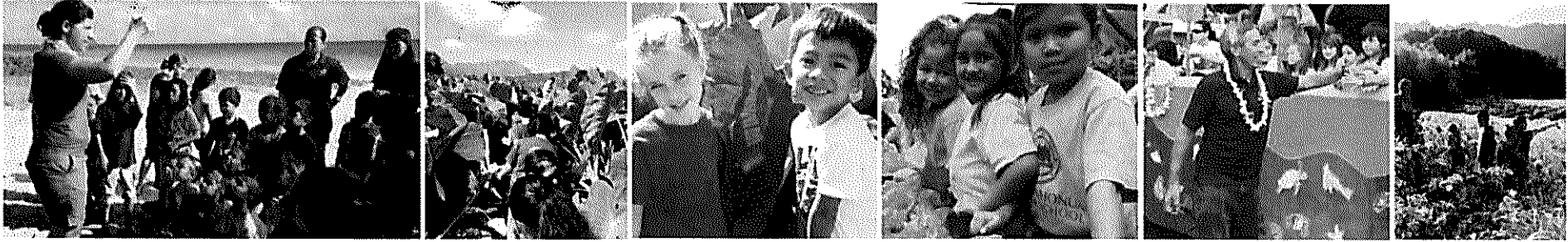
BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	0	0	0	0
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	0	0	0	0
C. EQUIPMENT PURCHASES	0	0	0	0
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	2,000,000	0	0	2,599,000
TOTAL (A+B+C+D+E)				
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	2,000,000	Herb Lee, Jr.		808 664-3027
(b) Total Federal Funds Requested	0	Name (Please type or print)		Phone
(c) Total County Funds Requested	0	[REDACTED]		1-19-18
(d) Total Private/Other Funds Requested	2,599,000			Date
TOTAL BUDGET	4,599,000	Louis F. Perez, Jr. Treasurer Name and Title (Please type or print)		

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: Malama Honua Public Charter School

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	130000					
LAND ACQUISITION						
DESIGN	70000					
CONSTRUCTION			2000000	2200000	399000	
EQUIPMENT						
TOTAL:	200000		2,000,000	2,200,000	399,000	
JUSTIFICATION/COMMENTS: Construction costs detail below Infrastructure (including grading and paving, hardscapes such as walkways and parking lot and utilities) = \$3,249,000 Classroom Buildings x 6 (3 pods) = \$1,080,000 Restroom Building = \$270,000						



Mālama Honua Public Charter School (MHPCS), prepares students to be community leaders and environmental stewards for their home, island and the world. Through hands-on projects, MHPCS students apply academic learning, cultural knowledge and enduring Hawaiian values to create innovative solutions for environmental sustainability.

The Hawaiian double-hull sailing canoe, Hōkūle‘a, circumnavigated the earth to explore what it means to navigate a sustainable future for our islands and all of the earth. At MHPCS, students help create that sustainable future in their own community. Following the mission and vision of its founders, Nainoa Thompson and Robert Witt, MHPCS currently strives to create a learning environment that develops the mindset of the navigator for Kindergarten through 5th grade keiki and kumu.

To accomplish its mission, MHPCS utilizes the values of the Worldwide Voyage and wa‘a (canoe) influence as the curricular foundation and compass guiding a cultural, values based curricular sail plan. Balancing values based, placed based, and project based learning with best instructional practices of teaching reading, writing, and math, the 100% Native Hawaiian teaching staff at MHPCS aims to create learning experiences where students can apply their knowledge in meaningful ways.

MISSION:

To provide an education that integrates the 21st century skills and indigenous Hawaiian values that cultivate the caring, compassionate, and astute "mind of the navigator" in students and teachers alike.

VISION:

One day, students will possess the mind, values, capacities and empowerment to fulfill their potential, and positively impact society's most pressing social and environmental challenges.

PROMISE:

The school will be a sacred place. It will be a safe place where all are accepted and affirmed - both as learners and people. It will be a place that honors culture, invites the critical exploration of knowledge and heartens a culture of compassion.

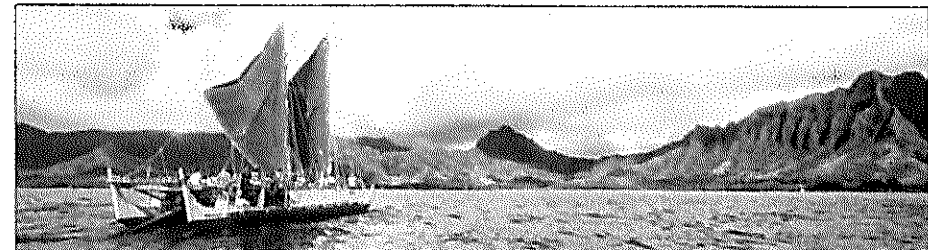
'A'ohē pau ka 'ike I ka hālau ho'okahi: All Knowledge is Not Learned in Just One School

MHPCS relies on community partners to lead hands-on community education for learners of all ages; from project-based learning and sustainable agriculture production, to social entrepreneurship opportunities that build strong mālama-'āina expertise in our communities. These outdoor learning sites, or "community schools", provide ongoing and regular opportunities for MHPCS students and families, raising and inspiring the next generation of leaders who will advocate for community stewardship efforts and advance healthy watershed efforts and food systems from mauka to makai.

School Size and Enrollment:

Mālama Honua Public Charter School currently serves the Waimānalo community as a K-5 school within St. Matthew's Church. The school will add one grade per year, as well as a preschool when space becomes available. After the 2018-19 school year, the MHPCS community anticipates the development of its middle school program.

MHPCS Current and Projected Enrollment					
Year	2014-15	2015-2016	2016-2017	2017-2018	2018-2019
Grades	K - 2	K - 3	K - 4	PK - 5	PK - 6
Classrooms	2	3	4	6	7





MHPCS A STEWARD FOR THE LAND - Minimize Footprint, Maximize Handprint:

MHPCS Facilities Committee has conducted extensive research and work to secure a site that continues to serve the Waimānalo community and the MHPCS vision. MHPCS has also discussed collaborations with community partners such as Sustain Hawai'i to jointly operate as a direct opportunity to engage students, families, and the community to closely learn about food systems, growing and supplying food for healthy meals as well as supporting local farm-to-table social enterprises.

The campus development project supports the growing needs of the current school, taking the much needed step to adequately serve Waimānalo and the State of Hawai'i through a pre-school through higher education (aka P to 20) collaboration, enhancing a rigorous, culturally-relevant community, college, and career readiness curriculum, while providing a P-20 Agricultural Education (P-20 Ag Ed) learning site for students, educators, and community members.

Many organizations are changing the world for the better—by greening their products, launching programs for sustainability in their communities, or improving the lives of their employees, students and families. Each of these initiatives produces a positive economic, environmental or social (triple bottom line) impact—considered a "handprint." When an organization's handprint is larger than its footprint, it becomes a Net-Positive Enterprise.

