

**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:

Hui Mālama O Ke Kai Foundation

Amount of State Funds Requested: \$ 213,030

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

These funds will support continued delivery by the Hui Mālama O Ke Kai Foundation (HMK) of youth, family, and community development programs that are culturally grounded at no cost to 40 participating families in the Waimānalo community. These are the Keiki After-school Youth Development Program (5th & 6th grades), the `Ōpio After-school Leadership Program (7th through 12th grades), the Alaka`i Higher Education and Professional Internship Program (youth program alumni ages 18-24), and the `Ohana Family Strengthening/Community Building Programs. +

Amount of Other Funds Available:

State: \$ 39,170 (OHA)

Federal: \$ 0

County: \$ 0

Private/Other: \$ 0

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

\$ 239,940

Unrestricted Assets:

\$ 59,143.08

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:

41-477 Hīhīmanu Street

City: Waimānalo State: HI Zip: 96795

Contact Person for Matters Involving this Application

Name: Mailelailii Vickery	Title: Executive Director
Email: mailelailii@huimalamaokekai.org	Phone: (808) 256-9774

Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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M Vickery Mailelailii Vickery, Exec. Dir. Jan. 17, 2020
Authorized Signature Name and Title Date Signed

received
1/17/2020

3:49

Applicant Hui Malama O Ke Kai Foundation

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



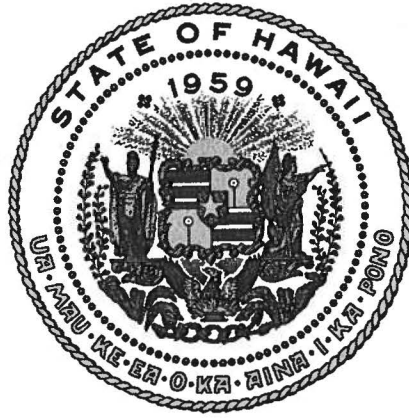
AUTHORIZED SIGNATURE

Maileaulii Vickery, Executive Director

PRINT NAME AND TITLE

01/17/20

DATE



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

HUI MALAMA O KE KAI FOUNDATION

was incorporated under the laws of Hawaii on 07/14/2002 ;
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: July 03, 2019

Director of Commerce and Consumer Affairs

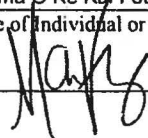
**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

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, 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.

<u>Hui Mālama O Ke Kai Foundation</u>	
(Typed Name of Individual or Organization)	
<u></u>	<u>January 17, 2020</u>
(Signature)	(Date)
<u>Mailelauli Vickery</u>	<u>Executive Director</u>
(Typed Name)	(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, 2019.

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](#))

This grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

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 Hui Mālama O Ke Kai Foundation (HMK) was created as a grass-roots effort in 1998 by volunteer community members of Waimānalo, Hawaii who were concerned about specific Keiki (in this case Native Hawaiian children in the 5th & 6th grades) being without supervision in the after-school hours and the need for positive extracurricular activities and ocean safety skills.

Today, through community-based partnerships, and with the support of private, state, and federal funding, HMK delivers youth, family, and community development programs that are culturally grounded. The HMK system of programs currently consists of the Keiki After-school Youth Development Program (5th & 6th grades), the `Ōpio After-school Leadership Program (7th through 12th grades), the Alaka`i Higher Education and

Professional Internship Program (youth program alumni ages 18-24), and the `Ohana Family Strengthening/Community Building Programs. This comprehensive system provides over twenty-five hours per week of intensive programming at no cost to 40 participating families. HMK's programs are vital to the well-being of the Waimānalo community.

2. The goals and objectives related to the request;

Overall Goal: To build the capacity within the Waimanālo community to cultivate the development (social/emotional, physical, and educational) of participating youth and to strengthen families and the larger community through innovative, culturally grounded, and evidence-based strategies.

Objective 1: Strengthen positive personal development and knowledge of Native Hawaiian culture, language, and practices in participating youth.

Objective 2: Improve the health of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.

Objective 3: Strengthen the academic development and achievement of participating youth through providing high-quality academic support activities.

Objective 4: Support the college/career readiness of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.

3. The public purpose and need to be served;

In Hawaii, over 33% of youth are responsible for taking care of themselves after school (www.afterschoolalliance.org), and the average cost of basic after-school childcare is \$8,840/year (National Association of Child Care Resource and Referral - NACCRR). In a recent report from the Afterschool Alliance: *After-school Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families*, researchers found that:

- As little as 45 minutes of focused academic instruction after-school resulted in a statistically significant increase in students' math scores;
- Elementary students attending after-school programs improved their regular school day attendance and reported higher aspirations regarding finishing school and going to college;
- Participation in after-school programs reduces the propensity to begin drug use among youth by nearly 50% and reduces the likelihood of skipping school by half;
- Effective after-school programs save between \$1.87 to \$5.29 for every \$1 spent because participants commit fewer crimes; and

- The prevalence of obesity was significantly lower for after-school program participants as compared to non-participants.

