

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

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

Amount of State Funds Requested: \$ 168,400

Brief Description of Request (Please attach word document to back of page if extra space is needed):
KEY Project's mission is to nurture and promote the cultural, environmental, social, economic and recreational well-being of the Kualoa-He'eia area by providing a grassroots civic resource. We are seeking funds to continue our Project Holomua youth program that is designed to address the health, educational, socio-economic, and cultural needs for youth in the Ko'olau area. Our goal is to provide spaces and develop opportunities for growth and resilience for healthy outcomes.

Amount of Other Funds Available:
State: \$ _____
Federal: \$ _____
County: \$ _____
Private/Other: \$ _____

Total amount of State Grants Received in the Past 5 Fiscal Years:
\$ 1,042,437
Unrestricted Assets:
\$ 269,959


New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:
 501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:
47-200 Waihee Road
City: State: Zip:
Kaneohe HI 96744

Contact Person for Matters Involving this Application	
Name: Aulii K Dudoit	Title: Executive Director
Email: aulliidudoit@keyproject.org	Phone: (808) 239-5777

Federal Tax ID#: [REDACTED]	State Tax ID# [REDACTED]
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 Aulii K Dudoit, Executive Director 01/18/19
Authorized Signature Name and Title Date Signed

received
1/18/19 11:57am JS

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



AUTHORIZED SIGNATURE

'AULI'I K DUDOIT, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

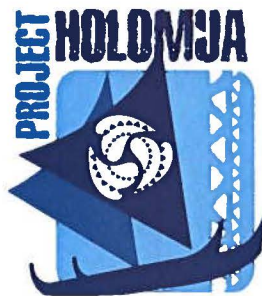
JANUARY 18, 2019

DATE

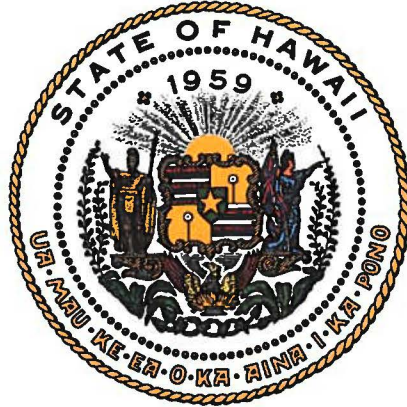


Kualoa-Heeia Ecumencial Youth Project
47-200 Waihe'e Rd., Kane'ohe, HI 96744
Ph: (808)239.5777 www.keyproject.org

Application for Operating Grant-In-Aid 2019 Legislative Session- State of Hawai'i



Funding request for KEY's Project Holomua Youth Program
Submitted by Executive Director Auli'i Dudoit



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

KUALOA-HEEIA ECUMENICAL YOUTH PROJECT

was incorporated under the laws of Hawaii on 06/10/1968 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 17, 2019

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

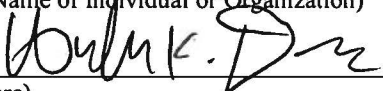
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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, Hawai'i 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, Hawai'i 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, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

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

Kualoa-He'eia Ecumenical Youth (KEY) Project
(Typed Name of Individual or Organization)

(Signature) 01/17/19
(Date)

'Auli'i K. Dudoit
(Typed Name) Executive Director
(Title)

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Certification – Please attach immediately after cover page

1. 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, 2018.

See attached.

2. Declaration Statement

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

See attached.

3. 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](#))

Our mission of KEY Project is to nurture and promote the cultural, environmental, social, economic and recreational well-being of the Kualoa-He'eia area by providing a grassroots civic resource that effectively serves the needs of our diverse multi-cultural community. Over the past five decades KEY Project has been an active leader in serving a public purpose by carrying out our mission to address the needs of our community. At the same time, our partnerships and collaborations validate our efforts to not only serve our community, but to share our values of public service at home and beyond.

