

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

Mailelailii Ah Sam, Executive Director
PRINT NAME AND TITLE

January 17, 2025
DATE

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

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Hui Mālama O Ke Kai Foundation

Amount of State Funds Requested: \$ 275,500

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

These funds will support continued delivery by the Hui Mālama O Ke Kai Foundation (HMK) of culturally-grounded, 'āina- (land) and kai- (ocean) based youth, family, and community development programs. The Keiki After-school Youth Development Program (4th – 6th grades), the `Ōpio After-school Leadership Program (7th – 12th grades), and the `Ohana Family Strengthening/Community Building Programs are offered free-of-charge to approximately 100 Waimānalo youth and their families, as well as members of the broader Waimānalo community. Our purpose is to facilitate positive youth development by ensuring caring communities, supportive schools, and strong families. Drawing deeply from Hawaiian culture, our programs address all aspects of youth development: physical fitness and skills, health & nutrition, academic achievement, self-esteem, and cultural understanding and pride. They also recognize the key role of family cohesion and community involvement in caring for youth and helping them to develop.

Amount of Other Funds Available:

State: \$0

Federal: \$0

County: \$150,000

Private/Other: \$0

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

\$ 0

Unrestricted Assets:

\$ 75,000

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

Type of Business Entity:

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

Mailing Address:

41-477 Hīhīmanu St.

City: Waimānalo State: HI Zip: 96795

Contact Person for Matters Involving this Application

Name: Mailelaulii Ah Sam

Title: Executive Director

Email: mailelaulii@huimalamaokekai.org

Phone: (808) 256-9774


Authorized Signature

Mailelaulii Ah Sam

Name and Title

January 17, 2025

Date Signed



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: HUI MALAMA O KE KAI FOUNDATION

DBA/Trade Name: Hui Malama O Ke Kai Foundation

Issue Date: 01/16/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#: GE-1746774016-01

FEIN/SSN#: XX-XXX6784

UI#: No record

DCCA FILE#: 201137

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 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, Hawai'i 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, Hawai'i 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, Hawai'i 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, Hawai'i 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.

(Typed Name of Individual or Organization)


(Signature)

(Date)

(Typed Name)

(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. 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](#).

Grant funds received for this request shall be used for a public purpose pursuant to Section 42F-102 of the 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 Hui Mālama O Ke Kai Foundation (HMK) was created as a grass-roots effort in 1998 by volunteer community members of Waimanalo, Hawaii who were concerned about keiki being without supervision in the after-school hours and the need for positive extracurricular activities and ocean safety skills. Today, HMK delivers culturally grounded programs for youth, family, and the community to approximately 100 Waimānalo families. Our purpose is to facilitate positive youth development by ensuring caring communities, supportive schools, and strong families. Drawing deeply from Hawaiian culture, our programs address all aspects of youth development: physical fitness and skills, health & nutrition, academic achievement, self-esteem, and cultural understanding and pride. They also recognize the key role of family cohesion and community involvement in caring for youth and helping them to develop.

HMK has met its program objectives in every year since the program was established in 2002, and—as measured by a professional external evaluator—HMK's after-school

program outcomes have consistently exceeded all target outcomes. Our success lies in an experienced, motivated seven person staff, many of whom were born and raised in Waimanalo and still call it home. It takes a village, however, and longstanding relationships with community partners have also supported our success. HMK works closely with DOE area schools Blanche Pope Elementary, Waimanalo Elementary & Intermediate, Mālama Honua Public Charter School, and Kailua High School to recruit participants into HMK programs and ensure their academic development and success. We also partner with numerous local organizations which serve as sites for HMK students to increase their understanding of 'aina-based STEM careers.

In the 2024-2025 program year, well over 100 of Waimanalo's children and families are receiving intensive HMK after-school youth development and family strengthening programming. The HMK system of programs consists of the Keiki After-school Youth Development Program (4th-6th grades), the `Ōpio After-school Leadership Program (7th-12th grades), and the `Ōhana Family Strengthening/Kaiāulu Community Building Programs. This comprehensive system provides over twenty-five hours per week of intensive programming at no cost to participating families. The academic program consists of a series of six intensive sessions from September to June (10 months) from 2:15-6:00 pm (summer session is also offered).

2. The goals and objectives related to the request;

The Youth Program will target 25 4th-12th grade participants during each of four 8-week sessions for a total of 100 youth participants. The 'Ōhana/Kaiāulu Family Strengthening Program will target 250 individual participants over 10 months.