The approximately 10 acre UH-CTAHR Waimānalo site which would house the new MHPCS campus consist primarily of invasive species and is currently under-utilized and under-producing from an agricultural perspective. MHPCS in partnerships with its community outreach programs will provide a diligent and long term steward for the land, resulting in a net increase in agriculture production, conservation, education and advocacy, that the surrounding AG community can endorse. In this way, MHPCS' new footprint on the site leaves a positive handprint behind.

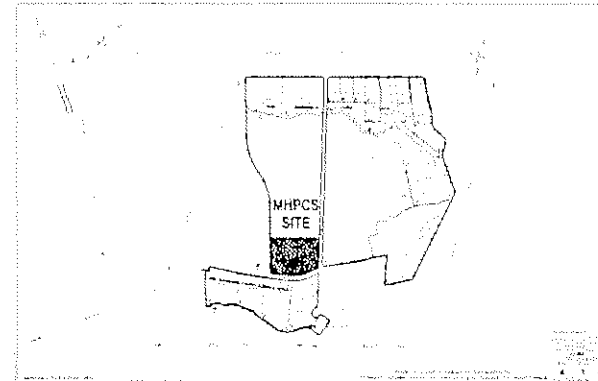
Modern classroom designs suggest the possibility of integrating vegetated roof gardens and photovoltaic arrays covering 100% of the classroom building footprint, ensuring that an equal amount of green space and renewable energy generation is developed with each square foot of classroom development added to the AG parcel. The handprint left behind by the addition of these classrooms reduce heat-island effects, absorbs stormwater runoff while generating 100% renewable energy for the campus and potentially the surrounding UH-CTAHR site.

Creative investment options such as 3rd party purchase agreements (PPA's) can be pursued to shed the University and MHPCS from the increased capital improvement funds needed to develop such premium sustainable initiatives. In addition, 3rd party vendor agreements are possible to farm out the installation, maintenance and production of vegetated roof systems. Green building elements become living laboratories for students to learn first hand how to manage and operate living building systems within the built environment.

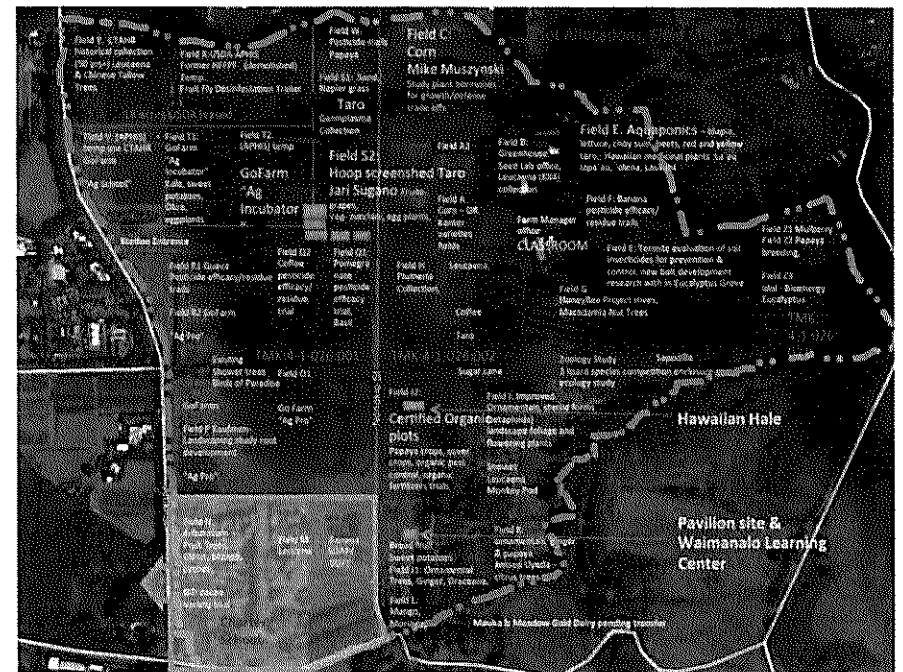
Among other things, the intent of this project is to provide the space for an exploratory school site and a learning center for students, educators, and community members; that will also complement the existing UH-CTAHR Waimānalo Learning Center Community Programs.

The urgency for the MHPCS in the near future (Phase I) is to use a portion of the UH-CTAHR Waimānalo site as an exploratory opportunity to jointly collaborate with the UH-CTAHR Waimānalo Learning Center Programs while building out MHPCS' grades K-6 classrooms to support the 2018-2019 School Year. Subsequently, current planning of the site accounts for additional grades to be added in the following years (Phase II), hosting grades 7 and 8 and eventually grades 9 thru 12. As a learning center, the site will also host teachers from around the State of Hawai'i to demonstrate project-based learning opportunities.