II. Background and Summary

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

1. A brief description of the applicant's background;



The Kualoa-He'eia Ecumencial Youth Project or KEY Project was incorporated as a 501(c)(3) non-profit organization in 1968. Since that time the agency has worked to serve and empower youth and families living throughout the diverse ahupua'a along the Windward coast from Northern Ko'olaupoko to Ko'olauloa. Community leaders of the time, including representatives from area churches felt an urgent need to build internal capacity for the primarily rural-agrarian demographic in the face of increased, post-statehood development pressures, significant changes in land use and lifestyles as well as indicators such as drop-out rates and drug use – increased alienation of youth and families in an evolving socio-economic landscape. The impetus for KEY's conception was the community's spirit of activism, a refusal to just "stand by" in the face of challenges we faced, and a fierce love for land and waters that feed and sustain residents. The agency like the community we continue to serve has weathered many challenges and changes thanks to a dedicated Board, staff, steady community support and resilience. Today, KEY Project remains as solidly rooted as ever in the values and vision we began with. In 2019, as KEY enters its 50th year of service to the area, the agency retains its core mission: "...to nurture and promote the cultural, environmental, social, economic, and recreational well-being... by providing a vital grassroots civic resource that effectively serves the needs of our diverse multi-cultural community."

2. The goals and objectives related to the request;

"Project Holomua," a core program for our non-profit agency, is designed to address the health needs of our community. Our goal is to develop spaces and opportunities for growth and resiliency for healthy outcomes. We connect youth and families to the place that feeds us. We help youth achieve higher education and/or trade skills. We help ground youth in their identity as citizens of Hawai'i and we inspire grit- the passion and perseverance to pursue long term goals. Program activities immerse youth in outdoor and indoor challenge experiences and protocols aimed at strengthening a connection to culture, environment, community and self. Through strategic collaboration with community schools and organizations, Project Holomua customizes services according to specific school and student needs, working with teachers and carefully-screened mentors as we reach out to at-risk youth and their families. Project Holomua continues to provide health and wellness platforms to youth and their families to increase their quality of life.

3. The public purpose and need to be served;

In a Hawaiian way of thinking, Health and wellness is when there is pono between akua (god), kānaka (man), and 'āina (land). When there is an imbalance, a person's health is at risk. In light of this, Project holomua identifies the critical need for our target population group when we look at the statistics of Native Hawaiians in our service area

and how many of them are suffering from the imbalances of pono or can otherwise be referred to as social determinants of health. Social determinants of health are the circumstances in which a person is born into that can contribute or harm the health of that individual. While everyone has the right to experience a life free from health risks, not everyone has the same privilege to make choices that make living healthy easier.

Over the past five decades KEY project has been an active leader of discussions aiming to address the social determinants of health in our service area: planning for land and water use, smart development, socio-economic concerns such as rampant drug use (in recent decades- the "ice" epidemic); and, increased attention to the high failure rate in area schools.

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

4. Describe the target population to be served; and

Our primary service area (Kualoa-He'eia) has the most immediate access to program opportunities and actively engages youth in grades 6-12 from both the Castle and Kahuku school complexes.

According to the U.S. Centers for Disease Control, education is one of the strongest predictors of health. According to annual school reports, 42% of students qualify for free/reduced priced lunch. 51% of King Intermediate students are not proficient in English/Language Arts, 76% are not proficient in Math and 65% are not proficient in Science. Over the last three years, 25% of CHS students haven't graduated on time and 23% dropped out. Project Holomua's engagement with youth addressing academic success increases the chances of the students to graduate on time.

Connection to 'āina (land) serves a valuable component to Native Hawaiian health. The connection to the physical environment and the design of the community of the places we live in facilitates or hinders the patterns of healthy living. 36% of parents feel that schools in the Castle-Kahuku complex area are not safe for their children. Closer attention can be brought to King Intermediate where students reported that 47.9% don't feel involved with their school community as indicated by 2017 annual school report.

