

**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:   
Institute for Native Pacific Education and Culture                      INPEACE

Amount of State Funds Requested: \$ 287,590

Brief Description of Request (Please attach word document to back of page if extra space is needed):  
This request seeks to increase our capacity to host the The Story of Kapa pop-up exhibit in various communities throughout the State. This exhibit seeks to address the achievement gap for Native Hawaiian-Pacific Islanders and ethnic minorities in Hawai'i, through increased access to out-of-school learning opportunities.

Amount of Other Funds Available:	Total amount of State Grants Received in the Past 5 Fiscal Years:
State:             \$ <u>n/a</u>	\$ <u>1,281.07</u>
Federal:         \$ <u>n/a</u>	Unrestricted Assets:
County:          \$ <u>n/a</u>	\$ <u>420,000</u>
Private/Other: \$ <u>n/a</u>	

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

Type of Business Entity:	Mailing Address:
<input checked="" type="checkbox"/> 501(C)(3) Non Profit Corporation	91-1010 Shangrila St., Suite 306
<input type="checkbox"/> Other Non Profit	City:                                      State:                      Zip:
<input type="checkbox"/> Other	Kapolei                                      HI                                      96707

Contact Person for Matters Involving this Application	
Name: Sheri Magno	Title: Director of Development
Email: sherim@inpeace.org	Phone: (808) 693-7222

Federal Tax ID#: 	State Tax ID#: 
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 _____	Maile Keli'ipio-Acoba, Chief Executive Officer	January 19, 2022
Authorized Signature	Name and Title	Date Signed

## Application Submittal Checklist

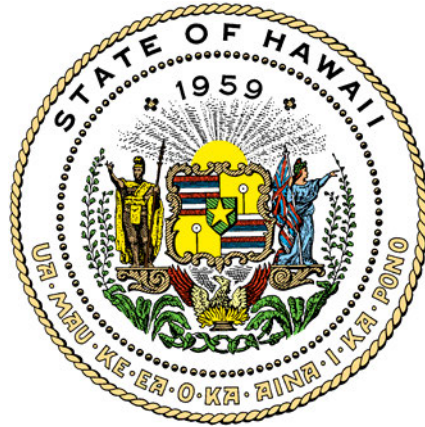
*The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.*

- 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

MAILE KELI'IPIO-ACOBA – CHIEF EXECUTIVE OFFICER  
PRINT NAME AND TITLE

JANUARY 19, 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

INSTITUTE FOR NATIVE PACIFIC EDUCATION AND CULTURE

was incorporated under the laws of Hawaii on 09/20/1994 ; 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 19, 2022

Director of Commerce and Consumer Affairs



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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

Institute for Native Pacific Education and Culture (INPEACE)  
(Typed Name of Individual or Organization)

  
(Signature)

January 19, 2022  
(Date)

Maile Keli'ipio-Acoba  
(Typed Name)

Chief Executive Officer  
(Title)

## I. CERTIFICATION

### Certificate of Good Standing

Please see Attachment

### Declaration Statement

Please see Attachment

### Public Purpose

If this application is approved and this project is funded, The Institute for Native Pacific Education and Culture certifies the funds awarded will be used for the public purpose to address the achievement gap for Native Hawaiian/Pacific Islanders and ethnic minorities in Hawai'i, through increased access to out-of-school learning opportunities. This public purpose meets the requirements of [Section 42F-102, Hawai'i Revised Statutes](#).

## II. BACKGROUND and SUMMARY

### Background Description

The Institute for Native Pacific Education and Culture (INPEACE) has provided educational programs to Native Hawaiian communities for over 25 years. Governed by an 11-member Board of Directors who are representative of the communities and demographics we serve, we have programs in West O'ahu, Hawai'i Island, Moloka'i and Kaua'i. With approximately 80 year-around staff, we nurture the growth and development of children through family-focused models and empowering community members to become educators and active leaders in their own communities because they understand, live, and are invested in the community's future.

INPEACE's Early Childhood Education programs utilize a multigenerational approach that intentionally focuses on parent skill-building to support and create learning environments where children can thrive, and families can learn and grow together. By fostering the talents and abilities of children and adults together, INPEACE supports educational well-being that moves beyond classroom walls and into the home, where families can continue to build upon their child's learning.

INPEACE's focus on Educational Equity and Teacher Development acknowledges the cultural background, community intelligence, positive role models, and the strength of shared perspectives that shapes the lives of children, incorporating them into learning approaches that make academics relevant. Centered around the understanding that students engage and learn more quickly if a topic is relevant and fun, INPEACE works to effectively translate Hawaiian cultural concepts into hands-on, interactive experiences that captivate, excite, and connect children to who they are and where they come from.

