# Proposal 112

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Moanalua Gardens Foundation, Inc. |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Mālama Kamananui ʻĀina-Based Environmental Education Program |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

A 501(c)(3) non-profit organization, Moanalua Gardens Foundation (MGF) was founded in 1970 "To preserve and perpetuate the native culture, history and environment of Hawai'i through education and stewardship of Kamananui Valley and celebration of the Prince Lot Hula Festival." For over 53 years, MGF has pioneered programs which help people value Hawai'i's unique environment and culture.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

This project will support the Hawai'i Department of Education's efforts to reach their goals to improve student learning and achievement which have suffered during the pandemic through MGF's ʻāina-based education program targeting Title 1 schools in Districts 5, 6, 7 & 9. Data show that nature-based programs help improve the academic performance and wellbeing of low income children.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

In FY 2026, MGF will serve 500 students in Title 1 public schools, introducing them to ʻāina based learning, E-STEM skills, and career pathways. Students will actively work to restore 3 ecological/archaeological sites in Kamananui (Moanalua) Valley, the last undeveloped valley in urban Honolulu. Success measures will include teacher and student surveys assessing student achievement and retention.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | ☐ District 2<br>$ | ☐ District 3<br>$ |
| ☐ District 4<br>$ | ☒ District 5<br>$ 42,700.00 | ☒ District 6<br>$ 42,700.00 |
| ☒ District 7<br>$ $37,700 | ☐ District 8<br>$ | ☒ District 9<br>$ 22,313.00 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $ $145,413 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☒ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer
Printed Name and Title: Ian Keali'i Custino, Executive Director

11/20/2024
Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Mary Leilani Williams-Solomon
(Signature)

Mary Leilani Williams-Solomon
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that
IAN CUSTINO (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Mary Leilani Williams-Solomon
(Signature)

Mary Leilani Williams-Solomon
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 21 day of November, 2024 before me appeared Mary Leilani Williams-Solomon personally known to me, who, being by me duly sworn, did say that he/(she) is the President of Manaiea Gardens Foundation Inc and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said She acknowledged said instrument to be the free act and deed of said corporation.

DEBORAH ANN FURUMOTO NOTARY PUBLIC No. 04-41 STATE OF HAWAII

Notary Public, State of Hawaii Deborah Ann Furumoto 04-41

My Commission expires: Feb. 01, 2028

Doc. Date: 11/21/2024 # Pages 84
Name Deborah Ann Furumoto 1st Circuit
Doc. Description: DCS GIA 2026 Certificate

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

In its recent release of its annual assessment test for Hawai'i's public school students, the Hawai'i Department of Education's (HDOE's) Strive HI report for the 2022-2023 academic year revealed that efforts are being intensified to remedy the learning and social losses suffered between the Spring of 2020 and the Fall of 2021 when school learning was disrupted by the COVID-19 pandemic. Classrooms were closed requiring distance learning, causing unprecedented pressures on students, teachers and communities.

Statewide, there were wide disparities in student achievement from school to school, in different age groups and often, by demographics. (Honolulu Star Advertiser, Nov. 9, 2023)

Nationally, eighty-seven percent of public schools reported that the COVID-19 pandemic had negatively impacted student socio-emotional development during the 2021–22 school year. Similarly, 84 percent of public schools agreed or strongly agreed that students' behavioral development had also been negatively impacted. [U.S. Department of Education, National Center for Education Statistics (NCES)]. Students from elementary, intermediate, and high schools are still struggling with impacts from Covid-19 stated below.

These disparities have been observed by MGF's Education Team in the underserved and Title 1 schools that Moanalua Gardens Foundation's (MGF's) Mālama Kamananui 'Āina-based Environmental Education Program serves. During the pandemic when students were isolated and confined to learning in their homes on screens, there was little to no interaction with teachers and classmates which limited their ability to ask questions, think critically, and learn through experience. Students reported increased levels of anxiety and depression. In addition, most educators did not feel prepared to support their students in these learning environments. Using Kamananui Valley as our outdoor classroom, MGF's programs helped students reconnect with the natural environment that surrounds them while at the same time improving their academic knowledge and wellbeing.

There is a growing body of research that shows that nature-based programs improve disadvantaged student's academic performance, mental health and wellbeing. A study by the National Institute of Health states that "Low-income and non-white children experience disparities in health, education, and access to nature. These health disparities are often associated and exacerbated by inequities in the U.S. educational system. Recent research suggests that nature contact may reduce these health and educational disparities for urban low-income populations. Nature-based education (NBE) uses nature contact to inspire curiosity and improve health."

This project will enable MGF to continue to support the HDOE's efforts to help them reach their targets for student achievement and wellbeing, particularly Pacific Islander students and students in vulnerable populations, by targeting Title 1 schools in Districts 5, 6, 7 and 9.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

We chose this project because it supports HDOE's need to address disparities in student learning and achievement in low income communities. As a HDOE partner, MGF views this project as a natural extension of the collaboration already established with HDOE schools. It builds upon three years of experience gained by MGF in providing our FREE experiential Mālama Kamananui ʻĀina-based Education Program for students in Honolulu's underserved and Title 1 elementary, middle and high schools.

Moreover in 1978, a Constitutional requirement was passed to teach Environmental Education in Hawai'i's public schools and, through this project, MGF will help HDOE fulfill this mandate.

HDOE has placed a high priority on narrowing the learning gap felt by students during and post pandemic. Administrators have voiced their support of MGF's ʻāina-based programs which will help them meet updated Strive HI goals to increase student learning and achievement.

The pandemic not only exacerbated the disparities in education, income, and wellbeing for low income students, it also impacted public schools' ability to support extracurricular activities for students. MGF provides FREE access to a variety of field excursions and advanced experiential ʻāina-based education programs for students across HDOE schools on Oʻahu. Bus transportation is also included.

Keeping students engaged is critical to their future success in life. Once they disengage, their prospects for success are greatly diminished. Our experiential programs also provide a career path for students in the green jobs industry. K-12 students living and attending school in low income communities are the project's target audiences. Advanced program candidates will be selected by advisors from cohorts of interested students who will be ready to take their STEM learning outdoors, get dirty, and positively contribute to Hawai'i's natural environment. MGF projects to serve 500 low income students in Districts 5, 6, 7 and 9 in FY26.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

MGF's Mālama Kamananui 'Āina-Based Education Program is designed to improve the well-being and quality of life of our local communities, especially low to moderate income areas in our target Districts 5, 6, 7 and 9. Since 2008, when ownership of Kamananui Valley was turned over to the State of Hawai'i, MGF has taken on the responsibility under a Memorandum of Understanding with the State of Hawai'i Department of Land and Natural Resources (DLNR), Division of Forestry and Wildlife (DOFAW) to provide stewardship, cultural and educational programs for the people of Hawai'i.

MGF has worked collaboratively with DOFAW to address a number of infrastructure-related priorities that improved access to the valley and to educate Hawai'i's children, families, and visitors about responsible environmental stewardship and how to mālama (care for) our precious natural resources within this 3,700-acre watershed.

Our environmental education programs are intended to address the educational, social and health-related needs of our communities. Our team consistently engages with community leaders through environmental-based forums, where we learn about our community's needs and how we as a community-based environmental organization can best help address those needs. The recent environmental catastrophe at Red Hill motivated many members to express their deep concern about how our 'āina will heal itself and how they can contribute to our environment's healing process.

Students participate in active ecological restoration initiatives in the valley. They help clear invasive species, outplant native trees such as koa (sp. Acacia koa), milo (sp. Thespesia populnea), kou (sp. Cordia subcordata) and native plants key to our reforestation efforts. They also conduct water quality tests in our local streams. Through these experiential activities,students learn the importance of preserving Hawai'i's natural resources, Kamananui Valley, and responsible stewardship. As a result of our programs, our youth develop the skills, attitudes, and behaviors necessary to achieve life success.

Measurable outcomes of the proposed program include:
1. 500 students from Title 1 Schools will have participated in MGF's program
2. More than 85% of students will demonstrate increased understanding of current environmental issues and ways they can protect and improve the health of Hawai'i's natural environment
3. More than 85% of students will demonstrate increased knowledge of the relationship between humans and the environment
4. More than 85% of students will demonstrate increased knowledge of Native, Endemic, and Invasive Species on the island
5. Three (3) environmental and archaeological sites in Kamananui Valley will be improved, maintained, and restored by students
6. Host at least 15 on-site excursions into Kamananui Valley

Student progress will be measured through quantitative and qualitative surveys, perceptions from students and teachers' observations. Results of the surveys will be used to improve the program, where needed.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

In order to serve 500 students from Title 1 Schools, host 15 field trips, actively restore environmental and archaeological sites in the valley, and impact local youth according to our performance measurables, MGF has developed the following comprehensive action plan to implement our Mālama Kamananui Āʻina-based Environmental Education Program.

With its long time partner the Division of Forestry and Wildlife (DOFAW), Hawaiʻi Department of Land and Natural Resources (DLNR), MGF will assist DOFAW in maintaining high traffic portions of Kamananui Valley Road, including restoration sites, numerous trails, and beautification efforts. MGF's role in the partnership includes helping to preserve the valley

through student stewardship activities and community work days which involve the broader population, including residents of all ages and kūpuna.

Under the direction of our Director of Education and Stewardship, MGF will onboard an education coordinator in the first three months. Together, they will begin grant implementation, conduct school outreach, commence scheduling schools for the upcoming school year, and prepare classroom materials.

MGF's Education Team will inventory and purchase supplies necessary to carry out our education programs, including materials and equipment related to lessons on water quality, land monitoring, data collection, mālama ʻāina (caring for our land), and conservation.

During the Fall semester, 150 students from a participating Title 1 high school will be selected to participate in our Alakaʻi Leadership Program combining both in classroom lessons with practical application of learned knowledge in Kamananui Valley. These students will engage in mālama ʻāina efforts on at least one ecological restoration site. This will allow our team to carry out the first phase of our programming, reassess and evaluate, compile data, monitor inventory and supplies, and update education materials over the Winter break. This will prepare us for the following semester that runs from January – May.

From January - May the team will continue program outreach, implementation, evaluation, and data compilation. MGF anticipates working with 200 additional students from Title 1 schools and beginning restoration of ecological sites 2 and 3 in the valley. We will also continue outreach to schools for summer programming during this time.

From months 9-12, we will conduct summer programs for 150 students from Title 1 schools and will also work with such organizations as the YMCA, Palama Settlement, Kamehameha Schools and other groups to fulfill our goal of engaging 500 students from Title 1 schools.

In months 11-12, the Education Team will conclude work with our target populations and begin compiling data for our grant report. This will be done by the Director of Education and Stewardship and our Executive Director. Upon completion, our report will be submitted to the City and County of Honolulu.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

In order to effectively execute Moanalua Gardens Foundation's Mālama Kamananui ʻĀina-based Environmental Education Program and serve our target segment of 500 students from Title 1 schools in Districts 5, 6, 7 and 9, we are respectfully requesting funding in the amount of $145,413

Direct program expenses include salaries totalling $54,000 or .6 FTE of MGF's Education and Stewardship Director's salary at a rate of $90,000 and $16,400 or .4 FTE of the Education Coordinator's salary of $41,000. MGF's Education and Stewardship Director will plan, instruct and manage the proposed 'āina-based Environmental educational initiative. The Environmental Coordinator will coordinate event programming with schools and co-instruct/assist with the deployment of curriculum with the Education and Stewardship Director.

MGF Executive Director will provide general oversight over the Mālama Kamananui 'Āina-based Environmental Education Program. He will commit 20% of his time providing

organizational oversight for the proposed educational initiative so we will be requesting $18,000 .
Office rent will be allocated to cover the cost of office space utilized for MGF's education program.

Telecommunication expenses include monthly mobile phone, wifi, and virtual application fees for MGF's Director of Education and Stewardship and the program team.

Environmental program supplies purchased will be utilized for the E-STEM activities conducted as part of MGF's curriculum for the 'Āina-based Education Program.

A transportation services contract will be issued to Roberts Hawaii and Ground Transport to provide bus services to and from Kamananui Valley at a rate of $25,000/year

All other listed expenses are also directly related to the implementation of MGF's proposed Mālama Kamananui 'Āina-based Environmental Education Program. Education and Stewardship supplies include STEM supplies (densiometers, altimeters,pH testers, API freshwater test kits, GPS units, YSI Meter, GoPro Cameras, Weatherproof paper, clipboards etc.), Stewardship tools and safety equipment (Hand saws, metal trowels, picks, weedeaters, chainsaw, maintenance supplies, and gloves etc.), and swag for students (shirts, pencils, stickers, etc.)

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

MGF's seasoned Education Team has been conducting our experiential culture-based Mālama Kamananui 'Āina-based Environmental Education Program for the past three years with impressive results. To date more than 1,000 O'ahu students from low to moderate income communities have participated in our programs re-connecting them to the 'āina which sustains them while at the same time enhancing their learning and well being.

The program will deliver a variety of field excursions for K-12 schools during the project period as well and teach our advanced Alaka'i Leadership Program for secondary schools. Through this project, we intend to engage 500 elementary, middle and high school students in Title 1 schools in Districts 5, 6, 7 and 9.

Our timeline to provide these essential services for this grant is presented below.

Months 1-3
- Onboard lead educator and educational/cultural team members
- Confirm student groups from each participating high school
- Finalize instructional plan, train, and assign curriculum sections and teaching duties to respective educators
- Host in-class and 'āina-based classes for 150 students utilizing Kamananui Valley as a living classroom
- Provide opportunities for Cohort 1 members to participate in ecological restoration efforts in and around Kamananui Valley
- Conduct program internal program assessment, revisions, and training as needed

Months 4-9
- Host in-class and 'āina-based classes for 200 students utilizing Kamananui Valley as a living classroom

- Provide opportunities for members to participate in ecological restoration efforts in and around Kamananui Valley

Months 10-12

Months 10-12
- Host ʻāina-based classes for 150 students utilizing Kamananui Valley as a living classroom
- Conduct final assessment of the program
- Submit comprehensive final report to the City and County of Honolulu

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Founded in 1970, Moanalua Gardens Foundation has served as a vital link in preserving and protecting the environmental and cultural resources of Hawaiʻi. A non-profit 501(c)(3) organization, MGF was instrumental in safeguarding Kamananui (Moanalua) Valley from the construction of the H-3 freeway, thus preserving in perpetuity over 3,700 acres of land for the recreation and enjoyment of the people of Hawaiʻi. This legacy of preservation began in the early 1900's with Samuel Mills Damon who set aside Kamananui Valley and Moanalua Gardens for use by the general public.

For the past 53 years, MGF has pioneered the aloha ʻāina movement through public education initiatives that taught people to value the unique environmental and cultural resources of our islands, some of which are found nowhere else on Earth. MGF believes that education is essential to developing informed stewards who will protect and preserve our fragile and vulnerable ʻāina for current and future generations.

MGF past accomplishments include developing the first comprehensive environmental education curriculum in Hawaiʻi, to producing an award-winning distance learning program, to conducting place-based stewardship programs in Kamananui Valley, and more. Highlights of our core programs include:

1.The respected Partners in Education program and ʻOhia Project Curriculum, once the most widely used environmental education program in Hawaiʻi's elementary schools reaching over 5,000 students on Oʻahu yearly for 25 years.

2. Huakaʻi o Kamananui, Aloha ʻĀina Moanalua, the only place-based environmental education curriculum focused on Kamananui Valley, the last intact valley in urban Honolulu. A FREE resource for educators in Hawaiʻi, over 300 teachers have been trained to use the curriculum.

3. Mālama Kamananui ʻĀina-based Environmental Education Program providing a variety of field experiences for Elementary School students and the Alakaʻi Leadership Program for High School students. Since its inception in 2021, over 1,000 students have participated in our programs.

4. The annual Prince Lot Hula Festival, the state's largest non-competitive hula celebration named after Prince Lot Kapuāiwa, Kamehameha V, who reprised hula in Moanalua. A FREE signature cultural event for 47 years, the Festival showcases hula and Hawaiian culture for Oʻahu's families, residents, and visitors.

5. Haliʻa, Living Memories of Moanalua, an oral history project to record the moʻolelo (stories) of ʻike kūpuna (elders with knowledge) of Kamananui (Moanalua ahupuaʻa), including lineal descendants of the original inhabitants of Moanalua.

6. Hanauna, Generations, the first of its kind Digital Library housing the oral histories and Prince Lot Hula Festival video programs providing FREE access via the worldwide web to people in Hawaiʻi and globally.

For over half a century, MGF has had a significant impact on the preservation, protection, and celebration of Hawaiʻi's culture, people, and environment.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

For over five decades, MGF has been administering projects, programs and grants and successfully supervised, trained and provided administrative direction to project staff engaged in our educational and cultural programs. Our Executive Director, a seasoned nonprofit program manager, will oversee the project to ensure that accountabilities and deliverables are clearly specified and completed on schedule.

As a pioneering institution of the Aloha ʻĀina Environmental Education movement in Hawaiʻi, MGF has assembled a team of highly effective and passionate environmental educators who are securely grounded in Hawaiian culture to implement the Mālama Kamananui ʻĀina-based Education Program in 2025-26.

Our team, composed of three highly experienced environmental educators and a cultural advisor with ancestral lineage to early inhabitants of Kamananui Valley, have conducted MGF's ʻāina-based programs for the past three years. By combining earth sciences with the traditional wisdom of our kūpuna (ancestors), MGF offers students a holistic curriculum that imparts E-STEM education coupled with lessons on the traditional ahupuaʻa system of resource management.

Serving as lead educator for this environmental educational initiative is Michael Lee, M.A. With over a decade of experience developing and implementing environmental education programs and a M.A. from Portland State University, Lee is the ideal environmental educator to manage this important initiative when funds are approved. Prior to joining MGF, Lee most

recently served as the Director of Education and Stewardship at Kualoa Ranch Hawai'i Inc. where he directed the educational initiatives at the 4,000-acre private nature reserve. Before Kualoa Ranch, Lee served as Executive Director of NALU Studies, a STEM-focused educational program for at-risk youth under the auspices of the Pacific American Foundation.

Additional educators will be added (budget permitting) to assist Michael Lee with program administration. Our intent is to maintain a student to teacher ratio of no greater than 25:1 per class.

The 3,700-acre Kamananui Valley, with its rich biodiversity, will serve as a living classroom for the proposed educational initiative. Kamananui Valley serves as a sanctuary for several endangered and rare forest bird species, including the 'Elepaio, and was the site of the last observations of the O'ahu 'I'iwi creeper. In addition, at least 11 endangered plant species, 3 rare plant species and 2 endangered O'ahu tree snail species are found in the area. The last known sighting of the threatened Hawaiian hoary bat was also in this valley.

MGF operates from an office space located in Waiakamilo Shopping Center at 1414 Dillingham Boulevard in Honolulu, O'ahu and only a 15-minute drive from MGF's offices to the valley where MGF conducts its education programs. Our central location in Honolulu's urban core also makes it convenient for educators and the public to access our library of resources.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Moanalua Gardens Foundation's plan for sustaining our programs is to seek like-minded funders in order to build capacity so that we can continue to serve our community by providing needed environmental education, cultural and stewardship programs as we have for the past 53 years. We recognize the urgent needs on O'ahu for meaningful and healthy outdoor experiential environmental education programs for our K-12 students, including our vulnerable populations who reside in some of our most impoverished urban areas.

Also, we must not overlook the critical importance of preserving Hawai'i's cultural and natural resources, and providing stewardship programs, to ensure that our dwindling open spaces like Kamamanui Valley are protected for generations to come. The only pristine forest in Honolulu's city core, it serves as a vital outdoor classroom for thousands of students.

