

**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:

Kahoomiki

Fiscal Sponsor for Hawai'i Afterschool Alliance (HAA)

Amount of State Funds Requested: \$379,220

Brief Description of Request: In partnership with HIDOE Office of Support Services, Trauma Recovery Project, Ceeds of Peace, and UH-Hilo Center for Place-Based Social-Emotional Development, the Hawai'i Afterschool Alliance (HAA) will lead the demonstration of evidence-based Community School model to expand trauma sensitive wrap-around support services to address keiki social emotional and mental health. This project supports six rural, remote and otherwise disadvantaged elementary schools on the islands of Moloka'i, Maui, Hawai'i and 'Oahu. Over 1,000 students will gain social emotional skills, 600 teachers, staff and community partners will receive trauma sensitive professional development; 60 high risk students and their families will receive comprehensive support services.

Amount of Other Funds Available:

State: \$ \_\_\_\_\_

Federal: \$ \_\_\_\_\_

County: \$ \_\_\_\_\_

Private/Other: \$ 15,000 (100,000 pending)

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

\$ 225,000 HAA

Unrestricted Assets:

\$ 116,622.47 (Kaho'omiki) \$95,000 (HAA)

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:

P.O Box 22207

City:

Honolulu

State:

HI

Zip:

96823-2207

Contact Person for Matters Involving this Application

Name:

Paula Adams

Title:

Executive Director, Hawaii Afterschool Alliance

Email:

hawaiiafterschool@gmail.com

Phone:

808-956-6515

Federal Tax ID#:

State Tax ID#



Authorized Signature

Colby Takeda, President of the Board

Name and Title

1/3/2020

Date Signed

**received**  
1/17/20 20

2:22 pm

## 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

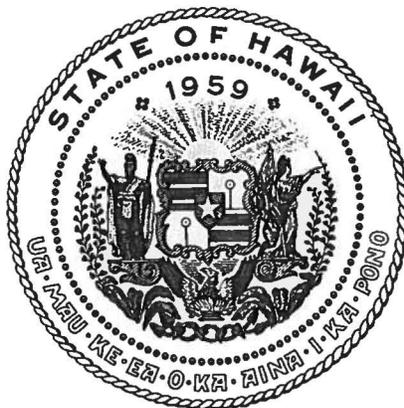


Paula Adams, Executive Director, Hawaii Afterschool Alliance 1/16/20

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

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

**KAHOOMIKI**

was incorporated under the laws of Hawaii on 08/10/2002 ; 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: January 03, 2020

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, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

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

Kaho'omiki  
\_\_\_\_\_  
(Typed Name of Individual or Organization)

 \_\_\_\_\_  
(Signature) January 3, 2020  
(Date)

Colby Takeda \_\_\_\_\_  
(Typed Name) President  
(Title)

## **SECTION 42F-102: 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](#))

If funded, this grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes.

### **1) The name of the requesting organization or individual**

Kaho'omiki, Hawai'i Council on Physical Activity and Nutrition, is the fiscal agent for the Hawai'i Afterschool Alliance.

### **2) The public purpose for the grant**

The purpose of this grant is to build capacity for Hawai'i public elementary schools and community partners to better support at-risk youth. Ultimately ensuring equitable access to education.

### **3) The services to be supported by the grant**

Integrated services to include:

- Six schools adopting research and evidence-based full-service Community Schools strategy to ensure student academic outcomes;
- increasing student's social emotional skills;
- strengthening school-based community partnerships that enhance access to wrap-around services; and
- training teachers, support staff and community partners in trauma responsive practices and in multi-tiered system of supports.

### **4) The target group**

Rural, remote, and otherwise disadvantaged students in Title I Schools, on the island of Maui, Moloka'i, Hawai'i Island and 'Oahu, with majority student population of Native Hawaiian and/or Pacific Islander ancestry.

### **5) The cost of the grant and the budget**

The total budget requested for the State Grant-In-Aid is \$379, 220.

## II.BACKGROUND AND SUMMARY

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

Kaho'omiki is the fiscal sponsor for project lead by the Hawai'i Afterschool Alliance.

Kaho'omiki was organized as a Governor's Council under the John Waihee administration more than 20 years ago, but later transitioned to *Hawai'i's Council on Physical Activity*, after serving a number of years as a statewide clearing house for physical activity advocates. Kaho'omiki reorganized and incorporated as a 501c3 non-profit in 2003 with the purpose of supporting and funding the activities working to promote regular physical activity and nutrition.

Kaho'omiki is affiliated with the *President's Council on Physical Fitness and Sports* and the National Association for Health and Fitness. Both organizations exist to improve the quality of life for individuals in the United States through the promotion of physical fitness, sports, and healthy lifestyles, and support and foster the organization of Governor's and State Councils on physical fitness and sports in every state and U.S. territory of signature events, ongoing programming, and capacity building initiatives, while also advocating for policy change.

In 2014, Kaho'omiki worked with the Charles Stewart Mott Foundation and the University of Hawai'i at Manoa College of Education to create the Hawai'i Afterschool Alliance. Recognizing the importance of afterschool and out-of-school time for our youth, Kaho'omiki continues to serve as a fiscal agent for the organization and support their work to improve quality, build capacity, and increase collaborations and partnerships among stakeholders vested in out-of-school time.

The Hawai'i Afterschool Alliance is a network of more than 2,000 individuals and more than 80 organizations dedicated to supporting and advancing sustainable, quality afterschool and summer learning programs that result in improved academic, social, emotional, and physical outcomes for children and families in Hawai'i. HAA hosts an annual Afterschool Summit and other professional development opportunities, Lights on Afterschool advocacy effort, maintains an out-of-school program interactive map for families, developed the first afterschool quality guidelines and an assessment tool; and promotes the Community Schools Model through partnership, advocacy and other capacity building efforts across the state.

In 2016 HAA began working closely with newly established Department of Education Community Engagement Branch whose mission is to organize the resources of the community around student success. They partner to cultivate, among other subjects, the Community Schools Model as an approach to "reconceive education as a coordinated, child-center effort in which schools, families and communities work together to support student's education success, build strong families and improve communities":

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<sup>1</sup> Building Community Schools: A Guide for Action. National Center for Community Schools.

## **2. The goals and objectives related to the request**

To increase protective factors for disadvantaged students in rural, remote and low-income communities, this equity project ensures education is accessible for all by increasing academic achievement, reducing the achievement gap, and building social emotional skills. This project will empower schools to strengthen community partnerships, family involvement and wrap-around services as strategies for student success.

In partnership with the Hawai'i Department of Education, Office of Support Services, Trauma Recovery Project, Ceeds of Peace, and UH-Hilo Center for Place-Based Social-Emotional Development, the Hawai'i Afterschool Alliance will lead the demonstration of nationally recognized, evidence-based Community School model to inspire a lasting system of support that will sustain the expansion of trauma sensitive wrap around services critical to addressing social emotional health of our keiki in six rural, remote and otherwise disadvantaged elementary schools on the islands of Moloka'i, Maui, Hawai'i and 'Oahu. At least 1,000 students will develop their social emotional skills; 600 teachers, staff and community partners will be trauma sensitive trained; 60 high risk students and their families will receive specialized support through co-design of Student Resilience Plans and delivery of comprehensive support services; and 12 school counselors will receive specialized American School Counselor Association training.

Together, project partners will create sustainable conditions to be able to service more students and families ensuring even the most at-risk youth have access to services they need to thrive within their school, homes and communities. Using the recognized, evidence and research-based Community Schools approach, this demonstration project will develop a tailored operational model that builds capacity for schools to strengthen community partnerships and effectively provide much needed wrap-around student support, including family engagement.

HAA goals and objectives of this project include:

- Create a system of support where schools are better equipped to serve students.
- Build capacity for educators, staff and community partners to better understand students through positive behavioral interventions and prevention.
- Enhance the behavioral and mental health of students

### 3. The public purpose and need to be served

Hawai'i holds amongst the highest youth suicide rates in the nation. Center for Disease Control Youth Risk Behavior Survey 2017 reports 1 of 8 middle school student have attempted suicide. The Adverse Childhood Experience Study (ACES) found that survivors of childhood trauma are up to 5,000 percent more likely to attempt suicide. Similarly, American Civil Liberty Union (ACLU) recently released a 2019 report stating disproportionate referral and suspension rates are across the state and especially within the Native Hawaiian/Pacific Islander community who hold the highest suspension rates in the nation - 3 times the national average. These staggering statistics leave no surprise that from an academic perspective, less than 50% of public-school students are meeting academic standards (DOE).

Resilience is the capacity to recover quickly from difficulties; toughness to overcome trauma and adversity. The seminal Kaua'i Longitudinal Study<sup>3</sup> found the greatest protective factor that impacts a child's long-term resilience is when every child has a meaningful adult relationship, a peer to peer support, and an activity that fulfills them. Similarly, studies<sup>4</sup> found for Native youth, strengthening protective factors may be more important than reducing risk factors.

The Resilient Community Schools project will fill the urgent need to build capacity for schools to enhance the resiliency of their students, and strengthen community partnerships that can support the whole child. This solution correlates to the recommendations of the ACLU 2019 report mentioned above - institutionalizing positive behavior and supports, trauma informed care, initiatives to improve school climate, restorative practices, social emotional learning, multi system of supports, cultural competency, investment in counselors/social workers, improve learning conditions and coordinating behavioral plans.<sup>5</sup>

To enhance the resilience of at-risk youth, the purpose of this project is to increase protective factors by institutionalizing school-based and community-based intervention and prevention programs that strive to reduce, and alleviate the downstream effects of trauma such as substance abuse and suicide, by empowering schools to act as a "hub" for community wrap around services. To effectuate this change, this project will focus on building school and community-based capacity for Trauma-Informed Care (TIC), "the adoption of principles and practices that promote a culture of safety, empowerment, and healing"<sup>6</sup>.

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<sup>3</sup><https://public.tableau.com/profile/dr.knucklehead.esq.#/vizhome/ACLUofHIEJusticeTool/Story1?publish=yes>

<sup>4</sup> <https://keikitocareer.org/call-to-action/kauai-resilience/wp-content/uploads/2019/08/Kauai-Longitudinal-Study.pdf>

<sup>5</sup> Mackin, J., Perkins, T., & Furrer, C. (2012). The power of protection: A population-based comparison of Native and non-Native youth suicide attempters. *American Indian and Alaska Native Mental Health Research*, 19 (2), 20-54.

<sup>6</sup> <https://www.integration.samhsa.gov/clinical-practice/trauma>

Community School is defined as "a place and a set of partnerships" that focus resources on students and families, resulting in students who are ready and able to learn in school. A community school acts as a hub, offering a coordinated approach to connect and cultivate assets in the community and to link families to services, so that educators can focus on teaching and students can focus on learning.

“Community schools are child-center strategies to promote student’s educational success through coordinated, integrated efforts by schools, families, and communities, working together.” (Quinn, J. 2011) Community schools bring resources

together in order to meet students’ academic, health, family or emotional needs and to help free teachers to teach. Research shows community-school interventions can improve a variety of student outcomes, including attendance, academic achievement and graduation rates. An evidence-based strategy for assisting schools identified for comprehensive and targeted support and intervention, the community school model aligns with the Hawai‘i Department of Education’s (HIDOE) Strategic Plan goal of: *Successful Systems of Support: the system and culture of public education work to effectively organize financial, human, and community resources in support of student success.*

In 2017 *Every Student Succeeds Act* (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965, requiring states and school districts receiving federal assistance to help schools better serve educationally disadvantaged students. “To provide principals more intensive supports, the Complex Area Superintendent will coordinate and lead school improvement efforts at the school, employing the necessary evidence- and research-based strategies such as the Community Schools’ emphasizing culturally relevant curricula, high-quality teaching, wrap-around supports, positive disciplinary practices (eg. restorative justice, and social-emotional learning) authentic parent and community engagement, and inclusive school leadership.”

