

January 20, 2023

Committee on Finance  
Hawai'i State Senate  
State Capitol, Room 306  
Honolulu, HI 96813

As duly noted by the time and date affixed to this document, the Committee on Ways and Means of the Hawai'i State Senate hereby certifies that the Lighthouse Project has officially submitted, and the Committee on Ways and Means has officially received prior to its stated deadline of 5:00 p.m. on Friday, January 20, 2023, one (1) original and signed copy of the Lighthouse Project's Application for Grants and Subsidies (per Chapter 42F, Hawai'i Revised Statutes) for due consideration by the Hawai'i State Legislature for Fiscal Year 2023-2024.



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**PAULA MacCUTCHEON**  
Administrative Director  
The Lighthouse Project

**received**  
01/20/2023

**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:

The Lighthouse Project

Amount of State Funds Requested: \$ 500,000

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

The Lighthouse Project's Hawai'i Digital Equity Project targets the 40% of the State's workforce that is at-risk economically due to a lack of digital skills necessary to adapt to changing workplaces, by equipping them with the necessary problem-solving skills to compete in a 21st century IT environment. For purposes of this request, the focus population will be rural Maui County, which numbers about 24,000 residents. The objective of the Nupepa Kuokoa Project is the transcription / translation of pertinent Hawaiian Home Lands archival material from Hawaiian to English.

Amount of Other Funds Available:

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

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

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

Private/Other: \$ \_\_\_\_\_

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

\$ 0

Unrestricted Assets:

\$ 5,000

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

Type of Business Entity:

- 501(C)(3) Non Profit Corporation  
 Other Non Profit  
 Other

Mailing Address:

1132 Union Mall, Suite 705

City: State: Zip:

Honolulu HI 96813

Contact Person for Matters Involving this Application

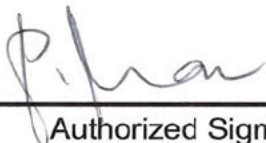
Name: Ka'ala Souza	Title: Program Coordinator
Email: kaala@kaala.com	Phone: (808) 228-7958

Federal Tax ID#:

██████████

State Tax ID#

██████████

  
\_\_\_\_\_  
Authorized Signature

PAULA MacCUTCHEON, Admin. Dir.  
\_\_\_\_\_  
Name and Title

1/19/23  
\_\_\_\_\_  
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



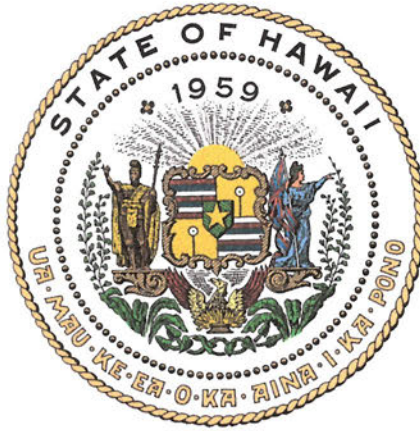
AUTHORIZED SIGNATURE

PAULA MACCUTCHEON  
ADMINISTRATIVE DIRECTOR

PRINT NAME AND TITLE

1/19/23

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

#### 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 20, 2023

Director of Commerce and Consumer Affairs





## 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, 2022.

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 2015 for charitable and educational purposes, the Lighthouse Project is in full compliance with the provisions of Sec. 42F-103, Hawai'i 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, Hawai'i Revised Statutes for organizations seeking grants in aid from the State of Hawai'i, the Lighthouse Project (LHP) will provide the following:

- Training through the Hawai'i Digital Equity Project (HDEP) 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; and
- Linguistic services through the Nūpepa Kū'oko'a Project (NKP), including transcription, interpretation, and translation of historical texts originally published in the Hawaiian language (hereinafter, 'Ōlelo Hawai'i) and makes them accessible to the general public through the use of a standardized modern orthography utilizing diacritical marks to provide linguistic readability for the widest possible audience of 'Ōlelo Hawai'i speakers and learners.

