

THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Ohana100, the Daniel Kahikina Akaka Family Foundation
Dba: Ohana100, DKAFF

Amount of State Funds Requested: \$305,038.00

Brief Description of Request (Please attach word document to back of page if extra space is needed):
This grant will allow us to expand our educational projects which includes promoting youth literacy by gifting free books, authoring books to give, providing readers to schools and posting videos of books being read online for storytime for children. It will also enable us to expand our summer service camp, encouraging kids to engage in their communities through service. Speaker Series...

Amount of Other Funds Available:

State: \$0
Federal: \$0
County: \$0
Private/Other: \$0

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

\$0
Unrestricted Assets:
\$68,493.85

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:

1200 Queen Emma Street #1206

City: Honolulu State: HI Zip: 96813

Contact Person for Matters Involving this Application

Name:
David Mattson

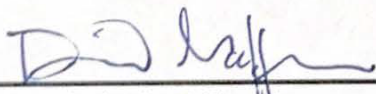
Title:
President

Email:
davidmattson@danakaka.org

Phone:
716-601-8287

Federal Tax ID#:

State Tax ID#:


Authorized Signature


David Mattson, President
Name and Title

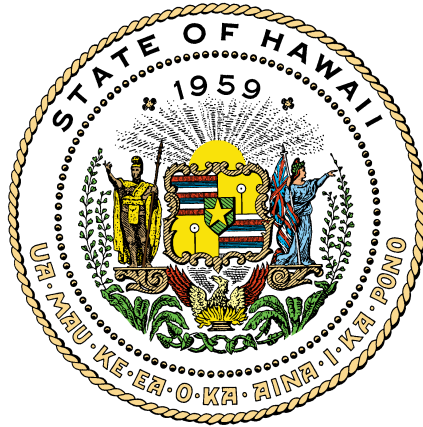
January 18, 2024
Date Signed

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) Hawaii Compliance Express Certificate (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

 DAVID MATTSON, PRESIDENT JANUARY 18, 2024
AUTHORIZED SIGNATURE PRINT NAME AND TITLE DATE



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

OHANA 100, THE DANIEL KAHIKINA AKAKA FAMILY FOUNDATION

was incorporated under the laws of Hawaii on 01/26/2015 ;
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 15, 2024

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. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 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.

Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF) confirms that the requested grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

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;

Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF) is a 501(c)(3) non-profit that has been providing services to the people of Hawai'i and beyond since 2015. It is the result of philanthropic work of Dr. David and Elizabeth Mattson, and their grandfather, the late U.S. Senator Daniel Akaka, which began in 2013.

With a desire to support youth literacy, in 2013 David and Elizabeth Mattson began work through a national non-profit providing free books to children and organizing readers for classrooms in Hawai'i and New York. In order to do more, in 2015 the Mattsons established a non-profit, 'Ohana100. Named 'Ohana because it originated as a family project, the 100 is the founding promise to give 100% of our effort to the work and that 100% of all cash donations will directly benefit the recipients. In addition, since inception 100% of services have been given free of charge. The Foundation has since expanded across the state of Hawai'i and internationally where

the Foundation has gifted books to children in six other countries, including the Philippines and the Republic of the Marshall Islands.

Because of the important role Senator Akaka played in the Foundation, in 2018, with the support of the entire family, the Foundation's name was amended to 'Ohana100, the Daniel Kahikina Akaka Family Foundation, or DKAFF for short. Since then, DKAFF has broadened its scope of work with partnerships, providing an array of educational opportunities beyond youth literacy, structuring projects to benefit seniors and young adults in addition to children, and building projects that reach internationally and cross-culturally.



Our mission is to serve the people of Hawai'i by providing educational opportunities, engaging in service for the good of the community, and doing so with our Aloha.

Aloha Books

The Foundation has gifted free books to children and programs and helped build libraries in schools and community centers in Hawai'i, New York and internationally. The Foundation gifted 250,000 brand new books to children and children's programs, hospitals, refugee centers, and care homes, as well as to classrooms and entire schools. One partner has been receiving books for over 10 years. In 2013, we began giving Patty Zika, then a Dean at Buffalo United Charter Schools, books for her kindergarten to 2nd grade students. Now, 10 years later, as the Principal of Pembroke Elementary School in Western NY she continues receiving books from DKAFF. In Hawaii, in 2014, the Foundation began gifting books to the student body of Pohakea Elementary in Ewa Beach, the school Senator Akaka opened as its first Principal. It's these long term relationships that matter and underscore the difference DKAFF is making in the community.

The Foundation's work tries to be as comprehensive and broadly inclusive as possible with projects and giving. For instance, In Hawai'i the Foundation's first goal was to gift books to children across the island of Oahu which happened. Later, the goal was to reach children on the six major islands including; Kauai, Oahu, Maui, Molokai, Lanai and Hawai'i island. With the help of local community volunteers on the neighbor islands and volunteer pilots the goal was met.



Bulanos and Turod Elementary schools. Ilocos Sur, Philippines

GO! READ

This project complements the Aloha Books project by building the child’s interest in reading. Volunteer readers visit classrooms to read to pre-K through early elementary school children, reading several stories at each visit, up to four times a month. At the end of each semester before schools break for the winter or summer, volunteers give the children a set of books to continue reading at home with their parents, siblings or kupuna. This helps them build their home libraries or start one. The Foundation has had as many as 2,400 monthly volunteer-child interactions and currently readers are reading to more than 1,000 children every month.

Readers are from all backgrounds, including retired teachers, active and retired military, college, high school and even elementary school aged children. When the students get familiar with the reader, and it doesn’t take long, they look forward to seeing “Miss Rose” or “Aunty Pat” for story time and the readers love these interactions. Rose Leong, for instance goes the extra mile bringing in dolls as props to enhance her book reading for children at Pearl Ridge Elementary School.



When the Covid pandemic put a hold on face-to-face reading in classrooms, the Foundation began offering virtual reading via Zoom, Google Meet and Webex platforms. It was so successful that even as the pandemic restrictions began to relax, the Foundation continued reading this way with children on the island of Molokai and even reading from Hawai’i to children in Western New York.

O100 GO! READ YouTube Channel



Ms. Donalyn Dela Cruz read to kids in Maunaloa Elementary School on the island of Molokai

Reading virtually also prompted the creation of a YouTube channel, O100 GO!READ, in 2020, which enables the Foundation to provide stories being read for young learners through online videos. This channel has reached hundreds of thousands of viewers in Hawai'i, New York and across the world. To date the channel has more than 200 stories, 1,000 followers and 413,000 views reaching 50 countries worldwide. These virtual readings helped keep the volunteers engaged through reading and doing meaningful and purposeful work, particularly the seniors for whom social engagement has a strong impact on their quality of life. Because of the metrics showing online interest in the videos, the Foundation decided to continue to build this project.

