

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

Type of Grant Request:

Operating

Capital

Legal Name of Requesting Organization or Individual: Dba:

Awaiaulu, Inc.

Amount of State Funds Requested: \$ _____

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Through translation teams who will research and translate documents, this project will provide for universal bilingual access to previously untranslated historical collections. This is a two-year project, but the significance of this support is paramount for the importance of integrating Hawaiian knowledge into the mainstream and will serve as an anchor to the larger scope of the two-year project.

Amount of Other Funds Available:

State: \$ 50,000 _____

Federal: \$ 0 _____

County: \$ 0 _____

Private/Other: \$ _____

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 0 _____

Unrestricted Assets:

\$ _____

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:

2667 Anuu Place

City:

Honolulu

State:

HI

Zip:

96819

Contact Person for Matters Involving this Application

Name:

Kau'i Sai-Dudoit

Title:

Projects Manager

Email:

kauai@awaiaulu.org

Phone:

808-953-9217

Federal Tax ID#:

State Tax ID#

Executive Director

Authorized Signature

received
1/17/2020

Name and Title

(12:53)

Jan. 16, 2020

Date Signed

Application _____ st

Senate Code on Ways
& Means
Res. 208
Grant In Aid

The following items are required for submission. 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

M. Puaken Nogelmeier

Jan. 16, 2020

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

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, 2019.

*See attached DCCA Certificate of Good Standing dated January 15, 2020.

2. Declaration Statement

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

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](#))

- (1) The name of the requesting organization or individual;
Awaiaulu, Inc.
- (2) The public purpose for this grant;
To provide access to Hawai'i's teachers, youth and the general public of topic specific Hawaiian historical knowledge contained in the Hawaiian language repository in English to bridge access to Hawaiian knowledge of history, language and culture.
- (3) The services to be supported by this grant;
A research and translation training project on topic specific material to be transcribed with modern orthography, translated, indexed with an informative narrative for teachers, students and the general public to have access to heretofore inaccessible material contained in the Hawaiian language repository.
- (4) The target group;
Teachers, students and the general public.
- (5) The cost of the grant and the budget;
The request for this grant is \$125,000. *See budget detail.



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

AWAIAULU, INC.

was incorporated under the laws of Hawaii on 12/03/2008 ; 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, 2020

Director of Commerce and Consumer Affairs



State of Hawai'i GIA program

Awaiaulu: Māhuahua Translation Training Project

Project Start Date: July 1, 2020

Project End Date: June 30, 2021

Page 1

Budget Categories	Detail	2019-2020	2020-2021	Total
Project Scholar/Lead Mentor		\$100,000.00	\$100,000.00	\$200,000.00
Independent Contractors				
Mentors-In-Training	2 x 12 x \$1,500	\$36,000.00	\$36,000.00	\$72,000.00
Trainers-In-Training	3 x 12 x \$1,250	\$45,000.00	\$45,000.00	\$90,000.00
Trainees	9 x 12 x \$1,000	\$108,000.00	\$108,000.00	\$216,000.00
Retreat sessions	3 x \$8,000	\$24,000.00	\$24,000.00	\$48,000.00
SUB-TOTAL:				\$626,000.00
Google Classroom Maintenance	\$500 x 12	\$6,000.00	\$6,000.00	\$12,000.00
Website Upgrade & maintenance	Upgrade \$3,500 Maint. \$12,000	\$15,500.00	\$12,000.00	\$15,500.00
Digital and media documentation	weekly sessions and public presentations	\$25,000.00	\$25,000.00	\$50,000.00
TOTAL:				\$703,500.00
Administration fee (25%)	K. Sai-Dudoit, E. Martin & misc exp. ie: archival dup fees, storage, equipment,	\$57,763.00	\$57,763.00	\$115,526.00
TOTAL:				\$819,026.00
Committed Unrestricted Funds				
Ceres Trust	2019-2021/300000	\$150,000.00	\$150,000.00	\$300,000.00
McInerny Foundation	2020/\$40,000	\$20,000.00	\$20,000.00	\$40,000.00
G.N. Wilcox Trust	2020/\$40,000	\$20,000.00	\$20,000.00	\$40,000.00
TOTAL:	\$380,000.00	\$190,000.00	\$190,000.00	\$380,000.00

State of Hawai'i GIA program				
Awaiaulu: Māhuahua Translation Training Project				
Project Start Date: July 1, 2020				
Project End Date: June 30, 2021				
Page 2				
Committed Restricted Funds				
Dolores Furtado Martin Foundation	2020/ \$25,000	\$25,000.00	\$25,000.00	\$50,000.00
HTA Kukulu Ola Grant	2020/\$100,000	\$50,000.00	\$50,000.00	\$100,000.00
COMMITTED FUNDS:		\$75,000.00	\$75,000.00	\$150,000.00
Pending Grant Requests				
Honolulu City & County GIA			\$124,995.00	\$124,995.00
State of Hawai'i GIA			\$125,000.00	\$125,000.00
PENDING FUNDS:				\$249,995.00

State of Hawai'i, Grant In Aid Program
 Budget Detail
 AWAIAULU, INC. Translation Training Project
 Budget Detail

A. M. Puakea Nogelmeier E.D./Lead Mentor F/T salary \$100K 100% \$8,333 mo. X 12 mos.
 M. Nogelmeier in his capacity of Lead Translator oversees all stages of the translation training process and is integral to the success of this project.

B. **Mentors-in-training (2)**

Mentors-in-training have been with Awaiaulu for 6 years, through 3 previous phases of translation training as trainees, trainers and now mentors-in-training. They play an integral role in the translation training and are part of the Administration team for this project. They are also the first to work with the teams to review and refine their translations before meeting with the lead mentor.

Spencer Kamuela Yim	Independent Contractor	\$1,500 mo.	\$1,500 mo X 12 mos.
Tilana Kalei Roberts	IC	\$1,500 mo.	\$1,500 mo X 12 mos.

Trainers (3)

The Trainers have been with Awaiaulu for 4 years, through 2 previous phases of translation training as trainees and now as trainers. On each team they serve as advisors to the initial translation phase and communicate concerns to the Admin team.

Noah Ha'alilio Williams-Solomon	IC	\$1,250 mo.	\$1,250 mo X 12 mos.
Shaun Pili'alo'ha Kamakea-Young	IC	\$1,250 mo.	\$1,250 mo X 12 mos.
Eli Lihauanu Maioho	IC	\$1,250 mo.	\$1,250 mo X 12 mos.

Translators (8)

Translators have been with Awaiaulu for 2 years and were trainees in the last phase of translation training.

Keawe Goodhue	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Kapalai'ula de Silva	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Hina Kneubuhl	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Jonathan Pestana	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Kelson Kellen	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Chase Kaho'okahi Kanuha	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Jon Yasuda	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Samantha Aolani Kailihou	IC	\$1,000 mo.	\$1,000 mo X 12 mos.
Ernest Kalikoaloha Martin	IC	\$1,000 mo.	\$1,000 mo X 12 mos.