Plot Plan - Project Location - TMK: 4-1-026-001

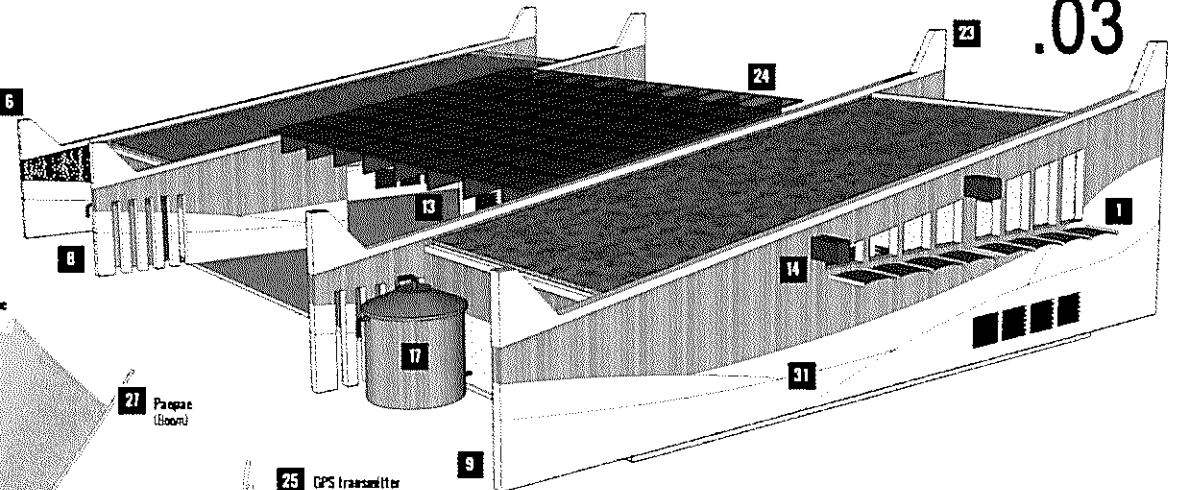
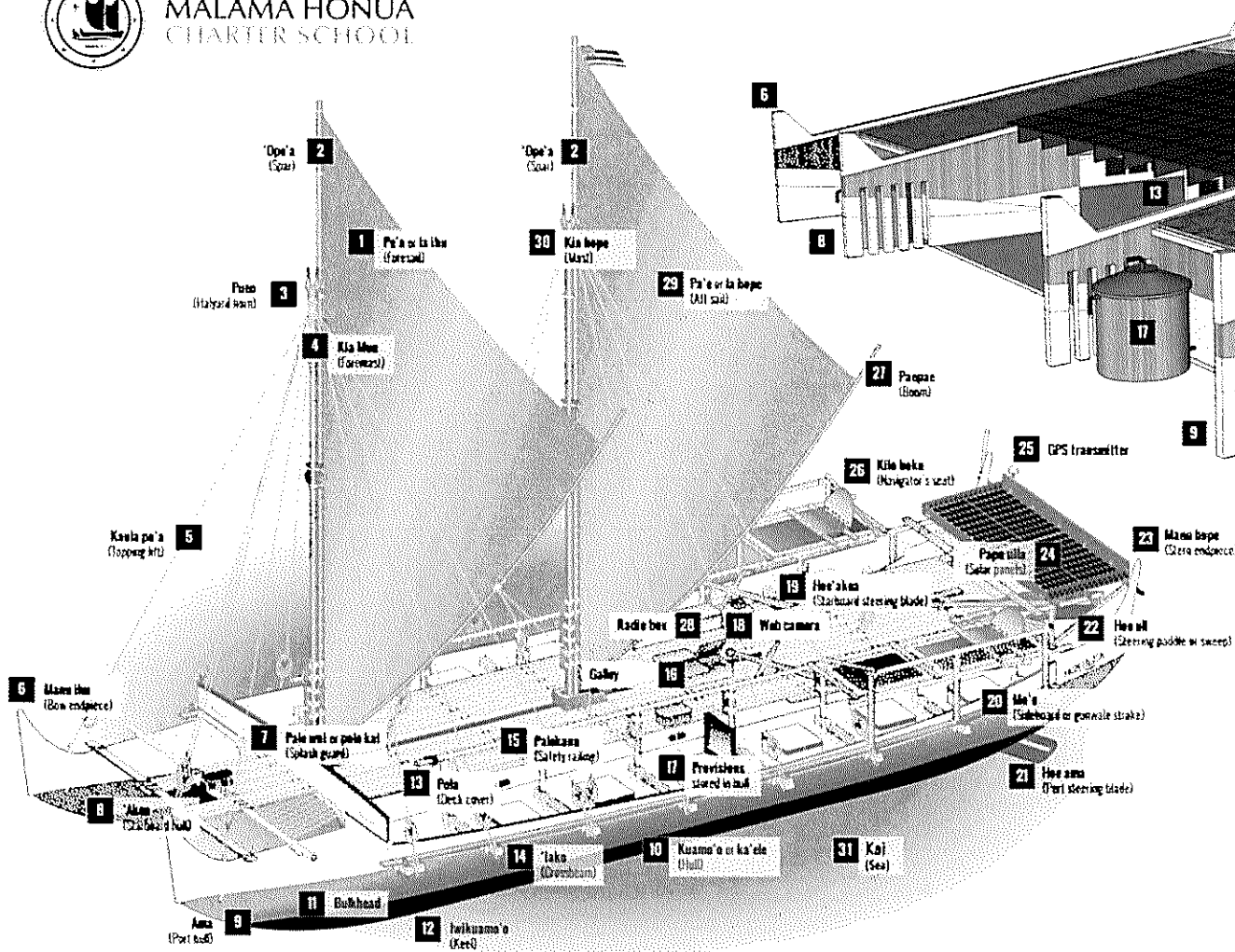


Vicinity Map - Waimānalo Town



UH-CTAHR Waimānalo Agriculture Plots





HE WA'A HE MOKU, HE MOKU HE WA'A

A canoe is an Island, an Island is a canoe.

This particular 'ōlelo no'eau or Hawaiian proverb highlights the finite resources found on a voyaging canoe as well as on an island. Having students imagine sailing thousands of miles with limited drinking water and essential supplies help facilitate student contemplation of our island resources and the necessity of being good environmental stewards. Likewise, they are prompted to think of ways we need to work together as a community to best steer our canoe in a pono or right direction. They then are challenged to envision their role in their everyday canoes, most specifically their families, and how they are helping to ensure that their voyage together goes well and is successful.

HE WA'A HE PAPA, HE PAPA HE WA'A

A canoe is a classroom, a classroom is a canoe.

Similarly, students and teachers can embrace this 'ōlelo no'eau as it applies to the classroom. Learning to be a navigator means being conscious and respectful of not only your environment and resources, but also respect and commitment to your fellow crew members or classmates who are on the wa'a along side you. One person's actions or attitude in the classroom can and will influence the entire class as a community. For this reason, the classroom building design pulls inspiration from the double hull canoe, utilizing design elements and materials found on Hokule'a.

DOUBLE-HULL CLASSROOM POD DESIGN - HOKULE'A INFLUENCE





KUKULUOKANI

The Hawaiian Star Compass:

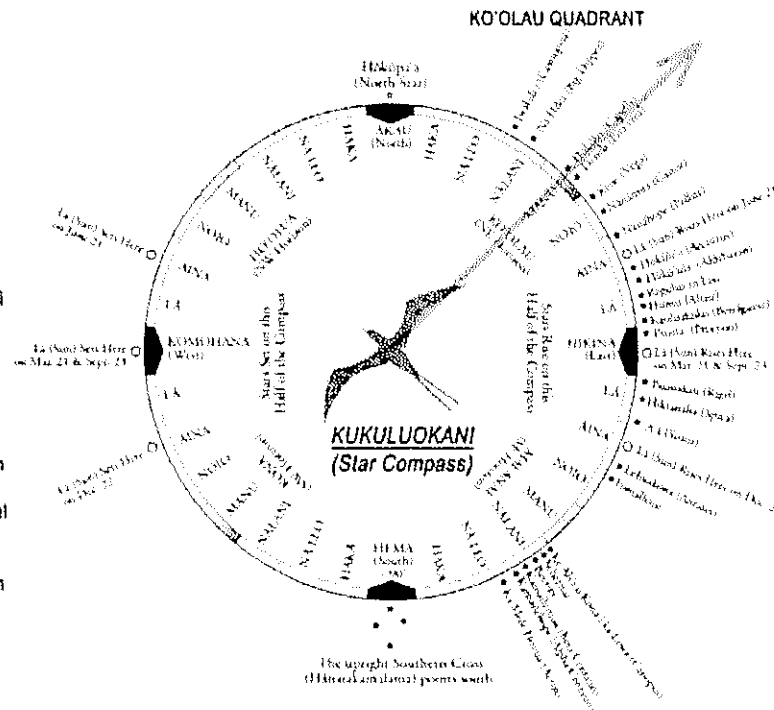
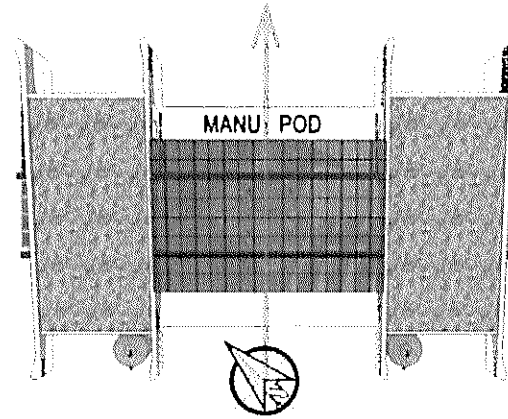
The foundational framework for the Art of Wayfinding is the sidereal Star Compass. The star compass is a mental construct and not physical like a western compass. The visual horizon is divided into 32 houses, a house being a bearing on the horizon where a celestial body resides. Each of the 32 houses is separated by 11.25° of arc for a complete circle of 360°.

