

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

Type of Grant Request:

☐

Operating

☐

Capital

Legal Name of Requesting Organization or Individual: Db:

Amount of State Funds Requested: \$_____

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

Amount of Other Funds Available:

State: \$_____

Federal: \$_____

County: \$_____

Private/Other: \$_____

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

\$_____

Unrestricted Assets:

\$_____

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:

City:

State:

Zip:

Contact Person for Matters Involving this Application

Name:

Title:

Email:

Phone:



Authorized Signature

Name and Title

Date Signed

Application Submittal Checklist

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

- ☒ 1) 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

Scott Nishimoto, Co-Executive Director

PRINT NAME AND TITLE

12/26/24

DATE



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: CEEDS OF PEACE

Issue Date: 12/20/2024

Status: **Compliant**

Hawaii Tax#: 49398317-01
New Hawaii Tax#: GE-1249568768-01
FEIN/SSN#: XX-XXX0073
UI#: XXXXXX9337
DCCA FILE#: 254412

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

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

The undersigned authorized representative of the applicant certifies the following:

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

Ceeds of Peace

(Typed Name of Individual or Organization)



(Signature)

12/26/24

(Date)

Scott Nishimoto

(Typed Name)

Co-Executive Director

(Title)



**Board of
Directors**

Cleo Brown
President

Eric Johnson
Secretary

Aaron Domingo
Treasurer

Jamila Jarmon
Director

Olin Lagon
Director

**Leadership
Team**

Scott Nishimoto
*Co-Executive
Director*

Luella Costales
*Co-Executive
Director*

Dawn Rego-Yee
Project Director

December 26, 2024

Re: Public Purpose Statement

Aloha Hawaii State Legislators,

Ceeds of Peace submits the attached application in the amount of \$102,809 for the FY2025 Grant-In-Aid from the Hawaii State Legislature. Requested funding will support the implementation and management of the Community Schools framework at Blanche Pope Elementary School in Waimānalo, Hawai'i in order to improve educational and social-emotional outcomes for BPES students. This project will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Mahalo for your support,

Scott Nishimoto
Co-Executive Director
(808) 783-6641
scott.nishimoto@ceedsofpeace.org

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, 2024.

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](#).

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;

Ceeds of Peace is a Hawai'i-based non-profit organization whose mission is to raise peacebuilding leaders. We do so by creating and facilitating community platforms and opportunities for adults, youth, educators, family members, service providers, those in the justice system, business leaders, and non-profit leaders to work together in our collective pursuit to build sustainable, just, peaceful, beloved communities. Some of these community platforms include professional development workshops for DOE educators, youth action planning workshops, school-based trauma-sensitive programming, cohorts focusing on self-care and well-being, school-based Community School capacity-building efforts, and community talk story events.

We share and model tools, activities, and best practices to develop leadership skills, which we refer to as the "Ceeds" – Critical Thinking, Courage, Conflict Resolution, Compassion, Commitment, Collaboration, and Connection. Hence our name, Ceeds of Peace. We then work with our community to design and implement peace action plans, using these leadership skills as the foundation.

We were founded in 2012 by renowned peacebuilders Dr. Kerrie Urosevich and Dr. Maya Soetoro and have since reached over 7,000 individuals across our community. Hundreds of these participants have launched peace action plans in their communities, ranging from rallies & marches, to social emotional learning curricula in schools, to community stream restoration days, to family conflict resolution plans, to campaigns uplifting silenced voices, just to name a few. Additionally, Ceeds of Peace has served as a leader in the Community Schools movement, hiring and training 6 Community School Coordinators, and co-leading a technical assistance team that provides guidance to 23 Community School Coordinators statewide.

2. The goals and objectives related to the request;

We will work collaboratively with the administration and staff at Blanche Pope Elementary School/Ke Kula Kaiapuni O Waimānalo (BPES) to improve educational and social-emotional outcomes for BPES students. We propose to implement an evidence-based strategy known as Community Schools. Community Schools offer a holistic whole-child approach toward improving academic performance driven by strong, collaborative partnerships among the school's administration, parents, teachers, counselors, and community-based organizations. In Community Schools, parents are active partners in their children's education, the school climate is joyful and positive, and students' basic needs are met so they can thrive as students and as people.