Due to the long standing reputation of KEY project in effectively serving the community, Project Holomua has been able to leverage a strong community network to outreach to youth participant. These statistics magnify the critical need for Project Holomua to provide health and wellness platforms that address the critical social determinants of health in our service area. We devote our efforts to our target population by focusing on education, culture and connection to 'āina to help our youth to "Holomua- move forward."

5. Describe the geographic coverage.

Located at 47-200 Waihe'e Rd. Kaneohe 96744, our geographical vantage includes being central to the whole of northern Ko'olaupoko and the urban-fringe/semi-rural communities situated within and between He'eia to the south and Kualoa, to the north. As close as we may be to urban Kāne'ohe town (the balance of the Castle school complex and the 96744 zip code area), our area still retains much of the open space and agrarian character that has survived decades of development attempts. We are resource rich in ways that are still very much appreciated and valued. Our community center serves families beyond Kualoa, along the windward coast throughout the adjacent moku of Ko'olauloa.

KEY's geographic coverage includes a culturally and economically diverse area. This includes the Hawai'i Public Housing Authority (HPHA) complex in northern Ko'olaupoko district, a small shopping center, middle to upper-middle income neighborhoods of Ahuimanu and He'eia, and the generally lower-income neighborhoods of the ahupua'a of Kahalu'u, Waiahole, Ka'alaea, Waikane, Hakipu'u, and Kualoa (as indicated by increased percentage of free or reduced lunch in area schools.) Project Holomua's targeted group is aimed at youth within KEY's geographic service area, which includes the coastline within Kane'ohe Bay (96744) and the adjacent moku of Ko'olauloa. This program can also serve youth from both the Castle and Kahuku complexes- our extended service reach.

III. Service Summary and Outcomes

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

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

Project Holomua is designed to address the health, educational, socio-economic, and cultural needs of our community. Our goal is to develop spaces and opportunities for growth and resiliency for healthy outcomes. We connect youth and families to the place which feeds us. We help youth achieve higher education and/or trade skills. We help ground youth in their identity as a citizen of Hawai'i and inspire grit which is the passion and perseverance to pursue long- term goals.

We create health and wellness platforms that address social determinants of health that include educational attainment, connection to culture and connection to 'āina. We also believe in building character that is rooted in po'okela or excellence.

Through the Hawaiian framework of Maui Ola, Project Holomua understands that when addressing health concerns, we have to examine the health and wellbeing of our families, community and 'āina. Project Holomua's objectives, themes and strategy is based upon Maui Ola concepts of the physical, mental and spiritual health of our youth. Holomua's aim goes deeper into the lives of our participants when we look at the personal, social, economic and environmental factors that influence our daily health.

Project Holomua will effectively address the needs because we are a culturally relevant, community-based program that addresses multiple determinants of health simultaneously. Project Holomua's target is the youth of the community and by focusing on the 'ōpio we ensure that we equip our youth with the tools to make healthy choices in the present and into the future. Project Holomua offers a holistic approach to health and well-being via the social determinants of health. In doing so, our program has the potential to not only improve health but also provide equal opportunity to lead a healthy, fulfilling and productive life.

Our objectives are theme-based and covered throughout the year. We align the length of a theme to an academic quarter of the public-school year or referred to as Wā (time). The themes are questions of impact that force our students to think deeper and in a more meaningful way. During Wā 1 we form our activities around the question "Who am I?" Building upon that concept, we move into Wā 2 where we ask students "Where am I from?," Wā 3 urges our students to take action when we pose the question, "How can I serve my community?," Wā 4 encourages our students to move forward, we help them navigate adolescence by asking the question "Where am I going?" While each Wā is focused on one theme it does not confine a student to just that concept. Our activities and strategy are meant to build upon one another, creating steps for personal growth. The model of our Project Overview and Objectives are attached in the additional documents section.