**4. Describe the target population to be served**

This project will work with at-risk students in Title I Elementary Schools in the areas described below, where there is a majority Native Hawaiian/Pacific Islanders. Across each of the 6 schools, over 1,000 students in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students will participate in activities to build their social emotional learning skills. In each of the 6 schools, 100 teachers, support staff and community partners will receive targeted professional development trauma responsive and multi-tiered system of supports, aligned to HIDOE *Trauma Recovery Project*. In addition, School

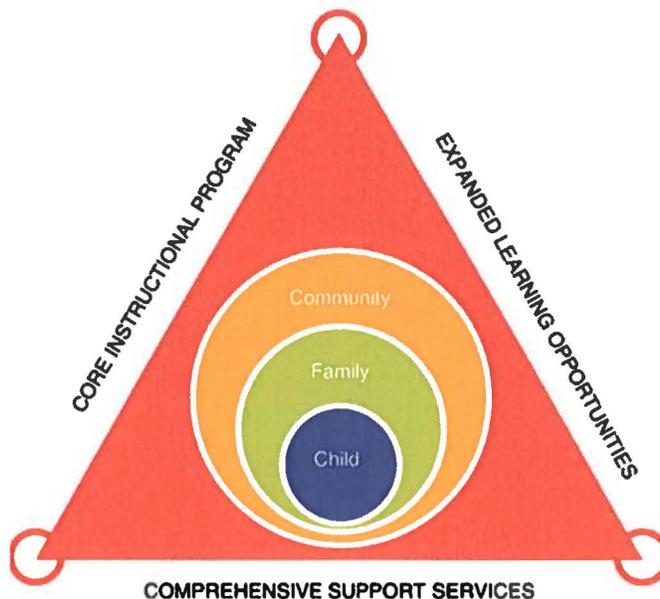


Figure 1 National Center for Community Schools Model.

counselors and School based Behavior health coordinators will receive American School Counselor Association (ASCA) training to supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

This project uses % free lunch as a proxy for identifying disadvantaged families, which by definition they also qualify as ALICE (Asset Limited, Income Constrained, Employed). In 2017 United Way ALICE Report reports in Hawai'i 48% of families are considered ALICE and below. This project supports 10 children per Title I school for a total of 60 ALICE families engaged in their child's Resilience Plans development and receiving wrap-around supports.

School Selection Criteria
<ul style="list-style-type: none"> <li>✓Title I/ High rate of chronic absenteeism</li> <li>✓Low-income (% Free &amp; Reduced Lunch)</li> <li>✓Rural, remote, disproportionate services otherwise disadvantaged</li> <li>✓High proportion Native Hawaiian/Pacific Islanders</li> <li>✓Elementary School Level</li> <li>✓Principal commitment AND school capacity to coordinate this project. Evidence of Past effort in Social Emotional Learning, becoming a Trauma Sensitive school, interested in healing historical intergenerational and cultural trauma, was previously involved in Project HI-Aware, or Community Schools Model or other related project.</li> </ul>

The table in #4 below shows an example of the target population.

**5. Describe the geographic coverage.**

Six rural and remote elementary schools in Hawai'i Island, Molokai, Maui and Oahu. See example cohort selection in table below for which all of them are in communities where poverty, substance abuse and unemployment are pervasive while health and educational access low.

Example School & Community Demographics (may change depending on principal decision)

Island	CAS	Elementary	% Free and Reduced Lunch (Strive Reports 18-19)	% Native Hawaiian	Total # of students (DOE enrollment t 19/20)	# of students in 4-6th grade receiving SEL instruction	# of participants in PD for educators and community partners	# of At-risk students/ALICE families receiving wrap around support services as per Resilience Plans	ASCA certification
West 'Oahu	Nanakuli-Waianae	Nānāikapono El	95	57%	660	262	100	10	2
Central 'Oahu	Pearly City-Waipahu	Waipahu El.	81	11%	926	379	100	10	2
East Maui	Wa'a Complex	Hana El. *Kiohana/Maunaloa/Kaunakakai	61	77%	176	72	100	10	2
Moloka'i	Wa'a Complex		82	80%	345	139	100	10	2
Hawaii Island	Kau-Keaau-Pahoa	Na'alehu El [1]		42%	347	149	100	10	2
Hawaii Island	Hilo-Waiakea	Keaukaha El	91	67%	351	125	100	10	2
Totals					2805	1126	600	60	12

### **III.SERVICE SUMMARY AND OUTCOMES**

#### **1. Describe the scope of work, tasks and responsibilities**

Once the schools are selected based on criteria described in Section II 4. above, the Hawai'i Afterschool Alliance, UH Hilo Center for Social Emotional Learning Development and Ceeds of Peace will convene and facilitate co-design of:

- 1) Project inception meeting to review project and align project goals and objectives, along with planning for initial school needs assessment and root cause analysis;
- 2) Six asset maps for each of the school teams which define the extent and location of providers that can support basic needs, mental and behavioral health and other child and family supports;
- 3) Resilience plan development and process with HIDEOE Trauma Recover Project Advisory Committee representatives which includes partners such as Epic 'Ohana, Hale Kipa, We are Oceania, Child and Protective Services, Parents and Children Together, Lili'okuolani Trust and Kamehameha Schools;
- 4) Development and execution of professional development and training schedule in conjunction with HIDEOE Trauma Recovery project and national and local trauma consultation, multi-tiered system of supports, positive behavior intervention, trauma responsive care, and restorative justice; and,
- 5) Development of school design teams to integrate the Community School strategy to for student's success.

Project results include:

#### **Six (6) elementary schools will be selected using criteria in Section II. 4 above**

- to improve more than over 1,000 students' social emotional skills.
- Over 100 educators per school, support staff and community partners will receive trauma responsive training and coaching. This includes ASCA training over 600 adults move toward becoming a trauma informed school.
- 10 at-risk students and their families will be receiving comprehensive direct support services.
- Six (6) elementary school principals with their school design team will integrate the Community Schools approach into their existing School Design Plan, which results in positive outcomes in the school climate such as increase in attendance, reduction in suspensions and referrals.

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

Project Objective I: By August 2022, Six (6) elementary school integrate the Community Schools concepts (community partnerships, family engagement and wrap-around supports) into their existing School Design.

Year 1 Deliverables: Each one of these 6 selected school teams are supported and resourced to complete their respective Needs Assessment, Root Cause Analysis, Asset Maps, Social Emotional Learning Action Plans and Professional Development Training Plans.

Year 1 Activities:

Month 1-3:

- ✓Hire project staff and secure contracts with consultants.
- ✓Begin school selection.
- ✓Plan project inception meeting and technical facilitation plan for Community Schools integration into Schools.
- ✓Finalize 6 participating schools, their respective School Team composition and convene project inception meeting with all School Teams project staff and consultants.
- ✓Start working on sustainability plan for the selected schools.

Month 4-5:

- ✓Needs Assessment conducted in each of 6 schools, including root cause analysis to inform Asset Mapping and Professional Development Plans (PDP's).
- ✓Convene monthly virtual meetings for sharing of information between Schools principal and for School Project Teams
- ✓School Team defines their respective Social Emotional Learning Action Plan for 4th, 5th, and 6<sup>th</sup> graders.
- ✓SEL instruction and enhancements begin.

Month 6-7:

- ✓Based on needs assessments, School Teams completed the co-design Asset Maps, and PDP.
- ✓Confirm which elements of the Community Schools approach will best meet their needs, identify administrative barriers to be removed, and integrate those activities into current school design plan, and or Academic Plans.
- ✓Professional development schedule commences.

Month 8-9:

- ✓Engage Student and Parents in Community Schools design.
- ✓Begin operationalizing Community Schools administrative and compliance activities such as MOU's agreements, consents to enable and position community partnership and wrap around support within the school environment.
- ✓Engage Community partners in Community Schools approach, the Asset Maps, Needs Assessment and Root Cause Analysis. Propose community feedback to School Teams and adjust documents as needed.

Month 11:

✓Collect annual student data social emotional skills, attendance, referral and suspensions. For school staff and community partners collect school climate data, participation and topics.  
Convene Project Lessons learned meeting with all 6 School Teams.

Month 12:

✓Prepare and submit final report.  
✓Revise and start the implementation of the sustainability plan.

Objective II: By May 2021, Sixty (60) students and families co-designed Student Resilience Plans to receive culturally relevant direct support services

Year 1 Deliverables: Vetted Student Resilience Tool and Recommend Process, Resilience Hui's facilitated 60 Student Resilience Plans with family engagement. Report of student supports received.

Year 1 Activities:

Month 1-3:

✓Project team and DOE Trauma Recovery Project Advisory Committee develop multi-agency Student Resilience Plan Tool and Recommended process

Month 4:

✓School Teams decide on referral process for 10 students and their families to utilize the Student Resilience Plans (SRP's) to guide wrap around services  
✓School Teams decide on the staffing support, (aka Resilience Hui) to guide development of each Plan with family involvement.

Month 5-7:

✓Resilience Hui's across all 6 schools engage 10 students and families in Resilience Planning.

Month 8:

✓Resilience Hui's begin supporting student's moving through the SRP's with support from and in coordination with community partners identified in Asset Maps sharing progress with School Teams

Month 11:

✓School Teams report on status of the Resilience Plan, and family satisfaction with wrap-around services.  
✓Community partners involved provide suggestions to improve delivery and alignment moving forward.  
✓Data collected feeds into Final Report including range and frequency of comprehensive support services

**3. Describe its quality assurance and evaluation plans for the request.**

The Project will utilize continuous monitoring and evaluation to ensure project success and to inform adjustments along the way. Two evaluators, along with project partners will be responsible for the ongoing monitoring of the project, ensure fidelity to the process, assess outcomes, and advise schools through the process.

**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.

<b>Formative Evaluation</b>	
<p><b>Objective 1</b> By August 2022, Six(6) elementary school integrate the Community Schools concepts (community partnerships, family engagement and wrap-around supports) into their existing School Design</p>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>1.1 Selection of 6 schools</li> <li>1.2 Establishment of school design teams at 6 schools</li> <li>1.3 Technical facilitation Plan by month 3</li> <li>1.4 Needs Assessment Report Completed by all 6 schools by end of month 5</li> <li>1.5 Root Cause Analysis Report completed by Month 5</li> <li>1.6 Number of monthly meetings for 6 principals &amp; project team in y1, y2, y3 as evidenced by meeting agendas, minutes, handouts, and number of attendees</li> <li>1.7 Social Emotional Learning Action Plans completed by school design teams at each of the 6 schools for their 4-6 grade students by the end of month 5</li> <li>1.8 Asset maps at each of the 6 schools completed by school design teams by end of month 7</li> <li>1.9 Asset maps draw clearly from needs assessment and root cause analysis reports at each school</li> <li>1.10 Community Schools Selection Plan completed by all 6 schools by end of month 7</li> <li>1.11 Number of Professional Development Workshops with agendas, minutes, and handouts</li> <li>1.12 Number of participants in Professional Development Workshops as evidenced by sign in sheets Y1, Y2, Y3</li> <li>1.13 PD questionnaire to assess participant satisfaction with PD workshops Y1, Y2, Y3</li> <li>1.14 Number of community events at each school to share Needs Assessment Report, Root Cause Analysis Report, Asset Map, SEL Action Plan and Community Schools Selection Plan as evidenced by agendas, minutes, and handouts by end of month 9</li> <li>1.15 Number of participants and their roles (students, families, community members) in community events from sign-in sheets</li> <li>1.16 Participant Feedback questionnaire from community events to provide feedback on school plans</li> </ul>
<p><b>Objective 2.</b> By May 2021 Sixty (60) students and families co-designed Student Resilience Plans to inform delivery of culturally relevant support services</p>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>2.11 Completion of Student Resilience Plan Tool and Process framework by end of Month 3</li> <li>2.12 Number of students who complete referral process (10 per school) by end of Month 3.</li> <li>2.13. Number of staff hired or assigned at each school to oversee Resilience Teams</li> <li>2.14. Number of students who receive resilience services</li> </ul>

<b>Summative Evaluation</b>	
<b>Outcome</b>	<b>Measures</b>
Increased Student Supports	<ul style="list-style-type: none"> <li>● Pre/Post number of community school elements available to students</li> <li>● Pre/Post number of support services available to students</li> <li>● Pre/Post number of staff hired or dedicated to student support</li> <li>● Number of ASCA certified faculty, counselors and staff</li> <li>● Number of SEL-trained faculty, counselors and staff</li> </ul>
Increased Attendance of 60 students receiving support	Pre/Post Annual Attendance Student data for participating students
Increased Resilience of 60 students receiving support	Pre/Post SEL student assessment to assess changes in participating students SEL skills
Decreased referrals and suspensions of 60 students receiving support	Pre/Post Student data (attendance, referrals, suspensions) to assess changes in student behaviors
Increased satisfaction of participant caretakers	Pre/Post Caretaker Satisfaction Survey to assess participant caretaker perceptions of how supports are supporting their children