Goals and outcomes:

➤ Goal 1: Strengthen Personal Development

- Outcome 1.a: At least 70% of active youth participants will demonstrate measurable thriving behaviors.
- Objective 1.b: At least 70% of active youth participants will exhibit prosocial behaviors demonstrating an understanding and practice of Hawaiian cultural values.

Assessed by the Keiki/`Ōpio Survey, `Ōhana Survey, Staff Survey, and focus groups/interviews (youth, family, staff).

➤ Goal 2: Improve Health through Promotion of Physical Fitness & Nutrition

- Objective 2.a: At least 70% of active youth participants will engage in physical activity for at least two hours per week while in programs and improve personal health, ocean safety and recreation skills.
- Objective 2.b: At least 70% of active youth participants will increase their awareness and adoption of healthy eating habits.

Assessed by attendance and participation records, and the Keiki/`Ōpio and `Ōhana Surveys.

➤ Goal 3: Support Academic Development

- Objective 3.a: At least 70% of active youth participants will demonstrate critical

thinking and problem-solving skills in school.

- Objective 3.b: At least 70% of active youth participants will demonstrate positive academic behaviors (i.e. school attendance, class participation).

Assessed by the Teacher Survey and school report cards.

➤ Goal 4: Support Career Readiness

- Objective 4.a: At least 70% of active older youth participants will increase their career readiness skills.
- Objective 4.b: At least 80% of active youth interns will demonstrate self-direction through a 2.75 or higher GPA and a 3.0 or higher performance evaluation score.

Assessed by the `Ōpio Survey and `Ōpio focus group.

3. The public purpose and need to be served;

This project aims to support Native Hawaiian youth in Waimānalo to help them overcome generational cycles of poverty, poor health outcomes, and underachievement. Waimānalo youth face numerous challenges including physical, mental health, and behavior risks, as well as academic and cultural risk factors (such as the loss of cultural identity, displacement, the devaluing of cultural values, and historical trauma). Compared to other ethnic populations in Hawai`i, Native Hawaiian children are at greater risk for child abuse and neglect, juvenile delinquency, substance abuse, suicide, obesity, and drowning (see Table 1). Obesity disproportionately affects Native Hawaiian children with nearly 30% of Native Hawaiian children considered obese. Moreover, obesity in youth is associated with physical and psychosocial risk factors such as high blood pressure and cholesterol, low self-esteem, and stigmatization.

Table 1. Health and Behavior Risks of Native Hawaiian Youth

	Native Hawaiian	State
Youth obesity	27%	13%
Teens with suicidal thoughts	31%	28%
Teens who ever used illicit drugs	36%	27%
Teens who vape/use e-cigarettes	21%	14%
Drowning death rate of children (deaths per 100,000)	11.4	3.2
Child abuse and neglect (proportion of all cases)	38%	-
Juvenile arrests (proportion of all arrests)	28%	-

Source: *Hawaii Health Matters*

Drowning Risk

In addition, despite living on a small island state and close to miles of coastline, an estimated half of Hawaii's children do not know how to swim. Given that many Hawaiian Home Lands (including Waimānalo) are situated near the ocean, many Native Hawaiian children who reside in these communities are particularly at risk. In fact, the drowning death rate of Native Hawaiian children is nearly four times higher than the average drowning death rate among children in Hawai`i as a

whole. The inability to swim is often cited as a “marker of poverty” among children since private swim lessons are often financially out of reach or a low priority. In Hawai`i, particularly for Native Hawaiian children who live close to the ocean, knowing how to swim is an important life skill.

Academic Underachievement

Many Native Hawaiian youth also experience significant academic challenges. A disproportionate number of Native Hawaiian youth from Waimānalo come from low-income families, are over-represented in special education, and are not proficient on standardized assessments of math, language arts, and science (see Table 2). In addition, they have disturbingly high rates of chronic absenteeism. Attending school is arguably the most critical component of student success and is a prime predictor of future economic and emotional stability.ⁱ On average, the majority (55%) of students from the target schools were chronically absent in academic year 2022-23, which is more than four times higher than their their peers statewide (12%). While students from the target schools score considerably lower than their peers in language arts and science, their underachievement in math is of particular concern: 84% of target school students are **not** considered proficient in math, compared to 65% of their peers. Research demonstrates that mathematics provides students with the critical ability to learn and think logically in any field of endeavor and that the skills of learning today are more important than knowledge, which is so readily available on the Internet.ⁱⁱ

Table 2. Academic Challenges of Students in Select Target Schools (%)