Project Holomua serves a wide berth of students from different socioeconomic, cultural, and educational backgrounds. We arranged our program to meet the needs of our three targeted age groups. Currently, our 6th graders attend program on Monday, Wednesday, and Friday. Our 7th and 8th graders attend program Monday thru Friday, and our high school students attend Wednesday and Fridays. We are hoping to expand our 6th grade to operating five days a week to include 2 days of educational enrichment activities, and 3 days of outdoor and 'āina-based experiential activities. We intend to grow our program to serve 5th graders in our service area. Project Holomua offers a 6 week summer intersession program that exposes students to outdoor experiential activities.

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

Annual Project Outcomes	Commence	Complete
Execute in-school and out-of-school time program	January	December
Summer Intersession Program	May	August
Quarter 1 Theme: Self: Who am I?	August	October
Quarter 2 Theme: Place: Where am I from?	October	December
Quarter 3 Theme: Community: How can I serve my community?	January	March
Quarter 4 Theme: Holomua: Where am I going?	March	May

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

Holomua Project has had five successful years of monitoring the project and evaluating success in reaching project goals to-date. Process evaluation strategies include: regular observation of delivery and implementation of core program elements, staff/participant assessments, and feedback from relevant community coalition members and partners. Perceptions are gathered from staff, participants, and key to assess our progress. This helps to guide decisions relative to program efficacy and intent.

Process evaluations will answer:

- What was implemented?
- Is the program being implemented as planned?
- What are the dynamics of the intervention?

Outcome evaluations will answer:

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

Our evaluation consists of multiple data collection modes. Assessment can serve a variety of needs for project Holomua. Our nine assessment tools have the potential to impact program design, planning, and implementation.

1. Sign-In Sheets- We use this tool daily and it helps us to track contact time with participants and gauges interest for new participants

2. **Grade Checks-** We perform grade checks weekly and quarterly. This provides real time data to monitor assignment completion and promotion status. It helps us to hold student accountable to their academic work.
3. **Evaluation-** This evaluation happens post participation in special activities. This gauges youth opinion on program activities.
4. **Goal Setting Sheets-** Goal setting happens beginning of sessions and periodically throughout program. The purpose is to encourage/track achievement of personal goals and helps to measure youth ability to set and achieve personal and academic goals.
5. **Ho'okele Sheets-** These were created to assess/monitor the youth's growth and/or attitudes toward challenge and is measured before, during, and after challenge experiences.
6. **Retrospective Survey-** The purpose of this is to gather data regarding student satisfaction and growth in non-academic skills. We administer this at the end of every project cycle.
7. **Staff Observation sheets-** This is an ongoing systematic approach where staff is able to document student behavior, write down quotes and track what activities were performed that day.
8. **Photo-voice observations-** This helps us to monitor student engagement, learning, and internalization of lessons learned in program. This tool allows us to document success in achieving desired outcomes.
9. **Parent feedback-** We take parent involvement and feed back into consideration. This helps us to measure the impact of program in participants homes and families.

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

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Our proposed performance measures are used to track the effectiveness of our program by aligning our outputs to our goals and objectives. The outcomes are ways to track of the opportunities and activities that we expose our youth to. Connecting youth and families to the place that feeds them, improvement of grades, being rooted in Hawaiian identity and demonstrating confidence and resourcefulness are key ways to address the social determinants of health that influence the quality of our lives. The concepts and activities the we propose as outcomes are ways that we can reach goals. We are confident that these performance measures are realistic and achievable within the time span of this grant period.

Outputs	
Total number of individual participants in the program	120
Youth and families connect with the place that feeds them	80
Youth improve grades	80
Youth and families feel rooted in Hawaiian Identity	80
Youth demonstrate confidence and resourcefulness	80
Outcomes	
Total number of participants who completed the program	100
Participants attend a community work day or community workshop	100
Students exposed to concepts that surround culture, education and 'āina	75
Students exposed to teamwork	75
Students are exposed to higher educational/trade skill opportunities	75