DKAFF Originals

This project produces original children's story books and activity books that are then gifted to children through the Aloha Books project. The stories that the books contain will have a positive message and be based upon values and causes that had been championed by Senator Akaka, "Pa Akaka" throughout his life, and are still important today. This series of books will have activities to engage the young learner in the story and the lesson being shared and will provide an opportunity to demonstrate what they've just learned. In addition, accompanying animated videos of the stories created for the O100 GO!READ YouTube channel. The first story in this series, "A Beach Day with Pa" was completed with an accompanying video in 2023, with two more storybooks planned for 2024.

This project is a collaborative effort of a team of experienced children's book authors and animators including authors and a young local artist in Hawai'i, Brady Evans, as well as educators and student contributors. This project not only promotes youth literacy and the values and principles Senator Akaka espoused, it also supports young local artists and provides mentoring opportunities for teachers and learning opportunities for students in early education, all while creating ways to educate and to serve.

Youth Summer Leadership Camp

The Youth Leadership Service Camp is a week-long summer camp offered free of charge to young students. It is designed to show the difference they can make in their communities through their service, in hopes that they carry these lessons forward in their lives.

Students hear from community leaders and volunteers who share their wisdom and experiences in service. These speakers have included Senator Akaka, Laci Deniz – a local newscaster and a GO!READ volunteer, and Patricia Munoz - a retired U.S. Navy Officer and DKAFF volunteer. The students also participate in service activities and experience the full scope of what a project requires. They are involved with everything from processing and sorting books to delivering and handing books to and reading stories to these children, which adds layers of understanding of the work involved and they get to see the results of their efforts. They are also challenged with developing and carrying out a service project of their own. These have included sewing pillows to accompany books gifted to infants and early Head Start students and visiting Fisher House to spend time with and entertain children with cancer and their families.



During this week-long summer camp, students accumulate enough community service hours to receive recognition for their volunteerism through DKAFF, and in some cases, they are eligible for the Presidential Volunteer Service Award through the Points of Light Foundation. Three individuals who've participated as students come back to the service camp as volunteers, which compounds the impact.

Speaker Series Projects

This project gathers, preserves and shares knowledge, bringing people together though common ideals and greater understanding of each other.

People naturally want to share what interests and excites them, what they have a passion and talent for, and this project is intended to give speakers the opportunity to do just that. Whether it's a teacher teaching a lesson, an active duty military member sharing what it means to serve, a healthcare



professional talking about preventive health maintenance or a senior talking about what growing up was like when they were children, the project collects a range of stories and topics of interest. DKAFF projects are always about maximizing the benefit for everyone involved, for the speakers who share their knowledge and connect with their neighbors, other communities, and the next generation, as well as for those who are simply listening to these conversations.

The Wisdom Keepers Heritage Project is one example of a speaker series. It was inspired by a conversation David had with a Native American colleague where the topic of the canoe culture and proverbs came up. A Hawaiian proverb was shared about how paddlers on opposite sides of a canoe if paddling together can travel great distances, while a Haudenosaunee proverb, two rows, described different vessels, different cultures, traveling alongside one another coexisting peacefully through mutual respect. This led to the idea of the Wisdom Keepers Heritage Project which brings people from different indigenous cultures together. They share their knowledge in a common aspect of their culture such as dance, weaving, spirituality and healing. For the first season, 12 participants were brought together for five episodes. Bringing them together in conversation has revealed similarities and differences but ultimately how alike they are in their humanity.

Prime Time 89

The Prime Time 89 project PT89 is the result of David's experience at his Kamehameha Schools class reunion. Having lost contact with classmates for 30 years, then re-connecting and hearing their accomplishments, what they've experienced in their lives, and the people they'd become he had just scratched the surface and wanted to know more. Then, during the pandemic when virtual meetings became commonplace, Dr. Mattson used Zoom to connect with classmates on Hawai'i Island, Maui, O'ahu, and Kaua'i, in San Francisco, San Diego, Los Angeles, Las Vegas, and Annapolis, and have those conversations.

PT89 is a collection of first-hand accounts of the life experiences of Kamehameha Schools class of 1989 students (KS89'ers) made available as podcasts, with accompanying photos and videos posted to the Instagram account @primetime89Hawaii. From their childhood to present day, the KS89ers talk about the culture, the community and lifestyle of the time, and how they navigated their way through life. We capture and preserve these historical details of their lives, reflecting on the past and how it relates to the future. As the listener goes through the list of 39 episodes, they'll see the similarities as well as the vastly different paths their lives have taken. These authentic stories are heartwarming and some sad, some funny and others inspiring but they all show us that everyone has an interesting story to tell, if we only stop to listen.

Gathering, preserving and sharing these PT89 discussions and speaker series talks are an authentic source of first-hand account information and it provides us a looking glass into the past for future generations.

2. The goals and objectives related to the request;

The Foundation's goal is to address the unmet need that has been recognized over the nearly 10 years serving the community by expanding the resources for current projects, enhancing these projects for the better and adding new projects when an opportunity is recognized. There have

been times when partner programs or neighbor island volunteers had requested books, but the Foundation either didn't have the books or there wasn't a way to transport all the books that were requested. Another example is producing DKAFF originals children's books. While it allows the Foundation to share some of Senator Akaka's principles and values and one title has been produced, it requires a significant amount of resources to bring a team together to make it happen. These are 2 examples of where we could have done more if we had more resources available to us.

Grant funding will be used in Hawaii to expand the Foundation's existing projects providing more books for the children across the state, and in creating more meaningful opportunities for volunteers to serve the community. With these funds we also hope to increase the Foundation's portfolio by **launching new projects** and adding **new facets to the existing projects**.

Much of the Foundation's success has been achieved through creative problem solving to bridge gaps in resources and funding, finding alternative ways of providing services where sweat equity and accepting the next best available option make things happen. With this approach the Foundation has been able to do a lot of good and meaningful work for the community. With these funds we know the Foundation can do significantly more.

I. Aloha Books

- a. Goal. Increase the annual goal of gifting 10,000 books to children across the state of Hawaii, while providing volunteers with opportunities engaged in literacy activities like these distributions.
- b. Objective. Distribute 20,000 books to children across the state of Hawaii, including the neighbor islands.