	Native Hawaiian	Free/Red Lunch	SPED	Chronic Absenteeism	Not Proficient		
					Math	LA	Science
State DOE	24%	50%	10%	30%	60%	48%	60%
Target Schools							
Pope Elementary	89	88	16	48	77	63	79
Mālama Honua PCS	75	49	9	39	64	54	70
Waimānalo El & Inter	60	83	22	55	85	75	81
Kailua High	44	50	19	32	72	33	56
Target School Average	67%	68%	17%	44%	75%	56%	72%
Difference (State/Target School)	↑43%	↑18%	↑7%	↑14%	↑15%	↑8%	↑12%

Source: Hawai`i Department of Education, 2022-23; n/a = not applicable

College and Career Readiness

Due to many of the issues described above, Native Hawaiian youth are not prepared for college or careers. Compared to their peers, fewer Native Hawaiian students graduate from high school in 4 years and far fewer enroll in 4-year colleges (see Table 3). In fact, only 8% of Native Hawaiian students from the target high school enrolled in a 4-year college in 2022. This explains in part why only 16% of Native Hawaiian residents 25 years and older in Waimānalo have attained a bachelor’s degree or higher, which is less than half the rate in Hawaii (34%).

Table 3. College Readiness Profile of Target High School, Class of 2022

Number of high school completers		193	11,430
On-time graduation rate	(all students)	81%	86%
	(Native Hawaiian students)	79%	84%
Public IHE enrollment rate	(all students)	60%	31%
	(Native Hawaiian students)	25%	23%
4-yr college enrollment rate	(all students)	28%	33%
	(Native Hawaiian students)	8%	18%

Source: Hawai'i Department of Education, ESSA Report, SY 2021-22

4. Describe the target population to be served; and

HMK serves youth and families in Waimānalo, which contains a Hawaiian Home Lands site and where 69.6% of the population (6,833 people) identify themselves as Native Hawaiian or other Pacific Islander. The Waimānalo community has traditionally been underserved and thus lags the rest of the state and county on multiple indicators in the areas of health, education, and economic opportunity. The most recent U.S. Census findings estimate that 8.0% of Waimānalo residents are below the poverty level. Moreover, 19.0% of Waimānalo households (and 20.4% of Native Hawaiian households) receive food stamps/SNAP compared with 9.7% at the county level.

Community health overall is below county levels with higher rates for many chronic diseases and depression:

Chronic Disease	Honolulu County	Waimānalo 96795
Diabetes	10.6%	11.5%
Heart Disease	4.8%	5.7%
Depression	13.6%	17.6%
COPD	4.2%	6.1%
High Blood Pressure	30.1%	32.5%

In addition, only 20.8% of residents have a 4-year college degree compared with 26.2% statewide, and approximately 15% of households in Waimānalo lack internet access.

All of the community's DOE primary schools are categorized as high-poverty schools with 76% of Blanche Pope Elementary School students and 67% of Waimānalo Elementary & Intermediate School students eligible for free lunch as compared to the state average of 50%. In addition, chronic absenteeism is much higher in area schools (61% for both Blanche Pope Elementary School and Waimānalo Elementary & Intermediate School) compared with the state average of 42%. Attending school is arguably the most critical component of student success and is a prime predictor of future economic and emotional stability.

5. Describe the geographic coverage.

Waimānalo, HI 96795

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;

To achieve the goals described above, HMK conducts the following activities:

Goal 1 – Strengthen Personal Development; Goal 2 – Improve Health through Promotion of Physical Fitness & Nutrition

- ACTIVITY SET 1 - Ocean/Outdoor Recreation/Education: swimming; bodyboarding; surfing; stand up paddling; canoe paddling, sailing and surfing; snorkeling; fishing; work in lo'i; work in loko i'a; gardening; hiking; gym/field sports/activities.

Goal 1 - Strengthen Personal Development; Goal 2 – Improve Health through Promotion of Physical Fitness & Nutrition

- ACTIVITY SET 2 - Cultural Activities/Environmental Stewardship: values training, visits to wahi pana (cultural and historic sites) and museums, practicing cultural protocol, beach/stream cleanups, invasive species removal, water quality testing, public speaking, traditional arts & crafts, traditional performing arts and food preparation, lā'au lapa'au.

Goal 1: Strengthen Personal Development; Goal 2 – Improve Health through Promotion of Physical Fitness & Nutrition; Goal 3: Support Academic Development; Goal 4: Support Career Readiness.