For our qualitative data we adopt the Uluhōkū method. Uluhōkū is an indigenous methodology that Project Holomua uses to ensure project success. Uluhōkū is our word for constellation, guiding stars that help us to navigate to new land to bring us home. Project Holomua is all about moving forward and we find it comforting that this method allows us to constellate our guiding stars to success. This evaluation method connects various data points. Uluhōkū allows us to collect stories in image, number, interview, reflection or any other pertinent data set to find relationships that point to connection and transformation. This method encourages us to use anchor points, much like anchor stars in a constellation. We recognize our anchor points to be our students, parents, staff and community. Attached is an example of how Uluhōkū allows us to

connect elements to show the emergence of our project objectives throughout multiple points of data. We believe that heart of outcomes and outputs cannot be caught by data alone because feeling is much more important. Uluhōkū allows us to capture emotions. The emotional responses to our work are treasures that reflect the success of Project Holomua.

IV. 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](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
42,100	42,100	42,100	42,100	168,400

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

There are currently no other sources of funding for 2020 or beyond at this time.

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

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 2020 for program funding.

See attached.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

Unrestricted Net Assets as of 12/31/18 is \$269,959

V. 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.

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

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

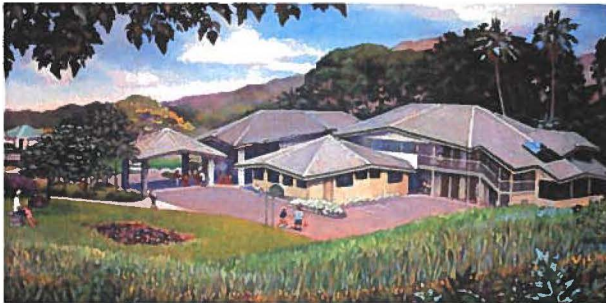
In the past three years, as state Office of Youth Services funds became far more limited for agencies around the state, Project Holomua has been supported by a three-year grant from Aloha United way, applied for in 2014. Said funding term comes to a close at the end of 2017. The program is now in its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

Examples of past youth programs include:

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

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.

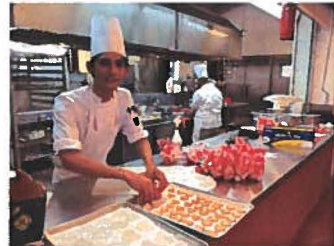


In its first decade (1968-'78) KEY Project operated from and home in the "heart of Kahalu'u" near the iconic Hygienic store. The latter site, while "front and center" for this rural/agrarian community, remained in harm's way - the lowland/floodplain that had been completely underwater during mid-60's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

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

improvements to the complex. The current facility includes a wide array of resources, including:

1. A certified commercial kitchen (460 sq ft);
2. Large pavilion (stated capacity of 173) connected to the kitchen and outfitted with audio-visual capacity and room enough for community/family events, conferences and public meetings, area church and club use, early childhood programming and so much more;
3. Well-equipped meeting rooms;
4. A computer learning center and classrooms with excellent IT capacity in a connected two-story structure (with elevator);
5. An Administrative Building at the center of the complex housing agency staff and walk-in services for all ages;



6. An open portico and large parking area, connected to additional parking in nearby Kahalu`u Regional Park below and surrounding the multi-purpose center (all comprising a portion of the cost:benefit ratio required by federal funding for flood-control projects);
7. An area mauka of KEY, also belonging to the City, has also been cleared, maintained and utilized as a mala or farm/garden by the Holomua Program, kupuna (seniors) on site and others - with a small nursery for plant propagation, aquaponics and other learning options.



8. **The entire facility, connected to surrounding park lands is ADA accessible and occupies a footprint of 10,740 sq ft.** Our connection surrounding parklands is "seamless". The entire site is mauka of the floodplain and Special Management Area. Situated as we are, within the Kane`ohe Bay area, KEY's site is well -protected with respect to *tsunami*.



9. Finally, Kahalu`u Fire Station is located a few hundred yards mauka, on widened Waihe`e Road, just above Kahalu`u Elementary School, ensuring rapid "first response" during emergencies.