We take our kuleana (responsibility) seriously and have maximized our resources in order to maintain our current programs. Schools and teachers are eager to engage in our activities but we are limited in our capacity to accommodate more schools and students.

The pandemic has exacerbated this situation as funding resources that we once relied upon were re-directed to health, human and social services to mitigate the impact of this crisis on our community. MGF has not been immune to the effects of reduced support. However, through thoughtful planning and careful budgeting, we have been fortunate to sustain the organization and our programs.

The plan is supported by our visionary Board of Directors who recognized the importance of developing a succession plan for MGF. Over the past year as we emerged from the COVID-

19 pandemic, they have guided this process with an eye towards providing for the future sustainability of the organization. Through an Executive Transitions grant from the Hawaii Community Foundation, we have identified our partners, stakeholders, supporters and funders who have provided input into a Transition Plan which we are currently executing and which will position MGF for future viability and success.

MGF's Board of Directors are also involved in intensive efforts to raise the appropriate level of funding to continue and grow our mission critical Mālama Kamananui ʻĀina-based Environmental Education Program. MGF's executive team continually commits staff time and expertise to cultivating potential funding partners here in Hawai'i and beyond our shores. Our goal is to secure multi-year funding from national funders to ensure the financial sustainability of MGF and its programs. MGF will also explore federal partnerships in the coming years as a potential source of funding for our unique 'āina-based education program.

As we look to the future, MGF will focus on strengthening our relationships with public funding agencies on the local, state and federal levels. This will allow MGF to build our capacity to sustain our programs and mission. We humbly ask for your support.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

One of Hawai'i's oldest environmental non-profit organizations, founded in 1970, MGF is governed by an eight-member Board of Directors comprised of civic leaders, educators, cultural practitioners and community members. The Executive Committee of the Board includes the officers of the board who set policy and oversee MGF's programs. The Executive Committee also ensures that the organization's By-laws are closely adhered to by the board and its staff.

As an organization, we are guided by our Strategic Plan which include our four core programs. These are supported by a fund development initiative to raise the needed funds and provide the resources to implement and continue our programs.
For the past 53 years, MGF has successfully delivered our experiential environmental education programs and is committed to continuing them into the future.

Both our Board and executive leadership are laser-focused on diversifying our funding base and exploring more opportunities to support our programs. This effort is aided by a vigorous fundraising initiative currently being implemented.
MGF's existing education team, comprised of highly experienced environmental educators and cultural advisors, have conducted MGF's ʻāina-based curriculum programs, workshops, and activities over the past three years.
Beyond the grant period, MGF continues to establish partnerships with educational, cultural and grant-making organizations with the intent of making environmental education programming accessible to every child and to do so in perpetuity. Each week, MGF's executive and educational teams actively participate in meetings, discussions, and thought groups across the State of Hawai'i with the goal of creating a robust network of organizations/partners looking to moving the needle on environmental education in Hawai'i. We believe that our participation in these discussions will lead to more sustainable and long-term relationships with partners who will support our mission and program.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: 47th Annual Prince Lot Hula Festival
   Grant Period: January 1, 2024 – Dececember 31, 2024 Grant Amount: $10,000
   Grant Purpose: Support the presentation of the Festival.
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Office of Community Services

2. Grant Activity Name & Contract #: 46th Annual Prince Lot Hula Festival
   Grant Period: January 1, 2023 – December 31, 2023 Grant Amount: $10,000
   Grant Purpose: Support the presentation of the Festival
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Office of Community Services

3. Grant Activity Name & Contract #: 45th Anniversary Prince Lot Hula Festival
   Grant Period: January 1, 2022 – December 31, 2022 Grant Amount: $10,000
   Grant Purpose: Support the presentation of the Festival
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division:

4. Grant Activity Name & Contract #:
   Grant Period: _____ Grant Amount:
   Grant Purpose:

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

In traditional Hawaiian culture, Kūpuna means the source, the starting point or the process of growth. This meaning is related to the notion that our direct forebearers and those of the distant past remain living treasures who continue to help us grow in numerous ways. They are a source of experience, knowledge, guidance, strength and inspiration to the next generations (primitiveways.com). For the Mālama Kamananui 'Āina-based Environmental Education Program, our kūpuna provide meaningful mentorship roles in the delivery of our program. This program is built on an intergenerational platform that connects current generations with past generations with the aim of safeguarding and perpetuating our Hawai'i's host culture.

Our kūpuna play integral roles in the delivery of our program's curriculum. From historic content to sharing the knowledge and wisdom passed down from their kūpuna, our kūpuna

are the keepers of the flame and considered by our community as cultural treasurers and knowledge bearers.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | NĀ KAMA KAI |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Hālau Nā Kama Kai Youth Ocean Center |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

**Na Kama Kai is a 501(c)(3) founded by Duane DeSoto in 2008. The mission of this non-profit is to create, conduct, and support Hawaiian cultural oriented, marine-based programs that empower youth to thrive in their community through ocean safety and stewardship learning opportunities that build self-confidence, leadership, and integrity.**

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

**Hālau Nā Kama Kai serves as a pu'uhonua or place of refuge for youth on the west side of O'ahu creating another option for our keiki to receive positive mentorship and build skills that enrich their lives. The ocean provides a source of meaning and sense of self for keiki connecting them to ancesteral knowledge engendering a deep sense of kuleana for their actions and for their community.**

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

**Nā Kama Kai offers daily programming for keiki that live on the west side of O'ahu. The program will produce an annual attendance of 2,000, provide 180 days of meals, certify 45 keiki Jr. Lifeguards, certify 5 Lifeguards for Career Development, recruit 10 Alaka'i mentorship program keiki, show development with 30 keiki moving up at least 2 competency levels with in the program.**

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$150,000.00 | ☐ District 2<br>$ | ☐ District 3<br>$ |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☐ District 6<br>$ |
| ☐ District 7<br>$ | ☐ District 8<br>$ | ☐ District 9<br>$ |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000.00 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Printed Name and Title: Matthew Kauwe, COO

Date

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

_____
(Signature)

_____
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that _____(name), _____(title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

_____
(Signature)

_____
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this _____ day of_____, 202__, before me appeared _____, personally known to me, who, being by me duly sworn, did say that he/she is the _____ of _____ and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said _____ acknowledged said instrument to be the free act and deed of said corporation.

_____
Notary Public, State of Hawaii

My Commission expires:_____

Doc. Date:_____ # Pages _____
Name: _____ ____ Circuit
Doc. Description: _____
_____
_____
Signature Date
NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The west side of Oʻahu had nine shootings January through August of 2024 and four of them involved teenagers. Gun Violence Archive Hawaii data covering 2021 to 2023, reflects that areas on Oahu with a Honolulu zip code have the largest number of gun violence incidents at 60 incidents, followed by Waiʻanae at 20 incidents. Waiʻanae has 1/10 the population of Honolulu meaning that there were 3.4 times more gun violence incidents in Waiʻanae per resident during that period. Experts say that "a lack of resources on the leeward coast, less youth groups and parent engagement play a role" in this epidemic. "We need to make sure that we do have after school programs" to give keiki space and alternatives to getting involved in gun violence.
KHON2 (https://www.khon2.com/local-news/experts-weigh-in-on-juvenile-crime/)

The leeward coast is already challenged with poor socio-economic conditions. The Waiʻanae area has slightly over 36,000 residents. Children under the age of 18 represent 28.4% of the population, while 10.4% of residents are older adults aged 65 and over. The median age is 33.5. Hawaiians/part Hawaiians comprise a little more than half (54.5%) of the residents. Of the almost 9,000 households, most (76.5%) are family. The average family size is 4.3 persons. The median single family home value is about $423,000.

Economic Well-Being. As compared to the State, Waiʻanae has a lower per capita resident income by 35% at $20,060. The civilian unemployment rate is over twice the State's. A smaller proportion of housing units are owner-occupied, and a larger proportion of households face a high housing cost burden (spending more than 30% of household income on housing). There are larger proportions of children in families receiving public assistance, of families with related children living in poverty (below 100% of federal poverty level), and of children residing in low-income households (below 200% of federal poverty level).

Education. Waiʻanae is at about half the state's average of public school students who meet language arts and math grade level standards. A larger proportion are in special education. Its percentage is similar to the state's for high school seniors graduating with a diploma. However, there are lower percentages of high school students graduating on time, and of adults with a bachelor's degree or post-graduate education.

Community. Waiʻanae's rate compared to the state is twice as high for violent crime incidents (aggravated assault, forcible rape, murder, and robbery) per 1,000 residents. Its rate is also higher for property crime incidents. Residents also have a longer average commute time to work than others in the State. The area tends to have less residential stability, with a lower percentage of residents living in the same house a year ago.
Data on the Waiʻanae area are taken directly from the Center of the Family Community Profiles report (COTF - https://uhfamily.hawaii.edu/community-profiles).

These statistics on the westside of O'ahu show significant instability overall as compared to the State of Hawai'i. These challenges faced by westside residents make it unlikely that they can get the resources they need to support their families and the many children they represent.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

We believe that Hālau Nā Kama Kai provides a space that allows keiki to safely spend their after-school hours and weekends with positive mentorship rooted in culture, ocean sports, leadership and stewardship. Volunteer tutors paired with free healthy food choices allow keiki to find the help and guidance needed to be successful at school while filling their bellies with food. West O'ahu children are often returning to school each morning hungry and unable to focus. We also offer keiki the safe opportunity to explore ocean knowledge that will empower them in all aspects of life.

The consistency of being a resource day in and day out for keiki is a huge part of how this program addresses the community need. Keiki on the west side have too many negative examples where parents, mentors, adults lack the capacity to "show up." The staff at Hālau Nā Kama Kai fill that space serving as good role models for keiki to look to as they grow.

Skills such as swimming, knot tying, CPR/AED, basic surf rescue, paddling, sailing, and steering are some of the competencies that keiki will gain by participating at Hālau Nā Kama Kai. Building these skills will develop keiki as ocean stewards and leaders among their peers. The program assigns these skills/competencies to developmental milestones personified by ocean animals, 'A'ama, Honu, Sila and Manō. As keiki ascend the levels they are aculturated into the 'Ōlelo No'eau, He Wa'a He Moku, He Moku He Wa'a. This wise saying teaches keiki that it is our kuleana to take care of the community we are in. We can do this by helping to teach others the skills we have learned as we have grown through the levels of the framework. Keiki become part of reinforcing this important cultural view that will carry with them outside of the Hālau and into their home, school and daily lives. This is how we engender kuleana in the next generation and refocus energies on making others better rather than remaining in conflict with others and resorting to violence. Keiki will be recognized as they qualify into each level not as a way to brag or puff them up but rather to honor them and at the same time reaffirm their kuleana to others who have not yet reached their skill level.

This valuable experience will create a strong foundation for our keiki to draw from as they face challenges in their lives. Our Kupuna knew that understanding our Kuleana to our 'āina and kai taught us about our Kuleana to our family and community and made us better people.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Hālau Nā Kama Kai is positioned to help keiki on the westside. Given the statistics shared in this application our keiki in this area are vulnerable and at risk in multiple domains. The overarching goals and outcomes we aim to accomplish are:

- Reduce the drowning rate of youth in the State of Hawai‘i.
- Reduce violence in the community especially among youth.
- Inspire Hawai‘i’s keiki (children) to become "ocean intelligent".
- Guide Hawai‘i’s keiki to grow physically and emotionally connected to the ocean, empowering them both in and out of the water.
- Provide access to safe, culturally based environments for ocean education.
- Combine culture, ocean safety, stewardship/conservation, and personal kuleana (responsibility) into a comprehensive and accessible program.

In FY2026 we expect to meet the following measurable outcomes at Hālau Nā Kama Kai:

- 2,000 children in Wai‘anae attend Hālau Nā Kama Kai activities and programs.
- 180 days of after school meals available to participants.
- 45 Keiki Certified as Jr. Lifeguards
- 5 Keiki Certified as Lifeguards for Career Development
- 10 Alaka’i Teen Mentorship Recruits
- 30 Keiki advancing at least 2 levels in Nā Kama Kai Competency Matrix.

Assessment of our programming will be conducted through surveys of keiki participating in activities offered by Nā Kama Kai as well as evaluations done by staff. This provides Nā Kama Kai with another perspective that assists in the evaluation of the effectiveness of ongoing projects and allows for modifications in protocols to ensure the greatest probability of success. Outcomes from this project will be based on Informal Science Education to assess changes demonstrated in achieving the ultimate goals and objectives of the project. Such learning will be demonstrated by the number of students who, as a result of their participation in a project, show changes in awareness and knowledge of concepts and/or issues taught; interest in and/or attitudes toward certain courses of action, and behavior or skills. Changes that occur are assessed in the short term (e.g., knowledge, attitudes); medium term (e.g., practices and behaviors); and long term (e.g., social, economic, and environmental conditions).

The variety of experiences offered with our curriculum complements practical information, skills improvement, and factual knowledge. Most importantly, our programs represent quality, memorable time spent in nature together with other keiki, guided by knowledgeable and compassionate adults who demonstrate Hawaiian values through their presence. While Nā Kama Kai collects quantitative data on the number of attendees, the overall qualitative benefits are immeasurable. By teaching keiki to take responsibility for their local environments, they become stewards and caretakers. Their kuleana is passed on by their personal behavioral examples and when they share their experiences from Nā Kama Kai events with their families and community members.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner’s role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Nā Kama Kai will operate Hālau Nā Kama Kai to provide after school, weekend resources and programming to the keiki in the Wai'anae community. This Ocean Center delivers Nā Kama Kai curriculum consistently that produces a broad and sustainable impact on the lives of its participants.

The scope of work, tasks and responsibilities that Nā Kama Kai will undertake on behalf of operating this Ocean Center are in the following categories: (1) Outreach, (2) Admission & Orientation, (3) Service Operations and (4) Planning. The details of these categories along with important milestones are listed below:

Outreach - Nā Kama Kai staff will reach out to community schools, current partner organizations and network of volunteers and supporters to inform parents and keiki about Hālau Nā Kama Kai and its available services with the goal of expanding enrollment.
MILESTONE:
October 2025- Expand outreach activations to all 9 public K-12 schools in Wai'anae area.
December 2025 - Evaluate outreach efforts and expand to the rest of the westside communities through Nanakuli.

Admission & Orientation - Participants will receive information about Nā Kama Kai‘s mission laying a foundation for how the concepts we teach will empower them in all aspects of their life. Nā Kama Kai staff will also ensure that participants and parents understand operating procedures and safeguards in place to protect the keiki who come to Hālau Nā Kama Kai. Safety is our number one concern whether we are in the ocean or within our facility at Pōka‘ī Bay.
MILESTONE: December 2025 - Maintain a monthly participant count of 150 keiki throughout the rest of grant period.

Service Operations - Nā Kama Kai staff will be responsible for the resourcing, equipment and operation of all programs including after school support services, surfing lessons, stand-up paddle lessons, canoe paddling lessons, and Hawaiian Navigation classes.
MILESTONE: October 2025 - Hire additional water and land staff to support growing number of keiki participants.

Planning - Participants will receive one on one planning time to determine how best Hālau Nā Kama Kai's programming can fit into their routine inclusive of the types of services they will participate in, meal and transportation planning.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

The budget provided outlines the funds required to staff the planned year of operation at Hālau Nā Kama Kai. We are requesting $150,000 to support the operation of this important Ocean Center. The funding includes staffing to run the center as well as food expenses to supply keiki who participate with a daily meal and various equipment and other operating/marketing expenses to support our programming. We have already secured the funding required to run the program in excess of the $150,000 as detailed in the budget.

The staffing expense will be for service staff directly working with keiki with enough FTE‘s to balance the daily schedule required and support about 25-30 keiki a day. Program Activity Supplies will be used to keep the Hālau clean, provide jerseys, wash program towels and other laundry, bathroom supplies and various other supplies to run the program. Some funds

will be set aside to document and market the impact of the program to produce video content to share on social and other platforms. Lastly, we will use some of the budget for internet/phone expenses and food expense to support pizza parties and other ways to recognize and reward keiki.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

The timeline, major tasks and milestones for Hālau Nā Kama Kai are outlined below:
Phase 1: Months 1-2 (Preparation Phase)

- Ongoing staff hiring and training related to services planned for keiki.
- Develop/Design/Evaluate Program Materials
- Explore additional outreach opportunities
- Design food offering for keiki

Major Tasks & Milestones for Phase 1:

- Define Outreach Channels and Contacts
- Secure Food Vendor

Phase 2: Months 3-12 (Execution)

- Nā Kama Kai will run ocean and afterschool programming at the Hālau
- Nā Kama Kai will conduct an evaluation of the program's effectiveness

Major Tasks & Milestones for Phase 2:

- 2,000 children in Waiʻanae attend Hālau Nā Kama Kai activities and programs.
- 180 days of after school meals available to participants.
- 45 Keiki Certified as Jr. Lifeguards
- 5 Keiki Certified as Lifeguards for Career Development
- 10 Alakaʻi Teen Mentorship Recruits
- 30 Keiki advancing at least 2 levels in Nā Kama Kai Competency Matrix.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Nā Kama Kai has been in operation since May of 2008 and more than 40,000 keiki have attended Ocean Safety and Conservation Awareness Clinics and other Nā Kama Kai events over the last 16 years. Based on current enrollment rates approximately 3,000 children will attend ocean clinics in fiscal year 2024 and 2,000 keiki will participate in our After School Program at Hālau Nā Kama Kai. Nā Kama Kai ocean clinics are advertised largely by "word of mouth" and yet there is still a great demand that exceeds our current capacity. There are no other organizations that provide this service to the youth in the state of Hawaiʻi or in any other coastal community in the world. In May of 2025, we will have completed our third year of operating daily services at Hālau Nā Kama Kai producing outcomes like those outlined in this application.

Nā Kama Kai activities target all youth in many different cultural settings. The Ocean Safety and Conservation Awareness Clinics are held primarily on the island of Oʻahu, and annually in Maui, Kauaʻi and Hawaiʻi Counties. Ocean clinics have also been successfully held in Brazil, Tahiti, Japan, and California incorporating place based cultural values and traditional knowledge into Nā Kama Kai's program model. To date Nā Kama Kai has conducted over

240 Ocean Safety and Conservation Awareness Clinics and 31 Alakaʻi Istructional Camps. We also survived to thrive through the COVID-19 Pandemic expanding staffing and our program reach. March of 2020 marked our last Monthly Ocean Clinic until November 14th, 2021 where we were finally hold this important program again. During that time we found ways to impact the community through school lunch distribution (invested $30,000 of our own funds into jump starting this on the westside in partnership with Waiʻanae Coast Comprehensive Health Center), we produced an album with Haku Collective called “Children of the Sea” sharing our curriculum through mele, conducted an RFP process and secured a vendor to produce our animated videos and hired a key leadership role to aid in our expansion. This demonstrated amazing progress in the face of COVID-19 and all its challenges. We are in this work for the long run and envision additional centers like Hālau Nā Kama Kai across the State of Hawaii.

2. Describe the applicant’s capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Nā Kama Kai has demonstrated its ability to run daily services out of Hālau Nā Kama Kai. The organization is currently in its third year of daily operations having serviced over 3,000 keiki and provided over 360 days of meals for participants. All of this without any major injury or accident in the ocean or on premises. Nā Kama Kai has hired and trained staff that work effectively with keiki to achieve the outcomes outlined in this application. The organization will continue to hire and train the appropriate staff to ensure success across the grant period and that demand is met. The core leadership of Nā Kama Kai will continue with Duane DeSoto as CEO and Matthew Kauwe as COO. The two have successfully scaled up Nā Kama Kai to support this grant activity.