- ACTIVITY SET 3 - Community Involvement/Service: youth driven community service projects, visits to the state capitol and 'Iolani palace, visits to elder housing, public speaking/presentations, service activities with local senior citizen groups, peer mentoring, hula and community event performances

Goal 3: Support Academic Development; Goal 4: Support Career Readiness

- ACTIVITY SET 4 - Academic Support/Career Planning: after school homework help, 1:1 academic assistance and tutoring, internships, apprenticeships, independent study projects, attending college fairs, guest speakers and visits with professionals, planning meetings with school staff and parents.

Goal 1: Strengthen Personal Development; Goal 2 – Improve Health through Promotion of Physical Fitness & Nutrition

- ACTIVITY SET 5 – Family-Based Activities: health/culture fair, family retreat,

orientation camps, monthly ‘ohana activities, nutrition education/healthy snack program, multi-week cultural development workshops, weekend service projects.

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

1) HMK Programmatic Timeline (Oct. 2025-Sept. 2026):

OCTOBER – After-school programming, ‘Ohana Family Strengthening Activities begin.

NOVEMBER to MAY – After-school Programming, ‘Ohana Family Strengthening Activities continue.

JUNE – After-school Programming and ‘Ohana Family Strengthening Activities closed; Close-out of program year (program evaluation, supplies/equipment inventory, performance evaluations, policy review, etc.); Summer Program begins.

JULY – Preparation/planning for upcoming program year; maintenance/repairs on equipment and site; supplies acquisition; paid time off and/or summer non-work period.

AUGUST – Staff/intern orientation/training; participant recruitment; individual meetings with families, program prep.

SEPTEMBER – Family meetings continue; orientation dinner and camp; continued staff/intern training; collaboration meetings w/ DOE teachers, program prep.

The Youth Program will serve a target of 25 participants from 4th-12th grade during each session for a total of 100 youth participants:

Oct – Dec (8 week session) – 25 youth participants

Jan – March (8 week session) – 25 youth participants

March – May (8 week session) – 25 youth participants

June (4 week session) - 25 youth participants

July – September – Evaluations, planning meetings, cleaning, inventory, program prep

The ‘Ohana/Kaiāulu Family Strengthening Program will serve a target of 250 individual participants:

Oct – July (monthly activities/workshops) – 25 individual participants each month

Aug – September - Evaluations, planning meetings, cleaning, inventory, program prep

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

HMK Evaluation Timeline & Tools Administered to Program Participants:

- HMK Values Rubric - Pre/Post in Oct/May; Addresses HMK Goal 1, Obj 1.b; triangulates culturally competent findings.

- Developmental Assets Profile - Pre/Post in Oct/May; Addresses HMK Goal 1, Obj 1.a; dev. by TSI; reliable and validated.

- Modified Hawaiian Cultural Connectedness Survey - Pre/Post in Oct/May; HMK Goal 1, Obj 1.b; dev. by KS; reliable and validated.
- HMK Parent Survey - Retrospective Pre/Post in May; Addresses HMK Goals 1-4, Obj 1.a, 1.b, 2.b, 3.a, 3.b, 4.a; clarifies & triangulates findings.
- HMK Parent Interview - Retrospective Pre/Post in May; Addresses HMK Goals 1-4, Obj 1.a, 1.b, 2.b, 3.a, 3.b, 4.a; clarifies & triangulates findings.
- HMK Attendance/Participation Records - On-going/Daily; Addresses HMK Goals 1-4, All Objs; validates activity participation.
- HMK Swim/Water Safety Assessment – Pre/Post in Oct/May; Addresses HMK Goal 2, Obj 2.a; tracks water confidence & physical fitness.
- HMK Healthy Habits Questionnaire – Pre/Post in Oct/May; Addresses HMK Goal 2, Obj 2.b; tracks healthy habits.
- HMK DOE Staff Survey and/or Interview - Retrospective Pre/Post in April; Addresses HMK Goal 3, Obj 3.a, 3.b; clarifies & triangulates findings.

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 following measures of effectiveness will be reported to the relevant State agency:

Goals and outcomes:

- Goal 1: Strengthen Personal Development
 - Outcome 1.a: At least 70% of active youth participants will demonstrate measurable thriving behaviors.
 - Objective 1.b: At least 70% of active youth participants will exhibit prosocial behaviors demonstrating an understanding and practice of Hawaiian cultural values.

Assessed by the Keiki/`Ōpio Survey, `Ohana Survey, Staff Survey, and focus groups/interviews (youth, family, staff).

