



## 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

Kūlia Tolentino-Potter, President

PRINT NAME AND TITLE

01/17/25

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:** POHAHA I KA LANI

**Issue Date:** 01/17/2025

**Status:** **Compliant**

Hawaii Tax#: 17685421-01  
New Hawaii Tax#: GE-1427034112-01  
FEIN/SSN#: XX-XXX0686  
UI#: XXXXXX0330  
DCCA FILE#: 225274

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

## 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)**

See the attached Certificate of Good Standing.

Pōhāhā I Ka Lani's Certificate of Good Standing is dated January 17, 2025.

#### **2. Declaration Statement**

See the attached Declaration Statement. Pōhāhā I Ka Lani complies with Section 42F-103, Hawaii Revised Statutes.

#### **3. Public Purpose**

##### **(1) The name of the requesting organizing or individual:**

Pōhāhā I Ka Lani

##### **(2) The public purpose for the grant**

The purpose of this project is to enhance the stewardship of watersheds in and above Waipi'o Valley, involving Hawai'i Island residents, local and visiting schools, families and partnering organizations in removing 400 invasive trees, planting 1000 native plants, and stabilizing 400 linear feet of slopes and riverbanks.

Pōhāhā I Ka Lani will offer the Kāhuli Program in which involves the indigenous stewardship footprint & impact of the culturally and ecologically significant watershed sites in and above Waipi'o Valley to improve the watershed resilience and adapt to the changing climate.

Expanding stewardship work to focus on watershed resilience improvements & climate change mitigation efforts, specifically wildfire prevention, erosion control, slope stabilization, and flood prevention along with the continuation of invasive species removal and indigenous agricultural cultivation. These activities will continue to occur with community stewardship, education, and voluntourism alongside organizational staff.

##### **(3) The services to be supported by the grant**

Conduct watershed resilience and climate change mitigation work while involving local and visiting families, schools, organizations and individuals. Through these efforts, it will increase the number of residents and visitors to care for important cultural and scenic sites in and above Waipi'o Valley while expanding cultural awareness & knowledge for residents & visitors.

The services fall under the following objectives: 1) Watershed Resilience Improvements; 2) Outreach & Marketing; 3) Expansion of Community Steward program; 4) Group hosting & Open community workdays; 5) Expansion of Visitor voluntourism program; and 6) Site and watershed maintenance.

#### **(4) The target group**

The target group includes a) Hawaii Island residents; b) Hawai'i Island schools, organizations, community groups, and businesses; c) visiting educational, cultural, and service organizations; d) visitor industry; and e) relevant government agencies.

#### **(5) The cost of the grant and the budget**

We are requesting \$413,379 from the State of Hawaii for the Kāhuli Program. Grant In Aid to implement watershed resilience improvement work across all sites under stewardship in and above Waipi'o Valley with resident and visitor participation & support. Funding would help to ensure the success of this program while providing the continuation of staffing and other program operating expenses. Program activities protect and promote watershed resilience and the cultural heritage of historic Waipi'o Valley through the education & participation of residents and visitors in ecological & cultural stewardship.

Staffing and program expenses provided in this request are critical for program activities to be offered. Program expenses also include:

- a) staff to manage and implement the program
- b) supplies for program implementation, including fuel, PPE, small tools, land stewardship supplies, health & sanitation supplies, and food & hydration.
- c) rental of excavator and chipper for site work and processing of trees felled for invasive species removal, safety, and accessibility.
- b) Insurance, land costs, staff training, satellite phone for remote locations, site internet, accounting & HR, and website & CRM fees
- c) Staff CPR & First Aid Training

## **II. Background and Summary**

1. A brief description of the applicant's background;

Pōhāhā I Ka Lani's mission is to revitalize and advance indigenous Hawaiian culture. Established in 2001, Pōhāhā I Ka Lani conducts place-based land stewardship, cultural education, and community engagement at sacred places surrounding Waipi'o Valley (Hāmākua District) and 'Ōla'a (Puna District) on Hawai'i Island.

We offer Hawai'i Island residents and visitors meaningful, enriching opportunities to mālama 'āina and understand the significance of Waipi'o Valley as a wahi pana.

In addition to offering opportunities to learn and participate in land stewardship, we continue to assist families who are in need. Since we grow lots of produce and traditional medicine, we continue with helping families.

With our normal program, we continue to offer workshops, classes, and weekly volunteer opportunities to those who are interested in participating.

Pōhāhā I Ka Lani has a longstanding commitment to mālama 'āina through physical stewardship of land and collaboration with communities, government, and private agencies to preserve the Waipi'o Valley area. Board members and personnel include educators, natural resource managers, cultural practitioners, science educators, kahuna lā'au lapa'au, kumu hula, master hale builders and agricultural leaders with extensive land stewardship experience.

Members have impressive academic and cultural backgrounds including in-depth knowledge of Waipi'o, Hāmākua history, land stewardship, and traditional practices, including local songs, hula, and chants.

Since 2007, Pōhāhā I Ka Lani has served as leaseholder of sacred lands at Nāpo'opo'o and Apua near Hi'ilawe waterfall. In 2016, Pōhāhā I Ka Lani became the stewards of the County of Hawai'i PONC parcel at Koa'ekea (Waipi'o Valley Lookout area). In 2019, Pōhāhā I Ka Lani also became the stewards of the 2,100+ acres of the rimlands of Waipi'o Valley. More than 14,000 residents and visitors participated in programs and projects we offered. In return, participants helped with restoration efforts of ancient taro patches, removal of invasive trees and plants and reforesting the area with native, endemic and beneficial trees and plants.

**2. The goals and objectives related to the request;**

The Kāhuli Program's goals are to:

1. Continue to create wildfire buffer zones, slope stabilization areas to prevent soil erosion, and river bank stabilization areas to improve watershed resilience.

2. Reduce invasive species and increase native & beneficial tree & shrub species to improve watershed resilience.
3. Increase resident & visitor support and participation of Waipi'o Valley watershed stewardship to increase watershed resilience.
4. Increase community awareness and knowledge of cultural and ecological importance of the Waipi'o Valley watershed.

The Objectives of the Kāhuli Program are:

Objective 1: Perform Watershed Resilience Improvements across the sites including wildfire, soil erosion, & flood mitigation, invasive species removal, and indigenous agricultural cultivation.

Objective 2: Conduct Outreach & Marketing to educate & engage residents & visitors.

Objective 3: Expand Community Stewards opportunities for residents & visitors to commit support physically, socially, and financially.

Objective 4: Host resident group and open-community workdays to cultivate resident involvement in watershed resilience improvements.

Objective 5: Expand Visitor Voluntourism Program for visitors to participate in watershed resilience improvements as an ecotourism model.

Objective 6: Conduct Site & Watershed Maintenance to ensure safety & accessibility of sites and maintain progress of Watershed Resilience Improvements.

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

Hawaii residents face a dual storm of tough socioeconomic conditions and the ever present danger of natural disasters such as wildfires and flooding due to extended periods of drought coupled with high winds and short-periods of heavy rainfall. Due to inflation, lack of jobs, and the rising cost of living in Hawai'i including food, housing, and everyday goods & services, many are dealing with socioeconomic and personal challenges, such as loss of income, depression, anxiety, and social connections. The Lahaina wildfires in 2023 burned 2,200 acres, 2,700 homes, and 80% of Lahaina town, killing 100 people. The 2021 Hawaii Island fire in Hāmākua burned 1,400 acres and threatened homes. The 2023 Lahaina fires exacerbated the already difficult social and economic conditions residents were facing. Flooding events occur yearly in Hawaii, trigger

house damage and soil erosion including landslides.

The Hāmākua coast and Waipi'o Valley specifically are prone to heavy rains and subsequent soil erosion landslide events, and during extended periods of drought have sufficient wildfire fuel in the form of dry grasses and fallen trees. With the changing climate, the Waipi'o Valley watershed serves an integral role in and above Waipi'o Valley with the multiple streams feeding the valley and the forested areas above and in Waipi'o Valley. The watershed lands above Waipi'o Valley under Pōhāhā I Ka Lani stewardship need to be cared for to prevent wildfires in the large eucalyptus plantation and for soil erosion down the cliffsides and along the rivers feeding the valley from above. The watershed lands inside Waipi'o Valley under Pōhāhā I Ka Lani stewardship need to be cared for to be maintain the waterways and prevent soil erosion and flooding. Both in and above Waipi'o Valley, the ecological health and security of the watershed are vitally important to protect the native and endemic species from being overrun by invasives to ensure the waters flow pono. In addition, Waipi'o Valley rimland watershed area has thousands of 'ōhi'a trees that are threatened by Rapid 'Ōhi'a Death.

Funding of this project will benefit the watershed in and above Waipi'o Valley along with the residents and visitors, whether they are participants or not. Through implementation of stewardship and cultural education activities, we aim to support individuals with having respectful relationships with others and the 'āina (land) / honua (earth), ensuring our local farmers and residents are kept safe during this time of uncertainty. This project is vitally important to cultivate reciprocal relationships between those who visit the wahi pana of Waipi'o Valley, through cultural education and service-learning opportunities that protect cultural and ecologically important areas. This project is which is driven by our cultural connection to this wahi pana above and the historic valley below. These lands need a holistic and sustainable way to preserve and perpetuate their ecological and cultural integrity.

Through our programs, we believe participants will be moved at a deeper level to protect and care for Hawai'i and its fragile environment as well as understand and respect the Hawaiian culture. We believe through this program we will provide a space where individuals can come and learn and experience the beauty of the area while being guided and given an opportunity to give back to this special place, contributing the health of the watershed.

This project builds upon over two decades of Pōhāhā I Ka Lani's cultural perpetuation and stewardship initiatives in Waipi'o Valley. Pōhāhā I Ka Lani offers meaningful, enriching opportunities to mālama 'āina and understand the significance of Waipi'o Valley as a wahi pana. Our programs are designed to help with nurturing, providing knowledge needed for healthy social and emotional development to empower their self-esteem, self-confidence, self-control, problem solving, self-sufficiency, focus, patience, good communication skills, and

empathy. These skills play a critical role in a family's and individual's overall wellbeing.

**4. Describe the target population to be served;**

The target population to be served includes a) the residents of the nearby communities and Hawai'i Island at large; b) educational, cultural, and organizations (local and visiting); c) visitor industry; and d) relevant government agencies.

Hawai'i Island residents are familiar with the Waipi'o Valley and the Waipi'o Valley rimlands via either: a) general awareness of Waipi'o; b) history with the area from the sugar plantation era; c) hunting for feral pigs in the area; d) ocean access; and/or e) hiking. However deeper cultural knowledge and ecological knowledge is needed to cultivate a sense of kuleana among residents who could help protect and improve Waipi'o Valley.