All this experience as well as our core philosophies make INPEACE particularly well-suited to deliver culturally relevant, engaging, and wide-reaching educational content to young students, their families, and the general public. Each year, INPEACE:

- Provides services to over 5,500 children, parents, and community members.
- Administer a budget of over \$5.5million.
- Receive almost 100,000 volunteer hours from partners and community members.

### Project History

In 2019, INPEACE embarked on an effort to pursue a Hawaiian-focused approach to a “science center” concept here in Hawai‘i that culls out the science embedded in Native Hawaiian cultural practices. This project was initiated to:

- 1) Address the continued educational deficiencies and significant achievement gaps for Native Hawaiians resulting in low academic achievement rates in science and math, particularly in rural communities across the state.
- 2) Create a venue that highlights the ancestral brilliance of our kupuna, building a bridge between modern day learning and long existing Native Hawaiian practices, to spark an interest and engage learners in informal STEM activities, and assist youth in drawing connections and correlations to science through a framework of cultural topics that are familiar.
- 3) Increase a sense of pride and self-identity in Hawai‘i’s youth, empowering their confidence to succeed in today’s world, both academically and professionally.
- 4) Increase awareness and appreciation, for all who live in and visit these islands, to see beyond the superficial shell of “tourism” culture and see the value and richness of Hawai‘i’s cultural practices, knowledge, approaches, strategies, and techniques developed hundreds of years prior to Western contact.

With a community advisory committee and a commissioned feasibility study to support the concept as viable, the Kaulele Program proceeded to create a museum-grade exhibit based on cultural practices that sustained our kupuna for hundreds of years and designed to educate the community about the Hawaiian culture, history, and its people. The committee decided against a bricks-and-mortar facility and determined that exhibitions would be built to travel and made available in various communities across the State, to increase access to those individuals and families who might not otherwise have the capacity to travel to such a facility, typically in urban Honolulu.

A National Science Foundation grant enabled the development of the first exhibit focused on Kapa making in Hawai‘i. Completed in October 2021, the exhibit was launched in December 2021 and is currently engaged in a community research and evaluation process in partnership with Kamehameha Schools. The team continues to refine exhibit features based on community feedback to ensure maximum learning and benefit to visitors.

This request seeks to increase our capacity to host *The Story of Kapa* pop-up exhibits in various communities throughout the State. Additionally, Kaulele is currently engaged in the design and development of a second exhibit, focused on the Kaulana Mahina (Hawaiian moon calendar), and intends to have that exhibit ready for a traveling pop-up rotation in 2023.

### **Goals and Objectives**

Goal: Increase access and engagement with informal STEM learning resources, particularly in rural and neighbor island areas, that focus on Hawaiian cultural practices as a medium to introduce and expose youth to STEM topics that are culturally relevant and connect their own cultural identities to the world around them.

Objective 1:	Expand exhibit reach and access to neighbor island residents, through the procurement of shipping crates that allow for interisland transport of the current Kapa exhibit.
Objective 2:	Increase youth engagement in the exploration of culture-based STEM concepts, by engaging 1,200 Hawai'i residents, consisting of youth and their families, with culture-based exhibits, in three (3) rural O'ahu communities and one (1) in Hilo.
Objective 3:	Increase opportunities for expanded engagement of youth visitors through the development of an interactive website that provides expanded information, community resources, and additional activities that can be done at home.

**Public Purpose and Need to be Served**

This Kaulele request addresses two primary public purposes:

- Primarily, it seeks to address the achievement gap for Native Hawaiian/Pacific Islanders and ethnic minorities in Hawai'i, through increased access to out-of-school learning opportunities. This aligns with the commitment of the Hawai'i public school system's 2017-2020 Strategic Plan to **“achieve equity and excellence, so that all students can successfully discover and embark upon their chosen path in life.”**
- It also aligns with the Hawai'i State Foundation on Culture and the Arts mission **“To promote, perpetuate and preserve culture and the arts in Hawai'i.”**

Despite a history of intellectual prowess, cultural excellence, and strength dating back over 500 years before Western contact in 1778, current data shows a dismal achievement gap between Native Hawaiian students compared with others. Historic and structural inequities have caused distressed educational engagement and low educational outcomes, more so in rural O'ahu and neighbor island communities where access to informal learning opportunities and advanced learning resources is limited. This ongoing disconnect between the current education system and Native Hawaiian/Pacific Islander (NHPI) world views has resulted in Native Hawaiians having the second lowest proficiency achievement rates in science and math, second only to Pacific Islanders, including Tongans, Samoans and Micronesians, residing in Hawai'i. Native Hawaiian high school students in rural O'ahu and neighbor island communities scoring as low as 11% in science and 7% in math, lagging behind the state average (HIDOE Strive HI Reports, 2016).