II. GO!READ

- a. Goal. Inspire more children's interest in reading books as a first step in becoming lifelong learners.
- b. Objectives.
 - i. Find more volunteer readers through online registries like volunteer match, word of mouth, reaching out to public school counselors, school and community clubs, etc.
 - ii. Increase the number of reading opportunities for volunteers by creating new partnerships with schools and community organizations
 - iii. Increase the number of DKAFF volunteer-child readings from 1,000 to 1,200 every month.

III. O100 GO!READ

- a. Goal. Increase interest in reading activities through increased awareness of and engagement with the O100 GO!READ YouTube channel.
- b. Objectives.
 - i. Publish 100 more children's storybook videos
 - ii. Publish 8 storybook videos in a foreign language
 - iii. Publish 10 compilations of storybook videos for the "10 Minutes A Day" story reading series.
 - iv. Publish 10 mini public service announcement (PSA) videos that contain reading tips.

IV. DKAFF Originals

- a. Goal. Share the principles and values, virtues and priorities that Senator Akaka had in life and that are still meaningful today, through children's stories.
 - b. Objective. Create and publish 2 new storybooks to share with children in Hawaii.
- V. Youth Leadership Service Camp
- a. Goal. Inspire students' interest in volunteerism through service activities and to provide them with an opportunity to receive national recognition through DKAFF and the Points of Light Foundation.
 - b. Objectives.
 - i. Host a weeklong camp for 8 participants
 - ii. Provide them with speakers and mentors to work with over the week.
 - iii. Organize service activities for them to participate in
 - iv. Support them in developing their own service activity to perform.
 - v. Provide enough volunteer service activity hours over the week to qualify for award recognition locally and possibly on the national level.
- VI. Speaker Series
- a. Goal. Capture and share first-hand account knowledge, experience and expertise through educational lectures and talks on various topics of interest.
 - b. Objectives.
 - i. Arrange for a series of 5 speakers to speak on a particular topic.
 - ii. Gather an audience in person and/or online for the talk.
 - iii. Recorded, edit, preserve, and share the presentation online, including a podcast.
- VII. Prime Time 89
- a. Goal. Share the stories of growing up in Hawaii in the 1970's and 1980's from the perspective of the Kamehameha Schools class of 1989.
 - b. Objectives.
 - i. Publish a season of 10 podcast episodes with corresponding trailer videos and photographs through the @primetime89Hawaii Instagram account.
 - ii. Re-post earlier episodes to increase viewership.

3. The public purpose and need to be served;

Youth literacy Program

Literacy, as it pertains to Educational attainment, Income and Socioeconomic Status are important contributors to social determinants of health (Chetty, Opportunity Insights, Nov. 2020). Regarding youth literacy and early childhood development, there will always be a need.

Children who are read to at an early age (Silinskas, et.al, Front.Psychol., 2020), who have books to read at home (Sikora et.al., Social Science Research, 2019) and who read regularly do better in school and have better financial promise in life as adults. This advantage is passed on to their children, which compounds its benefit and underscores its importance.

While statistics show that Hawaii's literacy rates are either on par with or better than the national average (National Center on Education Statistics), there's still a portion of Hawaii's population that continues to fall below national standards. There are ongoing institutional efforts within the school system to address these challenges which have been beneficial, but the opportunity to improve remains.

An important factor in a child's literacy achievements, particularly at an early age when it is most crucial is the role of their home environment. Children who are raised in households without books and have lower literacy exposure have lower literacy achievement (Center for American Progress). Also, children of families with lower socioeconomic standing or housing insecurity have a more difficult time attending school (more school days missed) and have greater challenges to reading proficiency (Blanchard, Mich. J. of Econ., 2023). These lower literacy levels in children from disadvantaged families adversely impact their earning potential and upward mobility in society. In fact, if academic success (as a surrogate measure for literacy) of socioeconomically disadvantaged students were higher, on par with peers who are not disadvantaged, their earning potential would increase by 8% over their lifetime (Murnane, et.al. The Future of Children, Fall 2012). From those data we can see how these challenges can be transgenerational, but they also show us that through education, this cycle can be broken for the better.

The Aloha Books project gives children books, to take home and read with their parents, siblings or kupuna. The Foundation also "adopts" classrooms where volunteers will read to children on a regular basis, inspiring a love of reading and of learning. At the end of each semester, before summer or winter breaks, every child receives a stack of books to take home for their home libraries and to continue reading. For those who are in programs or schools that we haven't reached, they can still view videos of storybooks being read for them online on the O100 GO!READ YouTube channel. There we have over 200 stories available, some stories are in Spanish, Korean and Chinese for an international audience.

Putting a book in the hand of a child that they can take home to read makes a difference. Reading a story to that child, also makes a difference. And by doing it over and over again, these can have a transformative impact for the child, their family and the community for the better.

Speaker Series Program

*Storytelling is an important way of sharing knowledge and ideas that has been practiced by humanity for millennia. It provides insight about who we are and where we come from, and unlike the written word, oral history conveys its message in a personal way that connects the speaker and listener.

In Hawaiian culture, generational knowledge has been passed down through generations by the spoken word, in 'olelo Hawai'i, which is the oral history of the Hawaiian culture. These narratives are an engaging way of passing-on knowledge through first-hand accounts, proverbs, legends and even song. It's a way of passing knowledge forward, cultural and social values and collective memory and accounts of history and historical events. It can also form connections between peers, from one generation to the next, and across cultures.

DKAFF has accomplished each of those through the Foundation's Speaker Series projects. The Prime Time 89 podcast shares the stories of the lives of Kamehameha Schools' class of 1989 who talk about their experiences growing up in Hawaii and through Kamehameha Schools in the 70's and 80's. They talk about where their lives took them after high school and where they are today. Through these podcasts, classmates who've known each other for decades have learned things about each other they didn't know. Now as parents and grandparents, the generations that follow them have these first-hand accounts of decades past in Hawaii. The Wisdom Keepers Heritage

Project bridges indigenous cultures by bringing together two indigenous people of different cultures but with expertise, knowledge and experience in a similar aspect of their culture. For instance, we brought together people with expertise in dance, in weaving crafts, spiritual healing, and even young physicians navigating their way through training in western medicine. The overlap in our cultures and values are undeniable, and the connections we build through these conversations are strong.

This project captures and preserves these historical details of their life experiences, the community of the time, reflecting on our history and how it relates to the future. With Hawaii's rich and diverse cultural mix, the Speaker Series captures and preserves these first hand historical accounts and perspectives which are invaluable stories that aid our understanding of our history and culture.