## **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 501c(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;**

**Part 1: The Hawai'i Digital Equity Project.** The purpose of the Hawai'i Digital Equity Project (HDEP) is to ensure that the digital world that we now live in is 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 keeps up with that change and adapts 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 21<sup>st</sup> 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 21<sup>st</sup> 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 HDEP are as follows:

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.

**Part 2: The Nūpepa Kū'oko'a Project.** The primary objective for the transcription, interpretation, and translation of approximately 110 total pages dedicated by Nūpepa Kū'oko'a to the creation of the Hawaiian Homes Commission, which were originally published in 'Ōlelo Hawai'i back in the early 1920s, is to provide greater accessibility of valuable historical texts to non-'Ōlelo Hawai'i speaking public officials, academics and scholars, and members of the general public. Goals include:

1. Transcription of said pages using a standardized orthography that utilizes diacritical markings for 'Ōlelo Hawai'i speakers of all levels, which can simultaneously be added to the online 'Ōlelo Hawai'i repository, [www.nupepa.org](http://www.nupepa.org), and provide search and indexing capability for these pages that do not currently exist;
2. Translation of all materials into the English language that could offer valuable insight into the original intent of members of the Hawaiian Homes Commission during its founding years;
3. Provide additional materials, to include English language minutes of the Hawaiian Homes Commission's meetings of the same time, as well as selected speeches and writings of Prince Jonah Kūhiō Kalaniana'ole, to provide context to the early decision making of the Commission; and

4. Contribute to the discourse regarding the successes and failures of the Hawai'i Department of Hawaiian Home Lands by providing material that speaks directly to the intent behind the program.

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

**Part 1: The Hawai'i Digital Equity Project.** 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.
- 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, when adjusted for population.

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 need upskilling in digital and technology skills. These are transversal skills, meaning they are 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.

**Part 2: The Nūpepa Kū'oko'a Project.** The Department of Hawaiian Home Lands recently celebrated its 100th year of existence - and, yet, over the last 100 years has been subject to varying criticisms, many of which point to the intent of the Hawaiian Homes Commission Act's framer, Prince Kūhiō, and the Hawaiian Homes Commission Act's (Act) early implementers. The translations of these full-page spreads do not currently exist and are therefore inaccessible to the majority of the non-'Ōlelo Hawai'i speaking public. The addition of supplemental contextual materials, mostly held at the State Archives, will bring materials out of the archives. Valuable information in both the historical and linguistic context will be made available to the public.

With over 28,000 individuals currently on the Department of Hawaiian Home Lands waitlist, the need for serving these residents as well as the trust obligation is significant. In addition to providing the historical context of the Act, the Nūpepa Kū'oko'a Project will increase access to historical and legislative documents and intent while also increasing access for 'Ōlelo Hawai'i resources.

In 2021, the Hawai'i State Legislature passed HCR161 acknowledging the intertwined connection between 'Ōlelo Hawai'i literacy and digital equity. Among other things, the resolution noted that, "in 1824 King Kamehameha III, Kauikeaouli, proclaimed "He aupuni palapala ko'u (mine is a kingdom of literacy)." The King's appreciation for the written language and education resulted in extremely high literacy rates among native Hawaiians. Today, Hawaii finds itself in a similar situation where society must adopt a new form of digital literacy to succeed in a digital age; and . . . a pivot towards this new form of digital literacy will empower Hawaii's residents to realize their full potential."

#### 4. Describe the target population to be served; and

**Part 1: The Hawai'i Digital Equity Project.** For purposes of this proposal and pilot project, HDEP's target population will be the residents of rural Maui County, which number approximately 24,000 residents. The HDEP is pursuing separate funding to support programs on O'ahu and other regions within Hawai'i.