Native Hawaiians are also underrepresented in the STEM fields, academically and professionally. Scholar Joshua Ka'akua notes that “Native Hawaiian undergraduate and graduate student enrollments in each of the STEM colleges at the University of Hawai'i are well below parity with the State population (23.1%): 13.2% in Tropical Agriculture, 11.9% in Engineering, 8.8% in Natural Sciences, 6.5% in Medicine, and 4.4% in Ocean and Earth Sciences.” Ka'akua also notes “the combined working population of Native Hawaiians, Pacific Islanders, and ‘Other Race’ (grouped by U.S. Census due to small sample size) represents 4.6% of the total U.S. workforce, but only 1.4% of STEM occupations. This makes Native Hawaiians and Pacific Islanders the most underrepresented ethnic group in the nation in STEM employment.”

The issue of Native Hawaiian exposure, interest and engagement in STEM remains central to discussions among stakeholders seeking to provide pathways to advanced STEM learning and Native Hawaiian employment in STEM fields, projected to continue to grow substantially.

Developing Native Hawaiian trust in scientific fields requires building connections that bridge the values and concepts of *'ike kūpuna* (traditional knowledge) with scientific knowledge systems and contemporary technology. Native Hawaiian research centers found that the key to developing and maintaining Native Hawaiian interest in science learning is to normalize STEM learning as an inherently cultural practice and demonstrate science as a strength of indigenous cultures.

### **Target Population to be Served**

*Kaulele* exhibits are designed for delivery to public audiences of all ages, with a strategic focus on Native Hawaiian, Pacific Islander and ethnic minority youth, ages 7 through 14 and their families. The exhibit features informal learning experiences that engage learners with various learning styles and abilities, with informational content and hands-on exploration activities that compliment or work independently of each other.

### **Geographic Coverage**

Developed to address the need for equitable access of informal learning resources for rural communities, this project seeks to move the exhibit around to three (3) rural locations on the island of O'ahu. These locations include West O'ahu, North Shore, and Waimanalo areas. These rural communities have higher populations of Native Hawaiians/Pacific Islanders and have limited access to informal learning resources such as museums within their community, which requires travel that is often prohibitive for youth and families with limited resources.

Upon the procurement of travel cases that allow for the transport of exhibit panels, equipment, and materials, we seek to host an exhibit in the Hilo area, allowing us to capture populations in the larger region of East Hawai'i Island.

## **III. SERVICE SUMMARY and OUTCOMES**

### **Scope of Work, Tasks, Responsibilities, Timelines, and Measurables**

*Kaulele*, a Hawaiian Indigenous STEM Experience, is a program of the Institute for Native Pacific Education and Culture (INPEACE) that seeks to increase knowledge and appreciation of Hawaiian cultural practices by showcasing the ancestral brilliance of our past and making relevant connections to the sciences of today.

Grounded in Hawaiian *mo'olelo* of Māui harnessing the sun, *The Story of Kapa* is a museum-grade pop-up traveling exhibit, targeted toward youth ages 7-14 and their families. It utilizes a self-directed exploration strategy and consists of informational panels that navigate the visitor's way through a narrative depiction of kapa making from the introduction of the *wauke* plant, through the processing of the fibers, and finally the making of organic dyes to decorate the cloth. Each of the five (5) interactive learning stations that make up the Kapa Exhibit is equipped with multiple hands-on activity that allows visitors to engage in simulated learning that explores the various layers of the *wauke* plant, examines the plants fibers under a microscope, explores the biology of fermentation, utilizes actual native tools to replicate the pounding of the fibers, and engages in the stamping of authentic designs and patterns for decorating. The exhibit stimulates analytical thinking and shifts the perception about science to a topic that is accessible, easily grasped, and relevant to our everyday lives.



Objective 1: Expand exhibit reach and access to neighbor island residents, through the procurement of shipping crates that allow for interisland transport of the current Kapa exhibit. This project is requesting support to expand the capacity of the exhibit to travel to and serve neighbor island communities. Currently in the process of seeking fabricators and securing cost estimates, the project is seeking funds to procure the build-out and delivery of carrying cases/shipping crates, such as Pelican cases, to contain and transport ten (10) large 8'x4' panels and their standing mechanisms, that make up the informational stations. We will also retrofit shipping cases for exhibit tables and smaller equipment and materials needed for each activity station.

Measurables:

- 10 large shipping containers constructed and delivered, that are sufficient to house and transport exhibit panels via an interisland carrier.
- 5 large shipping containers constructed and delivered, for the transport of exhibit activity tables.
- Sufficient number of carrying cases, constructed, and delivered, for the transport of activity equipment and materials.

