

**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 a:

Ho'omāhua Foundation

Amount of State Funds Requested: \$ 165,000

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

Ho'omāhua Foundation is requesting \$165,000 to support Lei Kaiāulu, an educational program where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness on the issues. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being.

Amount of Other Funds Available:

State: \$ 165,000

Federal: \$ _____

County: \$ 175,965 (pending)

Private/Other: \$ 40,000 (pending)

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

\$ 0

Unrestricted Assets:

\$ 416

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:

87-113 Liliana Street

City: Waianae

State: HI

Zip: 96792

Contact Person for Matters Involving this Application

Name: Camille Hampton

Title: Executive Director

Email: champton@hoomahua.org

Phone: (808) 780-7852

Federal Tax ID#: XXXXXXXXXX

State Tax ID# XXXXXXXXXX



Authorized Signature

Camille Hampton, Executive Director

Name and Title

1/20/2022

Date Signed

Application Submittal Checklist

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

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



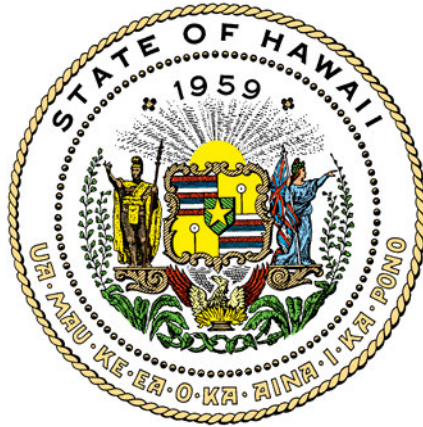
AUTHORIZED SIGNATURE

Camille Hampton, Executive Director

PRINT NAME AND TITLE

January 20, 2022

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

HO`OMAHUA FOUNDATION

was incorporated under the laws of Hawaii on 09/12/2019 ; 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: December 29, 2021

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:

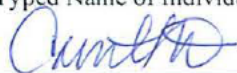
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

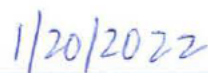
Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Ho'omāhua Foundation

(Typed Name of Individual or Organization)



(Signature)
Camille Hampton



(Date)
Executive Director

(Typed Name)

(Title)



HO'OMĀHUA FOUNDATION

Our Vision: To inspire and nurture learning environments where teachers, students, and communities thrive

Our Mission: To collaboratively create and foster meaningful, authentic teaching and learning experiences

Board of Directors

Daphne Tong-Pave

Board President

Paul Ka'awa-Flores

Board Vice-President

Kapela Eli

Board Secretary

Niralyn Okuna

Board Treasurer

Dr. Tammy Jones

Board Member

Executive Team

Camille Hampton

Executive Director

Lei Aken

Associate Director

January 20, 2022

Re: Public Purpose Statement

To Whom It May Concern:

Ho'omāhua Foundation confirms that this grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Sincerely,

Camille Hampton
Executive Director



Executive Summary

Lei Kaiāulu is an educational program designed to address academic outcomes through a more holistic approach where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness on the issues. This project expands on a pilot program, Pua Kaiāulu, offered in Summer 2021 in partnership with PALS/PLACES and Ka'ala Farms.

The goal of the project to improve academic outcomes and increase the number of students actively involved in the community who have a positive self-perception and are prepared to successfully pursue post-secondary pathways (college/career). This is especially important in this time as we help students accelerate growth after two years of COVID19 restrictions and distance learning. Participants will explore community and environmental issues and how they are being addressed, and work to develop a community engagement plan to increase awareness on the issues. The project is aimed at improving student learning through community immersion using relevant, place-based learning experiences. This addresses the need for learning experiences that better engage youth on the Leeward coast and also the need to increase community awareness, engagement, and well-being. Utilizing these instructional strategies allows us accelerate student learning and make up growth that may have been missing due to COVID19 and distance learning. Based on our summer pilot program, this approach was very effective in helping students strengthen each of these senses and become advocates for positive change.

The project has three core components designed to address these outcomes.

- ***Students - Integrated, place-based learning.*** Research and experience suggest that students are more successful when they feel a sense of belonging and when learning is relevant. As they build relationships and gain confidence, students are better able to understand and apply skills they are learning. Students will learn about environmental issues, culture, and leadership through workshops and place-based experiences within the community. The workshop curriculum will focus on issues related to environmental science because it is an important topic within the community, and it addresses the need to improve outcomes related to STEM (science, technology, engineering, and math). The design thinking process will also be a key component of the workshop curriculum. Students will choose an important community issue and develop a project to increase awareness and positively impact outcomes.
- ***Teacher – Professional development.*** Research suggests that teachers have more impact on student achievement than any other school related factors (Oppen, 2019). Teachers who employ effective strategies that are research-based, such as culturally-relevant pedagogy, are integral to positive student outcomes. While the benefits approaches have been researched for several decades, implementation in classrooms is not as widespread as we would hope, especially in schools with large populations of indigenous students. Providing professional



TEACHING AND LEARNING FOR HAUMĀNA, KUMU, AND COMMUNITY TO THRIVE

development will help teachers implement effective, culturally-relevant practices as they work with students in the Lei Kaiāulu program. Ideally, this will positively impact students beyond the program as the program teacher incorporate these strategies into their own classroom practice.

- ***Community engagement - leadership and workforce development.*** By extending learning beyond the school into the community the program aims to build students into leaders who are well prepared to be the future workforce. We will reach out to the community to serve as experts and guides as well as participats. Students will connect with industry experts and partners to learn about community issues, how they are being addressed, and potential careers. Students will then organize events to increase awareness within the community. Students will gain confidence, experience, and valuable employability skills that can be applied toward future educational and career goals. Having a positive impact on their own community, even simply by encouraging their own families to be stewards, will empower students and we hope to see positive change not just in academic outcomes but also throughout the community. To support students' continuing education and development we will provide student stipends for successful completion of the program.

Application for Grants

I. Certification

1. Certificate of Good Standing

A copy of Ho'omāhua Foundation's certificate of good standing from the Director of Commerce and Consumer Affairs that, dated December 29, 2021, is included as an attachment to this application.

2. Declaration Statement

A signed Declaration Statement is included as an attachment to this application.

3. Public Purpose

A statement verifying the use of the grant for Public Purpose is included as an attachment to this application.

II. Background and Summary

1. Brief Description of Applicant's Background

Ho'omāhua Foundation is a 501(c)(3) organization started in September 2019. Our mission is to collaboratively create and foster meaningful, authentic teaching and learning experiences. While the organization is in its infancy and beginning to establish financial resources, its founders have extensive experience in the field and successfully executed projects and managed grants in other capacities.

2. Goals and Objectives Related to this Request

Lei Kaiāulu is an educational program where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness on and action to address the issues. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being.

This project expands on a pilot program, Pua Kaiāulu, offered in Summer 2021 in partnership with PALS/PLACES and Ka'ala Farms. Over five weeks in June and July 2021, 20 students from Wai'anae and Nānākuli High School participated in daily field work and experiences throughout the Wai'anae moku (community) and beyond. The program included interactions with industry experts, service learning, and travel to both Kaua'i and Hawai'i island to allow students to do a comparative analysis between the different areas. During the pilot, we were able to evaluate and refine curriculum and activities.

The goal of the project to improve academic outcomes and increase the number of students actively involved in the community who have a positive self-perception and are prepared to successfully pursue post-secondary pathways (college/career). This is especially important in this time as we help students accelerate growth after two years of COVID-19 restrictions and distance learning. Directly involved stakeholders include at least 20 high school students, 15 community and industry partners, and 200 community members. The final task for the 20 high school student participants will be to carry out community engagement activities reaching at least 200 community members.

Program Goals

- Utilize the community as an extension of the classroom to better engage students and get them excited about learning
- Better prepare students for future endeavors, including college and careers
- Foster an active and engaged community by helping students become lifelong community contributors

Objectives

1. Increase the number of students actively engaged in the community through place-based learning opportunities and community partnerships

2. Increase awareness about environmental issues and community resources through projects designed and implemented by students
3. Increase student preparedness for post-secondary pathways (college/career) through implementation of integrated, place-based curriculum
4. Increase in student positive perception of self

3. Public Purpose and Need to be Served

As stated in the most recent version of Ka Huaka'i: Native Hawaiian Educational Assessment (Kana'iaupuni, et al., 2021), Native Hawaiians have disproportionately high rates of financial instability, unemployment, chronic illness, and incarceration. "Educational well-being is intimately tied to all other domains of well-being. Health, economic, socioemotional, and cultural outcomes play a role in shaping the educational experiences and trajectories of school-age learners" (Kana'iaupuni, et al., 2021, p. 424). These disparities have been compounded during the COVID-19 pandemic. Despite progress that has been made in education, including the growing value in Hawaiian culture-based education (CBE), challenges remain. This is especially true in Wai'anae where lower educational outcomes align with being more economically disadvantaged. As the value in indigenous knowledge grows, the desire for access to culturally relevant educational opportunities has also increased. However, the capacity of our system to provide these types of experiences for all students has not grown as quickly.

