

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

LIGHTHOUSE PROJECT

was incorporated under the laws of Hawaii on 02/14/2017 ; 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 14, 2022

Director of Commerce and Consumer Affairs



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

The undersigned authorized representative of the applicant certifies the following:

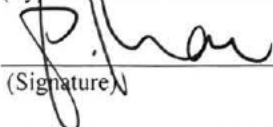
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

THE LIGHTHOUSE PROJECT

(Typed Name of Individual or Organization)



(Signature)

1/21/2022

(Date)

PAULA MacCUTCHEON

(Typed Name)

Administrative Director

(Title)

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Certification – Please attach immediately after cover page

1. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2021.

Please see attached.

2. Declaration Statement

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

As a Hawai'i-based 501(c)(3) nonprofit organization established exclusively in 2017 for charitable and educational purposes, the Lighthouse Project is in full compliance with the provisions of Sec. 42F-103, Hawaii Revised Statutes.

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

Pursuant to the public purpose requirements of Sec. 42F-102, Hawaii Revised Statutes for organizations seeking grants in aid from the State of Hawai'i, the Lighthouse Project (LHP) will provide training to 400 members of rural Maui County's workforce in basic foundation of digital literacy and problem-solving skills, provide laptops for ongoing access needs, offer measures and benchmarks to assess progress toward building a resilient Hawai'i workforce, and design and implement outreach plan to motivate and encourage our target population toward participation and completion.

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

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

The Lighthouse Project (LHP) is a Hawai‘i-based 501(c)(3) nonprofit organization established exclusively in 2015 for charitable and educational purposes and endowed with a mission to promote the economic development of Native Hawaiian and other communities by delivering educational programs; empowering at-risk communities; and providing economic and social development programming.

2. The goals and objectives related to the request;

The vision of the Hawai‘i Digital Equity Project (HDEP) is to see the digital world that we now live in accessible to all. HDEP was birthed from the needs of the communities we all serve. Focused on digital access and literacy, the project seeks to empower communities of need with greater tools and resources to advance their needs. While our community has been in the digital age for some time, the COVID-19 pandemic catapulted forward the importance and need for connectivity through the internet. This has been an excellent opportunity for expansion of access for some but has also served to leave behind many members of our community who do not have access or literacy training to ensure that they can participate fully in the demands of today.

Digital literacy is not the end goal, however. The desired target is a population that can leverage their digital skills for a sustainable livelihood and career. Digital literacy and computer skills are the vehicle by which people engage with and develop in the workforce of today. With skills and needs of the workforce constantly changing we need a workforce that keep up with that change and adapt as required. This requires digital resiliency. HDEP defines a resilient workforce as one that is prepared for and can bounce back from future economic shocks, thereby mitigating the disruption caused to the livelihoods of the people of Hawai‘i. A resilient workforce requires both digital and “soft” professional skills for success in the 21st century job environment. The HDEP is focused on providing such training in an efficient and scalable way to ensure the workforce is both adaptable and versatile. In doing so, the HDEP will create a comprehensive island-wide training infrastructure to support a resilient workforce.

HDEP focuses on the following goals for this initial pilot for rural Maui County:

1. Equip the otherwise-underprepared 30% of the workforce with the necessary digital and problem-solving skills and to compete in 21st century’s technology-rich environment.
2. Promote and provide access to more advanced online learning platforms (e.g. LinkedIn Learning, Coursera, etc.).
3. Identify and establish measurable and achievable benchmarks by which State officials can track progress toward building a resilient and sustainable workforce.

4. Develop and implement an outreach campaign to engage and motivate the HDEP target population participation.

By retraining and upskilling the State's workforce to higher levels of digital competencies and problem-solving skills, HDEP will provide a foundation for the following resultant impacts:

- Equip and diversify Hawai'i's vulnerable workforce with more transferable skills desirable in the 21st century job environment, leading to greater adaptability and therefore a higher probability to find work during or soon after future economic shocks.
- Develop workforce skills in-step with the State's efforts to develop a digital infrastructure to support economic diversification and resilience efforts.
- Prepare Hawai'i's vulnerable workforce for better quality jobs with more security, both locally and remotely.
- Facilitate the adoption of new technologies that boost workers' productivity.