- Goal 2: Improve Health through Promotion of Physical Fitness & Nutrition
 - Objective 2.a: At least 70% of active youth participants will engage in physical activity for at least two hours per week while in programs and improve personal health, ocean safety and recreation skills.
 - Objective 2.b: At least 70% of active youth participants will increase their

awareness and adoption of healthy eating habits.

Assessed by attendance and participation records, and the Keiki/`Ōpio and `Ohana Surveys.

➤ Goal 3: Support Academic Development

- Objective 3.a: At least 70% of active youth participants will demonstrate critical thinking and problem-solving skills in school.
- Objective 3.b: At least 70% of active youth participants will demonstrate positive academic behaviors (i.e. school attendance, class participation).

Assessed by the Teacher Survey and school report cards.

➤ Goal 4: Support Career Readiness

- Objective 4.a: At least 70% of active older youth participants will increase their career readiness skills.
- Objective 4.b: At least 80% of active youth interns will demonstrate self-direction through a 2.75 or higher GPA and a 3.0 or higher performance evaluation score.

Assessed by the `Ōpio Survey and `Ōpio focus group.

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
\$68,875	\$68,875	\$68,875	\$68,875	\$275,500

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

See "Budget Request by Source of Funds"

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.

N/A

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.

See "Government Contracts, Grants, and/or Grants in Aid."

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

\$75,000

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.

1. Provide data that demonstrates proven success in offering the same, similar, or related activities to achieve the proposed outcomes. (3,000 character count limit)

Since the program was established in 2002, HMK has served more than 700 youth and over 2,000 community members. Moreover, annual evaluations show that HMK is a highly effective program. HMK has met its program objectives in every year since program inception. Previous evaluation findings validate that participating youth, families, staff, and target schools universally perceive HMK as a valuable program that has made a dramatic difference in the social, emotional, physical, and cognitive development of Native Hawaiian youth in Waimānalo. Consider the following achievements to date:

- Since its inception, 85% of HMK participants maintained a 2.0 GPA/equivalent or higher and successfully advanced to the next grade level) and 96% of high school participants graduated from high school on time.
- As a result of participating in the program, youth participants have shown significant positive improvement in their appreciation for the Hawaiian culture and improved attitudes that disapprove of substance use and violent behaviors.
- Parents and family members of participants have reported improved attitudes and behaviors in their children as a result of their participation in the program.
- During the COVID pandemic, HMK successfully piloted our first summer

program and pivoted to not only maintain programs and staff, but significantly increased services to meet the unprecedented needs of the community. Expanded services included community food distribution, distance learning support and tutoring, drive-thru and digital platform activities and educational materials.

Data from the most recent program year, as measured by a professional external evaluator, shows that HMK's after-school programs exceeded all target outcomes:

- **Proportion of youth who demonstrate pro-social behaviors and knowledge of Hawaiian culture:** The annual target of 70% was exceeded by 21 percentage points. The 9 items on the Keiki and `Ōpio Surveys relating to positive personal development were adapted from the Developmental Assets Profile (DAP), a social-emotional assessment which was developed by the Search Institute and is considered a psychometrically sound tool. In addition to the Keiki and `Ōpio Surveys, 86% of parents indicated on the `Ohana Survey that their child was more responsible for self and his/her/their things. There were 15 items relating to knowledge of Hawaiian culture, language, values, and practices that were adapted from Kamehameha Schools' Hawaiian Cultural Connectedness (HCC) assessment. In addition to the HCC, the program utilizes a tool called the HMK Hawaiian Values Rubric, a scientifically validated instrument which was developed over 10 years ago.
- **Proportion of youth who demonstrate health and wellness standards related to physical fitness and nutrition:** On average, the proportion of youth demonstrating health and wellness standards increased considerably, from 85% to 93%. Keiki and `ōpio increased their knowledge of how to make healthy traditional Hawaiian food, understanding the difference between healthy foods and not-so-healthy foods, doing traditional Hawaiian physical activities, and feeling comfortable in the ocean. Given Waimānalo's proximity to the ocean, the program also administers a pre and post-swim assessment. Of the youth assessed, 88% received a 3 out of 5 and 94% improved. Lastly, 79% of parents also indicated on the `Ohana Survey that their child more often chose to eat fruits, vegetables, or other healthy choices and 93% indicated that their child more often chose to do something physical, like swim or play outside, since participating in HMK.
- **Proportion of youth who regularly attend school and demonstrate positive academic behaviors:** The target was 72%. Among parents completing the `Ohana Survey, 64% indicated that the program helped their child complete more homework more often and 79% indicated that the program enabled their child to perform better in school.
- **Proportion of youth who increase their knowledge of `āina-based careers and college and career readiness skills:** All `ōpio indicated that they were interested in learning more about careers related to caring for the `āina or kai or working with food and more than 8 out of 10 (85%) youth indicated on the post-survey that they had a better understanding of what they needed help with in order to be more prepared for their future and with the college application process.