Organizations who would like to participate in stewardship would be solicited to help with stewardship activities. Many organizations return upon request, and we intend to reach to more organizations as our organization expands with staffing.

The visitor industry would be solicited for visitors interested in cultural ecotourism and voluntourism experiences to participate and support stewardship. Visitors can provide a significant source of support in the stewardship activities of our stewarded cultural sites and their native ecosystems. The ecotourism and voluntourism opportunities for tourists allow them to learn about the ecology and culture while supporting the stewardship monetarily and physically (if able).

Relevant government agencies who can provide support and spread awareness, and as well as participate would be engaged in this project. In the past, the US Forest Service, local firefighters, and other government agencies have participated

**5. Describe the geographic coverage.**

Waipi'o Valley has many freshwater springs, and historically food and medicinal plants were cultivated abundantly in Waipi'o Valley. Whenever famine hit, Waipi'o Valley could supply food to the entire island. Additionally, Waipi'o Valley is known as a place for healing where even ali'i (chiefs) and warriors would come to heal.

Pōhāhā I Ka Lani's programs are focused in and above Waipi'o Valley, located in the Hāmākua, District 1 of Hawai'i Island. Waipi'o Valley and the Waipi'o Valley rimlands are ecologically and culturally significant areas, where famous myths

and legends are rooted, sacred waters flow from Mauna Kea into Waipi'o Valley, and the remnants of the once thriving native species exist along the cliffside after the sugar plantation era cleared historical and ecological resources.

Post-sugar plantation era brought the monocropping of Eucalyptus trees and later tour operations that ignored the natural & cultural resources of these lands. Native and endemic species such as 'Ōhi'a, Lama, Kolea, 'Ōlapa, 'Ala'alawainui, Kopiko, and others remain in the area, but have been uncared for with invasive species pressuring them. 'Ōhi'a is especially threatened with the fungal disease R.O.D., and is in danger of being tracked in by trespassing residents and visitors. Furthermore, multiple landslides occurred along the cliffs due to overuse and negligence.

Key to our proposals for stewardship of the parcels we currently have, was ensuring the ecological and cultural integrity of the areas, which are intimately linked. Recent research supports this, asserting that indigenous peoples and institutions "can shape sustainable human-landscape relationships in many places" (Garnett et al., 2018).

### **III. Service Summary and Outcomes**

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

The Kāhuli Program will focus on Pōhāhā I Ka Lani's cultural stewardship of the culturally, ecologically, and geographically lands in and above Waipi'o Valley to improve watershed resilience in the face of a changing climate.

Funding will support increased watershed resilience through wildfire prevention, soil erosion control, slope stabilization, flood mitigation, invasive species removal, and watershed improving indigenous agricultural cultivation through community stewardship, education, and voluntourism.

Funding continues a stewardship program that ensures the continued, expanded and sustainable stewardship of important Waipi'o Valley watershed sites while including a holistic opportunity for many to participate and benefit from.

The outcomes of the funding for the Kāhuli Program are:

#### **Outcomes**

- Minimum of 400 invasive trees removed
- Minimum of 10,000 sq. ft. of invasive species removed
- Minimum of 400 Linear feet of wildfire buffer zones

- Minimum of 400 Linear feet of slopes stabilized
- Minimum of 400 Linear feet of river bank stabilized
- Minimum of 1,000 of native plants outplanted for wildfire, soil erosion, and flood mitigation.
- Minimum of 80 outreach & marketing social media posts
- Minimum of 1,200 outreach & marketing emails sent
- Minimum of 80 of new community steward members
- Minimum of 12 groups hostings for stewardship
- Minimum of 12 open-community workdays
- Minimum of 12 different organizations participating in stewardship
- Minimum of 400 Hawai'i Island residents participating in stewardship
- Minimum of 200 visitors participating in stewardship
- 100% of site safety and accessibility plan priority phases completed.
- 100% of watershed maintenance plan implemented
- 90% of participants are satisfied
- 90% of participants are likely to return to the project in the future
- 90% of participants that have gained a greater understanding & appreciation for Waipi'o Valley's cultural heritage and it's natural resources.

The scope of work, tasks, and responsibilities that Pōhāhā I Ka Lani will conduct under this program are in the following objectives:

- Objective 1) Watershed Resilience Improvement
- Objective 2) Outreach & Marketing
- Objective 3) Community Steward Membership program
- Objective 4) Resident Participation
- Objective 5) Visitor Voluntourism Participation
- Objective 6) Site & Watershed Maintenance

**Details of the six (6) objectives are below:**

### **Objective 1: Watershed Resilience Improvement**

Watershed Resilience Improvement work will occur across the multiple sites that Pōhāhā I Ka Lani stewards, focusing on activities that impact the overall health of the watershed to mitigate dry and wet weather risks, i.e. wildfire, soil erosion, landslides, and flooding. To accomplish this, we will be conducting: wildfire mitigation through creating buffer zones, wildfire fuel reduction & outplanting; soil erosion mitigation through slope stabilization with vetiver grass; flood mitigation through invasive species removal & outplanting of beneficial species; invasive & detrimental species removal, and moisture-holding and soil stabilizing outplantings & agricultural cultivation. Vetiver grass and other plants will be

planted to prevent soil erosion and river bank stabilization.

Wildfire mitigation will include: 1) removal & chipping of fallen plant matter to reduce wildfire fuel hazard; 2) falling of trees for reduction of potential wildfire fuel load and creation of buffer zone area; 3) outplanting of moisture holding beneficial plants. Species to reduce wildfire fuel hazard primarily include: a) guinea grass (*Megathyrsus maximus*) that builds up large amounts of dry organic matter; and b) trees that provide a dry fuel source through breaking, die back, etc, including eucalyptus, guava, chocolate albizia, and others. Wildfire fuel reduction will include the active removal of species mentioned along with chipping of the hundreds of already fallen trees that currently exist and the numerous more that fall each year.

Soil erosion mitigation will include: 1) removal of invasive & detrimental species along slopes; 2) outplanting of soil stabilizing plant species along slopes. Removal of invasive or detrimental species will be removed to allow for outplanting as needed along slopes to stabilize slopes to prevent landslides and soil erosion in areas where ground surface water is expected. Outplanting will primarily include outplanting of vetiver grass for slope stabilization to prevent soil erosion. Other beneficial & native plants for soil erosion mitigation to uptake surface water and percolated soil water, such as kukui trees, bananas and other beneficial and native trees & shrubs will be outplanted.

Flood mitigation will include: 1) removal of invasive & detrimental species along rivers; 2) outplanting of soil stabilizing & flood prevention plant species along rivers. Removal of invasive or detrimental species will be removed to allow for outplanting as needed along river banks to reduce flooding & bank erosion. Outplanting will primarily include outplanting of vetiver grass and kukui trees for river bank stabilization, along with other beneficial & native plants for flood mitigation to uptake surface water and percolated soil water, such as bananas and other beneficial and native trees & shrubs.

Invasive species removal is integral to the watershed health as a whole, and to facilitate the wildfire, soil erosion & flood mitigation as mentioned. The primary invasive species anticipated to be removed include common guava, strawberry guava, guinea grass, white ginger, chocolate albizia, and african tulip, along with other weed species. Removal of invasive plants such as guinea grass and trees that are fallen and dry will reduce wildfire fuel hazard.

Indigenous agricultural cultivation will occur across the sites to further wildfire, soil erosion & flood mitigation, and invasive species displacement. Planting indigenous methods paired with modern scientific understandings will allow for land to hold more moisture in the soil, air, and plants to prevent wildfires, have plantings along waterways and slopes that prevent soil erosion & flooding, and to create areas of cultivation where invasive species are less likely to take hold due to not only human maintenance but competition from indigenous agricultural

ecosystems. Beneficial plant species will assist with preventing erosion, cleaning soil and providing a food source for plants and trees. Chipping of felled and already fallen trees will provide mulch to cultivate crops and hold soil moisture.

#### Responsibilities

- The Program Manager and the Program Specialists will be responsible for the watershed resilience work, including: a) conducting the work; b) planning and coordinating independent contractor; and c) planning and coordinating for public participation of residents and visitors.
- The Program Manager will plan and coordinate, and conduct alongside independent contractor the skilled work of arborist work, heavy machine work, work layout and preparation, and installation of the watershed resilience improvements,
- The Program Manager and Project Specialists would also help lead and coordinate the resident and visitor participants who would be volunteering to help with the watershed resilience improvements.

### **Objective 2: Outreach & Marketing**

Outreach & marketing will include social media and email campaigns, integrated via our newly designed websites CRM (customer relationship management) software. These campaigns will be aimed to educate and engage residents and visitors to understand the need & benefits of watershed resilience improvements of the program along with solicitation for general participation in the Kāhuli Program. The online campaign will include a minimum of 20 social media posts per month, and a minimum of 300 emails per month. Posting on our social media pages will help bring awareness of our upcoming projects, activities, and provide information about our on-going efforts to care for the 'āina, honua and kanaka.

Monthly open-community workdays and watershed resilience hosting will form the in-person aspect of the campaigns, where new participants will be solicited and further educated about the program at the event.

The outreach and marketing will be targeted towards the demographics mentioned, i.e. Hawai'i Island residents, public, neighbor island residents, organizations in Hawai'i and beyond, and U.S. mainland visitors. Our outreach & marketing campaign will: educate and garner participants for participation in the Kāhuli Program; solicitation to become a Community Steward member; organizational & community workdays.

#### Responsibilities

- The Program Manager and Program Specialist will be responsible for conducting the outreach and marketing campaign, working with our website and CRM

management company Ono Web Design and the Pōhāhā I Ka Lani Board of Directors.

### **Objective 3: Community Steward Program**

The Community Steward Program will solicit residents and visitors to support the programs watershed resilience improvement work through financial, in-kind, donations, and/or volunteer support. Each participant will be solicited to become a community steward member via on-site or digital application, with an option of how to support. Each steward member will be integrated into our CRM and stay up to date with progress on the programs Waipi'o Valley watershed resilience improvements.

Watershed resilience improvement work is something that affects many, and the community steward program addresses the love residents and visitors have for the watershed resources and benefits. Community stewards are committing their support through volunteering as community stewards to help mālama (improve and maintain the watershed), with an emphasis on Hawai'i island 'ohana to become on-going participants as to cultivate generational kuleana (responsibility). Participants given opportunities to get involved in mālama 'āina / mālama honua (caring for the land / caring for the world) all while caring for oneself and others.