The objectives for the HDEP are:

1. Provide basic computer instruction to 400 participants.
2. Attain an 80% passing rate for participants in the three core areas of basic computer skills, internet basics, and using email.
3. Provide access to 200 participants to more advanced online learning platform (e.g. LinkedIn Learning, Coursera, etc.).
4. Attain 60% completion rate of at least one pathway series of career and skill development in that online platform.

3. The public purpose and need to be served;

Several factors contribute to the general fragility of the Hawai'i economy. At the state level, the clear lack of diversification and limited natural resources have played an outsized role in the economy's unstable foundation. Nationally and internationally, the fast-paced growth of automation, information technology artificial intelligence and the internet has transformed jobs, tasks, and requisite skills in the modern work environment.

The statewide shutdown and quarantine due to the COVID-19 pandemic in 2020 underscored just how important digital literacy and practical computer skills are to the long-term sustainability and resiliency of the Hawai'i economy. What economic activity there was during the 15-month period between March 2020 and June 2021 existed almost entirely online, and those who possessed computer skills and digital knowledge had a distinct advantage in options and opportunities over those who did not.

Further, the World Economic Forum has recently estimated that 70% of new value created in the economy over the course of the next decade will be digitally based and using online platform business models, and also projects that 42% of jobs will require markedly different core skill sets over the next few years, particularly with regard to the worldwide advances in information technology (IT).

A recent statewide study on digital literacy and readiness that was conducted by the OmniTrak Group for the Hawai'i Dept. of Labor and Industrial Relations found that:

- 17% of Hawai'i residents between the ages of 18 and 65 are almost wholly unprepared for the current transition to a digitally-based economy, lacking the necessary skills for employment and / or sufficient access to online services.
- 23% generally skew male between the ages of 45 and 65 with minimal if any digital / computer skills, who tend to be the least confident of their ability and capacity to use digital knowledge, and really aren't interested in acquiring it.
- 19% tend to wield digital and computer skills primarily in a social media context and are generally uninterested in using technology as a platform to actively acquire knowledge in areas not part of social media.
- 15% are self-taught learners who are quite confident in their mastery of digital and computers skills, and they use their digital proficiency to find jobs.
- 26% are digital learners who will use their IT knowledge for creative purposes. They tend to reside on O'ahu, have higher education and higher income, and are more likely to be in the professional and managerial ranks.

Computers and IT are fundamentally changing how the world works and new skills are required.

Approximately 220,000 Hawai'i residents are digitally challenged and lack the skills to access and perform any of the basic activities available online. They generally tend to be less willing than others to embrace technology in learning, are generally in need of assistance in setting up new devices, and often have low confidence in their computer skills, which is nearly twice the national average.

The estimated economic costs of digital challenge and illiteracy are rather striking. In the United Kingdom, for example, recent research published by the BBC has found that 21% of the British population lack the basic digital skills and capabilities required to realize the benefits of the internet, with an estimated annual cost of £63 billion (or \$84.8 billion) to the U.K. economy. Given that our State's digitally challenged rate is nearly twice that of the U.K., the potential drag on the State of Hawai'i's economy could be somewhere in the vicinity of \$1.3 billion to \$1.5 billion annually.

While no one can reliably predict Hawai'i's specific long-term employment needs with a strong level of certainty, it is nevertheless readily apparent that many in the local workforce needs upskilling in digital and technology skills. This are transversal skills meaning it's not specific to any one job or profession but are vital and necessary to a broad variety of potential career paths.

The premise is that by the learning computer skills necessary to work in today's digital and technology-rich environment participants are also equipped with the skills to search, identify, and acquire career opportunities and jobs.