Volunteerism and Senior Citizen Engagement

"Volunteerism is a basic expression of human relationships. It is about people's need to participate in their societies and to feel that they matter to others. We strongly believe that the social relationships intrinsic to volunteer work are critical to individual and community well-being. The ethos of volunteerism is infused with values such as solidarity, reciprocity, mutual trust, belonging and empowerment, all of which contribute significantly to quality of life." –

UNvolunteers.org.

It's widely shown that volunteering has myriad benefits for people of all ages. For children and young adolescents it helps them develop leadership and communication skills, learn time management and decision making skills. For the working age population it can provide a sense of purpose, a sense of community, where they can meet people and try new things and grow as a person. For the elderly, it's well known that volunteerism has a list of benefits including delayed physical disability and dependence, enhanced cognition, lower rates of depression and higher life satisfaction (Iya Vargas, Stanford Center on Longevity). With Hawaii's aging population, ranked 9th highest in median age and 7th highest for proportion of the population above 65 years of age among the states, providing these volunteering opportunities for seniors has real benefits. For those reasons and more, volunteer engagement will continue to be an important part this Foundation and its activities.

DKAFF volunteers have described a feeling of fulfillment and has led them to pursue to future goals.

I enjoy reading to children because of the radiating positive energy that I get to be surrounded by... The expressive love we receive is insurmountable by any others... If it wasn't this opportunity, I would have never realized that I absolutely love children. This ... had shaped my aspirations of becoming a pediatrician ... I am very thankful for Ohana 100 for providing benefits to multiple corners of the community.

EMILY KANG- Roosevelt HS Alum and DKAFF volunteer

Volunteering is also an opportunity to meet new people from different backgrounds with a common interest in supporting a common cause. Friendships may result, and sometimes more. DKAFF volunteers have felt a greater sense of community and belonging.

The name summarizes it all: Ohana. I feel like I joined a family rather than a volunteer organization...I am also a private pilot... When Liz asked me ...to go to Molokai and Maui to deliver some books and read there, I said yes right away. How could I say no to combining two great passions of mine...It was one of the best experiences I've had since I joined Ohana100 and I am looking forward to so many more.

LORRAINE (FRENCHIE) COFFINET SMITH - Pilot, Physician and DKAFF volunteer

Volunteering also can bring about happiness.

I have a wonderful life here in Hawaii and volunteering with OHANA 100 is part of that happiness...My favorite part of volunteering is interacting with the children and getting to know them ... I'm always in awe of how quickly they mature and learn from one visit to the next... As I read to them I see everything: surprise, amazement, sadness, recognition, joy and curiosity...when we talk about the stories I hear the empathy and kindness, the excitement and imagination, and the wonder they experience while hearing me read to them.

PATRICIA MUNOZ- Retired Navy Commander, Teacher and DKAFF volunteer

DKAFF senior volunteers have benefited in many ways such as social engagement and involvement that comes with volunteering. There is a clear sense of purpose and satisfaction for them doing something that matters to them and knowing they are making a difference. This in turn can self esteem which leads to better physical and mental health (in adults 60 and older) and lower rates of depression and anxiety (among people 65 and older). The Foundation's projects, whether reading to children, sharing their life experiences through the speaker series, or participating in activities such as the summer Youth Leadership service Camp, we provide seniors with opportunities to socially engage.

I was introduced to 'Ohana 100 ...and had no idea how this program was going to fill so much more than just my time. This program has filled my heart with so much joy, especially when the children respond to me with loving hugs and excitement to hear more stories.... Some of my fondest memories is snuggling and reading books to my children as part of our daily bedtime routine. ... It is so satisfying to see the older listeners show interest as I spark their imagination and curiosity with a good book. Even the babies respond with looks of interest and alertness as I read. ...my heart ...melts when the refugee mothers respond with body language that demonstrates excitement to my reading even though they can't speak English... I love being an 'Ohana 100 volunteer! It is very satisfying and rewarding to be able to share the gift of reading with all the precious children and their families!



MARIE WOLF - DKAFF volunteer

DKAFF volunteers have been recognized for their service to the community. Rose Leong, a retired elementary school teacher who taught at Ewa Beach EL when Senator Akaka was Vice Principal and is now a DKAFF volunteer, was recognized for her service with a Presidential Volunteer Services Award and by the RSVP program in Honolulu in 2021 with the Outstanding Older American Award.



DKAFF's very own volunteer Rose Leong was awarded (Retired Senior Volunteer Program (RSVP) 2021 Outstanding Older American Award from the City & County of Honolulu, Elderly Affairs Division.

4. Describe the target population to be served; and

The primary population served are children across the state of Hawaii aged 0 – 11 years old. DKAFF will provide free books and reading services to these young learners through the Aloha Books and GO!READ projects. The Foundation's other projects including Prime time 89 and the Speaker Series engages young adults through seniors who share stories of their life experiences, engaging a broad age range from young adults to seniors. The DKAFF leadership service camp serves young adolescents. In addition, DKAFF volunteers which range in age from children and young adolescents through the elderly are beneficiaries themselves in many ways.

5. Describe the geographic coverage.

While the bulk of the Aloha Books and GO!READ services occur in Hawaii (more than 90%) and primarily on Oahu, services do extend to neighbor island recipients with the help of neighbor island partner programs and volunteers. Because the Foundation's YouTube storybook channel O100GO!READ, the Prime Time 89 podcast and the DKAFF Speaker Series projects are all online, these project's will also reach an international audience.

For the purposes of this grant, 100% of the funds will be used for projects serving the state of Hawaii.

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;

I. Aloha Books

- a. DKAFF has a point-person with a partner publisher who sends notifications when book titles are available for purchase.
- b. DKAFF Originals, self-published books, are ordered through a partner printing company in downtown Honolulu.
- c. Logistics to receive, inventory, process and store books are determined.
- d. Community partner schools and programs are contacted regarding book availability.
- e. If interested, the school provides the number of books needed (number of students) and a book distribution date and time.
- f. Determine details for the delivery of books including confirming volunteers, signage, and if having a giving ceremony assuring an adequate venue space is available for the event.
- g. Deliver and distribute books to the partner schools and programs as a giving ceremony.
- h. A survey will be sent to teachers and programs that are serviced to assess the impact of the book giving.

II. GO! READ

- a. The GO!READ coordinator contacts volunteer readers and confirms who will be reading to a class for the semester. If they're a new volunteer, they will shadow a reader as they read to a class.
- b. The coordinator reaches out to partner schools and programs to find a suitable class for the volunteer to read to based on the appropriate grade level of students, the location of the school and the time of the day they have available for the reader come by.
- c. The reader is then put in communication with the school so they can agree on reading schedule details including teacher contact, dates and times of the visits.
- d. Near the end of the semester, prior to winter and summer breaks, readers will be given books to distribute to the students they've been reading to.
- e. Volunteer hours logs will be collected, and survey requests will be distributed to the readers.
- f. Survey requests will also be distributed to the teachers and programs at each visit and at the end of each semester.