Financial and in-kind support will be optional for community steward members to support the watershed resilience improvement work. For those that can contribute financially, such as businesses or economically able individuals, it will be a sustainable way to contribute to the long-term watershed resilience work that Pōhāhā I Ka Lani plan to do. In-kind donations of goods, commodities, or services, with examples such as professional services of heavy equipment, construction, arborist, or trucking, materials for construction, tools, supplies, or anything else that would contribute to the watershed resilience work.

#### Responsibilities

- The Program Manager and Program Specialist will be responsible for conducting the community steward program, working with our Pōhāhā I Ka Lani Board of Directors and the website and CRM management company Ono Web Design.

### **Objective 4: Resident Participation**

Pōhāhā I Ka Lani will host Hawaii resident individuals, families, organizations, schools/colleges/universities, or businesses via solicitation or request for group hostings, or through open-community workdays. by the organization at the sites

we are stewarding. We will offer snacks, supplemental hydration, and PPE for volunteers participating in the watershed resilience improvement work, along with offering plant donations to families/individuals to further help families/individuals cultivate watershed improving plants at home such as kukui, banana, etc.

The location of resident group hostings will be based on various factors, including the groups learning and service interests, logistics, and weather. Group hosting will be regular with 2–4+ hostings per month.

Open-community work days will be held monthly at one of our sites depending on the current watershed resilience work underway. Open-community work days will be open to the general public, with marketing for the workdays aimed at nearby community members, Hawai'i island residents, and outer island residents. Community workdays will also serve as a means to solicit individuals and 'ohana for the Stewardship Program. Open-community work days will be open to the general public in which we will work on volunteer accessible tasks such as removing invasive plants and trees, creation or maintenance watershed improving gardens and wildfire buffer zones, and outplanting for wildfire, soil erosion, and flood mitigation. With the numerous ecological issues affecting the watershed, residents will be educated of the ecological issues of the watershed work while participating and through post-participation communications.

#### Responsibilities

- The Program Manager and Program Specialist will be responsible for conducting the resident participation, working with our Pōhāhā I Ka Lani Board of Directors and the Project Specialists for support.

### **Objective 5: Visitor Voluntourism Participation**

The Visitor Voluntourism Program will provide holistic voluntourism experiences for visiting individuals, families, organizations, schools/colleges/universities, and businesses to learn about the watershed ecology and culture of Waipi'o Valley while participating in the watershed resilience improvement work. Visitors will be marketed through online and social media channels, along with partnerships with industry organizations and vendors. We will offer snacks, supplemental hydration, and PPE for volunteers participating in the watershed resilience improvement work.

The location of visitor group hostings will be based on various factors, including the groups learning and service interests, logistics, and weather. Group hosting will be regular with 1–2+ hostings per month.

Voluntourism work will be volunteer accessible tasks such as removing invasive

plants and trees, creation or maintenance watershed improving gardens and wildfire buffer zones, and outplanting for wildfire, soil erosion, and flood mitigation. With the numerous ecological issues affecting the watershed, visitors will be educated of the ecological issues of the watershed work while participating and through post-participation communications.

#### Responsibilities

- The Program Manager and Program Specialist will be responsible for conducting the visitor voluntourism program, working with our Pōhāhā I Ka Lani Board of Directors and the Project Specialists for support.

### **Objective 6: Site & Watershed Maintenance**

Site and watershed work maintenance are critical for the safety and function of the program. As our sites in Waipi'o Valley and much of the rimlands above the valley are areas that are only accessible by 4x4 vehicle and/or foot with many large trees, steep slopes, and remote roads & trails, upkeep is important for the safety of participants and staff.

Site maintenance includes primarily addressing safety and usage of gravel/dirt roads, foot trails, work sites, and areas around existing structures & storage containers. A site safety and accessibility plan will be created with priority levels 1-4 of work to be completed. Priority level 1 will include immediate safety work such as hazard trees to be felled and urgent road & trail work to be completed. Priority level 2 will include tree, road & trail work that will improve safety but is not an immediate risk. Priority level 3 work will include any maintenance work of tree, road, & trail safety and accessibility that will be done as needed as part of regular maintenance.

Maintenance of watershed resilience improvement is important as community participation via group hostings and workdays will contribute but not be sufficient to make all progress needed to maintain the area. A watershed resilience improvement maintenance plan will be implemented to ensure that wildfire, soil erosion, and flooding mitigation work is preserved, along with maintenance of indigenous agricultural cultivation that contributes to the watershed resilience. Maintenance of the wildfire, soil erosion, and flooding mitigation work will include: a) invasive weed species maintenance via a combination of mechanical (mower, forestry mulcher, etc.), physical (weedmat), and hand maintenance; b) watering & fertilization of outplanted plants; and c) any other work needed.

#### Responsibilities

- The Program Manager and Program Specialist staff will conduct regular site maintenance of areas for safety of program staff & participants and to preserve watershed resilience improvements made throughout the program. The

independent contract will support this objective, specifically with machine, tree work, fencing, and road work.

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

Pōhāhā I Ka Lani has the capacity, experience, and commitment necessary to implement the proposed program successfully. The timeline for the program is a 12- month period, commencing when the State issues an official Notice to Proceed.

The timeline will consist of two phases, running concurrently. The first Planning Phase will last approximately 1 month, occurring in the first month of the timeline. The second Implementation Phase will last the full 12 months, the entire time for this funding.

In the Planning Phase, our staff will be implementing planning, coordinating, and marketing the expanded watershed focus of the Kāhuli Program. This will prepare the years work plan, and implement our outreach and marketing for the success of the Kāhuli Program.

In Phase II (Implementation), the scope of work categories will be implemented. This will be a continuation and expansion of the program, as the program is currently limited by staffing and financial resources.

**Phase I: Month 1 (Planning Phase)**

- Objective 1
  - Planning of Watershed Resilience Improvement stages across sites
- Objective 2
  - Development of updated outreach & marketing campaign
- Objective 3
  - Review, update, & plan for Community Stewardship Program with new expanded watershed focus for residents & visitors to support
- Objective 4
  - Review, update, & plan for expanded watershed focus for residents to participate.
  - Planning of scheduled community workdays & volunteer work activities.
- Objective 5
  - Review, update, and solicitation for Visitor Voluntourism Program with expanded watershed focus for visitors to participate, including fee-based tiers.
- Objective 6
  - Plan safety and accessibility work across sites.

**Major Tasks & Milestones for Phase I:**

- Objective 1
  - End of Month 1:

- Identify and map site areas to be included in scope of work.
- Create watershed resilience improvement work plan for sites.
- Secure sourcing of vetiver, banana, and other plants for wildfire, soil erosion, and flood mitigation
- Objective 2
  - End of Month 1:
    - Consultation and coordination with local photographers for collaborative development of outreach and marketing campaign to be implemented through website, email, and social media channels.
    - Update website to include information on watershed resilience improvements.
    - Create communications to resident & in-state community steward members the expanded stewardship efforts of watershed resilience improvements and opportunities for participation.
    - Create communications to visitors & out-of-state community steward members the expanded stewardship efforts of watershed resilience improvements and opportunities for participation.
    - Expand and develop new partnerships with educational, cultural, and community organizations and the visitor industry.
- Objective 3
  - End of Month 1:
    - Plan and solicit for expanded opportunities for residents & visitors to participate in stewardship.
- Objective 4
  - End of Month 1:
    - Create open community workdays schedule for 12-month term for across sites.
    - Contact new and returning resident organizations for participation.
- Objective 5
  - End of Month 1:
    - Plan and solicit for expanded opportunities for visitors to participate in stewardship, including fee-based hosting of various group types and sizes.
    - Contact new and returning visitor organizations for participation.
- Objective 6
  - End of Month 1:
    - Identify and map site safety and accessibility issues.
    - Create site safety & accessibility plan across sites, in
    - Create watershed maintenance plan for.

## **Phase II: Months 1-12 (Implementation Phase)**

- Objective 1
  - Implementation of Watershed Resilience Improvement work plan stages across sites.
  - Collection of data and documentation for watershed resilience improvements.
- Objective 2
  - Launch of outreach and marketing campaign, including solicitation for Community Stewardship Program and Visitor Voluntourism Program.
  - 1 professional made promotional video

- Objective 3
  - Solicit for Community Stewardship Program with expanded opportunities for support for residents & visitors
  - Track data and feedback of residents & visitors on impact of support.
- Objective 4
  - Host scheduled open community workdays & volunteer work activities.
  - Gather data and feedback from residents during and post participation.
- Objective 5
  - Solicit participation for Community Stewardship Program with expanded opportunities for visitors, including fee-based hosting of various group types and sizes.
  - Gather data and feedback from visitors during and post participation.
- Objective 6
  - Implement site safety and accessibility work plan & watershed maintenance plan across sites.
  - Collection of data and documentation for safety & accessibility improvements.
  - Maintenance of watershed resilience improvements.

### **Major Tasks & Milestones for Phase II:**

- Objective 1
  - End of Q1: 25% of Watershed Resilience Improvement work completed.
    - Minimum of 100 invasive trees removed
    - Minimum of 2,500 sq.ft. of invasive species removed.
    - Minimum of 100ft of wildfire buffer zones
    - Minimum of 100ft of slopes stabilized
    - Minimum of 100ft of river bank stabilized
    - Minimum of 250 native plants outplanted for wildfire, soil erosion, and flood mitigation.
  - End of Q2: 50% of Watershed Resilience Improvement work completed.
    - Minimum of 100 invasive trees removed
    - Minimum of 2,500 sq.ft. of invasive species removed.
    - Minimum of 100ft of wildfire buffer zones
    - Minimum of 100ft of slopes stabilized
    - Minimum of 100ft of river bank stabilized
    - Minimum of 250 native plants outplanted for wildfire, soil erosion, and flood mitigation.
  - End of Q3: 75% of Watershed Resilience Improvement work completed.
    - Minimum of 100 invasive trees removed
    - Minimum of 2,500 sq.ft. of invasive species removed.
    - Minimum of 100ft of wildfire buffer zones
    - Minimum of 100ft of slopes stabilized
    - Minimum of 100ft of river bank stabilized
    - Minimum of 250 native plants outplanted for wildfire, soil erosion, and flood mitigation.
  - End of Q4: 100% of Watershed Resilience Improvement work completed.
    - Minimum of 100 invasive trees removed
    - Minimum of 2,500 sq.ft. of invasive species removed.
    - Minimum of 100ft of wildfire buffer zones
    - Minimum of 100ft of slopes stabilized