The evaluation findings above prove the effectiveness of the afterschool model developed by HMK for Native Hawaiian children in Waimānalo.

Listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request:

- HMK has successfully conducted the Keiki After-school Youth Development Program (4th-6th grades), the `Opio After-school Leadership Program (7th-12th grades), and the `Ohana Family Strengthening/Kaiāulu Community Building Programs since 2002.

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.

HMK has an 11-acre site located at 41-477 Hihimanu Street (TMK 4-1-009: 265) in the ahupua`a of Waimānalo, moku of Ko`olaupoko, on the Island of O`ahu. Hui Mālama o Ke Kai Foundation (HMK) has a 65-year lease agreement (General Lease No. S-5468) with the Department of Land and Natural Resources (DLNR) which expires in 2061.

The general land uses proposed for the HMK site are: Educational/Gathering, Aquaponics, Craft Plant Grove, Animal Husbandry, Income Producing Agriculture, and Community Gardens. The most recent site plan, which is partially funded by the USDA Rural Development Agency and private foundations and currently being implemented in phases, includes approximately 11,000 square feet (s.f.) of new building space. It will include the following facilities and uses:

- Renovated multi-purpose building to provide space for indoor classroom, offices/meeting room, recreational room, certified kitchen, restrooms, and outdoor covered programs.
- Renovated barn to provide space for equipment storage, indoor workshop space, and outdoor covered workshop space.
- A two-story structure consisting of a 1,200 square foot shower and locker facility with private shower and restroom stalls on the first floor and a 1,200 s.f. caretaker's hale atop the shower and locker facility for 24-hour live-in surveillance of the property.
- An agricultural education complex to include two 450 s.f. greenhouses and an aquaponics system with raised garden beds.
- A 1,200 s.f. maintenance shed for general site maintenance and agricultural work equipment and supplies with additional 600 s.f. of outdoor covered working space.
- A 4,000 s.f. hālau to serve as a multi-use gathering and learning space with its own storage, kitchen and restrooms.
- A 1,200 s.f. maintenance shed to support the agriculture/income producing area.
- Community gardens and a composting toilet.
- 28,000 s.f. craft plant grove to support cultural education programs
- A hale wa`a to store the wa`a and for program use.
- A 2,500 s.f. enclosed area for animal husbandry.
- Open space for program use.

Mālama Hōnua Public Charter School, one of HMK's local school partners, is currently developing their new campus on the 11-acre site. As they are a major partner, being on the same campus will provide new opportunities for collaboration and make the flow of students to the after-school program more seamless.

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.

As HMK has a lengthy experience of conducting our programs over more 15 years, we are fully aware of the staffing needed to successfully achieve program goals and objectives. Key staff are:

Executive Director, Mailelauli`i Vickery: the Executive Director provides leadership and support across the organization, setting and implementing strategic direction to further the organization's mission. The position has overall administrative responsibility for operations and is charged with ensuring that the organization achieves its mission, maintains financial viability, and functions as an innovative and effective Native Hawaiian culture-based youth development and family strengthening services provider. Maile is an accomplished non-profit executive and educator with a background in Hawaiian Studies and community outreach. She has a BA in Hawaiian Studies from the University of Hawai`i at Mānoa and is working towards an MA. Previously, she was a Research assistant to the Kū`oko`a Initiative, a program focused on culturally grounded research management and sustainability, and a Graduate Teaching Assistant who led teams for Dr. Jonathan Osorio at the Kamakakūokalani Center for Hawaiian Studies. She has also been a lecturer in Hawaiian Studies and worked as a substitute teacher in Windward Oahu. Maile began her career as a Parent Child Educator for Parents and Children Together in Waimānalo where she implemented early childhood education programs for prenatal women, children up to three years of age and their families.