Waihe'e Ohuuna's Initiative

ACCESS TO OTHER SITES/FACILITIES: In addition to the strategically located multi-purpose community center on Waihe`e Road, KEY (and the subject program - Project Holomua) has excellent access to various nearby outdoor learning sites through relationships

with fellow organizations/entities and/or more formal agreements that have evolved over our 49 years of service in this community. One shining example is the *Waihe'e Ahupua`a Initiative* or *WAI*. After years of involvement in community planning discussions, KEY entered into an MOU with the Honolulu Board of Water Supply - in 2003 - in which the agency committed to working together on *ahupua`a* (watershed) stewardship and engagement of others in that venture. WAI continues today, engaging a broad section of community members, government agencies at all levels, passionate about environmental and cultural education and building awareness around natural resource management. Projects undertaken include a fish ladder effort to support movement of native aquatic life, led by US Fish & Wildlife staff, along with other service learning projects. Each such opportunity provides means to engage both youth and families through programs such as Holomua. The agency and its programs have access to mauka BWS watershed lands via a consent-of-entry agreement crafted in 2003 and renewed every five years. We are currently in discussions with both the City and BWS about a license or lease for additional lands mauka in which we hope to establish a "Riparian Zone Learning Center" - with great potential for further engaging Holomua youth and families as well as hosting others with whom we collaborate.

VI. 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.

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

Executive Director: Auli'i Dudoit- Graduated with a BA in Social Science with an emphasis in Public Policy at The Evergreen State College in Olympia, Washington. Worked for Senator Mazie Hirono when she was in the U.S. House as a senior

caseworker. Also worked as a Public Advocate and Community Outreach Coordinator for the Office of Hawaiian Affairs. Employed in various non-profit agencies to improve the educational attainment for youth.

Project Holomua Director: Martin Ka'i'ini Aranaydo- Graduated with a BA in Hawaiian Studies and Hawaiian Language at the University of Hawaii at Manoa. He graduated from Kamehameha High School in 2012. He received his AA in Hawaiian Studies from Kapiolani Community College. He has 5+ years of community programs experience. He is organized, passionate, and bright and has a larger vision for Holomua that will serve the program well. He recently coordinated a retreat and strategic planning event with the team where they invited community to give feedback and direction for the program.

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

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

Program Coordinator: Keonilei Benson- Born and raised in Kaneohe, brings a deep connection to the land and people living in the Ko'olaupoko moku. A graduate of James B. Castle High School in 2008, Keoni Lei continued her education at Windward Community College, obtaining her A.A. in Liberal Arts, then continuing her education at the University of Hawai'i at Manoa in Secondary Education and Hawaiian Studies. Keoni Lei worked for the City and County of Honolulu's Parks and Recreation for seven years as a summer fun Senior Leader as well as other youth programs such as Kama'aina Kids and After-School All Stars. As the Intermediate Program Coordinator, Keoni Lei formulates curriculum that builds upon the foundation of culture, work ethic, values, and structure, set forth in the 6th grade program, while challenging students to achieve a deeper understanding of self, and a stronger connection to their community and 'aina.

Executive Director Emeritus and Community Outreach: John Reppun- has 30 years of experience in program creation, implementation, and delivery with KEY Project. He has extensive experience in community building both through KEY and for the greater community as well. His relationships, work, and advocacy on behalf

of the district is an important asset that with help Project Holomua to connect with project partners and develop value-added collaborative programming. In addition to helping crystalize and leverage the partnerships important to the project's success, Reppun will help with leadership mentoring, community planning, and historical knowledge and training.

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

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.

See attached.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director- \$75,000

Fiscal Officer - \$40,000

Program Coordinator - \$36,000

VII. 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 2019-20 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2019-20, but
- (b) Not received by the applicant thereafter.

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

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

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

Project Holomua

Project Overview and Objectives

'Āina

Connect youth and families to the place that feeds us

Ho'oua'oua

Achieve higher education and/or trade skills

Mo'omeheu

Grounding identity in a Hawaiian Worldview

Po'okela

Inspire Grit; the passion and perseverance to pursue long-term goals

Self

Who am I?