Furthermore, according to Kamehameha Schools (the leading authority on Native Hawaiian educational attainment), Native Hawaiian students whose cultural self-esteem is supported regularly score above Native Hawaiian students who receive no similar cultural support (*Culture-Based Education - Its Relationship to Student Outcomes*, KS 2010).

Hui Mālama O Ke Kai supports the Native Hawaiian community of Waimānalo. Cultural and historical realities present this large population of Native Hawaiians with multiple challenges in the areas of educational achievement, economic/employment opportunity, socio-emotional development, and issues of health/well-being:

- The unemployment rate for Native Hawaiians in the State of Hawaii is at 12.5%; almost double that of other ethnic groups. (U.S. Census Bureau, American Community Survey <http://www.census.gov/programs-surveys/acs/>).
- The median household and family income for Native Hawaiians is significantly lower than that of non-Hawaiian households and families. (U.S. Census Bureau, American Community Survey <http://www.census.gov/programs-surveys/acs/>).
- Native Hawaiians have the highest percentages of risk behaviors over all other ethnicities in the State of Hawaii including tobacco use, drug use and alcohol abuse. (Hawaii State Department of Health – www.health.hawaii.gov).
- The combined prevalence of overweight and obesity in Native Hawaiians, diseases which are causally linked to low social, economic and educational status, is nearly twice that of the national average. (King, McNeely, Thorpe, Mau, Ko, Liu, Sun, Hsu & Chow. 2012).

The most recent U.S. Census (www.census.gov) findings focusing explicitly on Waimānalo are also in line with the above data:

- The % of households in Waimānalo below the poverty level is double that of the state.
- The % of children (4-19) in Waimānalo who are “at risk” is twice that of the state figure.
- Child abuse and neglect rates in Waimānalo are nearly twice that of the state average.

Furthermore, the children of Waimānalo are among those with the least amount of resources:

- More than twice as many households in Waimānalo receive Supplemental Nutrition Assistance Program benefits as compared to the state average. (www.census.gov).
- The community’s DOE primary schools are categorized as high-poverty schools with 85% of Blanche Pope Elementary School students and 76% of Waimānalo Elementary & Intermediate School students receiving free/reduced lunches as

compared to the state average of 71%.
(www.publicschoolreview.com/school_ov/school_id/22074).

Finally, Waimānalo's Native Hawaiian children are far behind in the pursuit of higher education:

- Only 41.8% of Native Hawaiians obtained a high school diploma as compared to 75% state-wide, and only 21.1% of Native Hawaiians obtained an associate's or a bachelor's degree as compared to 42% of all students statewide (www.oha.org).
- Lack of parental involvement in school districts with high Native Hawaiian populations has been documented in multiple Hawaii State School Performance Reports (www.hawaiipublicschools.org) as a contributing factor in overall poor student performance on tests and in the classroom, particularly in grades 11 and 12. In addition, elevated high school drop-out rates have led to unprecedented unemployment for youth age 16-24 in Hawaii which is more than double the average national rate of unemployment (Center for American Progress – www.americanprogress.org).

4. Describe the target population to be served; and

Hui Mālama O Ke Kai serves youth and families in the Native Hawaiian community of Waimānalo. Waimānalo contains one of the 34 sites in the State of Hawaii designated as "Hawaiian Home Lands" (Department of Hawaiian Home Lands – www.dhhl.hawaii.gov). According to the most recent U.S. Census estimates (www.census.gov), 63.8% of the population of Waimānalo (3,911 people) identify themselves as Native Hawaiian or other Pacific Islander establishing Waimānalo as having the highest ratio of Native Hawaiians on the island of Oahu.

In the 2020-2021 program year, well over one hundred (100) of Waimānalo's children and families will receive intensive HMK after-school youth development and family strengthening programming. An average of 40 primarily Native Hawaiian, "at-risk/at-promise" 5th and 6th grade students from Blanche Pope and Waimānalo Elementary schools, two of the most "high need" schools in the state, will be enrolled in the foundation-building HMK *Keiki* Program. An average of 15 students in 7th to 12th grades will be served by the HMK `Ōpio Leadership Program for continued, intensive and individualized after-school activities. Preference in each program is given to the most at-risk/at-promise youth and adolescents as well as continuing students. Additionally, an estimated four post-graduate (ages 18-24) will be enrolled in the HMK Alaka`i Higher Education and Internship Program. Finally, HMK Keiki, `Ōpio, Alaka`i and `Ohana/Kaiāulu, families and community members, will be able to participate in multiple HMK `Ohana Family Strengthening/Cultural Community Building workshops, classes and projects.

