

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



AUTHORIZED SIGNATURE

NIKI SHISHIDO, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

1/18/2024

DATE

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.

See attached.

2. Declaration Statement

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

Applicant, Pacific & Asian Affairs Council affirms its compliance with Section 42F-103, Hawaii Revised Statutes. Please see attached.

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](#).

Applicant, Pacific & Asian Affairs Council attest the 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;

The Pacific & Asian Affairs Council is a Hawai'i based 501(c)(3) nonprofit educational organization established in 1954 with a mission to promote youth understanding of, and engagement in, global and international issues; in particular, Hawai'i's role in the Asia-Pacific region. Pacific & Asian Affairs Council (PAAC) programs prepare the next generation of Hawai'i leaders for an increasingly interconnected world, promoting citizen diplomacy and global

competence in our youth. Our programs build bridges from Hawai'i to the world, inspire young leaders, and develop global citizens one handshake at a time.

Throughout PAAC's 70-year history, more than 100,000 high school students statewide have participated in the flagship, award-winning High School Global Education Program, in which students develop 21st century skills through a menu of engaging activities and robust curriculum designed to teach youth the complexities of global issues and ways they can be addressed, developing 21st century skills required to thrive as adults in an increasingly global community, career, and life.

During a typical year, 3,000 students statewide, on average, participate in PAAC programming comprised of Clubs, an interschool conference, and Study Tours, among other non-traditional, experiential learning opportunities, to support development of students' critical thinking, leadership, empathy, and cross-cultural collaboration skills.

Over the past 20 years, more than 400 youth from across the state have participated in PAAC Study Tours, an immersive learning opportunity in which students travel to a country in the Asia-Pacific for 10 days on average, regardless of ability to pay. Since 2004, PAAC has awarded more than \$1.4 million in scholarships for over 70 Study Tours in Japan, China, South Korea, Vietnam, Indonesia, New Zealand, and Tahiti.

Schools currently engaged in PAAC programming include:

- | | |
|---------------------------------------|-----------------------------------|
| *Aiea High School | *King Kekaulike High School |
| *Farrington High School | *Konawaena High School |
| Hawai'i Technology Academy –
O'ahu | *Leilehua High School |
| *Hilo High School | Maui High School |
| Honolulu Waldorf Academy | Mililani High School |
| 'Iolani School | Moanalua High School |
| James Campbell High School | Punahou School |
| Kaiser High School | Roosevelt High School |
| Kalani High School | St. Andrew's Schools – The Priory |
| Kamehameha Schools - Kapālama | Waiākea High School |
| Kapa'a High School | Waialua High School |
| *Kealakehe High School | Waldorf School |
| | *Waipahu High School |

** Title I schools, a federal education program to support low-income students.*

2. The goals and objectives related to the request;

The Pacific & Asian Affairs Council (PAAC) requests \$220,000 for seed funding to establish a **Hawai'i Ambassadors Program (HAP)** which will aim to select one student from each Title I public high school to participate in a six-month program that develops their self identity, leadership skills, understanding of global issues, and culminates in a scholarship to participate in a PAAC Study Tour to a destination with ties to the State of Hawai'i, be-it through a Sister-State relationship or other developing opportunities. Funding support ensures students statewide are not limited by inability to pay.

Specifically, the goals and objectives of this request are as follows:

Goal 1: Support the personal and career development of students from Hawai'i public schools, specifically those from low-income families and/or Title I High Schools.

Objective 1a: 26 Student Ambassadors will participate in the program with the aim of having all Title I High Schools represented.

Objective 1b: Student Ambassadors will explore their culture, learn about our host culture (Hawai'i), learn more about their leadership styles, and gain a better understanding of the country they will visit.

Objective 1c: Student Ambassadors will experience first-hand the people, culture, history, economy, education system, every day life, and challenges of the country they visit.

Objective 1d: Student Ambassadors will meet with organizations related to their country destination and/or the Sister-State relationship.

Goal 2: Student Ambassadors will share their experience with their communities to inspire others to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action.

Objective 2a: Student Ambassadors will create an e-portfolio consisting of a blog and/or video recap of their program journey to share with the community.