Objective 2: Increase youth engagement in the exploration of culture-based STEM concepts, by engaging 1,200 Hawai'i residents, consisting of youth and their families, with culture-based exhibits, in three (3) rural O'ahu communities and one (1) in Hilo.

This project proposes to host a total of four (4) indigenous STEM exhibits of The Story of Kapa Making in Hawai'i:

- Three 1- to 3- week exhibits in rural O'ahu communities, consisting of the Leeward Coast, North Shore, and Waimanalo areas.
- One 2- to 4-week exhibit in Hilo.

We are currently engaged with Kamehameha Schools, the Hawai'i Department of Education, and community-based facilities to secure commitments for community spaces and times for each exhibit.

Measurables:

- 3 of exhibits hosted on O'ahu
- 1 of exhibits hosted on neighbor islands
- 25 days of public exhibits provided
- Total 1,200 of exhibit visitors
  - 1,00 youth visitors
  - 200 adult visitors
  - 1,200 Hawai'i residents
  - # of Hawai'i visitors (data collection)

Objective 3: Increase opportunities for expanded engagement of youth visitors through the development of an interactive website that provides expanded information, community resources, and additional activities that can be done at home.

The project team continues to develop learning objectives and take-home activities to supplement the learning for visitors. The project seeks to digitize this curriculum onto a website that can be accessed by the visitor via the utilization of QR codes. At each of the learning stations, a QR code will be available for the visitor to scan. Upon accessing the site, they will find expanded information, links to resource materials, listings and links for community events

that allow for additional interaction with the topic, and a regular source of updated activities for families to engage in together that further promote their observation, analysis, and learning.

Measurables:

- 1 dedicated website for *The Story of Kapa* exhibit
- 10 QR code stations developed
- 10 take home activities accessible via site
  - # of QR codes uploaded (data collection)
    - Broken down by exhibit station
  - # of times QR code accessed (data collection)

Kapa Making Exhibit Tasks:	*Staff Kuleana	From Month	To Month
Convene project team, finalize project plan	PM	Mon1	Mon1
Enhancement of materials and capacity			
Procure fabricator for the design and build-out of shipping cases	PM	Mon 1	Mon 2
Order fabrication and delivery of exhibit shipping cases	PM	Mon 2	Mon 7
Engage web design contractor for development of Kaulele website as it pertains to the expanded information and activities	PI/Co-PI	Mon 1	Mon 1
Design and digitization of learning materials, resources, and activities	PM	Mon 1	Mon 4
Completion and launch of web development and resources	PM	Mon 5	Mon 5
Hosting of Traveling Pop-up Exhibits			
Secure commitment/reservations for sites and exhibit dates	PM/CS	Mon 1	Mon 3
Confirm site and transportation logistics	PM/CS	Mon 1	Mon 6
Engage communications and media team in preparing and launching outreach and publications	Co-PI	Mon 2	Mon 8
Secure volunteer base	PM/CS	Mon 2	Mon11
Exhibit Launch #1: O‘ahu	PM	Mon 3	Mon 4
Refine exhibits based on visitor evaluation and feedback	PM	Mon 4	Mon 5
Exhibit Launch #2: O‘ahu	PM	Mon 6	Mon 7
Refine exhibits based on visitor evaluation and feedback	PM	Mon 7	Mon 7
Exhibit Launch #3: O‘ahu	PM	Mon 8	Mon 9
Refine exhibits based on visitor evaluation and feedback	PM	Mon 9	Mon 9
Coordinate shipping and logistics to neighbor island	PS	Mon 6	Mon10
Exhibit Launch #4: Hilo	PS	Mon11	Mon 12
Compile annual reflections and year-end report	MP	Mon 12	Mon 13

\*Co-PI= Co-Principal Investigator; PM= Project Manager; PS= Project Specialist

**Quality Assurance and Evaluation**

Fortunately, the travelling exhibit on Kapa is currently undergoing beta-testing and evaluation. The findings from the evaluation continue to inform the Kapa exhibit and will provide continued guidance for all future exhibits developed by Kaulele. The evaluation process, conducted in partnership with Kamehameha Schools Research & Evaluation Department, is testing the project concepts and prototypes with students, educators, and the general public and collecting feedback through a variety of methods, including surveys, as well as pre- and post-testing evaluation forms. General observation techniques are also being utilized to evaluate how students interact with the exhibit. We will also utilize our network of partners, experts, and scholars to provide feedback and evaluate the impact of the project. Their background and experience will be vital, as their guidance and recommendations will help to determine any adjustments needed to the exhibit.

Although much of the intensive research and evaluation is scheduled to be completed prior the implementation of this requested proposal, the project will continue to gather broad demographic and utilization data. We will also continue to execute our evaluation and feedback tools on a small sample of visitors at each of the sites that we host. These evaluation tools seek to understand the level of interaction, the ability of the exhibit to relay cultural knowledge and science, the ability of the visitor to recognize and appreciate the science embedded within the cultural practice, and the expressed motivation of the visitor to explore the topic further beyond the visit.