III. O100 GO! READ- You tube channel

- a. Children's books are selected for reading and sent to a volunteer to read. Volunteers can also select their own books for reading.
- b. Volunteer readers audio record themselves reading the book, then send that recording to the video editor.
- c. The video editor creates a video showing the pages of the book as it coincides with the volunteer's audio recording.
- d. A title page, opening and closing jingles and background music is added to make the video more engaging.
- e. These 4 min to 10 min videos are then posted to the O100GO!READ YouTube channel.
- f. The video editor will also collect short public service announcement type messages that serve as reading tips, from educators, that will be posted as mini videos on the O100GO!READ channel.

- g. The youtube channel metrics will be reviewed monthly by the O100GO!READ coordinator.

IV. DKAFF Originals

- a. The author will come up with an idea for a children's storybook and prepare a storyboard.
- b. The team including an author, illustrator, editor, animator, Japanese language translators, reading teacher, etc. are called to meet to develop the project, including the storyboard.
- c. A series of meetings take place over weeks as the storyline and corresponding illustrations are finalized.
- d. Activity pages related to the story are created; these may include finding hidden objects, puzzles, a maze, or multiple-choice questions.
- e. Once the creative component of the book is complete, revising the technical components of the book including the layout, bleed margins, color palate and so forth will be done.
- f. Contributors will be credited, information about the author, legal verbiage and an ISBN number will be added.
- g. The final version of the book will be sent to the printer where any final formatting adjustments will be made before the authors give final approval for printing.
- h. The requested quantity of books are printed and made available to Aloha Books for distribution.

V. Youth Leadership Service Camp/KDWT summer Service Camp

- a. The camp coordinator will select 5 consecutive weekdays during the summer to hold the week-long camp, then a preliminary schedule of activities is drafted as well as flyers and marketing materials.
- b. The camp coordinator finds volunteers who will help run the activities.
- c. Speakers are identified, invited and confirmed.
- d. The coordinator connects with community partner programs that are available to receive the students for community service activities and dates and times are confirmed.
- e. The schedule of activities is finalized, which will include; speakers, in-house service activities and on-site service activities.
- f. The coordinator, in coordination with volunteers and community partners will notify eligible students about the camp and provide information about the camp and how to enroll, in the form of flyers, email and word of mouth.
- g. Interested students will fill out an application and submit supporting paperwork including release forms and liability waiver forms.
- h. The summer service camp will take place and volunteer hours and student hours will be logged.
- i. Survey requests will be distributed to the volunteers, partner programs and student campers.
- j. Students will receive volunteer service award(s) in recognition of their participation in the week-long service camp.

VI. DKAFF speaker Series: Wisdom Keepers

- a. The first step is to come-up with a subject or topic category that can be divided into 5-10 related sub-topics.
- b. Next, the Speaker Series coordinator identifies, invites and confirms speakers to participate in a discussion on a topic they have expertise in.

- c. The coordinator collects a short biography and headshot photograph from them.
- d. A schedule, including dates, times and program venues (when available) are confirmed for the talks.
- e. The coordinator creates a Zoom webinar meeting to deliver and record the presentation.
- f. The talk is delivered, and if a live audience is present, questions are encouraged from the audience.
- g. The coordinator obtains media releases from the speakers.
- h. The video editor receives the video recording of the meeting, edits and engineers it into a podcast and publishes it online.
- i. The IT tech/webmaster adds the photos, images and links to the podcasts on the danakaka.org web page.

VII.Prime Time 89

- a. The Prime Time 89 coordinator contacts a Kamehameha Schools 1989 classmate who is invited to be interviewed for the PT89 project.
 - b. A list of prepared questions are provided to the guest to prepare thoughtful answers
 - c. Information is gathered about the guest and discussion topics and questions are prepared.
 - d. A recorded Zoom meeting interview is held for 3 hours.
 - e. The content is received by the video editor who edits it for time, syntax, flow, topic, etc.
 - f. The opening, closing and transition verbiage is then written and produced by the host and added, as well as the music and it is engineered into a podcast-compatible audio file.
 - g. The audio file is loaded to the Captivate host site and made available to the guest for final review.
 - h. The episode may require editing based on the guest's feedback, but once approved, a signed media release is obtained from the guest.
 - i. The episode is then released from the host site, Captivate, to various podcast distribution outlets such as Spotify, Apple Podcasts, Amazon Music, etc. for public listening.
 - j. Photos will be collected from the guest to create a 10-photo picture deck that illustrates the story the guests are sharing in their podcast. It will be posted to Instagram to coincide with the release of the podcast episode.
2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

PROJECTED TIMELINE FOR PROJECT RESULTS (REF section II.2 above)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Aloha Books		Distribute 5k books	Distribute 10k books	Distribute 5k books
GO!READ	Increase monthly readings by 50	Increase monthly readings by 50	Increase monthly readings by 50	Increase monthly readings by 50
O100GO!READ	Add 25 book videos Add 3 – 10min book compilation videos	Add 25 book videos Add 4 foreign language book videos Add 3 – 10min book compilation videos Add 10 PSA videos	Add 25 book videos Add 3 – 10min book compilation videos	Add 25 book videos Add 4 foreign language book videos Add 3 – 10min book compilation videos Add 10 PSA videos
DKAFF Originals		Complete and publish one new story		Complete and publish one new story
Youth Leadership Service Camp			Host the summer Youth Leadership Service Camp	
Speaker Series			Host a series of 5 speakers	Edit and publish their presentations online
Prime Time 89			Publish a season of 10 new episodes	

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

Quantitative and qualitative measures will be collected and used to gauge the Foundation’s work progress, the impact being made in the community, and to identify areas that can be targeted for improvement. In addition to reviewing the data as it’s being collected, it will be compared against prior data and current goals to assure that we are meeting these objectives.

Aloha Books. The number of books gifted will be tracked, as well as the number of children recipients, classrooms, schools or programs, school complexes or counties and islands that receive books on a monthly, quarterly and annual basis. Qualitatively, teachers and program recipients will receive surveys to assess the impact of Aloha Books and provide suggestions for improvement.

GO!READ. The number of children, classes, schools or programs, school complexes or counties and islands that receive readers will be tracked on a monthly, quarterly and annual basis. The number of stories read and the number of visits, in person or virtual will also be tracked. The number of books gifted to the students likewise, will be tracked. Qualitatively, surveys will be sent

to teachers and programs serviced to assess the impact of volunteer readers and to solicit suggestions for improvement.