C. Retreat session (3)

- | | | |
|----|---|--------------|
| | We hold 3 intensive retreat weekends per year and will 2 remaining for this grant period. It covers round trip airfare for the whole team, facilities, meals and ground transportation, if necessary. | \$8K x 3 |
| D. | This category is for expenses of the project ie: additional retreat expenses, archival duplication fees, storage & computer equipment, supplies, etc. | \$5,250 |
| E. | Awaiaulu has contracted John Garcia to upgrade our website and for the duration of this project to maintain the website, Facebook and Instagram posts to engage with the community. | \$1,000 X 12 |
| F. | Understanding that documenting the processes applied in our translation training project will be important for future endeavors, Awaiaulu has contracted Ben Cohn of Integrated Media Cooperative to capture and document the two years of this project . | \$25,000 |
| G. | Google Classroom maintenance. We contracted Tilana Roberts to build and maintain the Google Classroom online site that is integral to the success of this project. | \$6000 |

SECURED FUNDING

- | | | |
|----|--|--|
| H. | Ceres Trust. A San Francisco based non-profit established to support healthy and resilient farms, forests and communities; and the ecosystems upon which we all depend has awarded us \$300K for 2019-2021. | |
| I. | Dolores Furtado Martin Foundation. A Hawai'i based non-profit that supports Hawai'i educational endeavors has awarded us \$25K for calendar year 2020. | |
| J. | Awaiaulu Directors Contribution. Three of our board directors have pledged to personally support this project with contributions of \$50K each from their foundations. Gaylord Wilcox, Martha Steele and James Pi'ikea Haynes. Total \$150K for 2019-2021. | |

- K. McInerny Foundation. A Hawai'i based philanthropic foundation has awarded us \$40K for FY 2020.
- L. G.N. Wilcox Trust. A Hawai'i based philanthropic foundation has awarded us \$40K for FY 2020.
- M. HTA Kūkulu Ola program. We received a contractual award from HTA of \$100K for FY 2020.
- M. Awaiaulu, Inc. will fund or seek funds for the remaining balance needed for the Māhuahua project.

PENDING FUNDING

- A. Awaiaulu has submitted an application to the City & County of Honolulu Grant In Aid program for \$124,995 to cover
 - M. Puakea Nogelmeier's salary from October 2020 – December 2021 and we are awaiting word.

OTHER FUNDING OPPORTUNITIES

- A. Awaiaulu plans to re-apply to some of the previous funders for FY 2021 if necessary but is also prepared to help fund this endeavor.

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;

Awaiaulu was established in 2004 to enable high-fluency scholars to translate Hawaiian language materials from the past, generating resources and resource people in the process. While the extent of the accessible Hawaiian historical cache has grown exponentially in the past 14 years, Awaiaulu continues to be the only source for training in this field. Awaiaulu has administered numerous translation training projects in the last 14 years contributing to various collections and publications.

Dr. Puakea Nogelmeier, Professor Emeritus of Hawaiian at U.H. Mānoa, shares his four decades of experience, along with the teachings and insights of his own teachers and mentors, with young professionals who want access to the venerable resources of the past contained in the Hawaiian language newspaper repository and original source documents such as letters, journals, legal records and miscellaneous matter held at various archival houses throughout Hawai'i. The following proposal exemplifies the mission of Awaiaulu: To develop resources and resource people that can bridge Hawaiian knowledge from the past to the present for the future.

2. The goals and objectives related to the request;

Through translation teams who will research and translate documents, this project will provide for universal bilingual access to previously un-translated historical collections. This is a two-year project, but the significance of this support is paramount for the importance of integrating Hawaiian knowledge into the mainstream and will serve as an anchor to the larger scope of the two-year project.

6-8 translated collections of topic specific fields will be available for use by educators and students in Title 1 schools within the timeframe of this contract period. The collections of research products will be uploaded to our website at www.awaiaulu.org and the Office of Hawaiian Affairs online website at www.papakilodatabase.com for access to these materials. This is especially important for Native Hawaiian students and educators looking to unlock the keys to the past.

3. The public purpose and need to be served;

Cultural identity is an important contributor to a people's well-being especially those of low to moderate income. Identifying with a particular culture gives people feelings of belonging and security and Hawai'i's native population have long suffered the effects of the erasure or re-interpretation of their history.

According to John Hopkins University's Journal of the History of Childhood and Youth, in an article entitled, "The importance of Identity, History, and Culture in the Wellbeing of Indigenous Youth" Lisa Wexler states. "*Conversely, studies have*

consistently found robust correlations between positive affiliation and engagement with their culture and Indigenous young people's well-being and resilience. Resilience, consists in the processes by which people overcome life challenges to achieve their sense of well-being. Although the connection between culture and these processes are clear, previous studies have neglected to describe how cultural identity plays into indigenous youth wellness and resilience. Specifically, they have failed to explain how a strong and positive link to their culture supports young people, especially as they encounter and respond to hardships."

One and a half centuries of valuable historical information, cultural knowledge, societal change, and human perspective is contained in the Hawaiian-language repository, but has been largely inaccessible for the last 100 years and still is for most people today.

Modern fluency in Hawaiian, as taught and practiced throughout Hawai'i, does not integrate the language and content of historical materials that have been identified. Because of this, very few modern speakers can fully access the existing historical materials. No formal training is offered at any institution other than Awaiaulu, which has focused its training for more than a decade on the translation of major historical texts.

Access to the Hawaiian-language record is a foundational need for the entire Hawaiian community today but most especially children. It is critical to provide an avenue of access for Hawaiian youth to learn about themselves as documented through their language, by their people, detailing the history, cultural practices and traditions as contained in the mass repository of original historical sources that were generated by Hawaiians and which has been obscured for over a century.

Awaiaulu's goal is to provide bilingual access to original source Hawaiian language material through the production of bi-lingual historical texts as a product of the translation training projects, public presentations, educational programs and online access whenever possible. As part of the outreach of this project we will hold two public events to share the work of this project; one for the community and one for educators to share the resource tools to help them reach the youth. Through projects such as these that make the material that we produce available, the reach is expanded exponentially while training young scholars to handle the work, the resources of the next generation are fostered.

4. Describe the target population to be served;

For generations, knowledge about Hawai'i has been limited at every level by scholarship that accepts a fraction of the available sources as being sufficient to represent the huge collection of material that actually exists. The term *discourse of sufficiency* describes this long-standing recognition and acceptance of a small selection of Hawaiian writings from the 19th century as being sufficient to embody nearly a hundred years of extensive Hawaiian writing for and about themselves. Hawai'i stands out for the massive extent of literature written in their native language, a pastiche of historical native production which if measured in letter-sized, typed pages would easily exceed one million pages of printed text. The very existence of this repository left untapped during the last century of research, analysis, publication, and practice is

evidence of a discourse of sufficiency, the force of which has obscured the majority of Hawaiian material.

In the last ten years, the access to historical Hawaiian-language resources has expanded 100-fold, with public access available to 114 years of Hawaiian newspapers, a century of letters and manuscripts and a huge body of government documents and records. The overall cache is recognized as the largest native-language repository in the western world.