**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 **See attachment**
- b. Personnel salaries and wages **See attachment**
- c. *Equipment and motor vehicles* **Not applicable**
- d. Capital project details **Not applicable**
- e. Government contracts, grants, and grants in aid **See attachment**

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
200,000	100,000	79, 229	0	379,229

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

**Harry and Jeanette Weinberg Foundation 100,000**

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. **N/A**

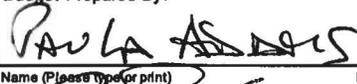
5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2021 for program funding. **See attached grant and contracts**

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019. **Kaho'omiki unrestricted balance is \$116 ,622 and Hawaii Afterschool Alliance unrestricted current assets are \$95,000**

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App Kahoomiki/Hawaii Afterschool Alliance

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	78,000			75,000
2. Payroll Taxes & Assessments				
3. Fringe Benefits	20,000			25,000
<b>TOTAL PERSONNEL COST</b>	<b>98,000</b>			<b>100,000</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	5,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	0			
5. Staff Training	3,000			
6. Supplies				
7. Telecommunication	0			
8. Utilities	0			
9. Contractual Fees	163,220			
10 Travel (hotel/ car rental)	5,000			
11 Sub-Contract SEL Services (6 schools)	105,000			
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>281,220</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>	<b>0</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>356,400</b>			<b>100,000</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	379,220			
(b) Total Federal Funds Requested		Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	100,000	Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>479,220</b>	Paula Adams, Executive Director Hawaii Afterschool Alliance Name and Title (Please type or print)		



**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

App: Hawaii Afterschool Alliance Contracts Total: 450,000

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY</b> (U.S. / State / Haw / Hon / Kau / Mau)	<b>CONTRACT VALUE</b>
1	Provide PD for Public School Afterschool	2019	HI Dept of Education	STATE	75,000
2	Provide PD for Public School Afterschool	2018	HI Dept of Education	STATE	75,000
3	Provide PD for Public School Afterschool	2017	HI Dept of Education	STATE	75,000
4					
5					
6				<b>TOTAL</b>	<b>225,000</b>
7					
8					

## **V.EXPERIENCE AND CAPABILITY**

### **1.Necessary Skills and Experience**

This project is the result of a strong collaboration of organizations and consultants that are poised to effectively support the project and that complement and enhance each other's missions. They play various leadership roles and staffing roles which are mentioned below along with the qualifications and unique expertise they bring together for this innovative equity project that weaves health and education together in support of children and families.

#### **Paula Adams, Executive Director for Hawaii Afterschool Alliance**

The Hawai'i Afterschool Alliance is a network of more than 2,000 individuals and more than 80 organizations dedicated to supporting and advancing sustainable, quality afterschool and summer learning programs that result in improved academic, social, emotional, and physical outcomes for children and families in Hawai'i. HAA hosts an annual Afterschool Summit and other professional development opportunities, Lights on Afterschool advocacy effort, maintains an out-of-school program interactive map for families, developed the first afterschool quality guidelines and an assessment tool; and Community Schools Model through partnership, advocacy and other capacity building efforts across the state. Since 2016 has been working on the community school model participating in national conferences, providing workshops for school staff and advocating for this strategy to be used in public school to support student success. She is annually funded by HIDOE and is housed at UH College of Education and maintains strong relationships with each entity including HI DOE Office of Community Engagement Branch and UH Foundation. Paula will supervise the project direction and house a full time Community Schools project manager to staff the 6 schools and the related activities.

**Margary Martin, Ph.D. is an Assistant Professor in the Department of Education the University of Hawai'i at Hilo and the executive director of the UH Hilo Center for Place-Based Social and Emotional Development.** Within this project, she will be leading the evaluation component and part of the Steering Team for the project, providing expert guidance on operationalizing the Community Schools approach in Hawai'i. Prior to her position a UH Hilo, she served as Brown University's Director of Research, Evaluation and Policy at the Metropolitan Center for Research on Equity and the Transformation of Schools, where she conducted evaluations on equity, school climate and culturally responsive teaching in partnership with many school districts and non-profit organizations. With over 25 years of experience working in education, she began her career as a middle and high school teacher before pursuing her PhD at New York University in Teaching and Learning. She was awarded a pre-doctoral NSF research fellowship by the Social Science Research Council to conduct a comparative study of academic engagement and resilience of immigrant origin youth attending schools in Stockholm, Sweden and New York City. She specializes in community-based evaluation research designs that utilize mixed methods to investigate how policies and practices schools interact with the school and classroom environment to impede or facilitate the academic and developmental trajectories of children and youth from marginalized communities.

**Gale Mejia founder of GHM Consulting** provides a suite of professional services based on 22 years of experience in strategic planning, foundation management, non-profit management, private and federal grant administration, grant writing, program management, program evaluation, community advocacy, event planning and coordination, public relations and marketing. Specific to the Resilient Community Schools Project, Mejia offers thought partnership in strategic planning and professional services in program evaluation. Her current clients include The Learning Coalition, Weed and Seed Hawai'i and Ke Kula 'O Nāwahīkalanī'ōpu'u Iki. She has held various positions at The Learning Coalition, Leeward Community College, Hawai'i P-20 Partnerships for Education, The Office of Student Equity, Excellence and Diversity at the University of Hawai'i at Manoa, University of Hawai'i at West O'ahu, University of Hawai'i at Manoa Shilder College of Business, McNeil Wilson Communications, PRWorks and Sheila Donnelly & Associates. Mejia holds a master's degree in public administration and a bachelor's degree in journalism from the University of Hawai'i at Manoa. Mejia is also a proud alumnus of Waipahu High School.

**Fern Yoshida, HI DOE Office of Student Support Services(OSSS)** is the HI DOE lead for Social Emotional Learning. OSSS led the success of HIDEOE Project Hawai'i AWARE (Advancing Wellness and Resilience in Education) which helped to increase awareness of mental health issues, enhance early intervention systems, and connect children and families with services. The goal was to foster community partnerships and state interagency collaboration as a way to build capacity, integrate and expand improved services statewide across the education, mental health, juvenile justice and law enforcement sectors. In early 2019 Nanakuli/Waianae Complex Area Superintendent Ann Mahi, reported incredible results that trauma informed skills development in her CAS resulted in a decrease in school suspensions by over 30% and reduced teacher vacancies by 50% over a 7 year period.

Moreover, in October 2019, Department of Education OSSS was awarded 5M by US Department of Education to execute the HIDEOE Trauma Recovery Project which provides direct services to youth in Title I schools who have been screened for trauma. The priority of the project is to empower individual students (or their parents on behalf of their students as appropriate) from low-income families who have experienced trauma to obtain trauma-specific mental health services from the providers that best meet their needs. To that end, Hawai'i Afterschool Alliance is in partnership with OSSS to ensure Resilient Community Schools supports USDOE project and that both are tightly aligned and leverage each other's technical expertise. Likewise, DOE adopted the Community Schools approach to successfully execute the Ho'oikaika project by =to ensure a lasting system of support. Resilient Community Schools intends to support the OSSS project by aligning school criteria and selection and professional development planning. Ho'oikaika will be providing direct services to the 60 students and families who will be conducting Resilience Planning with support from school-based Resilience Hui's.

**Godwin Higa, National Trauma Informed School, Expert Consultant** was born and raised in on a farm in Kahalu'u, alumna of James Castle High School, and UH Manoa. A principal for 20years, Higa established one of the first Trauma Informed School in the nation, Cherokee Point Elementary School, San Diego where despite the extreme disadvantages of this inner city school, there has been zero suspensions/expulsions for four years.

From 2017 he is the Trauma Informed/Restorative Justice consultant for HI DOE, supporting the Wainane/Nanakuli Project HI Aware project and the development of a similar effort in the Windward side of 'Oahu. He is adjunct professor in Social Psychology at Alliant International University in San Diego, and Human Relations Commissioner and an ex-board member for the Citizens Review Board on Police Practices appointed by the Mayor of San Diego. As a steering committee member for four California state and federal policy changers, focusing on Trauma Informed and Restorative Justice. and now supporting Hawaii becoming a trauma informed state. His numerous presentations at conferences, trainings and governmental meetings in San Diego local schools, local universities and organizations throughout California, Oregon and Hawaii since July of 2017 including presentation at Urban Health Institute Johns Hopkins University Bloomberg School of Public Health, ACES summits, and featured in Resilience Matters and other video productions about ACES and how to become a Trauma Informed Schools. In the Resilient Community Schools project, he will deliver professional development to each of the 6 schools over the course of the project, including coaching, mentoring and classroom observation to ensure academic success maintains highest priority.

**Kerrie Urosevich, MA, PhD, is the Co-Founder for Ceed of Peace and Lead for Network Design and Innovation for Early Childhood Action Strategy.** Kerrie oversees a multi-disciplinary early childhood system building collaborative, with over 100 public and private partners across six teams all working to improve the system of care for Hawaii's youngest children. In this role, she served both Governor Neal Abercrombie's and Governor David Ige's Administrations. Over the last 25 years, Kerrie's work has been rooted in local and international community mobilization, peace building and violence prevention, including 10 years working with communities and organizations in transition, through her own mediation and facilitation consultancy. She serves as Affiliate Faculty at the Matsunaga Institute for Peace at the University of Hawai'i-Manoa, teaching peace and conflict resolution courses, and is the Co-founder of Ceeds of Peace, focused on promoting social and emotional development and servant leadership skills for children and youth. Kerrie serves as on the Early Learning Board; Hawai'i Early Intervention Coordinating Council, Hawai'i Appleseed; Montessori Community School and EPIC `Ohana Inc.; Kerrie received her Ph.D. in Political Science with a specialization in conflict resolution and systems design from the University of Hawai'i Manoa; Master's Degree in International Policy from the Monterey Institute of International Studies; and holds a Graduate Certificate in Nonprofit Management.

**Scott Nishimoto is the Executive Director, Ceeds of Peace.** Dedicated to continual improvement and creating new opportunities to raise peacebuilding leaders, Scott has worked closely with a diverse cross-section of the community including HDOE educators, nonprofit leaders, business leaders, and caregivers to improve social emotional learning (SEL) approaches and build peace within and beyond school campuses. Scott Nishimoto was born and raised on the island of O`ahu. He was raised by two incredible storytellers, mentors, and community catalysts – Michiko and Warren, both retired oral historians. The stories they'd bring home to his dinner table about violence, injustice, and inequality inspired him to attend law school to study social justice. There, he became actively involved in community organizing and peace initiatives. After finishing law school, he followed his passion into the non-profit world where he worked with adults with disabilities for nearly 7 years at a local non-profit called Abilities Unlimited. In his role as the Vice President of Workforce Development & Community Relations, he was able to develop several innovative programs designed to help adults with disabilities to gain employment, independence, and dignity. Even more than his qualifications, though, Scott believes it's his identity as a father that shapes his plans and actions for Ceeds of Peace. As the father to his daughter, Elle, he has a deep personal urgency pushing him to bring his community and the world closer to this goal of peace, as distant as it may sometimes seem. Scott will be supporting the Resilient Community Schools project, along with a full time project director under him. Together they will execute the professional development and facilitation critical to supporting the Community School model integration each of the 6 schools, Resilience Plan design, supporting planning for SEL program delivery and facilitation of Asset Mapping.

**2. Facilities** Not applicable, because participating schools or local community partners will be the venue for meetings, workshops and trainings.