- Minimum of 100ft of river bank stabilized
  - Minimum of 250 native plants outplanted for wildfire, soil erosion, and flood mitigation.
  - Months 1-12: Collection of data and documentation for watershed resilience improvements.
- Objective 2
  - Months 1-12: Collection of high-resolution photography and videography.
  - 
  - End of Q1: 1 professional made promotional video
  - End of Q1: Campaign includes 5 social media posts per month and 300 emails sent.
  - End of Q2: Campaign includes 5 social media posts per month and 300 emails sent.
  - End of Q3: Campaign includes 5 social media posts per month and 300 emails sent.
  - End of Q4: Campaign includes 5 social media posts per month and 300 emails sent.
- Objective 3
  - End of Q1: 20 new community steward members signed up
  - End of Q2: 20 new community steward members signed up
  - End of Q3: 20 new community steward members signed up
  - End of Q4: 20 new community steward members signed up
  - Months 1-12: Track data and feedback of residents & visitors on impact of support.
- Objective 4
  - End of Q1:
    - Minimum 3 group hostings held
    - 3 open-community workday held
    - Minimum 2 different organizations hosted
    - 100 residents participated
  - End of Q2:
    - Minimum 3 group hostings held
    - 3 open-community workday held
    - Minimum 2 different organizations hosted
    - 100 residents participated
  - End of Q3:
    - Minimum 3 group hostings held
    - 1 open-community workday held
    - Minimum 2 different organizations hosted
    - 100 residents participated
  - End of Q4:
    - Minimum 3 group hostings held
    - 3 open-community workday held
    - Minimum 2 different organizations hosted
    - 100 residents participated
  - Months 1-12: Gather data and feedback from residents during and post participation.
- Objective 5
  - End of Q1:
    - Minimum of 50 visitors participated
    - Minimum of 1 visitor organization hosted

- End of Q2:
  - Minimum of 50 visitors participated
  - Minimum of 1 visitor organization hosted
- End of Q3:
  - Minimum of 50 visitors participated
  - Minimum of 1 visitor organization hosted
- End of Q4:
  - Minimum of 50 visitors participated
  - Minimum of 1 visitor organization hosted
- Months 1-12: Gather data and feedback from visitors during and post participation.
- Objective 6
  - End of Q1:
    - Priority level 1 phase of site safety and accessibility work plan completed, and Priority level 3 phase (maintenance) begun.
    - Q1 watershed resilience improvements maintenance actions implemented in accordance with watershed maintenance plan
  - End of Q2:
    - Priority level 2 phase of site safety and accessibility work plan completed and Priority level 3 phase (maintenance) continued.
    - Q2 watershed resilience improvements maintenance actions implemented in accordance with watershed maintenance plan
  - End of Q3:
    - Priority level 3 phase (maintenance) of site safety and accessibility work plan continued.
    - Q3 watershed resilience improvements maintenance actions implemented in accordance with watershed maintenance plan
  - End of Q4:
    - Priority level 3 phase (maintenance) of site safety and accessibility work plan continued.
    - Q4 watershed resilience improvements maintenance actions implemented in accordance with watershed maintenance plan.
  - Months 1-12: Collection of data and documentation for site safety and accessibility work plan & watershed maintenance plan across sites.

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

Pōhāhā I Ka Lani's Quality Assurance & Evaluation Plan (QAEP) will be implemented to ensure all requirements of grants and contracts will be met on time and successfully. The QAEP will have multiple methods of monitoring of program activities and measurement of progress towards the program's goals & objectives.

### **Records Review**

Intake forms and participation forms will be reviewed to assess the number of participants, their demographics, organizations participation or partnership, and any increases or decreases in participation by individuals and/or organizations. Intake forms would include a digital or physical hosting request form to be completed by individuals or organizations directly requesting participation in our programs. Participation forms include the required individual liability waivers that participants submit with their name, contact info, residence, age, ethnicity/race (optional), organization participating with (if applicable), and whether they are a returning participant.

### **Participant Surveys**

Post-participation surveys will be sent to participants digitally to be completed to ask for degrees of satisfaction, willingness to return, and level understanding and appreciation for Waipi'o Valley's cultural heritage and natural resources. Surveys will also include open-ended questions for participant comments, including an indication for leaving a comment as a complaint. Demographic information collected in the participation liability waiver form will also be collected in post participation survey.

### **Participant Complaints**

Complaints received via post-participation surveys, verbally, or in writing will be recorded separately and discussed immediately with administrative staff and the Board of Directors. Complaints will be assessed for legal implications and program improvements, and any necessary adjustments to the program implementation will be made and recorded.

### **Output & Outcome Measures and Performance Indicators**

Pōhāhā I Ka Lani will provide for regular measurement, reporting, and analysis the following outcome measures of effectiveness for the program quality assurance and evaluation:

- No. of invasive trees removed
- Sq. ft. Of invasive species removed
- Linear feet of wildfire buffer zones
- Linear feet of slopes stabilized
- Linear feet of river bank stabilized
- Number of native plants outplanted for wildfire, soil erosion, and flood mitigation.
- No. of outreach & marketing social media posts
- No. of outreach & marketing emails sent
- No. of new community steward members
- No. of groups hostings for stewardship
- No. of open-community workdays
- No. of different organizations participating in stewardship
- No. of Hawai'i Island residents participating in stewardship

- No. of visitors participating in stewardship
- Percentage of site safety and accessibility plan priority phases completed.
- Percentage of watershed maintenance plan implemented

**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.**

Project-Specific Measures	Expected Goal
No. of invasive trees removed	400
Sq. ft. Of invasive species removed	10,000 sq. ft
Linear feet of wildfire buffer zones	Minimum of 400 ft
Linear feet of slopes stabilized	Minimum of 400 ft
Linear feet of river bank stabilized	Minimum of 400 ft
Number of native plants outplanted for wildfire, soil erosion, and flood mitigation.	Minimum of 1,000
No. of outreach & marketing social media posts	Minimum of 80
No. of outreach & marketing emails sent	Minimum of 1,200
No. of new community steward members	Minimum of 80
No. of groups hostings for stewardship	12

No. of open-community workdays	12
No. of different organizations participating in stewardship	12
No. of Hawai'i Island residents participating in stewardship	400
No. of visitors participating in stewardship	200
Percentage of site safety and accessibility plan priority phases completed.	100%
Percentage of watershed maintenance plan implemented	100%

<b>Satisfaction Level</b>	<b>Expected Goal</b>
Percentage who are satisfied	90
Percentage who are likely to return to the project in the future	90
Percentage of participants that have gained a greater understanding & appreciation for Waipi'o Valley's cultural heritage and it's natural resources.	90

**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
\$103,344.75	\$103,344.75	\$103,344.75	\$103,344.75	\$413,379.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.
  - County of Hawai'i PONC Stewardship
  - Healy Foundation
  - Office of Hawaiian Affairs
  
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.
  - County of Hawai'i PONC Stewardship
  - Hawai'i Tourism Authority 'Umeke: Kahu 'Āina Grant
  - Hawai'i Tourism Authority 'Umeke: Kūkulu Ola Grant
  - Native Voices

- Healy Foundation
- Atherton Family Foundation

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

\$41,375

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

Pōhāhā I Ka Lani has been offering educational programs, caring for the 'āina (land) / honua (earth), and kanaka (people) for 23+ years. The experience gained throughout the years and with the large support coming from volunteers, Pōhāhā I Ka Lani is capable of further expanding their educational and land stewardship programs to assist when emergencies arise. Taking on kuleana (responsibility) to assist many families such as assisting during 2020 – 2022 due to Covid-19 even when most of our grants were canceled, we assisted families when there was so much uncertainty. When the wild fires happened on Maui we sent in large amounts of assistance to different hubs (including locations beyond Lahaina) from August 2023. Assisting those in need is something Pōhāhā I Ka Lani is capable of doing all while continuing to offer land stewardship activities, classes and workshops regularly.

Pōhāhā I Ka Lani was founded in 2001 by Kūlia Tolentino-Potter and her father James Tolentino Jr. as a way to get Mrs. Tolentino-Potter's high school students connected to 'āina based education opportunities. The beginning stages of Pōhāhā I Ka Lani mainly focused on providing after school, weekend, and summer programs to Mrs. Tolentino-Potter's high school students. This has been her volunteer work and continues to be her volunteer work, 23+ years later.

Through the guidance of the Board of Directors, staff and countless volunteers, Pōhāhā I Ka Lani continues to offer many opportunities each week. One of the large projects that Pōhāhā I Ka Lani is taking care of involves major clean-up efforts beginning in 2016 after illegal water diversions happened above Waipi'o Valley. Large boulders continue to come crashing down into the valley in the location where three (very large) new waterfalls appeared after the illegal water diversions happened. The engineer who checked out the situation for Pōhāhā I Ka Lani noted the new waterfalls were coming from the rimlands and it is in the company of other tiny waterfalls. If nothing was done to stop the illegal water diversions, a land chunk would come crashing into Waipi'o Valley. With this,

Pōhāhā I Ka Lani took on the kuleana to clean up the mess, not only in the valley but to steward the 2100+ acres above the valley. With this, what is done above the valley will only be of benefit below.

Taking on stewardship of the rimlands was a large task as in addition to cleaning up the mess and care for the 'āina, many of the eucalyptus trees were uprooting and leaning especially when there was high winds. There has been no funding coming in to assist with cleaning up the mess in the valley due to the illegal water diversion and no funding coming in to clean up the eucalyptus trees. Pōhāhā I Ka Lani staff, individuals and companies who are contracted by Pōhāhā I Ka Lani are taking care of the clean up efforts. To prevent fire hazards, many local families have been coming together to buy equipment and help with clean-up efforts of the trees. It is taking a lot of effort to go through the forest and clean up the mess of many eucalyptus trees.

Having a team of great leaders and the support of many who are dedicated, progress continues.

Board of Directors include:

**Kulia Tolentino-Potter** is the founder and president of Pōhāhā I Ka Lani. She began offering land stewardship educational programs to help her students as many of them struggled with learning indoors. This has been her volunteer work to help do her part as a teacher but also her way of giving back to help mālama. She is a storyteller who shares mo'olelo of areas in and above Waipi'o Valley. She knows the place names, different names of the winds, mists, manō (sharks) of the area, names of the different waterfalls, sacred pōhaku etc. She is a hula dancer, chanter, rock wall and 'ahu builder. She is a taro farmer, assists to grow hundreds of 'ōhi'a trees along with her children as one of their projects, grows lā'au lapa'au on a large scale and prepares oils, salves, and tea to those who are in need of healing.