O100GO!READ. The number of children’s storybook videos published per quarter, and per year will be tracked. The number of subscribers to the O100GO!READ channel and the number of downloads and the number of countries reached will also be. The types of stories and content which receive the most views will be tracked and based on the results, focus will be placed on producing more of those types of video content.

Speaker Series. The number of episodes produced and published will be tracked, and the number of downloads will be tracked on a monthly and annual basis. The number of page views and engagement will also be tracked. Qualitatively surveys will be sent out to the participants for feedback on the strengths of the project and opportunities for improvement, and adjustments will be considered based on their feedback.

Prime Time 89. The number of episodes produced and published will be tracked as well as the number of downloads on a monthly and annual basis. The number of followers to the PT89 Instagram account and page views and engagement will also be tracked. Qualitatively we’ll send out surveys to the participants for feedback on the strengths of the project and opportunities for improvement, and adjustments will be considered based on their feedback.

Volunteers. The number of volunteers engaged will be tracked quarterly and annually as well as the number of activities they’ve been involved in, the number of instances and the number of hours spent. Volunteers will be sent surveys for feedback on the strengths of the project and opportunities for improvement, and adjustments will be considered based on their feedback.

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.

The measures of effectiveness that will be report to the State agency will include;

1. Progress toward reaching the stated productivity goals of the grant
 - i. Books distributed
 - ii. Children read to
 - iii. Videos published
 - iv. Summer service camp completion
 - v. Speaker series and Prime Time 89 season completion
 - vi. outreach goals will be reported as quarterly measures.
2. Qualitatively
 - i. A summary of survey responses from the book recipients will be provided.
 - ii. A summary of feedback from clients, partners and volunteers regarding program strengths and areas for improvement will be provided.

3. If any modifications to the programs or projects were made as a result of those feedback, these will also be reported and described.

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](#))
Provided
 - b. Personnel salaries and wages ([Link](#))
The Foundation has no paid positions, salaried or waged.
 - c. Equipment and motor vehicles ([Link](#))
Not applicable.
 - d. Capital project details ([Link](#))
Not applicable
 - e. Government contracts, grants, and grants in aid ([Link](#))
None, not applicable
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$76,259.50	\$76,259.50	\$76,259.50	\$76,259.50	\$305,038.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.

We will continue to seek support from donors and partners who've supported us in the past.

- I. **Private Donations; cash and gifts in kind**
 - II. **Corporate Donations; cash and gifts in kind**
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.

None

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 2025 for program funding.

None

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.

\$68,493.85

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.

Aloha Books

For nearly 10 years ago, the Foundation has gifted more than 250,000 new books to children and program partners primarily in Hawaii, but also in New York and internationally.

1. DKAFF has a team of volunteers across the state who help receive, inventory, process and package, then distribute books to children and programs across the islands of Hawaii.
2. The Foundation has 2 active volunteer pilots who help transport small quantities of books to neighbor islands. Interisland shippers and retailers have also transported large shipments of books to Kauai, Maui and Kona for distribution to neighbor island and rural programs.
3. DKAFF has had collaborative relationships with hundreds of schools and community programs across the state of Hawaii over the years, many of whom continue a partnership with the Foundation today.
4. DKAFF has a years-long relationship with the Simon and Schuster Publishing Company, where as a non-profit bulk quantities of books can be purchased, sometimes discounted for non-profits and other partnership opportunities. DKAFF has received several shipments of books to Hawaii from Simon and Schuster over the years.



GO! READ

GO! READ volunteers have been reading to children in Hawaii classrooms and gifting them with free books since 2014. The GO! READ project, has been a part of the Foundation's services from the beginning and has complemented the Aloha Books project over the years thanks to volunteer readers and all the local Hawaii schools and community partners. Currently the volunteer readers are reading to over 1,000 students every month with hopes of reading to many more.

1. DKAFF has a team of volunteer readers that visit schools once a month, and sometimes more frequently than that. They read to children in their classrooms, sometimes in a larger auditorium or library setting, and other times in less formal venues like meeting rooms at community centers.
2. A special part of this project is when the readers give a stack of books to the children at the end of the semester before they go off to winter break or summer break. These books are ordered from Simon and Schuster publishing company, a partner organization (as above).
3. With virtual meeting capabilities volunteer readers can continue reading remotely, over the internet to classes they otherwise wouldn't be able to visit in person.
4. Some of the neighbor island partners whose programs are serviced by the Foundation include Maunaloa EL on Molokai, Lihikai EL on Maui, Kaumuali'i EL on Kauai, and Kapunahala EL, Hau'ula EL and Kaneohe EL on Oahu just to name a few.

O100 GO! READ YouTube Channel

In 2020 when the volunteer readers' access to schools were limited and they couldn't read to children in person, DKAFF created a new project where volunteers continued reading stories for children, through videos posted on a YouTube channel. There, children and readers of all ages can view videos of books being read to them online, for free. So far there are over 200 videos viewed over 430,000 times and more than 1,000 subscribers to the channel.

1. There has been over 40 volunteers who have read stories for these videos so far.
2. Bilingual volunteers have read stories for this project in Spanish, Chinese, Korean and Hindi.
3. DKAFF has video editing software and a video editor who has years of experience producing this type of content.
4. The Foundation also has an IT technician and webmaster responsible for managing the online accounts and uploading content.
5. The project has a reading teacher as part of the planning team to help develop short video clips of reading tips which will be published alongside the stories.

DKAFF Originals

DKAFF is fortunate to have partnered with a production team with years of experience producing and publishing children's storybooks. They assisted in the production of the Foundation's first children's storybook "A Beach Day with Pa". The team also has the expertise and experience producing video animation of children's stories, which anyone can watch on the O100GO!READ YouTube channel.

1. There is a team of authors.
2. There is a team of Illustrators, some of whom are local to Hawaii.
3. The team has video Animator with years of experience producing video animation.
4. There is a music and audio engineer, born and raised in Hawaii with recording studio facilities and years of professional experience working on projects in Los Angeles and internationally.
5. There is a long roster of voice actors available to read the stories for videos.
6. The team has an early childhood reading public school teacher to help with story development.
7. The team includes College students majoring in education in Hawaii to help develop learning activities included with the book.
8. DKAFF has a local printing company located in downtown Honolulu available for printing copies of the books.
9. The Foundation also has an IT technician and webmaster responsible for managing the online accounts and uploading content.