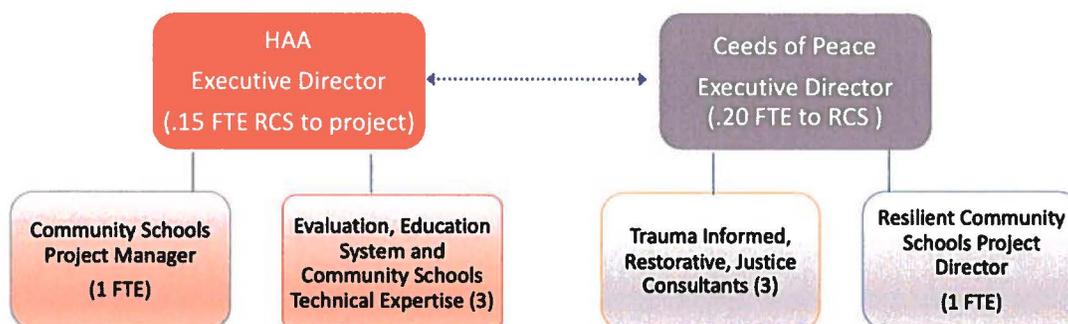
## VI. PERSONNEL: PROJECT ORGANIZATION AND STAFFING

### 1. Proposed Staffing, Staff Qualifications, Supervision and Training

**Staff Qualifications:** Our team is highly experienced in supervision, training, and project management. Please see resumes attached at the end of this application for project supervisors, the administrative and technical steering team and one of 3 consultants. There are two positions to be recruited, one with Community Schools expertise and the other with facilitation, SEL and school-based program coordination experience. We are in conversations with a local champion to provide community-based professional development and project guidance.

**2. Organization Chart-** In addition please see the Project Work Flow following this section.

## Resilient Community Schools Project Organizational 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.

**Hawaii Afterschool Alliance Project Manager annual salary is \$65,000**

**Ceeds of Peace Project Director annual salary is \$60,000**

# RESILIENT COMMUNITY SCHOOLS PROJECT WORK FLOW

PARTNERS

**Hawaii Afterschool Alliance**  
 Project management, Coordination and Administration, Community Schools(CS) Technical Guidance and execution

Community School Facilitation Plan

**CEEDS of Peace**  
 School Facilitator, Convener of TIC/SEL contractors & develop Training Schedule

**\*Resilience Team**  
 Co-design Student Resilience Plan Tool & Process (project level)

- Lilioukalani Trust
- We are Oceans
- Epic 'Ohana
- Hale Kipa
- \*Ho'oikaika Advisory Rep

- HI DOE Office of Curriculum, Instruction, and Student Support, \*Trauma Recovery Project
- UH, Hilo Center for Place-Based SEL Development
- Community Schools Expertise
- The Learning Coalition, CAS Community of Practice

- Consultant, Trauma Informed-School Based
- Consultant, Trauma Responsive-Community Based
- Consultant, Restorative Justice
- School-based SEL Delivery

HI DOE Trauma Recovery Project Student Screening Process

**Family Facilitator (LT-TB)**

**School Teams (6)**

\*Asset Map by CAS/School (6)

CS School Design Plans (6)

Principal, Vice-Principal  
 Counselor, Special Ed Lead  
 Parent Community Network  
 Others, TBD

Coordinators  
 CAS Support Staff: SEL coordinators,  
 School-Based Behavioral health, DOH  
 Resilience Hui

Resilience Hui facilitates Student Resilience Plans with families (60)

OUTPUTS

OUTCOMES

Increase Student Supports

Increase Student Attendance

Increase social emotional resilience

Decrease in Suspensions & Referrals

Parent/caretaker Satisfaction

## **VII.OTHER**

1. Litigation- **Not applicable**
2. Licensure or Accreditation- **Not Applicable**
3. Private Educational Institutions- **No private educational institutions will be supported**
4. Future Sustainability Plan

Community schools operate on the theory that opportunities and supports will be offered and leveraged through partnerships aligned with the school. Federal funding could also be leveraged as well to support this model. Medicaid funding and medical insurance, if applicable, will be utilized to cover the cost of direct services provided to the children and their families.

It is the expectation that if this project is awarded this year, there is no need to request in following years. This application is one of 6 planned to support the full execution of this 3-year project. Once these 6 schools go through the process laid out in this proposal, and are resourced with tools and processes co-designed with the principal and teachers, buy-in will result in sustainability at the school level, 2 trained counselors and School-based Behavioral Health coordinators and the working model replicate to adjacent schools within each of their Complex Areas. Given Hawai'i is on a path to becoming a trauma informed state, in the future, we see an opportunity for requesting legislature support for expanding public funding to scale the Resilient Community School model, in effort to address trauma, retain teachers, reduce chronic absenteeism and suspension, and in the long term reduce youth suicide and substance abuse rates.

## RÉSUMÉ

### **Paula Adams**

962 Spencer # C

Honolulu, Hawai'i 96822

Phone: 808-351-0761

paulaadams1602@gmail.com

### **Education**

- Combined degree: **Master of Science and Bachelor of Science**. School of Psychology. University of Buenos Aires. Argentina. 1991.

### **Professional Experiences**

- **Executive Director**. Hawai'i Afterschool Alliance. October 2014 – Present  
Responsible for overseeing the administration, programs and strategic plan of the organization, including fundraising, communication, advocacy, professional development, and community outreach.
- **Hawai'i Afterschool Ambassador**. July 2011 – Present. State representative of The Afterschool Alliance, promoting afterschool educational and recreational programs by coordinating community events, working with after-school providers, and business and community leaders. It also reaches out to policy makers and the media on afterschool issues.
- **Program Manager**. Fun 5 Program. Kaho'omiki. June 2009 – 2014  
Management of the Fun 5 Program, a physical activity and nutrition program being implemented in 173 after-school settings in the State of Hawai'i, involving more than 18,000 elementary school children.
- **Pioneering Healthier Communities (PHC). Consultant**. May 2011 – April 2012.  
Facilitate the creation of the A+ Providers Network and working on adoption of Environmental Standards for Nutrition and Physical Activity.
- **Research Project Specialist**. Pacific Basin and Rehabilitation and Training Center. John A. Burns School of Medicine. University of Hawai'i. Feb. 2009 – Jun. 2009.  
Coordinating all aspects of applied research needs-assessments, development and implementation of consumer satisfaction surveys and program evaluation – from design through data collection, analysis and reporting.
- **Project Coordinator**. Department of Public Health Sciences. University of Hawai'i at Mānoa. Dec. 2005 – Feb. 2009. Coordination of the operation and evaluation components of the Fun 5 Program, a physical activity and nutrition program for children.
- **Guest Lecturer**. PH751. Social Epidemiology. Department of Public Health Sciences. University of Hawai'i at Mānoa. April, 2006

- **Research Assistant:** “Equity, Accessibility and Reform of the Health Sector”. School of Psychology. University of Buenos Aires. Argentina. August 1995 – June 2003.
- **Teaching Assistant/Instructor.** “Public Health and Mental Health.” School of Psychology. University of Buenos Aires. Argentina. August 1995- June 2003.
- **Psychotherapist.** Psychotherapy of children, adolescents, adults and families. Private Practice. Buenos Aires, Argentina. August 1995 – June 2003.
- **Field Coordinator.** Foundation of Women in Equality. Buenos Aires. Argentina. March 1998 – June 2003.
- **Assistant Coordinator.** Network for Health Systems and Services Research in the Southern Cone of Latin America in Argentina. July 2000 – June 2003.
- **Workshop Coordinator.** Research Methodology in Health Systems and Services. La Matanza Mental Health Center. Buenos Aires. Argentina. May 2002.
- **Instructor:** Introduction to Psychology. Lincoln University College. Buenos Aires. Argentina. Feb. – June 2002.
- **Secretary.** VII Latin America Congress of Social Medicine (ALAMES). Buenos Aires. Argentina. March – August 1997.
- **Coordinator.** Primary Health Forum. Vicente López Municipality. Buenos Aires. Argentina. Feb – March 1996.
- **Research Assistant:** “Behavior change in suicidal adolescents”. The Research Foundation for Mental Hygiene. Columbia-Presbyterian Hospital. New York, NY. March 1992- June 1995.
- **Psychotherapist.** Psychotherapy of children, adolescents, adults and families. Metropolitan Center for Mental Health. New York, NY. April 1992 – June 1995.
- **Assistant.** Instituto Superior de Formación Docente. Buenos Aires. Argentina. March 1985 – Dec. 1991.

### **Related Professional Development**

- Certification: Managing Project Teams: How to create and sustain high-performing project teams. University of Hawai‘i. June 2006.
- Certification: Program Evaluation. UH Department of Public Health Sciences. May 2008

## **Publications/Presentations**

- Ross, C., Nigg, C., **Adams, P.**, Hwang, P., Westling, J., Bender, M., Hamada, M., Yamashita, M., & Chung, R. (June, 2007). Inspiring Creativity While Promoting Healthy Eating Habits: Unintended Positive Outcomes of the Fun 5 Program. Poster Presented at the 2007 Pacific Global Health Conference, Honolulu, HI.
- Nigg, C., **Adams, P.**, Ross, C., Yamashita, M., Westling, J., Hwang, P., Hamada, M., Bender, M., & Chung, R., (June, 2007). Another Successful Year Disseminating Fun 5 – A Physical Activity and Nutrition Program for Elementary After School Programs. Poster Presented at the 2007 Pacific Global Health Conference, Honolulu, HI.
- Hwang, P., Nigg, C., **Adams, P.**, Ross, C., Yamashita, M., Westling, J., Hamada, M., Bender, M., & Chung, R. Fun 5's approach to nutrition: getting the message through. Poster Presented at the 2007 Annual Biomedical Sciences Symposium. John A. Burns School of Medicine. University of Hawai'i. Honolulu, HI.
- Stolkiner, A., **Adams, P.**, Comes, Y., Parenti, M. & Solitario, R. "Equity and Decentralization: accessibility of poor families from Buenos Aires province to health public services of Buenos Aires City". Anuario de Investigación de la Facultad de Psicología. Universidad de Buenos Aires. 2002.
- Stolkiner, A., **Adams, P.**, Barcala, A. & Comes, Y. "Effects of the reform of the health sector on the users and workers of the primary level of attention: a case study". Anuario de Investigación de la Facultad de Psicología. Universidad de Buenos Aires. 1999.
- Stolkiner, A., **Adams, P.**, Barcala, A. & Comes, Y. "Neoliberalims, Equity and Health in Argentina: a case study". Book of the X Congress of the International Association of Health Policy, Perugia. Italy. 1998.

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# Margary Martin

## Education

- Ph.D. Teaching and Learning. Steinhardt School of Education New York University, New York, New York. Graduation: May 2012.
- M.A. Secondary Language Arts and Social Studies. Lewis and Clark College, Portland, Oregon.
- B.A. English and Psychology. University of Colorado, Boulder, Colorado.

## Employment

- 2016-Pres. Assistant Professor, Educational Foundations. School of Education. University of Hawai'i at Hilo.
- 2013-2016 Visiting Assistant Professor of Human Development. Education Department. Brown University.
- 2013-2016 Research Fellow and Principal Data Analyst. National Commission on Asian American and Pacific Islanders. University of California at Los Angeles
- 2012-2013 Post-Doctoral Fellow. National Commission on Asian American and Pacific Islanders. Steinhardt Institute for Higher Education. New York University.
- 2011-2013 Director of Immigration Studies. Steinhardt School of Education, Communication and Culture. New York University.
- 2008-2011 Director of Applied Research, Evaluation and Policy. Metropolitan Center for Urban Education. Steinhardt School of Education, Communication and Culture. New York University.
- 2005-2008 Senior Research Scientist and Project Associate, Region II Equity Assistance Center. Metropolitan Center for Urban Education. Steinhardt School of Education, Communication and Culture. New York University.

## Selected Research, Evaluation, and Fellowships

- 2019-Pres. *Resilience Hawaii* Evaluation of Hawai'i Island Community Workshops
- 2019-Pres. Principal Investigator. Evaluation Study of Early College and Youth Programs (Mohala Pilimai) with Native Hawaiian Youth. Lili'uokalani Trust.
- 2019-Pres. Principal Investigator. Pilot Study on Place-Based Social and Emotional Learning in Schools. Hawai'i Community Foundation
- 2017-Pres. Principal Investigator. Mapping Service Providers for Immigrant Children and Youth on Hawai'i Island. UH Hilo College of Arts and Sciences Research Grant
- 2019 Co- Principal Investigator. Teaching HĀ through Books. UH Hilo College of Arts and Sciences Research Grant
- 2018 Fellow. American Education Research Association (AERA) Division E Early Career Mentoring Fellowship.