**Bulla Kailiwai** serves as Vice President of Pōhāhā I Ka Lani. Bulla is a Kumu Hula as after the passing Kumu Hula JayJay Akiona, he took over as Kumu Hula. He continues to teach hula on his days off as he is a State of Hawai'i employee overseeing the Highway crew in the Kona area. Bulla is a musician, song writer, winner of 1997 Clyde "Kindy" Sproat Storytelling and Falsetto Singing Contest. He is also the grandson of Slack-Key legend Raymond Kane.

Bulla has family ties to Waipi'o Valley being part of Uncle Kia Fronda's family.

**Caz Shim** serves as treasurer of Pōhāhā I Ka Lani. Caz has family ties to Waipi'o Valley which motivates him to do what he can to support our efforts in caring for the 'āina and our educational programs. Caz has a background in business.

**Drew Kapp** serves as secretary of Pōhāhā I Ka Lani. He teaches Geography at HCC. He has been bringing his students to participate in our programs each semester since 2014. Drew is also a student of Hālau Hula Kuku'ena in which he has also brought the 5hālau to help us with our programs. One of the programs they assisted us with was getting about 100 ulu trees ready (from our farm) to be donated to Hawai'i Island residents. Through his participation as being a hula student, Drew teaches different chants and hei while he is participating in our programs.

Drew is also part of UH Hawai'i Papa O Ke Ao, 'āina-based learning and sustainability, engage in 'ahupua'a research with haumāna in which they brought UHH and HCC students to our farm each month to assist us with our feeding programs which served 300+ families per week.

Drew is also known as one of the hosts for Ka Leo O Ka Uluau (Podcast) in which they feature different individuals who highlight different parts of the Hawaiian culture.

**Ikaika Dombrigues** serves as a director of Pōhāhā I Ka Lani. Kumu Ikaika is well known to be a Kahuna La'au Lapa'au. He has and continues to offer lā'au lapa'au workshops for our programs. He continues to guide our efforts to ensure what we are providing people to help with their health problems are the correct lā'au.

## **2. Facilities**

Pōhāhā I Ka Lani currently has no facilities. Tents are currently utilized for group hostings, gatherings mālama 'āina days, and camps. Shipping containers are used for supplies and equipment storage. We do have plans for facilities which will help provide shelter for volunteers when it is raining or when participants need to get some shade when it is too hot.

A facility would also help us in the process of responding to emergencies as there are extra obstacles we face when operating under tents. High winds, heavy rains, and items not being secured.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

The Project Manager for the proposed project will be Jesse Potter, who has over

14 years of experience managing and implementing projects for previous and similar Pōhāhā I Ka Lani projects. He will be responsible for project management and completion of all objectives. Mr. Potter has extensive experience designing and delivering overseeing and managing land stewardship programs, developing cultural and land-based curriculum in Hawai'i, possesses deep knowledge of natural resources relative to the project, and effectively works with youth and adults from diverse communities. Mr. Potter has a Bachelors of Science in Agriculture specializing in Tropical Horticulture, and is familiar with plant propagation, outplanting, weed managements, arboriculture, agroforestry, soil science, and other relevant fields. Furthermore Mr. Potter has experience in K-12 science education, construction, mechanical repair, and community leadership.

The Program Specialist will be Kūlia K. Tolentino-Potter who will support the Program Manager implementing the overall program and directly manage the cultural educational aspects of program, including: a) Group communication, coordination, planning, and hosting; b) manage social media presence including: posting, monitoring, and correspondence; and c) manage native gardens including: planning, planting, maintenance, and harvesting. Mrs. Tolentino-Potter has been managing these aspects of the program since the inception of the organization.

The Program Manager and Program Specialist will be supported via contracted services provided by independent contractort Judah Woolford, who is a skilled tradesmen in construction, forestry, arboriculture, farming, heavy equipment operation, mechanical repair, or other relevant fields. These contracted services will be crucial to working with the Project Manager and Project Specialist to be able complete the Project Objectives.

Please see attachmets for job descriptions and qualifications.

## **2. Organization Chart**

See attached organiztional chart.

## **3. Compensation**

Program Manager, 1.0 FTE: \$104,000

Program Specialist, 1.0 FTE: \$83,200

## **VII. Other**

### **1. Litigation**

None

**2. Licensure or Accreditation**

Pōhāhā I Ka Lani does not have any special licensure or accreditation relevant to this request.

**3. Private Educational Institutions**

Pōhāhā I Ka Lani will not use the grant to support or benefit a sectarian or non-sectarian private educational institution.

**4. Future Sustainability Plan**

Pōhāhā I Ka Lani currently brings in limited revenue from fee-based group hostings of visitors for voluntourism and cultural education experiences, along with merchandise sales. Our organization is preparing our sites for expansion of fee-based cultural voluntourism experiences, with aimed for opportunities of overnight stays and high-value visitor experiences. Furthermore, fee-based workshops and events such as small-venue concerts are aimed. All of these revenue streams will be supporting the Kāhuli Program and the organizations other activities such as workshops and community donation programs.

**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's 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's 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's 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's 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)

# BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Pohaha I Ka Lani

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>Total Federal Funds Requested (b)</b>	<b>Total County Funds Requested (c)</b>	<b>Total Private/Other Funds Requested (d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	187,200	0	0	0
2. Payroll Taxes & Assessments	40,716	0	0	0
3. Fringe Benefits	14,485	0	0	0
<b>TOTAL PERSONNEL COST</b>	<b>242,401</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	0	0	0	0
2. Insurance	17,063	0	0	0
3. Lease/Rental of Equipment	6,027	0	0	0
4. Lease/Rental of Space	12,009	0	0	0
5. Contracted Services, Project	66,560	0	0	0
6. Contract Services, Repair & Maint.	10,400	0	0	0
6. Staff Training	356	0	0	0
7. Supplies	35,200	0	0	0
8. Telecommunication	2,513	0	0	0
9. Utilities	1,440	0	0	0
10. HR/Accounting Fee	12,000			
11. Website Fees	2,609			
12. Portable Toilet Rentals	4,800			
13				
14				
15				
16				
17				
18				
19				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>170,978</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>E. CAPITAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL (A+B+C+D+E)</b>	<b>413,379</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	413,379	Jesse K. Potter, Executive Director      808-936-9610		
(b) Total Federal Funds Requested	0	Name (Please type or print)      Phone		
(c) Total County Funds Requested	0	1/17/25		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official      Date		
<b>TOTAL BUDGET</b>	<b>413,379</b>	Jesse K. Potter, Executive Director Name and Title (Please type or print)		



Supplies

SUPPLY DESCRIPTION	AMOUNT	JUSTIFICATION/COMMENTS (Include costs, quantity, purpose, how it relates to the program.)
Fuel	13,200	Fuel for organization vehicles and equipment. Vehicles transport staff, equipment, tools, & supplies to and around the organization site. Equipment includes UTV's, tractor, excavator, mowers, trimmers, chainsaws, etc. and also rental of chipper. <p style="text-align: right;">Fuel: \$16,800 @ \$1,400/mo</p> Vehicles: \$1,000/mo. x 12 mo. = \$12,000 Equipment: \$400/mo. X 12 mo. = \$4,800 TOTAL: \$16,800
Personal Protection Equipment (PPE)	1,000	PPE for staff and participants/volunteers, including gloves, eye protection, hearing protection, chaps for trimmers/chainsaw, and other PPE.
Small Tools	3,500	Small tools for staff, participants, and volunteers, including new and replacement chainsaws, powertools, picks, rakes, sickles, and pullsaws.
Land stewardship supplies	5,000	Land stewardship supplies such as chainsaw & powertool supplies (bars, chains, trimmer string, blades, parts, etc.) weedmat, plant flagging, buckets & lids, contractor trash bags, totes, shop towels, work wipes, combination locks, repair & maintenance supplies, fencing supplies for protection of native plant outplantings .
Health & Sanitation supplies	500	Supplies for health & sanitation of program activities including first aid, trash bags, cleaning products (wipes, sprays, paper towels, etc.), soap and other supplies as needed.
Food & Hydration	12,000	Snacks and hydration (water, electrolyte mixes) for participants while on site. Participants will be informed to bring their own lunch and water, with supplemental snacks and hydration provided. Additional hydration such as extra water and electrolyte mixes are needed as sometimes participants consume all of their personal water supplies while in remote locations.
<b>Total:</b>	35,200	

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Pohaha I Ka Lani

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Manager	1	\$104,000.00	100.00%	\$ 104,000.00
Program Specialist	1	\$83,200.00	100.00%	\$ 83,200.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				187,200.00

**JUSTIFICATION/COMMENTS:** The Program Manager will perform grant and project management work, along with all types of on-site project work. The Program Specialist will be dedicated to the program coordination, on-site project work and maintenance, and lead with resident and visitor participation.

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant:   Pohaha I Ka Lani  \_\_\_\_\_

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

# BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: Pohaha I Ka Lani

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS	N/A	N/A				
LAND ACQUISITION	N/A	N/A				
DESIGN	N/A	N/A				
CONSTRUCTION	N/A	N/A				
EQUIPMENT	N/A	N/A				
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Pohaha I Ka Lani

Contracts Total: 369,900

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	PONC Stewardship Grant	7/1/24-6/30/25	Dept. Finance, Prop. Mgmt	County	114,900
2	General Support	12/8/23-12/7/24	Atherton Family Foundation	Private	15,000
3	General Support	2025, TBD	Healy Foundation	Private	40,000
4	Office of Hawaiian Affairs	9/1/24-8/31/25	Grants	State	200,000
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# Pōhāhā I Ka Lani

## Organizational Chart



### Board of Directors

DREW KAPP  
Secretary

BULLA KAILIWAI  
Vice President

KŪLIA KAUIHI  
TOLENTINO-POTTER  
President

CAZ SHIM  
Treasurer

IKAIKA  
DOMBRIGUES  
Board Member

### Administration

JESSE K POTTER  
Executive Director  
*(Volunteer)*

### Program

JESSE POTTER  
Program Manager

KŪLIA TOLENTINO-POTTER  
Program Specialist

Independent contractors support Program Manager and Program Specialist in program implementation

**Position Title:** Program Manager  
**Organization:** Pōhāhā I Ka Lani  
**Location:** Waipi'o Valley, Hawai'i

The role of the Program Manager at Pōhāhā I Ka Lani, a non-profit organization focused on the revitalization and advancement of indigenous Hawaiian culture, encompasses a wide range of responsibilities and skills. This position is essential for overseeing various tasks that combine on-site physical work with strategic program and project management, all within the context of preserving the cultural and environmental integrity of Waipi'o Valley in Hawai'i.