5. Describe the geographic coverage.

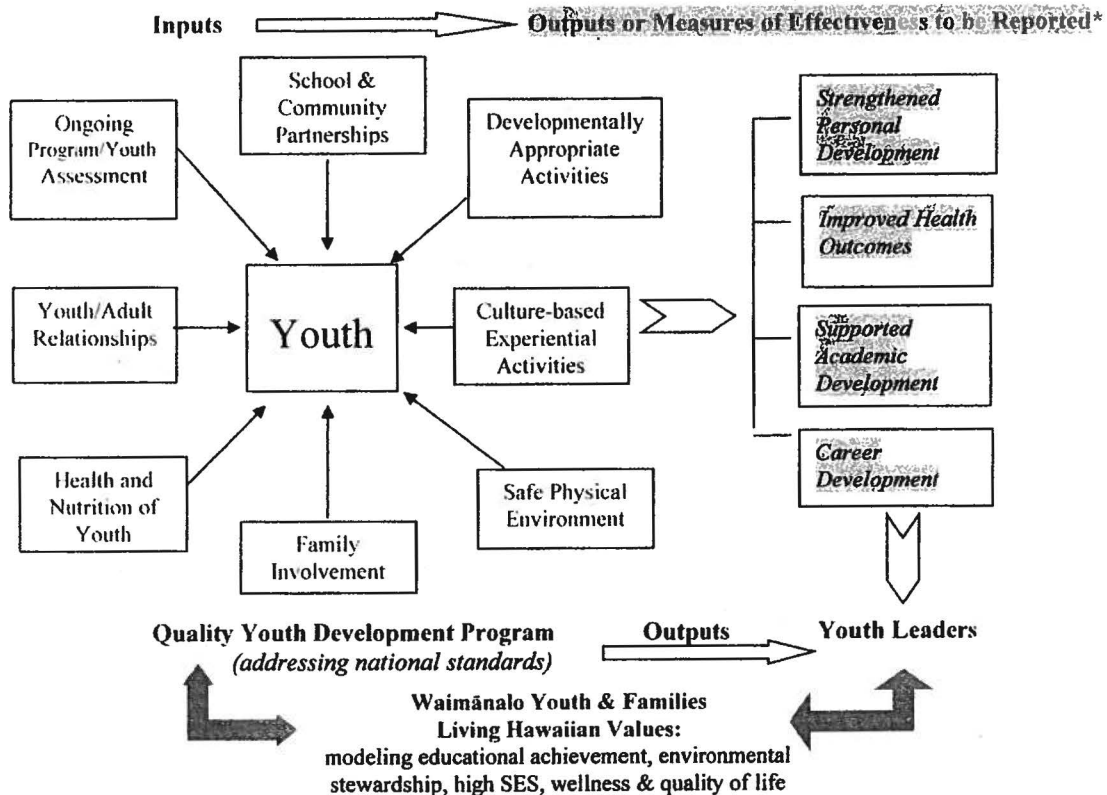
Waimānalo, Oahu.

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;

As stated above, the HMK programs are designed to address the significant socio-economic, education/achievement and health-quality gaps of Native Hawaiian children and families in Waimānalo through the delivery of culturally grounded after-school programming for youth in the 5th-12th grades, higher education support and professional internships for young adults ages 18-24 and evening/weekend family strengthening programming for program and community (pilina) families. The following logic model provides an overview of the way various elements of the program work hand-in-hand to systematically achieve the program objectives and outcomes.



HMK employs the following strategies to accomplish our objectives:

Objective 1: Strengthen positive personal development and knowledge of Native Hawaiian culture, language, and practices in participating youth.

- Foster cultural pride and identity by providing training in Hawaiian values and cultural protocol, public speaking and presentations, traditional arts/crafts (lauhala weaving), performing arts (hula), food preparation (poi pounding), and other cultural practices.
- Strengthen connections between youth and their families by offering structured `ohana (family)-based activities including an `ohana weekend retreat, informational workshops on substance abuse (vaping, drinking), and monthly Board and Stone classes.¹
- Strengthen connections between youth and the community by facilitating youth-driven community service projects and involvement in community events, such as visits to kupuna (elder) housing, cultural performances, art shows, farmers' markets, and food drives.
- Promote environmental stewardship by coordinating visits to wahi pana (significant cultural/historic sites in the community) and organizing beach and stream clean-ups, invasive species removal, and water quality testing experiences.

Objective 2: Improve the health of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.

- Encourage physical activity and ocean safety/skills by providing instruction in and exposure to ocean swimming, body boarding, surfing, stand up paddling, canoe paddling, canoe sailing, snorkeling, shore fishing, hiking, and field sports/activities.
- Teach youth about food sustainability through coordinating regular learning trips to community lo`i (taro patches), local community gardens, and nearby loko i`a (fishponds).
- Promote healthy eating habits and teach youth and `ohana about nutrition through preparing and offering healthy foods made from locally grown and culturally valued foods, such as kalo/poi (taro), `ulu (breadfruit), laulau (taro leaf), etc.

¹ A family-based cultural experience that teaches the Hawaiian tradition of hand-carving a *papa ku`i`ai* (poi board) and a *pohaku ku`i`ai* (stone poi pounder) with natural materials gathered from the land.