Goal 3: PAAC will provide global education to a greater number of students in more areas of our islands.

Objective 3a: In addition to the 26 Student Ambassadors, PAAC anticipates that after the completion of this program (after the end of the grant period) more students from the ambassadors' schools will participate in PAAC programs.

3. The public purpose and need to be served;

Public Purpose

The public purpose served by the proposed project is of great benefit to communities throughout the state. The Hawai'i Ambassadors Program aims to be a powerful experience where student participants start or continue their journey to developing global competence, support connections between the State of Hawai'i's Sister-States and other partner countries, and inspire those in their communities through their experience. In addition, the potency of travel, and traveling together, will help these students, representing a vast majority of the state, build bonds and lasting relationships between each other.

Why does global competence matter? According to Asia Society Education's article, "Five Reasons Why Global Competence Matters":

1. Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.
 - Global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.
2. A new generation of students requires different skills from the generations that came before.
 - The world is changing fast. Boundaries—literal as well as figurative— are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.
3. More than ever before, individual actions reach around the globe.
 - Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict can seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.
4. Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.
 - Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits like critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behavior and world events.

5. Success in career and life will depend on global competence, because career and life will play out on the global stage.
 - Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future.

The program also aims to support the State of Hawai'i's Sister-State program. By traveling to countries with Sister-State status, or countries developing relationships with Hawai'i, our Student Ambassadors will help to raise Hawai'i's profile internationally, which can support future dynamic cooperative programs which could help to stimulate Hawai'i's economy.

Student Ambassadors will share their experiences with their communities, which will undoubtedly inspire community members, peers, and educators to look at life through a global lens. Based on past experiences, PAAC highly anticipates that after completing the program, Student Ambassadors will be motivated to partake more in school (and life) and take the lead to get more students engaged in PAAC. Many students who travel with PAAC return and start a PAAC Club at their high schools. This provides greater numbers of students in more communities throughout Hawai'i a valuable out of school time experience which will hone their global competence.

Need

PAAC continues to be the only organization to fund and implement year round global education programs, including study tours, to Hawai'i youth regardless if they attend public, private, charter or home school. In addition, PAAC provides scholarships to support students participating on study tours to make it affordable for Hawai'i families exhibiting financial need or who have demonstrated commitment to PAAC.

Global education prepares youth who are inheriting an increasingly interdependent environment (Goren et al., 2019). More than half of new Hawai'i high school graduates are perceived to be ill-prepared for the rigors of Hawai'i's current economy and for the future changing economy, according to a survey conducted by the Hawaii P-20 Partnerships for Education, among 123 Hawai'i employers (2012).

Global competence is also positively correlated with community socioeconomic stability, mobility, and health (Organisation for Economic Cooperation and Development 2018). It is also a pathway to increased opportunity for low- to moderate-income (LMI) families – of which this program focuses on supporting through Title I schools – disrupting intergenerational socioeconomic

disadvantage, as well as supporting economic stability across our diverse statewide communities, paving the path to more equitable access to fast-growing and high-paying 21st century careers and building non-cognitive skills such as self-efficacy, interest and curiosity, problem-solving, and collaboration (Fredericks, 2017).

Research shows global education and global competence are significant precursors for success in the 21st century workforce for youth worldwide (Organisation for Economic Cooperation and Development, Asia Society, 2018). Characteristics of global competence include leadership and socioemotional skills, active listening, civic learning, critical thinking, and tolerance for cultural diversity and differing views, among others. These skills have been identified as critical to students' – and Hawai'i's – short and long-term success and sustainability by Hawai'i educational stakeholders, such as the HiDOE and Hawai'i P-20 Partnerships for Education.

In an increasingly interdependent world, Hawai'i has an opportunity to empower its youth to be the next leaders of a global tomorrow. Support for this project will ensure youth from around the state have access to the experiential educational opportunities and international topics that are overwhelmingly attributed to better outcomes for youth and the communities in which they reside (Organisation for Economic Cooperation and Development 2018).