4. Describe the target population to be served; and

For purposes of this proposal and pilot project, the target population will be the residents of rural Maui County, which number approximately 24,000 residents.

HDEP's target population is determined by two parameters:

- Those who are defined as economically vulnerable according to a recent report by the Department of Business, Economic Development & Tourism (see "COVID-19 and the Economically Vulnerable Populations in Hawaii," DBEDT Research and Economic Analysis Division, June 2020); and
- The 30% portion of the workforce that is at-risk economically due to a lack of digital and computer skills necessary to adapt to changing workplaces.

For purposes of this grant application, HDEP will focus primarily on those members of the rural Maui County workforce who face additional barriers to employment beyond requisite IT skillsets. These include:

- Displaced Homemakers
- English Language Learners
- Ex-offenders
- Persons experiencing Homelessness
- Long-term Unemployed
- Low-income Individuals
- Individuals with Disabilities
- Single Parents
- Youth in Foster Care
- Native Hawaiians

5. Describe the geographic coverage.

For purposes of this proposal and pilot project, the geographic coverage within Maui County will be the islands of Moloka'i and Lāna'i, and the eastern districts of the island of Maui.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

The HDEP goals will be accomplished through:

1. **Computer Training:** Train and upskill the program's target population with the basic digital literacy skills to continue learning online. Its objectives are to provide a pathway to digital literacy, improve problem-solving and critical thinking skills, and develop and provide online learning and training resources.
2. **Distributing Computers:** Work with local computer suppliers to provide refurbished computers to participants as tools to participate in tele-health, online education, online job search, and other activities requiring computers access.
3. **Community Collaboration:** Partner with community organizations for outreach and capacity building through training of volunteers to provide future computer instruction.
4. **Outreach:** Motivate and engage target population by designing and implementing an effective outreach plan that increases program awareness, promotes active engagement, and encourages client completion.

HDEP's scale requires that we help people progress as quickly as possible from in-person to online training. As participants become more confident online training platforms become more comfortable and therefore, more accessible to continued learning. Further, much of our target population will initially require in-person training classes, which can be provided at job centers, libraries, community colleges, adult education centers and other locales around the island as provided by various stakeholders.

Our approach is for participants to learn these basic skills as quickly as possible, in order to continue learning higher-level skills on online platforms. Base Level 1 in-person training will utilize a hybrid lecture-lab combination to instruct students in the following:

- Basic computer skills (e.g., input/output devices, operating systems, file and folder management, operating systems, etc.)
- Online/internet basics (browsing, searching, navigating.)
- Email (setup, sending, attachments, etc.)
- Information literacy (fact checking, source vetting, security, etc.)

Base Level 1 classes will be in-person, brief and designed to lead and transition to online learning platforms. The first transition will be from in-person to Northstar. The second transition follows the successful passing of NorthStar's basic literacy assessments and will be from Northstar to more advanced online learning offerings.

Base Level 2 training in basic work-related applications and digital competencies can be conducted online, and well as in person as needed. Such training will allow workers to develop the following skillsets:

- Word-processing
- Spreadsheets
- Presentation and media software
- Social Media
- Career search skills
- Understanding the digital footprint

HDEP intends to utilize platforms like LinkedIn Learning and Coursera to address higher-level digital, problem-solving, and career-specific training pathways for program participants. The training at every level utilizes the open-source model of Design Thinking developed by Stanford University and offers participants practical and community-based problems to work on.

To achieve resiliency, our State's workers need the skills to successfully learn and interact online, and access to current and cutting-edge resources and materials to keep competitive in an IT-driven environment. Digital literacy will enable our local workforce to learn, adapt, and leverage the changes happening in the local, national and world marketplace.

HDEP will conduct one in-person class per month at respective, select geographic locations in Maui County. Depending on COVID-19 in-person gathering rules, classes will be held with between 10 and 20 persons per class at each location and last between three to four hours.