Youth Leadership Service Camp/KDWT

Since 2017 DKAFF has held a week-long summer service camps for students in Hawaii, free of charge. Having partnerships with Fisher House, the veteran's center, preschools and other schools and programs students have had the opportunity to engage in a variety of volunteering activities including reading to children and gifting them with books. We also have a list of volunteer speakers to share their experiences in service with the students.

1. Camp participants are recruited from Roosevelt HS, Punahou HS, Moanaloa HS, Kalani HS, Campbell HS, Mililani HS and Leeward Community College academic offices.
2. The Foundation has meeting space in downtown Honolulu that will serves as the summer camp workshop.
3. Fisher House partnership
4. Volunteer speakers included Patricia Munoz (retired Navy office and teacher), Lacy Deniz - Journalist/Local News Reporter who talked about the importance of service, giving back, helping others.,
5. Volunteer mentors (such as DKAFF alumni and University students) provide support by supervising the service week, providing transportation to reading sites and senior centers.
6. Volunteers are rewarded with a certificate of Completion, accumulating service hours required by school and/or by the Presidential Volunteer Service Award (PVSA).

The Prime Time 89 project

Since 2020 the Foundation has maintained a team responsible for producing, editing and publishing podcasts, video and photo content online. There are 39 podcast stories and trailers that are available for free through most major podcast distribution sites and the photos are available on the project's Instagram page @primetime89Hawaii.

1. Prime Time 89 has a planning team of 7 Kamehameha Schools graduates that meet monthly to discuss the project.
2. The project has Zoom meeting capability with webinar and enhanced storage features, to produce content for editing.

3. There is also a video editor with years of experience in producing this type of content.
4. The project has a Captivate account podcast hosting site which makes the podcast episodes available to distribution sites.
5. The project is also set up with several distribution sites including Spotify, Apple Podcasts, Google Podcasts, Amazon Music, and so forth making these podcast episodes easily accessible through most major online sites.
6. The project also has an Instagram account @primetime89Hawaii, which adds to the viewer's experience by providing photos and short videos of the episodes for the viewers to see.
7. The Foundation also has an IT technician and webmaster responsible for managing the online accounts and uploading content.

DKAFF Speaker Series

This program is conducted similarly to Prime Time 89, where we create a Zoom meeting, record the meeting's presentation for content, edit, engineer and publish it as a podcast online. We use the same resources for this project as we do for Prime Time 89.

1. We have partnerships with organizations which include; the City and County of Honolulu Department of Community Service, Elderly Affairs Division; University of Hawaii Center on Aging; the Retired Seniors Volunteer Program and the Department of Indigenous Cancer Health Roswell Park Comprehensive Cancer Center in New York. The WKHP planning team is comprised of representatives from each of these organizations.
2. The Zoom, video editing, Captivate podcast host site and distribution sites are available and used as they are for the Prime Time 89 project (as above).

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 Foundation will have use of 700 square foot rental space in downtown Honolulu to serve as headquarters, office space and workspace, with one dedicated parking stall available. The space has a main room and a side room that can be used for storage as well as a recording studio when needed. The main room space is continuous with the entry and a kitchen, and there is one full bathroom and an in-unit washer/dryer. The space will be configured to store children's books and supplies. There is space for an office desk work area and an activity area where youth activities including group meetings and lectures and talk story interviews can take place. It has been used for these sorts of activities in prior years and has comfortably accommodated these activities. If more space is needed for a larger activity, the building has other areas available that can be reserved for larger gatherings.

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.

1. President and Board Chairman.

- a. **Qualifications, Experience & Responsibilities.** This individual must have leadership experience and a deep knowledge of and familiarity with Senator Akaka and the Akaka family is required. The President is responsible for overseeing all activities of the Foundation.

2. Advisory Board

- a. **Qualifications, Experience & Responsibilities.** Each member should have a deep familiarity, knowledge and understanding of Senator Akaka and the Akaka family, and Aloha for the same. The boards is currently comprised of six people including Millie Akaka and her children or a representative from each child's family. The members are consulted with and advise the President and the Board of Directors on the appropriateness of activities and how they align with the Foundation's mission and the values of Senator Akaka.
- b. **Line of supervision** They report to the President.

3. Planning Committee

- a. **Qualifications, Experience & Responsibilities.** There are six members on this committee. Each member must be creative and resourceful and willing to commit to seeing a project through successful completion. While experience organizing events, fundraising and soliciting donations is helpful, it is not required. The member will work to develop, organize, and execute the Foundation's activities and projects such as annual fundraisers, the Prime Time 89 project and other gatherings and functions.
- b. **Line of supervision** They report to the President.

4. Board of Directors

- a. **Qualifications, Experience & Responsibilities.** The board is comprised of six members. Each member should have some familiarity with Senator Akaka and understanding of his priorities and values. The member will function in an official capacity to ensure that the Foundation's operations are in line with its mission and goals, and that these are in line with the values of Senator Akaka.
- b. **Line of supervision.** They report to the President

5. Treasurer

- a. **Qualifications, Experience & Responsibilities.** This individual should have experience with accounting for non-profits and knowledge using spreadsheets such as Microsoft XL. They will track and record the flow of funds through the Foundation and in coordination with the Foundation's accountant, assure that the Foundation is in compliance with IRS and local tax filing responsibilities and any registration requirements.
- b. **Line of supervision** Reports to the Board of Directors

6. Vice President of Operations.

- a. **Qualifications, Experience & Responsibilities.** This individual should have experience with planning and organizing projects, supervising and managing

logistics, and in coordinating multiple projects simultaneously. They must be able to work independently and as a leader across the Foundation's portfolio of projects. This individual must have strong leadership, managerial and communication skills, including communicating with partner programs in the community. Creativity and resourcefulness, recognizing opportunities across the Foundation's projects where the process can be streamlined and sharing of resources for greatest efficiency is a must.