In addition, according to the National Center for Education Statistics, "87% of public schools reported that the COVID-19 pandemic has negatively impacted student socio-emotional development during the 2021–22 school year". Additionally, 84% of public schools agreed or strongly agreed that students' behavioral development has also been negatively impacted. High school youth who have lived through the unexpected and isolating pandemic can greatly benefit from a transformative experience such as an organized study tour with peers which allows them to explore the world, challenge themselves to reach beyond their boundaries and comfort zones, and build new relationships for social and emotional wellbeing.

4. Describe the target population to be served; and

The proposed project serves youth in grades 10-11 who attend Hawai'i public high schools and who are eligible for the Free and Reduced-Price Meal program. The goal is to have one student from each of Hawai'i's public Title I High Schools participate in the program. At the time of writing, the Title I Eligibility Data for School Year 2023-24 lists 28 public schools serving grades 10-11, however, PAAC will not include the following two schools: 1) Ni'ihau High and Elementary; 2) Hawai'i School for the Deaf and Blind.

5. Describe the geographic coverage.

The program aims to directly serve one student from each public Title I High School which would cover six islands (Hawai'i, Kaua'i, Lana'i, Maui, Moloka'i, and O'ahu) and 14 DOE complex areas.

III. Service Summary and Outcomes

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

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

The Hawai'i Ambassadors Program will consist of four major parts: 1) selection of participants, 2) pre-study tour programming, 3) study tour and reflection, and 4) storytelling. All participants will be asked to pay \$500 as a guarantee for the program.

Selection of Participants:

PAAC will handle all elements of selecting the 26 Student Ambassadors including communications with school administrators, applications, and selection. Communications with schools will be led by the Executive Director (ED) with support from the Outreach Liaison (OL), while applications and selections will be steered by the Study Tours & WorldQuest Competition Director (STWCD). The High School Global Education Program Director (HSGEPD) and High School Global Education Program Coordinator (HSGEPC) will support with all elements as needed.

Pre-Study Tour Programming:

PAAC will create a curriculum for the Student Ambassadors that will incorporate elements such as: identity (understanding their culture, understanding our host culture in Hawai'i), knowledge (learning about the country they will travel to, learning about global issues such as through the lens of the United Nations Sustainable Development Goals), community building, and networking with organizations (businesses, chambers of commerce, cultural groups, etc.) related to the destination country. Curriculum development will be co-developed by the STWQD, HSGEPD, and HSGEPC.

Student Ambassadors will meet five times prior to travel, both in-person and virtually for these workshops. A meeting with parents will also be conducted to provide an overview of the program, review safety policies and ensure students and parents understand goals, expectations, and logistics.

Study Tour and Reflection

To accommodate 26 Student Ambassadors, at least two Study Tours will be planned. The trips are anticipated to take place in June for 10-12 days. Tasks are primarily facilitated by the STWCD and include:

- Conceptualizing and planning the Study Tours and working with a travel agent/international partner to secure flights, hotel and other logistics.
- Conduct inspection trip to meet with local partners, coordinate logistics, map out the schedule, etc.
- Reviewing applications and conducting student interviews with the Study Tour committee to select participants.
- Selecting and preparing co-chaperone(s) for the trip (up to two teachers per trip).
- Serving as the lead chaperone on at least one of the Study Tours; ensuring the safety of students as well as managing trip logistics and funds to ensure the educational components are met.
- Assisting students in sharing their experience and reflection through an e-portfolio which will be a continuous work through the project period. This will consist of a blog and recap video done by each Student Ambassador.

PAAC will pursue a partnership with the DOE, which if approved, will allow students to earn a 0.5 Social Studies elective credit after successful completion of the Study Tour.

Storytelling

Along with the Student Ambassadors' e-portfolios, PAAC will hire a video production company to document and create shareable content to best share the impact of the program through the Student Ambassadors' journeys. These stories will be shared through social media and pitched to news media (print, radio, and television) locally, domestically, and internationally (in the destination country).

ED, HSGEPD, HSGEPC and OL will support with all program elements as needed.