The HDEP program team will be responsible for:

- Outreach, recruiting, scheduling, and training for these classes
- Continued communication and transitioning to the online resources through a central website hub, email, and scheduled video conferencing with participants
- Tracking client data, progress measures and evaluation.

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

The HDEP is shovel-ready and capable of an immediate start. During the 12-month program duration the program expects to spend Month 1 in scheduling classes and developing the website learning hub and database. Thereafter, in-person classes will be conducted monthly through Month 11 on each of the three islands in Maui county in various locations. Month 12 is devoted to project wrapup and reporting.

THE LIGHTHOUSE PROJECT Anticipated Quarterly Funding Requests, FY2023	
Month	Activity
Month 1	Scheduling and preparation of website hub and database
Months 2 to 11	Deliver classes and computers
Month 12	Project wrap-up and reporting

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

Because LHP programs are tailored to meet individual needs, the first assessment is to establish benchmarks and baselines that will determine their specific requirements, and the final assessment is to identify an individual’s progress toward achieving their individual goals. Participants will provide self-evaluation upon completion of each program segment and will be asked at the end of the program to participate in a survey to measure the program’s effectiveness.

The results are then used to self-evaluate our own delivery of clientele services and identify those changes which may be necessary to align the program with our participants’ learning interests and levels. Participant progress is tracked on a monthly and quarterly basis, and also at the completion of each designated phase of the program.

LHP further possesses an in-house capacity to assess program demographics such as quality control, client satisfaction, rates of participation, and age and ethnicity, and provide the rigorous analysis necessary for LHP programs. Quality-control specialists, particularly those who’ve worked the BVI community, will be consulted as necessary to assist in the further interpretation and evaluation of all data and information collected through program exit evaluation forms, client satisfaction surveys, and select person-to-person interviews for purposes of statistical sampling.

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

HDEP’s general objectives are to:

- a) Provide a digital upskilling pathway.
- b) Develop problem-solving skills and encourage a critical-thinking mindset.

- c) Provide online learning and training resources for career development.
- d) Develop a comprehensive and dynamic training and tracking infrastructure.

To that end, the specific outcomes and measures and the goals associated are as follows:

GOAL 1: Upskill 400 members of rural Maui County workforce with the foundation of digital literacy skills (Base Level 1 training):

- a) Number of participants for in-person training
- b) Number of registrants for Northstar online
- c) Number and percent of participants successfully passing Northstar's three basic literacy assessments

GOAL 2: Promote and provide access for 200 participants to more advanced online learning platforms:

- a) Number of participants registered for advanced online learning platforms (e.g. LinkedIn Learning or Coursera, etc.)
- b) Percent of participants completing at least one career development and skill pathway online program.

GOAL 3: Measure and benchmark our progress towards building a resilient rural Maui County workforce with regular monthly reports.

- a) Develop an annual program-wide literacy assessment serving as a launchpad for Hawai'i's citizens to develop digital skills that lead to a continuum of higher-paying job opportunities and establish a baseline of digital competency to better inform training and upskilling programs.
- b) Establish regular participant surveys to track program completion, and satisfaction, career and job benefits, confidence gained, work transitions, and more. Course evaluations will also be collected at every in-person training.
- c) Design and implement program evaluation plan to provide a comprehensive tracking and measurement system for both the process and outcome goals, with monthly evaluation meetings to build program adaptability and flexibility, to ensure that Maui County residents have contemporaneous work-relevant skills.

GOAL 3: Develop and implement an outreach campaign to engage and motivate the HDEP target population participation.

Unfortunately for many people, the demands of day-to-day life often prohibit them from being able to invest in skills-building that may have a longer-term return. Communicating the personal and professional benefits, results, and opportunities realized is critical to support those that need and want digital literacy education to make the decision to access resources. To that end, HDEP will design and implement outreach plan to motivate and encourage our target population toward participation and completion. Anticipated outcomes are increased awareness of various program elements, increased engagement by target population, and active follow-up from registration to participation, and completion.