The revitalization movement that has kept Hawaiian language alive and growing for the last 40 years is a global success, but throughout the structure of second-language education, from preschool to doctoral studies, there is no portal in place for training in translation of historical material or for the full comprehension of material that translation requires. This is a weakness in the revitalization movement that must be addressed if Hawaiian knowledge is to embrace continuity of the language, rather than just modern vitality.

There is a great need to develop an ample cadre of young scholars who are familiar with the materials in the historical repository of Hawaiian language. Many of these young scholars are low to moderate income individuals. Such capacity building will make them leaders in the near future. Research and scholarship in all fields related to Hawai'i have become aware of the value contained in the huge cache of Hawaiian materials yet there are no researchers or translators being trained. For Hawaiian knowledge and for Hawai'i-related historical data, skilled translators will be needed in many fields. Additionally, OHA compiled a study on the Hawaiian student population in the Hawai'i Public School in 2016. Of the 170,000 students enrolled, 26% are native Hawaiian and 69.9% of those native Hawaiian students utilize the free or reduced-price meal program. These students will benefit from this information as we make it available for educators from Title 1 schools to incorporate into their curriculum.

4. Describe the geographic coverage.

The 17 project participants span across 4 islands and 2 countries making this a global project. The geographic area that we target is Hawai'i. Every person, agency, organization or educational institution on all the islands of Hawai'i can benefit from our efforts and the material that we provide. We have provided content material to schools, UH departments, private organizations and library/archives in Hawai'i to improve or inform their work.

Much of our work is for the community of Hawai'i to have access to historical information of our home and the people and events that guided and still influence them.

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;

This project was chosen to expand the material available to the public, and to extend the scope of training that Awaiaulu can provide for our trainees. The project was designed to provide open access to new fields of study for the community, and to expose our training scholars to the full range of materials found in the historical record.

The Māhuahua project will map selected fields of historical Hawaiian knowledge, charting thousands of resources that exist, but currently unknown. It will provide translations for a few hundred pieces of each charted field. The initial outcome will be bilingual material that is immediately usable for education, planning, scholarship, cultural practice, and more. It will also provide a full description of the materials that are extant, but still untranslated. This provides direct access to that larger body of resources, to be used for further study.

A new and general familiarity with this long-neglected legacy of historical knowledge is an exciting ideal, and while it is bracing to see the emergence of tangible change, it is daunting to recognize the actual extent of change necessary.

Process:

- Build and maintain an online database utilizing Google Classrooms to track, upload and enter progress and processes for the duration of the project.
- Reposition the 15 individuals now training in Awaiaulu's system of training pyramids (2) into 5 separate teams of 3 participants each. 1 administrative team and 4 research teams. Puakea will participate as a member of each team. Team members commit to 10+ hours per week of research, transcription with modern orthography and translation, weekly logging of research material, weekly 4-hour review sessions, and attendance at 6 all-team working retreats (3 days each), held every 4 months for the duration of the training. Team leaders commit to additional responsibilities of planning, organization, and documentation.
- Assign the teams so as to provide a mix of participants' Awaiaulu training experience (2, 4, or 6 years) in each team as well as their own areas of expertise. All will be in direct engagement with Dr. Nogelmeier throughout the two-years of research and translation.
- Dedicate the 5 teams to a two-year span of collecting and translating chosen fields of Hawaiian-language materials from newspapers, manuscripts and government documents.
- Select the fields of inquiry, each varying in scope, so that multiple fields will be covered by each team in the course of the two-year process. Fields will be fully researched, all pertinent material will be collected, and translation of material will be ongoing until the collected materials are completed and distributed. Potential fields: individuals; historical events; development of businesses and

industries, governing systems, or social norms; cultural, environmental, or sustainability practices; geographical history; health; religion.

- Provide for universal access to the new collections, in English and Hawaiian, through online sources, digital media and publications.

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

*See attached Project Schedule

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

Through the online Google Classroom site we are able to monitor progress in real time and make adjustments as needed. We have already had to adjust the process twice to accommodate the unforeseen difficulties of an online management system with participants across 4 islands and New Zealand.

Also, the Administration team meets via Skype every Sunday evening to discuss the past week and plan for the upcoming week in addition to discussing difficulties certain team members are encountering and provide solutions.

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.

*See attached Measurable Outcomes schedule

State of Hawai'i GIA Program July 2020 - June 2021
 Awaiaulu, Inc.
Schedule of Deliverables & Measurable Outcomes

	July 2020	Aug 2020	Sept 2020	Oct 2020	Nov 2020	Dec 2020	July 2021	Aug 2021	Sept 2021	Oct 2021	Nov 2021	Dec 2021	COMPLETED
A Pages of material collected	144	144	144	144	144	144							1296
B transcribed with modern orthography	144	144	144	144	144	144							1296
C Pages of material translated	144	144	144	144	144	144							1296
D Pages of material reviewed by mentors-in-training	72	72	72	72	72	72	72	72					792
E Pages of material reviewed by lead mentor	72	72	72	72	72	72	72	72	126	126	126	126	1296
F # of finalized pages	72	72	72	72	72	72	72	72	126	126	126	126	1296
G # of likes on FB & Instagram	250	250	250	250	250	250	250	250	250	250	250	250	3750
H # of visits to website	100	100	100	100	100	100	100	100	100	100	100	100	1500
I # of people in attendance	100					150							250
J Process and complete 'ohina									4	4	4	3	16

A. Will provide a list of articles per month.

B. Will provide the number of the transcribed articles per month

C. Will provide the number of translated material per month

D. Will provide the number of pages reviewed by Mentors-In-Training per mo

E. Will provide the number of pages reviewed with Lead Mentor, Dr.

Nogelmeier per month

F. Will provide the number of finalized pages per month

G. Will report of the # of likes/shares on Facebook & Instagram per month

H. Will report of the # of people who visit our website per month

I. Will provide the # of people who attend workshops on Māhūhūa per month

J. Will report on the completion of each 'ohina/collection per month

*The teams will stop collecting, transcribing and translating material in June 2021 and use July & August to work on their 'ohina/collection narratives

**Dr. Nogelmeier, Kau'i Sai-Dudoit and Shaun Kamakea-Young will complete final review and compilation of finalized 'ohina/collections from Sept thru Dec 2021

***We will try to schedule a workshop for DOE teachers in January 2021

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 2021.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
31,250	31,250	31,250	31,250	125,000

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.**

Awarded	
Ceres Trust	\$125,000
BOD Donations	\$ 75,000
Submitted & Pending	
City & County GIA	\$ 74,997
To apply if needed	
HTA Kūkulu Ola	\$100,000
Atherton Foundation	\$100,000
Dolores Furtado Martin Fdn	\$25,000

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

None and 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 2021 for program funding.**

Past

OHA Biennial Grant, 2018-2019, Culture division. FY2018 - \$176,800. FY2019 - \$176,800. Total grant: \$ 353,600

Current

HTA Kūkulu Ola program, Culture division. Calendar year 2020. \$100,000

6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.**

*See attached Awaiaulu 2019 Balance Sheet

Awaiaulu, Inc. - A Hawaiian Literature Project				11/20/19
Balance Sheets				
As of December 31, 2018 and September 30, 2019				
(Cash Basis)				

12/31/18 9/30/19

ASSETS - CASH

\$ 97,604 \$ 296,445

FUND BALANCES:

.Unrestricted funds	\$ 64,338	\$ 168,997
.Temporarily restricted funds:		
.Manoa Heritage Center	\$ 33,266	\$ 32,637
.Mahuahua - Phase IV		\$ 94,811
Total	<u>\$ 97,604</u>	<u>\$ 296,445</u>

Note - There were no significant receivables nor payables at December 31, 2018 and September 30 2019.