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

JULY
<p>Project period begins with recruitment planning and finalizing the project work plan with staff and project partners. Initial communication outreach can begin to school administrators for their feedback on application and selection process.</p> <p>PAAC will begin discussions with the DOE to allow students to earn 0.5 credit upon successful completion of the summer Study Tour.</p>

AUGUST
Begin developing pre-Study Tour curriculum which will be a work-in progress through December. Begin meeting with video production/content creation companies to find the best partner for the project.
SEPTEMBER
Finalize the application process and selection criteria. Inspection trip and study tour itineraries begin to get drafted.
OCTOBER
Inspection trip is made to the destination country by the Study Tours & WorldQuest Competition Director.
NOVEMBER
Applications open and remain open until early December.
DECEMBER
Applications close. Study Tour committee determines who will advance to an interview. Group interviews are conducted. Student Ambassadors are selected and they confirm their participation.
JANUARY
In-person workshop: introduction to the program, community building, introduce e-portfolio documentation element which is a requirement for each Student Ambassador. Have video production/content creation company attend all workshops and have access to all e-portfolios. Begin promoting Student Ambassador journeys on social media and pitching to print/radio/television media.
FEBRUARY – APRIL
Monthly workshops alternating between online and in-person, covering knowledge (learning about the destination country and global issues), identity, and networking with organizations related to the destination country. Parent meeting is held.
MAY
Pre-travel orientation – covering the itinerary, expectations, safety, logistics, etc.
JUNE
The Study Tours take place. Before the end of the month, Student Ambassadors complete final reflections in their e-portfolio which will be provided to school administrators and funders. Final video and content finalized for promotion and celebration of the completion of Student Ambassador’s journeys. Final assessment of all student evaluation forms and development of the final report for the funder.

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

Quality of the proposed project, the Hawai'i Ambassadors Program, is assured through student program evaluation, which takes place at the conclusion of each

component; as well as regular project staff meetings and assessment conducted with partner organizations and facilitators.

PAAC staff will adjust programs in response to feedback from evaluations and direction from the PAAC Board of Governors.

Student program evaluations collect qualitative data (depth of experience for individual participants as reflected by their comments, quotes, and stories) and also affirms quantitative (numbers of students participating in each activity). Evaluations are assessed by project staff, as well as PAAC's Executive Director and Board of Governors. In particular, PAAC's Board of Governors' Executive Committee are responsible for assessing whether project objectives have been achieved, timeline followed, and the actual budget remains in line with the proposed budget.

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.

PAAC will provide data on the following measures of effectiveness for the program:

- Number of youth participants.
- Number of schools represented.
- Number of counties represented.
- Number of youth participants eligible for Free and Reduced-Price Meal program or attending Title I schools.
- Number of e-portfolios completed.

IV. Financial

Budget

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

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
\$55,000	\$55,000	\$55,000	\$55,000	\$220,000

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

- City & County of Honolulu, Grants in Aid
- Freeman Foundation
- Atherton Family Foundation
- McInerny Foundation
- G.N. Wilcox Trust
- Hawaiian Electric Industries Charitable Foundation
- Clarence T.C. Ching Foundation
- Mamoru & Aiko Takitani Foundation
- Kosasa Foundation
- Longview Foundation
- Healy Foundation
- Fundraisers
- Private donors

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.

Awarded Federal Tax Credit – Employee Retention Credit received on:

- 6/30/21: \$34,043.27
- 9/30/21: \$51,596.52

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.

- 2023 State Grant in Aid - \$175,000 High School Global Education Program
- City & County of Honolulu, Grants in Aid 2019-2021, awarded \$125,000 each contract; none confirmed for FY25

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

Unrestricted Current Assets as of December 31, 2023, was \$477,920

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.

Since 1954, PAAC has made global education accessible to over 100,000 high school students statewide and is the only organization in the State of Hawai'i that provides year-round, global educational opportunities for youth. With seven decades of experience leading Hawai'i in addressing critical global issues with high school students, our programs have become a pillar of the community. The HiDOE, schools, teachers, students, families, and countless PAAC alumni spanning generations have provided positive feedback and expressed their appreciation for PAAC's work. Many alumni, among them, U.S. Senator Mazie Hirono and U.S. Representative Ed Case, have credited part of their current professional achievement and success to their high school involvement with PAAC.