- b. **Line of supervision** Reports to the Board of Directors
7. **Youth Literacy Coordinator.**
 - a. **Qualifications, Experience & Responsibilities.** The coordinator should have experience working with young learners, teachers, programs, and staff in various settings. They will oversee the Aloha Books, GO!READ and Originals projects, and maintain and build community relationships. They will also oversee the O100GO!READ project including working with the video editor, IT tech and webmaster in the production and posting of content, and coming up with innovative ways to enhance the YouTube channel. They will be in charge of ordering books, keeping an accurate inventory of books and supplies and planning for distributions to schools and community programs. They will also need to communicate with partner schools and programs regarding visiting readers and book distributions. The coordinator will also be in charge of bringing the DKAFF originals team together to produce stories and keep the project on schedule. Once the book is complete, they will work with the printers to publish the necessary number of books needed in inventory for distribution.
 - b. **Line of supervision.** Reports to the Vice President.
8. **Speaker Series Coordinator.**
 - a. **Qualifications, Experience & Responsibilities.** The coordinator should be someone with a creative mindset in developing projects and resourcefulness in seeking out speakers willing to participate and programs, organizations and/or schools interested in hosting speakers. The coordinator will also need to have experience setting and managing schedules, distributing information about the project to participants, programs and audience and processing administrative documents such as the media release forms. The coordinator will work with the video editor, IT tech and webmaster in producing and posting content. They will be working with the Prime Time 89 team in coordinating everything from production to posting content online.
 - b. **Line of supervision.** Reports to the Vice President.
9. **Youth Service Camp, Activities and Volunteer Coordinator**
 - a. **Qualifications, Experience & Responsibilities.** The coordinator should be someone with experience working with, managing, and engaging with kids. They need to be creative in developing activities from idea conception through gathering resources and finding and coordinating with partners, and ultimately running the activities with the students. They need to be organized and comfortable communicating with student participants, parents, volunteers, volunteer leaders and partner collaborators. The coordinator must be able to maintain schedules, records of activities and volunteer hours for participants. They should have strong leadership skills and be able to work productively independently and with others. They are also responsible for recruiting, orientation and training, tracking and acknowledging the volunteers and their contributions to the Foundation.

- b. **Line of supervision.** Reports to the Vice President.
- 10. Volunteers.**
 - a. **Qualifications, Experience & Responsibilities.** Volunteers must come with a desire to serve the community and an interest in supporting the Foundation’s mission and purpose. They are ambassadors of the Foundation and the face of this Foundation to the public. They will be expected to abide by the Foundation’s code of conduct.
 - b. **Line of supervision** Reports to the volunteer coordinator
- 11. Accountant** (contracted; outside hire). Licensed CPA, knowledgeable in non-profit work.
- 12. Lawyer** (contracted; outside hire). Attorney knowledgeable in non-profit work.
- 13. Video editor** (contracted)
- 14. IT technician** (contracted)
- 15. Webmaster/Web designer** (contracted)

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.

President					
Board Of Directors			Advisory Board	Planning Committee	
Vice President, Operations			Treasurer		
Youth Literacy Coordinator	Leadership Service Camp & Volunteer Coord.	Speaker Series Coordinator			
Volunteers					

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.

DKAFF is volunteer based; there are currently no paid positions.

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.

There is no pending litigation against this Foundation.

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.

Ohana100, the Daniel Kahikina Akaka Family Foundation is certified by the Points of Light Foundation and authorized to recommend recipients for their Presidential Volunteer Service Award. More than 15 DKAFF volunteers have received this recognition over the years.

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.

Ohana100, the Daniel Kahikina Akaka Family Foundation does not intend to use this grant to support any sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but
- (b) Not received by the applicant thereafter.

DKAFF is fortunate to have been able to provide a range of services to local communities across the state of Hawaii through a combination of; donations from a small group of benefactors; generous gifts-in-kind and services from local businesses, collaborative partnerships with businesses and organizations in the community, and a group of dedicated volunteers. Without all their support, the Foundation would not be able to provide these services at the level they are today.

The Foundation's goal is to strengthen and expand this service portfolio, by applying for grant funding, broadening the donor support base and establishing an annual fundraiser. In addition the Foundation will be open to new collaborative partnerships with businesses and organizations, schools and programs in the community. DKAFF will also apply for grants that align with the Foundation's various projects. One example is a grant for Publishing Historical Records in Collaborative Digital Editions. This is offered through the National Archives, and aligns with the Foundation's Speaker Series and Prime Time 89 projects.

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

The undersigned authorized representative of the applicant certifies the following:

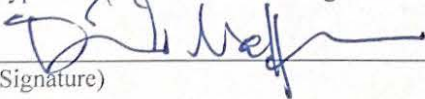
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Ohana100, the Daniel Kahikina Akaka Family Foundation

(Typed Name of Individual or Organization)



(Signature)

January 18, 2024

(Date)

David M.K. Mattson, Jr., M.D.

(Typed Name)

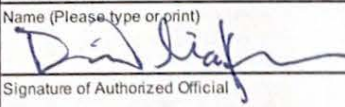
President

(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Ohana100, the Daniel Kahikina Akaka Family Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	0	0	0	0
2. Payroll Taxes & Assessments	0	0	0	0
3. Fringe Benefits	0	0	0	0
TOTAL PERSONNEL COST	0	0	0	0
B. OTHER CURRENT EXPENSES				
1. Accountant	1,500	0	0	0
2. Lease/Rental of Space, Utilities	36,317	0	0	0
3. Website, Zoom, Captivate, etc.	1,718	0	0	0
4. Speaker Series Honorarium	5,000	0	0	0
5. AV, podcast editing Wisdom Keepers	10,000	0	0	0
6. AV, podcast editing Prime Time 89	20,000	0	0	0
7. AV, podcast editing O100 GO! READ	64,000	0	0	0
8. DKAFF volunteer book bags, shirts, etc.	18,253	0	0	0
9. Summer Service camp supplies	2,500	0	0	0
10. DKAFF Originals author, illustrate, video	44,000	0	0	0
11. DKAFF Originals book printing	49,700	0	0	0
12. Aloha Books for children	52,050	0	0	0
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	305,038	0	0	0
C. EQUIPMENT PURCHASES	0	0	0	0
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	0	0	0	0
TOTAL (A+B+C+D+E)	305,038	0	0	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	305,038	David Mattson	716-601-8287	
(b) Total Federal Funds Requested	0	Name (Please type or print)		Phone
(c) Total County Funds Requested	0			January 18, 2024
(d) Total Private/Other Funds Requested	0			Signature of Authorized Official
TOTAL BUDGET	305,038	David Mattson Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Ohana100, the Daniel Kahikina Akaka Family Foundatic

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
none				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				
JUSTIFICATION/COMMENTS: Not Applicable, there are no salaried positions				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Ohana100, the Daniel Kahikina Akaka Family Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not Applicable				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not Applicable				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Ohana100, the Daniel Kahikina Akaka Family Foundation

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS	0	0	0	0		
LAND ACQUISITION	0	0	0	0		
DESIGN	0	0	0	0		
CONSTRUCTION	0	0	0	0		
EQUIPMENT	0	0	0	0		
TOTAL:	0	0	0	0		
JUSTIFICATION/COMMENTS: Not Applicable						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ohana100, the Daniel Kahikina Akaka Family Foundation

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	none				
2					
3					
4					
5					