The organization’s development plan is diverse and includes about 50% of funding from government grantmaking, 25% from direct fundraising and the remaining 25% from foundation and corporate grants. In 2024, Nā Kama Kai maintained its over $1M revenue level and is positioned to build from there going forward.

The USAG-HI who provides an MOU for the use of the land that Hālau Nā Kama Kai sits has been very pleased with the work the nonprofit has done. Working with keiki in the community aligns well with their priorities and desire to support the children on the west side of Oʻahu. We will continue this amazing partnership ensuring that the property will be ours to use to impact children during the grant period. It is also approved every two years which carries us through the end of 2025.

Lastly, Nā Kama Kai represents a very unique solution to the need to educate keiki in the ocean. No other organization is doing the work that it does, and its leaders see a multi-decade need that it will fill.

**D. Describe the applicant’s sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Nā Kama Kai continues to look at how it is positioned to realize its full potential. The organization is planning to expand which started with the hiring of its Chief Operations Officer in 2021. The goal is to increase the organizations skills and competencies to grow. This is needed specifically in the success of our headquarters and Ocean Center, Hālau Nā Kama Kai. In 2023, Nā Kama Kai doubled in size moving from about $500K in annual revenues to over $1.2M. The organization has also produced several other projects that move different areas of their strategy forward. An animation project called, “Makaʻala Bay Lessons from the Sea” in partnership with Twiddle Prodcutions was completed in November 2022 and is currently slated to be released in ʻŌlelo Hawaiʻi next spring. This content will then be used to reach keiki in our school systems through a PDE3 course for Hawaii teachers that started in the fall of 2023. The PDE3 course is now in its second year impacting over 240 teachers and classrooms in the DOE and is approved for a third year.

Nā Kama Kai Monthly Ocean Clinics will also continue. The organizatoin has a pool of 200+ volunteers who are passionate about the mission. This program was the start of the organization and is held for 75-125 keiki every second Sunday and various beaches in each of the 6 Moku on O’ahu. This program generates a ton of good will and impact in the communities that it operates and is central so far in securing support and funding to continue operation. It is also improtant to note that since Kūmau, or waʻa kaulua or voyaging canoe was completed we have held monthly community sails at Pōkaʻī for community members to sign up their keiki to sail for free. Kūmau will be the center for the voyaging academy we are building in Waiʻanae. This waʻa will be a pathway for keiki at our Hālau and in the Waiʻanae community to the Polynesian Voyaging Society.

2. Describe the applicant’s capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Nā Kama Kai is working on succession planning knowing that most nonprofits fail to make it past their founder’s generation. We understand how important this work is and have begun to take steps in this direction. This thinking undergirds all that we look to accomplish in our strategy over the coming years. Nā Kama Kai has been fiscally responsible resulting in over $1,000,000 in assets. Our Board of Directors and Advisors have been central in this as we have been able to get the volunteered support of some amazing business and cultural leaders here in the state. In 2021, we started an endowment funded by an initial investment of one of our long time supporting families in memory of their son. This is one example of the long term thinking that exists in the organization. Nā Kama Kai utilizes Hālau Nā Kama Kai as a base of operations to create stability and widen its reach. This is an amazing resource secured through a free lease and memorandum of understanding with the USAG-HI. Finally, the list of our long time supporters of major Hawai’i business, organizations and foundations demonstrate our longstanding efforts over the last 16 years. Hawaiian Airlines, HEI/HECO, Cooke Foundation, Atherton Family Foundation, Strong Foundation, NOAA, and Ama Olukai are a few examples of these supporters.

It is also important to note the success Nā Kama Kai has had in its annual Pa’akai fundraising event. When the pandemic hit the fundraiser pivoted from the Royal Hawaiian Ballroom to a one hour television production. Our first year back in person at the Monarch Room in 2024 yielded net proceeds of over $215,000! Efforts like these will ensure that Nā Kama Kai will continue to thrive into the future.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: CT-DCS-2300043
   Grant Period: FY24 Grant Amount: $200,000.00
   Grant Purpose: Hālau Nā Kama Kai Ocean Center at Pōkaʻī Bay
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

2. Grant Activity Name & Contract #: CT-DCS-2300039
   Grant Period: FY23 Grant Amount: $199,590.00
   Grant Purpose: Hālau Nā Kama Kai Ocean Center at Pōkaʻī Bay
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

At Nā Kama Kai we feature roles to share Kupuna knowledge in all of our programming. Our Mission is built on this concept and how our Native Hawaiian ancestors practiced in this way to pass on the skills and know how to take care of our island resources. As an example in our Ocean Clinics we always designate the steersman of our canoe to our Kupuna. These individuals then have a platform to contribute to teachin the future generations in this postion of leadership. It is amazing to see them on the canoe calling out orders and directions. It is also important for our keiki to see what our Kupuna have to offer to learn to respect and take what they can from their experience.

**APPENDIX A: TIER I GRANT PROPOSAL (Grants between $5,000 and $10,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Nova Arts Foundation Inc. |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Oh My Goddess! Outreach Program |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

The 501(c)(3) Nova Arts Foundation Inc. was started 44 years ago by Hawai'i native Cheryl Flaharty, who in 1990 founded the IONA Contemporary Dance Theatre (hereinafter "IONA") under this nonprofit. IONA is dedicated to the creation and performance of innovative dance works, with a mission to encourage positive community change and a better understanding of how the arts enhance peoples' lives.

**E. Briefly describe the single event, performance, class, or other non-programmatic Grant Activity and need being filled.** *(400 character count limit)*

Nova Arts Foundation seeks funding to establish a community outreach program for IONA's newest production, Oh My Goddess! (Ola Ko'u Akua Wahine!). The program will bring excerpts from the show to two at-risk communities that may otherwise never have the opportunity to experience this deeply moving and visually unforgettable performance.

**F. Briefly summarize single event, performance, class, or other non-programmatic Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

IONA will develop a 45-minute presentation featuring an excerpt from Oh My Goddess! for two at-risk organizations. Groups that have expressed interest include the Women's Community Correctional Center, Ho'ōla Nā Pua, and the Hawai'i Youth Correctional Facility. Estimated attendance is 300. Measures of success focus on client appreciation and impact, and dancer growth. https://ohmygoddess.info/

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | ☒ District 2<br>$3,500 | ☒ District 3<br>$6,500 |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☐ District 6<br>$ |
| ☐ District 7<br>$ | ☐ District 8<br>$ | ☐ District 9<br>$ |

| | |
|---|---|
| **Total Amount Requested (must be between $5,000 and $10,000)** | $10,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Single event, performance, class, or other non-programmatic projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Single event, performance, class or other non-programmatic projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☒ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; and (iv) has the requisite skills and knowledge to assert the foregoing certification and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Date 11/17/24

Printed Name and Title:

Cheryl Flaharty, Artistic Director

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Judy N. Bishop
(Signature)

Judy N. Bishop
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that Cheryl Flaherty (name), Artistic Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Judy N. Bishop
(Signature)

Judy N. Bishop
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 20th day of November, 2024, before me appeared Judy N. Bishop, personally known to me, who, being by me duly sworn, did say that he/she is the Treasurer of NOVA Arts Foundation Inc. and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said She acknowledged said instrument to be the free act and deed of said corporation.

Wendy Cowland.
Notary Public, State of Hawaii

My Commission expires: March 19, 2027

WENDY COWLAND NOTARY PUBLIC No. 23-106 STATE OF HAWAII

WENDY COWLAND NOTARY PUBLIC No. 23-106 STATE OF HAWAII

Doc. Date: 11/20/2024 # Pages 1
Name: WENDY Cowland AND First Circuit
Doc. Description: Certificate of the Board of Directors No Obligation in Arrears.
Signature Wendy Cowland Date 11/20/24
NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem / issue, and target population are effectively validated. The description must include how the single event, performance, class, or other non-programmatic public services target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate income areas.**

1. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(500 character count limit)*

More than 95% of professional level dance performances on Oahu are seen only through theatres, on college campuses, and other "closed" environments that are largely inaccessible to Honolulu County's low-income communities, including youth at risk, and those who are incarcerated. While all IONA performances are outstanding and engaging, we have found that many of **our most memorable performance experiences** have been in less typical environments such as WCCC, therefore we continue to serve these communities.

**B. Describe the proposed plan**

1. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(500 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

This program offers unique opportunities to women and teens, many of whom come from low-income communities, for healing and interactions that can open their souls in ways traditional therapy cannot. Additionally, as IONA's mission is to use the performing arts to raise public consciousness around themes such as religious tolerance, racial understanding, women's rights, and environmental protection, we know that our work is much more than "just art"–it is a tool for building community well-being.

2. Provide an action plan to achieve the stated measurable outcomes. If the single event, performance, class, or other non-programmatic Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(1,000 character count limit)*

Each presentation will consist of a 15-minute performance excerpt from Oh My Goddess!, preceded by an introduction to IONA's work, and followed by a question/answer session and a movement exercise. Each presentation will be led by IONA Artistic Director, Cheryl Flaharty or a senior company member and feature two dancers. The presentation will take place at each organization's venue and include theatrical costuming, music, and lighting. Nova Arts Foundation is in pursuit of additional funding to expand this program to more groups and high schools.

Action Plan:

October 2025 - Program planning and scheduling of presentations.

February 2026 - Costume repair/maintenance/fittings and organization of technical elements based on each venue.

April 2026 - Dancer rehearsals, presentation development.

June 2026 - First Presentation.

July 2026 - Second Presentation.

August/September 2026 - Program assessment and follow up.

3. Provide a narrative that explains how the budget in Section III and the deliverable schedule in Section IV will achieve the desired outcomes. (*1,000 character count limit)*

1. The Performers receive a fee of $350 for each performance which includes 3 rehearsals, the performance, and travel. (2 dancers x $350 = $700).
2. The Dancer Assistants receive a fee of $225 for each performance which includes 1 rehearsal, the performance, and travel. (2 dancers X $225 = $450)
3. Costume Storage and Maintenance includes a percentage of the annual cost of storing these large costumes, dancers fittings, and repairs or adjustments to the costumes as needed. ($2,500)
4. Rehearsal Studio Rental for program development and rehearsals ($75/hr x 14 hours = $1,125)
5. Technical Supplies includes lighting, sound system, and staging rental or purchase. ($3,525)
6. Costume Transport includes van rentals to transport the costumes to rehearsals and performances as well as costume packing supplies. ($1,200)
7. Administrative Expenses (Based upon 7% of annual = $500)

**C. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no awards from the CITY within the last 3 years. | **10%**<br><br>**7%** |

| | |
|---|---|
| The applicant has received 1-2 awards from the CITY within the last 3 years.<br><br>The applicant has received 3-5 awards from the CITY within the last 3 years.<br><br>The applicant has received 6-9 awards from the CITY within the last 3 years.<br><br>The applicant has received 10 or more awards from the CITY within the last 3 years. | **5%**<br><br>**3%**<br><br>**0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: IONA 35TH Anniversary Celebration CONTRACT NO. CT-DCS-2500045
   Grant Period: 9/2024-11/2025 Grant Amount: $10,000
   Grant Purpose: Free performance event in celebration of IONA's 35th Anniversary
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled Administrating Division: Office of Community Affairs

2. Grant Activity Name & Contract #: World Premiere of IONA's BREED CONTRACT NO. CT-DCS-2400045
   Grant Period: 10/2023 – 9/2024 Grant Amount: $10,000
   Grant Purpose: Free video stream for high school students and at-risk communities
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled Administrating Division: Office of Community Affairs

3. Grant Activity Name & Contract #: IONA's Arts for Everyone Program CONTRACT NO. CT-DCS-2300041
   Grant Period: 7/23-12/24 Grant Amount: $10,000
   Grant Purpose: Free performance to high school students and at-risk communities
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled Administrating Division: Office of Community Affairs

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled Administrating Division: _____

5. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled Administrating Division: _____

6. Grant Activity Name & Contract #: _____

**D. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

**APPENDIX A: TIER I GRANT PROPOSAL (Grants between $5,000 and $10,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Oahu Choral Society |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Himeni Kūlauna Like (to sing in harmony) |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Established in 1995, Oahu Choral Society (OCS) is a vibrant community choir sharing choral music with all ages on Oʻahu. Our mission: to present the highest quality performances of choral music for the enjoyment and enrichment of the community of Hawai'i, be a passionate leader and contributor to cultural and artistic vitality of Hawai'i, and support and cultivate an appreciation of choral music.

**E. Briefly describe the single event, performance, class, or other non-programmatic Grant Activity and need being filled.** *(400 character count limit)*

Oahu Choral Society will conduct weekly rehearsals concluding with public performances of choral masterworks in partnership with other choral organizations and the Hawai'i Symphony Orchestra. With our OCS-presented concerts being free to low cost, we strive to increase access to professional choral music, while enhancing our arts community as a whole.

**F. Briefly summarize single event, performance, class, or other non-programmatic Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

With 80+ choir members, OCS collaborates with other choir groups, instrumentalists and vocal soloists, bringing us to over 120 participants of all backgrounds, from young adults to kupuna. Our mission is designed to draw audiences and chorus members of diverse cultures and backgrounds to enhance the public sphere and cultural enrichment of Oʻahu, with over 1800 concertgoers served in 4-5 concerts.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$600 | ☒ District 2<br>$400 | ☒ District 3<br>$600 |
| ☒ District 4<br>$600 | ☒ District 5<br>$3,000 | ☒ District 6<br>$3,000 |
| ☒ District 7<br>$600 | ☒ District 8<br>$600 | ☒ District 9<br>$600 |

| | |
|---|---|
| **Total Amount Requested (must be between $5,000 and $10,000)** | $10,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Single event, performance, class, or other non-programmatic projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Single event, performance, class or other non-programmatic projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☒ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; and (iv) has the requisite skills and knowledge to assert the foregoing certification and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Sarah (Sally) Hattemer — 11/21/2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: Sarah (Sally) Hattemer — Treasurer

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

KeAli'i T. Becera
(Signature)

KeAli'i T. Becera
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that Sarah (Sally) Hattemer (name), Treasurer (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

KeAli'i T. Becera
(Signature)

KeAli'i T. Becera
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 16th day of November, 2024, before me appeared Kealii T Becera, personally known to me, who, being by me duly sworn, did say that he/she is the Board Chair of Oahu Choral Society and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

ELIZMARIA CUMMINGS NOTARY PUBLIC Comm. No. 15-163 STATE OF HAWAII

Elizmaria Cummings
Notary Public, State of Hawaii
Elizmaria Cummings
My Commission expires: 05/10/2027

Doc. Date: undated # Pages 1
Name: Elizmaria Cummings First Circuit
Doc. Description: Grant Proposal

Elizmaria Cummings 11/16/2024
Signature Date
NOTARY CERTIFICATION

ELIZMARIA CUMMINGS NOTARY PUBLIC Comm. No. 15-163 STATE OF HAWAII

**APPENDIX A: TIER I GRANT PROPOSAL (Grants between $5,000 and $10,000)**
SOLICITATION NO. **RGP-DCS-GIA2026**

## SECTION II - GRANT ACTIVITY INFORMATION

**CONTENTS**

**A. Describe how the community need, stated problem / issue, and target population are effectively validated. The description must include how the single event, performance, class, or other non-programmatic public services target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate income areas.**

**B. Describe the proposed plan**

**C. No CITY funds or assistance.**

**GRANTEE RECEIPT OF CITY GRANTS**

**D. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem / issue, and target population are effectively validated. The description must include how the single event, performance, class, or other non-programmatic public services target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate income areas.**

1. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(500 character count limit)*

Himeni Kūlauna Like means to "sing in harmony". The blending of voices and harmonies in choral music uniquely mirrors the idea of interconnectedness we seek to foster within our arts community and audience. Choral music brings together people of all ages and backgrounds, breaking down boundaries across generational, social, economic, and religious communities. OCS aspires to continually provide open access to classical choral music and educational experiences regardless of socioeconomic status.

**B. Describe the proposed plan**

1. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(500 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Due to the generous support of our grantors, OCS has been able to present three seasons of free concerts, thus steadily increasing our audience size and diversity. We are pursuing to engage over 1800 total audience members for this upcoming season. By removing financial barriers for entry, and marketing our performances to multiple age groups and regions of O'ahu, we seek to broaden access to the arts so that all communities may experience high quality live music and choral masterworks.

2. Provide an action plan to achieve the stated measurable outcomes. If the single event, performance, class, or other non-programmatic Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(1,000 character count limit)*

**Fall & Winter 2025**
- Marketing Plan
- Final Musical Selection for Chorus and Orchestra musicians
- Venue Selection and Dates for Community Concerts
- Auditions for new Symphonic and Chamber Choir members
- Choral Scholars selected by audition at the discretion of the Artistic Director
- Rehearsal schedule coordinated and released by the Managing Director

● Social media and print marketing/advertising targeting low-income or low arts exposure areas
● OCS Symphonic & Chamber Choirs Fall Concert: “Bach and His Time”
● OCS Annual Holiday performance: “Maluhia - A Time of Peace”
● OCS Chamber Choir with HSO: Messiah Sing Along

**Spring 2026**
● Rehearsals begin after holiday hiatus and new member auditions (if needed)
● OCS Symphonic & Chamber Choirs with HSO: “Raise Hawaiki” masterwork
● OCS Sopranos & Altos with HSO: Gustav Mahler’s Symphony #3
● Solicit feedback from mentorship participants

3. Provide a narrative that explains how the budget in Section III and the deliverable schedule in Section IV will achieve the desired outcomes. (*1,000 character count limit)*

The budget and schedule reflect the backbone of successful benchmarks for “Himeni Kūlauna Like". Most costs will be for contracting professional musicians and vocal soloists, staff salaries, venue fees, and marketing. The venue is crucial in terms of appropriateness for choir, orchestra, ADA accessibility, and proximity to the targeted community. Site selection for outreach concerts will be in a location familiar and accessible to the target population, ideally in a religious or community building. Plans for marketing include networking within the targeted community and churches. At marketing meetings, liaisons from OCS will lay out a specific plan with data points to optimize networking for maximum impact. Mainstream marketing goals include social media, online community event calendars, flyers, mailers, radio announcements, and TV appearances. OCS has successfully put on concerts and outreach events for 28+ years, so the timeline for rehearsals/contracts/planning is tried and true.

**C. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no awards from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: "Laulima: Many Hands Working in Harmony" – CT-DCS-250046
   Grant Period: 2024-2025 Grant Amount: $10,000
   Grant Purpose: Form stronger network with community through choral music
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: "Lōkahi: Unity, Harmony, Oneness" - CT-DCS-2400046
   Grant Period: 2023-2024 Grant Amount: $10,000
   Grant Purpose: Partnering with arts organizations to present highest quality concerts
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____

**D. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☒ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

The Oahu Choral Society wholeheartedly supports the Age Friendly Honolulu Initiative. We have selected, "Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages". With at least 30% of our choir members being over the age of 60, our proposed grant work is well suited in meeting this goal.

The weekly evening rehearsals are an excellent match for keeping our kupuna socially engaged, healthy, and active. Being that we perform masterworks and sing a large array of musical repertoire, our singers are consistently reading music scores, following instructions, and singing in blended harmony within their vocal sections. This is no easy task as it involves hearing yourself, listening to those around you, watching a conductor, reading musical notes, and singing in tune. Our choir rehearsals are literally a cognitive workout for one's brain!

According to an article in Psychology Today, "Getting older often involves a series of challenges, such as cognitive decline, late-life depression, and social isolation. In a society that is aging fast, it has become critical to find ways to promote successful aging to prevent

and limit cognitive and emotional impairments. Music is a promising tool for improving cognition and promoting well-being" (Ferreri, 2022.)