Objective 3: Strengthen the academic development and achievement of participating youth through providing high-quality academic support activities.

- Support academic development and achievement by providing a full hour daily of individualized homework help and one-on-one tutoring (as needed).
- Monitor academic progress of participating youth through quarterly grade and attendance checks and close collaboration with teachers at the target schools.
- Highlight connections between academic (science/math/language arts/social studies) content learned in school with `āina-based/culture-based activities experienced during HMK.
- Strengthen youth-school connections and school-HMK connections by sharing information about HMK activities with teachers and staff at the school and inviting school partners to the annual HMK hō`ike.

Objective 4: Support the college/career readiness of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.

- Increase understanding of `āina-based and STEM careers by intentionally highlighting potential jobs related to food sustainability, ocean safety, marine biology, environmental science, natural resource conservation, nutritionists, etc.
- Identify and invite Native Hawaiian STEM and `āina-based professionals from the community to speak with youth about their respective educational and career journeys, and how their jobs benefit the community.
- Connect interested youth to summer internship opportunities, such as the University of Hawaii Health Careers Opportunity Program, the Hawaii Youth Conservation Corp Summer Program, the Honolulu Community College Summer Engineering Academy, or the Pacific Center for Environmental Studies/Hawaii Institute for Marine Biology Summer Environmental Science Program.
- Coordinate key college awareness activities for interested youth and their `ohana, including college campus visits, information on applying to and financing college, training in financial literacy and budgeting, etc.

After-school Programming

The **HMK Keiki & `Ōpio Programs**, led by the Program Coordinators and supported by the Program Assistants as well as Kāko'o Program Support Staff intensively serve at least 50 Keiki and `Ōpio. HMK works directly with the local DOE schools to identify and enroll Waimānalo's most vulnerable youth. The

HMK after-school program follows the DOE calendar and provides culturally grounded ocean and land-based youth development and leadership activities Monday-Friday from the ending of the school day until 6:00pm.

The after-school program day always begins with traditional Hawaiian protocol and is followed by a healthy snack, including a daily fruit/vegetable, as well as a full hour of homework assistance. Students then partake in the Hawaiian values-based learning activity for the day which occurs on-site, within the Waimānalo community or around Oahu at-large. The older 'ōpio students participate in break-out sessions which facilitate their involvement in age-appropriate experiences, community service projects and mentoring opportunities focused on leadership and cultural development, as well as attainment of higher education program/vocational goals.

Monday	Tuesday	Wednesday	Thursday	Friday
2:15 — 3:25 <ul style="list-style-type: none"> • Healthy Snack 1 • Tutoring / Homework Help 	2:15 — 3:25 <ul style="list-style-type: none"> • Healthy Snack 1 • Tutoring / Homework Help 	1:35 — 2:25 <ul style="list-style-type: none"> • Healthy Snack 1 • Tutoring/ Homework Help 	2:15 — 3:25 <ul style="list-style-type: none"> • Healthy Snack 1 • Tutoring / Homework Help 	2:35 — 3:25 <ul style="list-style-type: none"> • Healthy Snack 1 • Tutoring / Homework Help
3:30 — 6:00 <ul style="list-style-type: none"> • Opening Circle • Hands-on learning activities / break-out groups • Closing Circle • Healthy Snack 2 	3:30 — 6:00 <ul style="list-style-type: none"> • Opening Circle • Ocean-based activities, leaning trips • Closing Circle • Healthy Snack 2 	2:30 — 6:00 <ul style="list-style-type: none"> • Opening Circle • Hands-on learning activities, ocean activities, trips out of Waimānalo • Closing Circle • Healthy Snack 2 	3:30 — 6:00 <ul style="list-style-type: none"> • Opening Circle • Land-based activities, learning trips • Closing Circle • Healthy Snack • 2 	3:30 — 6:00 <ul style="list-style-type: none"> • Opening Circle • Hands-on learning activities / break-out groups • Closing Circle • Healthy Snack2

Family Strengthening & Community Building Programming

The HMK 'Ohana Program, led by the 'Ohana/Kaiāulu Program Coordinator (Family and Community Programs Coordinator) connects to Hawaiian families at their na`au (core) and speaks to them with dignity, respect and cultural pride through the delivery of monthly evening/weekend activities and on-going family and community building workshops such as papa kālai papa me pōhaku ku`i `ai (traditional poi board and stone carving class) and papahana kālai wa`a (traditional canoe carving class) as well as monthly site-based activities. HMK's unique approach to serving children daily and then their extended families in

further activities throughout the program year results not only in healthy youth development, but also increases factors such as healthy family bonding and enabling a tight-knit community with strong social safety-net supports.

Additionally, services for college-age after-school program alumni have recently allow the HMK Alaka`i Program to offer higher education/vocational training support simultaneously with paid professional internships within the organization- resulting in a cadre of very high-caliber young employees.