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.

Awaiaulu Administrative Team

Dr. M. Puakea Nogelmeier

Puakea is a Professor Emeritus at University of Hawai'i at Mānoa where he taught Hawaiian language for 35 plus years. After decades of study in Hawaiian language, culture, and history, he co-founded Awaiaulu with Nakila Steele in 2003 to foster a new generation of resource people and fortify the use of Hawaiian knowledge. Puakea leads all translation training efforts.

Kau'i Sai-Dudoit

Kau'i is currently the Projects Manager of Awaiaulu since 2011. She was the director of Ho'olaupa'i: Hawaiian Newspaper Resource Project and led a team of 15 responsible for digitizing and indexing the large collection of Hawaiian language newspapers and putting them online for public access.

Puakea and Kau'i received the Distinguished Historian Award from the Hawai'i Historical Society in 2013 for their work in preserving the Hawaiian language newspapers.

Spencer Kamuela Yim

Kamuela has a B.A. in Hawaiian language from UH Mānoa and has been a Hawaiian language teacher at Hawaiian culture based schools since 2003. He is currently a resource teacher at the DOE Office of Hawaiian Education and has been with Awaiaulu since 2013 through the translation training phases. As a trainee in phase I, a trainer in phase II, a mentor-in-training in phase III and in this phase has joined the Administrative team to participate in decision making and administrative responsibilities as part of his training.

Tilana Kalei Roberts

Kalei is a forever student of Hawaiian language. She has a BA in Hawaiian Language and Hawaiian Studies and an MA in Hawaiian Language and in Education Teaching from the UH Mānoa. She has worked with Awaiaulu on various projects since 2011 and is a cohort with Kamuela in Awaiaulu's training projects since 2013 and is on the Administrative team as part of her training.

****See attached Resumes**

M. Puakea Nogelmeier

2667 'Anu'u Place,
Honolulu Hawai'i 96819
puakea@hawaii.edu – 808-845-8918

Professor of Hawaiian Language-Emeritus

Kawaihuelani, Hawai'inuiākea, University of Hawai'i at Mānoa
C/O Office of the Dean, Hawai'inuiākea – 808-956-0980, puakea@hawaii.edu

Executive Director of Awaiaulu Inc.

2667 'Anu'u Place, Honolulu Hawai'i 96819
www.awaiaulu.org
puakea@awaiaulu.org
puakea@hawaii.edu; 808-845-8918

Education

- 2006 Kumu Hula, Hālau Kūkalehuaika'ohu, Kamāmalu Klein, Kumu Hula
- 2003 PhD, Department of Anthropology, U.H. Mānoa.
- 1988 M.A. Pacific Islands Studies Program, U.H. Mānoa.
- 1983 B.A. Hawaiian Language, B.A. Anthropology, U.H. Mānoa.

Employment

- 2004-present Executive Director, Awaiaulu: Hawaiian Literature Project/Awaiaulu Inc.
(Full time in the position since June 2018)
- 2015-2018 Director, Institute of Hawaiian Language Research and Translation (IHLRT),
U.H. System. Hawaiian-language historical research, translation of historical resources,
training in research and translation methods.
- 2011-2018 Professor of Hawaiian Language, U. H. Mānoa. Teaching upper-division and
graduate courses for the M.A. in Hawaiian, directing research projects for the department.
- 1984-2018 Lecturer, Instructor, Asst., Assoc. & Full Professor, U. H. Mānoa. Teaching
Hawaiian skill and special content courses and graduate courses for the M.A. once
established in 2005; Graduate Chair, 2007-9.

Honors & Awards

- 2018 Professor Emeritus status granted by the U.H. Board of Regents
- 2018 *Hawaiian Music Hall of Fame*, inaugural Literary Award for *He Mele Aloha*
- 2016 *Living Treasure of Hawai'i Award*, Hawai'i Honpa Hongwanji
- 2015 Hawaiian Music Hall of Fame, inducted into the HMHF.
- 2014, 2011, 2009, 2007, 2004, 2000 and 1998 *Nā Hōkū Hanohano Awards-Liner Notes/Haku Mele/SongOfYear*.
- 2013 – *Pele Award* for Outreach by Nonprofits – for informing 1 million people about Hawaiian repository
- 2008 Hawai'i Publishers' Assoc., 4 *Palapala Po'okela Awards* for *Hi 'iakaikapoliupele*, Awaiaulu Press, 2006.
- 2005 *Mary Kawena Pukui Award* for service to the Hawaiian Community.
- 2005 Historic Hawaii Foundation, Publication Award, *Ke Aupuni Mō'ī*.