The problem of engaging Hawaiian students began before the establishment of an educational system (Kawakami, 1999). After western contact "Native Hawaiians experienced vast social, economic, political, and cultural dislocation" (Kawakami, 1999, p. 19). The changes that took place after 1778 had a profound effect on education in Hawai'i. The public school system, established in 1845, grew and developed amidst political changes. Eventually, the Hawaiian language was banned and replaced by English in communities. Native Hawaiian students did not find success in schools after culture and language were excluded (Kawakami, 1999). When the cultures of home and school are disconnected the quality of learning is affected and lack of achievement is interpreted as a deficit of the student (Brown-Jeffy & Cooper, 2011; Jensen, 1969).

The story of the education of Native Hawaiians has not changed significantly over time. "Study after study documents the disparities in achievement between indigenous and other students, as well as the correlation between their low socioeconomic status and outcomes related to low achievement and conduct disorders" (Kana'iaupuni, 2004, p. 26). One example is the Smarter Balance Assessment (SBA), administered to students in Hawai'i's public schools to measure achievement in reading and math (Office of Hawaiian Affairs, 2015a). In 2015, 34.1% of Native Hawaiian students were proficient in reading compared to 48.5% of all students and 27.7% of Native Hawaiian students were proficient in Math compared to 40.9% of all students (Office of Hawaiian Affairs, 2015a). While there have been improvements in enrollment of Native Hawaiian students in postsecondary institutions, only about 25% of are enrolled in college compared to nearly 33% of young adults statewide and only 14% earn bachelor's degrees or higher compared to the state average of 30% (Kamehameha Schools Strategic Planning and Implementation Division, 2014).

Education is an important factor in community prosperity and growth, but schools on the Leeward coast continue to rank near the bottom in student performance measures. Challenges that exist within the educational system are interconnected with the economic, health, and environmental issues faced by the wider community. Lei Kaiāulu project activities will allow our organization to address educational issues while also addressing important environmental issues within the community.

In 2015, the Department of Education released the Nā Hopena A'ō framework. Also known as HĀ, the framework established six outcomes that lead to thriving learning environments. These six outcomes include strengthened senses of belonging, responsibility, excellence, aloha, total well-being, and Hawai'i. These six outcomes are the foundation of our project. Teaching students about the community and how they can contribute helps to build a strengthened sense of belonging and responsibility. Guiding students as they develop a project or plan an event to engage the community about an important environmental issue works to strengthen a sense of excellence and aloha. The collaborative, community focused approach we will employ is grounded in strengthening senses of total well-being and Hawai'i. Utilizing these instructional strategies allows us accelerate student learning and make up growth that may have been missing due to COVID-19 and distance learning. Based on our summer pilot program, this approach was very effective in helping students strengthen each of these senses and become advocates for positive change.

4. Target Population to be Served

Schools along the Leeward coast of O'ahu have been the focus of reform efforts for many years because of poor performance, and data has been collected by several external entities to determine root causes for achievement gaps as well as to identify possible remedies. Our project will target students specifically at Wai'anae High School where Hawaii Statewide Assessment data from SY2018-19 reports that only 15% of students met proficiency in Language Arts/Literacy compared to 59% for the State of Hawaii; 3% met proficiency in Mathematics compared to 30% for the State; and 24% met proficiency in Science compared to 35% for the State. In that school year, 64.9% of the students identified as Native Hawaiian. Students at Wai'anae High School are still not realizing academic success (Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, 2015). This is both an effect of and contributing factor to the socio-economic and environmental issues that exist.

Native Hawaiians have lower incomes; higher rates of suicide, child abuse, and arrests; higher rates of illnesses like heart disease, diabetes, and cancer; and have lower life expectancies than other ethnic groups in Hawai'i (Kamehameha Schools, 2014). In addition, education outcomes for Native Hawaiians are lower compared to other groups in the state. About one in four young Native Hawaiian adults is enrolled in college, compared to one in three young adults statewide. The proportion of Native Hawaiian adults with a bachelor's degree or higher is roughly half the statewide average (14 percent compared to 30 percent). (Kamehameha Schools, 2014, p. 4). Kana'iaupuni (2004) states:

Native Hawaiians can enter the fray and enter loudly. The native voice is crucial because, though past and present political rhetoric may seek to undermine it, Hawaiian 'culture exists despite our good intentions, ignorance or apathy. It exists because we do' (p. 28).

Indigenous students are often the most underprivileged in the public school system, with low test scores and graduation rates, and high rates of grade retention, special education, and absenteeism. These trends are applicable to students in the Wai'anae community. These students often must separate themselves from their culture to experience academic success. The absence of a cultural perspective may limit the types of instructional practices implemented and result in students' lack of excitement about learning. In contrast, culture/place-based strategies capitalize on strengths of students, teachers, and community and can be employed to positively impact student outcomes. Engaging students with the community and helping them see how they contribute to positive outcomes also benefits the community at large. Growing students as engaged community leaders will result in a positive future impact on the overall health of the community. This is foundational to our organization.

5. Describe the geographic coverage.

Lei Kaiāulu will primarily serve the Leeward coast of O'ahu. Student participants and advisors will be sought initially from Wai'anae and Nānākuli High Schools. Community engagement events will be open to the general public, space and resources permitting. Programming will be open to students from across the island if space is available.

One of the long term goals is to develop a program that is sustainable and can serve as a model for programming to be implemented in other communities.

III. Service Summary and Outcomes

1. Scope of Work, Tasks, and Responsibilities

If awarded the funds requested, we will implement Lei Kaiāulu, an educational program designed to address academic outcomes through a more holistic approach. Our goal is to develop stewards who can lead the community and improve outcomes beyond themselves. Opportunities for these experiences are still rare for students from the Leeward coast and the COVID-19 pandemic have made them even more scarce. While our Pua Kaiāulu program served only a small group of students so we could maintain COVID safety protocols, we realized that students, and their families, were starving for these types of experiences after a year and a half of distance learning.

Over the course of this program, participants will explore community and environmental issues and how they are being addressed, and work to develop a community engagement plan to increase awareness on the issues. The project is aimed at improving student learning through community immersion using relevant, place-based learning experiences. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being.

We believe such an approach will improve academic measures, as well as increase the number of students actively involved in the community who have a positive self-perception and are prepared for adulthood. Participants who are engaged and confident will improve community well-being in the long-term.

The project has three core components designed to address these outcomes.

- ***Students - Integrated, place-based learning.*** Research and experience suggest that students are more successful when they feel a sense of belonging and when learning is relevant. As they build relationships and gain confidence, students are better able to understand and apply skills they are learning. Students will learn about environmental issues, culture, and leadership through workshops and place-based experiences within the community. The workshop curriculum will focus on issues related to environmental science because it is an important topic within the community, and it addresses the need to improve outcomes related to STEM (science, technology, engineering, and math). The design thinking process will also be a key component of the workshop curriculum. Students will choose an important community issue and develop a project to increase awareness and positively impact outcomes.
- ***Teacher – Professional development.*** Research suggests that teachers have more impact on student achievement than any other school related factors (Opper, 2019). Teachers who employ effective strategies that are research-based, such as culturally-relevant pedagogy, are integral to positive student outcomes. While the benefits approaches have been researched for several decades, implementation in classrooms is not as widespread as we would hope, especially in schools with large populations of indigenous students. Providing professional development will help teachers implement effective, culturally-relevant practices as they work with students in the Lei Kaiāulu program. Ideally, this will positively impact students beyond the program as the program teacher incorporate these strategies into their own classroom practice.

- ***Community engagement - leadership and workforce development.*** By extending learning beyond the school into the community the program aims to build students into leaders who are well prepared to be the future workforce. We will reach out to the community to serve as experts and guides as well as participats. Students will connect with industry experts and partners to learn about community issues, how they are being addressed, and potential careers. Students will then organize events to increase awareness within the community. Students will gain confidence, experience, and valuable employability skills that can be applied toward future educational and career goals. Having a positive impact on their own community, even simply by encouraging their own families to be stewards, will empower students and we hope to see positive change not just in academic outcomes but also throughout the community. To support students' continuing education and development we will provide student stipends for successful completion of the program.