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

In order to achieve the outcomes of personal development, improved health, academic achievement and college/career readiness through culturally grounded after-school youth development, higher education/internship support and family strengthening programming, the following timelines will be adhered to during the grant period:

JULY — Preparation/Planning for Upcoming Program Year; Curriculum Development; Maintenance/Repairs on Equipment, Buildings and Site; Supplies Inventory and Acquisition; Summer Non-work Period.

AUGUST — Staff/Intern Orientation/Trainings; Participant Recruitment; Finalization of Annual Calendar; Individual (one-on-one) Orientation Meetings with Families; Support of Community Strengthening Efforts; Collaborative Meetings with Partners Begin.

SEPTEMBER — Family Meetings Continue; Orientation Dinner Meeting(s) and Camp(s); Continued Staff/Intern Training; Support of Community Strengthening Efforts Continued; Collaboration Meetings Continue (i.e. w/ DOE teachers).

OCTOBER — Start of: Daily After-school Programming, Monthly 'Ohana Activities; On-going Family Strengthening Workshop Series & Community Building Events.

NOVEMBER to MAY — After-school Programming; 'Ohana Activities; Family Strengthening Workshops and Community Building Events Continue

JUNE - After-school Programming, 'Ohana Activities; Workshops and Community Building Events End; Close-out of Program Year (Program Evaluation; Supplies/Equipment Organization and Inventory; Performance Evaluations; Policy Review and Handbook Revisions, etc.).

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

The following are the expected outcomes for each objective, and the tools and methods that will be used to evaluate the level of success in achieving the outcomes.

Objective 1: Strengthen positive personal development and knowledge of Native Hawaiian culture, language, and practices in participating youth.

Expected Outcome and Evaluation Method/Tool: Each year, at least 70% of active participants will demonstrate pro-social behaviors and knowledge of Native Hawaiian cultural values, language and practices, as assessed by the Keiki/`Ōpio Survey, `Ohana Survey, Staff Survey, and focus groups/interviews (youth, family, staff).

Objective #2: Improve the health of participating youth through the promotion of ocean-based and `āina (land)-based physical fitness activities and nutritional practices.

Expected Outcome and Evaluation Method/Tool: Each year, at least 70% of active participants will engage in physical activity for at least 2 hours/week, improve their ocean safety and swimming skills, and increase their awareness and adoption of healthy eating habits, as evidenced by attendance and participation records, and the Keiki/`Ōpio and `Ohana Surveys.

Objective #3: Strengthen the academic development and achievement of participating youth through providing high-quality academic support activities.

Expected Outcome and Evaluation Method/Tool: Each year, at least 70% of active participants will regularly attend school and demonstrate positive academic behaviors, as evidenced by the Teacher Survey and their School Report Cards.

Objective #4: Support the college/career readiness of participating youth through providing exposure to `āina-based careers and majors and providing them with essential information about college.

Expected Outcome and Evaluation Method/Tool: Each year, at least 70% of `Ōpio participants will increase their knowledge of `āina-based careers and their college and career readiness skills, as evidenced by the `Ōpio Survey and `Ōpio focus group.

PROJECT OBJECTIVE 1: STRENGTHENING PERSONAL DEVELOPMENT	Measurement Tool	Timeline of Measurement
<p>By the end of the program year at least 70% of active participants (HMK Keiki, `Ōpio, Alaka`i) will exhibit pro-social behaviors demonstrating an understanding and practice of Hawaiian cultural values, as evidenced by Tools 1, 3, 4, 5 and 13.</p>	<p>Tool 1: HMK Values Rubric Tool 3: Modified Hawaiian Cultural Connectedness Survey Tool 4: Parent Survey Tool 5: Parent Interview Tool 13: Job Performance Appraisals</p>	<p>1) Twice each program year: Oct/May 3) Twice each program year: Oct/May 4) Retrospective Pre/Post in May 5) Retrospective Pre/Post in May 13) Twice each program year: Dec (informal)/June (formal)</p>
<p>PROJECT OBJECTIVE 2: IMPROVE HEALTH THROUGH PROMOTION OF PHYSICAL FITNESS & NUTRITION</p>		
<p>By the end of the program year at least 70% of active participants (HMK Keiki & `Ōpio) will engage in physical activity for at least two hours per week while in programs and improve ocean safety and recreation skills, as evidenced by Tools 6 and 7.</p>	<p>Tool 6: Attendance and Participation Records Tool 7: Ocean Safety and Recreation Skills Assessment</p>	<p>6) On-going/Daily 7) Twice each program year: Oct/May</p>
<p>By the end of the program year at least 70% of active participants (HMK Keiki & `Ōpio) will increase their awareness and adoption of healthy eating habits, as evidenced by Tools 4, 5 and 8.</p>	<p>Tool 4: Parent Survey Tool 5: Parent Interview Tool 8: Healthy Habits Questionnaire</p>	<p>4) Retrospective Pre/Post in May 5) Retrospective Pre/Post in May 8) Twice each program year: Oct/May</p>