Program Manager, James Kimo Malloe: The Program Manager is responsible for overseeing overall HMK operations, managing direct personnel, and providing the necessary support for staff and curriculum training and development. The position also provides high-level program related administrative support to the Executive Director. Kimo provides direct oversight and supervision of projects and staff; oversees evaluation processes and data collection; and helps manage partnerships. Kimo has over 10 years of experience supporting and leading teams and organizing objectives. As Assistant Resident Manager for over 24 years at the Sunset Lakeview Condominium, Kimo managed the Janitorial, Maintenance, and Security Departments., and was responsible for payroll, staff scheduling, implementation of policies and procedures, and various types of training. As a resident of Waimānalo, Kimo also has

strong ties to the community. He is a long-time non-profit volunteer and football coach at Kailua High School, HMK's primary high school partner.

Executive Assistant and `Ōpio Program Coordinator, Shalia Kamakaokalani: the `Ōpio Program Coordinator is responsible for serving as the main teacher/facilitator for the HMK `Ōpio Program, a program for 7th-12th graders. Shalia is a graduate of the Hālau `Ike Hawai`i and `Ōlelo Hawai`i at the University of Hawai`i at Mānoa. She strives to educate our communities, haumāna, and keiki in important values through the `ike, mo`olelo, and hana of our kūpuna. Previously, Shalia worked at Limahana (Ka Papa Lo`i o Kānewai) where she led tour groups, teaching them the stories of the wahi, created learning tools for an easier understanding of the `ike we share, and helped maintain both of our wahi at Kānewai and Punalu`u by weeding, weed eating, cutting down trees, clearing out debris, planting, etc.

Keiki Program Coordinator, Kamali`i McShane-Padilla: the Keiki Program Coordinator is responsible for serving as the main teacher/facilitator for the HMK Keiki Program, a program for 5th & 6th graders. Kamali`i McShane-Padilla has a BA in Hawaiian Studies & Ethnic Studies from the University of Hawai`i at Mānoa. She is also the recipient of numerous awards and scholarships including the Pili Pono Scholarship, Nā Ho`okama a Pauahi Scholarship, Mānoa Opportunity Grant, Kamehameha Schools Summer Scholarship, and the Manawa Kūpono Scholarship. Kamali`i has broad experience with Native Hawaiian community organizations. She worked as a Social Media Assistant for Mana Maoli, an organization that aids middle and high school students in indigenous knowledge through educators, artists, musicians, cultural practitioners, community organizers, and families. Previously, she worked as a Sales Associate for Manaola, a lifestyle brand that creates Indigenous artistry through designs and prints empowered by cultural values and ancestral knowledge.

`Ohana/Kaiāulu Program Coordinator: actively hiring.