Publications

- 2018 - *Bulletin of the American Meteorological Society* - "Hurricane With History," Steven Businger, M. Puakea Nogelmeier, Pauline W. U. Chinn, and Thomas Schroeder
- 2016 - Folger Institute / Folger Shakespeare Library - "To Be or Not To Be?" Translation by Nogelmeier, M. Puakea
- 2014 - *Hawaiian Journal of History*, "Snow on the Summits of Hawai'i Island: Historical Sources from 1778 to 1870," Schorghofer, Norbert; Kantar, Elianna; Nogelmeier, M.
- 2013 - *Hawaiian Journal of History*, Notes & Queries: The Līhu'e Place Name on Kaua'i
- 2011 *He Mau Palapala Aina*; Lahainaluna atlas, Hawaiian Historical Society (40 pp.) Honolulu.
- 2010 *Hawaiian Journal of History*, "Kalanimoku's Lost Letter," Corley, J. S; Nogelmeier, M. P.
- 2010 *Mai Pa'a I Ka Leo: Historical Voice in Hawaiian Primary Materials, Looking Forward and Listening Back*; Bishop Museum Press & Awaiaulu Press, (246 pp.) Honolulu.
- 2010 *Ka Ho'opakele 'ana i nā I'a: Saving the Fish*; Kawaikaumaiikamakaokaopua, Z.P.K. (author), Nogelmeier (translator/editor), UH Sea Grant Program, (10 pp.) Honolulu.
- 2008 *He Haawina Pahaohao*; Kelekona, Kahikina (author), P. Nogelmeier (translator), in *Honolulu Stories: Two Centuries of Writing*, Mutual Publishing, (9 pp.) 2008.
- 2006 *Ka Mo'olelo O Hi'ikaikapoliopole*, Ho'oulumahiehie, author, Hawaiian orthography by Puakea Nogelmeier, Awaiaulu Press (522 pp.) Honolulu.
- 2006 *The Epic Tale of Hi'ikaikapoliopole*, Ho'oulumahiehie, author, translated by P. Nogelmeier, Awaiaulu Press (490 pp.) Honolulu.
- 2006 *Ka 'Oihana Lawai'a – Hawaiian Fishing Traditions*, the writings of D. Kaha'ulelio about traditional Hawaiian methods of fishing, Bishop Museum Press, (330 pp.) Honolulu.
- 2005 *Hawaiian Picture Vocabulary*, Keith Beery, translated by Kawika Kapahulehua, Nogelmeier, Editor, Bishop Museum Press (62 pp.) Honolulu.
- 2005 *Ka Mooolelo Hawaii*, introduction by P. Nogelmeier, Hawaiian Historical Society.
- 2003 *He Mele Aloha*, 'Oli'oli Productions, (304 pg.) – Resource Scholar/Translator/Orthographer.
- 2003 *Ka Puke Mele O Na Himeni Hawaii*, introduction by Nogelmeier, Bishop Museum Press.
- 2003 *Buke 'Oihana Lapa'au*; introduction by P. Nogelmeier, Bishop Museum Press, Honolulu.
- 2003 *Buke Mele Lahui*, introduction by P. Nogelmeier/A. Stillman, Hawaiian Historical Society.
- 2002 *Lehua 'Āhihi*, editing and orthography by P. Nogelmeier 'Aha Pūnana Leo. Hilo, Hawai'i.
- 2002 *Ke Aupuni Mō'ī*, Samuel Kamakau (author); P. Nogelmeier editor, orthographer, author of introduction, foreword & biography, Kamehameha Schools Press (405 pp.) Honolulu.
- 2002 *Keaomelemele*, M. Manu, Author; Nogelmeier, partial translation and editing of M.K. Pukui's translation. Bishop Museum Press (190 pp.) Honolulu.
- 2001 *He Lei No 'Emalani*, editing, translation, and introduction by P. Nogelmeier; Bishop Museum Press (372 pp.) Honolulu.
- 2001 *Kaua Kuloko* – introduction by P. Nogelmeier, Bishop Museum Press (156 pp.) Honolulu.
- 2001 *Na Mele Aimoku, na Mele Kupuna, a me na Mele Pono i o ka Moi Kalakaua I.* – introduction by P. Nogelmeier, (322 pp.) – Hawaiian Historical Society.
- 2000 *Ka Buke Mooolelo o Hon. Robert William Wilikoki*, introduction by P. Nogelmeier, (148 pp.), Bishop Museum Press.
- 1996 *Ke Kumū Aupuni* – S. Kamakau, author; P. Nogelmeier, editor, orthographer, producer, author of introduction, foreword and biography. 370 pp., 'Ahahui 'Ōlelo Hawai'i.
- 1996 *Ka Lei Ho'oheno* – Original mele of Puakea Nogelmeier, Turning the Page, Honolulu Academy of Arts. 20 pp.

Discography - Published Compositions

1993-2019 Over forty songs composed and recorded by various artists: Keali'i Reichel, Ken Makuakāne, Puamana, Hema Pa'a, Kahua, Kūpaoa, Ra'iatea Helm, Nāpua Makua, Makana, Waipuna, Mailani Maka'īna'i, and others.

Projects

- 2019 – 'Iolani Palace Audio Tour – translation into Hawaiian and audio recording of Hawaiian-language audio tour.
- 2011-17-19 Awaiaulu Mentor, Trainer, and Translator Training – Phase III
- 2016 – *Institute of Hawaiian Language Research and Translation*, University of Hawai'i System
- 2015-17 Awaiaulu Trainer and Translator Training – Phase II
- 2016 – *Landmark Initiative*, Awaiaulu. Legacy sets of *Hi 'iakaikapoliopole* placed in 200 libraries, US and abroad.
- 2013-15 Awaiaulu Translator Training – Phase I.
- 2011-12 – *'Ike Kū'oko'a* - Crowdsourcing effort to typescript Hawaiian newspapers. 7,500 participants in 12 countries and all islands generated 15,000 whole-page typescripts.
- 2001–2009 *Ho'olaupa'i: Hawaiian Newspaper Resource*, Co-founder, resource scholar; a non-profit organization to develop access to Hawaiian newspaper repository (absorbed by Awaiaulu, 2009)
- 2004 – present *Awaiaulu: Hawaiian Literature Project*, Co-founder, Executive Director; a non-profit organization to train translators and publish bilingual resources.

Professional & Community Service – Current Positions (–* = to present)

- 2016–* Hawaiian Islands Land Trust, Advisory Board Member
- 2015–* Hawai'i LGBT Legacy Foundation, Board of Advisors
- 2010–* The Contemporary Pacific, Editorial Board.
- 2011–* Washington Place Foundation, Board of Directors
- 2010–2014 Hawai'i Committee for the Humanities, Board of Directors.
- 2009–2015 Hawaiian Historical Society, Board of Directors, HHS President-2014-2015
- 2009–2015 Hawai'i LGBT Legacy Foundation, Board of Directors.
- 2009–2103 Native Hawaiian Culture & Arts Program, Board Member.
- 2008–* Ka Haka 'Ula O Ke'elikōlani, University of Hawai'i Hilo, Affiliate Faculty
- 2002–* Hawaiian Journal of History, Editorial Board.
- 2001–2009 Ho'olaupa'i:Hawaiian Newspaper Resource, Advising Scholar.
- 1986–* 'Iolani Palace, Docent for Hawaiian-language tours, Honolulu.
- 1990–* Presenter, educator, trainer, MC, panelist, chanter, etc. for wide range of community projects.

Kau'i Sai-Dudoit

16 No'eau St. Hilo Hawai'i 96720

Phone: 808-953-9217 E-Mail: nupepa2@gmail.com

Objective

To perpetuate, promote and encourage Hawaiian language, culture and history through education.