The student learning experiences will consist of monthly workshops and two 3-day intensive camp during Winter and Spring break. At the end of the program, students will prepare a community engagement event as a hō'ike (showcase) of their learning. In the monthly workshops, students will participate in field experiences to learn from community partners and industry experts about environmental issues impacting the community. For example, we currently partner with Ka'ala Farms where students learn about the impact the water cycle has on the ecosystem, including the climate changes and other natural resources. We have also previously worked with the Wai'anae Wildfire Hui and will connect students with experts on fire mitigation strategies to learn how fire impacts a community and its resources. During the first 3-day intensive camp, taking place during Winter Break, we will teach students a design thinking process which they will use to design their own projects to increase community awareness about an issue. Students will be partnered and assigned an advisor who will continue to work with them throughout the spring semester as they prepare for the hō'ike. In the second intensive camp, student pairs will have more dedicated time with their kumu and group to plan and prepare for their events.

Many students on the Leeward coast often must work and help provide for their families. This becomes a barrier for students participating in enrichment programs that require time outside of the school day. As students begin post-secondary planning, this can sometimes limit the opportunities they see for themselves. Participating in a variety of experiences, especially beyond the classroom, helps students see possibilities for careers they may otherwise have not explored. Building a skilled workforce and growing community leaders requires that students pursue skilled professions, so it is important to create opportunities for students to connect with industry partners and engage with community. Our program is designed to create these opportunities, but this requires a significant commitment from students. Thus, we will provide students with financial support through student stipends. In our experience, providing financial support allowed students who would otherwise not be able to participate, to successfully complete our programs and develop valuable skills for future school and work. This

Five advisors will be brought on to support students throughout the program. Our goal is to recruit teachers serving in Wai'anae community schools as Lei Kaiāulu advisors to develop, strengthen, and apply effective facilitation and mentoring skills and strategies to meet the goals of this project and continue to impact student learning experiences beyond this program and into

their classrooms. Professional development will be provided for the advisors as they will be tasked to oversee two sets of student pairs as they develop their independent project designs. The student design process applies an inquiry approach where the advisor's role is that of a facilitator of exploration and learning rather than that of a content expert delivering information. Advisors will be trained in the design thinking process and place-based learning strategies in addition to strategies for engaging students in discussions and reflection. Our hope is that the advisors will continue to implement and advocate for these types of learning experiences that research tells us are beneficial for our students' learning and growth.

The final outcome, hō'ike, of the program will be student-designed community engagement events. Each student group will plan and prepare how they can raise community awareness about an issue and contribute to a solution. Students will apply the design thinking process as they design the event. The goal will be for each student event to engage at least 20 community members so that the entire project will engage 200 community participants. Based on our past experience, student events have garnered more participation so we anticipate that this number may be greater. However, with COVID protocols changing continually, we feel this is a reasonable number.

2. Projected Annual Timeline

Program Tasks		Month (Tentatively July 2022-June2023)											
		1	2	3	4	5	6	7	8	9	10	11	12
Program Design and Planning													
Curriculum development and refinement		X	X	X	X	X	X	X	X	X	X	X	X
Identify and recruit advisors		X											
Advisor professional development			X	X	X								
Identify/brief community partners about project		X	X										
Identify and recruit students		X	X										
Student and Family orientation meetings			X	X									
Program Implementation and Management													
Program Implementation Activities	Student workshops • Community exploration field experiences • Skill building				X	X	X	X	X	X	X	X	
	3-day intensive camps • Design thinking training • Project design/planning						X			X			
	Student designed community events (program hō‘ike)											X	X
	Monthly meetings with community partners	X	X	X	X	X	X	X	X	X	X	X	X
	Monthly meetings with program advisors	X	X	X	X	X	X	X	X	X	X	X	X
Program Management activities	Weekly program staff meetings	X	X	X	X	X	X	X	X	X	X	X	X
	Individual staff development plans	X	X	X	X	X	X	X	X	X	X	X	X
Program Evaluation and Continuous Improvement													
Develop pre- and post- assessment tools to evaluate progress toward student outcomes		X	X										
Data collection to assess student progress				X	X	X	X	X	X	X	X	X	
Advisor feedback data collection and analysis			X	X	X	X	X	X	X	X	X	X	X
Community partner feedback data collection and analysis			X	X	X	X	X	X	X	X	X	X	X
Quarterly advisory board meetings				X			X			X			X
Quarterly Ho‘omāhua Board of Directors’ meetings				X			X			X			X
Program quarterly progress reports				X			X			X			X

3. Quality Assurance and Evaluation Plans

Ho‘omāhua Foundation understands the importance of developing and implementing an evaluation framework and process that measures project impacts. It is important to create a process that supports our inclusive culture and creates safe spaces for students and the community to share their thoughts in a culturally safe space. Measurement instruments and an evaluation schedule will be developed at the start of the project. Results from regularly scheduled data collection will be used to determine efficacy of program activities. An advisory

board, comprised of project staff, community partners, and participating teachers, will meet quarterly to review project results and make recommendations for improvements or adjustments. Program staff will also evaluate data monthly during scheduled staff meetings to refine programming based on feedback from advisors and community partners. In addition to feedback from program stakeholders, Ho‘omāhua’s board of directors will serve as an additional layer of oversight by providing input regarding program improvements during quarterly board meetings. Collaboration of multiple stakeholder groups is essential to capture various perspectives contributing to a more successful project.

Hawaiian culture-based education is best viewed in holistic terms, requiring both quantitative and qualitative measures to convey a complete story of project outcomes. Different types of data will need to be collected to adequately represent student learning and growth. Another desired outcome is student perception of self, which will need to be measured. This project will use diverse methods and instruments, both pre-existing and to be developed, for data collection. For those project objectives best evaluated using qualitative measures, data collection methods will include interviews, focus groups, and observations. Quantitative data will be collected from student artifacts assessed using developed rubrics, teacher reports, and questionnaires. A tracking system will be developed to follow student progress through the project pathway. Pre- and post-assessments will be used to measure transformations in attitude, perspectives, knowledge, and skills because of participation in the project. Within the evaluation plan will be processes for collecting both formative and summative data aligned to project objectives. The table below outlines evaluation milestones aligned to grant objectives, data collection interval, data collected, and primary staff responsible.

Evaluation Criteria	Data Collection Interval	Data Collected & Method	Staff Responsible
Students score proficient or higher on rubrics used to assess program assignments.	Ongoing	Assignment rubrics	Advisors, Project Director
Students successfully complete project by the end of the program.	End of Program	Rubrics evaluated by advisors, students	Project Director
Professional development will result in effective implementation of program activities.	Ongoing	Google Form evaluation, Advisor feedback	Project Director
Program advisors will implement strategies outside the program in their own classrooms	Ongoing	Google Form evaluation, Advisor feedback	
Student evaluations of workshops/camps will have an average rating above satisfactory (average above 4 on a 1-5 scale)	Ongoing	Google Form evaluation	Project Director
Student surveys administered at the end of the program will have an average rating above satisfactory (average above 4 on a 1-5 scale)	End of program	Satisfaction data from student questionnaire	Project Director
Family surveys administered at the end of the program will have an average rating above satisfactory (average above 4 on a 1-5 scale)	End of program	Satisfaction data from family questionnaire	Project Director

4. Measures of Effectiveness

- Minimum of 20 student participants
- Minimum of six (6) student workshops (October thru May)
- Two 3-day intensive camps (December and October)
- Minimum of 5 community exploration field experiences
- 10 student designed projects completed
- Minimum of 200 community participants attending engagement events
- Increase in student positive self-perception
- Increase in teachers implementing place-based learning strategies outside of programming

IV. Financial

1. Budget Forms

The attached budget forms detail the funds requested, including:

- a. Budget request by source of funds
- b. Personnel salaries and wages
- c. Equipment and motor vehicles
- d. Capital project details
- e. Government contracts, grants, and grants in aid

2. Quarterly Funding Request for Fiscal Year 2023

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$41,250	\$41,250	\$41,250	\$41,250	\$165,000

3. Other Funding Sought for Fiscal Year 2023

In addition to this grant request, Ho‘omāhua Foundation has also submitted a request to the City and County of Honolulu Grants-in-Aid program for fiscal year 2023. We are also seeking funding to support our programming through private foundation grants (Healy Foundation, James and Abigail Campbell Family Foundation, Kamehameha Schools), fundraising activities, and collaborative partnerships with other organizations.

4. State and Federal Tax Credits Granted in Prior Three Years

No state or federal tax credits have been granted to Ho‘omāhua Foundation in the prior three years.