If awarded, Ceeds of Peace will staff a full-time Community Coordinator (CSC) at BPES who will work on campus collaboratively with school staff. The CSC will facilitate the implementation and management of Community School engagement, activities, events, programs, and services that lead to increased student achievement, stronger families, and healthier neighborhoods. The CSC will ensure that functioning of all Community School core components are effectively linked to the school curriculum and fulfill the basic principles of Community Schools.

To support the CSC, Ceeds of Peace will work with the Hawai'i Afterschool Alliance to provide ongoing technical assistance and professional development to this CSC as well as BPES administration and staff.

Goal 1: Employ, train, support, and retain a qualified Community School Coordinator (CSC) to lead the Community Schools strategy.

Objectives:

1. Provide support and learning opportunities for CSC to advance and grow in position.
2. Conduct a needs and asset assessment, engaging a diverse group of BPES community.
3. Activate and engage School Based Leadership Team providing collaborative

leadership around community schools action plan.

Goal 2: To increase school community resilience by strengthening community partnerships and access to wrap-around services.

Objectives:

1. Ensure families are knowledgeable and aware of services to increase connection and access to community agencies and supports both in school and in community.
2. Create opportunities for community organizations to build relationship with BPES families, teachers and staff to grow new or strengthen existing partnerships.

Goal 3: To create a greater sense of belonging through meaningful family engagement opportunities.

Objectives:

1. Launch regular family engagement events (both formal and informal talk story style events) held on campus to create more familiarity and connection to school.
2. Organize workshops and learning opportunities geared toward parents and families that allow for input, feedback and co-creation with BPES families.

3. The public purpose and need to be served;

The students and families of BPES face unique economic and educational disparities and challenges compared to other elementary schools across Hawai'i. 87% of students are Native Hawaiian and 100% are on free or reduced lunch. HI DOE Strive Data reveals that Native Hawaiian students at BPES test below the state average in language arts (33% at BPES vs 52% state average) and math proficiency (27% at BPES vs 38% state average) and face a chronic absenteeism rate well above average (59% at BPES vs 37% state average). These unique disparities and challenges highlight the need for more innovative, collaborative, and urgent responses – many of which can be coordinated through the Community Schools model. Existing CSCs across Hawai'i and the continental U.S. have worked with their school administration and community partnerships to ensure that students receive wrap-around services that positively affect their educational outcomes. Most relevant to the statistics presented above, CSCs have coordinated food pantries to address food security, tutoring and mentoring services to improve language arts and math scores, transportation services to curb chronic absenteeism, a variety of parent engagement efforts, and strengthened connections to neighborhood health center services to help address all of the above.

Note that if, for any reason, BPES changes its commitment to community schools (for example, change in principal or other unforeseen circumstances, Ceeds of Peace

would like to reserve the right to implement this community schools model at another Title I school in Hawai'i.

4. Describe the target population to be served; and

Our proposed request will serve the 198 elementary students at Blanche Pope Elementary School, the students' families, and the administrators and staff who work with them. 87% of students are Native Hawaiian and 100% of students receive free or reduced lunch. Among Native Hawaiian students at BPES, only 33% of students meet language arts proficiency and 27% of students meet math proficiency while only 61% of students report feeling safe at school. Native Hawaiian students at BPES face a 59% chronic absenteeism rate. (*HIDOE Strive Hi, ARCH data 2021-22a; Enrollment & Free & Reduced data SY 2023-24*).

5. Describe the geographic coverage.

Our proposed request will serve students, families, administration and staff in the Blanche Pope Elementary School district in Waimānalo on the island of O'ahu.

III. Service Summary and Outcomes

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

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

Ceeds of Peace will employ, supervise, and train a full-time CSC at BPES. The Ceeds of Peace team will ensure that the CSC meets the following qualifications: an associate or bachelor's degree in education, social work, management, or a related field or three years of experience in community organizing, public health, education, social work, community development, and/or leadership training required or related experience. It is important that the CSC has a deep understanding and knowledge of the school community, including the historical and contemporary Indigenous and local culture; and possess strong interpersonal skills and ability to build relationships. The ideal candidate is someone who is embedded and respected in the community.

Once hired, the CSC will work collaboratively with the BPES administration and staff to focus on the following key practices:

- (1) Powerful student and family engagement;
- (2) Collaborative leadership and shared power and voice;
- (3) Expanded and enriched learning opportunities;
- (4) Rigorous, community-connected classrooms;
- (5) Culture of belonging, safety and care; and
- (6) Integrated systems of support.
- (7) Grounded in Hawai'i.