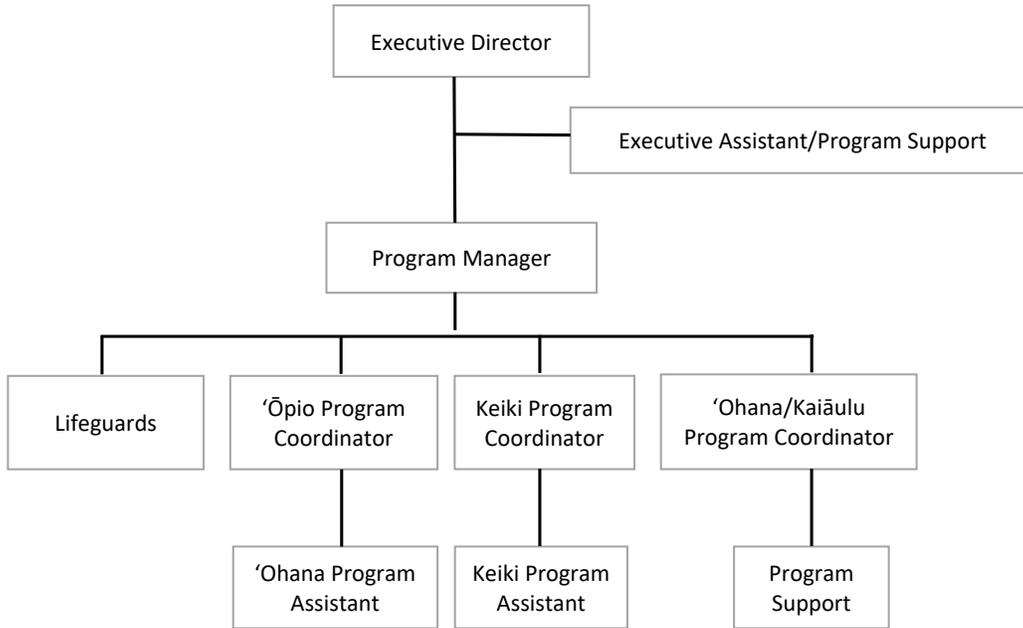
Community Partners

The HMK philosophy is that "it takes a village," so in addition to our highly qualified staff, we work closely with a web of community partners that we have developed over our 25-year history. Partners Waimānalo Elementary & Intermediate School, Blanche Pope Elementary, and Mālama Honua Public Charter schools feed participants into HMK programs and help us to ensure their academic development and success. The City & County of Honolulu Ocean Safety Division, East O`ahu Lifeguard Association and the Waimānalo Canoe Club have been long standing partners specializing in ocean safety education. Other partners such as Ho`o`kua`aina, Ka Papa Lo`i o Kanewai, Paepae`o He`eia, Ulupo Hei`au and Papahana Kualoa serve as sites for HMK students to increase their understanding of `aina-based STEM careers with a focus on economic sustainability, resource management and environmental restoration from a Native Hawaiian perspective.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization,

include an organization chart that illustrates the placement of this request.



3. Compensation

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

Executive Director	\$75,000-100,000
Program Manager	\$50,000-65,000
‘Ōpio Program Coordinator	\$45,000-48,000
Keiki Program Coordinator	\$45,000-48,000

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.

N/A

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.

N/A

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.

N/A

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.

HMK has a solid leadership team that has been in place since a major organizational reset in 2019, as well as a permanent staff of highly qualified and motivated employees, very mature management processes (HR, payroll, accounting, evaluation, etc.), and clear strategic plans. HMK also has a long history of raising grant funds from private and government sources, including from several large federal programs. We continue to implement our Comprehensive Fund Development Program, with an increasing focus on cultivating major donors. As part of this effort, in 2023 we celebrated 25 years of existence with a fundraising gala event.

HMK is a highly adaptive and innovative organization. In addition to temporarily pivoting programs to distance learning and launching a drive-thru food distribution program during the COVID-19 pandemic, we also launched a highly successful pilot program in collaboration with Mālama Honua PCS, Kailua High School, and Windward Community College (WCC). The Pathway Program follows the WCC model of dual enrollment in which 8th-12th grade students receive high school and college credit and are taught by college professors. It puts students on the fast track to enhanced academic and career readiness. The program is in its third iteration. Longer-term, HMK is working closely with Mālama Honua PCS to bring their campus to our 11-acre site along with several new buildings.

Recognizing the importance of food security for our community, HMK is a partner in the \$5 million Trees for People Project funded by the US Forest Service Urban & Community Forestry Program. We will be hosting an agroforestry learning garden, as well as assisting with education, tree distribution, and garden maintenance.

We are able to sustain and diversify our programs through partnerships such as those described above.

ⁱ Omaye, J. (2018, April). How Hawai'i's schools are tackling chronic absenteeism. *Honolulu Magazine*, April 2018. Retrieved from <https://printfriendly.com/p/g/bUWJCK>

ⁱⁱ Lefkowitz, M. (2018). *Why is math so important?* Irvine, CA: MIND Research Institute.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App

Hui Malama O Ke Kai 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	170,500		29,375	
2. Payroll Taxes & Assessments	16,500			5,000
3. Fringe Benefits	15,500			2,500
TOTAL PERSONNEL COST	202,500		29,375	7,500
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	30,000			5,000
3. Lease/Rental of Equipment	2,500			
4. Lease/Rental of Space	0			
5. Staff Training	8,750			
6. Supplies	10,250		4,250	
7. Telecommunication	12,500		5,000	
8. Utilities	9,000		9,000	
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	73,000		18,250	5,000
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	275,500		47,625	12,500
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	275,500	Mailelaulii Ah Sam 808-256-9774		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	47,625			
(d) Total Private/Other Funds Requested	12,500	Signature of Authorized Official Date		
TOTAL BUDGET	335,625	Executive Director Date		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: _Hui Malama O Ke Kai Foundation_____

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$100,000.00	20.00%	\$ 20,000.00
Program Manager	1	\$65,000.00	50.00%	\$ 32,500.00
Program Lead	1	\$48,000.00	100.00%	\$ 48,000.00
Program Support	1	\$35,000.00	100.00%	\$ 35,000.00
Program Support	1	\$35,000.00	100.00%	\$ 35,000.00
				\$ -
Applicant: <u>_Hui Malama O Ke Kai Foundation_____</u>				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				170,500.00
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App

Hui Malama O Ke Kai Foudnation

Contracts Total:

935,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	City & County Grant In Aid	Feb '25 - Jan '26	County of Honolulu	Honolulu	150,000
2	Community Project Funding	FY 2024	HUD - CIP	U.S	785,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27		10			Application for Grants