The Star Compass revolves around the rising and setting points of the sun, stars, moon, and planets. You orientate yourself by first locating the arriving horizon, East, the side on the horizon celestial bodies arrive at. Next you identify the entering horizon, West, the side on the horizon celestial bodies enter into. The arriving horizon is called Hikina and the entering horizon is called Komohana, literally "To Arrive" and "To Enter" in Hawaiian. You stand with your back towards Hikina, East, and you face Komohana, West. If you extend your right hand from the side of your body it points to 'Ākau, which means "Right or North". If you extend your left hand from the side of your body it points to Hema, which means "Left or South". These 4 cardinal points break the compass up into 4 quadrants which is named for winds in Hawai'i, Ko'olau is the Northeast quadrant and is named for the trade winds, Kona lies in the opposite direction and is the Southwest quadrant, Malanai is the Southeast quadrant, and Ho'ouia the Northwest.

The horizon of the compass is broken up into 32 houses, 4 of which are the cardinal points. Each house on the compass is positioned 11.25° apart. The names of the houses are the same in the east as they are in the west and vice versa. Starting in the east and moving northwards and southwards we begin with the first house Lā (Sun) which is positioned on either side of Hikina (East) and Komohana (West). It is followed by 'Āina (Land), Nolo (Tern), Manu (Bird), Nāiani (Heavens), Nāleo (Voices), and Haka (Empty). The celestial bodies move in parallel paths, rising in the East and moving West across the sky and remaining in the same hemispheres. If a star rises in the star house we call 'Āina in the northeastern quadrant of Ko'olau on our compass it will set in the same house, 'Āina, in the opposite northwestern quadrant of Ho'ouia and within the same hemisphere. If a star arrives in the star house we call Nāiani in the southeastern quadrant of Malanai, it will arc overhead and set toward the southwestern horizon in the Kona quadrant and re-enter the horizon in the same star house, Nāiani, that it arrived in. All celestial bodies rise and move in parallel tracks as they travel on their daily east to west cycles.

The star compass is the basic mental construct for navigation. We have Hawaiian names for the houses of the stars – the place where they come out of the ocean and go back into the ocean. If you can identify the stars as they rise and set, and if you have memorized where they rise and set, you can find your direction.

-Nainoa Thompson



7 HOUSES : 7 CLASSROOM PODS

House Name: Grade Level:

Haka (Empty)	Pre-Kindergarten/ Kindergarten
Nāleo (Voices)	1st / 2nd grade
Nāiani (Heavens)	3rd / 4th grade
Manu (Bird)	5th / 6th grade
Nolo (Tern)	7th / 8th grade
'Āina (Land)	9th / 10th grade
Lā (Sun)	11th / 12 grade

The campus consists of 7 separate classroom pods each containing a pair of pre-engineered classroom modules per building. Exterior building elements will remain consistent to reduce cost and speed up construction, however interior architectural elements and building finishes will reflect the star compass house of which the building is aligned upon.

As an example, the Interior finishes and design elements within the 1st and 2nd grade classes tell the story of Nāleo (Voices). The interior architecture of each of the buildings is what sets them apart from one another, thus allowing for a unique expression within each separate building on the MHPCS campus. Thru the physical alignment of the classroom's axis, the students subconsciously memorize the navigational points of the star compass, while learning about the significance of each of the Kukulukuani houses in the building's architecture.

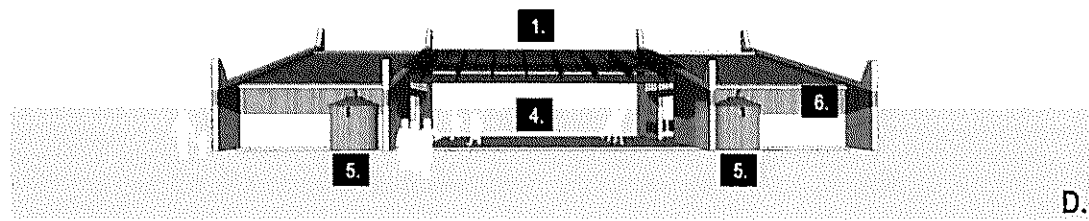
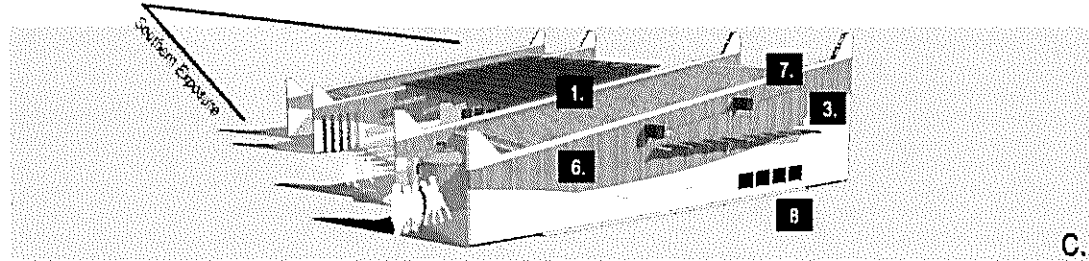
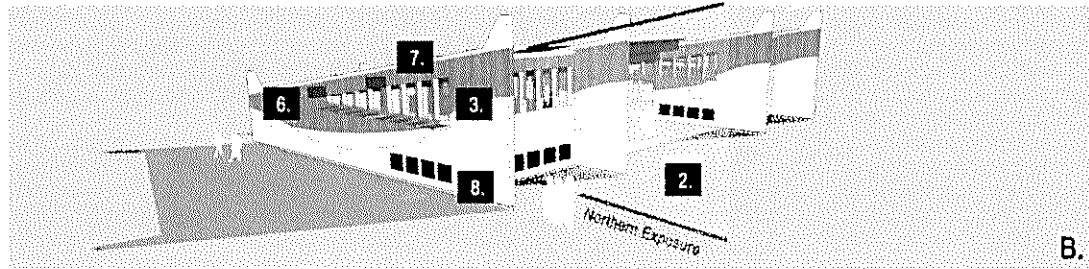
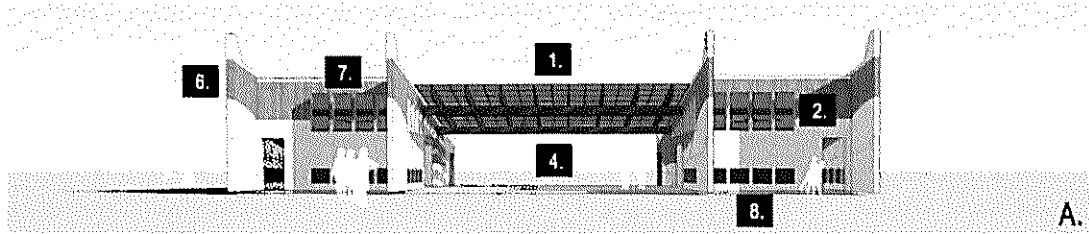
KO'OLAU QUADRANT:

Since the Waimānalo site is nestled deep within the Ko'olau mountain range, the 7 houses within this northeastern quadrant of the star compass will dictate building orientation.