IV. Financial

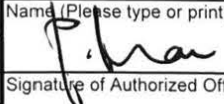
Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds (Link)
 - b. Personnel salaries and wages (Link)
 - c. Equipment and motor vehicles (Link)
 - d. Capital project details (Link)
 - e. Government contracts, grants, and grants in aid (Link)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: The Lighthouse Project

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total C&C HNL Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	54,750			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	14,545			
TOTAL PERSONNEL COST	69,295			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	10,000			
2. Hotel / Rental Car	5,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	4,800			
5. Staff Training	5,500			
6. Supplies	2,160			
7. Telecommunication				
8. Utilities				
9. Professional / Contractual Services	60,000			
10. Insurance	5,000			
11. Software Licenses	18,000			
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	110,460			
C. EQUIPMENT PURCHASES	120,000			90,000
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	299,755			90,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	299,742	Paula MacCutcheon (808) 564-3198		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private / Other Funds Requested	90,000	Signature of Authorized Official Date 1/21/2022		
TOTAL BUDGET	389,742	Paula MacCutcheon, Administrative Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: The Lighthouse Project

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Laptop computers (refurbished)	400.00	\$300.00	\$ 120,000.00	90000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	400		\$ 120,000.00	90,000

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: the Lighthouse Project

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	Not Applicable.					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: Not Applicable.						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: The Lighthouse Project

Contracts Total:

218,324

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Hawa ' State Foundat on on Cu ture and the Arts (Contract)	FY2022 23	Dept. of Acctng. & Gen. Servv ces	State	218,324
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2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.

THE LIGHTHOUSE PROJECT Anticipated Quarterly Funding Requests, FY2023				
Q1: Jul. 1 - Sept. 30, 2022	Q2: Oct. 1 - Dec. 31, 2022	Q3: Jan. 1 - Mar. 31, 2023	Q4: Apr. 1 - Jun. 30, 2022	TOTAL: FY2023
\$ 75,000	\$ 75,000	\$ 75,000	\$ 74,755	\$299,755

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

THE LIGHTHOUSE PROJECT Prospective Sources of Funding for FY2023		
Source	Amount	Status
C&C Honolulu GIA (See Note Below)	\$200,000	Applied
Cooke Foundation, Ltd.	\$ 25,000	Pending
Atherton Family Foundation	\$ 25,000	Pending
Hawaii Community Foundation	\$ 40,000	Pending

NOTE: LHP’s GIA application to the City and County of Honolulu is restricted geographically to the island of O’ahu, whereas this application to the State will cover program costs for rural Maui County.

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

NOT APPLICABLE. LHP is an IRS-designated 501(c)(3) not-for-profit organization and has not been granted any federal tax credits nor applied for any state or local tax credits for capital projects.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2023 for program funding.

\$218,324 from the Hawaii State Foundation on Culture & the Arts

Historically, LHP has primarily received contracts and grant opportunities through private foundations and donors, and has had positive performance under those agreements.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

LHP has \$5,000 in deposits and equipment.

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

The Lighthouse Project has qualified staff to support the administrative needs of the project. Ka'ala Souza has the demonstrated skills, experience, and competence to provide the training and community support and has already actualized a similar pilot initiative as program manager for the State of Hawai'i Department of Labor & Industrial Relations. Working with key partners, the Hawai'i State Library and University of Hawai'i Community Colleges, basic computer classes launched in May 2021 throughout the state with a target of 200 total classes. The responsibilities of the program manager included adapting a basic computer skills curriculum, recruiting instructors, working with community partners, outreach, and website development. So far, this collaborative effort has successfully held computer classes in all counties, on all islands reaching almost 500 people.

The approach, format, and structure have also been successful in locations with similar demographics to the target population. Our LHP team have done several other projects in 2021. A separate series of classes were held on Moloka'i from July through December and reached over 80 people and distributed 70 computers to individuals in need with ages ranging from the late 20s to over 70 years old.