## Margary Martin

- 2013-2015 Principal Investigator. Longitudinal Study of Long-term English Learners. New York City Department of Education Office of English Language Learners.
- 2013-2014 Principal Investigator. Impact of the Steps for Success Program. Children's Aid Society.
- 2010-2013 Principal Investigator. Philadelphia School District Study of School Climate and Academic Achievement at a comprehensive high school; and compliance monitoring of safety and anti-bullying initiatives.
- 2011-2013 Principal Investigator. Landmark High School Collaborative Action Research Project on academic resilience and Portfolio Based Learning.
- 2010-2011 Principal Investigator. Council For Unity (CFU) Riverhead High School Evaluation.
- 2010 Principal Investigator. Achievement Gap Needs Assessment. Monticello School District.
- 2008-2010 Principal Evaluator. Village Academy Evaluation of an alternative secondary school model for special education students in the juvenile system.
- 2008-2010 Co- Principal Investigator. Winning Strategies Intervention Study for Black males in New York City Schools. Funded by Black Male Donor Education Collaborative.
- 2008-2009 Co- Principal Investigator. Policy Examination of Black and Latino Males attending New York City Schools. Funded by The Donor Education Collaborative.
- 2006-2009 Pre-Doctoral Research Fellow. Promising Practices for Children of Immigrant in Schools. Social Science Research Council CIS Project. Funded by the National Science Foundation.
- 2006-2009 Co-Principal Investigator. Black and Latino males Single-Sex School Intervention Study (BLMSIS). Funded by The Bill and Melinda Gates Foundation.

### Selected Peer-Reviewed Articles

- Martin, M.** & Suárez-Orozco, C. (2018). What it takes: Promising practices for immigrant origin adolescent newcomers. *Theory Into Practice*.
- Zilanawala, A, **Martin M.**, Mincy, R., & Noguera, P. (2018). Math Achievement Trajectories among Black Male Students in the Elementary and Middle School Years. *Education Studies* 54(2), 143-164.
- Casanova, S., McGuire, K., & **Martin, M.** (2018). "Why you throwing subs?": An exploration of community college students' immediate responses to microaggressions. *Teachers College Record* 120(9), 1-48.
- Suárez-Orozco, C., Casanova, S., **Martin, M.**, Katsiaficas, D., Cuellar, V., Dias, S., & Smith, N. (2015). Toxic rain in the classroom: Classroom interpersonal microaggressions. *Educational Researcher*, 44(3), 151-60.
- Teranishi, R., **Martin, M.**, Suárez-Orozco, C. (2013). Engaging Immigrant-Origin Students in Higher Education. *Diversity & Democracy*, 16(2), 22-23.
- Martin, M.**, Fergus, E., & Noguera, P. (2010). Responding to the needs of the whole child: A

## Margary Martin

case study of a high performing elementary school for immigrant children. *Reading and Writing Quarterly*, 26(3), 195-222.

Suárez-Orozco, C., Pimentel, A., & **Martin, M.** (2009). The Significance of relationships: Academic engagement and achievement among newcomer immigrant youth. *Teachers College Record*, 111(3), 712-749.

### Book Chapters for Peer-Reviewed Edited Books

Herrera, H., **Martin, M.**, & Cesar-Davis (2019). Through a lens of deficit: faculty and administrator perceptions of immigrant-origin students. In Suárez-Orozco & Osei-Twumasi (Eds.). *Immigrant-Origin Students in Community College: Navigating Risk and Reward in Higher Education*. New York, NY: Teachers College Press, 133-145.

Suárez-Orozco, C., Casanova, S., **Martin, M.**, & Katsiaficas, D. (2019). The prevalence and relevance of microaggressions in community college classrooms. *Immigrant-Origin Students in Community College: Navigating Risk and Reward in Higher Education*. New York, NY: Teachers College Press.

Suárez-Orozco, C., Yoshikawa, H., & **Martin, M.** (2015). Future Directions: Implications for Research, Practice, & Policy. In Suárez-Orozco, C., Abo-Zena, M., & Kerivan-Marks, A. (Eds.). *Transitions: The Development of the Children of Immigrants*. New York: New York University Press.

Fergus, E., Sciorba, K., **Martin, M.**, & Noguera, P. (2014). An Intervention in Search of a Theory. In K. Vaughns & Spielberg (Eds.) *The Psychology of Black Boys and Adolescents*. Santa Barbara: ABC-CIO, LLC.

Fergus, E., Noguera, P., & **Martin, M.** (2010). Construction of Race and Ethnicity for and by Latinos. In E. Murillo (Ed.), *Handbook on Latinos in Education*. New York: Routledge Press.

### Books

Fergus, E., Noguera, P., **Martin, M.** (2014). *Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys*. Cambridge: Harvard Education Press.

### Evaluation Reports

Alcantar, C., Nguyen, B., **Martin M** & Teranishi, R. (2016). *Examining the Impact of an AANAPISI-Funded Program on the Academic Success of Asian American and Pacific Islander Students*. Princeton: Educational Testing Service. (30% contribution)

**Martin, M.** (2014). *The Educational Trajectories Long-Term English Learners*. New York City Department of Education Office of English Language Learners.

**Martin, M.** (2014). *The Characteristics of Schools that Serve Long-Term English Learners*. New York City Department of Education Office of English Language Learners.

National Commission on Asian American and Pacific Islander Research in Education (2014). *Measuring the Impact of MSI-Funded Programs on Student Success: Findings from the Evaluation of Asian American and Native American Pacific Islander Serving Institutions*. (40% contribution)

## Margary Martin

- Martin, M.,** Noguera, P., Leslie, T., & Garver, R (2011). *South Philadelphia High School: School Climate Study*. Philadelphia School District.
- Mincy, R., **Martin M.,** Noguera, P., Zilanawala, A., & Fergus, E. (2010). *Understanding the Education Trajectories of Young Black Men in New York City: Elementary and Middle-School Years*. New York: Black Male Donor Collaborative.
- Martin, M.,** Leslie T., and Manion, M. (2010). *Monticello School District: Achievement Gap Exploratory Assessment*. Monticello: Monticello School District.
- Martin, M. & McCletchie** (2010). *Formative and Summative Evaluation of the Village Academy Program*. District of Columbia: Village Academy Charter School.
- Martin, M.** (2009). *Assessing Effective Out-of-School Time (OST) Programs Serving Black Male Youth: Comprehensive Scan*. New York: Black Male Donor Collaborative.
- Martin, M.** (2009). *Assessing Effective Out-of-School Time (OST) Programs Serving Black Male Youth: Identifying Promising OST Programs and Strategies for Black Males*. New York: Black Male Donor Collaborative.

### Selected Conferences: Chaired Panels

- 2020 Invited Chair. Mixed Methods in the Field: Social-Emotional Learning and Ethical Issues. American Educational Research Association's (AERA). San Francisco, CA, April 17-21.
- 2017 Centering Youth: Research Praxis and Methodological Collisions of Conducting Research with Immigrant Origin Youth. UCLA Childhoods in Motion Conference. Los Angeles. March 5. (Co-Chair)
- 2015 School Workers and School Climate: The Underestimated Impact. American Education Research Association (AERA). Philadelphia, PA. April 19.
- 2014 The Power of Processing the Message: The Influence of Internalized Cultural Beliefs on Socioemotional, Academic, and Identity Development of Adolescents from Traditionally Underserved Populations. M. Martin. Society for Research on Adolescence (SRA) Biennial Meeting. Austin, TX, March 21.
- 2008 What does it take? School Districts Addressing Racial/Ethnic Disproportionality in Special Education. American Educational Research Association Annual Conference. New York, NY, March 24-28.

### Conferences: Discussant

- 2018 Invited Discussant. Teachers in Context(s): Portraits of Vulnerability and Adversity. American Educational Research Association's (AERA). New York, NY, April 14.
- 2017 Work and Labor among Global Youth. UCLA Childhoods in Motion Conference. Los Angeles. March 5.
- 2015 Diverse Students, Diverse Realities. Association for the Study of Higher Education (ASHE), Council for Ethnic Participation preconference. Denver, CO. November 4.
- 2015 The Influence of Language and Culture in Learning Environments. American Education Research Association (AERA). Philadelphia, PA. April 2014.

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## Margary Martin

### Conferences: Papers Presented

- 2019 Heart and HĀ: Not Just for SEL Time. Schools of the Future Conference (SOTF). Martin, M., Ebersole, M., & McNaughton, C. Honolulu, HI. October 4.
- 2018 Developing an Inquiry Stance Regarding Diverse Identities: "How Does Diversity Work Make You Feel?" American Educational Research Association's (AERA). New York, NY, April 17.
- 2018 The Importance of Strategic School-Community Partnerships to Serve Immigrant Origin Newcomer Youth. (Submitted). American Education Research Association (AERA). New York, NY. April 15.
- 2018 School-Community Partnerships to Address The "Whole Child": Lessons from Research with Exceptional Schools Serving Children of Immigrants. (Accepted). Hawaii International Conference on Education. January 4-7.
- 2015 Transforming Institutional and Federal Policies: Findings from the Partnership for Equity in Education through Research (PEER). L. Bordoloi-Pazich & M. Martin. American Education Research Association (AERA). Chicago, IL. April.
- 2014 The Impact of Grant Aid on Low-Income Asian American Pacific Islander Community College Students: Preliminary Findings from an Experimental Design Study. L. Pazich, C. Alcantar, M. Martin, & R. Teranishi. American Education Research Association (AERA). Philadelphia, PA. April.
- 2014 Unmasking the Invisibility of Bias: Exploring interpersonal Classroom Microaggressions in Community College Settings. S. Casanova & M. Martin. American Education Research Association (AERA). Philadelphia, PA. April.
- 2012 Understanding the Impact of Belonging and Safety on the Academic Engagement of English Learners. M. Martin & B. Rosenberg. American Education Research Association Annual Meeting. Vancouver, BC, April 13-17.

### Awards and Honors

- 2019-2020 Chancellor's Engaged Scholar Cohort 1
- 2019 UH Hilo Excellence in Teaching Award Finalist.
- 2018 UH Hilo, College of Arts and Science Outstanding Achievement Award
- 2005-Pres. Kappa Delta Phi Honorary Society (KDP)
- 2016 Excellence in Teaching with Technology Award Finalist. Brown University
- 2007-2011 National Science Foundation/ Social Science Research Council. Pre-Doctoral Research Fellowship
- 2008 National Science Foundation Writing Fellowship
- 2003-2005 Graduate Research Assistant, Center for Research on Teaching and Learning, Steinhardt School of Education, Communication and Culture, New York University.

### Technical Skills and Analytical Programs

Analytical tools: SAS, SPSS, Excel, STATA, HLM, Atlas ti, Qualtrics, MAXQDA, NVIVO.

## **Gale H. Mejia**

91-544 Huleia Place, Ewa Beach, HI 96706

Mobile Phone: 808-542-8133

Email: ghmejia@gmail.com

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### **Professional Summary:**

I am an adaptive servant leader, who is flexible, embraces change, treats others with empathy and compassion, accepts failure as part of the process, learns through self-correction and reflection, takes risks and creates win-win situations. With over 17 years of supporting secondary and post-secondary public education through various grant administration and program management roles, I have a history of success in creating, developing and facilitating diverse groups of individuals to champion collaborative initiatives.

### **Skills:**

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- Excellent interpersonal and communication skills
- Private and federal grant management
- Program management
- Strategic planning
  
- Program evaluation
- Community advocacy
- Event planning and coordination
- Public speaking
- Public Relations and Marketing

### **Work History:**

#### **GHM Consulting, President**

November 20019 to Present

Current Clients: The Learning Coalition, Weed and Seed Hawai'i, Ke Kula 'O

Nāwahīokalani'ōpu'u Iki

Support community leaders and organizations with a suite of professional services that include strategic planning, program management, evaluation planning and implementation, communications and advocacy.

#### **The Learning Coalition, Program Officer**

Appointment: May 2016 to October 2019

**Key Accomplishments at TLC:** Worked with third-party program evaluator to assess TLC grantmaking strategy. Collaborated with TLC Board to refine TLC grantmaking strategy based on program review. Support a core group of HIDOE Complex Area Superintendents (CAS) to institute a CAS-led, CAS-driven, CAS-sustained community of practice (COP). The CAS COP seeks to deepen CAS leadership and shift DOE systems so schools and communities strengthen and all our students and families thrive. Developed, coordinated and facilitated the Hawai'i Education

Research Network, which comprise of partners from the University of Hawaii at Manoa College of Education (UHMCOE), Hawai'i State Department of Education (HIDOE), Hawai'i P-20 Partnerships for Education and TLC. Facilitated HERN partners to co-design network initiatives; co-develop a collaborative research memorandum of understanding between HIDOE and UHMCOE; identify priority research topics; and sustain coordination of the Network through the COE Curriculum Research & Development Group.