The aforementioned article also states, "Music constitutes an enjoyable and social activity, accessible to anyone regardless of his/her background (e.g., education attainment, previous musical experience). So, this accessible intervention should become a major policy priority for healthy aging" (Psychology Today October 2023.)

OCS believes that the opportunities created in this grant will enhance the livelihood of our participating kupuna members by being a part of a diverse group of like-minded individuals, coupled with a feeling of belonging, and maintaining cognitive activity with the enjoyment of singing new and reminiscent music.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | *Oahu Hawaiian Canoe Racing Association Hawaii* |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes [x] *No* |
| **C. Grant Activity Name:** | *2026 OHCRA Race Program* |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

*The Oahu Hawaiian Canoe Racing Association (OHCRA), established in 1979, is a nonprofit organization dedicated to perpetuating the cultural practice of Hawaiian outrigger canoe paddling. OHCRA organizes competitive and recreational paddling events, fosters community engagement, and promotes cultural preservation, teamwork, and excellence on and off the water.*

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

*This grant supports OHCRA's annual canoe racing season, which promotes physical fitness, cultural preservation, and community engagement. The funding ensures access to safe, well-organized events and supports programs for youth and seniors, addressing the public need for culturally grounded, community-driven athletic opportunities across O'ahu.*

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

*The grant will enable OHCRA to serve 3,000+ participants, including youth, adults, and seniors, through well-organized canoe racing events. Success is measured by event participation, increased access to cultural & athletic opportunities, and community feedback. Outcomes include stronger intergenerational connections, improved physical fitness, and the perpetuation of Hawaiian cultural traditions.*

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| [X] District 1<br>$ 21,300 | ☐ District 2<br>$ | [X] District 3<br>$ 64,800 |
| [X] District 4<br>$ 21,300 | ☐ District 5<br>$ | ☐ District 6<br>$ |
| [X] District 7<br>$ 42,600 | ☐ District 8<br>$ | ☐ District 9<br>$ |
| Total Amount Requested (must be $25,000 to $150,000) | $ 150,000 | |

| H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity): | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | *[X] B. Culture* | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

11/20/2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title:
Ikalka Rogerson
Treasurer, OHCRA

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Ikaika Rogerson
(Signature)
By: Ikaika Rogerson
Its: OHCRA Treasurer

(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Ikaika Rogerson (name), OHCRA Treasurer (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Siana Austin-Hunt
(Signature)

By: Siana Austin-Hunt
Its: OHCRA Vice President

(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 18th day of November, 2024, before me appeared Siana Austin-Hunt, personally known to me, who, being by me duly sworn, did say that he/she is the Vice President of OHCRA and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

LESLIE M. O'BOYLE NOTARY PUBLIC Comm. No. 87-617 STATE OF HAWAII

Leslie M. O'Boyle
Notary Public, State of Hawaii

My Commission expires: 11/17/24

Doc. Date: 11/18/24 # Pages 15
Name: Leslie M. O'Boyle 1st Circuit
Doc. Description: Grant in Aid 2026

Leslie M. O'Boyle 11/18/24
Signature Date

NOTARY CERTIFICATION

LESLIE M. O'BOYLE NOTARY PUBLIC Comm No. 87-617 STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

**1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)***

*OHCRA's mission to perpetuate Hawaiian culture through outrigger canoe paddling addresses critical community needs related to physical health, cultural preservation, and intergenerational connection. These needs are especially pronounced in low- to moderate-income areas where residents face barriers to accessing cultural and athletic programs. Vulnerable populations such as youth and seniors benefit significantly from OHCRA's programs, which offer inclusive opportunities for physical activity, cultural learning, and community bonding.*

***Community Need and Vulnerabilities***

*According to data from the State of Hawai'i Department of Health, rates of obesity, diabetes, and other chronic health conditions are disproportionately high among Native Hawaiians and residents in low-income communities. Physical activity programs, such as outrigger canoe paddling, are essential to mitigating these risks. In addition, many low-income families have limited access to recreational activities that promote well-being and foster a sense of community.*

*For seniors, social isolation is a significant issue. The U.S. Census Bureau reports that 19% of Hawai'i residents aged 65 and older live alone, making programs like OHCRA's vital for reducing loneliness, improving mental health, and encouraging active lifestyles. Youth in these communities often lack safe, affordable extracurricular activities that encourage teamwork, discipline, and cultural connection.*

***Target Population***

*OHCRA's target population includes residents of all ages, with a focus on youth and seniors in low- to moderate-income areas. Data from the Hawai'i Data Book highlights the economic challenges faced by families in these areas, with many households earning less than the state median income. By keeping participation fees low and offering scholarships, OHCRA ensures its programs are accessible to all.*

***Arts, Culture, and Community Support***

*Outrigger canoe paddling is not only a sport but also a cornerstone of Hawaiian culture. OHCRA's activities foster cultural pride and education, teaching participants the history, protocols, and values associated with paddling. This cultural grounding helps strengthen the community's identity and resilience, particularly in areas where cultural resources are limited.*

*Canoe paddling also promotes community and economic development by drawing participants and spectators from across O'ahu and beyond, generating economic activity and fostering local pride.*

***Supporting Data and Community Priority***

1. ***Health Indicators**: The Hawai'i Health Matters website reports that physical inactivity contributes significantly to chronic diseases in the state. Programs like OHCRA's directly address this issue by providing accessible, community-based physical activities.*
2. ***Cultural Impact**: A study by the Office of Hawaiian Affairs underscores the importance of perpetuating Hawaiian culture to strengthen individual and collective identities in Native Hawaiian communities.*
3. ***Economic Need**: Data from the Department of Business, Economic Development & Tourism (DBEDT) shows that many families in low-income communities rely on subsidized programs for extracurricular activities.*
4. ***Community Support**: Surveys of OHCRA participants highlight the program's value in building community, fostering pride, and creating lasting intergenerational connections.*

*OHCRA's programs address urgent community needs by promoting physical health, cultural preservation, and social connectivity. By focusing on vulnerable populations in low- to moderate-income areas, the association effectively validates the importance of its work. This grant will ensure that OHCRA can continue to provide essential services, benefiting thousands of residents across O'ahu.*

**B. Describe the proposed plan**

**1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)***

*The O'ahu Hawaiian Canoe Racing Association (OHCRA) will utilize the grant to organize and execute its annual regatta and long-distance canoe racing season, benefitting over 3,000 participants across O'ahu. Activities include the planning, coordination, and hosting of culturally grounded canoe racing events, as well as targeted programs for youth and seniors to enhance their physical health, cultural understanding, and social connection.*

*Key components of the Grant Activity include:*

1. ***Event Coordination and Safety**: Ensuring well-organized, safe racing events through comprehensive logistical planning, procurement of safety equipment, and proper training for race officials and volunteers.*
2. ***Cultural Preservation**: Integrating Hawaiian cultural protocols, such as oli (chants) and mo'olelo (stories), into events to educate participants and spectators on the cultural significance of canoe paddling.*
3. ***Youth and Senior Engagement**: Hosting specialized clinics, mentorship programs, and intergenerational events to promote active lifestyles, teamwork, and cultural exchange among these populations.*
4. ***Access and Inclusivity**: Providing scholarships and reduced participation fees to ensure accessibility for residents from low- to moderate-income communities.*

***Rationale for the Grant Activity***

*OHCRA's Grant Activity was chosen to address critical community needs related to physical health, cultural preservation, and social connectivity, particularly for vulnerable populations such as youth and seniors in economically disadvantaged areas.*

1. ***Health Benefits**: Physical inactivity contributes to chronic diseases, which disproportionately impact Native Hawaiians and residents in low-income communities. Canoe paddling offers an accessible, culturally relevant way to improve physical health for participants of all ages.*
2. ***Cultural Preservation**: As a cornerstone of Hawaiian tradition, outrigger canoe paddling fosters a sense of identity and pride. Integrating cultural education into events strengthens community bonds and ensures these traditions are passed to future generations.*
3. ***Social Connectivity**: The intergenerational nature of OHCRA's programs creates opportunities for seniors and youth to build relationships, reducing isolation and fostering mentorship within the community.*

## *Addressing the Community Need*

*This Grant Activity directly aligns with OHCRA's mission to perpetuate Hawaiian outrigger canoe paddling while addressing broader societal challenges. By organizing accessible, culturally rich athletic opportunities, OHCRA helps to alleviate barriers to physical activity, promote cultural pride, and strengthen community ties.*

*Additionally, the activities supported by this grant prioritize underserved populations, ensuring that residents from low- to moderate-income areas have equitable access to the benefits of canoe paddling. Through these efforts, OHCRA will continue to serve as a vital resource for fostering health, culture, and community across O'ahu.*

**2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)***

***Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.***

***Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.***

***Public Services Impact***
*The Grant Activity will benefit over 3,000 individuals, including youth, seniors, and adults, by providing accessible and culturally enriched canoe paddling opportunities.*

***Arts, Culture, & Community Development Impact***
*The Grant Activity will promote sustainable improvement in the well-being and quality of life for local communities, especially in low- to moderate-income areas, by fostering physical fitness, cultural preservation, and social connectivity.*

## *Alignment with GIA Fund Priorities*

1. ***Access to Essential Services***

- *OHCRA's programs provide essential access to physical activity and cultural education, directly addressing the needs of vulnerable populations such as low-income families, youth, and seniors.*
- *Reduced participation fees ensure financial barriers do not prevent community members from engaging in these enriching activities.*

2. ***Health & Well-being***
   - *The programs promote physical health by encouraging regular exercise and active lifestyles, reducing the risk of chronic diseases.*
   - *Social well-being is enhanced through intergenerational engagement, teamwork, and community-building activities, which help reduce isolation and strengthen community bonds.*
3. ***Cultural Preservation & Education***
   - *Incorporating Hawaiian traditions and values into events supports the perpetuation of culture, fostering pride and identity within the community.*
4. ***Economic Development***
   - *Canoe races attract participants and spectators, driving local economic activity through increased patronage of businesses near race venues.*

## *Measurable Outcomes and Benefits*

1. ***Participation Metrics***
   - *Over 3,000 individuals engaged in races and programs, with representation from economically disadvantaged areas.*
   - *At least 40% of participants will be youth and seniors, ensuring outreach to vulnerable populations.*
2. ***Health and Fitness Improvements***
   - *Participants report increased physical activity levels, with at least 70% indicating improved fitness through surveys.*
3. ***Cultural Awareness***
   - *80% of surveyed participants report enhanced understanding of Hawaiian cultural practices related to canoe paddling.*
4. ***Social Connectivity***
   - *At least 50% of participants indicate stronger community connections and improved social well-being via post-event surveys.*
5. ***Community and Economic Impact***
   - *At least 10 local businesses directly benefit from increased traffic during event days, as reported through vendor surveys.*

## *Direct Benefits to the Target Population*

*By addressing the barriers faced by low- to moderate-income residents, OHCRA's programs offer a pathway to improved health, cultural pride, and community resilience. Youth gain discipline, teamwork, and cultural education, while seniors benefit from active lifestyles and reduced isolation. Families and individuals in underserved areas experience greater inclusion in enriching cultural and recreational activities, improving their quality of life.*

*These outcomes demonstrate OHCRA's alignment with the purposes of the GIA Fund, ensuring meaningful, sustainable benefits for O'ahu's communities.*

**3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)***

## *1. Planning and Preparation (Months 1-3)*

***Milestones:***

- *Develop a detailed event calendar, including regattas and long-distance races.*
- *Secure permits and approvals for race venues across O'ahu.*

***Performance Measures:***

- *Obtain permits for 100% of venues by the end of Month 3.*
- *Engage clubs to recruit participants through the local schools and community.*

***Partnership Roles:***

- *Clubs: Assist with outreach to low-income areas.*
- *Cultural Practitioners: Provide guidance on integrating Hawaiian protocols into events.*

## *2. Outreach and Recruitment (Months 3-5)*

***Milestones:***

- *Launch a promotional campaign targeting underserved communities.*
- *Host registration events at local club practice sites.*

***Performance Measures:***

- *Recruit at least 200 new participants, including 20% youth and 15% seniors (65 years and older).*

***Partnership Roles:***

- *Clubs to promote OHCRA programs to students and families.*
- *Club to encourage participation among older adults.*

## *3. Training and Capacity Building (Months 4-7)*

***Milestones:***

- *Conduct race official and volunteer training sessions to ensure event safety and organization.*
- *Organize pre-season clinics for participants, focusing on transfer of knowledge for canoe culture and education.*

***Performance Measures:***

- *Train at least 100 volunteers and race officials.*
- *Host five cultural workshops with 100 participants attending.*

***Partnership Roles:***

- *Cultural Practitioners: Lead cultural workshops and ceremonies.*
- *Health Organizations: Provide preventative health consultation, fitness and safety tips during training clinics.*

## *4. Implementation of Race Season (Months 8-12)*

***Milestones:***

- *Execute a full schedule of regattas and long-distance races.*

- *Incorporate cultural practices, including place based knowledge transfer, oli (chants) and mo'olelo (stories), at each event.*

***Performance Measures:***

- *Host at least 12 race events with an average participation of 1,800 per regatta and 350 individuals per long-distance event.*
- *Integrate cultural protocols at 100% of race events.*

***Partnership Roles:***

- *Event Sponsors: Provide financial and logistical support.*
- *Local Businesses: Offer goods and services, such as food, during events.*

## *5. Evaluation and Reporting (Months 11-12)*

***Milestones:***

- *Conduct surveys to gather feedback from participants, partners, and community members.*
- *Compile data on health improvements, cultural engagement, and social connectivity.*

***Performance Measures:***

- *Achieve a survey response rate of 60% with positive feedback on cultural education and event organization.*
- *Produce a final report summarizing participation, outcomes, and community impact.*

***Partnership Roles:***

- *Academic Partners: Assist with data collection and analysis.*
- *Community Stakeholders: Validate findings and provide recommendations for future programs.*

*Through this detailed action plan, OHCRA ensures that its programs are well-organized, culturally enriching, and accessible to the target population.*

**4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)***

*This budget narrative is for a total of $150,000, focusing on key personnel and essential components to meet the goals of engaging underserved populations and promoting well-being.*

## *A. Professional Fees (Total: $80,000)*

***Purpose:*** *These positions ensure effective event coordination, community engagement, and cultural integration.*

- *Program Manager ($35,000): Oversees program coordination, outreach, and alignment with OHCRA's mission.*
- *Assistant Race Manager ($15,000): Supports logistics, safety, and volunteer coordination.*
- *Program Coordinator ($15,000): Focuses on outreach to youth, seniors, and low-income participants, and assists with permits.*
- *Program Administrator ($15,000): Manages administrative tasks, including participant records and event logistics.*

*These professional contracts are essential for organizing and delivering the program, ensuring accessibility and cultural integration for underserved populations.*

## *B. Program Activities (Total: $70,000)*

### *1. Event Costs (Total: $33,000)*

***Purpose:*** *These funds cover race logistics, safety, and venue costs to ensure a well-organized and safe program.*

- *Venue Rentals and Permits ($1,000): Secures accessible venues and permits.*
- *Safety Equipment ($25,000): Provides safety personnel as required by permits and safety boats for participants.*
- *Race Day Logistics ($7,000): Supports race officials, sanitation, and volunteer coordination.*

*These funds ensure that events are safe, accessible, and well-executed, encouraging participation from underserved communities.*

### *2. Program Development and Outreach (Total: $27,000)*

***Purpose:*** *This focuses on outreach, marketing, and scholarships to boost participation from low-income populations.*

- *Outreach Campaigns and Marketing ($12,000): Advertising and campaigns targeting underserved communities.*
- *Community Engagement Events ($15,000): Organizes community engagement events across the island.*

*These efforts ensure equitable access and promote broad participation.*

### *3. Cultural Programming and Education (Total: $5,000)*

***Purpose:*** *Supports the integration of Hawaiian culture through educational workshops and ceremonies.*

- *Cultural Ceremony Costs ($4,000): Covers cultural elements like chants during events.*
- *Cultural Workshops and Training ($1,000): Organizes workshops on Hawaiian paddling traditions.*

*Cultural activities foster pride and cultural connection, benefiting underserved participants.*

### *4. Evaluation and Reporting (Total: $5,000)*

***Purpose:*** *Ensures the program's effectiveness and informs future improvements.*

- *Surveys and Data Collection ($2,500): Gathers feedback from participants.*
- *Final Report and Analysis ($2,500): Summarizes results and provides recommendations.*

*Evaluation helps improve future programming and demonstrates the program's impact.*

## *Total Budget: $150,000*

*This budget ensures effective program delivery while focusing on key personnel and event logistics. The program will engage underserved populations, offering cultural, physical, and social benefits and delivering a sustainable, impactful experience.*

**5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV.** ***(3,000 character count limit)***.

## *Phase 1: Pre-Program Planning (Months 1-2)*

### *1. Staff Hiring & Orientation*

- *Month 1: Hire Program Manager, Assistant Race Manager, Program Coordinator, and Program Administrator.*
- *Month 1-2: Orientation and training for all staff to ensure understanding of program goals, responsibilities, and cultural components.*

### *2. Venue Selection & Permits*

- *Month 2: Identify and secure race venues across O'ahu. Apply for necessary permits and approvals.*

### *3. Outreach & Marketing Development*

- *Month 2: Develop marketing materials (flyers, social media campaigns, and posters) for community outreach.*

## *Phase 2: Program Development & Community Engagement (Months 3-4)*

### *1. Community Outreach & Recruitment*

- *Month 3-4: Begin club registration campaigns targeting underserved communities (youth, seniors, and low-income populations).*
- *Month 3-4: Host community outreach engagement events to engage the community of paddlers.*

### *2. Cultural Programming Development*

- *Month 3-4: Coordinate cultural workshops with cultural practitioners and finalize race day cultural elements (e.g., chants, ceremonies).*

## *Phase 3: Program Implementation (Months 5-9)*

### *1. Regatta & Long-Distance Races (Ongoing)*

- *Months 5-9: Hold the planned regatta and long-distance canoe races throughout O'ahu.*

- *Month 5-9: Continue engaging participants through race day activities and cultural ceremonies.*

***2. Ongoing Outreach & Community Engagement***

- *Months 5-9: Maintain community outreach efforts for ongoing participant engagement.*

***3. Monitoring & Evaluation***

- *Months 5-9: Collect feedback from participants via surveys after each event to monitor success and adjust activities as necessary.*

## *Phase 4: Mid-Program Evaluation & Adjustments (Month 10)*

***1. Mid-Program Review***

- *Month 10: Conduct a comprehensive review of the program's progress, analyzing participant feedback and event success.*
- *Month 10: Adjust program activities, outreach, and logistics based on feedback to enhance impact.*

## *Phase 5: Final Program Activities & Reporting (Months 11-12)*

***1. Final Regatta & Long-Distance Races***

- *Month 11-12: Hold the final races and cultural events of the program. Continue to engage participants and emphasize cultural learning.*

***2. Final Data Collection & Evaluation***

- *Month 12: Distribute final surveys and collect data on participant outcomes (e.g., health, cultural engagement, community involvement).*

***3. Final Report Preparation***

- *Month 12: Analyze collected data and prepare the final evaluation report summarizing program impact, challenges, and recommendations.*

## *Ongoing Activities (Throughout Program)*

- *Ongoing Program Evaluation: Collect ongoing feedback through surveys after each event.*
- *Ongoing Community Outreach Engagement: Continue outreach efforts to maintain strong community relationships and participant engagement.*

*This timeline is structured to ensure all components of the program are implemented on schedule. By focusing on outreach, program development, cultural integration, and evaluation, the program will be able to achieve its goals and effectively address community needs.*

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

## *Proven Success in Similar Activities*

*OHCRA has consistently delivered programs that blend Hawaiian traditions, physical fitness, and community involvement.*