A group of 25 kūpuna from Waimānalo received free training, computers from DHHL, and help installing those computers in their individual apartments.

LHP has experience with developing statewide and community-based engagement. LHP has provided support to various community organizations with capacity building, outreach to residents and constituents, and providing planning activities. Those developed relationships will help to support the community outreach for HDEP.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

The Lighthouse Project has office space in downtown Honolulu that serves as its hub of operations. However, for purposes of this pilot project, key relationships throughout the community have been built to leverage community-based relationships and facilities to serve the needs of the community, and to facilitate public engagement and the delivery of services. These include the State of Hawai'i Library System, Department of Hawaiian Homelands, Partners in

Care, Moloka'i Homestead Farmers Alliance, Moloka'i DOE, Maui Chamber of Commerce, and Maui American Job Centers.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Project Manager: Elizabeth Ryan Gill

Training Consultant: Ka'ala Souza

The Project Manager is responsible for:

- Coordinating communication with stakeholders (e.g. consultant, community organizations, training locations)
- Logistical support including facilities, setup, printing
- Ensuring project timeline is adhered to and objectives are met
- Coordinating project requirements and completing all reporting

The Training Consultant is responsible for:

- Designing computer curriculum
- Delivering computer instruction
- Coordinating procurement of computers for participants
- Outreach and marketing of the program
- Communicating and coordinating with community groups and members to facilitate outreach

The Accountant is responsible for:

- Ensuring proper fiscal management is followed, including adherence to procurement and other requirements
- Tracking project finances and generating reports to assist the Project Manager in submitting required reporting and reimbursement

Resumes are attached.

Elizabeth (Liza) Ryan Gill

4104 Round Top Drive
Honolulu, HI 96822
(808) 498-8832
lizaryangill@gmail.com

EXPERIENCE

Community Health Needs Assessment, Healthcare Association of Hawai'i **Aug. 2021- Present**
Community Outreach Consultant

- Arranged and conducted 28 Key Informant interviews with community leaders, service providers, and non-profit organizations across the state.
- Arranged, facilitated and/or conducted 16 Community Meetings (5-25 participants) with directly impacted individuals of various backgrounds.
- Prepared summaries of participant responses and crafted narrative describing the outcomes.

Hawai'i Coalition for Immigrant Rights, *Honolulu, HI*

March 2020-Present

Co-founder and Coordinator

- Manage a coalition for 30+ immigrant-led or immigrant serving organizations statewide.
- Lobby for municipal, state, and federal pro-immigrant policies.
- Address issues of language-access and accessibility for CARES Act funding to LEP communities.

Campaign for Tobacco-Free Kids, *Honolulu, HI*

October 2019-March 2021

Campaign Manager, Flavors Hook Kids HI Campaign

- Manage a statewide legislative campaign to end the sale of flavored tobacco products.
- Set strategy and create action plans for 200+ organizations and individuals involved in the campaign.
- Lobby state legislators and organize lobbying events for grassroots members involved.

MA Immigrants and Refugees Advocacy Coalition, *Boston, MA*

July 2016- July 2019

Director of Organizing, Co-chair Integration Institute

- Supervise the organizing department including the Field Organizer and interns, as well as, body of volunteers.
- Create and set strategy for achieving legislative campaign goals with coalition members.
- Organize and promote civic engagement throughout MA amongst immigrant and refugee populations. Build the capacity of local grassroots institutions through workshops and specialized trainings.

East-West Center (EWC), Honolulu, Hawai'i

February 2013- Present

Consultant/Project Assistant/Research Associate, AsiaPacificEd/Seminars Department Senior Journalist Seminar 2014-2021: Bridging Gaps in US relations with the Muslim World, (Consultant) *Three-week fellowship for international journalists from US and Asia, traveling to three countries focusing on religion and national security in the public sphere.*

- Traveled with the group as the in-house expert on American Evangelical communities and that community's impact on policy.
- Identified and booked high-level speakers around the US to facilitate meaningful discussions on religious, political, and cultural topics such as Countering-Violent Extremism, the First Amendment and minority rights.
- Introduced new quantitative "audience impact" metric to show overall and disaggregate data on reach of each participants' output and contributed to improving the EWC's quantitative and longitudinal program metrics.