These are in alignment with the updated Framework: Essentials for Community Schools Transformation. With these essential features in mind, the CSC and BPES team will conduct an assets and needs assessment and create a Community Schools action plan accordingly. This Community Schools action plan will be co-created by the CSC, administration, families, and the community to deliver systems of support that are rooted in organizing resources toward the success of students, families, and communities while being data-informed and aligned and integrated with BPES principal's vision. This Community Schools action plan may include coordinating partnerships with community organizations to address food insecurity, health disparities, low academic achievement, social-emotional well-being, and transportation, among many others based on the needs and assets of BPES

While the CSC will be physically based on the BPES campus, they will be supported by our off-campus technical assistance team. This team consists of a Project Director who will be partially funded by this grant request. The team also consists of a Community Schools Specialist from Ceeds of Peace, as well as the Hawai'i Afterschool Alliance and

a national consultant, Institute for Educational Leadership – all of which will be provided in-kind and will not be funded by this grant request. The team will meet regularly with the BPES CSC individually and in group learning community settings, where the CSC can learn from a group of CSCs serving schools across the islands. The team will ensure that programming and resources are delivered with the following approaches: trauma-informed, family-centered, culturally appropriate, and in line with a strengths based approach. This ongoing support training is integral to the success of the Community Schools strategy.

We have also included a small budget for convening costs to cover food and other materials to facilitate community meetings led by the Community School Coordinator.

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

The proposed services will occur across the 2025-2026 academic school year and the summer of 2026, ranging from August 2025-July 2026. That said, we understand that the provision of State GIA funds may not align with this timeline, and we are prepared to begin these services later than August 2025 if need be. This is what our timeline would look like if we receive the funds by August 2025:

- August 2025: Hire CSC for BPES, onboarding and training
- September-October 2025: CSC, in partnership with BPES administration, will conduct an assets and needs assessment.
- October-November 2025: CSC assemble and engage the Community Schools Leadership Team (CS Hui)
- November-December 2025: CSC will engage stakeholders and CS Hui to formulate vision, goals and action plan for community schools strategy at BPES
- January-June/July 2026: CSC in collaboration with BPES community will implement the action plan of events and activities
- Ongoing: Relationship building, family & community engagement, skills development & regular leadership team meetings

This timeline of proposed events is in alignment with the Hawai'i Community Schools Coordinator timeline but may be adjusted based on needs and assets of BPES.

3. Describe its quality assurance and evaluation plans for the request. Specify how

the applicant plans to monitor, evaluate, and improve their results; and

The Hawaii Community Schools Technical Assistance team is an important component in ensuring the quality assurance with implementation and engagement of community schools across the state. The team is actively engaged with training, engaging and supporting CSCs, lead partner agencies and partner schools in their community schools journey. The team provides the following support and services:

- CSC Orientation: 90-minute overview of community schools
- CSC Fundamentals: 5-hour training for new CSC to gain fundamentals around assessments, results-based accountability process, effective engagement, Hawaii based context and more.
- CSC Weekly Skill Building Sessions: All CSC across the state meet once a week for 60 minutes to learn or review a skill critical to community schools implementation. This can include topics such as facilitation, root cause analysis, public speaking, family engagement and more. These topics are generated from feedback from the CSC in a continuous improvement cycle to be responsive to the needs of the coordinators.
- CSC Community Building Sessions: All CSC across the state also meet twice a month for an opportunity to build community and participate in a collaborative problem-solving process that allows for coordinators to group brainstorm on-the ground issues and support they may need.
- Lead Partner Agency Meetings: The community-based nonprofit organization who employ the CSC meet on a monthly basis to discuss implementation, challenges and successes.
- Principal meetings: Community schools principals and administrators meet every quarter to discuss topics around implementation, challenges and successes.
- Community Schools In-person Learning Opportunities: In-person workshops and training sessions are held 2-3 times a year and typically include a day-long collaborative session with principals/administrators, lead partner agencies and the CS and also a two-day CSC specific training session.