Recognize and honor the relationship between people and 'āina

Place

Where am I from?

Learn, develop and demonstrate meaning of place names

Self

Who am I?

Recognize academic skills and need for enrichment

Place

Where am I from?

Place based activities that correlate with academic skills

Self

Who am I?

Honor mo'okū'auhau and learn Hawaiian practices and values

Place

Where am I from?

Root Hawaiian Identity in land and sea

Self

Who am I?

Increase confidence through growth mindset

Place

Where am I from?

Defeating negative socio economic norms

Community

How can I serve my community?

Community work days and community events

Holomua

Where am I going?

Propagating Kalo and mea kanu to rebuild traditional Food System

Community

How can I serve my community?

Apply learned trade and academic skills to show civic responsibility

Holomua

Where am I going?

Advance to the next grade level and/or pursue higher education

Community

How can I serve my community?

Share learned Hawaiian practices and values to community

Holomua

Where am I going?

Expose students to Hawaiian Culture based careers

Community

How can I serve my community?

Share KEY's history and commitment to the community

Holomua

Where am I going?

Set strategy based long term goals

Project Holomua

Project Strategy and Timeline

Wā 1

Self:

Who Am I?

Wā 2

Place: Where

Am I From?

Wā 3

*Community: How Can
I Serve My Community?*

Wā 4

*Holomua: Where
Am I Going?*

Self

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Recognize and honor the relationship between people and 'āina

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Where am I going?

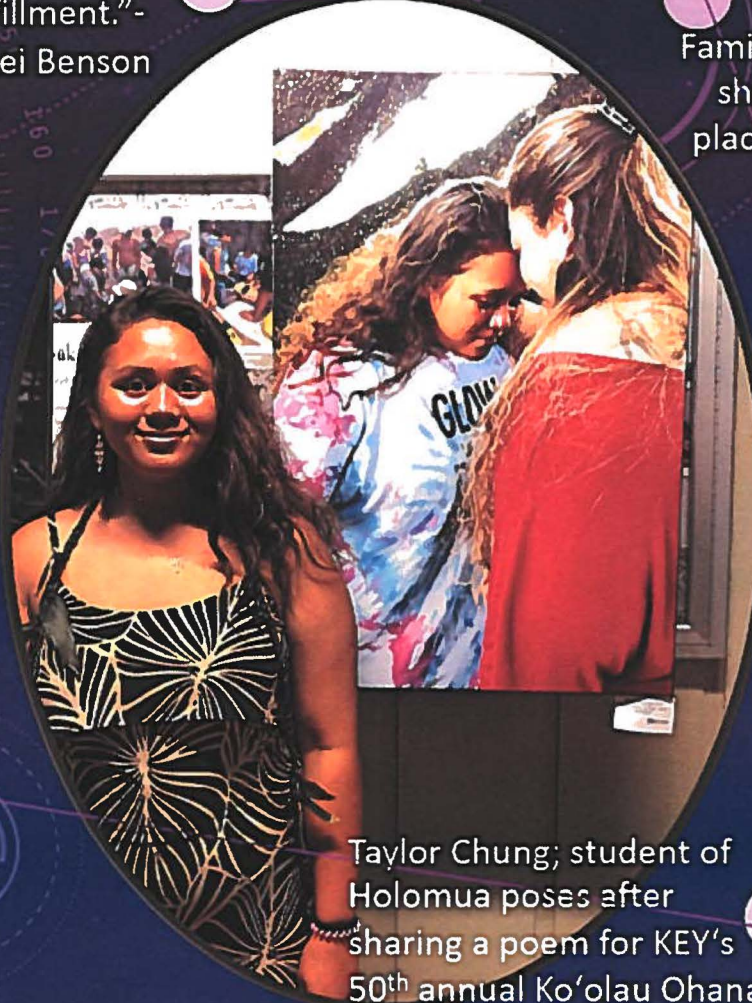
Set strategy based long term goals

Went to study hall and attained a Scarlet list award (3.0-3.49 GPA) at school for the first time.