### **Core Functions and Responsibilities**

#### **Physical Site Management:**

- The Program Manager is tasked with organizing and leading site preparation and management for various program and project activities. This includes ensuring the maintenance of sites and facilities.
- Responsibilities extend to hands-on tasks such as fencing, forestry harvesting, farming, and mechanical maintenance and repair, aligned with the organization's goal of protecting and nurturing the land.

#### **Program Coordination and Management:**

- A key aspect of the role is the planning and coordination of activities to meet the project's goals and objectives.
- The Program Manager oversees staff management and coordination, ensuring effective teamwork and communication.
- They are also responsible for the procurement of equipment, services, and supplies, as well as for the collection and analysis of project data.
- Collaboration with other administrative staff, including the Board of Directors, is crucial for writing and compiling project reports.

### **Involvement in Key Programs**

The Program Manager plays a significant role in the following programs:

- **Kāhuli (Land Stewardship & Cultural Education):** Involvement in stewarding sacred lands and educating both residents and visitors about cultural values and traditions.
- **Mahina 'Ai (Community Feeding & Donation):** Management of community support initiatives, including food donations and farming activities.
- **Ka Lau o Ke Kāhuli (Workshops & Classes):** Coordination and facilitation of workshops and classes on cultural practices and knowledge.
- **Community Steward Membership:** Promotion and management of a stewardship model that maintains ecological and cultural integrity.
- **Voluntourism:** Leadership in immersive cultural experiences for visitors, focusing on stewardship and education.

**Site Responsibilities**

- The Program Manager is responsible for overseeing the stewardship of multiple sites within Waipi’o Valley, ensuring that each location’s cultural significance is respected and integrated into all programs and activities.

**Skills and Expertise**

- A background in program and project management, Environmental Studies, Cultural Studies, or a related field is essential.
- Experience in project management, particularly in non-profit or cultural environments, is crucial.
- The role requires strong leadership and staff management skills.
- Knowledge and respect for indigenous Hawaiian culture and environmental stewardship are fundamental.
- The position demands the ability to perform physical land management and maintenance tasks.
- Strong communication and organizational skills are necessary.

This role embodies the mission of Pōhāhā I Ka Lani, focusing on intelligent stewardship to perpetuate and advance Hawaiian resources, and requires a dedicated individual committed to the cultural and environmental preservation of Waipi’o Valley.

**Job Title: Program Specialist – Cultural**

**Organization:** Pōhāhā I Ka Lani

**Location:** Waipi’o Valley, Hawai’i

**Job Description:** The Program Specialist plays a crucial role in furthering our mission by providing expertise in one or more specialty areas such as Hawaiian culture, Hawaiian language, Hawaiian farming techniques, education, cultural education, cultural program management or other relevant fields. This position involves program coordination and on-site work in various locations within Waipi’o Valley, including ancient village sites, lookout points, and rimlands that hold great cultural and historical significance.

**Key Responsibilities:**

- Work alongside the Program Manager to lead and manage Program Assistants.
- Apply specialized skills in Hawaiian culture, Hawaiian language, Hawaiian farming techniques, education, cultural education, cultural program management to support and advance program & project goals and objectives.
- Participate in the planning and execution of projects that align with our mission of land stewardship and cultural education.
- Contribute to the organization's community feeding and donation programs.
- Engage in and support workshops and classes focused on cultural practices and knowledge.
- Facilitate and participate in the Community Steward Membership and Voluntourism programs.
- Ensure the preservation and revitalization of the sites we steward, respecting their cultural and ecological significance.

**Qualifications:**

- Demonstrated expertise in Hawaiian culture, Hawaiian language, Hawaiian farming techniques, education, cultural education, cultural program management or other relevant fields
- Passion for indigenous Hawaiian culture and commitment to the mission of Pōhāhā I Ka Lani.
- Experience in leading teams and managing projects.
- Strong communication and interpersonal skills.
- Ability to work effectively in diverse and challenging outdoor environments.
- Respect for cultural traditions and sensitivity to the significance of the Waipi’o Valley and its history.

**Application Process:** Interested candidates are invited to submit a resume and a cover letter that reflects their connection to our mission and their relevant experience in the field(s) of specialization.

*Pōhāhā I Ka Lani is an equal opportunity employer and strongly encourages applications from individuals who will contribute to the diversity of our organization.*



# Jesse Keone Potter

## Contact Information

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Kurtistown, HI 96760  
(808) 936-9610  
jesse.k.potter@gmail.com

## Personal Information

Date of Birth: April 3, 1986  
Place of Birth: Mountain View, HI  
US Citizen, Hawaii Resident  
Male

## Education

**Kealakehe High School, Kailua-Kona, HI** 2000-2004  
High School Diploma

### **University of Hawaii at Hilo, Hilo, HI**

Bachelor of Arts – Communication (Completed May 2010)

- Highlights: Seminar in Human Dialogue, Public Speaking, Interpersonal Communication, Intercultural Communication, Communication and Conflict, Mediation, Persuasion, Communication and Social Change
- GPA: 3.71

Bachelor of Science – Agriculture, Specializing in Tropical Horticulture (Completed May 2011)

- Course Highlights: Sustainable Agriculture (including Master Cho's Korean Natural Farming), Plant Propagation, Plant Physiology, Vegetable Crop Production, Fruit & Nut Production, Plant Pathology, Soil Fertility, Tropical Soils, Animal Science, Agroforestry directed studies, Vermiculture research, Plant Tissue Culture, Chemistry, Biology, Applied Microbiology, Survey of Organic Chemistry, Intro to Financial Accounting.
- GPA: 3.74

## Relevant Work & Volunteer Experience

Pōhāhā I Ka Lanī, Kea'au, HI January 2019 – Present

Program Manager and Executive Director (VOLUNTEER)

Program Manager

Plan, coordinate, and manage program and project implementation for various grant & donation funded projects across over 2,000 acres of organization sites, including: Mahiki area in the Waipi'o Valley rimlands; the Nāpo'opo'o area in Waipi'o Valley; and the Waipi'o Valley Lookiout PONC parcel.

Program management work includes: planning of grant objectives & activities into weekly, monthly, quarterly, and yearly schedule; coordination & planning of public participation events and group hostings; planning & coordination of contractor work; coordination & management of staff for team or independent work; workflow planning; quality assurance of staff & contractors to meet project objectives & outcomes; landscape, reforestation, agricultural, and site (road, trail, fence, structures) planning & coordination; and equipment, materials, and supplies procurement, pickup/delivery coordination.

On-site work includes: on-site group hosting; heavy & small equipment operation & maintenance; arborist services; fencing services; landscape, reforestation, agricultural, and site work implementation & maintenance, animal husbandry, and other related project work.

# Jesse Keone Potter

Executive Director (VOLUNTEER)

Provide administrative services for the upkeep and management of grant records, reports and summaries, keep physical and spreadsheet records of expenses, keep records of grant activities (organizational groups hosted, number of participants, work performed, etc.), and produce grant quarterly reports to show completion of grant contract requirements.

Kamehameha Schools Hawaii High School, Kea'au, HI      August 2015 – July 2018  
High School Science Teacher

Design and implement culturally focused, standards based science curriculum for 9<sup>th</sup> Grade biology courses, Senior Seminar, and Ethnobotany. Utilize course budget for school year supplies. Serve as 9<sup>th</sup> Grade Advisory Kumu, facilitating student academics and activities. Serve as STEAM Academy Team Member, creating a STEAM Academy roadmap for Natural Science Career pathways.

Waipi'o Valley Stakeholders Alliance,      June 2015 - Present  
Alliance Co-Leader (VOLUNTEER)

The three lead liaisons of each group (WTFa, WCC and HOOWV) collaborate to strengthen the connection between the three groups and co-facilitate the Alliance Liaison's (AL) meetings. Each lead liaison serves as the primary contact person for each of their organized group and for the AL's meetings. (To acknowledge and honor each group's independence. Each lead liaison identifies and presents their organized group's concerns, perspectives, decisions, etc. for the AL's meeting agenda. (To acknowledge and honor each group's independence. Together serve as the lead contact & communications representatives for the AL's group. co-facilitates as AL's Meetings as Meeting Scribe; produces & distributes minutes of meetings and related AL's communications and serves as a secondary liaison/contact with the Community Resource Partners. Primary current initiative is the transitioning of Bishop Museum owned lands in Waipi'o Valley following their announcement of sale.

Pōhāhā I Ka Lani, 501(c)3 Non-Profit Organization,      January 2012 - Present  
President (VOLUNTEER) & Executive Director (VOLUNTEER)

Lead the organizational planning and board meetings to ensure the organizations mission of cultural education is fulfilled through responsible policies and procedures. Plan and coordinate cultural and environmental programs, including grant writing, grant management, budget tracking, and grant reporting. Non-profit is involved in cultural education and environmental restoration with schools and the Hawai'i community, primarily focusing on Waipi'o Valley, ([www.pohahaikalani.com](http://www.pohahaikalani.com)). Provide administrative services for the upkeep and management of grant records, reports and summaries, keep physical and spreadsheet records of expenses, keep records of grant activities (organizational groups hosted, number of participants, work performed, etc.), and produce grant quarterly reports to show completion of grant contract requirements. Currently managing County of Hawaii PONC Stewardship Grant and a HTA grant for our 2016 FY, with over \$100,000 budget.

Hā Ola O Waipi'o Valley, State Non-Profit Organization,      June 2014 - Present  
President (VOLUNTEER)

Responsible for leading the community non-profit organization of Waipi'o Valley by setting meeting agenda's, running membership meetings through consensus decision making, developing of funding proposals including legislative and grant requests, collaborating with the other elected Officers and Advisory Board Members at monthly meetings to plan and implement community goals, and any other

## Jesse Keone Potter

duties as needed. Email announcements to community through organization email list. Prior to organization inception, helped craft ByLaws and organizational structure to be inclusive and consensus oriented. Currently working on community based efforts of a beach stewardship agreement with Kamehameha Schools, community based eradication of Little Fire Ants, access road improvements, and Waipi'o Valley Kalo Festival.

Ke Ana La'a Hana Public Charter School, Keaukaha, HI August 2014 – July 2015

Secondary Science Teacher

Design and implement culturally focused science curriculum for science courses grades 7-12 Teach 8<sup>th</sup>. Created and designed lesson plans for each subject, providing for individual and group that allowed for collaborative and self-directed learning. Differentiated instruction designed for varying student learning styles.