Additionally, the Ceeds of Peace Project Director plays a key role in quality assurance and implementation through strengths-based, collaborative supervision of the CSS. This includes regular team and individual check-ins and support both virtually and in-person, site visits to partner schools 3-4x per year, goal setting and reflection practices to meet

personal, professional and community schools goals.

CSC in Hawai'i engage in an action planning process called results-based accountability (RBA) which embeds their data/measurement and reflective process. This process engages the CS Leadership Team in thoughtful dialogue around 6 key questions:

1. What are the conditions we hope for?
2. What would these conditions look like if we could see/experience them?
3. How can we measure these conditions?
4. What's the story behind the data and information?
5. What works to do better?
6. Who else can help?

The conversations sparked by the RBA process are continual and ongoing. They incorporate intention and purpose as well as reflection and continuous improvement. This tool was provided by the Institute for Education Leadership (IEL) for use by the Hawai'i CSC and technical assistance team.

Additionally, the CSC will complete monthly reporting forms, event reporting forms and also mid- and year-end reporting and analysis to collect data around activities, relationships, connections and initiatives they are engaged in. This will be an important piece in data collection to help determine effectiveness in meeting goals and objectives of the project. Additionally, project will include satisfaction surveys for key engagement events and activities to measure satisfaction and make continuous improvement of service delivery based on school & family needs.

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.

- CSC engages a diverse group for the BPES CS Leadership Team and meets regularly (Reporting)
- Increased number of or deeper scope of services, activities, partnerships and

resources as a result of community schools initiative (Reporting)

- Families and attendees report satisfaction with the quality of resources, workshops and activities (Survey)
- Updated needs and assets assessment completed by end of Q2 (Reporting)
- Increased awareness and knowledge of community schools and CS efforts on BPES campus, families and community (Survey and Reporting)

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 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$25,702.25	\$25,702.25	\$25,702.25	\$25,702.25	\$102,809

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.

To fund the continuation and expansion of this project, Ceeds of Peace actively seeks funding from various sources such as local and national foundation grants, private donations, and federal grants. In fiscal year 2026, Ceeds anticipates seeking funding from sources including the Stupski Foundation, the American Association of University Women, the University of Hawai'i, and the Hawai'i State Department of Education.

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

[Not applicable.](#)

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 2026 for program funding.

HSDB Community School Lead Agency	1/25-6/25	Dept of Education	State of Hawai'i	\$75,000.00
Pahoa Community School Lead Agency	1/25-6/25	Dept of Education	State of Hawai'i	\$59,909.00
Honaunau Community School Lead Agency	3/24-3/25	Dept of Education	State of Hawai'i	\$119,817.50
Makaha Community School Lead Agency	9/24-9/25	Dept of Education	State of Hawai'i	\$119,817.50
Na'alehu Community School Lead Agency	12/24-6/25	Dept of Education	State of Hawai'i	\$74,885.93

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

\$95,758

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.

In the midst of the pandemic, Ceeds of Peace launched the Resilient Communities, Schools, and Families (RCSF) project, designed to ensure equitable access to education by activating and empowering schools in disadvantaged and/or rural communities to strengthen community partnerships, promote trauma sensitive practice and enhance coordination of wrap-around prevention/intervention services for children and families. Originally supported by the Hawai'i Community Foundation, the outcomes were positive enough to attract sustained funding from The Harry & Jeanette Weinberg Foundation, in partnership with Aloha United Way, as well as the federal DOE Native Hawaiian Education Program via a subcontract agreement from Papa Ola Lōkahi.

At the core of this project was a strong focus on developing Community Schools. As part of the project, we hired 4 Community School Coordinators in Title I elementary schools across the islands, including one at Blanche Pope Elementary School. At the

same time, we were able to secure a long-term grant from the Stupski Foundation, enabling us to hire a Community Schools Specialist, whose job it is to provide technical assistance and guidance to 23 Community School Coordinators across the state. In doing so, we have positioned ourselves as part of a team of trusted experts when it comes to Community Schools in Hawai'i. Ceeds of Peace also serves on the Hawai'i Afterschool Alliance's Community Schools Coalition, where we are tasked to collaboratively make systems-wide decisions for the development of Community Schools statewide.

In addition to this recent work in Community Schools, Ceeds of Peace has over a decade of experience in peacebuilding and whole-child development through our educator and community training opportunities, as well as our youth programming.

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.