NORTHERLY BUILDING ORIENTATION:

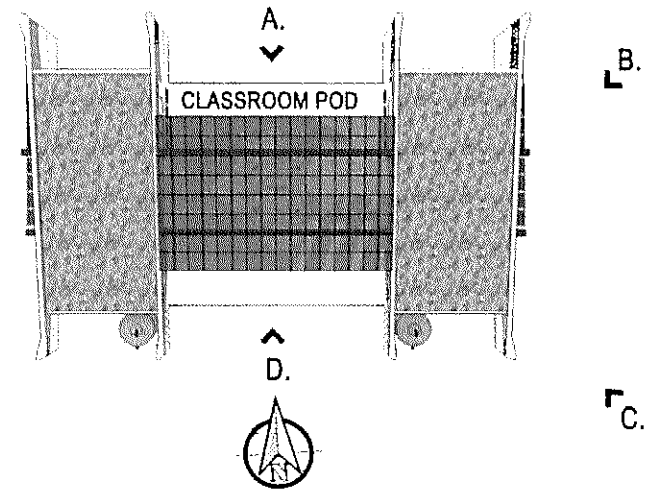
The high-performance building design, utilizes a wedge like longitudinal profile which harvests indirect natural daylight from the northern side of the building. High & low openings allow cross ventilation for passive cooling strategies while preserving precious interior and exterior viewing height wall area for Kumu to use for educational purposes and communication boards.





CLASSROOM POD GREEN BUILDING DESIGN ELEMENTS:

1. Optional vegetated roof gardens and solar photovoltaic array shield the building from unwanted southern heat exposure
2. Northern exposure provides natural daylight without the unwanted solar heat gain
3. Light shelves push daylight into the classroom while cutting undesirable glare
4. Sheltered outdoor learning area is shared between classrooms
5. Rain catchment cisterns collect water for non-potable use
6. Reclaimed single-wall redwood paneling rainscreen clads the building for a rustic aesthetic
7. High-performance glazing at clerestory windows
8. Low jalousie louvers provide air-circulation at the student seating level

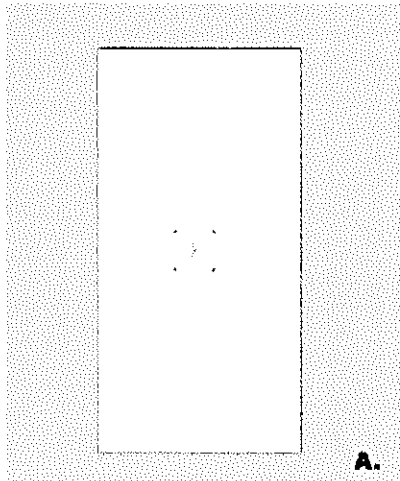


Building Faces Northerly Direction
and is Specifically Aligned with Its
Associated Star Compass House

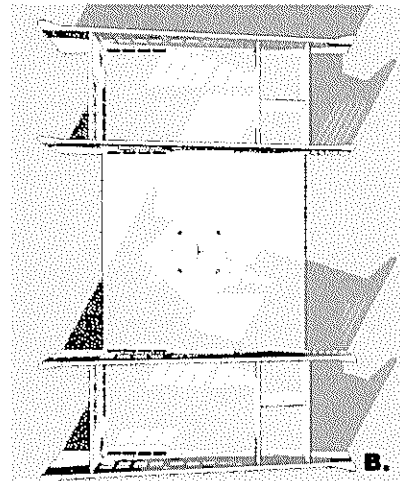




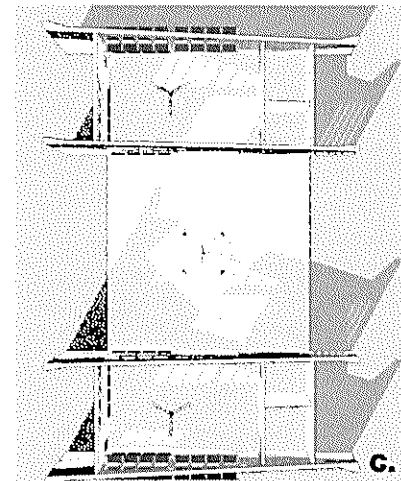
DOUBLE-HULL CLASSROOM POD - EXPLODED ASSEMBLY .06



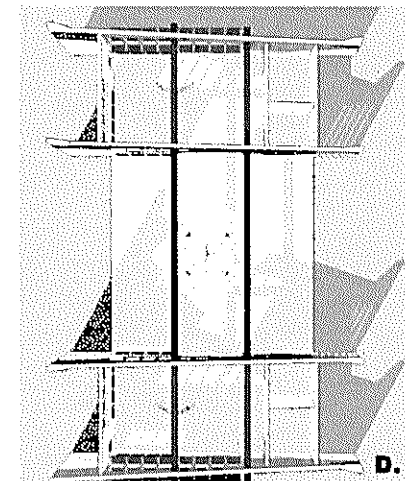
A.
CONCRETE SLAB ON GRADE
HAWAII REGIONAL MATERIAL
CONSISTING MOSTLY OF SAND AND ROCK



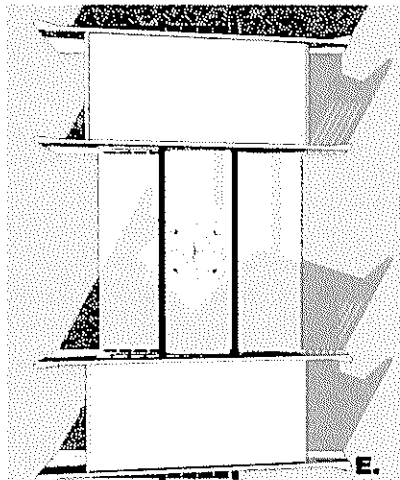
B.
CMU EXTERIOR / INTERIOR WALLS
HAWAII REGIONAL MATERIAL
CONSISTING MOSTLY OF SAND AND ROCK