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 Hawai'i," 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 Persons
- Low-income Individuals
- Individuals with Disabilities
- Single Parents
- Youth in Foster Care
- Native Hawaiians

**Part 2: The Nūpepa Kū'oko'a Project.** These translated materials target three (3) core populations:

- 'Ōlelo Hawai'i speakers;
- Beneficiaries of the Hawaiian Home Lands Trust; and
- Administrative and legislative leaders who regularly interact with the Hawaiian Homes Commission Act and the Department of Hawaiian Home Lands.



## 5. Describe the geographic coverage.

**Part 1: The Hawai'i Digital Equity Project.** 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.

**Part 2: The Nūpepa Kū'oko'a Project.** NKP will provide useful historical information for all residents of the State of Hawai'i - thus, the project's geographic coverage in terms of reach is Statewide. 100% of the project work will likely be conducted on the Island of O'ahu.

## 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;

**Part 1: The Hawai'i Digital Equity Project.** HDEP's 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 populations 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 across Hawai'i 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 such as Linked-In 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.



**Part 2: The Nūpepa Kū'oko'a Project.** The completion of NKP will include transcription and translation of all weekly full-page spreads dedicated to the Hawaiian Homes Commission in Nūpepa Kū'oko'a for compilation as a publication-quality manuscript. This will include:

- Inventory and compilation of all pages printed in Nūpepa Kū'oko'a between 1921 and final publication in 1923, which are currently housed on [www.nupepa.org](http://www.nupepa.org).
- Identification of potential sources for and obtaining higher quality source material to assist in transcribing original source materials which may be compromised by age-related damage and degeneration.
- Transcription of all original source materials as published for upload to [www.nupepa.org](http://www.nupepa.org) to make material indexed and searchable and for final manuscript.
- Proofing of all transcribed materials for quality and readiness for publication as a final manuscript.
- Translation of all original source material from 'Ōlelo Hawai'i to English.
- Proofing and editing of all translated material for publication as a final manuscript.
- The high-quality digital capture of:
  - English-language minutes of the Hawaiian Homes Commission meetings for the relevant period; and
  - The relevant speeches and writings of Prince Jonah Kūhiō Kalanianaʻole from the Hawai'i State Archives for inclusion as appendices to the final manuscript.
- Footnoting of all translated materials to cross-reference supplementary contextual material and translation notes.
- Final proofing of all material.

The NKP program team and their respective duties are as follows:

- The Program Manager will be responsible for overall management and coordination of the project, communication with and reporting to expending agency, compilation of relevant source materials.
- The Transcriber will be responsible for the transcription of all original source material.
- The Translator will be responsible for the translation of all articles from 'Ōlelo Hawai'i to English, and for footnoting to cross-reference supplemental materials.
- The Editor will be responsible for all proofing and editing of all transcribed and translated material, and for final compilation of the material as a manuscript ready for publication.

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

**Part 1: The Hawai'i Digital Equity Project.** HDEP is 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 through Month 11 on each of the three islands in Maui county in various locations. Month 12 is devoted to project wrapup and reporting.

**Part 2: The Nūpepa Kū’oko’a Project.** The NKP program team intends to provide the expending agency monthly informal reports and quarterly written reports that provide quantitative analysis of progress made in execution of the proposed project. The expending agency should expect to receive benchmarks in terms of pages completed at each phase of transcription, translation, and editing. Weekly targets will demonstrate efficacy in terms of compliance with the proposed timelines.

<b>THE LIGHTHOUSE PROJECT Anticipated Timeline for HDEP and NKP, FY2024</b>	
<b>Dates</b>	<b>Activity</b>
July 2023	NKP: Compilation of all published pages and sources
July 2023	HDEP: Scheduling and preparation of website hub and database
Aug. – Oct. 2023	NKP: Transcription and transcription proofing
Aug. 2023 – May 2024	HDEP: Deliver classes and computers
Nov. 2023 – Mar. 2024	NKP: Translation of original source materials
Nov. 2023 – Apr. 2024	NKP: Editing of translated original source materials
May – June 2024	NKP: Final mock-up and editing of manuscript
June 2024	HDEP: 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 in Maui County and the Native Hawaiian academic 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.**

**Part 1: The Hawai'i Digital Equity Project.** 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 4:** 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, LHP 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.