"Their growth brings my fulfillment." - Keoni Lei Benson

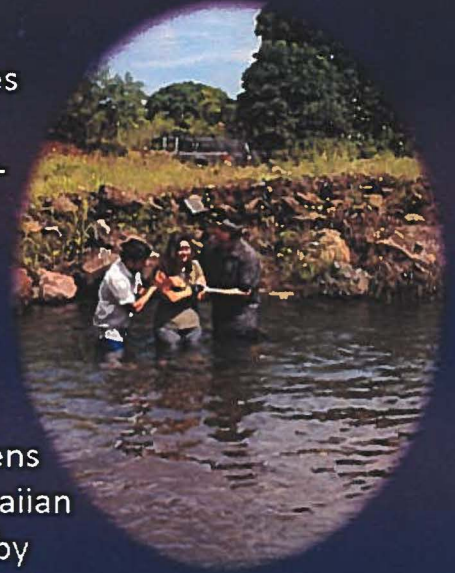
Family appreciates she has a safe place to be after school

"When I look at that picture, I feel like I belong." - Taylor Chung

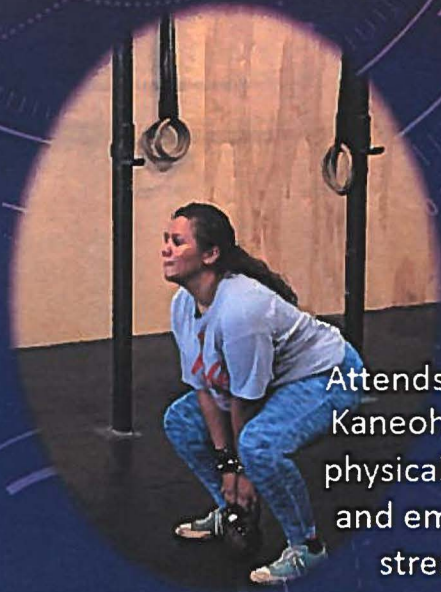


Taylor Chung; student of Holomua poses after sharing a poem for KEY's 50th annual Ko'olau Ohana Festival.

Strengthens Native Hawaiian Identity by learning and demonstrating her knowledge of Hā



Seeks a relationship with Ke akua at community partner: Hāmama Community Church.



Attends Crossfit Kaneohe to get physical, mental and emotional strength.

Anchor points

Student:
Grade Checks
Quotes
Demonstrates
Hawaiian
Practices and
Values

**Community
Partners:**
Participates in
Crossfit learns
functional
exercises and
through
Hāmama
Communitiy-
gets baptized

Parent:
Single father
who works long
hours expresses
gratitude.

Staff:
Provides
observations
and
opportunities
for community
involvement

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: _____

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	90,000			
2. Payroll Taxes & Assessments	4,770			
3. Fringe Benefits	8,130			
TOTAL PERSONNEL COST	102,900			
B. OTHER CURRENT EXPENSES				
1. Inter-Island Trip	10,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	15,000			
5. Staff Training	1,500			
6. Supplies	17,000			
7. Contracted Services	5,000			
8. Special Events	17,000			
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20				
TOTAL OTHER CURRENT EXPENSES	65,500			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	168,400			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested		Auli'i K. Dudoit 380-7376		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested		Signature of Authorized Official 01/17/19		
		Date		
TOTAL BUDGET		Auli'i K. Dudoit, Executive Director		
		Name and Title (Please type or print)		

Organizational Chart

Kualoa-He'eia Ecumenical Youth (KEY) Project



GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: _____

Contracts Total: 655,362

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Operating Funding for Kupuna Program	FY2017	EOA	DOH	205,362
2	CIP Facility Improvements	FY2016	OCS	DLIR	186,000
3	CIP Parking Resurface	FY2015	OCS	DLIR	64,000
4	Operating Funding for Holomua (Youth) Progra	FY2017	OCS	DLIR	200,000
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