In 2024, PAAC celebrates 20 years of successful study tours to countries in the Asia-Pacific providing life-changing experiences to over 400 Hawai'i high school youth. Although PAAC's offices are based on O'ahu, staff will travel to Hawai'i, Kaua'i, Lana'i, Maui, and Moloka'i to promote the program and build relationships with school administrators.

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.

PAAC's office has been located in the East-West Center (EWC) adjacent to the University of Hawai'i at Mānoa campus for over twenty years. Program events will be hosted in EWC conference rooms at minimal costs as a result of the strong relationships forged with the EWC. Virtual program meetings will be held online either through high-speed internet connectivity in the PAAC office or via PAAC hotspots.

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.

All PAAC staff implementing this proposal are listed below. They are professionally qualified to carry out the duties expected of them in order to fulfill the goals identified.

Study Tours & WorldQuest Competition Director, Ms. Carol Li, (1 FTE, 67% time allocated to proposal) oversees PAAC Study Tours and is responsible for overseeing all tasks related to the study tour's planning, coordination, curriculum, implementation, and evaluation. Ms. Li has held positions in various sectors including as an educator, as a communications creator, and within a nonprofit thinktank. She has experience leading projects, directing colleagues, interns, and volunteers and was responsible for planning group travel to Asia for Pacific Forum's Young Leaders Program. She holds a Master's in Asian International Affairs from the University of Hawai'i at Mānoa with a Graduate Certificate in Conflict Resolution. Also, at the University of Hawai'i, she has successfully completed the course: "Cultural Diversity and Education". Ms. Li has traveled extensively throughout Asia, living in China, Hong Kong, and South Korea.

Executive Director, Ms. Niki Shishido, (1 FTE, 30% time allocated to proposal) has led PAAC for seven years overseeing all programs, supervising and guiding staff, and managing the organization's finances under the guidance of PAAC's Board of Governors. In total, Ms. Shishido has been with the organization for 10 years, providing her great understanding of PAAC's programs, operations, and youth served. She leads weekly staff meetings, conducts weekly individual check-ins with staff, and provide further guidance and direction when necessary to the team. She holds a China-focused MBA from the University of Hawai'i at Mānoa Shidler College of Business and has worked for the Hawai'i Department of Business, Economic Development and Tourism's Beijing office. She is conversant in Mandarin Chinese and has lived in Beijing, Hong Kong, and Shanghai for a combined 10+ years.

High School Global Education Program Director, Ms. Roya Maroufkhani Dennis, (1 FTE, 25% time allocated to proposal) oversees PAAC's Clubs and Global Vision Summit conducting statewide program outreach for these initiatives and overseeing all tasks related to their planning, coordination, implementation, and evaluation. She directs the High School Global Education Program Coordinator. Ms. Dennis has 15+ years' experience in education including roles such as teaching, program development and coordination, career pathways and workforce education, and curriculum development. She has prior experience managing staff, interns, and volunteers and uses weekly check-ins and asynchronous communication on Google Docs to provide guidance. She holds a Master of Education from the University of Hawai'i at Mānoa and

has worked in Hawai'i high schools and community colleges. She is fluent in Farsi and has lived in Bali, Indonesia.

High School Global Education Program Coordinator, Ms. Cheyenne Prater, (1 FTE, 15% time allocated to proposal) supports the Study Tours & WorldQuest Competition Director with curriculum development for the pre-Study Tour workshops, provides input for the Study Tour itineraries, and supports the program events as needed. Ms. Prater has worked in international education and as a communications manager. She has experience leading projects, directing colleagues, interns, and volunteers and began working with PAAC as a Graduate Assistant in January 2023. Ms. Prater holds a Masters' in Asian International Affairs from the University of Hawai'i at Mānoa. She has lived and traveled to Japan and South Korea on multiple occasions.

Outreach Liaison, (to be hired), (0.45 FTE, 50% time allocated to proposal) will support the Executive Director during the recruitment phase of the project and support all program components as needed.