**Duties:** Oversee daily operations and TLC staff. Manage relationships with grantees, community partners and board to support sustainable partnerships between local community partners, the Hawaii State Department of Education and Institutions of Higher Education. Research and review grant proposals as informed by gathering information from experts, conducting site visits, and analyzing information. Develop and present analyses of grant requests and recommendations for funding to TLC Board. Monitor grants in progress and review grants that have completed their grant period to determine if they have achieved their grant outcomes and provide analysis for future opportunities. Prepare written and other necessary materials for TLC Board that summarize issues and decisions for their consideration. Plan grants-related meetings, events, and site visits to help understand the variables that influence grant making decisions. Consult with prospective grantees and assist organizations in their interactions with TLC in order to maximize their understanding of the grant making process. Keep the community and TLC Board informed about grants and initiatives. Represent TLC by serving on community committees and attending Foundation, community, and grantee events. Maintain contact with local organizations and keep informed on community issues and possible opportunities. Partner with TLC Board on tasks that concern the broad agenda in order to ensure that decisions are made with diverse input to benefit a common good.

**Leeward Community College, Education Specialist (Title III Cohort Coordinator)**

LCC APT Appointment: June 2015 – April 2016

**Key Accomplishments at LCC:** Collaborated with peer mentors, counselors and community members to recruit 38 students to G2FO program, which comprised 71% Native Hawaiians, 24% Non-Traditional Students and 79% who received some form of financial aid; and 25 students to Lanakila program, which comprised of 92% Native Hawaiians, 36% Non-Traditional Students and 64% who received some form of financial aid. Seventy-eight percent (78%) of G2FO students persisted from FA15 to SP16. Collaborated with faculty, staff and peer mentors to develop customized student support services for cohort participants (i.e. course sequencing, intrusive counseling, faculty counseling, math tutoring, student success seminars and campus visits).

**Duties:** Manage Title III Part A (Native Hawaiian-focused) cohort programs – Lanakila at LCC Pu'uloa campus and Going to Finish On-Time at the LCC Wai'anae Moku campus – to support students' attainment of their associate degree within two to three years. Create promotional materials and recruit students through various means (i.e. High school presentations, new student orientations). Manage LCC Pu'uloa team comprised of two counselors, halau manager and four peer mentors and the LCC Wai'anae Moku team comprised of a counselor and four peer mentors to serve and track students. Collaborate with faculty and staff to provide support services such as tutoring, faculty advising, success seminars, field trips and scholarship support.

Evaluate overall program and support services through surveys, student interviews and student outcomes (i.e. academic performance, persistence rates). Worked with external evaluator to provide data for annual progress report.

**University of Hawai'i Hawai'i P-20 College Access Challenge Grant Program Manager**

UH System APT Appointment: November 2011 – June 2015

***Duties:*** Administered the federally-funded College Access Challenge Grant for Hawai'i P-20 Partnerships for Education, which is an administrative unit under the UH Office of the Executive Vice President for Academic Affairs/Provost. Established and maintained partnerships with DOE schools, UH campuses and community organizations to support college access initiatives for underrepresented students. Ensured the accurate and complete collection and organization of participant data and documents reflecting grant progress. Conducted summative and formative evaluation and submitted annual progress reports to U.S. Department of Education. Managed day-to-day project operations and maintained fiscally-sound budget expenditures. Wrote and compiled UH grant application for CACG funding to the US Department of Education. Conducted site visits for grant-funded projects and supported the community in schools initiative at Wai'anae Intermediate and Nanakuli High and Intermediate Schools. CACG partners included Hawai'i Department of Education, Kamehameha Schools, Honolulu Community Action Program, Jump Start Task Force, UH Manoa Kua'ana Student Services, Office of Multicultural Student Services, Health Careers Opportunity Program, Online Learning Academy, UH Manoa College of Engineering, UH Manoa Department of Natural Resources and Environmental Management, Honolulu Community College, Leeward Community College, Windward Community College, UH Community Colleges, Pacific Financial Aid Association, Hawai'i Association of College Admissions Counselors, Hawai'i Association of School Counselors, Nanakuli Intermediate and High School, Wai'alua Intermediate and High School, Wai'anae Intermediate and High Schools, Maui Economic Development Board and isisHawaii, Na Pua No'eau, Hawai'i Community College, UH Maui College, and UH – West O'ahu.

**University of Hawai'i GEAR UP Waipahu Project Director**

UH Manoa APT Appointment: March 2009 – November 2011

Casual Hire Appointment: September 2008 – February 2009

***Duties:*** Administered the federally-funded GEAR UP Waipahu grant at Waipahu Intermediate and High Schools. Established and maintained partnerships with school administrators, community members and university faculty and staff to create sustainable programs and activities for the graduating class of 2014 and their families. Ensured the accurate and complete collection and organization of participant data and documents reflecting grant progress. Conducted summative and formative evaluation and submit program reports to U.S. Department of Education. Managed day-to-day project operations and maintained fiscally-sound budget expenditures. Hired, trained, and supervised project staff, including volunteers, part-time hires and student assistants/tutors. Developed, implemented and monitored memorandum of agreements with partner schools, community organizations, and businesses. Conducted career assessments, college searches, campus visits, and financial literacy

workshops for students. Assisted with teacher professional development workshops to provide tools for classroom management and project-based learning.

**University of Hawai'i Manoa GEAR UP Farrington Program Manager**

Casual Hire Appointment: September 2008 – November 2008

Duties: Administered the federal GEAR UP project at Farrington High School. Oversaw and managed college prep-related projects and educational supplemental services for low-income students in the classes of 2011 and 2012 and their families. Ensured the accurate and complete collection and organization of participant data and documents reflecting participant educational progress. Conducted summative and formative evaluation and submitted program reports to U.S. Department of Education. Managed day-to-day project operations and maintained fiscally-sound budget expenditures. Hired, trained, and supervised project staff, including volunteers and part-time hires. Developed and maintained partnerships with partner schools and community agencies. Developed communication materials for GEAR UP students and parents. Oversaw long-term planning, development and implementation of curriculum, assessments, evaluations, and instruction of Heritage Language courses. Organized professional development and in-service trainings for project teachers. Coordinated career assessments, college awareness and financial preparation activities for parents and students. Organized and coordinated scholarship program for students.

**University of Hawai'i – West O'ahu Director of Public Relations and Marketing  
October 2007 – August 2008**

Duties: Directed, developed, coordinated, and implemented the overall UHWO communications and marketing strategies. Developed public relations and marketing department to include public information officer and graphic artist/staff photographer. Tailored strategies to align with overall UH System strategic plan and apply creative, cost-effective, measurable tactics. Oversaw and developed relationships with the media, including creating opportunities to highlight UHWO and its programs, faculty and students. Directed, coordinated and implemented policies and procedures for disseminating information externally and internally. Created opportunities for the Chancellor to make presentations to community groups, the media, associations, special interest groups and the general public about UHWO and its programs. Served as the campus spokesperson, community liaison and government relations contact. Oversaw the UHWO web site, including soliciting, editing and monitoring content. Served as the campus representative on the UH System Communication Council comprised of public relations and communications professionals at 10 campuses. Represented UHWO on the UH System Media Council comprised of key marketing professionals.

**GEAR UP Hawai'i Public Relations Specialist  
October 2002 – November 2007**

Duties: Worked closely with management to ensure that organizational goals aligned with communications strategies. Oversaw multi-media public awareness campaign to increase

college access in Hawai'i. Managed annual budget of \$250,000 for all marketing, public relations and special events. Recruited and maintained sponsors who contributed approximately \$300,000 toward GEAR UP's media campaign. Leveraged partnerships to increase communication opportunities. Conducted public and professional presentations. Negotiated media buys and produced advertisements. Managed print materials from concept to distribution. Managed website (gearup.hawaii.edu) content and oversaw redesign project with external, local web management firm. Handled media inquiries, story placement, and drafted talking points for interviewees. Coordinated public and private special events. Managed graduate and student assistants on various projects. Created college preparatory materials for College Awareness Month for students, DOE counselors and teachers.

**McNeil Wilson Communications Senior Account Executive  
June 1999 – October 2002**

**Duties:** Coordinated public relations activities – wrote and distributed press releases and press kits, coordinated press conferences, maintained media relations, created PR plans/proposals, and coordinated special events (i.e. blessings, groundbreaking ceremonies, media blitzes). Clients included the Hawai'i Visitors and Convention Bureau, Kaua'i Marriott Resort & Beach Club, Renaissance Wailea Beach Resort, Maui Marriott Resort & Ocean Club, Ala Moana Hotel and King's Village Shopping Center.

**Education:**

University of Hawai'i at Manoa

Masters Degree in Public Administration, December 2012

Bachelors Degree in Journalism, December 1997

Note: Studied public relations as an area of discipline, and marketing and management as an area of specialty.

**Community Service Projects:**

2017 – Present	Waipahu Community Coalition Advisory Board Member
2011 – Present	Weed and Seed Waipahu Steering Committee Member
2010, 2015-17	Waipahu Community Coalition Chair
2009-17	Waipahu Community Coalition Member/Executive Committee Member
2013	New Hope Leeward Christian School Advisory Board Member
2010 – Present	Waipahu Seibukan Kendo Instructor

**References:**

Danny Wyatt, Leeward Community College Waianae Campus Coordinator  
Leeward Community College  
Phone: (808) 454-4704  
Email: [dwyatt@hawaii.edu](mailto:dwyatt@hawaii.edu)

Lorrie Kanno, Weed and Seed Program Manager  
Weed and Seed Hawaii  
Phone: (808) 497-8263  
Email: [lorriek@weedandseedhi.org](mailto:lorriek@weedandseedhi.org)

Debbie Berger and Bill Reeves, The Learning Coalition Co-founders and Board  
Phone: (808) 926-4776  
Email: [debbie@hawaiimail.com](mailto:debbie@hawaiimail.com) and [bill@hawaiimail.com](mailto:bill@hawaiimail.com)

## Curriculum Vitae

### Godwin Haruo Higa

4666 Aldine Drive San Diego, California 92115 (619) 851 -4119

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#### EDUCATION

Azusa Pacific University  
University of Hawaii

Masters in Education  
Bachelors in Education

#### PROFESSIONAL CREDENTIALS

USD University of San Diego Tier II Administrative Credential  
United States International University Administrative Credential

#### PROFESSIONAL EXPERIENCE

25 years in education  
20 years – Administrator – Elementary and Secondary  
Principal, First Trauma Informed School -Cherokee Point Elementary School 2008 –  
2017 (retired).  
Principal, Standley Middle School 2004- 2008  
Principal Penn Elementary School Paradise Hills 1999-2004  
Vice-Principal Boone Elementary School 1999  
Teacher at Donovan Correctional Facility – State Prison in San Diego

#### RELATED EXPERIENCE

Hospice patient volunteer for five years in Hemet Ca and San Diego

#### OFFICES/MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, ADVISORY BOARDS, COLLABORATIVES:

Human Relations Commissioner appointed by the Mayor – present (2020)  
Steering committee member for 4CA state and federal policy changers- present  
Citizen Review Board on Police Practices appointed by the Mayor of San Diego 2010-16  
Citizens Committee member to profile the “Next Century Superintendent” 1997-  
selection of the Superintendent of San Diego City Schools,  
Dropout prevention committee member SDUSD - 2016

#### HONORS & RECOGNITIONS

Cherokee Point Elementary School, First Trauma Informed School in San Diego 2014-17  
– recognized by the Huffington Post/CA Endowment as one of few Trauma Informed  
Schools in the nation.  
Principal Higa Day -Proclamation by the Mayor of San Diego 2015 Topic: Trauma  
Informed Schools/Communities- School/Community building award.