5. Federal, State, and County Government Contracts, Grants, and Grants in Aid

No federal, state, or county government contracts, grants, or grants in aid have been granted to Ho‘omāhua Foundation in the prior three years.

6. Balance of Unrestricted Current Assets as of December 31, 2021

As of December 31, 2021, Ho‘omāhua Foundation has a balance of \$416 of unrestricted assets.

V. Experience and Capability

1. Necessary Skills and Experience

The founders of Ho‘omāhua Foundation, who will oversee the project, are lifelong residents of the Wai‘anae and have nearly 50 years of combined experience as educators on the Leeward coast. Board members also bring a wealth of experience and knowledge in education, organizational management, and grant administration.

Founders Lei Aken and Camille Hampton completed doctoral research on factors that affect student success, specifically in schools in this community. Both have extensive experience researching, developing, and implementing culturally relevant, place-based learning experiences. They are research practitioners applying theory to improve outcomes for students, teachers, and community. While the organization is in the beginning stages of securing financial resources to support its mission, its leaders have significant experience with projects of this nature and have established partnerships that allow for addressing program goals.

In addition to extensive experience in education, the organization’s leaders have significant experience with project management. As the Career and Technical Education (CTE) coordinator at Wai‘anae High School for over 10 years, Lei Aken managed the Carl Perkins grant funding for the CTE department. This included managing yearly grant requests for more than 15 teachers, budgets and purchases, and yearly grant reporting. Camille Hampton served as the project director of a grant project at University of Hawai‘i West O‘ahu where she managed over \$800,000 in grant funds and ensured objectives were successfully met on time. The success of the project led to the acquisition of additional funding to extend the work of the grant.

Beyond the experiential capacity needed to successfully accomplish the project goals, the Foundation has already established key relationships with other organizations and community members. These partnerships support access to important facilities, program resources, and community experts. A pilot program in Summer 2021 was a collaborative effort between Ho‘omāhua Foundation, Ka‘ala Farms, and UH Mānoa’s PALS/PLACES program. These partnerships will continue to support our projects going forward.

Another non-financial asset of the organization is relationships with experienced and effective teachers. Two of the teachers who participated in the pilot Summer programs have expressed interest in becoming project staff. The organization’s leaders have established networks of community partners, teachers, and industry experts that can be accessed to support student learning and growth.

Ho‘omāhua Foundation is in its infancy. However, its founders have a wealth of experience designing, implementing, and evaluating projects and programs. The following is a table of verifiable experiences and/or related projects for the most recent three years.

Experience	Title and Brief Description
<p>Pua Kaiāulu <i>Summer 2021</i></p>	<p>In response to the impacts of COVID-19, a five-week summer program was created through collaboration between Ho'omāhua Foundation, Ka'ala Farms and PALS/PLACES. Ho'omāhua founders reached out to fellow community-based organizations in response to teacher requests and input. The result was an in-person program for 20 high school students from Wai'anae and Nānākuli High Schools during the Summer of 2021. The goals of the program were to: 1) reintegrate students to in-person learning through effective, relevant, and rigorous approaches; 2) develop community stewards through place-based learning; 3) better equip students for post-secondary advancement through workforce development and academic skills development. Students chose one of the following focus areas to guide their summer experience and field work: 1) fire mitigation; 2) water; 3) land use and policy; or 4) significance of ancestral practices. Within each area, students learned mo'olelo, politics and history, workforce development skills, culture significance and environmental science and how it ties into their focus, but ultimately how all the topics are intertwined with each other. At the end of the program, students shared their learning through hō'ike and demonstrated elevated understanding of their kaiāulu (community), self-identified kuleana, and career interests moving forward.</p>
<p>West O'ahu Education Pathway Program (UHWO) <i>July 2017- July 2020</i></p>	<p>Teacher shortage is an on-going challenge, and West O'ahu is greatly impacted by the lack of highly qualified teachers, especially in schools on the Wai'anae Coast. Ho'omāhua founders, Lei Aken and Camille Hampton, were recruited by University of Hawai'i West O'ahu (UHWO) Pueo Scholars Director, Walter Kahumoku, to aid in the development of programming to address this issue. The two joined the Pueo Scholars team and the West O'ahu Education Pathway (WOEP) was created to include the Teaching and Learning Academy (TLA) and Teacher Leadership Cadre (TLC). Dr. Kahumoku changed roles after year 1 of the WOEP and Camille succeeded him as project director.</p> <p>The TLA was designed as a “grow your own” model to recruit and support high school students interested in pursuing a teaching career. Three West O'ahu high schools and their feeder schools elected to participate. The desired outcomes of the TLA were:</p> <ol style="list-style-type: none"> 1) to encourage and support West O'ahu students, specifically Native Hawaiian students, to become teachers and return to West O'ahu; 2) build internal capacity and efficacy of high school seniors, preservice teachers, and early career teachers to design and implement high-quality educational programs; and 3) help students, families, teachers, and communities to understand, appreciate, and integrate Nā Hopena A'o outcomes as integral parts of successful teaching and learning in Hawai'i. <p>By the end of the grant period, all project objectives were met; 60 high school students enrolled in and 90% successfully completed the TLA program. TLA completers earned nearly 30 early college credits and completed a program of study in Career and Technical Education by the time they graduated high school. Students who continued to UHWO's education program, entered as Sophomores in their course of study. The scope of the TLA Director's duties included: providing PD for Education Pathway Teachers, scheduling high school and early college courses with DOE and UHWO, providing student support for TLA participants, creating tutoring schedules, hiring university instructors and tutors.</p> <p>The TLC was created to build internal capacity and support West O'ahu students and teachers. The desired outcomes of the TLC were: 1) To develop the capacities and efficacy of participants to design, integrate, and deliver culture- and place-based learning to realize the six HĀ outcomes in their professional practice; 2) Support principals and instructional</p>

	<p>leaders to build comprehensive academic programs and collective instructional capacities, cultures, and conditions of schools given contexts of each school and their students to substantially improve student achievement and outcomes, specifically that of Native Hawaiian students; 3) Mentor and coach preservice and early career teachers, including the WOEP Teaching and Learning Academy high school students during their internships. TLC Director, Lei Aken delivered professional development and program planning for West O'ahu teachers over the course of two years. TLC participants were able to learn and apply effective instructional strategies in their classrooms. Two cohorts were formed and all participants from Cohort One remained active over the course of two years. Cohort two began and both cohorts paused at the start of the COVID-19 pandemic forcing schools to pivot to virtual learning. TLC Director duties included: recruitment of participants, creation of PDE3 courses for teachers, plan, execute and evaluate professional development for TLC participants, work with TLA director on student practicum placement, collaborate with DOE and UHWO to support TLC training.</p> <p>Funding for the WOEP was made possible through a Title III grant that sunset at the end of school year 2018-19. Through the success of both the TLA and TLC, additional funding from Kamehameha Schools, The James & Abigail Campbell Family Foundation and a private donor was provided to extend the program for an additional school year.</p>
<p>Secondary Education Experience <i>August 1993 - Present</i></p>	<p>Both founders of Ho'omāhua are passionate, veteran educators within the West O'ahu (mainly Wai'anae) community. With nearly 50 years of combined experience, Camille Hampton and Lei Aken have served in multiple capacities within secondary and post-secondary education. Both took a leave from the DOE to work on the WOEP project at UHWO and returned to their previous roles at Wai'anae High School when the grant was completed.</p> <p>Camille taught Business, Culinary, and Math during her 12 years as full-time teacher and was one of the first teachers at Wai'anae High School (WHS) to earn her National Board Teaching Certification over 10 years ago. She successfully renewed her certification in 2018. She served as the Business and IET Academy Chair for several years providing leadership and support for students and teachers in a smaller learning community setting. Her effective leadership and teaching practice led her to step out of the classroom to serve as an instructional coach for teachers in several departments across campus, which she has done for five years. Camille continues to deliver high quality instruction through Adult Education courses in Wai'anae. She also teaches high school equivalency courses for adults to earn their diploma and has taught college course.</p> <p>Lei Aken taught Agriculture, Natural Resources, and Science courses for 21 years as a full-time teacher. She too earned National Board Certification over 10 years ago and renewed in 2019. Lei currently serves full-time Career and Technical Education (CTE) Coordinator at Wai'anae High School managing all the federal grant funds to support the CTE programs. Her duties include financial management of supplemental state and federal funds, coordinating work-based learning programming for WHS CTE programs, collaboration with post-secondary institutions and industry partners, and providing support for CTE students and teachers.</p>

2. Facilities

Lei Kaiāulu is designed to immerse participants in knowledge acquisition through intensive, community-based engagement across the entire Wai‘anae moku. Ka‘ala Farms, nestled in Wai‘anae Valley, is a dedicated partner and will serve as the piko for Lei Kaiāulu. Project activities will mainly occur throughout the nine ahupua‘a along the Wai‘anae Coast and may extend to other moku on O‘ahu and outer islands. PALS/PLACES partners will also provide access to their extended network of experts in various fields and locations that may inform and assist advisors and students with their projects. Community facilities such as the Kalaniho‘okahā Learning Center and The Community Learning Center at Mā‘ili will also be utilized for project activities in accordance with COVID -19 guidelines. The Wai‘anae moku has an abundance of rich and diverse learning spaces that are accessible and will be utilized with Aloha by Lei Kaiāulu participants.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The following table outlines the proposed staffing requirements for Lei Kaiāulu. The proposed positions are essential to the project's successful operation and its outcomes.