The feedback will come in the form of verbal comments, as well as quantitative and qualitative evaluation forms completed by exhibit participants. The feedback forms will allow for efficient data collection and will be a key component of overall project evaluation. This iterative process will also allow us to continually refine and improve the exhibit over time. The data will also include, but will not be limited to, the number of participants and the average amount of time participants engage with the exhibit. This type of information will both provide an indication of the project's reach, as well as clues to changes that might be needed to the project activities. Upon the closing of each exhibit site, staff will gather and compile the feedback, analyze the findings, and establish tangible steps and timelines for implementing improvement measures. Each exhibit change or improvement modification will be documented, to gauge differences and improvements in survey results of future exhibits.

One of the primary outcomes goals of the Kapa exhibit was to demonstrate the intersection of culture and science, which according to the early survey results was successfully achieved during the soft launch on the Waianae Coast in December 2021.

- Over 90% of exhibit attendees who completed the survey felt they learned new things about Hawaiian culture and science –
  - the connection to kapa making and connection of Hawaiian culture and science to each other,
  - plan to and/or are interested in seeking out more information related to the exhibit, and
  - felt the exhibit had a positive impact on their understanding of science from a cultural perspective.
- A breakdown of the results by male vs female, and Native Hawaiian vs non-Hawaiian, was found to have no notable differences seen in their responses.

Part of the evaluation and project tracking process will also include regularly scheduled meetings for project personnel and key project partners. These meetings will provide opportunities for advisory committee members to provide feedback and input and will provide INPEACE with the ability to give project updates. The regularly scheduled meetings will also help with general project management and coordination.

**IV. FINANCIAL**

**Budget**

1. Source of Funds - Attached
2. Personnel Salaries and Wages - Attached
3. Equipment and Motor Vehicles - Attached
4. Capital Project Details - Attached
5. Government Contracts, Grants and Grants-In-Aid - Attached

**Quarterly Funding Request for FY 2023**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$69,552	\$73,803	\$74,723	\$69,512	\$287,590

**Other Sources of Funding for FY 2023**

A list of all other sources of funding that are being requested or have been secured is listed in the table below.

Funder	Amount Secured	Amount Requested
National Endowment for the Humanities		\$75,000
National Science Foundation	\$6,682	\$300,000
Institute of Museum and Library Services		\$100,000

**State and Federal Tax Credits**

The Institute for Native Pacific Education and Culture (INPEACE) has not received any state or federal tax credits in the last three years, nor has INPEACE applied for or anticipates applying for any. INPEACE is not requesting funding for any capital projects with this application.

**Federal, State, and County Contracts, Grants, and GIAs Received within the Prior 3 Years**

- Kaulele received Federal funds of \$49,891 in FY 2019-2020
- Kaulele received State funds of \$1,281.07 in FY 2019-2020
- Kaulele received Federal funds of \$206,196 in FY 2020-2021
- Kaulele received Federal funds of \$136,833 in FY 2021-2022

**Unrestricted Current Assets**

The Institute for Native Pacific Education and Culture’s unrestricted assets as of December 31, 2021, are \$420,000.

**V. EXPERIENCE and CAPABILITY**

**Necessary Skills and Experience**

Among our 25 years of experience providing keiki and families with culture-based education to strengthen their development, literacy skills and capacity to succeed in education, INPEACE has

partnered with Waianae Intermediate School for the past 7 years to provide Kupu Ola to students aged 12-14 years old.

Kupu Ola, which means “to bring forth or sprout life,” is INPEACE’s culture-based education (CBE) and outdoor classroom program that brings project-based cultural programming into schools. Funded for the past 7 years by the Hawaii Dept of Human Services -Office of Youth Services, Kupu Ola works with at-risk youth, families, educators, and the community to nurture identity through hands-on learning, Hawaiian language, and cultural practices that nurture their connection to land and community through ‘āina-based learning activities in alternative outdoor classroom setting. The outdoor classrooms focus on helping youth feel more connected to the land and their community through ‘āina(land)-based learning activities.

The students learn about native plants, science and biology, genealogy, and the environment through hands-on project-based activities and Hawaiian cultural practices like storytelling to weave culture and academics together for a more interactive learning experience. Through these activities, students experience success and grow their sense of self, leadership skills, and ability to engage in positive decision-making, reducing risky behaviors and increasing their active engagement in school. At the same time, Kupu Ola creates an on-campus resource for training and mentorship for interested teachers who see the benefits and want to build CBE into their curriculum.