Experience

- Special Events Hawai'i - Assistant** 1979-1982
- Community outreach to increase awareness of the O.H.A. and Hawaiian rights statewide.
 - OHA Cultural Concerts Series.
- Dept. Parks & Recreation, Moloka'i - Secretary/Aide** 1982-1984
- Managed summer youth programs, Kūpuna programs and scheduled sports events.
- Greyline Inc., Ho'olehua, Moloka'i - Shuttle Driver/Tour Guide** 1985-1986
- Native Hawaiian Tours, Kalama'ula, Moloka'i - Tour Guide/Cultural Specialist** 1985-1986
- Kū Kanaka Builders, Honolulu, O'ahu - Certified FmHA Loan Packager** 1986-1990
- Assisted over 200 DHHL Leasee's with Home Loan application process for Wai'anae Kai and Nanakuli Homesteads.
- H & R Block Kāne'ohe, O'ahu - Tax Preparer** 1988-1990
- H & R Block Makawao, Maui - Tax Preparer** 1990-1991
- 'Iolani Newspaper, Kāne'ohe, O'ahu - Office Manager, Researcher, Writer, Layout Design** 1991-1994
- Produced a newspaper publication designed to educate the Hawaiian community on history, education, legal rights and Hawaiian language. Circulation grew from 2,000 to 3,500 and distributed to all the Hawaiian Islands, California, Washington and Portland.
- Perfect Title Company, Honolulu, O'ahu - Office Manager** 1995-1998
- PTC provided legal research on land titles in Hawai'i based on Hawaiian land tenure and law while offering educational seminars on Hawaiian land tenure from the Mahele to the present.
- Hawai'i Loa Kūlike Kākou, Honolulu, O'ahu - Education Coordinator** 1998
- Responsible to create an educational campaign designed to reach the Hawaiian community on the truth about annexation and the effects on modern day Hawai'i in preparation for the centennial observance.
 - Co-wrote and co-produced a 15 minute mini-documentary entitled, "*We Are Who We Were.*" Distributed 8,000 copies during the course of the educational campaign and documentary ran on Hawai'i prime time television.
- Lance Larsen vs. The Hawaiian Kingdom, 3rd Deputy Agent** 1998-2001
- Historical and legal researcher as a party to legal proceedings on International jurisprudence on Hawaiian law at the International Court of Arbitration at the World Court, Peace Palace, Hague, Holland.
- Bishop Museum, Ho'olaupa'i Hawaiian Newspaper Project, Honolulu, O'ahu - Project Manager** 2001-2009
- Responsible to oversee and train a staff of 12 to digitize, O.C.R. and upload individual files of the 125,000 Hawaiian language newspaper repository to the world wide web for free public access

- Also responsible to create and promote an educational campaign for the community via *Ha'ilono Traveling Exhibit* and *Pā Ka Leo, Oli Exhibition*

Pū'a Foundation, Honolulu, O'ahu- Contracted filmmaker 2009-2012

- Contracted to write and produce "*Ua Mau Ke Ea; Sovereignty Endures*" a 110 minute video documentary about Hawai'i's legal and political history for educational purposes throughout the community.
- Contracted to write and produce a 30 minute historical documentary about the life and works of Lili'uokalani.
- Contracted to write and produce a 30 minute historical documentary about the life and works of William Charles Lunalilo.

Awaiulu, Inc., Honolulu, O'ahu - Projects Manager 2012-present

- Assist the E.D. to manage staff and projects of Awaiulu in perpetuating and advancing the use of the Hawaiian language
- training Hawaiian language translators and editors
- generating Hawaiian language books, translations, and other educational material for use in colleges, universities, high schools, research arenas and many sectors of the general public
- research, training and re-presenting Hawaiian language texts from the past for moderns Hawaiian and English-language audiences

Education

Kaiser High School, Honolulu, O'ahu - Diploma. June 1981

Community Service

Ka Papa Makua o Ke Kula Kaiāpuni 'o Pū'ōhala, Board Member	September 1993-June 1994
Ka Papa Makua o Ke Kula Kaiāpuni 'o Keaukaha & Nāwahī, Board President	September 1994-June 1996
Hawaiian Patriotic League, Co-founder, Treasurer	April 1998-December 2000
Paepae o He'eia, Board President	May 2001-July 2011
'Uo Mamo, Ke Kula 'o Kamakau, Board President	June 2002-June 2009
Paepae o He'eia, Emeritus Board Member	present

Awards

Pa'a Mo'olelo Distinguished Historian Award. May 2013

Historical Documentaries

We Are Who We Were, Co-producer	May 1998
Ka Mō'ī William Charles Lunalilo, Filmmaker	May 2009

Ka Mō'īwahine Lili'uokalani, Her Life and Legacy, Filmmaker

April 2010

Ua Mau Ke Ea, Sovereignty Endures, Academic Version, Filmmaker

June 2011

Ua Mau Ke Ea, Sovereignty Endures, Theatrical Version, Filmmaker

March 2012

Spencer Kamuela Yim

95545 Nawenewene Circle, Mililani, Oahu 96789 PH: 808-953-8988

Work Experience

Resource Teacher

Office of Hawaiian Education

Honolulu, Kona, Oahu Nov 2017 - present

- Help to facilitate any and all needs of the Kaiapuni school network at a state and individual school level.

Head of Education and Community Involvement

Kakoo Oiwi

Hoi, Heeia Uli, Koolaupoko, Oahu Nov 2014 – Nov 2017

- Facilitate all school and community visits and workdays
- Create customized curriculum for classes Preschool - Masters
- Represent Kakoo Oiwi in Hawaiian Language, Cultural, Education and Hawaiian Language Immersion education venues
- Facilitate cultural education experiences for staff and community
- Manage and facilitate access to 400+ acres along with resource gathering and usage
- Management of farm staff of 6, duties included: hiring, mentoring, reporting, discipline and performance evaluations

Teacher grade 7-12

Kahuku High and Intermediate School

Keana, Koolauloa, Oahu Jul 2012- Nov 2014

- Create a Hawaiian language and Hawaiian studies program
- Develop and implement Hawaiian Language curriculum
- Develop and implement Hawaiian studies curriculum

Teacher grade K-12

Ke Kula Kaiapuni 'o Ānuenuē

Kaululua, Palolo, Kona, Oahu Jul 2006 – June 2011

- Develop and implement hands on, Hawaiian immersion, multidisciplinary curriculum for lo'i, kalo and botany.
- Develop and implement integrated curriculum for 'Ōlelo Hawai'i.
- Coordinate, schedule, and facilitate visiting groups to the lo'i.
- Maintain and create as needed all parts of the lo'i system.
- Supervise community service volunteers.
- Facilitate Makahiki ceremonies and workshops.
- Chair on Anuenue Accreditation team.
- Co-chair for 'Ōlelo Hawai'i focus group.

Teacher grades 6-12

Kamehameha Enrichment Program

Ipukukui and Hoolauna

Koolau, Oahu

Mar 2011- Oct 2011

- Develop and implement place based lessons
- Develop and implement Hawaiian cultural hands on lessons

- Facilitate activities with Ko'olau community vendors and students

Teacher grades 7-12

Ke Kula o Kamakau,

Kaneohe, Koolaupoko, Oahu

Jun 2005 – Jul 2006

- Develop and implement hands on, Hawaiian Immersion, multidisciplinary curriculum for lo'i, kalo and botany.
- Develop and implement curriculum for geography.

Teacher grades 6-12

Halau Ku Mana P.C.S.

Manoa, Kona, Oahu

Jun 2003 – Jul 2005

- Develop and implement hands on, multidisciplinary curriculum for lo'i, kalo and botany.
- Develop and implement integrated curriculum for 'Ölelo Hawai'i.
- Co-coordinator of High School Lo'i Project.
- Assess and resolve problems with lo'i
- Plan, implement and facilitate reopening of original lo'i in 'Aihualama 'ili, Mānoa.
- Supervise community service volunteers.

Project Leader/ Assistant project leader

Na pua Noeau

Manoa, Kona, Oahu

Jan 2002 – Sep 2006

- Create and implement cultural curriculum with emphasis on technology and science.
- Mentor high school students with regards to culturally based science especially lo'i and kalo.