Positions and Duties/Responsibilities
<p>Executive Director - .25 FTE</p> <ul style="list-style-type: none"> • Oversee the day-to-day operations of the organization and ensure its overall successful long-term operations • Assure that the organization makes consistent and timely progress in achieving its mission and target programmatic impact • Provide leadership in developing program, organizational, and financial plans and execute on the policies authorized by the Board • Plan, actively manage, and oversee the organization's operations, programs, fundraising, and operations while ensuring the organization's financial sustainability • Drive development and fundraising, leveraging the Board as needed • Actively engage in complex fiscal management through hands on budgetary development and oversight; routinely report performance and financial activities to the Board • Attend all Board meetings and provide reports and updates on staff as well as all current work, project timelines, and project and organizational progress • Establish goals, objectives, and operational plans in collaboration with the Board of Directors, staff, and other leaders • Communicate effectively with the Board by providing members with all information necessary to continually function properly and make informed decisions in a timely and accurate manner • Effectively represent the organization and promote a positive organizational image to ensure adequate community representation • Organize, motivate, and mentor internal team leaders to strategically grow the organization's impact, programs, and fundraising, and to effectively fulfill its important mission • Continually foster a culture that encourages collaboration and recognizes positive contributions • Manage and motivate staff, overseeing processes such as hiring, separation, ongoing staff development, performance management, and compensation and benefits
<p>Project Director - .25 FTE</p> <ul style="list-style-type: none"> • Manage, facilitate, and deliver experiential, culturally relevant educational programming • Maintain adherence to timelines and performance measures to meet project outcomes • Develop and manage partner relationships • Recruit, train, coach, and manage advisors/facilitators to work with students • Design curriculum and advisor/facilitator training materials • Implement evaluation and continuous improvement processes • Serve as a liaison to relevant board committees • Produce annual and monthly work plans • Contribute to outreach, communication, and recruiting materials
<p>Curriculum Specialist - .25 FTE</p> <ul style="list-style-type: none"> • Designs, executes, and evaluates activities to support student learning • Encourage use of culturally relevant practices by investigating, demonstrating, and using current, research-based educational strategies that support student growth and well-being

<ul style="list-style-type: none"> • Support project director with project deliverables and compliance with grant requirements • Create data collection tools to aid in the evaluation of project programming and initiatives • Support the project director in the training, coaching, and managing advisors/facilitators • Design curriculum and advisor/facilitator training materials • Implement evaluation and continuous improvement processes • Produce annual and monthly work plans • Contribute to outreach, communication, and recruiting materials
<p>Advisor, 5 positions - .10 FTE</p> <ul style="list-style-type: none"> • Design, execute, and evaluate activities to support student learning • Encourage use of culturally relevant practices by investigating, demonstrating, and using current, research-based educational strategies that support student growth and well-being • Facilitate the planning, coordination, and implementation of program projects and activities • Complete and remit all required program documentation (i.e., attendance logs, etc.) • Foster relationships with program staff, students, and community stakeholders • Work with program staff and community partners to schedule and coordinate projects and activities • Monitor, track, and evaluate student activities to ensure grant objectives are being met • Produce annual and monthly work plans • Contribute to outreach, communication, and recruiting materials

Key Staff and Minimum Qualifications

Position	Minimum Qualifications	Qualifications and Experience of Personnel
<p>Executive Director</p>	<ul style="list-style-type: none"> • Master's Degree, Doctorate (preferred) • The equivalent of three years of professional experience providing educational services to students involving program management • Functional knowledge of applicable federal, state, and local regulations associated with grant program and fiscal management • Considerable knowledge of the principles, materials, practices, procedures, strategies, and concepts related to project management of educational programming • Demonstrated ability to select, supervise, manage, train, and develop professional staff and others in a collaborative, team-based environment • Ability to analyze problems, identify alternative solutions, and implement recommendations in support of project goals and objectives • Ability to establish, lead, and maintain effective working relationships with internal and external organizations, groups, and individuals from culturally diverse backgrounds, especially those from Native Hawaiian communities 	<p>Camille Hampton</p> <ul style="list-style-type: none"> • Doctorate in Educational Leadership • Master's degree in Curriculum and Instruction • 3 years as Program Director for Pueo Scholars Program • 5 years as Instructional Coach at Wai'anae High School • 18 years as Educator in secondary and post-secondary institutions

	<ul style="list-style-type: none"> • Demonstrated ability to assess and evaluate student needs and design and deliver a responsive program or service • Ability to travel and work outside normally scheduled business hours, including evenings and/or weekends <p>Other Desirable Qualifications:</p> <ul style="list-style-type: none"> • Experience providing direct services to communities in West O‘ahu • Familiarity with environmental organizations and Native Hawaiian communities, agencies, and organizations • Working knowledge of Hawaiian language and culture • Skilled in working with diverse student populations that include at-risk, socio-economically disadvantaged, and/or underrepresented students 	
<p>Project Director</p>	<ul style="list-style-type: none"> • Master’s Degree (preferred) • The equivalent of three years of professional experience providing educational services to students involving program management • Functional knowledge of applicable federal, state, and local regulations associated with grant program and fiscal management • Considerable knowledge of the principles, materials, practices, procedures, strategies, and concepts related to project management of educational programming • Demonstrated ability to select, supervise, manage, train, and develop professional staff and others in a collaborative, team-based environment • Ability to analyze problems, identify alternative solutions, and implement recommendations in support of project goals and objectives • Ability to establish, lead, and maintain effective working relationships with internal and external organizations, groups, and individuals from culturally diverse backgrounds, especially those from Native Hawaiian communities • Demonstrated ability to assess and evaluate student needs and design and deliver a responsive program or service 	<p>Lei Aken</p> <ul style="list-style-type: none"> • Doctorate in Educational Leadership • Master’s Degree in Curriculum and Instruction • 2 years as Program Specialist for Pueo Scholars Program • 15 years as Career and Technical Education Coordinator • 28 years as Educator in secondary and post-secondary institutions

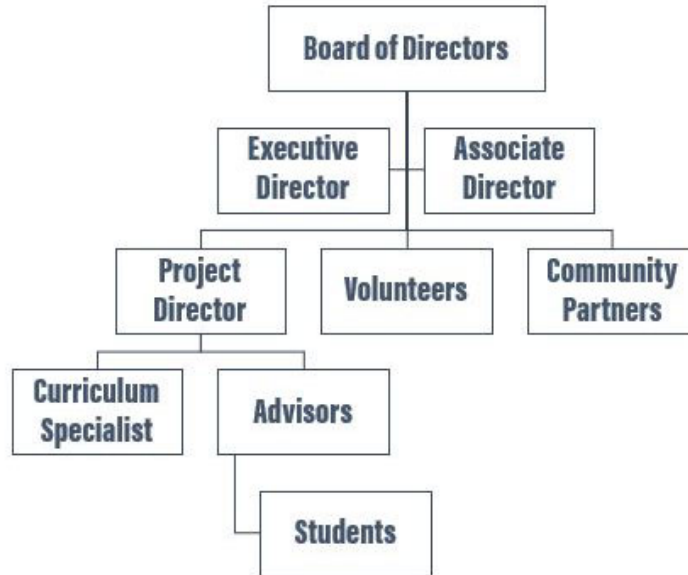
	<ul style="list-style-type: none"> • Ability to travel and work outside normally scheduled business hours, including evenings and/or weekends <p>Other Desirable Qualifications:</p> <ul style="list-style-type: none"> • Experience providing direct services to communities in West O'ahu • Familiarity with environmental organizations and Native Hawaiian communities, agencies, and organizations • Working knowledge of Hawaiian language and culture • Skilled in working with diverse student populations that include at-risk, socio-economically disadvantaged, and/or underrepresented students 	
<p>Curriculum Specialist</p>	<ul style="list-style-type: none"> • Bachelor's Degree • The equivalent of three years of professional experience providing educational services to students • Considerable knowledge of research-based, effective educational materials, practices, procedures, strategies, and concepts • Demonstrated ability to train and develop professional staff and others in a collaborative, team-based environment • Ability to analyze problems, identify alternative solutions, and implement recommendations in support of project goals and objectives • Ability to establish, lead, and maintain effective working relationships with internal and external organizations, groups, and individuals from culturally diverse backgrounds, especially those from Native Hawaiian communities • Demonstrated ability to assess and evaluate student needs and design and deliver a responsive program or service • Ability to travel and work outside normally scheduled business hours, including evenings and/or weekends <p>Other Desirable Qualifications:</p> <ul style="list-style-type: none"> • Master's Degree • Experience providing direct services to communities in West O'ahu 	<p>Shannon Bucasas</p> <ul style="list-style-type: none"> • Master's Degree in Secondary Education, specialization in Hawaiian Studies • Bachelor's Degree in Hawaii Studies • 8 years as Hawaiian Studies program teacher, focusing on environmental resource management • Extensive experience facilitating place-based learning experiences in her own classroom and with community organizations (Mālama Learning Center field school, PALS/PLACES)