Kupu Ola, provides a foundation and premise for experience gained that will inform and guide the development of the Kaulele travelling exhibits. First, the program provides direct access to not only students, but also parents and educators. This audience can provide valuable feedback on the effectiveness of the exhibit itself. The feedback provided by the parents and teachers will continue to help the project to better serve the target populations.

As part of the start up for the planning, design, and implementation of this the Kapa exhibit as a pilot project, not brought to fruition and actively in exhibition, research and development mode, INPEACE received funding in the past 3 years from organizations that include federal funds from The National Science Foundation and The Institute of Museum and Library Sciences. State funds have been awarded by the University of Hawai‘i Hawai‘inuiakea School of Hawaiian Knowledge; and private funds and support has been received by Kamehameha Schools, Atherton Family Foundation, Cooke Foundation, Central Pacific Bank, and the Windrose Fund.

Over the years INPEACE has been recognized as a highly respected community-based organization with the ability to leverage services and mobilize community efforts. We have earned numerous awards and recognitions as a community leader and “Best Place to Work”. Since 1994, INPEACE has successfully managed and implemented more than \$78 million dollars, undergone 20 successful audits, 2 Agency reviews, complied with all the 990 Federal Tax Reporting standards, and is currently in good standing as a low-risk auditee. We currently serve over 5,500 annually with 80 year-around staff on 4 islands across the State, and in the last 25 years, INPEACE has served tens of thousands of Hawai‘i’s families through programs focused on improving the quality of life for those impacted by poverty and other risk indicators.

## **Facilities**

This project, established as a traveling exhibit, is not in need of a permanent facility, aside from office space currently available at the INPEACE offices in Waianae and Hilo to house the 2 current staff members. The exhibit itself is designed to move throughout the community, to be set up and broken down upon entry and exit of each hosting site. It is however necessary for our team to find and secure partnerships within the community to securely set up and host each exhibit. We rely heavily on the partnerships that we have established within the community, to seek and secure the facility spaces that we need. A very important component to our ability to achieve this is the Advisory Committee, established at the beginning of this project. Our Advisory Committee includes representation from Kamehameha Schools, Lili'uokalani Trust, University of Hawai'i at Mānoa (UHM) Hawai'i inuiakea School of Hawaiian Knowledge, UHM Pacific Biosciences Research Center, UHM Center for Student Equity PALS and Places, Hawai'i Dept of Education Leeward School District, Waianae Intermediate School, Kū-a-Kanaka, and the Honolulu City & County Department of Parks and Recreation.

In the past, we have hosted exhibits at INPEACE's program office in the Kalaeloa Business Center and Pohakea Elementary School in Ewa Beach. Currently, The Story of Kapa exhibit is being hosted and is open to the public at the Kamehameha Community Learning Center in Mā'ili through the month of January ([kapajanaury.eventbrite.com](http://kapajanaury.eventbrite.com)) and is scheduled to be hosted at Waianae Intermediate School in the school's library during the month of February for all their students to visit. We continue to be in discussion with Kamehameha Schools (KSBE) regarding possibilities to host at various KSBE locations and have also discussed future events with Lili'uokalani Trust to host at some of their community locations.

## **VI. PERSONNEL: PROJECT ORGANIZATION and STAFFING**

### **Proposed Staff, Staff Qualification, Supervision and Training**

The **Principal Investigator (PI)** on this project is CEO Maile Keli'ipio-Acoba. She will be responsible to ensure the overall project objectives and outcomes are met according to the agreement; approving all reports; and to make certain that the project is effectively serving Native Hawaiian communities. Maile Keli'ipio-Acoba became the CEO of INPEACE in 2017, after serving 4 years as the VP of Programs. Maile is a Native Hawaiian with over 30 years of diverse experience in social service management and program design in Hawai'i and Washington State. Maile holds a bachelor's degree in Hawaiian Studies and a Master's in Public Administration, both from the University of Hawai'i at Mānoa. She is credited throughout her career with envisioning and coordinating community efforts to establish key resources, such as an ECE Community Learning Center, a MH/SA Triage Center, homeless transitional housing and other programs that have been recognized locally, and at the State and Federal levels.