Ceeds of Peace does not rent or own any facilities. However, we have an agreement in place with each of our partner schools to utilize office space at each of the respective schools. Like the other CSCs on staff, the BPES CSC proposed here will have office space on the BPES campus. The rest of the Ceeds of Peace staff works remotely or in co-working facilities.

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.

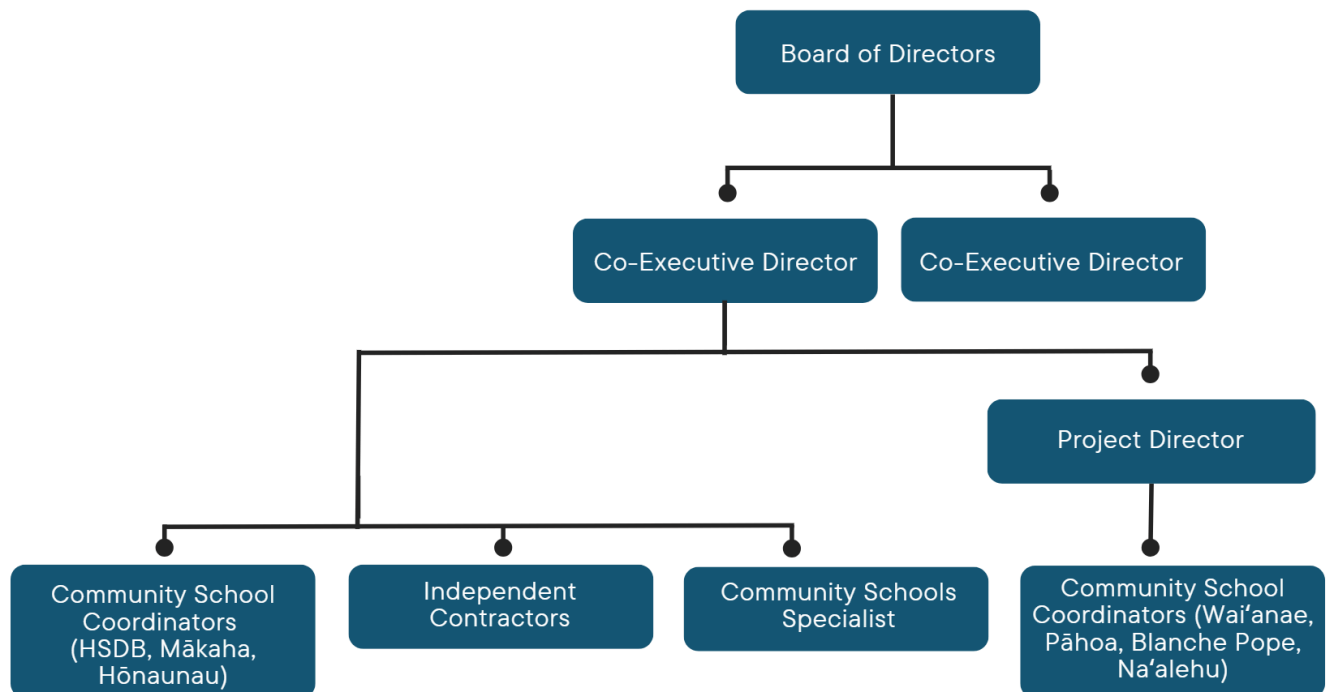
Ceeds of Peace is requesting three staff members to meet the demands of this proposed service delivery – one full-time and another in a limited part-time capacity. The first staff member is a full-time Community Schools Coordinator. The CSC shall meet the following qualifications: an associate or bachelor's degree in education, social work, management, or a related field or three years of experience in community organizing, public health, education, social work, community development, and/or leadership training required or related experience. It is crucial for the CSC to possess a deep understanding and knowledge of the school community, including the historical and contemporary Indigenous and local culture; and possess strong interpersonal skills and ability to build relationships. The ideal candidate is someone who is embedded and respected in the Waimānalo community.