## **PRESENTATIONS, TRAININGS, CONSULTATION**

- 4CA -California Campaign to Counter Childhood Adversity – Steering Committee – Statewide Policy Changes.
- 4CA Policy Changes Sacramento CA 2018 and 2019
- Adjunct professor at Alliant University – School of Psychology Psy3109 Social Psychology and the community trauma informed community, PSY 3111 Environmental Psychology, Psy2003 Trauma Informed Systems
- IVAT conference Hawaii – April 2018 four sessions, panel member with Jamie Redford – Resilience film. Topic: Trauma Informed Schools/Communities
- IVAT conference SD September 2018 –
- SOF – Schools of the Future Conference 2019
- Presenter at numerous conferences, trainings and governmental meetings in San Diego and with local schools, local universities and organizations throughout California, Oregon and Hawaii in July 2017-2020 Topic: Trauma Informed Schools/Communities
- Consultant and presenter for the Department of Education – Hawaii working with over 200+ principals, vice principals, teachers, parents, schools, and community members in creating a Trauma Informed School and community- 2016- present Topic: Trauma Informed Schools/Communities
- Johnson and Johnson conference in Washington, DC 2016 with Jane Stevens- Topic: Trauma Informed Schools/Communities
- Presenter and organizer of the San Diego Regional Restorative Justice/Trauma Informed Summit in San Diego for the Mayor, school district superintendents, law enforcement/agencies, probations, lawyers, San Diego Police Department, City and County employ, 450 attendees
- Presenter and on the panel with Jamie Redford hosted the first viewing of the film “Resilience” at Cherokee Point Elementary School 2016
- Presenter at the Children Now conference in SF 2016 - Topic: Trauma Informed Schools/Communities.
- Staff – Futures without Borders SF - Topic: Trauma Informed Schools/Communities 2016 – present
- Presenter Trauma Informed Schools- Superintendent Round Table SF 2016 Topic: Trauma Informed Schools/Communities- first school in San Diego county
- Bridges to Resilience conference in Santa Barbara 2017 with Jane Stevens Topic: Trauma Informed Schools/Communities and in 2018.
- Presenter at STEM conference in SD at San Diego State University 2017 Topic: Trauma Informed Schools/Communities
- Presenter at Urban Health Institute Johns Hopkins University Bloomberg School of Public Health, Baltimore, MD 800 participants January 2016 Topic: Trauma Informed Schools/Communities
- Using Cherokee Point Elementary as a training school for other departments at SDSU – school of psychology, nursing, early childhood education, and criminal justice 2014 - 17
- Guest speaker/presenter at the, San Diego State University focusing on trauma informed care for early childhood education classes 2016-17 Topic: Trauma Informed Schools/Communities

Kerrie Urosevich, Ph.D.

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808-381-9635  
urosevichk@gmail.com

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## PROFESSIONAL PROFILE

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### **Systems Design/ Planning and Public Policy**

- \* Currently coordinating the implementation of a public-private early childhood system's integration plan involving the Department of Health, the Department of Human Services, the Department of Education, the University of Hawai`i, the Judiciary and community-based organizations.
- \* Led a facilitation/mediation consultancy for 12 years, working on public health, public education and sustainability systems-design projects.
- \* Facilitated consensus building and decision-making on some of Hawaii's most protracted issues; improving public education, natural resource allocation and public safety.
- \* Developed, monitored and evaluated strategic plans with public and private stakeholders from across the state.
- \* Worked in direct service, policy and academia and understand how the three levels need to impact and inform one another for sustainable change.

### **Management/ Leadership Development**

- \* Led a child abuse and neglect prevention organization, Family Hui, as the Executive Director.
- \* Selected as the United States representative to the Center for Global Nonkilling's Leadership Academy.
- \* Selected into the competitive Omidyar Fellows Executive Leadership Program, Cohort III.
- \* Managed an international nonprofit management/leadership development exchange program.
- \* Confirmed by the Senate to serve as a voting member of the Early Learning Advisory Board.
- \* Confirmed by the Senate to serve as a voting member of the Hawai`i Early Intervention Coordinating Council and serve as Vice-Chair.
- \* Serve on three Hawai`i-based nonprofit Board of Directors and one Kenya-based nonprofit Board of Directors. Serve as Board Chair for one of the Hawai`i-based nonprofits

### **Alternative Dispute Resolution**

- \* Have spent 25 years leading and participating in peacebuilding and conflict resolution efforts. Led facilitation teams working on multi-stakeholder conflicts to establish sustainable conflict resolution systems designs.
- \* Traveled in 26 countries and lived overseas for four years, which provided a foundation for managing differences and establishing common ground.
- \* Trained United States business personnel for working successfully in Japan.
- \* Mediated Hawaii-based disputes through the Matsunaga Institute for Peace.
- \* Received a Ph.D. in Political Science with a focus on peacebuilding and public policy.
- \* Teach Bachelor's- level and Master's-level courses in conflict resolution and peacebuilding through the Matsunaga Institute for Peace, University of Hawai`i Manoa.

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## EDUCATION, PUBLICATIONS AND TEACHING

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### Education

**Ph.D. Political Science, University of Hawai'i Manoa, 2012.** Concentration: Peacebuilding, Systems and Public Policy; Dissertation: *Deliberation and Democracy: The Death of Neutrality.*

**Graduate Certificate in Conflict Resolution, Spark Matsunaga Institute for Peace, Honolulu, HI, May 2005.**

**M.A. International Policy Studies, Monterey Institute of International Studies, 1998.** Masters in International Policy Studies; Concentrations: Advocacy and Nonprofit Management, Policy Thesis: Business Plan for *Summits* Conflict Resolution Camp for Youth.

**B.A. Psychology and B.A. Japanese, Gustavus Adolphus College, St. Peter, MN, 1993.**  
**Study Abroad, Kansai Gaidai University, Osaka, Japan, 1992.**

**Languages:** Proficient in Japanese language and culture

### Publications

**Evolving Leadership for Collective Wellbeing – Lessons for Implementing the United Nations Sustainable Development Goals,** S. Steffen and J. Rezmovits, with S. Rappaport and S. Trevenna, Eds. Emerald Group Publishing Limited, (2018) Kerrie Urosevich and Maya Soetoro-Ng, *Ceeds Of Peace, Leadership for Social Change.*

**Peace Education,** Monisha Bajaj and Maria Hantzopoulos Eds., Bloomsbury Academic, (2016) Maya Soetoro-Ng and Kerrie Urosevich, *Nurturing and Growing the 'Ceeds' of Peace: A Peacebuilding Model for Educators.*

**Education Update Online,** Dr. Pola Rosen, Publisher, Maya Soetoro-Ng, Kerrie Urosevich and Lisa Taylor, *Ceeds of Peace: Teaching Peacebuilding Skills as Essential Life Skills,* Education Update (educationupdate.com, 2016)

**Flashpoints in the War on Terrorism,** Derek S. Reveron, Jeffrey Stevenson Murer, Routledge; 1 edition (2006) Eds. Kerrie Urosevich, *Kurdistan,* pgs. 43-59.

**INSIGHTS IN PUBLIC HEALTH** *It Takes a Hui to Raise a Child: A Case for Peer-to-Peer Support for Child Abuse Prevention,* Kerrie Urosevich PhD, Hawaii J Med Public Health. (2013);72(10):365–368.

### Teaching

**2010-2016 Lecturer, Affiliate Faculty, Spark Matsunaga Institute for Peace**

Courses include:

PACE 310 Survey in Peace and Conflict

PACE 399 Directed Reading in Peace and Conflict Resolution

PACE 410 History of Peace Movements

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PACE 429 Negotiation  
PACE 447 Mediation  
PACE 477 Culture and Conflict Resolution  
PACE 652 and EDEA 652 Conflict Management for Educators

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## PROFESSIONAL EXPERIENCE

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### **2013- Current; Lead, Systems Design and Innovation, Early Childhood Action Strategy Collaborative Support Services, The Omidyar Group**

- \*Oversee and coordinate the implementation of a public-private early childhood system's integration plan across Department of Health, Department of Human Services, Department of Education, the University of Hawai'i, the Judiciary and community-based organizations.
- \*Collaborate with over 100 public and private partners across six focus areas.
- \*Advocate for legislative changes needed to improve the lives of Hawai'i's youngest children and the cross-sector system that supports them.

### **2019-Current; Trainer, SMALLIFY**

- \*Co-train through a series of 5-6 SMALLIFY labs on how to take complex challenges and "smallify" them to create innovative solutions, test, evaluate, iterate and scale.
- \*Train teams on effective collaboration, taking risks and failing forward, how to have difficult conversations, create spaces for creative problem-solving.
- \*Have hosted over 20 teams over three years

### **2011-Current; Co-Founder Ceeds of Peace**

- \*In collaboration with Dr. Maya Soetoro-Ng, founded a nonprofit organization committed to raising strategic peacebuilding leaders.
- \*Developed a facilitate a workshop series for families, school staff and community members that teach strategies for planting the necessary Cs of peacebuilding leadership in the children they impact. Critical Cs include critical thinking, compassion, conflict resolution, communication, collaboration, community and courage.
- \*Workshop participants create Action Plans that define how they plan to reduce violence and build peace in their homes, schools and/or communities.
- \* Aligned Ceeds of Peace with Department of Education Standards to include HCPSIII, Common Core and the General Learner Outcomes
- \* Provide strategic guidance on organizational development and program scaling

### **2010-Current; Affiliate Faculty, Spark Matsunaga Institute for Peace**

- \*Teach undergraduate and graduate peace and conflict resolution courses. Courses include Survey in Peace and Conflict, Culture and Conflict, History of Peace Movements, Facilitation and Conflict Management for Educators.

### **2015; Governor's Early Childhood Coordinator, Office of the Governor, Governor David Y. Ige**

- \*Provided early childhood leadership and transition support during the transition between Governors' Administrations.
  - \*Oversaw and coordinated the implementation of Hawai'i's early childhood system's
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integration plan across Department of Health, Department of Human Services, Department of Education, the University of Hawai'i and the Judiciary.

\*Assisted with the hiring of the Executive Office on Early Learning's staff

\*Advocated for legislative changes needed to improve the lives of Hawaii's youngest children and the cross-sector system that supports them.

**2013-2015; Action Strategy Coordinator, Executive Office on Early Learning, Office of the Governor, Governor Neil Abercrombie**

\*Oversaw and coordinated the implementation of the Governor's Early Learning Action Strategy, an early childhood system's integration plan across Department of Health, Department of Human Services, Department of Education, the University of Hawai'i and the Judiciary.

\*Collaborated with over 100 public and private partners across six focus areas for implementation support.

\*Provided legislative support to Director on early learning bills.

**2011-2013; Co-Founder, Lead4Tomorrow**

\*Provided violence prevention leadership development and conflict resolution trainings for families, schools, businesses and government agencies.

\*Built cross-sector partnerships and provided strategic design support and trainings to address root causes of violence community by community.

**2011-2013; Executive Director, Family Hui**

\*Led and managed an international family engagement and child-abuse prevention program for families with children 0-5.

\* Collaborated with partners from different ethnic cultures, such as Japanese, Chuukese, Marshalese, Samoan, Hawaiian, Kenyan, Tanzanian and Rwandan to ensure culturally appropriate trainings and programming.

\* Built positive parenting and family engagement curriculum, wrote and oversaw grants and partnered with and mobilized communities around public policies affecting children.

**2012-2013; Appointed to Advisory Board for the Executive Office on Early Learning, Honolulu, HI**

\* Advised the Executive Office on Early Learning (EOEL) on how best to meet the development and learning needs of children statewide, from prenatal through age eight by making recommendations to the office to improve the quality, access, and coordination of a comprehensive early childhood system.

\* Promoted collaboration, linkages, and alignment across agencies and stakeholders serving young children.

\*Co-developed and implemented the Executive Office of Early Learning's Action Strategy Plan, serving as a co-lead on Priority 3: "Developing a family centered system where all families are supported and supportive".

**2003-2015; Independent Contractor, Can U Summit Consulting Honolulu, HI**

\*Provided trainings, private mediations, facilitations and system's design support for multi-stakeholder conflicts statewide. Contracts included strategic planning, community mobilization, restorative justice, public policy advocacy and conflict resolution services.