- ***Community and Cultural Engagement**: OHCRA organizes annual canoe races and cultural events that draw participants from diverse backgrounds, including youth, seniors, and underserved populations. These races engage hundreds of participants, combining recreational and cultural opportunities.*
- ***Youth and Senior Participation**: Our initiatives, including mentorship and cultural education programs, have reached over 200 youth in the last three years. Many participants have transitioned into leadership roles within their communities. Additionally, senior involvement in cultural workshops and races has increased by 15% in the past year.*
- ***Health and Cultural Outcomes**: Surveys of race participants indicate over 80% report improved physical fitness, mental well-being, and stronger connections to Hawaiian traditions.*

## *Current Capacity to Perform*

*OHCRA has the infrastructure, staffing, and systems to implement the proposed activities effectively.*

- ***Experienced Staff**: Our team includes a Program Manager, Assistant Race Manager, and Program Coordinator with expertise in event management, Hawaiian cultural practices, and community outreach. These staff members have successfully executed large-scale events such as annual races and cultural festivals.*
- ***Operational Infrastructure**: OHCRA's partnerships with schools, community centers, and cultural practitioners facilitate effective outreach and programming. Additionally, relationships with venue providers and public services ensure access to affordable spaces for events.*
- ***Financial Management Systems**: OHCRA's transparent budgeting and rigorous financial controls ensure compliance with funding requirements. We have successfully managed multiple grant-funded projects, demonstrating our ability to handle large-scale budgets and distribute resources effectively.*

## *Plan to Acquire Additional Capacity*

*While OHCRA is fully prepared to execute the proposed activities, we recognize the importance of flexibility and continuous improvement.*

- ***Collaborations and Partnerships**: OHCRA will leverage its network of schools, community centers, and cultural practitioners to expand the program's reach and secure additional resources as needed.*
- ***Staff Training and Development**: We will provide ongoing training for staff in areas such as event management, cultural sensitivity, and participant engagement to strengthen program delivery.*

- ***Consultation with Experts**: For specialized cultural programming, OHCRA will engage Hawaiian cultural experts to ensure authenticity and enrich educational content.*

*OHCRA's proven history of program implementation, experienced team, & strong partnerships demonstrate our capacity to deliver this grant activity successfully. By engaging underserved populations in cultural, recreational, & health-promoting activities, we aim to produce lasting, meaningful outcomes for the O'ahu community*

**2. Describe the applicant's capacity to successfully achieve the proposed outcomes.**
**OR**
**Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).**

**Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)***

*OHCRA is equipped to achieve the proposed outcomes of this grant activity through its experienced staff, strong fiscal resources, established partnerships, and community engagement. Our capacity is built on decades of successful program execution, a robust stakeholder network, and the infrastructure to ensure sustainability.*

## *Organizational Knowledge*

*With over 40 years of experience in organizing large-scale events such as Hawaiian canoe races and cultural programs, OHCRA has the institutional knowledge to meet the needs of underserved populations while honoring Hawaiian traditions. Our expertise in logistics, coordination, and community outreach is evident in the successful execution of numerous regattas and distance races.*

## *Staffing*

*Our dedicated team ensures the efficient execution of the program:*

- ***Program Manager** oversees all aspects, ensuring smooth coordination with staff and partners.*
- ***Assistant Race Manager** handles race logistics, participant safety, and volunteer management.*
- ***Program Coordinator** focuses on outreach while fostering community relationships.*
- ***Program Administrator** manages administrative tasks, including paddler and race registration.*

*Each staff member brings proven expertise, ensuring a well-organized and impactful program.*

## *Fiscal Resources*

*OHCRA's financial management team oversees budgeting, reporting, and resource allocation. With a history of successfully managing local, state, and federal grants, we ensure transparency and accountability. Our structured financial controls allow efficient use of funds, maximizing their impact.*

## *Facilities and Resources*

*OHCRA has access to community centers, public beaches, and canoe halau, providing reliable venues for program activities.*

### *Stakeholders and Relationships*

*OHCRA has built strong partnerships with community organizations and government agencies. These relationships enable us to engage underserved populations effectively. Collaboration with local entities ensures resource sharing and program sustainability.*

### *Plan to Acquire Capacity*

*While OHCRA is well-prepared, we continuously adapt to community needs. To expand capacity, we will:*

- *Strengthen partnerships with cultural organizations and schools.*
- *Provide ongoing staff training in event management and cultural engagement.*
- *Consult Hawaiian cultural experts to maintain program relevance and impact.*

*OHCRA's proven track record, dedicated staff, fiscal resources, and strong partnerships position us to implement this program successfully. By leveraging our expertise and community relationships, we will ensure the program's success and sustainability.*

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

**1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)***

*OHCRA is committed to sustaining the proposed program through intergenerational mentorship, community relationships, and diverse funding sources. Our approach builds community capacity, promotes participation, and prepares the next generation to lead as the older generation transitions from leadership roles.*

### *Intergenerational Mentorship & Leadership*

*Mentorship between generations is vital to the program's success. Senior members, particularly kūpuna, will mentor youth, sharing technical skills, cultural values, and traditions to preserve Hawaiian heritage. This structured transference ensures continuity and deepens connections to the community and culture. Youth will assume increasing responsibilities, including event organization and team leadership, cultivating future program leaders.*

### *Community Engagement & Capacity Building*

*OHCRA's partnerships with schools and community groups ensure broad support and sustainability. By engaging youth in mentorship, the program fosters ownership and responsibility, encouraging long-term involvement.*

### *Funding Diversification*

*OHCRA secures financial sustainability through grants, sponsorships, and fundraising. Multi-year grants and strengthened partnerships with local businesses will support ongoing program costs. Fundraising events such as races and cultural festivals, along with individual donations, provide consistent revenue streams, ensuring the program's viability beyond the grant period.*

### *Cultural & Health Benefits*

*The program prioritizes Hawaiian cultural values, physical fitness, and community connections. Mentorship ensures traditions are preserved, contributing to the long-term well-being of participants.*

*OHCRA's sustainability plan focuses on leadership transfer, community engagement, and financial diversification. By fostering intergenerational mentorship and expanding program reach, OHCRA will ensure the program remains impactful for O'ahu's communities.*

**2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)***

*OHCRA is well-positioned to sustain the proposed plan beyond the grant period through experienced staff, diversified funding, strong community partnerships, and robust infrastructure.*

### *Staffing and Leadership Transition*

*OHCRA's first year implementation of a transition from volunteer reliance to part-time contract positions including a Program Manager, Assistant Race Manager, Program Coordinator, and Program Administrator have proven expertise and dedication to lead the program during the grant period and beyond. Structured mentorship ensures seamless leadership transition from the older to the younger generation.*

### *Funding Diversification*

*OHCRA secures diverse funding sources to sustain operations:*

- ***Multi-Year Grants**: Pursuit of grants from local, state, and federal sources.*
- ***Corporate Sponsorships**: Strengthened partnerships with businesses to support events and operations.*
- ***Fundraising Events**: Races and festivals provide ongoing revenue streams.*
- ***In-kind Donations**: Partnerships ensure access to venue space, equipment, and volunteer support, reducing costs.*

### *Community Partnerships*

*OHCRA leverages relationships with schools, cultural organizations, businesses, and government agencies to ensure resources and support. Volunteers remain integral, helping with program execution, mentoring participants, and reducing operational expenses.*

### *Infrastructure and Facilities*

*OHCRA uses established community facilities, public beaches, and canoe halau for program activities, minimizing costs.*

### *Long-Term Engagement*

*Intergenerational mentorship ensures sustainability. Seniors pass on ('ike kupuna) leadership skills and cultural knowledge, empowering younger participants to take on responsible roles. This cycle ensures the program remains relevant and active in meeting community needs.*

*OHCRA's organizational strength, diverse funding, and commitment to intergenerational engagement position us to sustain and expand the program for years to come.*

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go to the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

*[X] Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages*

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

**3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)***

*OHCRA's proposal aligns with the Age-Friendly Honolulu initiative by promoting healthy aging and fostering intergenerational connections. Our program specifically includes opportunities for seniors to remain active, engaged, and involved in their communities through canoe racing, cultural activities, and leadership roles. By targeting seniors alongside youth, we create an inclusive environment where participants of all ages benefit from mentorship, physical activity, and social connection.*

## *Promoting Healthy Aging*

*Our program encourages seniors to engage in low-impact physical activities such as canoe paddling and cultural workshops. This not only improves physical health by promoting cardiovascular fitness, strength, and flexibility but also enhances mental and emotional well-being by providing a sense of purpose, connection, and accomplishment.*

*Seniors are encouraged to take on leadership and mentoring roles, ensuring they remain active in shaping the future of the program. This multi-generational involvement allows older adults to share their knowledge and traditions with younger generations, while also benefiting from the social interaction and physical activity of the canoe races and community events.*

## *Intergenerational Mentorship and Inclusion*

*By integrating seniors into the leadership and mentoring roles within the program, OHCRA fosters a model of intergenerational transfer where older adults share their knowledge, cultural practices, and experiences with the next generation. This approach honors Hawaiian traditions and promotes a sense of community / continuity across generations. Seniors act as mentors, guiding youth through various aspects of the canoe racing experience, and in turn, creating a support system where younger participants are equipped to take over leadership roles in the future.*

*This approach enhances social & emotional well-being of seniors by ensuring they remain connected and involved in activities that promote social cohesion & active aging.*

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | O'ahu Resource Conservation and Development Council |
| **B. Is Grantee a Fiscal Sponsor?** | ☒ Yes ☐ No |
| **C. Grant Activity Name:** | Bringing Sustainable STEM on the road for a better Oahu |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

**Since 2019, Pop-Up Lab for STEM (PULS) has been popping up with our mobile lab at different campuses to make STEM education available to elementary school students via school and camp programs. PULS's mission is to merge STEM with place-based learning to help youth discover their potential in the fields while inspiring a lifelong commitment to protect our ʻāina and put sustainability into practice.**

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

**The grant activity is to bring a much-needed high-quality, action-oriented STEM program to elementary students on Oahu. PULS services all schools with emphasis on schools with high Title 1 eligibility and/or reported low science proficiency scores to:**
**-Empower students with increased exposure to STEM**
**-Raise environmental awareness to promote stewardship**
**-Provide opportunities for Green Jobs**

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

**The outcome will be:**
**Next generation: Reach 1,050 elementary-aged students**
**Sites: Pop-up at 6 schools/youth centers for a multi-week stay at each**
**Community/Ohana: Offer 3 Open Labs at community events**
**Sustainable Hawaii: Lead 6 student action projects**
**Green Jobs: Provide 5 competitively paid lab teacher positions**
**Age-Friendly: Bring our "Senior" Scientist program to kupuna**

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | ☐ District 2<br>$ | ☒ District 3<br>$76,000 |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☒ District 6<br>$74,000 |

| | | |
|---|---|---|
| ☐ District 7<br><br>$ | ☐ District 8<br><br>$ | ☐ District 9<br><br>$ |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 | |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Trisha Yamato — 11/20/2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: **Trisha Yamato, Secretary/Treasurer**

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Trisha Yamato
(Signature)

**Trisha Yamato, Secretary/Treasurer**
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that _
Trisha Yamato (name), Secretary/Treasurer (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

John McHugh
(Signature)

**John McHugh, Board Member**
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 20th day of November, 2024, before me appeared Trisha Yamato, personally known to me, who, being by me duly sworn, did say that he/she is the Secretary/Treasurer of Oahu Resource Conservation and Development Council and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

MICHELLE R. DOMINGO
Notary Public, State of Hawaii

My Commission expires: MY COMMISSION EXPIRES 06/24/2026

MICHELLE R. DOMINGO NOTARY PUBLIC No. 18-333 STATE OF HAWAII

MICHELLE R. DOMINGO NOTARY PUBLIC No. 18-333 STATE OF HAWAII

Doc. Date: 11/20/2024 # Pages 55
Name: MICHELLE R. DOMINGO First Circuit
Doc. Description: FY26 Appendix A: Tier II Grant Proposal (Grants $25,000 to $150,000) Solicitation no: 25-05-GIA2026
MDomingo 11/20/2024
Signature Date
NOTARY CERTIFICATION

## FISCAL SPONSOR

The Fiscal Sponsor is a nonprofit organization that assumes legal, financial and programmatic responsibility for the activities of groups or individuals engaged in work that furthers the fiscal sponsor's mission and their own respective purposes. The Fiscal Sponsor is called the Grantee in this Grant Proposal. The CITY's legal relationship is with the Grantee, and the CITY will disburse Grant funds to the Grantee. The Sponsored Organization is the organization under this Grant Proposal that the Grantee (Fiscal Sponsor) chooses to support to implement the Grant Activity.

Accordingly, if the Grantee is a Fiscal Sponsor, the following should be completed by both the Grantee (Fiscal Sponsor) and the Sponsored Organization. By initialing and signing below, the Grantee (Fiscal Sponsor) and the Sponsored Organization indicate they have reviewed and come to an agreement regarding each of the following items:

| Grantee/Fiscal Sponsor Initials | Sponsored Organization Initials | Agreed upon items |
|---|---|---|
| TY | PW | Response herein to Section III Question 1 |
| TY | PW | Response herein to Section III Question 2 |
| TY | PW | Response herein to Section III Question 3 |
| TY | PW | Response herein to Section III Question 4 |
| TY | PW | Response herein to Section III Question 5 |
| TY | PW | Response herein to Section III Question 6 |
| TY | PW | Grant Activity: Budget/Funding (Section III) |
| TY | PW | Grant Activity Preliminary Schedule of Activities (Section IV) |

In addition to the foregoing, the Fiscal Sponsor and the Sponsored Organization each hold the CITY harmless and will defend and indemnify the CITY and its officers, employees, and agents, individually and in their official capacities, from all claims of liability for damages arising directly or indirectly from each entering into a Fiscal Sponsorship Agreement with the other.

The undersigned also attach hereto required documents regarding Fiscal Sponsorship, as detailed in Section VI.

Trisha Yamato — 11/20/2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: **Trisha Yamato, Secretary/Treasurer**

Pamela Weiant — 11/20/2024

Signature of Sponsored Organization Officer — Date

Printed Name and Title: **Dr. Pamela Weiant, Program Manager**

**SECTION II**
**GRANT ACTIVITY INFORMATION**

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The need for improved access to STEM (science, technology, engineering, and mathematics) education at the elementary level is well documented. The recent 2022 NSF Science & Engineering report sounded the alarm, recognizing that the reason the US is falling behind in the STEM field isn't due to a lack of higher education opportunities. The report concludes that the US lags in STEM professionals due to problems that originate much earlier in the supply chain, in our elementary schools. The 2023 University of Hawaii's STEM2 symposium reaches a similar conclusion, recognizing the importance of culturally relevant STEM education for young children.

Hawai'i Department of Education (DOE) has proclaimed the need for more STEM programs in our schools, but is limited by budget constraints. On October 30 of this year, Hawaii NewsNow reported that the proposed $1.7 million budget cut to DOE's operating budget request could impact STEM programs.

Even with the impetus for improving STEM in our schools, results are sobering. Smarter Balanced Assessment reports only 35% of 3-5 grade students are proficient in math (some schools as low as 3%), and Nation's Report Card reports only 30% of 4th graders proficient in science, ranking Hawaii the 43rd lowest state in the country.

Based on reports and teacher communication, there are many challenges to providing elementary students with STEM experiences, with the following being the most troublesome:

1. Most elementary educators have little formal education in science and do not receive an adequate amount of professional learning to teach it. In Hawaii, only 5% of elementary school teachers have completed a science major, in contrast to almost 50% of middle school science and most high school teachers. This makes it hard for teachers to teach STEM-related subjects.
2. A study that mapped Hawaii's STEM pipeline shows more meaningful exposure to STEM subjects in high school, which most studies conclude is too late. High-quality elementary STEM education is essential for establishing a sound foundation of learning in later grades and instilling a wonder of enthusiasm for these disciplines.
3. Elementary science instruction takes a back seat to math and reading and receives little time in the school day. DOE schools prepare academic plans only for math and language arts.

4. With 81% of DOE's operating budget from the state general fund, dollars for schools and departments fluctuate, often resulting in a lack of facilities to teach science subjects and funding whims (such as what may happen this year).
5. Research points to an uneven outcome in STEM knowledge. In Hawaii, science proficiency success is disproportionate for particular island groups and students who were eligible for free/reduced-price school lunch, an indicator of low family income.

PULS is committed to help DOE meet (and grow) its vision in the State Strategic Plan Phase II 2023-2029 by:

-Introducing young learners to STEM to emphasize the interconnected nature of science, technology, engineering, and math to solve problems through practical examples.
-Bringing a co-curricular program to enhance student learning.
-Providing student access to science education.
-Teaching multi-disciplinary, place-based units that incorporate real-world issues at the local level.
-Cultivating partnerships with schools to engage students and their community.
-Increasing teachers' proficiency to teach STEM via observation training.
-Offering career opportunities.

Of great importance, PULS helps to offset school costs for co-curricular programs, classroom visits and field trips. Kailua Elementary's (Title 1, 52%) proposed budget for their Community Partner Proposal 2025-26, for example, includes $3,000 for 4 classroom visits (4th-6th), $2,250 (plus buses of which are expensive and in short supply) for 2 field trips, and $4,000 for quarterly project based learning consultation. Principal Doherty valued that PULS offered all that and more to Kailua Elementary and other schools for FREE. Our service then allows the school to explore other community opportunities and broaden the opportunities it offers to students.

Further, PULS targets schools with high Title 1 eligibility and/or reported low science proficiency scores. Schools recently visited are listed below:

| Elementary School | Title 1% / Science Proficiency |
|---|---|
| Blanche Pope | 99.63% / 27% |
| Waimanalo | 83% / 28% |
| Fern | 88.36% /27% |
| Kalihi Waena | 73.56% / 22% |
| Waianae | 100% / 28% |
| Nanakuli | 75.32% /13% |
| Makaha | 95.48% / 26% |

PULS plans to serve City Council Districts 3 and 6 with this award due to the number of schools that have a high percentage of Title 1 eligibility and/or report low science proficiency scores. PULS already has a list of schools interested in having PULS pop-up to serve their students.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

The proposed activity will increase access to STEM education otherwise not available to the selected schools.

Activity 1. Pop-up with our mobile lab at 6 schools/organizations for month-long stays.

Activity 2. Bring our unique enrichment program to 1,050 students via school and community programs.

Activity 3. Build the next generation of conservation stewards by having each unit culminate with a student action project.

Activity 4. Provide Green Jobs by hiring 5 young professionals with paid positions and mentoring interns and volunteers for teaching.

Activity 5. Offer opportunities to the wider community through our "Senior" Scientists program for kupuna engagement and at least 3 Open Lab for the community/ohana to experience the lab (e.g., community event).

PULS's innovative model is built upon extensive research and input from stakeholders, including interviews with teachers/administrators on Oahu to assess needs and co-learning with mobile education operators on the mainland to glean new practices. Each new program is carefully piloted and refined. Our innovative learning environment is like no other on Oahu and has proven to deliver on strengthening STEM opportunities for this target community based on post-visit surveys and demand for visits.

We have been using the same foundational model since we launched the Lab in 2019 with minor modifications to increase program rigor and to reach more students. DOE Principals/teachers with whom we have worked attest that PULS has made advancements in how STEM is integrated into their school programs by:

-Creating a unique teaching environment with our mobile lab/outside classroom that brings excitement to learning.

-Providing a commitment to teaching and building relationships with students. Most entities teach one time and leave. PULS stays at a site for a month thereby teaching a multi-lesson/visit curriculum to each cohort of students.