	<ul style="list-style-type: none"> • Familiarity with environmental organizations and Native Hawaiian communities, agencies, and organizations • Working knowledge of Hawaiian language and culture • Skilled in working with diverse student populations that include at-risk, socio-economically disadvantaged, and/or underrepresented students 	
<p>Advisor (5)</p>	<ul style="list-style-type: none"> • High school diploma, college degree (preferred) • Strong youth development skills • Ability to create and deliver creative, engaging, and educational activities based on program curriculum • Demonstrated ability to train and develop professional staff and others in a collaborative, team-based environment • Ability to analyze problems, identify alternative solutions, and implement recommendations in support of project goals and objectives • Ability to establish, lead, and maintain effective working relationships with internal and external organizations, groups, and individuals from culturally diverse backgrounds, especially those from Native Hawaiian communities • Demonstrated ability to assess and evaluate student needs and design and deliver a responsive program or service • Ability to travel and work outside normally scheduled business hours, including evenings and/or weekends <p>Other Desirable Qualifications:</p> <ul style="list-style-type: none"> • Experience providing direct services to communities in West O'ahu • Familiarity with environmental organizations and Native Hawaiian communities, agencies, and organizations • Working knowledge of Hawaiian language and culture • Skilled in working with diverse student populations that include at-risk, socio-economically disadvantaged, and/or underrepresented students 	<p>To Be Hired</p>

2. Organization Chart



HO'OMĀHUA FOUNDATION Organizational Chart



3. Compensation

At the time of this proposal, Ho'omāhua Foundation has no paid employees. All Board of Directors and the executive director serve as unpaid volunteers. As programming expands, the executive director position will be converted to a salaried position given the availability of resources. If grant funding is secured, the project director will become another paid employee of the organization.

VII. Other

1. Litigation

Ho'omāhua Foundation has no litigation pending.

2. Licensure or Accreditation

No special qualifications are related to this request. However, advisors will be fully-licensed teachers in the State of Hawai'i. Camille Hampton and Lei Aken, the organization's executive team, are both Nationally Board Certified teachers who hold State of Hawai'i

teaching licenses and doctoral degrees.

3. Private Educational Institutions

The grant funding will not be used to support or benefit sectarian or non-sectarian private educational institutions.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

This project is an extension of a pilot project completed in Summer 2021. The summer pilot was a collaborative project between Ho'omāhua Foundation, PALS/PLACES, and Ka'ala Farms. Each partner contributed to the planning and resources needed for implementation. This project would scale the summer program up and allow for the development of a model that can be sustainable and repeated in future years.


Data collected and strategies tested during this project will be applied to future projects. We will work with our partners and seek funding opportunities to continue the work started during this project. After evaluating the effectiveness of the project and determining the impact on students and community, our goal is to help teachers and schools implement these types of strategies as a regular component of classroom instruction. We plan to offer professional development for teachers at schools on the Leeward coast to share how these types of learning experiences can be integrated in traditional curriculum. We are also working to solidify formal pathways in Career and Technical education from middle school, to high school, to college that incorporate place-based learning throughout.

Prior to formally becoming a 501(c)3, our founders did much of this work on a voluntary basis and as the need for resource has grown, they have been able to find ways to support for programming. Ho'omāhua Foundation is committed to returning Wai'anae to 'aina momona via youth empowerment and leadership, workforce development, community awareness and engagement beyond the scope of the grant period. Ho'omāhua Foundation staff has a collective plethora of knowledge, experiences, and skills to create sustainable models of innovative and thriving spaces. While this restoration to 'aina momona may extend beyond the grant period, Ho'omāhua will continue to facilitate this important work through partnerships and collaborative efforts with the community to provide resources and support and create a sustainable model to meet our goals. Ho'omāhua will continue to seek additional support through private, state, and federal grant opportunities beyond the grant period.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Ho'omāhua Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	45,000		103,344	
2. Payroll Taxes & Assessments	3,600			
3. Fringe Benefits	13,400		24,221	
TOTAL PERSONNEL COST	62,000		127,565	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	10,000			
2. Insurance	2,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	15,000		15,000	
7. Telecommunication				
8. Utilities				
9. Student Stipends	20,400		20,400	
10. Contractual Services - Administrative	7,000		7,000	
11. Transportation			6,000	
12. Contract - Advisors	30,000			
13. Contract - Curriculum Specialist	15,000			
14. Lodging - interisland travel	3,600			
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	103,000		48,400	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	165,000		175,965	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	165,000	Camille Hampton 808-780-7852		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	175,965			
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	340,965	Camille Hampton, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: Ho'omāhua Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Ho'omāhua Foundation

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2020-2021	FY: 2021-2022	FY:2022-2023	FY:2022-2023	FY:2023-2024	FY:2024-2025
PLANS	N/A	N/A				
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	N/A	N/A				
JUSTIFICATION/COMMENTS:	Not Applicable					

Camille Hampton

87-113 Liliana Street ■ Wai'anae, HI 96792 ■ (808) 780-7852 ■ camillet2@msn.com

Passionate educator committed to improving educational outcomes. Record of commended performance teaching secondary and post-secondary students, with a commitment to optimizing student and school success.

Education and Credentials

Educational Doctorate – Educational Foundations

University of Hawai'i at Mānoa

August 2017

Honolulu, HI

Dissertation title: "Meeting the Needs of Native Hawai'ian Students at Wai'anae High School"

Advisors: Dr. Lori Ideta, Dr. Walter Kahumoku, III, Dr. Sylvia Hussey

Master's of Education – Curriculum Studies

University of Hawai'i at Mānoa

August 2009

Honolulu, HI

Post-Baccalaureate Certificate in Secondary Education

University of Hawai'i at Mānoa

May 2002

Honolulu, HI

Bachelor's in Business Administration – Accounting

University of Hawai'i at Mānoa

August 2001

Honolulu, HI

Associate of Arts – Liberal Arts

Leeward Community College

May 1999

Pearl City, Hawai'i

NATIONAL BOARD CERTIFICATION

- Certificate Number – 01179938
- Certified in Career and Technical Education/Early Adolescence Through Young Adulthood
- Issued 11/21/2008 – Expires 11/21/2028

HAWAI'I STATE TEACHING LICENSE

- License Number YYA149
 - Certified in CTE-Business 7-12
 - Effective 07/02/2002 – Expires 06/2021
-

Research Interests and Experience

Studies to improve the educational opportunities and outcomes for Native Hawaiian students

Doctoral Research

2014-Present

Department of Educational Foundations, College of Education, University of Hawai'i at Mānoa

- Conducted qualitative research to gather data for a consultancy project for a non-profit community organization and to determine the impact of consultancy projects on the Educational Doctorate program's students and community partners

Conference Presentations

"Grow Your Own' Education Pathway: Encouraging Students to Become Teachers," Native American Student Advocacy Institute (NASAI), Tulsa, OK, June 2019

"The West O'ahu Education Pathway: Growing Our Own Teachers," National Indian Education Association (NIEA) Convention, Hartford, CT, October 2018

"West O'ahu Education Pathway: Growing Our Own Teachers," National Indian Education Association (NIEA) Convention, Orlando, FL, October 2017