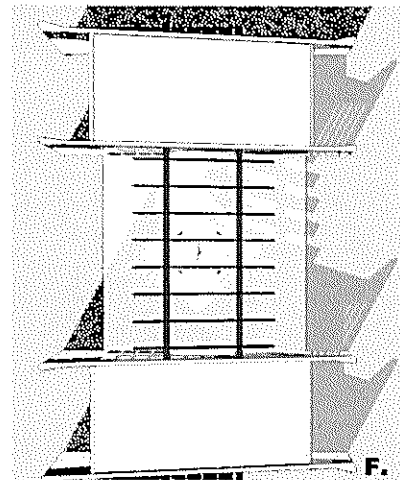
C.
NATURAL DAYLIGHT / NATURAL VENTILATION
PASSIVE COOLING AND DAYLIGHT HARVESTING
BIOPHILIC DESIGN ELEMENTS



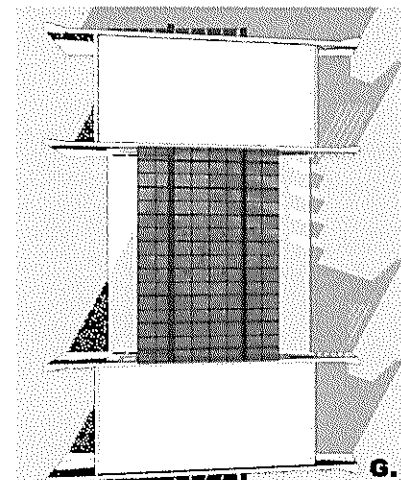
D.
'IAKO BEAMS TIE DOUBLE-HULL BUILDINGS TOGETHER
SUPPORTS OUTDOOR LANAI LEARNING AREA ROOFTOP



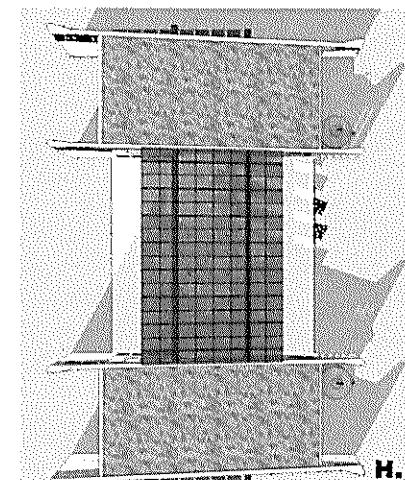
E.
HIGH-PERFORMANCE BUILDING ROOF INSULATION >R-30
REDUCES SOLAR HEAT GAIN
TPO ROOF MEMBRANE FOR OPTIONAL RAIN CATCHMENT



F.
SOLAR PV RACK OR RAFTER SYSTEM
SUPPORTS LANAI COVERING

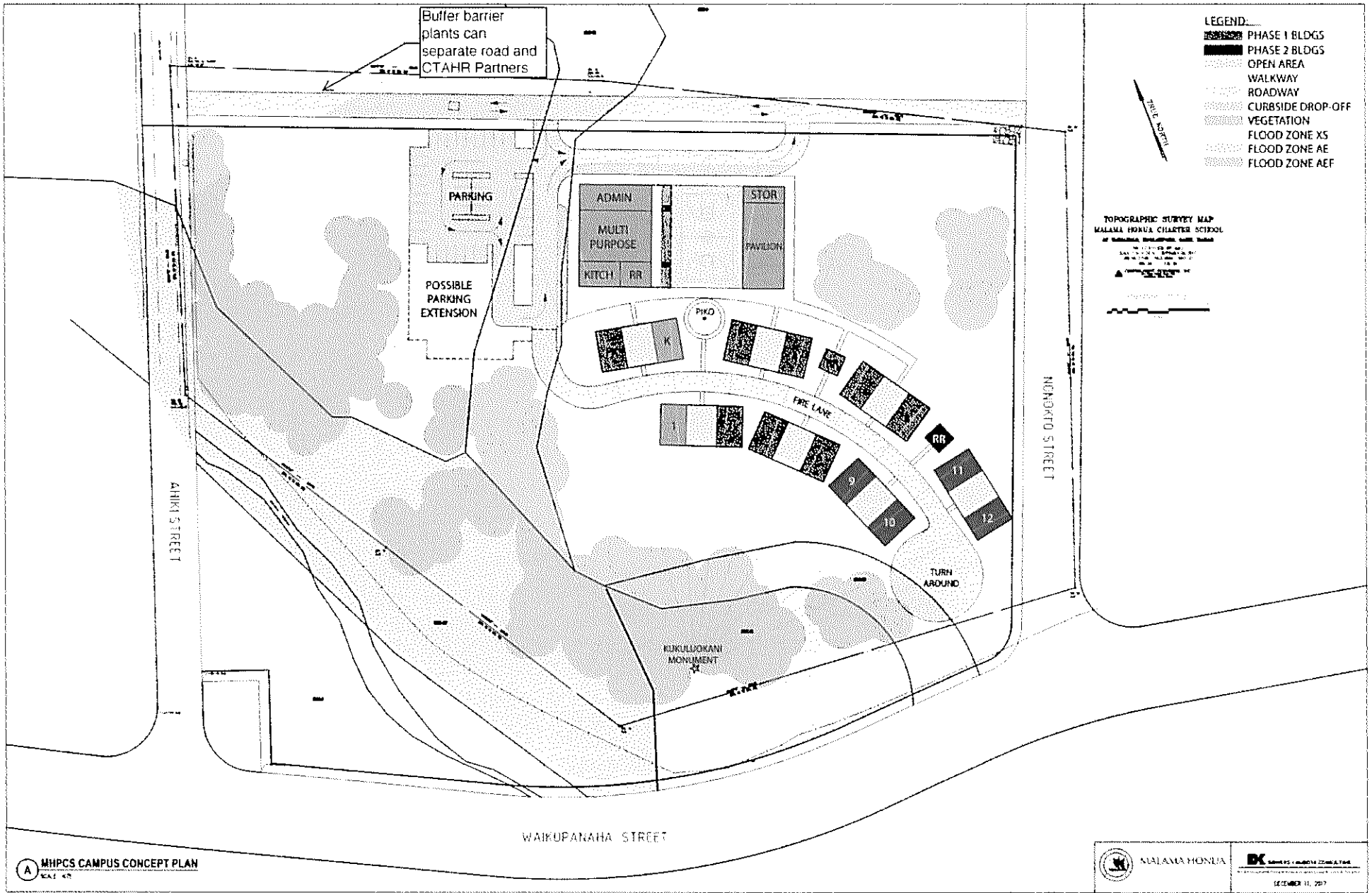


G.
OPTIONAL PHOTOVOLTAIC PV ARRAY COVERS LANAI
PROVIDES NET-ZERO POWER TO CLASSROOMS/ CAMPUS
(3RD PARTY PURCHASE AGREEMENTS AVAILABLE)



H.
OPTIONAL VEGETATED ROOF GARDENS
REDUCE HEAT GAIN, REDUCE STORMWATER RUNOFF
SUPPORTS AG - (3RD PARTY VENDORS AVAILABLE)