BOARDS

Hawai'i Children's Action Network, Speaks!, Honolulu, HI Jan. 2020-Present
President of (c)4 board

The Legal Clinic of Hawai'i, Honolulu, HI Nov. 2019-Present
Chair of the Advocacy Committee

EDUCATION

Graduate Certificate, Non-profit Management, Tisch School at Tufts Uni. Oct. 2018-May2019
Emerge MA graduate, Electoral Campaign Management Course Jan. 2018-May 2018
M.A. Diplomacy and Military Studies, Hawai'i Pacific University, Honolulu, HI Jan. 2016
B.A., Intercultural Studies/Language, University of the Nations, Amsterdam, NL 2005-2010
H.S. Diploma, Ferndale High School, Ferndale, WA 2000-2004

SKILLS

Political Advocacy and Campaign Management: coordinating and convening non-profit coalitions on federal and state legislation. Effectively advocating and training advocates on immigration, keiki and family issues, conflict resolution, and public health policy.

Program Development/Coordination: developing strategic programs and researching, planning, and booking meetings and speakers for high-level professional programs.

Project Management: bringing together competent teams, creating a strategic plan, deploying team members with action items and clear roles, completing deliverables in a timely manner with robust reporting.

Public speaking: influential speaking/writing abilities, identifying audience soft-spots and tailoring organizational communiqués to be most accessible to target audience in addition to disseminating program findings and best-practices.

Ka'ala Souza

Telephone: 808-228-7958 / e-mail: kaala@kaala.com
328-B Kawainui St., Kailua, Hi. 96734

SUMMARY OF QUALIFICATIONS

With over 25 years of experience working with organizations and individuals to help identify and meet their goals and aspirations, Ka'ala Souza is a public speaker, corporate trainer, and community facilitator. In the mid-90's Ka'ala formally trained as a focus group moderator and he has expanded on that experience to managing and moderating corporate retreats and corporate training in areas such as crises management, employee motivation and strategic planning.

ACHIEVEMENTS

- Developed the Workforce Resiliency Initiative with the State of Hawaii Workforce Development Council to programs and support to prepare for and mitigate future economic shocks to the state. Digital literacy and online learning were key cornerstones of the program with over 500 people participating in the first pilot program statewide.
- Delivered customer service and teambuilding training programs integrating Hawaiian cultural values for hotels, retailers, and various public sector offices in the state.
- Conducted nationwide focus groups for the U.S. Census identifying challenges, barriers, and strategies for engaging Native Hawaiians and Pacific Islanders.
- Keynote, conference and workshop speaker on leadership, team building and service for the Kamehameha Schools, Hawaii Tourism Authority, Halekulani Hotel, Chaminade University, and University of Hawaii.
- Integrated Hawaiian values with western business best practices offering "The Aloha Touch Training," a communication and customer service program for over 500 hundred Honolulu Police Department officers and staff to help improve public relations and perceptions.
- Author of the book, *Pono: A Hawaiian-Style Approach to Balance and Well-Being*, finalist in both Spiritual and Motivational categories in Next Generation Indie Book Awards.