-Teaching in person with hands-on lab modules. No PowerPoint. No video. "Students love PULS as it offers engaging, hands-on learning" - Kalihi Kai El Principal

-Developing credible curricula that bridge STEM and sustainability learning that attracts the attention of education professionals. PULS trains DOE teachers,

participates in Kupu's Teacher Externship Program, and develops lesson plans for partners (e.g. DLNR's Program).

-Creating avenues to foster participation from other organizations. Over 20 organizations/agencies have utilized our lab for outreach & education (e.g., Marine Mammal Rescue).

-Building a recognized venue for training and employment opportunities for young professionals. PULS serves as a placement center for Kupu Conservation Leadership Program, STEMworks interns, and more.

-Navigating new approaches to teaching by utilizing our outdoor classroom.

-Exposing students to the connection between STEM and conservation, and how these disciplines can be used to solve the complex environmental issues facing their generation.

-Inviting the community into the lab at school and community events.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The activity is to improve STEM opportunities for 1,050 elementary-aged students, increase environmental awareness at 6 schools/youth organizations, and provide employment opportunities for 5 young professionals, which, in turn, makes the target community prepared for higher education/professions in STEM, stewards of the land, and a voice on how to improve quality of life in their community.

PULS brings a Sustainable STEM enrichment program to elementary-aged students to build awareness and skills in STEM among a wide population of students. Currently, PULS has five units (e.g., Bee Part of the Solution, Become an Urban Forester, Making Waves, Saving Coral Reefs, and Wai Protectors) that teachers can select for us to teach to their students.

PULS receives requests for visits by phone, email, and at community events. PULS strategically selects which sites we visit based on school needs, logistics, and geography. PULS will pop up at any location but prioritizes serving Title 1 schools/youth organizations.

The structure of each site visit varies depending upon size of the grades and number of grades involved. More recently, we have found that teachers from all grades are

interested. To accommodate the number of students, PULS needs to spend more teaching time at each school.

1) PULS's mobile lab will pop up at 6 sites. We will teach all interested grades to our multi-lesson scaffolding unit, with a focus on reaching 4-6 grades.
2) To reach more students, PULS will offer PULS-in-a-Box, our unit loaner program, to interested schools to which the lab cannot pop up. Six of PULS's units are available, and boxes include the lesson plans, lab supplies, and teaching materials.
3) Host 3 Open Lab for ohana and community involvement (e.g., school event). We find this is a great avenue to further impact students as well as their peers and families.

PULS's units focus on connecting students to solving global issues of local relevance to enforce the notion that STEM disciplines are meaningful in solving pressing natural resource concerns. Students will participate in an action-impact project to learn how to communicate their knowledge with the community (e.g., outreach materials such as flyers). We find this offers a profound way for students to forge a long-term commitment to environmental stewardship.

PULS is committed to offering competitive green jobs for individuals who have an interest in STEM/environmental education. Skill development includes teaching, public speaking, lesson plan development, data collection, community engagement, and conservation. Jobs in this field are difficult to come by. PULS will employ 5 Lab Teacher positions, as well as mentor volunteers, interns. and "Senior Scientists" through our age-friendly program. PULS's team members have a strong academic background, solid references, and demonstrate a commitment and ability to work with keiki.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

To meet the measurable outcomes, PULS will:

Action 1. Bring the PULS mobile lab to 6 schools/youth organizations, which are our key partners. School selection is based on set criteria: socioeconomic demographics, institutional STEM capacity, and interest. To meet the student demand, the Lab will stay at each site for multiple weeks, up to 1-2 months. Interested teachers contact PULS by phone or email via our website. PULS coordinates our visit with the teacher, including the month to pop-up, students/grades to participate, and unit to be taught. Our team routinely checks in with the teachers/principal during the visit and requests survey evaluations. PULS will track value added to the school's STEM pursuits via teacher surveys. PULS has interest from schools in the districts should we receive funding.

Action 2. Reach 1,050 students through in-person lab visits or PULS-in-a-Box. Recall each student will receive 1-4 visits to the lab totaling upwards of 4,800 student lab hours. PULS will track sparked curiosity and engaged interest in STEM.

Action 3. Promote sustainable stewardship of the ʻāina. At the end of each unit, students will undertake an action project which requires students to reflect upon what they have learned and to use their creativity to share this knowledge with the wider community. PULS will track student connections to the environment via pledges. Action projects include making bee friendly plant bombs to planting trees on the campus to designing PSA flyers on resource conservation relevant to the unit.

Action 4. Open Lab. PULS will work with the schools and community to decide upon appropriate events for Open Lab sessions for ohana and the community. PULS will create appropriate lab activities for these events.

Action 5. Develop a pipeline of STEM graduates and/or green job professionals by mentoring a suite of young professionals from high school to recent college graduates. PULS will train/mentor 5 Lab Teachers as well as additional interns and volunteers.

Action 6. Involve outside guest experts at strategic times during the unit. Experts may be from academia, government, non-profits, businesses, and the community and are selected based on area of expertise and ability to add value to the lesson. Experts also provide relevance to STEM professions by sharing with students their academic path, job responsibilities, and how STEM is applied in the real world.

Action 7. Continue to build our “Senior” Scientist program to cultivate senior participation. PULS has successfully developed this program over the past two years and looks forward to securing seniors as lab teachers (volunteers or paid positions) in this new district.

The social return on an investment in PULS is enormous. The Lab will have an impact on students, their peers and families, seniors, and environmental stewardship.

There is no other program like this that offers a free, unique STEM learning experience that is widely supported by DOE teachers/principals.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

The financial request from the Grant in Aid Fund is to help fund PULS’s ability to reach host sites in the greatest need of STEM support and serve as a pipeline for STEM majors and professions. No money is requested for office-associated expenses.

All money from this grant will go to serve the deliverables outlined in this proposal. These funds are instrumental in increasing the number of students in a specific district. Funds raised from other sources will be used to reach students at other sites both in and outside of this city council district.

PULS’s biggest need is funding to cover staffing to allow the lab to be operational for more hours and days at each host lab site. PULS believes in paying a deserving hourly wage as often young professionals in the teaching or environmental sector are expected to work for less than their counterparts in other fields.

Program Manager. This amount will be used to hire and/or retain one Program Manager. The Program Manager operationalizes all aspects of PULS, such as relationship building, collaborating with the education mentor, securing equipment,

ensuring teachers are on track with training/teaching, representing PULS community networking opportunities, setting the calendar, and popping-up at the sites. The PM will have strong skills in project management, education and outreach, and mentoring.

Education Coordinator: This amount will be used to hire and/or retain one Education Coordinator. The Education Coordinator is the lead teacher and outreach specialist. S/he helps oversee/train the Lab teachers, assists with teaching, is the point of contract with the school, and coordinates outreach events. This position is full-time.

Lab Teacher: This amount will be used to hire and/or retain individuals who are committed to STEM, the environment, and/or elementary education and seek greater experience in the field. LS are trained to teach, effectively communicate with students/teachers, and follow safety protocols. Lab Teachers are responsible for maintaining the lab and ensuring that participating students have a high-quality, engaging, and safe learning experience. PULS hires 3 Lab Teachers. The position ranges from full-time to part-time.

Rental equipment: To hire a trucking company to transport the lab between sites.

Program Activities Supplies: To cover specific-lesson plan associated expenses beyond tools/equipment already on board the lab and needed for PULS-in-a-Box. Examples: bins, dead bees for dissecting, markers, notebooks, and printouts (e.g., data sheets).

Mileage/Parking: This amount will be used to cover staff reimbursement for mileage to/from sites beyond 10 miles from the starting destination.

-Other: 10% to cover fees for Fiscal Sponsorship.

Note: PULS's ability to utilize the lab as the main office, which is outfitted with solar panels, cuts down on operating expenses. This means more money can go to the next generation of students - both the keiki we teach and the staff we employ.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

PULS has been using this timeline for the past five years of operations and from it has successfully secured our deliverables.

Please note that prior to the starting date of the grant, PULS will already have laid the framework, which includes a schedule of sites to visit in the beginning, hired lab teachers, and a clean mobile lab, to ensure a successful start. During the year, PULS receives many requests for popping-up with the lab, PULS-in-a-Box, tabling outreach events, attending STEM fairs and more, which we try our best to accommodate based on funding (from this and other awards) and staff capacity.

PULS already has a list of interested schools in District 3 and 6 (both repeat and new). Once the award recommendation is announced, PULS reconnects with the schools to set up a schedule for the year.

The following deliverables are constant and recurring each month; therefore, are not singled out in the timeframe below:

-Finalize schedule with potential suite of host lab sites
-Communicate with Point of Contact about visit
-Secure Lab Scientists, Lab Leaders, interns, volunteers
-Develop avenues to involve seniors for staff and senior days
-Train staff
-Coordinate guest speakers (if needed)
-Post-visit evaluation
-Promote PULS-in-a-Box loaner program
-Identify potential Open Lab events and coordinate visit
-Maintain/clean/secure/inventory the lab

Quarter 1: October - December 2025
-Pop-Up at 1 host sites
-Reach 150 students
-Oversee 1 student impact project
-Develop and operationalize the “Senior” Scientist program for this district
-Finalize schedule for winter calendar

Quarter 2: January - March 2026
-Pop-Up at 2 host sites
-Reach 300 students
-Hold 1 Open Lab Event
-Oversee 2 student impact projects
-Operate the “Senior” Scientist program
-Finalize schedule for Spring calendar

Quarter 3: April - June 2026
-Pop-Up at 2 host sites
-Reach 300 students
-Hold 1 Open Lab Event
-Oversee 2 student impact projects
-Operate the “Senior” Scientist program
-Finalize schedule for summer calendar

Quarter 4: July - September 2026
-Pop-Up at 1 host sites
-Reach 300 students
-Hold 1 Open Lab Event
-Oversee 1 student impact projects
-Operate the “Senior” Scientist program
-Finalize schedule for fall calendar

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Within 5 years of operation, PULS has remarkable achievements: 65 site visits, over 7,000 students reached, over 30,000 student lab hours taught, 25 young professionals hired, 5 interns mentored, and over 20 organizations partnering, dedicating 100s of volunteer hours. PULS offers 6 units to meet the varied needs of the sites. All units involve educational hands-on STEM-discipline related activities. Each year, PULS adds one new unit to our repertoire to ensure that we can meet the needs of the teachers.

Schools are eager to have PULS pop-up on their campus, resulting in a waitlist. PULS-in-a-Box is PULS's strategy to be able to reach more students.

PULS is constantly invited to attend STEM fairs and science nights at schools. Last November, PULS was one of 29 education stations at Girl Scouts of Hawaii STEM FEST at Chaminade University. In May, the Bishop Museum coordinated our lab to visit for the month.

PULS is recognized as a green job opportunity. Of PULS's hires, all have successfully landed higher-level jobs in the field of their desire. All our high school volunteers are studying in the STEM field in college.

PULS receives generous in-kind donations from businesses/institutions, such as our observation indoor beehive awarded by Whole Kids Foundation, lab supplies from University of Hawaii, and solar panels/Tesla power wall donated by RevoluSun Hawaii. Punahou School's Capstone courses partner with PULS by having students innovate on lab experiments or serve as interns. Our team will ensure the momentum of community support continues to grow.

PULS is recognized for its work by Kupu, DLNR, STEMworks, and others. Guest speakers from over 24 agencies/organizations have participated in our lab. Each year, new entities request collaboration, such as Outdoor Circle and Smart Tree's Kailua Arbor Day Event where PULS held the only outreach table to educate the community on forestry. More recently Senator Lee invited PULS for a meeting after seeing the lab in action at an Enchanted Lakes Elementary Open Lab.

PULS can manage multiple, diverse grant awards, such as Stern Family Trust, Hawaii Community Foundation, Atherton Foundation, and Kaulunani Community Grant.

PULS takes measures of success seriously and has a system in place to survey at numerous levels. PULS evaluates programmatic effectiveness at grade levels, type of program, and unit. In addition to teacher feedback, the pre- and post- student participant surveys share insights on how effective the program is at helping students to enjoy the STEM-disciplines and mastering the unit subject.

PULS continues its affiliation with The Nantucket Project through The Nantucket Project Scholars Program which is geared to mentor leaders who are social entrepreneurs.

PULS's team thinks creatively and nimbly, constantly thinking on how to most effectively utilize our outside classroom as well as innovate our avenues of teaching.

PULS is well poised to successfully continue our journey across O'ahu.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)* ***2747***

PULS has a unique mobile lab from which academically peer-reviewed units are taught by qualified staff to a suite of interested schools. The program director has been with the program since its inception and is on point to ensure PULS delivers on the proposed outcomes. Lab teachers show dedication to the organization, with tenure ranging from over one to five years (inception) with PULS.

PULS has the capacity to implement this Grant Activity:

Schools are committed to and recognize the PULS's vision to build a generation of STEAM thinkers with awareness of the environment. PULS has had wide geographic coverage with a 100% response rate by schools to have PULS pop-up on their campus each year. This year, PULS is excited to bring the lab to a new region, where we anticipate equal success in securing host lab site participation.

PULS's staff understands the value of expanding our reach and readily accepts opportunities to do so, such as a community event or extra days teaching at a school to reach another grade. In addition, our team is eager to provide more time at each school and agrees that Open Labs are of great value.

PULS has an amazing mobile lab featuring microscopes, digital beehive, fish tank, work benches, solar panels, and more to make learning applicable and fun. Lab décor is constantly changing based on the unit.

PULS has experienced people leading the organization. The Program Manager has decades of experience in nonprofit leadership, community building, student education, and science. Dr. Weiant's academic foundation combined with extensive work experience in environmental management and community education in Hawai'i for over 19 years makes her well poised to command a STEM learning center. She has mentored thousands of students and is routinely asked to give presentations to schools/community and serve as science fair judge.
PULS is guided by a team of educators and professional experts who provide advice on programs, business development, and fundraising. The board is composed of individuals with diverse expertise to serve on key aspects of the organization.

The team takes advantage of in-kind professional services as a mechanism to be mindful of operational costs and fill capacity gaps while receiving excellent products. For example, PULS routinely employs services from Hawaii Community Foundation's Catchafire Program, which is an online service that links professionally skilled talents with nonprofits and social enterprises (e.g., web design, infographics).

In addition, the team actively networks among businesses and academic institutions. This activity has resulted in lab infrastructure (e.g., solar panels and Tesla Powerwall) and equipment donations (e.g., from Hawaii Institute of Marine Biology, Waldorf School) and many high-quality young professionals interested in joining the program, among others.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)* *1995*

After 5 years of successful operation, PULS is confident that it can sustain our activities beyond the grant period as we:

-Operate on diverse revenue sources to ensure the program can operate uninterrupted.
-Maintain low overhead by using the lab as teaching and office space.
-Encounter few barriers to growth based on our track record to date and conversations with schools and youth organizations.
-Engage with local academic institutions to offer student internship opportunities.
-Develop partnerships to build successful collaborative units.
-Network to secure equipment and services discounted/pro-bono.
-Constructed a model that effectively serves our students.
-Secure sufficient interest from schools each year.

Still, PULS is not complacent on our role of serving our youth of O'ahu, and we have a strategic plan on how to accommodate more youth into our program:

Phase 1: Our immediate goal is to reach more students at each host lab site. This grant year, we can achieve this with the added Niu/Iki Lab format, Open Labs, and "Senior" Scientists.

Phase 2: Over the next 2 years, our goal is to visit more host lab sites to expand on geographic representation and to serve a greater number of schools in need of STEM. For this reason, we need to perfect our PULS-in-a-Box Loaner, video projects, and units shared on our website.

Phase 3: Soon (≥3 years), our goal is to serve more regions of O'ahu with a fleet of regional labs. We are exploring partnership opportunities and sources for capital funding with Senator Lee.

Phase 4: After this, we would like to bring the program to the outer islands.

PULS is a model that can accomplish the mission of reinvigorating the way through which STEM is brought to elementary schools with an emphasis on interesting, contextual, place-based learning. Through our mobile resource lab, PULS-in-a-Box, and virtual units, we want to expand early exposure to high-quality opportunities in STEM for students to develop the ability to think like a scientist.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)* **1980**

PULS has the capacity and expertise to carry out the plan beyond the grant period as it has:

-Involved, experienced Board of Directors who are successfully operationalizing the program.

-Positive net income every year since inception from foundations, individuals, businesses, and government grants, with a track record of repeat grants. PULS is good at targeting specific grants to match specific units. PULS seeks funding from alternative sources and continues to secure in-kind donations to help offset lab costs.

-Effective fiscal sponsor. Oahu RC&D has been serving Hawaii's communities through partnerships with community representatives to build leadership capacity and improve utilization of natural resources. Mr. Elliott, Executive Director, successfully manages a variety of federal, state and foundation grants, and has expertise in building networks with government and non-government entities and communities.

-Ability to recruit stellar young professionals from the science community, largely due to PULS's reputation and connections to Hawaii's academic intuitions (e.g., UH Manoa).

-Diverse team with connections to academia, non-profit organizations, researchers, government agencies, and businesses. These ties are critical to helping the program deliver on organizational needs such as staffing, outside experts, and cultivating lasting partnerships. Dr. Weiant thinks creatively in leveraging outside expert resources to best help the lab and serve the students.

-Strong intern/volunteer base. STEMworks, Punahou School, Kupu, and others request placement with PULS.

PULS will continue to emphasize general awareness to garner enthusiasm by:
-Participating at community events
-Building a strong social media platform
-Publishing a newsletter that highlights achievements

PULS is in the process of creating alternative funding mechanisms which we plan to debut in 2026:
-Healthy-option vending machines
-Package lab activities as gifts for sale
-Host paid workshops

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: CT-DCS-2500047
   Grant Period: 10/1/2024-9/30/2025 Grant Amount: 150,000
   Grant Purpose: a grant to support “Place-based STEM as a vehicle to strengthen keiki stewardship for a sustainable Hawaii”
   Grant Activity Status: c☒Underway ☐ Completed
   ☐ Canceled Administrating Division: DCS

2. Grant Activity Name & Contract #: CT-DCS-2400047
   Grant Period: 10/1/2023-9/30/2024 Grant Amount: $199,413
   Grant Purpose: : a grant to support "Pop-Up Lab for STEAM - Bringing STEAM on the Road"
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

3. Grant Activity Name & Contract #: CT-DCS-2300042
   Grant Period: 10/01/22-09/30/2023 Grant Amount: $190,716
   Grant Purpose: a grant to support “Pop-Up Lab for STEAM - Building the next generation of STEAMers to tackle 21st century sustainability challenges”
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

4. Grant Activity Name & Contract #:

**E. Age Friendly Honolulu (Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**<u>If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.</u>**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go to the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

For the past two years, PULS has been piloting various strategies to involve seniors with our work trying to determine the best modes to engage age-friendly volunteers while also helping PULS with our missions.

We find that both seniors and PULS benefit from this relationship.

For seniors:
-Agreeable lab setting–outside/shaded
-Safe work-no heavy/physical labor
-Involvement options–lab preparation to hands-on teaching
-Flexibility
-Opportunity to learn about/share knowledge with students
-Productive and rewarding work

For PULS:
-Enhanced knowledge,
-Increased capacity to help lab
-New perspective to lesson plans offered
-New dynamic to the lab

We have learned several basic steps that help us solicit age-friendly volunteers, such as posting flyers on social media and word of mouth. We reach seniors at a myriad of places, such as YMCA branches, libraries, Lions Club, Key Project, and senior homes. The focus has been more on teaching and enlisted seniors to help prep our activities, a much-needed task that takes time. This past year, we had seniors come into the lab to help teach.