Buffer barrier plants can separate road and CTAHR Partners

PARKING

POSSIBLE PARKING EXTENSION

ADMIN
MULTI PURPOSE
KITCH RR

STOR
PAVEDION

PIKO

PIRE LANE

TURN AROUND

KUKULOKANI MONUMENT

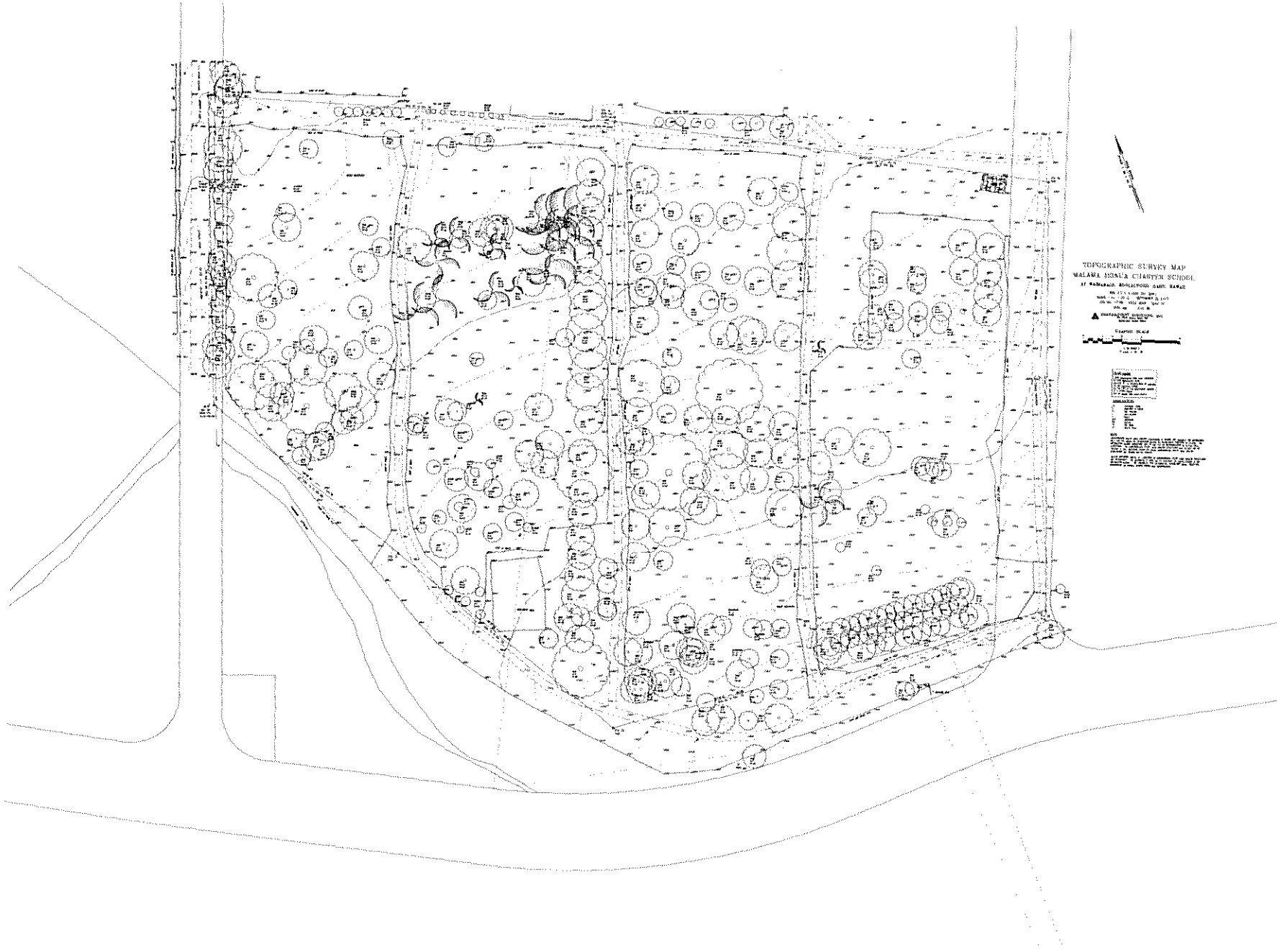
AHIM STREET

NUNUKIHO STREET

WAIKUPANAHA STREET

- LEGEND:**
- PHASE 1 BLDGS
 - PHASE 2 BLDGS
 - OPEN AREA
 - WALKWAY
 - ROADWAY
 - CURBSIDE DROP-OFF
 - VEGETATION
 - FLOOD ZONE XS
 - FLOOD ZONE AE
 - FLOOD ZONE AEF

TOPOGRAPHIC SURVEY MAP
MALAMA HONUA CHARTER SCHOOL
BY MALAMA HONUA CHARTER SCHOOL
SCALE: 1" = 40'



TOPOGRAPHIC SURVEY MAP
MALANA HINDU CHHASTRI SCHOOL

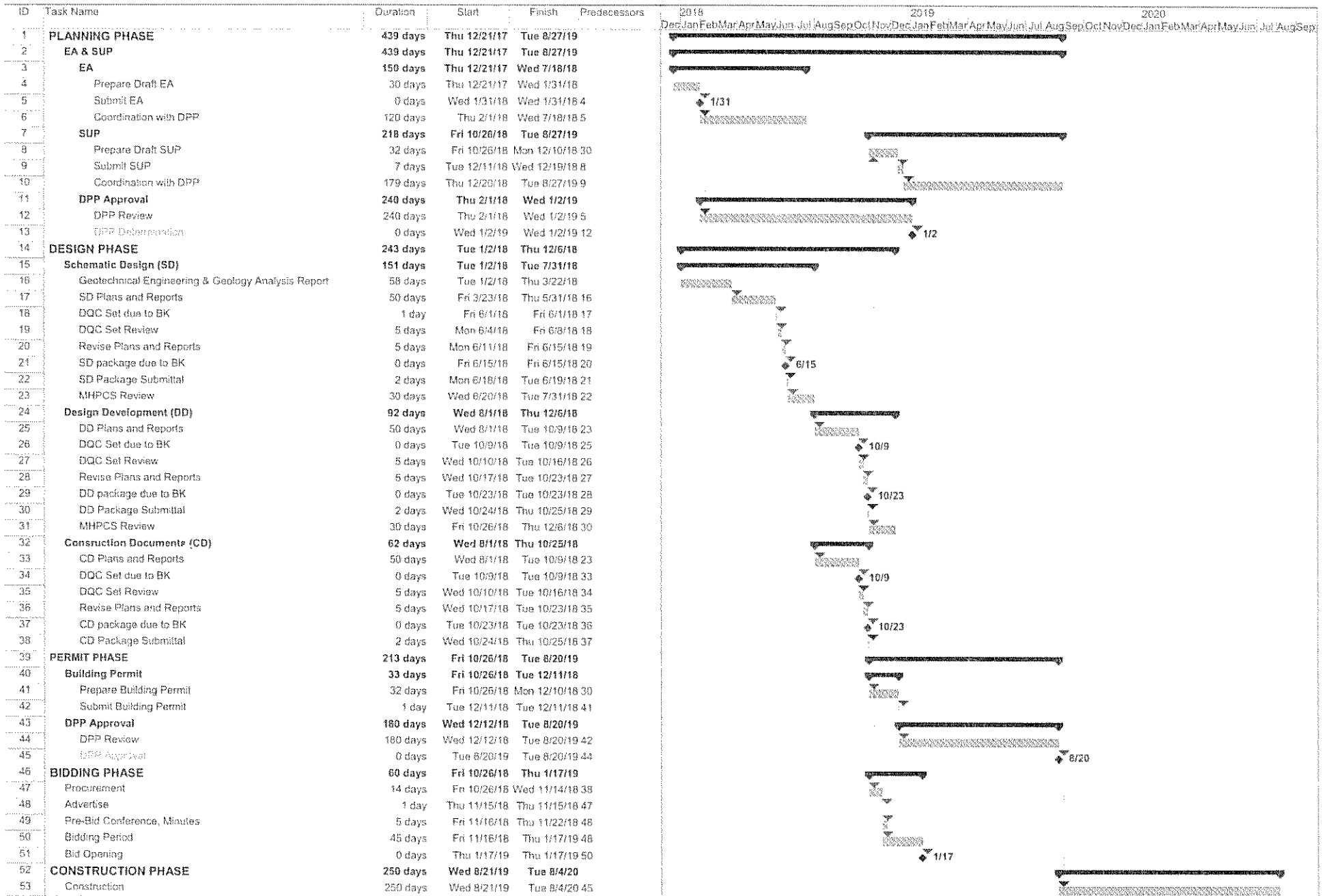
SCALE: 1:5000
 DATE: 1958
 DRAWN BY: S. S. SINGH
 CHECKED BY: S. S. SINGH
 APPROVED BY: S. S. SINGH