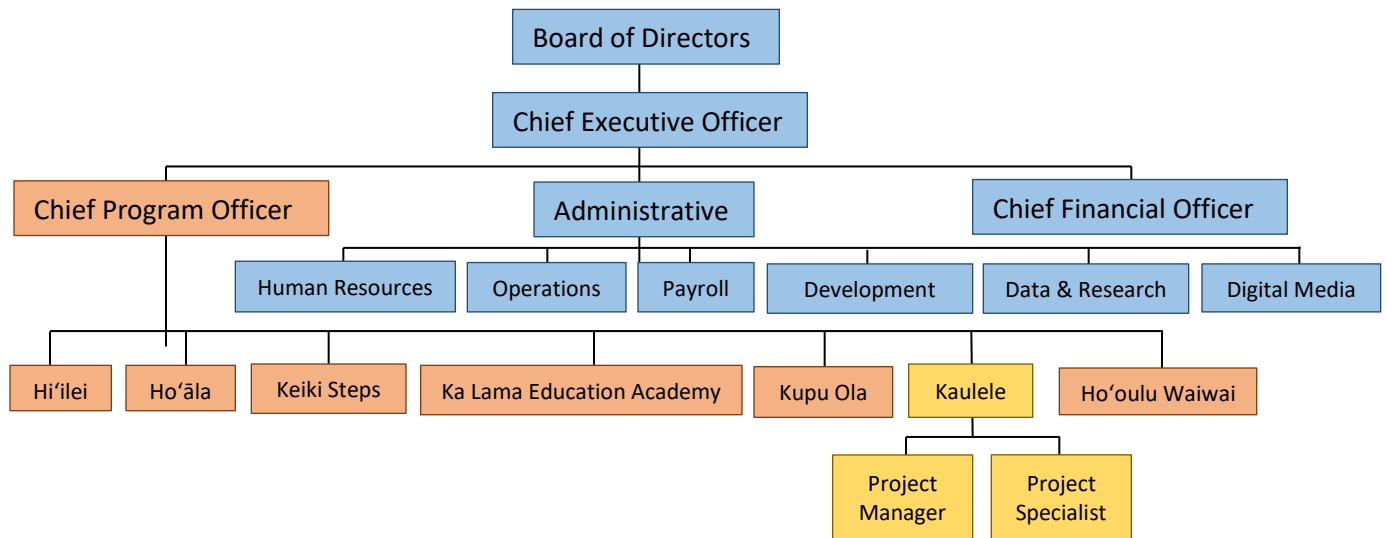
Sanoë Marfil will serve as the **co-Principal Investigator (co-PI)**. She will have joint responsibility for the regular day-to-day oversight of the project; to ensure all objectives and outcomes are met according to the agreement; finalizing all reports for submittal; and to make certain that the project is effectively reaching and engaging target communities. Sanoë is a Native-Hawaiian and has been with the organization for 12 years. Working her way up in the organization from a participating parent to a staff member in various programs, and she is now the Chief Program Officer at INPEACE. Sanoë has a bachelor's degree in Hawaiian Pacific Studies from the University of Hawai'i-West O'ahu and is currently pursuing a master's degree in Hawaiian Studies from the University of Hawai'i at Mānoa.

Alaka'i Aglipay will serve as the **Project Manager (PM)**. He will be responsible for the facilitation and execution of all project components; ensure that the Objective Work Plan is complete, up to date, and executed in a timely and professional manner. Alaka'i holds a Bachelor of Science degree in Psychology from the University of Hawai'i at Mānoa and has eight years of career and employment counseling. As a seasoned high school football and baseball coach at two very prominent private schools, Alaka'i has strong mentoring and leadership skills with youth and has developed skills in event coordination and budget management.

Kaulana Eli will serve as the **Project Specialist (PS)**. He will work alongside the PM to execute and complete the tasks necessary to accomplish all the goals and objectives on time. Kaulana brings to the project years of experience as a cultural practitioner in Hawaiian medicines, food preparation, plant cultivation, and ceremonial practices. His Paired with his experience in culture-based programming and educational service delivery to at-risk-youth in Native Hawaiian communities, he will be responsible for assisting the PM with the community logistics for the exhibits and will take the lead in hosting the Hilo exhibit, gathering information; formatting and documenting findings; and ensuring continual alignment of all exhibit materials and design elements through an authentic Hawaiian lens and framework. Kaulana is currently working toward an academic degree in Hawaiian Studies at Leeward Community College.

**Organization Chart**

The following chart illustrates our *multi-purpose organization* and the *placement of this request*.



**Compensation**

The current salaries of the top three INPEACE Executives are as follows: All Board of Directors serve as unpaid volunteers.

- Chief Executive Officer \$145,107.68
- Chief Financial Officer \$ 82,763.20
- Chief Program Officer \$ 82,763.20

## **VII. OTHER**

### **Litigation**

The Institute for Native Pacific Education and Culture does not have any pending or outstanding litigation.

### **Licensure or Accreditation**

There aren't any licensure, accreditation or special qualifications required of the Institute for Native Pacific Education and Culture relevant to this request.

### **Private Educational Institutions**

The funding received from this grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

### **Future Sustainability Plan**

During the current research and evaluation period being conducted as part of a National Science Foundation grant, the program is not requiring fees or admission to the exhibit in lieu of participation in the surveys and interviews. Instead, we are accepting donations from visitors. This will provide us the opportunity to explore the earning potential of the exhibit through donations.