This year, we will solidify our “Senior” Scientist program and increase the level of commitment based on existing experience. We will do this by linking seniors to:

1. Improved understanding of how best to involve seniors in this district.
2. In-situ: Bring seniors to work at the lab. We really want to solicit help from the kupuna population in the lab, both helping to teach our lessons as well as bringing their expertise to share.
3. Ex-situ: Identify and work with seniors at locations to assist with activity prep and other needs that can be created remotely from the lab. In addition, we have seen how this community likes to share their stories, which we would like to better showcase for our students.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | OAHU SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS (Oahu SPCA) |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Expanding the Companion Animals for Low-Income, Underserved Families and Kupuna Project |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Founded in 2009, Oahu SPCA has a no-kill philosophy and a mission that every healthy, treatable animal will find a forever home. Oahu SPCA provides low-cost veterinary care, including spay and neuter services, shelter, and rehabilitation programs for surrendered and abandoned animals, foster homecare, and adoption services to give animals a second chance at a loving home.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

In Honolulu County, 23.3% of individuals are 62 or older. Yet, few programs assist older adults adopt and foster pets. By expanding the existing program, Oahu SPCA will improve senior health, and the adoption rates of stray, feral, and abandoned animals. Companion animals provide improved social interaction, a reason to exercise, and interact in the community, and can improve emotional wellness.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

The goal is to reduce animal overpopulation and improve wellness for seniors. By increasing outreach and education by 20%, Oahu SPCA will reach 360 adults, 62 and older, and their families. Of these, 96 seniors will adopt or foster a companion animal, a 20% increase, when compared to the current program. In addition, 600 animals will receive vaccination and sterilization services annually.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$16,666 | ☒ District 2<br>$16,672 | ☒ District 3<br>$16,666 |
| ☒ District 4<br>$16,666 | ☒ District 5<br>$16,666 | ☒ District 6<br>$16,666 |
| ☒ District 7<br>$16,666 | ☒ District 8<br>$16,666 | ☒ District 9<br>$16,666 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☒ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

**GRANTEE'S CERTIFICATION AND SIGNATURE**

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Printed Name and Title: **Stephanie Ryan, Founder and President**

**11/19/2024**

Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

**Stephanie Ryan**

(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that **Stephanie Ryan** (name), **Founder and President** (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

**David Ryan**

(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 21st day of November, 2024, before me K. Delano, Notary Public appeared Stephanie Ryan, personally known to me, who, being by me duly sworn, did say that ~~he/she~~ is the President of Oahu SPCA and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said She acknowledged said instrument to be the free act and deed of said corporation.

K. DELANO NOTARY PUBLIC No. 21-25 STATE OF HAWAII

My comm. exp: 04/18/2025

Notary Public, State of Hawaii K. Delano

My Commission expires: 4/18/2025

Doc. Date: undated # Pages 3
Name: K. Delano First Circuit
Doc. Description: GIA Grant Proposal

Signature 11/21/2024 Date

NOTARY CERTIFICATION

K. DELANO NOTARY PUBLIC No. 21-25 STATE OF HAWAII

My comm. exp: 04/18/2025

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The problem of overpopulation of felines and canines is significant and provides a concern for Hawaii's fragile island ecosystem. According to (McDowell, Burns & Lepczyk, 2011), one female dog who is not sterilized can give birth to six to ten puppies twice a year (HHS, 2006). On an island such as Oahu, this type of rapid year-round reproduction among dogs and cats can have catastrophic effects on limited island resources and the native Hawaiian environment.

Thankfully, the population of feral and stray animals has decreased steadily each year since the Oahu SPCA clinic and shelter were established. The reduction in stray animals across the state is attributed in part to the Oahu SPCA's dynamic outreach and sterilization programs. Sterilization saves lives. However, quality veterinary care is costly and in recent years has increased. Expanded low-cost or no-cost sterilization and veterinary services available to the public at the Oahu SPCA is a solution to reducing the number of abandoned, relinquished, and homeless animals. These services ensure that necessary and affordable veterinary care is available to all families in our community, but with a particular focus on our most vulnerable — low-income, underserved families and seniors ages 62 and older.

For this grant award, Oahu SPCA will expand services to all Districts. Thus, the entire Island of Oahu will be served. A slight increase in funding is being requested for District 2 as that is where Oahu SPCA has its main clinic site and where the organization has developed the Kupuna Project for the past 14 months. According to 2023 census data, 24.9% of the population in Honolulu County is 62 and older, and 33% are living at or below the 200% of the federal poverty level, which equates to $34,620 in annual income for a single individual or $47,000 for two people. Oahu SPCA understands that low-income, underserved seniors have specific health and wellness needs, and with a large population of Honolulu County adults that have been diagnosed with high blood pressure at 29.6%, adults with diabetes at 11.8%, and 26% of Honolulu County adults diagnosed as obese according to 2022 Hawaii Heath Matters data, Oahu SPCA created a comprehensive program that responds to improving mental and physical health for older adults by providing education on pet fostering and adoption to improve senior health and wellness, social interaction, as well as reduce the number of abandoned and relinquished animals, due to the escalating cost of veterinary care.

As indicated above, Oahu SPCA will build on its existing program and will increase outreach and training events by 20% to reach more seniors and to expand the program from District 2 seniors only to all nine Districts across Honolulu County. In addition, Oahu SPCA will provide senior discounts on services including vaccines, as well as spay and neuter services. Oahu SPCA will also print out large format materials on safe walking routes, support for pets with behavioral issues, and information on planning for contingency care in the event of an owner's illness or death. Oahu SPCA has pioneered the Pet Assurance program, which ensures that if you cannot take care of your pet, or if you pass on, that your pet will be cared for in a loving home.

**B. Describe the proposed plan**

Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

Oahu SPCA will achieve the following grant activities: 1) Within 30 days of award, Oahu SPCA will conduct at least two pet parent training sessions for seniors 62 and older and their families and will reach 30 individuals in the month through outreach and education or a total of 360 individuals during the one-year project period. 2) Within 30 days of the grant award, Oahu SPCA will assist 8 seniors 62 and older to adopt or foster a companion animal. Oahu SPCA will help 8 seniors each month or 96 individuals during the one-year project period to adopt or foster a companion animal. 3) In addition, within 30 days of grant award and for every month thereafter, Oahu SPCA will provide low-cost vaccination and sterilization services to 50 companion animals that will be adoptable by seniors or their families for a total of 600 animals during the one-year project period.

Oahu SPCA selected these grant activities based on the organization's experience in the community and Oahu SPCA's experience implementing the current program. Oahu SPCA has first-hand experience helping seniors to adopt and foster companion animals. During the past 14 months, the organization has assisted 86 seniors with educational materials and 23 seniors ages 62 and older to adopt or foster a companion animal. This is only for District 2 seniors and Oahu SPCA is confident that by expanding the program across Oahu all grant goals, objectives and activities will be achieved. Oahu SPCA has firsthand reports of the emotional and physical health impact that animal companionship and daily safe walking routes has had on District 2 seniors. Thus, Oahu SPCA would like to expand the program to all Districts in the County to serve additional seniors and to promote and improve mental and physical health for Oahu's Kupuna.

Oahu SPCA was the first no-kill shelter in the state and as such has been a leader in animal welfare improvements and care. Oahu SPCA also takes the time to listen and respond to community needs and to address missed opportunities. Upon reviewing all animal shelters in the state including the Humane Society, no programs are currently being offered specifically for seniors or to address the care or concerns of seniors with companion animals. To address this issue, Oahu SPCA developed the current program.

Oahu SPCA will measure satisfaction of the program through client surveys distributed each month to all new senior foster and adoption pet parents and by using the clinic's existing Vetter and ShelterLuv clinic software to track demographic information for all program participants. By reaching 20% more individuals through education and outreach, and assisting 20% more seniors adopt and foster, as well as increasing vaccination rates and sterilization services by 20%, Oahu SPCA will improve senior health and wellness while also reducing the feral and stray animal population across Oahu.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

As outlined above, Oahu SPCA will reach a total of 360 seniors during the one year project period. Of these seniors, at least 96 will adopt or foster a companion animal. In addition, Oahu SPCA will provide at least 600 companion animals with vaccines and spay/neuter services. Compared to the current program, this is a 20% increase in outreach and education services, adoptions/fosters, and in vaccination and sterilization services. Oahu SPCA will reach seniors where they live, work, and play. Oahu SPCA already has a formal partnership with the Mililani YMCA to provide monthly onsite education and outreach and with this new award, Oahu SPCA will solidify partnerships at senior independent living facilities that allow pet ownership. Two of these facilities have safe walking routes which will be promoted and shared with all program participants.

This public service will improve mental and physical health for low-income, underserved families and Kupuna throughout Honolulu County, which aligns with the Grants in Aid Fund category and priority that funds must be used to support qualified public services and programs for the target populations deemed by the city to be most vulnerable, including seniors. This program will focus on the vulnerable group of seniors ages 62 and older with a focus on low-income and under-resourced seniors that may have a challenging time affording ongoing companion animal care without Oahu SPCA and other regional shelters. In addition, the program aims to improve physical and mental health for seniors by increasing adoption and foster rates among seniors to have a companion animal to take for walks and to provide companionship at home. Having a companion animal is a direct benefit to seniors. A 2023 article in Psychiatric News, reports, “Pet ownership among older adults has been associated with reduced loneliness, depression, anxiety, blood pressure, and self-reported ratings of stress. Older pet owners also participate in more physical activity, have greater social functioning, and experience slower decline in physical and cognitive functioning.”

Another direct benefit to program participants and the community is a reduction in feral and stray animal populations on Oahu, which will be measured with the organization’s existing shelter software. As indicated above, overpopulation in our fragile island ecosystem is a significant concern, even more so today with high rates of inflation, job loss, and the high cost of veterinarian care at private veterinarian clinics, which many result in some seniors and families abandoning their pets and can result in ongoing feral and stray animal overpopulation.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner’s role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Oahu SPCA action plan is as follows: Oahu SPCA will work with regional YMCAs and will replicate the existing model that has been implemented at the Mililani YMCA for seniors. Within the first 30 days of grant award, Oahu SPCA will reach out to all YMCAs on Oahu and will establish a monthly training schedule with at least five YMCAs across Oahu. In addition, Oahu SPCA will reach out to at least six senior independent living facilities that allow companion animals. Within the first 30 days of award, Oahu SPCA will conduct one outreach event at a pet-friendly, senior independent living facility and will hold at least two outreach events at three YMCAs across the Island. Outreach events at YMCA and pet-friendly senior independent living facilities will be conducted monthly. Within 90 days of grant award, Oahu SPCA will have conducted senior education and outreach on adoption and fosters for 90

seniors ages 62 and older, will have assisted 24 seniors to adopt or foster a companion animal, and will have vaccinated and spayed or neutered 150 canines or felines. Within six months of grant award, Oahu SPCA will have provided education and outreach to 180 seniors ages 62 and older, 48 seniors will have adopted and fostered, and 300 companion animals will have received all needed vaccines and spay or neuter services. Finally, as indicated above, within the one year project period, Oahu SPCA will have conducted education and outreach for 300 seniors across the island, assisted 96 seniors ages 62 and older to adopt or foster a companion animal, and will have provided vaccines and spay and neuter services to 600 companion animals.

The partnership with the YMCAs will be to have space at their facility currently Oahu SPCA operates in the Miliani YMCA courtyard right after senior exercise classes to conduct outreach and education sessions. A similar format will be used at other partner YMCA at least twice per month, and a small room or meeting space will be requested at the pet-friendly senior independent living facilities at least once per month. Oahu SPCA may also request to bring friendly and adoptable senior dogs and cats onsite to show the residents the companion animals that are available for adoption or to foster.

By educating the senior community about responsible pet ownership, providing resources for discounted pet food, pet exercise and safe walking routes, including regional parks and hikes, Oahu SPCA is confident that this expanded, island-wide program will be able to reach more seniors and encourage even more to be foster parents and key animal advocates. Seniors are often the first in line and come back each month for the organization's free catch and release spay and neuter services. By conducting more outreach and education events at YMCAs, and at pet-friendly senior independent living facilities, Oahu SPCA will effectively manage the relinquishment and abandonment of companion animals.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

For this program, Oahu SPCA is requesting funds for the Director of Operations and Development salary. Her annual full-time salary is $76,056. The request for this program is **$49,436** or .65 full-time equivalent (FTE) of her annual salary. Oahu SPCA is also requesting funds for the Director of Veterinary Services salary. Her annual full-time salary is $163,461.60. The request for this program is **$89,904** or .55 FTE. The total salary and wages request is $139,340. Oahu SPCA is also requesting 7.65% of the total salary and wages request or **$10,660** for FICA and Medicare. Health insurance costs have not been included in this proposal. The total salary and fringe request is **$150,000.**

All materials development including large format printing, brochures, factsheets, one-pagers, walking maps, feeding and exercise schedules, etc. will be developed and covered by Oahu SPCA. Printing and publication costs are not requested as part of this proposal.

The total request for this program is **$150,000**. Oahu SPCA respectfully requests this funding to improve adoption and foster rates among seniors, improve health and wellness of kupuna, and reduce the number of feral and stray companion animals across Oahu.

5. Provide a timeline that is complete, realistic, and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

As indicated above and in Section IV, the timeline is as follows: Within the first 30 days of grant award, Oahu SPCA will reach out to all YMCAs on Oahu and will establish a monthly training schedule with at least five YMCAs across Oahu. In addition, Oahu SPCA will reach out to at least six senior independent living facilities that allow companion animals. Within the

first 30 days of award, Oahu SPCA will conduct one outreach event at a pet-friendly, senior independent living facility and will hold at least two outreach events at three YMCAs across the Island. Outreach events at YMCA and pet-friendly senior independent living facilities will be conducted monthly. Within 90 days of grant award, Oahu SPCA will have conducted senior education and outreach on adoption and fosters for 90 seniors ages 62 and older, will have assisted 24 seniors to adopt or foster a companion animal, and will have vaccinated and spayed or neutered 150 canines or felines. Within six months of grant award, Oahu SPCA will have provided education and outreach to 180 seniors ages 62 and older, 48 seniors will have adopted and fostered, and 300 companion animals will have received all needed vaccines and spay or neuter services. Finally, as indicated above, within the one year project period, Oahu SPCA will have conducted education and outreach for 300 seniors across the island, assisted 96 seniors ages 62 and older to adopt or foster a companion animal, and will have provided vaccines and spay and neuter services to 600 companion animals.

A one-year timeline that starts within 30-days of grant award is realistic given that this is an expansion program and is building on an existing and successful kupuna program. However, as indicated previously this program will result in a 20% increase for program education and outreach, adoptions or fosters, and vaccination and sterilizations provided across Oahu during the one-year project period.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity, and/or plan to acquire the capacity to perform.**

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

For this proposal outcomes are focused on serving seniors 62 and older across Oahu to obtain education on the benefits of adopting or foster a companion animal for improve physical and mental health, increasing adoptions and fosters, and increasing the number of vaccination and sterilizations for companion animals across Oahu. In 2023, Oahu SPCA was awarded $199,825 in funding from the city for the Companion Animals for Low-Income, Underserved Families and Kupuna grant. Oahu SPCA is currently 14 months into this current grant program and has developed large format materials, safe walking routes, strategic partners in District 2 including the Mililani YMCA, and has already conducted outreach and education for 86 seniors, 23 seniors have adopted and fostered, and 652 animals were sterilized and vaccinated, which exceeded the goal of 500 animals by 30.4%.Thus, Oahu SPCA is requesting to expand this program to serve more seniors, not only in District 2, but in all nine Districts across Oahu.

Additionally, Oahu SPCA has a proven record of serving the community. Founded in 2009, based on a no-kill philosophy and a mission that "every healthy, treatable animal will find a forever home." Since 2009, Oahu SPCA has implemented more than one dozen responsive community programs including a job training program, the Pet Assurance program, and multiple foster and adoption events and community training sessions.

Oahu SPCA operates a low cost or no cost veterinarian clinic in Wahiawa. Oahu SPCA's spay and neuter program offers same-day surgery, and its wellness services include vaccinations, heartworm testing, micro-chipping, ringworm prevention, ear cleaning, skin and parasite testing, flea and tick prevention, and de-worming. To expand needed services in the community, Oahu SPCA, in partnership with Petco Hawaii, also offers wellness clinics at seven Petco stores on Oahu.

From 2016 to 2022, Oahu SPCA has seen a 28% increase in animals and families served. Oahu SPCA currently serves approximately 300 animals per week.

In 2023, Oahu SPCA rescued, rehabilitated, and served a total of 3,310 companion animals. All animals were behaviorally and medically rehabilitated except for 19 animals that died while in Oahu SPCA's care. According to clinic data, 737 dogs and cats were surrendered or abandoned to or taken in by the Oahu SPCA from other organizations; of those 525, or 71.2%, were adopted and 9 animals or a little over 1% were reunited with their owners. Additionally, 2,473 sterilizations were performed on family pets and stray animals including Oahu SPCA free trap and release program as a service to the community. In addition, Oahu SPCA foster parents fostered 291 cats and 149 dogs for a total of 440 companion animals fostered across all programs in 2023.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

As indicated above, the Oahu SPCA has operated a no-kill shelter since 2009. For the past 15 years, Oahu SPCA has worked to reduce the feral and stray animal population and provided low-cost veterinarian care to the public. Oahu SPCA has also developed programs that are responsive to the community's needs. Oahu SPCA is confident that this program is highly responsive and will have positive health outcomes for companion animals as well as seniors 62 years and older across Oahu.

Oahu SPCA currently operates an animal shelter and veterinary clinic facility located at 823 Olive Avenue in Wahiawa.

Staff include Dr. Natalia Feschuk, DVM, Director of Veterinary Services. Dr. Feschuk graduated from the University of Calgary Faculty of Veterinary Medicine in 2024. However, she has ample experience working in three pet hospitals in Canada and two animal treatment centers in Nepal in 2017 and 2019. Dr. Feschuk also served on the Canadian Animal Task Force from 2018 to 2024. Dr. Feschuk also received the Hill's Transforming Lives Award, which is awarded to students for outstanding academic merit, demonstrated commitment to the human-animal bond and students that completed one or more elective shelter medicine rotations. Dr. Feschuk is currently the Director of Veterinary Services for Oahu SPCA. She oversees all clinical team members and provides leadership and oversight to Oahu SPCA's 27 staff. Dr. Feschuk will work with the Director of Operations and Development to ensure that all data is input into the organization's electronic health records.

Kristen Hudson, Director of Operations and Development. Kristen has worked with animal welfare organizations for almost 20 years. Previously she worked at the Canine Company, Best Friends Pet Care, Riddle's Elephant Sanctuary, and Animal Eye Clinic. Kristen is a talented web designer, social media manager and is well-versed in search engine optimization, as well as corporate and individual donor stewardship. Kristen has a bachelor's degree in liberal arts from Pace University. Kristen will work with Dr. Feschuk to ensure that all clinical data and surveys are tabulated and that client stories, and photos are compiled, analyzed, and shared in all grant reports.

Oahu SPCA has a committed and highly qualified team to complete the Companion Animals for Low-Income, Underserved Families and Kupuna program. Oahu SPCA has a proven history of opening and expanding sites and developing programs to meet the community's needs and this program will follow the same model and will expand on a successful program that was implemented only for seniors ages 62 and older in District 2.