Student Help

Ka Papa Loi o Kanewai

Kanewai, Manoa, Kona, Oahu

Jan 2002 – June 2003

- Responsible for accumulation, documentation, dispersion of kalo collection
- Group facilitation from Pre-K – Phd(Hawaiian Language, Hawaiian Studies, Political Science, Botany, Ethnic Studies)
- Maintain and create as needed all parts of the lo'i system.
- Involved in all aspects of gathering for and building the Hale Pili
- Supervise work study students and volunteers
- Teachers Aide for HWST 351/352

Summer School Teachers Aide

Ke Kula Kaiapuni o Anuenue

Palolo, Kona, Oahu

June 2000 – Jul 2000

- assist with lessons
- supervise classes in school and field trips

Education

Masters Candidate, Indigenous Education

University of Hawaii at Hilo, Hilo, Hawaii

Teaching Certificate Hawaiian Immersion K-12

Kahuawaiola

**Hawaiian Teacher Certification Program
University of Hawaii at Hilo, Hilo, Hawaii, 2006
3.93 GPA**

**B.A. Olelo Hawaii,
University of Hawaii at Manoa, Kona, Hawaii, 2004
3.5 GPA**

**21 credits – Hawaiian Studies,
University of Hawaii at Manoa, Manoa, Kona, Hawaii, 2002
3.0 GPA**

Professional Development

**Translator trainee, trainer and mentor
Awaiaulu**

Haka'olu, Kalihi, O'ahu Jan 2014 – present

- learn translation skills, theory and application from Hawaiian to English and English to Hawaiian.
- Participate in the editing process and the production process of translated material under Awaiaulu
- 2/1 ratio of 10 contact hours a week with the head of graduate studies in Hawaiian Language.

Chanting Intern

Pualani Kanahale

Keaukaha, Hilo, Hawaii

Mar 2010 – Dec 2010

- Learn, practice and perfect chant styles and appropriate applications
- Compose and perform chants
- Research, revive and perform chants from traditional stories

Community Service

Assistant Co-ordinator

Kahua Hoolako

Kamananui, Waiialua, Oahu

Summer 2001

- Individual and group instruction on lo'i and kalo
- Facilitate Hawaiian Language and Culture classes
- Coordinate field trips
- Assess students
- Create and implement curriculum
- ☞ This program was created for "at risk" students.

Student Help

Ka Papa Loi o Kanewai

Kanewai, Manoa, Kona, Oahu

1998 – 2003

- Responsible for accumulation, documentation, dispersion of kalo collection

- Group facilitation from Pre-K - Phd (Hawaiian Language, Hawaiian Studies, Political Science, Botany)
- Maintain and create as needed all parts of the lo'i system.
- Involved in all aspects of gathering for and building the Hale Pili
- Supervise work study students and volunteers
- Teachers Aide for Hawst 351/352
- Help create curriculum

Caretaker

Halau Ku Mana

Aihualama, Manoa, Kona, Oahu

2003-2007

- Develop hands on, multidisciplinary curriculum for lo'i, kalo and botany.
- Develop integrated curriculum for Olelo Hawaii.
- Assess and resolve problems with lo'i
- Plan, implement and facilitate reopening of original lo'i in Aihualama, Manoa.
- Supervise community service volunteers

Tilana Roberts

Objective

To properly serve the Hawaiian community by contributing to the expansion and accessibility of Hawaiian language primary sources.

Work Experience

July 2013-Present Moloka'i High School Ho'olehua, HI

HLIP Teacher

- Instruct Music, History and English class in Hawaiian
- Develop curriculum for various subject areas
- Attend professional development classes to improve and inform instructional practices

January 2012 - Present 'Awaiaulu Inc. Honolulu, HI

Translation Mentor

- Mentor and oversee a team of 6 translators
- Plan company retreats and activities to assist in developing translators' skills
- Guide and direct weekly team meetings, reviewing translations

Graduate Research Assistant

- Conduct various research assignments in various Hawaiian language repositories
- Catalogue and organized Hawaiian language document images and word document files
- Translate Hawaiian language sources into English

January 2013-June 2013 Campbell High School 'Ewa, HI

Teacher

- Instruct Arts and Communication Core and Hawaiian Language courses
- Attend professional development courses to improve instructional practices
- Participate in peer-evaluations with teachers to improve school-level instructional practices

June-July Kamehameha Schools Enrichment-Ho'omāka'ika'i Program Honolulu, HI

Assistant Coordinator (2012)

- Oversee and manage a team of 4 teachers, 2 adult aides and 4 student aides
- Evaluate 4 teachers on efficient and effective teaching practices
- Meet and evaluate efficiency of weekly operations with a team of 6 other coordinators

Work Experience (continued)

Tilana Roberts

Teacher (2010-2011)

- Instruct 60 students, weekly, in accordance with the Ho'omāka'ika'i curriculum
- Oversee and evaluate 1 adult aide, and 2 student aides
- Meet weekly with other teachers to evaluate and improve lessons

March 2007-June 2011

Hawai'inuiākea - Ka Papa Lo'i o Kānewai

Honolulu, HI

Graduate Teaching Assistant

- Host and teach visiting groups about the Lo'i system
- Develop Hawaiian language curriculum for visiting Hawaiian language groups
- Write and acquire grants to fund community "First Saturday" events
- Research and translate articles about the lo'i systems in the Hawaiian language Newspapers

Leadership Experience

July 2016-Present

Moloka'i High School

Ho'olehua, HI

Social Studies Department Chair

- Participate in Moloka'i High School Steering Committee with other Department Chairs
- Assist administration with making school-wide decisions based on the school's Academic and Financial plan
- Represent the Social Studies department teachers in Steering Committee meetings

Teacher Representative and Secretary on School Community Council

- Organize and manage minutes of all School Community Council meetings
- Represent all Moloka'i High School teachers in SCC meetings
- Assist other SCC members in making recommendations to the Complex Area Superintendent on behalf of working to better Moloka'i High School

August 2015- July 2016

Aha Kau Leo

Honolulu, HI

Vice President

- Meet with other executive board members to create meeting agendas
- Attend and participate in all 'Aha Kau Leo meetings
- Report meeting minutes with all stakeholders in my community

Education

August 2005-July 2013

University of Hawai'i at Mānoa

Honolulu, HI

Tilana Roberts

Masters in Education Teaching

- 4.0 GPA Fall 2011-Spring 2013

Masters in Hawaiian Language

- 4.0 GPA Fall 2009-Spring 2012

Bachelors in Hawaiian Language

- 3.8 GPA Fall 2005-Fall 2008

Bachelors in Hawaiian Studies

- 3.8 GPA Fall 2005-Fall 2008
- Focus on Aloha 'Āina

References

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Puakea Nogelmeier
2667 Anu'u Place
Honolulu, HI 96813
puakea@hawaii.edu

Kau'i Sai-Dudoit
2667 Anu'u Place
Honolulu, HI 96813
nupepa2@gmail.com

Stanford Ha'o
2140 Farrington Ave
Ho'olehua, HI 96729
stan_hao@molokai.k12.hi.us

Kahea Faria
1776 University Ave
Honolulu, HI 96822
kaheaf@hawaii.edu

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.