WORK EXPERIENCE

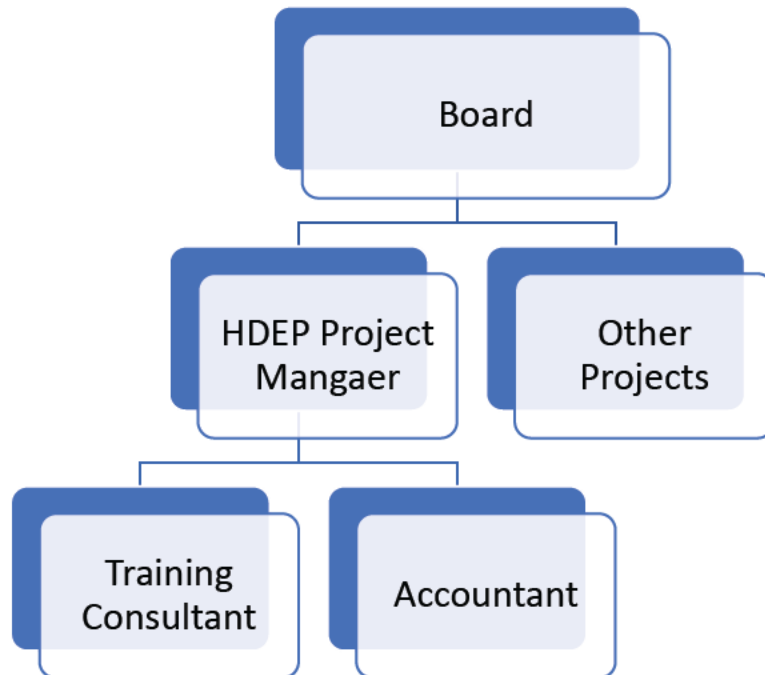
<i>Community Facilitation and Planning Solutions Pacific</i>	January 2018 - Present
<i>Workforce analyst/consultant, State of Hawaii Workforce Development Council</i>	April 2020 – July 2021
<i>Corporate Training and Consulting Business owner, Kaala Souza Training & Consulting</i>	February 1999 - Present
<i>Business Development Instructor, Kapiolani Community College Management, Customer Service, Leadership, Computer software.</i>	1998 - 2014
<i>Research Analyst, SMS Marketing Research Project Manager, Trainer, Sales</i>	May 1996 - January 1999
<i>Associate Pastor, Hope Chapel Kaneohe Youth Director, Music Director</i>	1988 - November 1995
<i>Coach, Kalaheo High School Head coach- Varsity wrestling</i>	1989 - 1991
<i>Retail Manager, Straight Up Surf and Sports Retail Sales</i>	1986 - 1989

EDUCATION

<i>Hawaii Pacific University</i>	Bachelor of Science in Business Administration-Marketing
<i>Windward Community College</i>	Associate of Arts Degree in Liberal Arts
<i>Kamehameha High School</i>	Graduate

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.



3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

At present, LHP has no paid staff. LHP Board members lead volunteers and contracted partners to deliver on programs and services. Accounting and Administrative support are through contractors and, at times, provided as in-kind support.

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

LHP is not a party to any pending litigation, nor does it have any outstanding legal judgments against it.

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

NOT APPLICABLE.

3. Private Educational Institutions

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

Because LHP works directly with community members and organizations, we can assure the State of Hawai'i that pursuant to Article X, Section 1 of the State Constitution, no grant funds received by LHP from the State will be expended for the benefit or support of any sectarian or non-sectarian private educational institution.

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.**

We anticipate, based on research from both national and state studies, that the need for this program will extend for several years after the conclusion of the grant period. The population with the highest need for these resources and skills, those socially and economically disadvantaged, are also the hardest and most challenging to reach. Fear of technology coupled with fear of change makes outreach dependent on community partners with a trusted voice. Working with community partners like Maui Economic Opportunity will provide a communication bridge to the target population.

Developing and expanding relationships with organizations like those will not only help to address challenges in outreach but will also help to expand the capacity of those groups by providing training and resourcing to continue serving their people after the grant period. A similar work was done recently with a non-profit on Hawai'i Island. Volunteer computer trainers met with Ka'ala Souza in a train the trainer setting via online conferencing to review curriculum, handouts, slides, and discuss delivery and training best practices.

Working with community volunteers in the target locations will provide sustainability and a model for other communities to emulate.