"Transformative Learning and Leading: Exploring Practice Architectures in the Development of Social Justice-Driven Practitioner Scholars," American Educational Research Association (AERA) Annual Meeting, San Antonio, TX, April 2017

"Wahine Hawai'i: Weaving Intelligence, Kū'e-ness, and Grit to Get a Doctorate," Native Hawaiian Education Association (NHEA) Convention, Kāne'ōhe, HI, March 2017

"Practice Theory as a Framework of Transformation: Exploring the Impact of Group Consultancy Projects," Carnegie Project on the Educational Doctorate (CPED) Convening, Portland, OR, June 2016

Teaching and Professional Experience

INSTRUCTIONAL/ACADEMIC COACH

7/2020 to present; 07/2014 to 06/2017

Wai'anae High School

Wai'anae, Hawai'i

Key Contributions and Accomplishments:

- Coordinated the development and continuous improvement of curriculum with all teachers in the 11th and 12th grade at Wai'anae High School to meet state and industry standards; facilitate the development of engaging lessons
- Created and facilitated implementation of professional development plan for teachers
- Provided instructional support for teachers; observe, plan and reflect with teachers on classroom practice and lesson delivery; identify research-based instructional practices teachers can implement to increase student learning
- Served on various teams and committees in an effort to facilitate school improvement

Assistant Specialist (Pueo Education Pipeline Pathway Program Coordinator)

University of Hawai'i – West O'ahu

07/2017 to 7/2020, Kapolei, Hawai'i

Key Contributions and Accomplishments:

- Crafting, implementing, and evaluating a variety of programs, approaches, strategies and initiatives to meet educational goals, levels of student development, and the social, emotional, and cultural needs of individual students
- Developing, implementing and evaluating innovative ways of advising and consultation with students
- Collecting, analyzing, and reporting on data on students evaluate the impact of project programs and services on student success and student learning
- Regularly monitoring students to ensure that they are making satisfactory academic progress
- Working with campus community, external constituencies, community groups, and other institutions of higher education to promote grant activities and leverage support for ongoing grant activities

GED TEACHER

07/2018 to Present

Waipahu Community School for Adults

Wai'anae, Hawai'i

Key Contributions and Accomplishments:

- Instructed adult learners pursuing a high school diploma in the Competency Based high school diploma program
- Developed lessons and instructional materials that helped students to learn skills necessary for post-secondary and career success

PALS Program Tutor

07/2015 to 06/2017

Wai'anae High School

Wai'anae, Hawai'i

Key Contributions and Accomplishments:

- Developed place-based projects to engage students in after-school literacy program
- Implemented culture-based educational strategies to enhance student learning experiences

SECONDARY TEACHER

07/2002 to 06/2014

Wai'anae High School

Wai'anae, Hawai'i

Key Contributions and Accomplishments:

- Led the STAR protocol process to reflect on instructional practices and develop lessons that meet standards of powerful teaching and learning; lead others in the observation of classes, reflection, and lesson development as part of the process
- Led the Data Team Process with academy members to identify student needs and implement effective instructional strategies that address those needs
- Coordinated Senior Projects for all students at Wai'anae High School; monitor students; provide individualized instruction; plan and organize for student presentations
- Served on various teams and committees in an effort to facilitate school improvement

LECTURER

08/2008 to 05/2017

Leeward Community College

Pearl City, Hawai'i

Key Contributions and Accomplishments:

- Provided instruction as needed for courses based on student demand
- Taught business courses in-person, online, and in hybrid format for students pursuing various degrees and certificates
- Developed lessons and instructional materials that met the standards of the Business Technology department
- Received exceptional student evaluations and peer reviews for each class taught

CBASE TEACHER

01/2006 to 05/2009

Waipahu Community School for Adults

Wai'anae, Hawai'i

Key Contributions and Accomplishments:

- Instructed adult learners pursuing a high school diploma in the Competency Based high school diploma program
- Developed lessons and instructional materials that helped students to learn skills necessary for post-secondary and career success

Leadership Experience

- Pueo Scholars Project Director
 - Instruction Leadership Team Member
 - Coaching Team Lead
 - Academy Chairperson
-

Professional Development

- | | | |
|---|--|-------------------------|
| • Place-Based/Project-Based Learning | PALS/PLACES | Fall 2015-Spring 2017 |
| • On-Site School Review Process | School Synergy | Summer 2014 |
| • Charlotte Danielson – Train the Trainer | | Spring 2013 |
| • Student Engagement | Safe and Civil Schools | Fall 2012 |
| • Common Core State Standards | Kamehameha Schools | Summer 2012 |
| • Candidate Support Provider | National Board for Professional Teaching | Summer 2012 |
| • The Write Tools | The Write Tools, LLC | Summer and Fall 2012 |
| • Instructional Leadership Teams | Targeted Leadership | Fall 2011 – Spring 2015 |
| • Data Teams | Leadership and Learning Center | Fall 2011 – Spring 2015 |
| • Formative Assessment | Assessment Training Institute | Fall 2011 – Spring 2012 |
| • Powerful Teaching and Learning | The BERG Group | Fall 2008 – Spring 2011 |
-

Honors and Awards

- National Board Certification, National Board for Professional Teaching Standards, November 2008
- Outstanding Educator, Oceanic Time Warner Cable, 2007-2008
- Recipient, Fish Scholarship, UH-Manoa College of Business, 2000-2001
- AA Valedictorian, Leeward Community College, Spring 1999

Genevieve L. Aken

92-664 Nohona Street ■ Kapolei, HI 96707 ■ (808) 551-0683 ■ laken@hoomahua.org

Dedicated Native Hawaiian educator committed to strengthening the total well-being of people and communities.

Teaching Experience

Career and Technical Education Coordinator

Waianae High School

08/1999 to Present

Waianae, Hawaii

Key Contributions and Accomplishments:

- Provides technical assistance to teachers in developing and implementing plans for the CTE program area, in congruence with Federal, State and school Academic and Financial plan reform initiatives including the development and implementation of CTE planning and accountability documents.
- Assists teachers in data collection initiatives that will be used to drive State and Federal CTE school reform efforts. Assists in analyzing and reporting student data.
- Oversees, assists in administering and accounting for CTE funds (State and Federal).
- Provides support to teachers for efforts that lead students to develop an educational plan leading to the completion of career pathway program(s) of study.
- Provides technical assistance to teachers to implement and evaluate standards-based curriculum, instruction, and assessments to support CTE reform efforts that support State and Federal initiatives.
- Participates in the monitoring process to identify outstanding practices and areas of need.

Program Specialist

University of Hawaii – West O’ahu

07/2017 to 06/2019

Kapolei, Hawaii

Key Contributions and Accomplishments:

- Crafting, implementing, and evaluating a variety of programs, approaches, strategies and initiatives to meet educational goals, levels of student development, and the social, emotional, and cultural needs of individual students
- Developing, implementing and evaluating innovative ways of advising and consultation with students
- Collecting, analyzing, and reporting on data on students evaluate the impact of project programs and services on student success and student learning
- Regularly monitoring students to ensure that they are making satisfactory academic progress
- Working with campus community, external constituencies, community groups, and other institutions of higher education to promote grant activities and leverage support for ongoing grant activities

SECONDARY TEACHER

Waianae High School

08/1993 to Present

Waianae, Hawaii

Key Contributions and Accomplishments:

- Taught general education students as well as individuals with learning challenges and special needs in a mainstreamed, inclusive setting.
- Lead the Data Team Process with academy and department members to identify student needs and implement effective instructional strategies that address those needs
- Develop Personal Transition Plan tasks for students to fulfill graduation requirement
- Serve on various teams and committees in an effort to facilitate school improvement

PALS TUTOR

Waianae High School

07/2015 to Present

Waianae, Hawaii

Key Contributions and Accomplishments:

- Develop plans for creating and nurturing a caring community and maintain a strong supportive relationship with each PALS student
- Plan and implement a place-based project for the group
- Work with Site Coordinator to problem-solve

Leadership Experience

- Academic Coaching Team Member
 - Academy Chairperson
 - Career and Technical Education Coordinator
 - Committee Chairperson
 - Department Chairperson
 - Instruction Leadership Team Member
-

Education & Credentials

UNIVERSITY OF HAWAII – MANOA

- Educational Doctorate – Educational Foundations
- Master’s of Education – Curriculum Studies

Honolulu, Hawaii

May 2018

August 2009

UNIVERSITY OF HAWAII - HILO

- Teaching Certification in Secondary Education
- Bachelor’s of Science – General Agriculture