**Part 2: The Nūpepa Kū‘oko‘a Project.** In order to ensure timely completion of the project in the proposed timeline, quality assurance and evaluation will be organized as follows:

- Based on a trial, it's estimated that transcription may take approximately 2 hours per page, with a total time commitment of 225 hours.
- Based on a trial, it's estimated that translation may take approximately 6 hours per page, with a total time of 700 hours.
- Based on experience, it's estimated that editing may take approximately 7 hours per page, with a total time commitment of 800 hours.

Using these assumptions, it is estimated that pursuant to the timeline and work schedule outlined above, there will be a weekly output of 10 transcribed pages / week, 5 translated pages / week, and 5 edited pages / week. Contingency has been built into each of the proposed phases to account for unexpected delays. This also allows for monthly and quarterly reporting to the expending agency to allow for accountability in terms of progress. Weekly measures of quality assurance allow for tailored adjustments on a week-by-week basis to meet the proposed deadlines.

## **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)**

(Attached as page 20)



**b. Personnel salaries and wages (Link)**

(Attached as page 21)

**c. Equipment and motor vehicles (Link)**

(Attached as page 22)

**d. Capital project details (Link)**

(Attached as page 23)

**e. Government contracts, grants, and grants in aid (Link)**

(Attached as page 24)

**2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2024.**

THE LIGHTHOUSE PROJECT Anticipated Quarterly Funding Requests, FY2024				
Q1: Jul. 1 - Sept. 30, 2023	Q2: Oct. 1 - Dec. 31, 2023	Q3: Jan. 1 - Mar. 31, 2024	Q4: Apr. 1 - Jun. 30, 2024	TOTAL: FY2024
\$125,000	\$125,000	\$125,000	\$124,742	\$499,742

**3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2024.**

THE LIGHTHOUSE PROJECT Prospective Sources of Funding for FY2024		
Source	Amount	Status
National Endowment for the Arts (NKP)	\$ 25,000	Pending
Cooke Foundation, Ltd. (HDEP)	\$ 25,000	Pending
Atherton Family Foundation (HDEP)	\$ 25,000	Pending
Hawai'i Community Foundation (HDEP)	\$ 40,000	Pending

**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 2024 for program funding.**

\$218,324 from the Hawai'i 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, 2022.**

LHP has \$75,000 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 and necessary experience to support the administrative needs of the project.

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. 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.

Another class held at 'Aiea Public Library provided training to women transitioning out of incarceration back into the community. All received computers free of charge, training in computers skills, access to continue learning via online platforms, and information on support from the Emergency Broadband Benefit.

A group of 25 kūpuna from Waimānalo received free computers, training, 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 ODEp.

## **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.**

**Part 1: The Hawai'i Digital Equity 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.

**Part 2: The Nūpepa Kū'oko'a Project.** Tyler Iokepa Gomes is the immediate former Deputy to the Chairman of the Department of Hawaiian Home Lands, serving from 2019 to 2022, and is deeply familiar with the department's mission and work. He brings a requisite authority to the subject matter at hand, having been conferred a Bachelor's Degree in 'Ōlelo Hawai'i from the University of Hawai'i at Mānoa and a Juris Doctor degree from the William S. Richardson School of Law at UH Mānoa. Further, part of his undergraduate studies and post-graduate work was focused exclusively in transcription and translation of historical newspaper texts and its associated challenges.

Noah Ha'alilio Solomon's work and contributions in 'Ōlelo Hawai'i include translation, interpretation, and historical and linguo-cultural analysis, particularly in the legal, legislative, historical domains and linguistic registers, that involve. He is presently an associate professor of Hawaiian language and a PhD candidate in Linguistics at the University of Hawai'i at Mānoa, and his participation in the NKP ensures that the project will produce linguistically reliable and historically accurate.