Big Island Tea, Glenwood, HI June 2010 – June 2014

Consultant/Laborer

Work with owner/manager to improve the vitality and fertility of *Camellia sinensis* hedgerows in varying capacities. Observe, investigate, and dialogue about an improved course of action in the perspective of agroforestry and sustainable agriculture. Physical labor includes mulching, mowing, spraying of organic fertilizers, propagating tea and other tree/cover crop species, various construction and mechanical repairs.

Ke Ana La'a Hana Public Charter School, Keaukaha, HI April 2012 – May 2012

Part-Time Teacher

Teach 8<sup>th</sup> Grade Social Studies and 7<sup>th</sup> Grade Natural Sciences under the supervision of the Principal. Created and designed lesson plans for each subject, providing for individual and group that allowed for collaborative and self-directed learning. Topics in 8<sup>th</sup> Grade Social Studies included the Akaka Bill and citizen's rights and responsibilities. Topics in 7<sup>th</sup> Grade natural sciences followed the natural sciences textbook being used, covering organisms level of organizations (cell, tissue, organ, system) and various types of organisms physiology, climate, diet, and reproductive cycles. Assignments were graded and feedback given to students.

Pāhāhā I Ka Lani, 501(c)3 Non-Profit Organization, January 2011 – December 2012

Board Member (VOLUNTEER)

Plan and coordinate cultural and environmental programs as a board member, including writing and completion of grants. Wrote and successfully received multiple grants of almost \$30,000. Non-profit is involved in the areas of lo'i restoration in Waipi'o Valley, cultural education, and other cultural/environmental activities with schools and the Hawai'i community. Chaperoned field trips with Ke Ana La'ahana students to Waipi'o Valley and Kaiao Garden in 2011-2012 school year.

Cheifess Kapi'olani Elementary School, Hilo, HI October 2011 – March 2012

Para-Professional Tutor

Actively integrate cognitive social thinking with a high-functioning autism child throughout the school day. Observe the expressed characteristics of the autism mind, track data, and work with supervisor to implement more detailed strategies. When student is independent and not needing supervision, work with the rest of the schoolchildren and help the teacher facilitate the classroom.

Connections Public Charter School, Hilo, HI September 2010 – June 2011

# Jesse Keone Potter

## Para-Professional Tutor

Actively integrate cognitive social thinking with a high-functioning autism child throughout the school day. Observe the expressed characteristics of the autism mind, track data, and work with supervisor to implement more detailed strategies. When student is independent and not needing supervision, work with the rest of the schoolchildren and help the teacher facilitate the classroom.

## Community Volunteer Experience

Kaiao Community Garden, Hilo Boys & Girls Club, Hilo, HI    May 2008 - April 2010

Helper/Attendee

Volunteered in a summer camp for kids, helping children with the various activities such as gardening, composting, arts, crafts, and food preparation.

## Certifications

- Arborist Safety Certification Course
- Secondary Teaching Biology PRAXIS Teaching Exam

## Undergraduate Education Volunteer Experience

Agriculture Club Newsletter, UH Hilo

March 2011 – May 2011

Editor

Coordinated production of the first two issues (April and May) of the new UH Hilo College of Agriculture, Forestry, and Natural Resource Management/ Agriculture Club Newsletter. Set out story ideas with publisher, wrote event/profile/announcement articles, edited contributing writers stories, did layout and final proofing of newsletter.

Agriculture Club, UH Hilo

January 2011 – May 2011

Vice President

Planned and organized club functions along with President and Adviser. Organized and managed a 6-15 volunteer group for Agriculture Club Service Day, involving cleaning and planting of areas around campus. Co-organized the semesterly UH Hilo College of Agriculture Spring 2011 Senior Awards Night.

Agriculture Club, UH Hilo

January 2010 – December 2010

Secretary

Facilitate functions of the Agriculture Club, i.e. recording and dissemination of information. Co-organized and manage 12 volunteer crew for Fall 2010 UH Hilo Make A Difference Day. Co-organized the semesterly UH Hilo College of Agriculture Spring 2010 and Fall 2010 Senior Awards Night, along with Fall 2010 semester Imu Fundraiser.

UH Hilo Student Association, UH Hilo

May 2008 - April 2010

Vice President

Work with the twelve (12) member senate to appropriate funds and take actions that support the current and future well-being of the University of Hawaii at Hilo student body. Develop school-year operating budget of over \$100,000 with Executive Board and full senate. Meet once a week with the senate. Work four (5) office hours a week. Write bills and manage the appropriation of funds, including procurement of

## **Jesse Keone Potter**

quotes, submission of documents for purchasing, and pickup/delivery/coordination of purchased products/services. Manage senate committees, starting initiatives such as Campus Composting, and reporting new information as it developed. Served on senate committees, such as “Oh Hell! Week”, a finals week provision of studying space and refreshments for students. Work along side president and participate in executive board meetings. Consult with various administrative officials and serve on university committees, including the Food Service Advisory Committee, parking ticket committee, and a staff selection committee. Served on the Ho'olaule'a committee, managing the logistics of the concert, including police, additional security, janitorial, and transportation of musicians.

UH Hilo Student Association, UH Hilo

January 2008 – April 2008

Senator of the College of Arts and Sciences

Work with the twelve (12) member senate to appropriate funds and take actions that support the current and future well-being of the University of Hawaii at Hilo student body. Consult with the Dean of the College of Arts and Sciences. Write bills and manage the appropriation of funds, including procurement of quotes, submission of documents for purchasing, and pickup/delivery/coordination of purchased products/services. Meet once a week with the senate. Work four (4) office hours a week.

Ke Kalaheha, UH Hilo

January 2005 - December 2006

Assistant Editor/Campus News Editor

Ke Kalaheha, the University of Hawaii at Hilo's student newspaper, which I have worked for on and off during my college career.

Spring 2005: Assistant Editor - Work with the Editor-in-Chief to coordinate the aim of the paper and feature stories, along with working directly with the section editors and writers to develop stories. Edit writers articles before going to EIC.

Fall 2005: UHH Campus News Editor - Manage the campus news section, which included writing articles, assigning articles to writers, making sure articles came in, editing articles, and submitting articles on deadline.

Fall 2006: Assistant Editor - Assistant Editor - Work with the Editor-in-Chief to coordinate the aim of the paper and feature stories, along with working directly with the section editors and writers to develop stories. Also edit articles before going to EIC.

### **Educational Awards and Scholarships**

UH Hilo Deans List:

- Fall 2010, Spring 2010 Graduation, Fall 2009, Spring 2009, Fall 2008, Spring 2008, Fall 2007, Spring 2007, Fall 2006, Spring 2005

College of Agriculture Forestry and Natural Resource Management Spring 2011 Graduation Awards

- Academic Excellence,
  - “For garnering the 2<sup>nd</sup> highest Grade Point Average (GPA) of 3.73 among the members of the graduating class of Spring 2011.”
- Service Award

# Jesse Keone Potter

- “For his dedicated and exemplary services rendered to College, University, and community, as a responsible student, a very active Ag Club Officer and always willing and eager Student Volunteer to support the members of the faculty and Staff.”

## Scholarships:

- Garden Writers Association Foundation, Spring 2010 and Spring 2011
- UH Hilo CAFNRM Achievement Grant/Tuition Waver, Fall 2010
- UH Hilo CAFNRM Frederick S. Tom Scholarship Fund, Fall 2010-Spring 2011
- UH Hilo CAS Deans Scholarship, Fall 2008-Spring 2009, Fall 2009-Spring 2010

## Other Work Experience

Construction (w/GE Tax License)

May 2007 - August 2007

Carpenter/Labor

Help with general contracting and carpentry work, working alongside the journeyman with everything from demolition to framing to finish carpentry. Work included measurements, planning, and construction.

Greggory Wittman, Waikoloa, HI

May 2005 - March 2007 (May, June, July)

Rebar Fabricator/Installer

Fabricate and install rebar (iron) for building foundations, sidewalks, pools, spas, and water features. Work included measurements, planning, and construction.

## Interests

- Place-based, culturally guided education for grounded, critical thinking youth.
- Protection and advancement of natural resources of Hawai'i for the past, current, and future generations.
- Diversified, agriculture that positively impacts the triple bottom line of sustainability, i.e. 'āina (environmental), cultural (social), and economic.
- Building of consensus among communities for effective, collaborative and pono action.

## Relevant Skills

- **Business:** Ability to manage initiatives from complete, management to completion, making strategic decisions that support the mission and responsibilities of an organization.
- **Agricultural Skills**
  - Composting – i.e. fungal and bacterial interactions with organic matter
  - Propagation – e.g. carbohydrate needs, moisture, hormones, etc.
  - Cover Cropping – e.g. soil erosion prevention, added soil fertility
  - Microclimate creation – i.e. using trees as a means for understory and nearby plants to successfully grow in varied climates
- **Classroom Management:** Ability to effectively manage a classroom setting for the facilitation of instructional activities and maximization for all learners.
- **Lesson Planning:** Creation of lessons with the understanding of student skill building, concept acquisition, and cultural and intellectual application of content.
- **Office:** Creating high-quality documents using, Microsoft Word (Word Processing), Microsoft Excel (Spreadsheet), Power Point (Presentation), Microsoft Publisher (Layout), and web design platforms.

## Jesse Keone Potter

- **Communication:** Effective, clear and concise interpersonal and small & large group communication in various forms, i.e. personal, telephone, email.
- **Leadership & Collaboration:** Understanding of underlying needs of individuals and organizations, and problem solving to enable collaborative action.
- **Research:** Identification of primary sources and their relevant information for use in various types of research needs, i.e. grants, scientific, historical, etc

# Kūlia Kauhi Tolentino-Potter

P. O. Box 412  
Kurtistown, HI 96760  
(808) 937-4243  
kauhikoa21@gmail.com

## Objective Statement

“To utilize my knowledge, skills, and experiences to enlighten others to see the world as a sacred and complex place where we have much to give and receive.”

## Skills

### **Computer Skills**

- Microsoft Word (Word Processing)
- Microsoft Excel (Spreadsheet)
- Power Point (Presentation)

### **Business, Administration, or Office Skills**

- Writing – grants, reports, project proposals, summaries, research, lesson plans etc.
- Working with people – leadership, communication, collaboration.
- Multi-tasking - managing multiple duties with deadlines.