The second requested staff member is a 30% FTE Project Director. This Project Director role is currently filled by Dawn Rego-Yee. Dawn has served in this position for the past 3 years and in this role, she has successfully supervised and trained a team of Community Schools Coordinators while also meeting all administrative goals of a federal subcontract that focuses on trauma-sensitive approaches, Community Schools, and social-emotional learning. Dawn has also co-led a technical assistance team, which has provided guidance and training to a team of 23 Community Schools Coordinators across the state of Hawai'i. Dawn is a licensed social worker (LSW) and possesses a Masters in Social Work from UH-Mānoa and a Certificate in Conflict Resolution from the Matsunaga Institute. She has a wealth of experience and knowledge from her work as a facilitator, trainer, and consultant on equity, social justice, trauma informed practice, and Native Hawaiian wellbeing. The third requested staff member is 5% of Ceeds' Co-Executive Director's time. The Co-Executive Director will provide grant and administrative oversight to the proposed project, including payroll and compliance with state regulations and grant requirements.

In addition, we are providing, in-kind, the services of our Community Schools Specialist, Madeline McKinnon, who will provide ongoing technical assistance and guidance to our team. Madeline has served in this role for 2 years now, and has provided training to 23 Community School Coordinators across the islands.

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.



This request can be seen in the bottom right corner of the organization chart above. The CSC at Blanche Pope will be supervised by the Project Director, who will also serve as a thought-partner to the CSC.

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.

- Co-Executive Director: \$65,600
- Co-Executive Director: \$65,600
- Project Director: \$66,937

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 2026 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2026, but
- (b) Not received by the applicant thereafter.

We have been part of very productive discussions with the DOE about further funding of Community Schools. These conversations with principals and complex area superintendents – including the Principal and CAS at Blanche Pope Elementary – have been encouraging. The Community Schools movement has picked up momentum in the past 3 years, partly in thanks to the positive outcomes that our partnership has produced. We plan to continue these discussions, present compelling evidence that Community Schools is a wise DOE investment, and hopefully obtain the DOE's buy-in, as it has for so many other DOE schools within the past 3 years.


We are also integral members of the Hawai'i Afterschool Alliance's Community Schools Coalition. One of the functions of this coalition is to identify and secure funding for future Community Schools. We will continue our role in this coalition and take proactive steps together to ensure that Community Schools – particularly Blanche Pope – will be funded for the foreseeable future.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: Ceeds of Peace

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	79,135			7,166
2. Payroll Taxes & Assessments	12,483			1,099
3. Fringe Benefits	9,791			665
TOTAL PERSONNEL COST	101,409			8,930
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	200			
6. Supplies	1,200			
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	1,400			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			

E. CAPITAL	0			
TOTAL (A+B+C+D+E)	102,809			8,930
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	102,809	Scot Nishimoto 808-783-6641 Name (Please type or print) Phone		
(b) Total Federal Funds Requested		 1/13/25 Signature of Authorized Official Date		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	8,930			
TOTAL BUDGET	111,739	Scott Nishimoto, Co-Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Ceeds of Peace

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Community School Coordinator	1	\$54,600.00	100.00%	\$ 54,600.00
Project Director	1	\$70,000.00	30.00%	\$ 21,000.00
Co-Executive Director	1	\$70,700.00	5.00%	\$ 3,535.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -

					\$ -
					\$ -
TOTAL:					79,135.00
JUSTIFICATION/COMMENTS: A full-time Community School Coordinator is necessary to deliver on the community schools model. A 30% FTE Project Director is necessary to supervise the Community School Coordinator and also serve as a brainstorm partner and collaborator while also assisting in strengthening and maintaining the relationship with Blanche Pope Elementary. The Co-Executive Director handles all administrative matters, including payroll processing and solidifying formal agreements with Blanche Pope Elementary and community partners.					

Applicant: Ceeds of Peace

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

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

Applicant: Ceeds of Peace

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS	NA					
LAND ACQUISITION	NA					
DESIGN	NA					
CONSTRUCTION	NA					
EQUIPMENT	NA					
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ceeds of Peace

Contracts Total: \$449,429.93

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	HSDB Community School Lead Agency	1/25-6/25	Dept of Education	State of Hawai'i	\$75,000.00
2	Pahoa Community School Lead Agency	1/25-6/25	Dept of Education	State of Hawai'i	\$59,909.00
3	Honaunau Community School Lead Agency	3/24-3/25	Dept of Education	State of Hawai'i	\$119,817.50
4	Makaha Community School Lead Agency	9/24-9/25	Dept of Education	State of Hawai'i	\$119,817.50
5	Na'alehu Community School Lead Agency	12/24-6/25	Dept of Education	State of Hawai'i	\$74,885.93
6					
7					
8					