<p>PROJECT OBJECTIVE 3: STRENGTHEN ACADEMIC DEVELOPMENT</p>		
<p>By the end of the program year at least 70% of active participants (HMK Keiki & 'Ōpio) will demonstrate positive academic behaviors (i.e. school attendance, class participation/effort, completion of homework), as evidenced by Tools 4, 5, 6, 9, 10 and 12.</p>	<p>Tool 4: Parent Survey Tool 5: Parent Interview Tool 6: Attendance and Participation Records Tool 9: DOE Report Cards Tool 10: Teacher Survey Tool 12: HEP/College Transcripts</p>	<p>4) Retrospective Pre/Post in May 5) Retrospective Pre/Post in May 6) On-going/Daily 9) Collected at Third Quarter 10) Retrospective Pre/Post in April 12) Twice each program year: Dec./June</p>
<p>PROJECT OBJECTIVE 4: SUPPORT COLLEGE/CAREER READINESS</p>		
<p>By the end of the program year at least 70% of active HMK 'Ōpio Program participants will increase their HEP/college readiness skills, as evidenced by Tools 4, 5, 6, 11 and 12.</p>	<p>Tool 4: Parent Survey Tool 5: Parent Interview Tool 6: Attendance and participation records Tool 11: HMK College & Career Readiness Survey Tool 12: HEP/College Transcripts</p>	<p>4) Retrospective Pre/Post in May 5) Retrospective Pre/Post in May 6) On-going/Daily 11) Twice each program year: Oct/May 12) Twice each program year: Dec./June</p>

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

The following measures of effectiveness will be reported to the State:

- % of active participants who demonstrate pro-social behaviors and knowledge of Native Hawaiian cultural values, language and practices.
- % of active participants who engage in physical activity for at least 2 hours/week, have improved their ocean safety and swimming skills, and have increased their awareness and adoption of healthy eating habits.
- % of active participants who regularly attend school and demonstrate positive academic behaviors.
- % of `Ōpio participants who have increased their knowledge of `āina-based careers and their college and career readiness skills.

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
\$53,257.50	\$53,257.50	\$53,257.50	\$53,257.50	\$213,030

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.
 - NHEP – \$400,000 unsecured
 - KSBE – \$50, 000 – unsecured
 - City GIA – \$124,955 unsecured
 - Castle Foundation

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

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2021 for program funding.

- OHA – \$39,170 – secured
- NHEP awarded 2017-2019 – \$1,769,022
- GIA city:
- 10/19-9/20 – \$124,817
- 10/17-9/18 – \$124,913
- 10/16-9/17 – \$123,214

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

Unrestricted, \$ 59,143.08

Unrestricted – Invested in Property & Equipment, \$951,734.11

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.

In 2008 the Hui Mālama O Ke Kai Foundation assumed full responsibility for the Hui Mālama O Ke Kai after-school program (then 5th/6th grades only) from the University of Hawai'i (UH). This transition of administration (via a 3-year mentoring partnership with the Partners in Development Foundation) from UH to HMK further enabled the expansion of services and allowed the community's influence on program design and content with very little additional overall cost. Since this transition, HMK has significantly evolved to meet the community's needs by:

- Increasing overall programs participation by nearly 150% (from 20 students and families/year to over 100).
- Designing and implementing the `Ōpio Leadership Program in 2008 for 7th-12th graders, the `Ohana Family Strengthening Program in 2012 and the Alaka`i Higher Education/Professional Internship Program in 2014.
- Developing and implementing a unique place-based Hawaiian cultural curriculum: *E Kūkulu I Nā Alaka`i Hawai`i*.
- Further developing a comprehensive evaluation system that contributed to HMK being 1 of 5 programs selected to participate in a culturally appropriate Native Hawaiian Education Council (NHEC) indicators study.

- Acquiring an eleven acre program site in order to develop a community cultural learning center.

In addition, final data analysis shows that the HMK programs accomplished the following and met all program outcomes in the 2018-2019 program year:

- 80% of participating students **STRENGTHENED PERSONAL DEVELOPMENT** as evidenced by their improved social skills, developed leadership skills, increased sense of civic/social responsibility and increased self-efficacy (target: 70%).
- 100% of participating students **IMPROVED HEALTH OUTCOMES** as evidenced by increased physical activity (target: 70%).
- 78% of participating students showed **SUPPORTED ACADEMIC DEVELOPMENT** as evidenced by increased complex thinking ability and ability to be an effective communicator as well as improved overall school attendance and performance (target: 70%).
- 100% of participating Alaka'i Interns were **PROVIDED CAREER DEVELOPMENT** as evidenced by GPA results and job performance evaluations (target: 80%).

The results show HMKF has substantial experience and proven success in the design, development, implementation and management of highly successful after-school youth development and family strengthening programs that consistently meet desired outcomes. HMK has been successfully offering these programs for more than three years.

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.