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.

Please see attached.

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.

The highest paid employees of the organization are as follows:

- Executive Director: \$70,000-\$80,000
- High School Global Education Program Director: \$60,000-\$70,000
- Study Tours & WorldQuest Competition Director: \$60,000-\$70,000

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.

Not applicable.

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.

Not applicable.

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.

PAAC plans to heavily promote the benefits and success stories that develop throughout the project period to the community in order to raise funds and awareness for future Hawai'i Ambassador Programs to take place, specifically serving mid-to-low-income students or those attending Title I schools. Investing in using a video production company to create video and other creative content to relay the stories is a key element of securing funding from the community.

If PAAC does not receive State GIA funding after fiscal year 2024-25, the organization will seek other foundational support to keep the program running. If necessary, PAAC may have to make adjustments to the program such as reducing the number of workshops or participants, or think of another funding model to make the trip affordable for students.

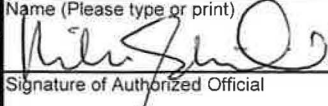
PAAC's Board of Governors and Executive Director will continue to cultivate relationships with businesses, organizations, and individuals to garner additional financial and in-kind support to sustain and grow the impact of this program.

Additionally, PAAC will discuss opportunities for greater partnership with the State of Hawai'i Department of Education to explore how PAAC can support its goals of creating youth who can succeed in college, careers and communities locally and globally.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Pacific & Asian Affairs Council (PAAC)

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	105,290			23,000
2. Payroll Taxes & Assessments	8,423			840
3. Fringe Benefits	11,570			1,160
TOTAL PERSONNEL COST	125,283			25,000
B. OTHER CURRENT EXPENSES				
1. Staff Transportation - outreach/recruitment	2,000			
2. Pre-study tour workshops	14,800			
3. Country inspection trip	3,500			
4. Parent meeting	200			
5. Travel insurance	1,500			1,500
6. Study Tours	60,000			44,000
7. Video Production	12,717			
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	94,717			45,500
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	220,000			70,500
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	220,000	Niki Shishido	808-944-7781	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested			1.19.2024	
(d) Total Private/Other Funds Requested	70,500	Signature of Authorized Official	Date	
TOTAL BUDGET	290,500	Niki Shishido, Executive Director Name and Title (Please type or print)		

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Pacific & Asian Affairs Council (PAAC)

Contracts Total: 1,009,917

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Grant-in-Aid: High School Global Education Program	7/01/23-6/30/24	Department of Business, Economic Development, and Tourism	State of Hawai'i	175,000
2	Grants in Aid: CT-DCS-1700041	10/01/16-3/31/18	Dept of Community Services	Honolulu County	124,917
3	Grants in Aid: CT-DCS-1800048	4/01/18-3/31/19	Dept of Community Services	Honolulu County	125,000
4	Grants in Aid: CT-DCS-1900050	4/01/19-3/31/20	Dept of Community Services	Honolulu County	125,000
5	Grants in Aid: CT-DCS-2000067	8/01/20-7/31/21	Dept of Community Services	Honolulu County	125,000
6	Grants in Aid: CT-DCS-2100065	8/01/21-7/31/22	Dept of Community Services	Honolulu County	125,000
7	Grants in Aid: CT-DCS-2200048	8/1/22-7/31/23	Dept of Community Services	Honolulu County	190,000
8	Small Business Relief and Recovery Fund (CARES Act), I	Received June 2020	CARES Act	Honolulu County	10,000
9	Small Business Relief and Recovery Fund (CARES Act), II	Received Sept 2020	CARES Act	Honolulu County	10,000
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STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: Pacific and Asian Affairs Council

DBA/Trade Name: Pacific and Asian Affairs Council

Issue Date: 01/16/2024

Status: Compliant

Hawaii Tax#: [REDACTED]
New Hawaii Tax#: [REDACTED]
FEIN/SSN#: XX-XXX3501
UI#: XXXXXX5924
DCCA FILE#:

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information



PAAC Organization Chart – FY25