### **Agricultural Skills**

- Composting – i.e. fungal and bacterial interactions with organic matter
- Propagation – e.g. carbohydrate needs, moisture, hormones, etc.
- Cover Cropping – e.g. soil erosion prevention, added soil fertility
- Microclimate creation – i.e. using trees as a means for understory and nearby plants to successfully grow in varied climates
- Traditional Hawaiian Farming Practices: Farming according to Nā Helu Pō (Moon Phases). Knowledge of the many types of winds, rains, mists and their characteristics to help guide efforts of land stewardship. Teaches over 200 traditional terms of farming which provides a better understanding of how to live in harmony with one’s surroundings.
- Knowledge of mele (songs), oli (chants), hula (dance), mo’olelo (stories) all which provide guidelines of understanding the connections our ancestors had with their surroundings.
- Knowledge of lā’au lapa’au (healing plants) and have been providing traditional medicines to Hawai’i island residents.
- Knowledge of the many types of endemic, native, and beneficial plants / trees, how to grow them and their uses. Over 30 years of providing kalo varieties along with other plants and trees to families and farmers to ensure the cultivation of these plants and trees will continue.
- Builds and teaches how to build rock walls as it is a skill to have solid rock walls that can protect gardens.

## **Education**

**Honoka'a High School, Honoka'a, HI** 1995  
High School Diploma

**University of Hawaii at Hilo, Hilo, HI**  
Bachelor of Arts – Anthropology 2001

Bachelor of Arts – Hawaiian Studies 2001

Teaching Education Program 2002  
– Teaching Certificate and Licensure Program  
– Social Studies

Highly Qualified Teacher (HQT) in Social Studies and Hawaiian Language

## **Relevant Work/Volunteer Experience**

Pohāhā I Ka Lani August 2001 - Present  
Non-Profit (Founder, President)

Founded in 2001 with my father, James Tolentino Jr. for provision of additional support for Ke Ana La'ahana 7-12<sup>th</sup> grade students beyond the regular school setting. Volunteer program activities included taking students into Waipi'o Valley to teach them the history of the place, traditional food preparation, imu making, poetry, song, chant, writing, hula, and kalo farming. Beyond Waipi'o Valley, huaka'i (excursion) took students to different parts of the island to learn about the stories, place names, and history of other districts on Hawai'i Island.

In 2007, received leases from Bishop Museum located in the Nāpo'opo'o, Waipi'o area. All expenses, including lease of land, food, tools, supplies and transportation, were paid personally as my way of giving back to the keiki and to honua. Within that time, we promoted our mālama 'āina concept where all of our surroundings were utilized in order to enrich the 'āina. Farming practices using traditional Hawaiian kalo farming with everything seen as a resource and no use of chemicals.

Over the years, the program branched off and serviced students from all over the state as well as many visiting colleges. Hosted groups ranging from less than a dozen to over 200, with organizations including on/off island K-12 schools, local/mainland/international colleges, youth programs, hālau hula, and many others. With my teaching background, I created curriculum for each school / group.

In 2009, Pohāhā I Ka Lani officially became a 501(c) 3 non-profit organization. First outside funding received through grants in 2011 in the amount of \$750 and we purchased our first chainsaw in which we still have for our programs. We then received a larger grant to provide for logistical and operational expenses including transportation, equipment/supplies, food for participants, etc. Grants continue to successfully fund expenses for program activities. When grants can't cover, our family has been covering costs to ensure Waipi'o Valley was taken cared of and many can benefit from our educational programs.

Conducted hosting of groups, providing the cultural and historical foundation for participants' experience. Perform administrative support services for the upkeep and management of grant records, reports and summaries. Keep physical and spreadsheet records of expenses, keep records of grant

activities (organizational groups hosted, number of participants, work performed, etc.), and produce grant quarterly reports to show completion of grant contract requirements. Work with Board of Directors to ensure proper communication and direction of program and organization.

In 2016, we became stewards of Waipi'o Valley Lookout PONC Parcel which is owned by the County of Hawai'i. With the help of many local and visiting schools, families, and partnerships with many organizations, we were able to transform a dump site into a thriving garden and learning space. 13 abandoned vehicles removed, 50+ trailer loads of trash removed. Invasive plants and trees replaced with native, endemic and beneficial plants and trees. Planted different crops to clean soil. Reconnected families to the space in which they assisted us in mālama 'āina (taking care of the land). On-going programs for youth, families, schools and partnerships with different organizations. Offered many workshops including 6 kālai papa ku'i 'ai and pōhaku ku'i 'ai (poi board and poi pounding) workshops, lā'au lapa'au in which participants got to learn about different plants and their healing properties, hula (dance), mele (songs), haku mele (song composition), food prep (utilizing produce we grew), traditional farming, and hei (string movements accompanied with chant).

In 2018, we became stewards of 2,100+ acres above Waipi'o Valley (Waipi'o Valley Rimlands). These lands are made famous by Kamehameha as his Kīpu'upu'u warriors trained in the location. Mo'olelo (stories) speak of Pele's sister Hi'iakaikapoliopole's travel through the area and the many native and endemic plants / trees that once thrived in the area. With the help of many schools, families and organizations (local and visiting), we have been able to clean up the space by removing invasive plants and trees and start establishing community gardens in addition to starting forests. There is much more work to do as the land has been neglected for so many decades. With the help of many, progress and positive impacts on the 'āina (land) continue to unfold.

Ke Ana La'ahana PCS  
HQT Social Studies

August 2002 – 2018

Provide a positive, safe, and culturally based learning opportunity to students in grades 7<sup>th</sup> – 12<sup>th</sup>. Registered as a Highly Qualified Teacher in Social Studies and Hawaiian Language. Throughout the years, I taught many different classes. I was responsible for all social studies courses 7-12<sup>th</sup> grade (Pacific Island Studies/Hawaiian Monarchy, US Government, World History, Participation in Democracy/Modern Hawaiian History, US History, Hawaiian History/Anthropology). Other subjects previously taught include English, Science, Hawaiian Language, Forestry, P.E., Culinary Arts, and Photography at various grade levels. Created and taught curriculum that encompassed the needs of regular and special education students in an all inclusion setting found at most charter schools where curriculum needs to be flexible to teach at all levels. Strengths include Hawaiian history, Hawaiian culture, and Hawaiian language. To provide additional support for my students, afterschool, weekend, and summer programs were offered. This particular program began in 2001 as I volunteered working with different schools (including Ke Ana La'ahana PCS) and wanting to provide additional opportunities for youth to learn in which is heavily focused on learning mo'olelo (stories), wahi pana (legendary places), and mālama 'āina (taking care of the land).

Helped HCC by teaching a kalo (taro) class to HCC students on the weekend. I did this temporarily until they could hire a full-time Lecturer for their Mahi'ai Program. Through this class, I assisted students to learn the ancient and modern techniques of farming kalo. Needed to be flexible in my curriculum to create a learning environment of students at different kalo farming levels. My classes mainly took place in Waipi'o Valley.

### **Interests**

- Interactive, culturally/morally guided education
- Diversified agriculture
- Hula, Chanting
- Working with children
- Strengthening ties to the 'aina (land), to the kai (ocean), mo'omeheu (culture), and 'ohana (family)
- Rock wall building
- Lā'au lapa'au
- Working with / hosting groups from all parts of the world
- Transforming 'āina to a thriving and healthy state

To Whom It May Concern,

This letter is for the continuation of the stewardship of Pōhāhā I Ka Lani on the Waipi'o Valley parcels.

I had the privilege of attending University of Hawai'i at Hilo from 2013-2018, completing my bachelor degrees in agriculture and marine science. It was during this time I had an opportunity to take part in a workday in Waipi'o Valley with Pōhāhā I Ka Lani at the Nāpo'opo'o parcel, where I spent most of the day clearing out the overgrown 'auwai with my peers. From this initial experience and meeting Jesse and Kulia, I have been able to return to Waipi'o Valley again and again over the years making it as integral to my studies, just as much as the classroom was. Even to this day, when I am able to make it back to Hawai'i, they are still some of the first people to know so a workday can be planned.

One of the most memorable visits to Waipi'o Valley was in 2016. On this visit, I had arrived to Waipi'o Valley Lookout early and decided to walk down into the valley to the parcel gate and back while I waited for the others to arrive. Upon reaching the road that leads to the parcel, it was discovered that the path had become blocked by debris and was impassable. It was later found that the tour groups on the rim lands had been illegally diverting water from the main waterfall causing three new waterfalls to appear, leading to the landslides down the cliffs. The cleanup of the landslide debris took Pōhāhā I Ka Lani three months to clear up to make the parcels accessible again. Learning that this potentially life-threatening damage was caused by the carelessness and greed of others was quite concerning.

Pōhāhā I Ka Lani took on these responsibilities voluntarily and have been investing their lives into not only bringing these areas back to life, but to share and grow the cultural knowledge and significance to others without monetizing the experience. With other companies exploiting and even desecrating Waipi'o Valley (i.e. building a pit toilet at the top of Hi'ilawe Falls), I believe it is in the hands of those who truly want what's best for the valley and the continuation of its care should be with Pōhāhā I Ka Lani.

I thank you for your time and consideration.

Mahalo nui loa,  
Jason Hasler



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June 26, 2024

Aloha,

Over the last eight years, I have had the distinct honor of working alongside Kulia and Jesse Potter of Pōhāhā I Ka Lani. They are true ambassadors of environmental stewardship and cultural and ecological education, and through their organization they offer a tremendous gift to our island and global community. I write today to offer my most sincere recommendation that they be offered the support to perpetuate their important work.

As the Terrace Farm Manager and Ecological Literacy Educator for Hawaii Preparatory Academy, I have had the opportunity to collaborate with some of Hawaii Island's most influential non-profit organizations working to protect and restore our unique and diverse ecosystems. What distinguishes the efforts of Pōhāhā I Ka Lani is their connection to place, Jesse and Kulia embody a deep appreciation for the land and the wisdom that such a relationship imparts. In addition to the extensive knowledge they have gained from working with the land, they also skillfully honor the lessons that have been passed down to them by their ancestors whom were stewards of the very same land that they care for today. As western science--however tardily--begins to recognize and validate the land stewardship practices of indigenous peoples, we are given in the form of Pōhāhā I Ka Lani a living example of the rich teaching that these age-old practices offer.

Each time I bring a group of students to work with Pōhāhā I Ka Lani, we leave inspired with a new sense of how we want to live in relationship with our environment. I hear comments along the lines of, "that was the most amazing experience I have ever had." I hold the wish that more young people--indeed, more people of any age--be given access to such a powerful experience. Thank you for considering the support of Pōhāhā I Ka Lani, I wholeheartedly feel they deserve it.

With Much Aloha,

Willie Quayle  
Ulu Mālama Terrace Farm Manager  
Ecological Literacy Educator  
Hawaii Preparatory Academy