LEGEND

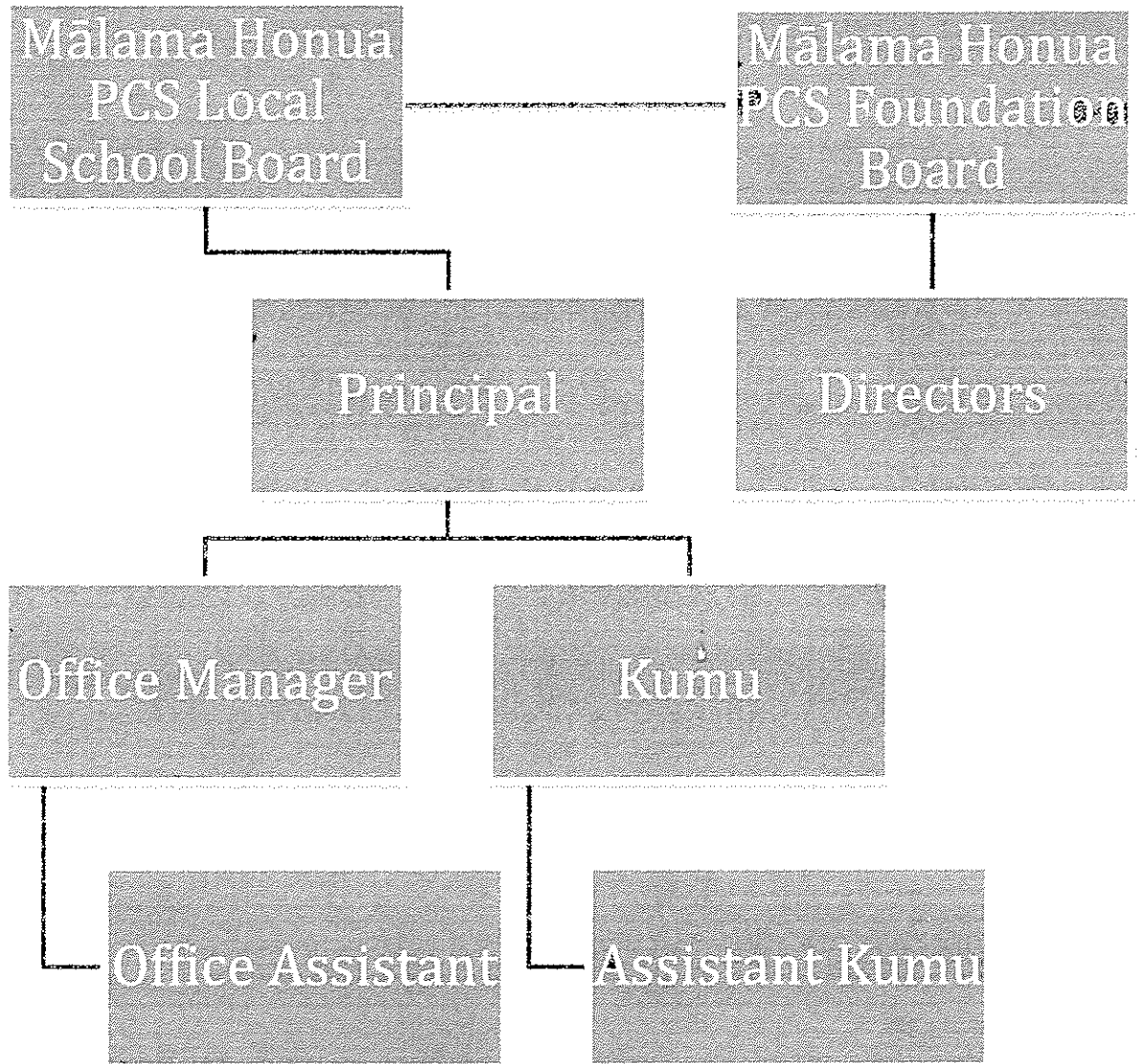
—	Boundary
—	Path
—	Stream
—	Contour
—	Spot Height
—	Building
—	Tree
—	Well
—	Other

PROJECT SCHEDULE
MHPCS OTAHR CAMPUS DEVELOPMENT

Prepared By: Bowers + Kubota Consulting
 Date: January 18, 2018



MHPCS Organization Chart



**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

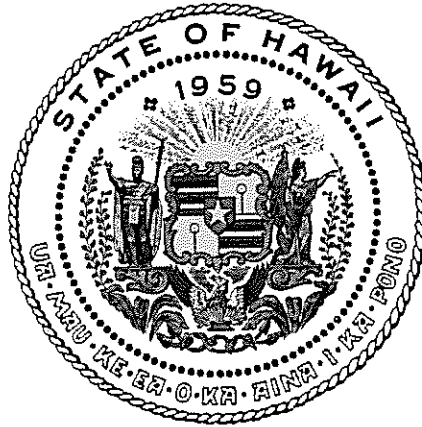
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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.

Mālama Honua PCS Foundaton
(Typed Name of Individual or Organization)

	1/16/18
(Signature)	(Date)
Denise Y Espania	Director
(Typed Name)	(Title)



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

MALAMA HONUA PUBLIC CHARTER SCHOOL

was incorporated under the laws of Hawaii on 08/14/2014 ; 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 15, 2018

Director of Commerce and Consumer Affairs