As part of the primary research and evaluation process, scheduled to wrap up in compiled findings in June 2022, Kaulele staff is exploring and evaluating the development of a fee structure for visitors moving forward. Upon the expanded capacity to transport and host the exhibit on neighbor islands, and the enhanced ability to provide additional learning resources and activities via the website development sought after in this grant proposal, this will provide us with a broader foundation for a solid fee structure that seeks to balance public access for communities with less resources, with the need for long-term project sustainability. It is the intent of the Kaulele program to establish and implement a fee structure for visitors in the later part of 2022, to begin to build our sustainability moving into 2023.



## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Institute for Native Pacific Education and Culture (INPEACE)

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	127,890			
2. Payroll Taxes & Assessments	15,308			
3. Fringe Benefits	21,533			
TOTAL PERSONNEL COST	<b>164,731</b>			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	2,400			
2. Insurance	1,500			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	23,400			
5. Staff Training				
6. Supplies	1,080			
7. Telecommunication	2,700			
8. Utilities				
9. Transportation	780			
10. Lodging & Per Diem	2,569			
11. Exh bit Activities - Supplies & Materials	13,500			
12. Exh bit Fabrication Contractor	30,000			
13. Exh bit Website Component	14,000			
14. Exh bit Transporting Costs	10,400			
15. Accounting/Audit/Payroll/Legal Fees	3,160			
16. Information Technology	4,320			
17. Recruitment Efforts	4,350			
18. Printing & Publication	4,200			
19				
20				
TOTAL OTHER CURRENT EXPENSES	<b>118,359</b>			
C. EQUIPMENT PURCHASES	<b>4,500</b>			
D. MOTOR VEHICLE PURCHASES	<b>0</b>			
E. CAPITAL	<b>0</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>287,590</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	287,590	Marissa Pico (808) 693-7222		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	<i>Maile Keli'ipio-Acoba</i> 1/20/2022		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>287,590</b>	Maile Keli'ipio-Acoba, CEO Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: Institute for Native Pacific Education and Culture (INP)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Principal Investigator (PI)	1	\$152,600.00	10.00%	\$ 15,260.00
Project Manager (PM)	1	\$55,000.00	100.00%	\$ 55,000.00
Project Specialist (PS)	1	\$51,480.00	100.00%	\$ 51,480.00
Fiscal & Compliance Officer (FCO)	1	\$82,000.00	7.50%	\$ 6,150.00
				\$ -
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<b>TOTAL:</b>				<b>127,890.00</b>
<b>JUSTIFICATION/COMMENTS:</b> 1) Principal Investigator: Ensures the overall project objectives and outcomes are met; approves reports; make certain that project is effectively serving Native Hawaiian Communities. 2) Project Manager: Responsible for facilitation and execution of all project components, ensure OWP is executed in timely manner. 3) Project Specialist: Works alongside PM to execute and complete the tasks necessary to accomplish all goals and objectives on time. 4) Fiscal and Compliance Officer: Responsible for all fiscal affairs, including preparation of accurate and timely financial reports as required; monitoring of the project budget; and approval of expenditures.				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

**Applicant:** Institute for Native Pacific Educati

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Laptop for Staff	1.00	\$1,500.00	\$ 1,500.00	1500
iPads for Exhibit	5	\$600.00	\$ 3,000.00	3000
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	6		\$ 4,500.00	4,500
<b>JUSTIFICATION/COMMENTS:</b>				
1) Laptop for project staff including software (Microsoft Office, Adobe Acrobat, etc.) for project use. \$1,500 per laptop x 1 laptop = \$1,500. 2) iPads for exhibit activities: \$600 per iPad x 5 iPads.				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Institute for Native Pacific Educatio

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	0					
LAND ACQUISITION	0					
DESIGN	0					
CONSTRUCTION	0					
EQUIPMENT	0					
<b>TOTAL:</b>	<b>0</b>					
JUSTIFICATION/COMMENTS: Not Applicable						

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

**Applicant:** Institute for Native Pacific Education and Culture (INPEACE)

**Contracts Total:** 499,624

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	Indigenous Science Center Exhibit	7/1/2019 - 12/31/2019	HSHK Community Engagement	State	\$ 1,281.07
2	Indigenous Science Center Exhibit	7/1/2019 - 6/30/2021	IMLS	U.S.	\$ 99,782.00
3	Kaulele Mahina Exhibit	7/1/2021 - 6/30/2022	IMLS	U.S.	\$ 99,842.00
4	Indigenous Science Center Exhibit	8/1/2020-1/31/2023	NSF	U.S.	\$ 300,000.00
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