HMK has an 11-acre site on land leased from the Department of Land and Natural Resources (DLNR). The property is located at 41-477 Hihimanu Street (TMK 4-1-009: 265) in the ahupua'a of Waimānalo, moku of Ko'olaupoko, on the Island of O'ahu. Hui Mālama o Ke Kai Foundation (HMK) has a 65-year lease agreement (General Lease No. S-5468) with DLNR which expires in 2061.

The general land uses proposed for the HMK site are: Educational/Gathering, Aquaponics, Craft Plant Grove, Animal Husbandry, Income Producing Agriculture, and Community Gardens. The site plan includes approximately 11,000 square feet (s.f.) of new building space. It will include the following facilities and uses:

- Renovated multi-purpose building to provide space for indoor classroom, offices/meeting room, recreational room, certified kitchen, restrooms, and outdoor covered programs.
- Renovated barn to provide space for equipment storage, indoor workshop space, and outdoor covered workshop space.

- A two-story structure consisting of a 1,200 square foot shower and locker facility with private shower and restroom stalls on the first floor and a 1,200 s.f. caretaker's hale atop the shower and locker facility for 24-hour live-in surveillance of the property.
- An agricultural education complex to include two 450 s.f. greenhouses and an aquaponics system with raised garden beds.
- A 1,200 s.f. maintenance shed for general site maintenance and agricultural work equipment and supplies with additional 600 s.f. of outdoor covered working space.
- A 4,000 s.f. hālau to serve as a multi-use gathering and learning space with its own storage, kitchen and restrooms.
- A 1,200 s.f. maintenance shed to support the agriculture/income producing area.
- Community gardens and a composting toilet.
- 28,000 s.f. craft plant grove to support cultural education programs
- A hale wa`a to store the wa`a and for program use.
- A 2,500 s.f. enclosed area for animal husbandry.
- Open space for program use.

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.

Executive Director, Mailelauli`i Vickery: the Executive Director provides leadership and support across the organization, setting and implementing strategic direction to further the organization's mission. The position has overall administrative responsibility for operations and is charged with ensuring that the organization achieves its mission, maintains financial viability, and functions as an innovative and effective Native Hawaiian culture-based youth development and family strengthening services provider. Maile is an accomplished non-profit executive and educator with a background in Hawaiian Studies and community outreach. She has a BA in Hawaiian Studies from the University of Hawai`i at Mānoa and is working towards an MA. Previously, she was a Research assistant to the Kū`oko`a Initiative, a program focused on culturally grounded research management and sustainability, and a Graduate Teaching Assistant who led teams for Dr. Jonathan Osorio at the Kamakākūokalani Center for Hawaiian Studies. She has also been a lecturer in Hawaiian Studies and worked as a substitute teacher in Windward Oahu. Maile began her career as a Parent Child Educator for Parents and Children Together in Waimānalo where she implemented early childhood education programs for prenatal women, children up to three years of age and their families.

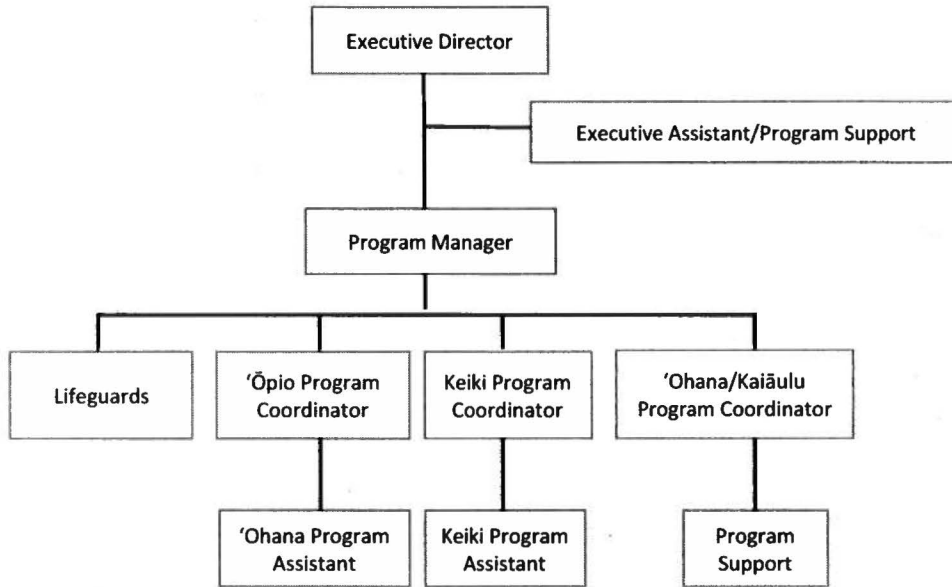
Program Manager: Position Vacant

`Ohana Program Coordinator, Tate Na`e Ka`iama: the `Ohana Program Coordinator is responsible for serving as the lead for the HMK `Ohana Program which serves the mākua of the youth program and the families of the Waimānalo community at large. Tate has a BA in Communication in Communities and Multimedia from the University of Hawaii at Mānoa. Previously, she worked at Kama`āina Kids, assisting with television and other broadcasting partnerships. She was also Assistant to the Executive Director of the Hawaii Afterschool Alliance (HAA). While there, she planned and coordinated the 4th and 5th Annual Hawaii Afterschool Summits for approximately 400 afterschool providers and professionals.