Past three years experience 2017-2019

2017 OHA Ali'i Letters Project: To collect, transcribe and translate 75 letters written by the ruling chiefs with annotation and historical contextualization referencing individuals, places or events included within the letters and noting the historical significance of the communication. Completed for upload to www.papakilodatabase.com.

2015-2017 Translation Training Phase II: A 2-year project with Dr. Nogelmeier and the two trainers from Phase I working as trainers, with 2 trainees each to work on the text, Ke Aupuni Mō'i, Samuel M. Kamakau's second volume of writings.

2015-2017 Mission House Museum Ali'i Letters Project: Transcribe, translate and annotate 229 letters held by the Mission House Museum between Hawaiian ali'i and missionaries. The Hawaiian language letters can be viewed at <http://hmha.missionhouses.org/items>

2017-2021 Mānoa Heritage Center Research Project. To examine Hawaiian language newspapers published between 1834-1948 and archives seeking information about Kūka'ō'ō Heiau, the ancient agricultural temple located on MHC's campus, Mānoa Valley history and mo'olelo (legends), and the role plants played in ancient Hawai'i. Participated in two workshops in collaboration with Hawai'i State Department of Education, UH College of Education and UH Uehiro Academy for Philosophy and Ethics in Education to offer professional development workshops for public school teachers that teach Hawaiian history using the new C3 Framework.

2017-2019 Translation Training Phase III: In Phase III, two separate teams were established, working with two separate source texts from the 1860's newspapers – the 75 historical and biographical articles by John Papa 'Ūi and the last 60 historical and cultural articles by Samuel M. Kamakau. Each team was led by a mentor-in-training, with two trainers and 4 trainees. An initial 2-month orientation included translation theory and practice, using selected articles for reading and discussion, along with translation exercises that introduced the varying qualities of language and writing styles found in the historical repository.

2016-2019 Kai Loa, Inc. for Ke Kula 'o Kamakau LPCS in Kāne'ohe, O'ahu. We worked with the school staff team to develop the Hawaiian language standards. We assessed the levels of Hawaiian language of all teachers and staff with recommendations and provided training for staff and parents.

2018 UH West O'ahu Nā Wahi Pana 'o Ewa. We researched, collected and translated missing sections of the serial, *Na Wahi Pana o Ewa*, which appeared in the 1899 Hawaiian language newspaper, *Ka Loea Kalaiaina*. We created a spreadsheet notating

all chapters of Na Wahi Pana o Ewa then translated the parts relevant to Honouliuli into English.

2019 Kōkua Kalihi Valley, Birthing a Nation Project. Provided a survey and collection of the digital resources on birthing practices, apu hala, miscarriages, fertility, lā'au, fertility/sterility and other related topics. Also reviewed published legends and histories that are beyond the collections of the major archives.

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.

Awaiaulu maintains an office located in Kalihi where our staff of three work. It consists of 2 offices, 1 climate-controlled room for storage of Awaiaulu publications and a meeting area. The Māhuhua Translation Training project happens online each week when teams meet via Skype from Hawai'i, Maui, Moloka'i, O'ahu and New Zealand. We physically meet 3 times a year for an intensive working retreat at different locations on O'ahu.

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.

Staff

Dr. Puakea Nogelmeier – guides all translation training

Kau'i Sai-Dudoit – oversees the administration, logistics, fundraising and reports

Shaun Piliialoha Kamakea-Young – is the administrative and research assistant

Additional Administration Team

Spencer Kamuela Yim & Tilana Kalei Roberts – Each oversees and reviews one team of 6 and participates in the decision making for this phase.

In twelve years, under the leadership of Puakea Nogelmeier and Kau'i Sai-Dudoit, Awaiaulu has provided various levels of training to a score of young scholars and has produced a number of books and digital reference sources in collaboration with community and government organizations. These include the 500-page editions of *Ka Mo'olelo o Hi'iakaikapoliopole* and *The Epic Tale of Hi'iakaikapoliopole*, the biligual cultural text *Ka 'Oihana Lawai'a/Hawaiian Fishing Traditions*, and scientific and historical research collections for local and national institutions.

Throughout the 12 years we have established a system of training that starts with an introduction to recognized translation theory then we acquaint the trainees with various materials to familiarize them with different voices, styles and idioms. Our training provides deep exposure to Hawaiian knowledge of the past and hands-on experience in bringing that knowledge into the present through the production of Hawaiian texts and English translations. We provide an unparalleled opportunity to hone their translation skills while exposing them to historical content to inform the translations while building a network of like-minded people. For many of our trainees this was a first time experience and they showed great enthusiasm for the opportunity and for the individual and collective progress made. Awaiaulu provides a unique and challenging experience for our trainees and each one successfully rose to the challenges, developing their own skill sets, cultivating a network of colleagues while generating new resources for Hawaiian language, history and culture.

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 job descriptions

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.

FT Executive Director, Hawaiian language translation training, \$100,000
FT Projects Manager, planning, logistics, reporting, fund raising, \$66,000
PT Research Assistant, assist in all aspects of Awaiaulu, \$26,000

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.

None.

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.

None at this time. We are working with UHWO on getting our translation training accreditation so our participants may receive college credit or step credits for their teaching careers.

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.

No.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

- (a) **Received by the applicant for fiscal year 2020-21, but**

If funding is received we will complete the project by the end of 2021.

(b) Not received by the applicant thereafter.

If funding is not received we will seek other opportunities to complete this project by the end of 2021.

At the beginning of 2022, after 8 years of translation training, we are looking into the possibility of creating a for-profit arm of Awaiaulu in the form of an LLC to offer the services of our translators to the general public.

**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'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, Hawaii'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, Hawaii'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, Hawaii'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.

(Awaiaulu, Inc.)

(Signature)

(M. Puakea Nogelmeier)

1/16/2020
(Date)

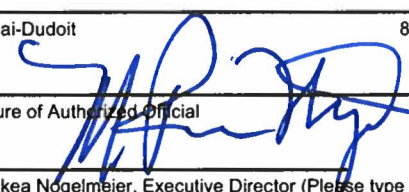
(Executive Director)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App

Awaiaulu, Inc.

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			74,997	48,150
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST			74,997	48,150
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				9,600
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				9,000
5. Staff Training	125,000			79,000
6. Supplies				5,250
7. Telecommunication				
8. Utilities				
9. Meals for Retreats (6 meals x 3)				6,000
10. Digital & Media documentation				25,000
11. Website/social media specialist				12,000
12. Google classroom maintenance				6,000
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	125,000			151,850
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	125,000		74,997	200,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	125,000	Kau'i Sai-Dudoit 808-953-9217		
(b) Total Federal Funds Requested				
(c) Total County Funds Requested	74,997			
(d) Total Private/Other Funds Requested	200,000	Signature of Authorized Official	Date 1/16/2020	
TOTAL BUDGET	399,997	M. Puakea Nogelmeier, Executive Director (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Awaiaulu, Inc.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
None				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				0.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Awaiaulu, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Awaiaulu, Inc.

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: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS		327500	125000	452495		
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:		327500	125,000	452,495		
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App

Awaiaulu, Inc.

Contracts Total:

-

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	None				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
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22					
23					
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25					
26					