May 1993

August 1991

NATIONAL BOARD CERTIFICATION

- Certificate Number – 01206143
- Certified in Career and Technical Education/Early Adolescence Through Young Adulthood
- Issued 11/20/2009 – Expires 11/20/2019
- Renewed 11/2019 – Expires 11/2029

HAWAII STATE TEACHING LICENSE

- License Number 60696
 - Advanced License in CTE-Natural Resources 6-12
 - Effective 07/01/2016 – Expires 06/30/2031
-

Professional Development

- | | | |
|----------------------------------|--|--------------------------------|
| • CTE Coordinator Training | HIDOE | <i>Ongoing since Fall 1999</i> |
| • Act 24 Training | HIDOE | <i>Fall 2016</i> |
| • Student Engagement | Safe and Civil Schools | <i>Fall 2012</i> |
| • Common Core State Standards | Kamehameha Schools | <i>Summer 2012</i> |
| • Candidate Support Provider | National Board for Professional Teaching | <i>Summer 2012</i> |
| • The Write Tools | The Write Tools, LLC | <i>Summer and Fall 2012</i> |
| • Instructional Leadership Teams | Targeted Leadership | <i>Ongoing since Fall 2011</i> |
| • Data Teams | Leadership and Learning Center | <i>Ongoing since Fall 2011</i> |
| • Formative Assessment | Assessment Training Institute | <i>Fall 2011 – Spring 2012</i> |
| • Powerful Teaching and Learning | The BERG Group | <i>Fall 2008 – Spring 2011</i> |
-

Honors and Awards

- National Board Certification, National Board for Professional Teaching Standards, November 2009
 - Outstanding Educator, Oceanic Time Warner Cable, 2006-2007
-

References

- | | | |
|---|---------------------|----------------|
| Niralyn Okuna, ASA
89-778 Haleakala Avenue
Waianae, Hawaii 96792 | Waianae Complex | (808) 307-8693 |
| Camille Hampton, Curriculum Support
85-251 Farrington Highway
Waianae, Hawaii 96792 | Waianae High School | (808) 780-7852 |
| Michael Kurose, Administrator | Waianae High School | (808) 697-9400 |

85-251 Farrington Highway
Waianae, Hawaii 96792

Curriculum Vitae

Shannon Nohealani Bucasas

1616 Liholiho St. #1004, Honolulu, HI. 96822

Ph: (808) 753-3165 E-mail: sbucasas@gmail.com

ACADEMIC QUALIFICATIONS

Master of Education in Teaching (Spring 2007)

University of Hawai'i at Mānoa, Hawai'i

Major: Secondary Education Specialization: Hawaiian Studies

Bachelor of Arts (Spring 2005)

University of Hawai'i at Mānoa, Hawai'i

Major: Hawaiian Studies

Associate in Arts (Spring 2003)

Kapi'olani Community College, Hawai'i

High School Diploma (1999)

Waimea High School, Hawai'i

PROFESSIONAL POSITIONS

Secondary Education Teacher (July 2007 - Present)

Wai'anae High School, Hawai'i

9th grade U.S. History teacher from July 2007 - October 2013. Natural Resource teacher in Hawaiian Studies from October 2013 - present. The Hawaiian Studies major prepares students for post secondary college and career opportunities in the Hawaiian Studies field with an emphasis on conservation, archaeology, civic engagement, and leadership

PLACES Hawai'i Afterschool Tutor (Mar 2018 - Present)

Wai'anae High School, Hawai'i

Afterschool Tutor for PLACES Hawai'i. Established community partnerships and worked with community partners to implement place-based learning for high school students. Through this program students gained important hands-on learning experiences that helped to grow skills in community stewardship, speaking and listening, and leadership and advocacy.

Mālama Learning Center Field School Teacher (June 2018 - Present)

Wai'anae High School, Hawai'i

Summer School Teacher for Science Elective Course. Developed and implemented science curriculum with emphasis on culture and place based learning. Included class lectures and field days which allowed students to engage in hands-on learning opportunities exposing

them to both Western and Hawaiian cultural best practices in Environmental Resource Management.

Wai'anae 'Āina Education Professional Development Program Mentor Teacher (January 2021 - Present)

Mālama Learning Center, Hawai'i

Mentor Teacher for teacher cohort. Duties include mentoring teachers in the development of interdisciplinary lessons focused on important cultural and learning sites in Wai'anae and providing feedback on place-based learning curriculum. Developed curriculum will be added to a repository that can be implemented in Hawai'i classrooms. This program is grant funded by Kamehameha Schools.

Teachers Aid (July 3, 2006 – July 14, 2006)

Nā Pua No'eau, Hawai'i

Teachers Aid for Na Pua No'eau summer program. Aided teacher in developing a science focused curriculum centered on Hawaiian fishponds. Supervised and aided 10th grade Hawaiian students in daily activities such as transecting, water quality testing, seaweed eradication, fish and seaweed classifications, fishpond restoration, and language and cultural revitalization.

Math Camp Teacher (December 2005 – January 2006)

Nānāikapono Elementary, Hawai'i

5th grade teacher at Nānāikapono Elementary winter break math camp; planned and executed lessons centered around 5th grade geometry curriculum; aided individual students in areas of difficulty; prepared progress reports for each student; created a fun learning environment for students.

Volunteer Tutor (September, 2004 – May, 2005)

Ma'ema'e Elementary School, Hawai'i

E Heluhelu I Nā Pōki'i Program

E Heluhelu i Nā Pōki'i is a reading program designed by Kua'ana Native Hawaiian Student Development Services. The focus of the program is to service Native Hawaiian children in the area of reading. Tutored individual students (1 – 2 grades) with reading difficulties; aided individual students with their reading difficulties; constructed lesson plans for students; administered running reading records on individual students and calculated results.

After School Program Leader (September 2000 – Spring 2001)

Ma'ema'e Elementary School, Hawai'i

Supervised kindergarten group at an after school program; prepared and implemented lesson plans which included, reading workshops, arts and crafts, outdoor activities, and character development activities; assisted with homework assignments; and tutoring.

PROFESSIONAL ACTIVITIES

Participant (2019)

TASK STEM Workshop

Anchorage, Alaska

None, Alaska

Presenter (2019)

Place-Based Learning Conference

Flint, Michigan

Presenter (2019)

Schools of the Future Conference

Honolulu, Hawai'i

Presenter (2018)

Na Hopena A'o Summit

Kāne'ohe, Hawai'i

Participant (2017)

Native Hawaiian Education Summit

Kāne'ohe, Hawai'i

Presenter (2007)

Wai'anae Coast Comprehensive Health Center Presentation on Native Hawaiian Education

Wai'anae, Hawai'i

Presenter (2006)

Ku'i Ka Lono: 2006 Conference on Hawaiian Indigenous Education, Research, and Well-being,

Honolulu, Hawai'i

Presenter (2006)

Ngā Pae o te Māramatanga Conference, Wellington, New Zealand

Participant (2006)

Nā Lau Lama Native Hawaiian "Best Practices" Conference, Honolulu, Hawai'i

Participant (2005)

Council for Native Hawaiian Advancements Conference, Honolulu, Hawai'i

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

Association of Teacher Educators

ACADEMIC AND PROFESSIONAL AWARDS

Spectrum Oceanic Cable Teacher Of The Year (2017-2018)

Honolulu, Hawai'i

Department of Hawaiian Home Lands Merit Award Scholarship (2007)

University of Hawai'i, Hawai'i

Hawai'i Community Foundation (2006, 2007)

University of Hawai'i, Hawai'i

Native Hawaiian Leadership Program Scholarship (2006)

University of Hawai'i, Hawai'i

Department of Hawaiian Home Lands Scholarship (2003-2006, 2007)

University of Hawai'i, Hawai'i

Kua'ana Native Hawaiian Tuition Waiver (2004-2006, 2007)

University of Hawai'i, Hawai'i

Kamehameha Schools Scholarship (2001, 2005, 2006, 2007)

University of Hawai'i, Hawai'i

Adopt an Ahupua'a Volunteer Award (2000)

Kapi'olani Community College, Hawai'i

PROFESSIONAL REFERENCES

Disa Hauge

Hawai'i Department of Education

Wai'anae High School

Principal

85-251 Farrington Hwy

Waianae, HI 96792

Ph: (808) 697-9400

Michael Kurose

Hawai'i Department of Education
Wai'anae High School
Vice Principal
85-251 Farrington Hwy
Waianae, HI 96792
Ph: (808) 697-9400

Kay Fukuda

University of Hawai'i - Mānoa
PALS/PLACES Project Director
2600 Campus Rd., QLCSS 413
Honolulu, HI 96822
(808) 561-0427