## 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 contracts and 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 2023-24 the activity funded by the grant if the grant of this application is:**

- (a) Received by the applicant for fiscal year 2023-24, but**
- (b) Not received by the applicant thereafter.**

**Part 1: The Hawai'i Digital Equity Project.** 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. Funding is being made available in the arena of digital literacy through federal opportunities in the coming years that can be deployed in a program such as this that has been built up and is being deployed within community.

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

**Part 2: The Nūpepa Kū'oko'a Project.** Because the NKP is designed for completion within the year, there will be no further need for State funding beyond the initial year.



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

The undersigned authorized representative of the applicant certifies the following:

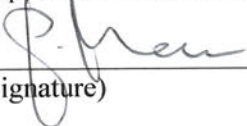
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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)

1/19/23  
(Date)

PAULA MacCUTCHEON

(Typed Name)

Administrative Director

(Title)

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

**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)
<b>A. PERSONNEL COST</b>				
1. Salaries	\$ 36,585.00			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	\$ 9,697.00			
<b>TOTAL PERSONNEL COST</b>	<b>\$ 46,282.00</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	\$ 10,000.00			
2. Hotel / Rental Car	\$ 5,000.00			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	\$ 4,800.00			
5. Staff Training	\$ 5,500.00			
6. Supplies	\$ 2,160.00			
7. Telecommunication				
8. Utilities				
9. Contractual Services (HDEP)	\$ 60,000.00			
10. Contractual Services (NKP)	\$ 200,000.00	\$ 25,000.00		
11. Insurance	\$ 5,000.00			
12. Software Licenses	\$ 41,000.00			
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>\$ 333,460.00</b>	<b>\$ 25,000.00</b>		
<b>C. EQUIPMENT PURCHASES</b>	<b>\$ 120,000.00</b>			<b>\$ 90,000.00</b>
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>\$ 499,742.00</b>	<b>\$ 25,000.00</b>		<b>\$ 90,000.00</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	\$ 499,742.00	Paula MacCutcheon (808) 564-3198		
(b) Total Federal Funds Requested	\$ 25,000.00	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	Signature of Authorized Official Date		
(d) Total Private / Other Funds Requested	\$ 90,000.00	Paula MacCutcheon, Administrative Director		
<b>TOTAL BUDGET</b>	<b>\$ 614,742.00</b>	Name and Title (Please type or print)		



# BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

**Applicant:** The Lighthouse Project

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Manager	F/T	\$46,282.00	100.00%	\$ 46,282.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				\$ 46,282.00
<b>JUSTIFICATION/COMMENTS:</b>				

# BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2023 to June 30, 2024

Applicant: The Lighthouse Project

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Laptop computers (refurbished), per State GIA request	400.00	\$300.00	\$ 120,000.00	\$ 210,000.00
		\$ -		
		\$ -		
		\$ -		
		\$ -		
<b>TOTAL:</b>	400		\$ 120,000.00	\$ 210,000.00
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable.		\$ -		
		\$ -		
		\$ -		
		\$ -		
		\$ -		
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b> LHP is submitting other grant requests to fund an additional \$90,000 in laptop purchases. The State's share is capped at \$120,000.				



# BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2023 to June 30, 2024

**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: 2021-2022	FY: 2022-2023	FY: 2023-2024	FY: 2023-2024	FY: 2024-2025	FY: 2025-2026
PLANS						
Not Applicable.						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
JUSTIFICATION/COMMENTS: Not Applicable.						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID (FY2024)**

**Applicant:** The Lighthouse Project

Contracts Total:

218,324

	<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	Hawaii State Foundation on Culture and the Arts (Contract)	FY2022-23	Dept. of Acctng. & Gen. Services	State	\$ 218,324.00
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