`Ōpio Program Coordinator, Kau`i Cho: the `Ōpio Program Coordinator is responsible for serving as the main teacher/facilitator for the HMK `Ōpio Program, a program for 7th-12th graders. Kau`i is currently studying at Windward Community College and has experience in the banking and healthcare industries.

Keiki Program Coordinator, Shalia Kamakaokalani: the Keiki Program Coordinator is responsible for serving as the main teacher/facilitator for the HMK Keiki Program, a program for 5th & 6th graders. Shalia is a graduate of the Hālau `Ike Hawai`i and `Ōlelo Hawai`i at the University of Hawai`i at Mānoa. She strives to educate our communities, haumāna, and keiki in important values through the `ike, mo`olelo, and hana of our kūpuna. Previously, Shalia worked at Limahana (Ka Papa Lo`i o Kānewai) where she led tour groups, teaching them the stories of the wahi, created learning tools for an easier understanding of the `ike we share, and helped maintain both of our wahi at Kānewai and Punalu`u by weeding, weed eating, cutting down trees, clearing out debris, planting, etc.

2. Organization Chart



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	\$79,040.00
Program Manager	\$54,080.00
‘Ōpio Program Coordinator	\$45,750.00
Keiki Program Coordinator	\$45,750.00

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.

N/A

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

N/A

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 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
- (b) Not received by the applicant thereafter.

HMK is continuously seeking sources of funding from federal, state, county, and private sources. With the acquisition of a permanent site for our facilities, we have also secured a long-term base for our operations at low-cost. Moreover, the facility can help to generate new sources of revenue.

In 2014 the HMK organization acquired an 11-acre site with facilities on the "back roads" of Waimānalo (leased for the next 43 years at \$500/year from the State of Hawai'i Department of Land and Natural Resources). After acquiring this rough, raw land base and having just finished extensively renovating the existing facilities, HMK now has the infrastructure to develop long-term, culturally grounded, community building/economic development projects that are directly connected to core youth and family programming.

The long-term vision looks at ways each phase of the organization's site-based sustainability plan can be implemented with attention to enabling enhanced, extended and self-sustaining programs. HMK's vision of building a model, modern-day, thriving ahupua'a (traditional Native Hawaiian land division) as a Cultural Educational Learning Center on the site while maintaining highest quality youth and family programming will require staff with the pedagogical knowledge to integrate learning activities with development of substantial culturally grounded projects on the land. These projects include but are not limited to:

- Traditional buildings such as a hale wa`a (canoe carving house – currently in progress) and halau (communal gathering space);
- Agricultural cultivation projects such a kalo (taro), `ulu (breadfruit), niu (coconut) and kī (ti leaf);
- Hands-on cultural projects such as lo`i/mala (wet/dry taro patch
- Ecological restoration/indigenous species reintroduction, native gardens (currently being developed) and space for expanded youth/family programming as well as cultural/community events. To that end, training staff from within to fully understand, embrace, and implement this vision is critical to the achievement of HMK's 2017-2020 *E Kūkulu I Nā Alaka`i Hawai`i* (Building Hawaiian Leaders) Project goals.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Hui Mālama O Ke Kai Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	213,030			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	213,030			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES				
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	213,030		124,955	50,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	213,030	Mailelauii Vickey (808) 256-9774		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	124,955	Jan. 17, 2020		
(d) Total Private/Other Funds Requested	50,000	Signature of Authorized Official Date		
TOTAL BUDGET	387,985	Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Hui Mālama O Ke Kai Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$79,040.00	25.00%	\$ 19,760.00
Executive Assistant/Program Support	1	\$41,600.00	50.00%	\$ 20,800.00
Program Manager	1	\$54,080.00	50.00%	\$ 27,040.00
‘Ōpio Program Coordinator	1	\$45,750.00	50.00%	\$ 22,875.00
Keiki Program Assistant	1	\$41,600.00	50.00%	\$ 20,800.00
‘Ōpio Program Coordinator	1	\$45,750.00	50.00%	\$ 22,875.00
‘Ōpio Program Assistant	1	\$41,600.00	50.00%	\$ 20,800.00
Kāko‘o Program Support	1	\$37,440.00	50.00%	\$ 18,720.00
Kāko‘o Program Support	1	\$37,440.00	50.00%	\$ 18,720.00
Kāko‘o Program Support	0.5	\$16,640.00	50.00%	\$ 8,320.00
Kāko‘o Program Support	0.5	\$16,640.00	50.00%	\$ 8,320.00
Lifeguards	0.25	\$8,000.00	50.00%	\$ 4,000.00
				\$ -
				\$ -
TOTAL:				213,030.00
JUSTIFICATION/COMMENTS:				