Facilitation, planning and training projects include:

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- **2011-2013 Strategic Planner and Evaluator; INPEACE; The Institute for Native Pacific Education and Culture**
- **2011-2013 Facilitation Trainer: Kapiolani Community College (KCC)**
- **2010-2011 State-wide Education (HE'E) Coalition Facilitator, The Learning Coalition**
- **2010 Conflict Resolution Trainer, State Department of Health**
- **2010 Nonprofit Business Plan Designer, Sustain Hawai'i**
- **2008 Lead Coalition Facilitator, State of Hawai'i Department of Health**
- **2007 Support Facilitator, Native Hawaiian Education Council**
- **2007 Lead Facilitator, Kanu o ka 'Aina Learning 'Ohana (KALO)**
- **2007 Co-Facilitator, Hawai'i Mentoring Conference, Honolulu, HI**
- **2005-2006 Strategic Planning Lead Facilitator, Japanese Cultural Center,**
- **2006 Strategic Planning Lead Facilitator, The Baby Hui**
- **2006 Process Facilitator, Honolulu State Office of Planning**
- **2005 Strategic Planning, Lead Facilitator, The Kohala Center**
- **2005 Process Facilitator, Northwestern Hawaiian Islands Coral Reef Ecosystem Reserve Advisory Council**
- **2004 Process Facilitator, United Nations University at the University of Hawai'i Manoa**
- **2003 Lead Facilitator, Spark Matsunaga Institute for Peace**
- **2002 Intercultural Trainer, Japan Ministry of International Trade & Industry, ECFA Fellow Training Program**

**2011 Positive Parenting Curriculum Designer, Center for Global Nonkilling, Kenya**

\*Worked closely with early childhood organizations in Kenya to develop a comprehensive curriculum designed for families to share strategies, concerns and resources around parenting through facilitated gatherings.

**2010 Fellow, International Center for Global Nonkilling Leadership Academy**

\*Selected as U.S. representative along with 15 international Fellows to engage in an intensive two week Academy to discuss the necessary systemic changes needed to create killing and violence free communities. Fellows shared experiences and collaborated on international projects.

**2010-2011 Peace Tour Facilitator for The Venerable Lama Tenzin Dhonden, The Honorable Dalai Lama's Peace Emissary**

\*Organized two one-week peace tours for The Venerable Lama Tenzin across O`ahu, accompanying and introducing him to organizations and schools conducting exceptional work in peacebuilding.

**2010 Peace Education Designer**

\*Built a peace education curriculum focused on elementary aged children. The curriculum is currently being implemented in the Montessori Community School in Honolulu.

\*Designed a Raising Peacebuilders 360 degrees workshop that included skills-building for parents and teachers to incorporate critical thinking, courage, critical thinking and compassionate citizenry and at home and in their classrooms.

**2006 Peace Education Trainer, Montessori Community School**

\* Established and facilitated a peace education curriculum for 3-6 year olds.

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**1998-2000 Senior Program Associate, Japan-U.S. Community Education and Exchange, Oakland, CA**

\*Directed 12-week exchanges of international nonprofit professionals to share social issue strategies, recruited participants worldwide and facilitated various nonprofit, private and government symposiums to promote collaboration.

\*Designed and led nonprofit leadership courses.

**1997 Assistant Regional Director, Sister Cities International, Alexandria, VA**

\*Assisted in the coordination and execution of a Pacific Rim Forum and facilitated political, community and academic partnerships between U.S. and Asian cities.

**1997 Cross Cultural Trainer, Cetac Technologies, Inc., Omaha, NE**

\*Provided cross cultural training classes for business personnel, translated Japanese to English business documents and interpreted for visitors.

**1995-1996 Extensive World Travel**

\*Planned a one year itinerary traveling in Japan, Indonesia, Thailand, Malaysia, Singapore, Nepal, India, Kenya, Tanzania, Egypt, Israel, Jordan, Turkey.

\*Contacted schools and orphanages in each country, volunteering teaching and child care services.

**1993-1995 Founder, Friends International; Mukawa, Japan**

\*Created a government funded non-profit organization dedicated to international cultural exchanges in the form of the performing arts, athletics and school exchanges.

\*Formed a local Board of Directors responsible for fundraising and community leadership.

\*Co-directed a bilingual musical addressing the world threats of AIDS, nuclear war, discrimination, and environmental depletion.

**1993-1995 English Instructor; Mukawa and Hakushuu, Japan**

\*Created lesson plans for students ages 4 to 60

\*Managed six junior high school classrooms emphasizing the importance of the English language in the global community.

**OTHER**

**COMPUTER SKILLS:** Experienced in Word, Google, Facebook, Instagram, Twitter, Excel, Power Point, PhotoShop, iWorks, iPages and the Internet system

**ACTIVITIES/ AFFILIATIONS:**

- Governor appointed to Hawaii's Early Intervention Coordinating Council (HEICC) 2018-
  - Governor appointed to the State's Early Learning Board 2019-Current
  - Secretary, EPIC `OHANA Board of Directors, 2014-Current
  - MPANZI Board of Directors, 2011-Current
  - Montessori Community School, Board of Trustees, 2013-Current
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- **Chair, Montessori Community School Board, 2017-2019**
  - **Jesse Lewis Choose Love Foundation Board of Directors, 2015-2018**
  - **Association for Conflict Resolution; Hawai'i Chapter, Board of Directors, 2011-2015**
  - **State of Hawai'i Office of Early Learning Advisory Board Member, 2012-2014**
  - **State of Hawai'i Office of Early Learning Strategic Planning Team Member, 2012-2014**
  - **Our Public School Board of Directors, 2010-2014**
  - **State Family Partnership Hui with early childhood educators and Department of Education staff, responsible for drafting the State's Family Partnership Guidelines for early learning programs and K-12 schools. 2012-2013**
  - **Castle Complex's Family-School Partnership Initiative as co-lead Redesign efforts**
  - **Montessori Community School Parent Faculty Association, 2004-current**
  - **Southern Poverty Law Center, 2003-Current**
  - **Amnesty International 1996-1998, 2004, 2009-Current**
  - **Head Soccer Coach, U-6, U-8 and U-10 Boys, U-6 and U-8 girls 2005- 2013**
  - **The Baby Hui Board of Directors, Vice President, 2004-2006**
  - **The Baby Hui Board of Directors, Treasurer, 2006-2008**
  - **The Baby Hui Group Leader, 2003-2008**
  - **The Alternative Dispute Resolution Forum, 2005-2010**
  - **U.S.-Japan Nonprofit Relationship Panel 1999**
  - **U.S.-Japan Job Opportunities Panel 2000**
  - **Co-President; International Development Council 1997**
  - **Japan Forum 1996**
  - **Habitat for Humanity 1996**
  - **Semi-professional volleyball player; Yamanashi, Japan 1993-1995**
  - **Assistant Volleyball Coach; Japan 1994**
  - **Head Boys Basketball Coach, Mankato, MN 1993**
  - **International Student Organization 1991-1993**
  - **All Conference College Volleyball and Track 1991-1992**

**INTERNATIONAL MEDIA APPEARANCES:**

English Journal, *November 1999* "Two Way Ties, Mutual Benefits"

NHK News Radio, *June 1999* "44 Minutes"

Asahi Shinbun, *June 1999* "Hito" Column

Asahi Shinbun, *June 1999* "Nichibei NPO Koryu"

The Japan Times, *June 1999* "NPO Exchange Eyes Network for Growth"

Mainichi Daily News, *July 1999* "Japan-U.S. Nonprofits Seek Justice Across Borders"

NHK Evening News, *March 1995* Three programs covering Friends International

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**REFERENCES**

References are available upon request.

# Scott Tetsuji Nishimoto

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## SKILLS

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Leadership	Experience in overseeing various federal, state, city, and privately-funded programs with six-figure budgets and 10-15 staff members
Creativity	Track-record in creating and implementing several programs and initiatives
Relationship-Building	Able to forge strong relationships with grantors, families, funders, and partners
Grant/Contract Writing	Since 2013, secured 9 contracts with State Division of Vocational Rehabilitation, 3 City GIA grants, 1 State GIA grant, 2 AmeriCorps grants, and 12 grants from various private foundations
Cultural Awareness	Born and raised in Hawai'i, equipped to serve local populations with sensitivity and genuine connection

## WORK HISTORY

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11.2018 – PRESENT	<b>CEEDS OF PEACE</b> EXECUTIVE DIRECTOR <ul style="list-style-type: none"><li>Oversee all operations of a local non-profit organization</li><li>Represent the organization through public appearances, workshops, publications, cross-organization convenings, media opportunities</li><li>Fundraise through private grants, individual donors, events, and manage existing funding sources</li><li>Design new programs, approaches and curricula to train educators (DOE professional development), other community members, and youth</li><li>Form partnerships with various community partners to make our service delivery more effective and efficient</li></ul>
04.2019 – 08.2019	<b>DOMESTIC VIOLENCE ACTION CENTER</b> FACILITATOR <ul style="list-style-type: none"><li>Facilitated weekly youth groups on the topics of leadership, social &amp; emotional well-being, violence, and other topics</li><li>Compiled reports on session outcomes</li></ul>
08.2013 – 10.2018	<b>ABILITIES UNLIMITED, A DBA OF WINNERS AT WORK, INC.</b> VICE PRESIDENT OF WORKFORCE DEVELOPMENT & COMMUNITY RELATIONS

- Managed various state-funded, city-funded, and privately-funded programs with budgets totaling to approximately one-million dollars per year
- Led the organization's plan to expand and ensure its sustainability
- Fundraised through grants, contracts, and minor events
- Worked one-on-one with individuals with disabilities on the Wai'anae Coast

08.2012 – 08. 2013

**ABILITIES UNLIMITED, A DBA OF WINNERS AT WORK, INC.**  
COMMUNITY ENGAGEMENT & ADVOCACY SPECIALIST

- Engaged the community in supporting individuals with disabilities
- Spearheaded minor fundraising efforts
- Managed multiple programs, including AmeriCorps and Travel Training programs

12.2011 – 01.2012

**UNIVERSITY OF HAWAI'I, OBAMA PRESIDENTIAL LIBRARY PROJECT**  
GRADUATE ASSISTANT

- Conducted research on model schools and professional development programs nationwide for the University of Hawai'i's bid to house the Obama Presidential Library

06.2011 – 12.2011

**UNIVERSITY OF HAWAI'I, WILLIAM S. RICHARDSON SCHOOL OF LAW**  
EXTERN AND LAW CLERK

- Extern at the Hawai'i State Judiciary Family Court
- Law Clerk at the Hawai'i Civil Rights Commission

**EDUCATION**

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01.2019 – 09.2019

**UNIVERSITY OF PENNSYLVANIA, EXECUTIVE PROGRAM, SOCIAL IMPACT STRATEGY**  
CERTIFICATE

08.2009 – 05.2012

**UNIVERSITY OF HAWAI'I, WILLIAM S. RICHARDSON SCHOOL OF LAW**  
JURIS DOCTORATE

01.2006 – 05.2009

**UNIVERSITY OF HAWAI'I AT MANOA**  
BA, ENGLISH

08.1992 – 05.2005

**UNIVERSITY LABORATORY SCHOOL**  
HS DIPLOMA

**HONORS & ACTIVITIES**

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11.2019	<b>KEYNOTE PRESENTER</b> HAWAI'I PACIFIC MODEL UNITED NATIONS
10.2019	<b>KEYNOTE PRESENTER</b> HAWAI'I CONFERENCE OF RELIGIONS FOR PEACE
05.2019 – PRESENT	<b>NAGASAKI PEACE COMMEMORATION COMMITTEE</b> COMMITTEE MEMBER AND CEREMONY M.C.
07.2017 – 10.2018	<b>STATE OF HAWAII REHABILITATION COUNCIL</b> GUBERNATORIAL APPOINTEE
11.2015 – 10.2018	<b>SPIKEBALL, INC.</b> HAWAI'I AMBASSADOR
05.2015 – 04.2017	<b>GLOBAL SHAPERS</b> VICE CURATOR
12.2014 – 04.2016	<b>BIG BROTHERS BIG SISTERS OF HAWAI'I</b> BIG BROTHER
08.2013 – 01.2015	<b>AMERICAN CIVIL LIBERTIES UNION OF HAWAI'I</b> BOARD OF DIRECTORS
05.2009	<b>PHI BETA KAPPA, UNIVERSITY OF HAWAI'I CHAPTER</b> MEMBER
08.2006 – 05.2010	<b>UNIVERSITY LABORATORY SCHOOL</b> VOLLEYBALL AND BASKETBALL COACH