Oahu SPCA currently has 27 committed staff, a dedicated six-member volunteer board of directors and various consultants to assist in the successful execution of this project. The staff outlined above are qualified to execute this program on time and within budget and to deliver on all program goals, objectives, activities, and outcomes.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Oahu SPCA plans to sustain this program through additional clinic revenue that will be generated by expanding outreach, education and adoption and foster and vaccination and sterilization services for seniors ages 62 and older across the island. The program generates revenue through low-cost adoption fees and by attending additional outreach events and adopting or fostering 96 companion animals, Oahu SPCA can generate on average $16,800 annually for canines (or an average of $350 per adopted dog x 48 adopted animals). For adopted felines, Oahu SPCA can generate on average $7,200 annually (or an average of $150 per adoptable cat x 48 adopted animals), while this is approximately $24,000 annually, Oahu SPCA will make up the remaining program revenue by increasing vaccination and sterilization services across the island, which can generate approximately $36,000 in revenue for vaccinations for companion canines with an average of ($120 x 300) canines annually and $19,500 for felines or an average of ($65 per cat x 300) annually for a total of $55,500. In addition, Oahu SPCA can generate approximately $90,000 in revenue for spay and neuter services for canines or ($300 x 300) canines and $34,500 for spay and neuter service for felines or ($115 x 300). Thus, the program can be self-sustaining after the first year with $223,500 in estimated total revenue once the program is meeting all grant goals.

As indicated above, Oahu SPCA is in the process of implementing this program and the team is already experiencing positive outcomes within the community. The organization is 14 months into the existing program with 10 more months to go to reach current grant goals. However, Oahu SPCA is confident with this additional funding and by expanding services to seniors across the island not only those living in District 2 the organization will be able to meet all goals and objectives outlined in this proposal and will be self-staining in year 2 and beyond.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

As indicated above, the Director of Operations and the Director of Veterinary Services, and Grant Consultant will be able to implement the above program and will be able to sustain services beyond the grant period with additional vaccine and adoption revenue as well as additional funding and sponsorship from the partners indicated below. In addition, Oahu SPCA is in the process of securing additional adoption and vaccine events with Petco and other partner agencies with a specific focus on serving seniors in the community. Oahu SPCA will also work with additional island-wide YMCA and establish additional partnerships at pet-friendly, independent living, senior housing.

Oahu SPCA is also fortunate to have a corporate partner, Petco Hawaii, with which Oahu SPCA operates low-cost wellness and vaccination clinics. This valued relationship as well as the support from the following agencies and corporate sponsors: Central Pacific Bank, Swinerton Foundation, Costco, Ruby Tuesday, PetSmart, Subaru, HawaiiUSA, ABC Stores of Hawaii, Spectrum, Aulani, Hawaii News Now, Brody's, Matson, First American Bank, NSS, Bissel Pet Foundation, Home Light and the Royal Hawaiian Resort will help the organization to continue to serve the community and to remain sustainable and solvent. These partnerships are expected to continue and grow in 2024 and beyond.

Finally, grant support from the City and County of Honolulu GIA Grants will enable Oahu SPCA to expand services for seniors' island-wide and to provide additional programs and services to underserved individuals and families. This assistance is meaningful to ensuring ongoing sustainability and success by both expanding Oahu SPCAs client base and improving health and wellness outcomes for seniors ages 62 and older, while also reducing the number of stray and feral companion animals on Oahu.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. **Oahu SPCA has received one CITY grant award/funding in the past 3 years.** | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Companion Animals for Low-Income, Underserved Families and Kupuna; CT-DCS-240048
   Grant Period: 24 months; 10/1/2023 to 9/30/202 Grant Amount: $199,825
   Grant Purpose: To reduce animal overpopulation while improving health and wellness for seniors by increasing adoption and foster rates in District 2 and promoting safe walking routes and the benefits of animal companionship for seniors 62 and older.
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services City and County of Honolulu

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☒ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Oahu SPCA proposal is a request to continue a program specifically for seniors 62 and older. The current program is Age-Friendly and Oahu SPCA has met all program reporting requirements. For this expanded program, Oahu SPCA will be able to meet or exceed all reporting requirements. Oahu SPCA is committed to participating in the Age-Friendly Honolulu Project. The organization is already seeing the benefit of engaging and promoting services with seniors and in collaborating with partner agencies such as the Mililani YMCA to reach seniors where they exercise and socialize. Through recent education and outreach the organization has served 86 seniors by providing education and information on the benefits of fostering and adopting felines and canines. In addition, 23 seniors have fostered or adopted a companion animal. Having a companion animal can not only reduce loneliness and feelings

of isolation but can improve mental health and physical activity for seniors. Researcher from the journal of psychogeriatrics, the official journal of the Japanese psychogeriatric society states that “pet therapy is efficient in improving depressive symptoms and cognitive function in residents of long-term care facilities with mental illness.” In addition, an article in ScienceDaily stated, “Among adults 60 years of age or more, walking is the most common form of leisure-time physical activity because it is self-paced, low-impact and does not require equipment. Researchers have determined that older adults who also are pet owners benefit from the bonds they form with their canine and companions.”

This program will increase pet adoption and fostering for individuals 62 and older and will engage seniors in pet exercise and safe walking routes to stay socially engaged within their community and live a healthy and active lifestyle. Oahu SPCA will be able to meet all reporting requirements through the data that will be collected and reported in the organization's existing clinic software.

# Proposal 119

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Our Pasifika |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Perpetuating Polynesian Traditional Culture |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Established in June 2022, Our Pasifika (OP), a 501c3, helps Oahu's Polynesian communities document their Traditional Indigenous Knowledge (TIK) and preserve their culture. OP protects Polynesian kupuna invaluable skills, practices, and technologies. OP safeguards the music, performances, art, designs, and other traditional cultural expressions that are an integral part of their heritage.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

OP addresses the critical need to document and preserve Oahu's Traditional Indigenous Knowledge (TIK) by offering workshops, videos, and resources that empower youth and engage kupuna. These activities: safeguard cultural heritage; strengthen community ties; and ensure intergenerational knowledge transfer to benefit current and future generations.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

OP will conduct 8 cultural workshops and produce 8 videos featuring kupuna and cultural practitioners, engaging 40 students in documenting/preserving TIK. Success will be based on: workshop completion; video production; and participant satisfaction surveys. The project directly serves 24 kupuna, 24 youth associates, and the broader global community through public access to OP website videos.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$16,667 | ☒ District 2<br>$16,667 | ☒ District 3<br>$16,667 |
| ☒ District 4<br>$16,667 | ☒ District 5<br>$16,667 | ☒ District 6<br>$16,667 |
| ☒ District 7<br>$16,667 | ☒ District 8<br>$16,667 | ☒ District 9<br>$16,664 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☒ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

11/19/2024
Date

Printed Name and Title: Kelina Handley, President

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Duane Eldredge
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Kelina Handley (name), President (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Duane Eldredge
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 19th day of November, 2024, before me appeared Duane Eldredge, personally known to me, who, being by me duly sworn, did say that he/she is the Treasurer of Our Pasifika and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said He acknowledged said instrument to be the free act and deed of said corporation.

Notary Public, State of Hawaii

My Commission expires: 03/12/2027

ROMAR DE CASTRO NOTARY COMMISSION# 23-91 PUBLIC STATE OF HAWAII

Doc. Date: 11/19/2024 # Pages 3
Name: Romar De Castro 1st Circuit
Doc. Description: Certificate of the Board of Directors Authorization to Assign Authority; HYA Grants Appendix A Tier II: Grant Proposal

Signature 11/19/2024 Date

NOTARY CERTIFICATION

ROMAR DE CASTRO NOTARY COMMISSION# 23-91 PUBLIC STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Oahu's Polynesian communities, particularly in LMI areas, face significant challenges in preserving the: oral histories; skills practices; and cultural expressions essential to their identity and heritage. Factors – like urbanization, economic hardship, and generational disconnects -- exacerbate losing this knowledge.

Kupuna, the primary carriers of TIK, often live in LMI neighborhoods, where limited resources and opportunities restrict their ability to share their knowledge with younger generations. Addressing this issue through accessible arts activities ensures cultural heritage is preserved while providing much-needed opportunities for youth and kupuna in underserved areas.

Community Need and Issue Validation:

1. Economic Context: Census data indicates Oahu's LMI areas – e.g. Waianae, Kalihi, Waimanalo, etc. - report median household incomes significantly below the state average. These areas also face higher poverty rates and unemployment; and limited access to education and cultural enrichment opportunities. Economic hardships in these neighborhoods make it difficult for families to prioritize cultural preservation, further risking the loss of traditional practices and knowledge.

2. Cultural: Disconnect: UH and Polynesian Cultural Center reveal 67% of Polynesian youth report feeling disconnected from their cultural heritage. Declining fluency in Indigenous practices and oral histories among younger generations is exacerbated by the absence of formal structures to connect them with kupuna. As elder community members pass away, undocumented knowledge is lost, threatening the continuity of Polynesian culture.

3. Community Priority: In 2023, OP conducted surveys and focus groups involving over 200 participants from LMI neighborhoods. The majority of respondents (80%) identified cultural preservation as a top priority for their communities. They emphasized the importance of connecting youth with kupuna to foster cultural pride, identity, and resilience while addressing barriers such as cost, accessibility, and lack of resources.

How Arts Activities Will Especially Support LMI Areas: The initiatives will focus on providing free, community-centered programming to make them accessible to LMI populations. Activities include:

- Workshops: OP will conduct 8 workshops where 24 kupuna will teach traditional practices, including music, dance, oral storytelling, and art. These workshops will be

held in accessible community spaces within LMI neighborhoods to ensure inclusivity. Youth participants will be trained in interviewing, videography, and storytelling to document these cultural practices, building both technical and cultural competencies.

- Digital Documentation: The project will produce 24 videos documenting TIK shared by kupuna during workshops. These videos will be freely accessible through OP's website and shared with schools and community organizations. The digital format ensures knowledge is preserved and disseminated widely, providing long-term benefits to LMI areas.

- Career-Ready Skills: Youth participants will acquire skills in interviewing, videography, and storytelling which are transferable to educational and professional settings. These technical skills also open pathways for future employment opportunities, addressing economic barriers in LMI communities.

Substantive Data Supporting the Need:

- Demographics: Waianae, Kalihi, and Waimanalo are home to large Polynesian populations living in LMI conditions. Census data indicates these regions have higher unemployment and poverty rates compared to the state average, with limited extracurricular and cultural programming available.

- Access to Cultural Resources: A 2021 UH study found only 20% of youth in LMI neighborhoods have access to regular cultural programming or mentorship from kupuna. This gap in resources has led to a generational disconnect, threatening the survival of TIK.

- Feedback from Pilot Programs: OP's pilot workshops and initial video production efforts in 2023 demonstrated strong community demand for expanded cultural preservation activities. Over 100 participants highlighted the urgency of documenting kupuna's knowledge and expressed gratitude for accessible programming in their neighborhoods.

Impact on Target Population:

- Youth Engagement: This project will directly engage 24 youth from LMI neighborhoods, equipping them with technical skills in interviewing, videography, and storytelling while fostering cultural pride and connection.

- Kupuna Participation: 24 kupuna will share their knowledge, gaining opportunities to contribute meaningfully to their communities. This intergenerational collaboration strengthens community bonds and ensures the preservation of TIK.

- Broader Community Reach: The videos created will serve as lasting resources for LMI communities, schools, and cultural organizations. Workshops and digital resources will benefit hundreds of residents, providing free, culturally enriching programming where it is most needed.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

The OP Grant Activity consists of delivering eight cultural workshops and producing eight videos to document and preserve Polynesian Traditional Indigenous Knowledge. The workshops will include four general Polynesian cultural workshops and four Kupuna Hawaiian culture workshops. Each workshop will engage up to 10 youth participants and feature 24 kupuna who will share their knowledge, skills, and cultural expressions. Additionally, the project will produce five videos featuring Polynesian business owners, highlighting how cultural values are integrated into modern entrepreneurship. The content will be freely accessible to the public, creating long-term cultural and educational resources.

Why This Grant Activity Was Chosen: Oahu's Polynesian communities, especially in low- to moderate-income (LMI) areas, face urgent challenges in preserving their cultural heritage due to economic barriers, urbanization, and generational disconnects. The workshops were chosen as a platform to bring together youth and kupuna, fostering intergenerational learning and preserving oral histories, traditions, and cultural practices. Video production was selected as a tool to ensure the longevity and accessibility of these traditions, reaching beyond the immediate participants to serve schools, community organizations, and future generations.

How It Addresses the Community's Problem/Need:

1. Preservation of TIK: This activity ensures that kupuna can pass down their invaluable knowledge, practices, and stories to the next generation in a structured, accessible format.
2. Empowering Youth: Training youth in interviewing, videography, and storytelling provides them with marketable skills while deepening their connection to their cultural heritage.
3. Serving LMI Communities: The workshops and videos are designed to be free and accessible, removing financial and geographical barriers for residents of underserved areas.
4. Sustained Impact: The videos will serve as a permanent digital archive, supporting cultural preservation, education, and cross-cultural understanding on Oahu and beyond.

This grant activity addresses the community's need for cultural preservation and connection by creating opportunities for youth and elders to collaborate, ensuring that Polynesian traditions remain a vibrant and accessible part of Hawaii's heritage.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

How the Grant Activity Supports Well-Being and Quality of Life: The OP Project promotes the sustainable improvement of well-being and quality of life in Oahu's communities, particularly in low-to moderate-income (LMI) areas, by preserving and celebrating Polynesian Traditional Indigenous Knowledge (TIK).

Through workshops and video documentation, the project strengthens cultural identity, fosters intergenerational connections, and provides underserved populations with free, culturally enriching opportunities that are often inaccessible due to economic barriers. By empowering youth with technical skills and creating lasting digital resources, the project ensures cultural practices remain vibrant and accessible to future generations.

Measurable Outcomes:

1. Conduct 8 cultural workshops (4 Polynesian cultural and 4 Kupuna Hawaiian culture workshops) with participation from 24 kupuna and 40 students across all sessions.
2. Produce 8 professional-quality videos documenting cultural practices and traditions shared during workshops.
3. Create 5 videos featuring Polynesian business owners, highlighting cultural values in modern entrepreneurship.
4. Train 24 youth in interviewing, videography, and storytelling, enhancing their career readiness while deepening their cultural knowledge.
5. Provide free public access to all videos through OP's website, targeting 2,000 annual viewers to engage in cultural learning and preservation.

Alignment with Grants in Aid Fund Purposes and Priorities: The project aligns with the Grants in Aid Fund's purpose to address critical community needs, enhance quality of life, and promote education and cultural enrichment by:

- Addressing Community Needs: Focuses on preserving TIK in LMI areas, where economic and social challenges threaten cultural continuity.
- Enhancing Quality of Life: Builds intergenerational bonds and fosters cultural pride through hands-on learning experiences and accessible digital resources.
- Promoting Education and Culture: Engages youth in skill-building and creates enduring educational materials for schools, cultural organizations, and the general public.

Direct Benefits to the Target Population:

1. Empowering Youth: 24 youth from LMI communities will gain technical skills in interviewing, videography, and storytelling, equipping them for educational and career opportunities while fostering cultural pride.

2. Engaging Kupuna: 24 kupuna will share their invaluable knowledge in workshops, ensuring their cultural practices are documented and their voices amplified, providing them with meaningful roles in community-building.

3. Strengthening Communities: Workshops and videos promote cultural preservation, enhance cultural understanding, and strengthen ties between generations in underserved communities.

4. Providing Educational Resources: The videos will be accessible to schools, families, and community organizations, supporting ongoing education and cultural engagement.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Action Plan: The action plan aligns precisely with the project's deliverables to achieve the stated outcomes effectively and on schedule.

1. Planning and Preparation (October 2025 - November 2025):

- Participant Recruitment: Identify and confirm 24 kupuna and 40 students (10 per quarter) for workshops.
- Scheduling and Logistics: Finalize workshop dates, secure venues, and arrange for necessary resources and equipment.
- Staff Training: Train staff on workshop facilitation, videography, and participant engagement.

Milestone: Completion of recruitment and logistical arrangements by November 2025.

2. Workshop and Video Production (October 2025 - September 2026):

- Workshops:
    - Polynesian Cultural Workshops: Conduct 1 workshop each in October 2025, January 2026, April 2026, and July 2026, engaging up to 10 students in each session.
    - Kupuna Hawaiian Culture Workshops: Host 1 workshop each in December 2025, March 2026, June 2026, and September 2026, with kupuna leading cultural activities and sharing knowledge.
- Video Production:
    - Workshop Videos: Produce 2 videos after each quarterly workshop cycle (December 2025, March 2026, June 2026, September 2026), totaling 8 videos.

- Business Owner Videos: Create 1 video each in November 2025, January 2026, April 2026, July 2026, and September 2026, showcasing Polynesian business leaders and cultural values.

Milestone: Completion of all workshops and production of 8 workshop videos and 5 business owner videos by September 2026.

3. Dissemination and Evaluation (September 2026 - October 2026):

- Public Access: Upload videos to OP's website and share with community organizations, schools, and stakeholders.
- Evaluation: Use participant surveys, workshop feedback, and online metrics (views/downloads) to assess project success and impact.
- Reporting: Submit a comprehensive project report, including measurable outcomes, community impact, and lessons learned.

Milestone: All videos publicly available, and evaluation completed by October 2026.

Key Deliverables and Timeline

1. Workshops: 4 Polynesian Cultural and 4 Kupuna Hawaiian Culture workshops completed.
2. Videos: 8 workshop videos and 5 business owner videos produced and distributed.
3. Student Participation: 40 youth engaged across all workshops (10 per session).
4. Public Engagement: Videos shared widely, targeting 2,000 annual viewers.

This plan ensures all deliverables are met according to the attached schedule, promoting cultural preservation and community engagement effectively.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

Our Pasifika (OP) is requesting a $150,000 C&$ GIA to perpetuate Polynesian culture through initiatives that ensure its preservation and accessibility.

**Budget Breakdown:**

- Staffing ($81,000):
  - Program Director: $45,000
  - Program Assistant: $30,000
  - President: $28,800
  - Fringe Benefits: $8,400
- Contractor Services ($30,000):
  - Grant Manager; $12,000
  - Videographer: $12,000
  - Accounting Services: $7,800

**Grant Activity:** OP will deliver eight cultural workshops and produce eight videos to document and preserve Polynesian Traditional Indigenous Knowledge (TIK). Workshops will include:

1. Four General Polynesian Cultural Workshops featuring traditional practices.
2. Four Kupuna Hawaiian Culture Workshops led by 24 kupuna, engaging 10 youth participants per workshop.
3. Five Business Videos highlighting Polynesian entrepreneurs integrating cultural values into modern practices.

The workshops will foster intergenerational learning, while the videos will serve as a permanent digital archive, freely accessible to the public for educational and cultural purposes. This combination ensures sustained cultural preservation and broader outreach beyond immediate participants.

**Why This Activity Was Chosen:** Oahu's Polynesian communities, especially in low- to moderate-income (LMI) areas, face challenges like economic barriers, urbanization, and generational disconnects that threaten cultural heritage. This activity directly addresses these issues by:

1. Preserving TIK: Kupuna share their invaluable knowledge, stories, and skills with youth in a structured, accessible format.
2. Empowering Youth: Training in interviewing, videography, and storytelling equips youth with marketable skills while connecting them to their heritage.
3. Serving LMI Communities: Free workshops and videos remove financial barriers, ensuring cultural resources are accessible to underserved areas.
4. Ensuring Longevity: Videos create a lasting digital archive to support education, cultural preservation, and cross-cultural understanding.

**Why These Roles Are Essential:**

- Program Director and Assistant: Oversee and execute initiatives, ensuring alignment with OP's mission and smooth operations.
- President: Provides strategic leadership, partnerships, and long-term vision.
- Grant Manager: Ensures compliance, tracking, and reporting for transparency and future funding.
- Videographer: Captures workshops and creates visual archives for public use.
- Accounting Services: Ensures responsible, compliant financial management.

**Addressing Community Needs:** This project creates critical opportunities for intergenerational collaboration, ensuring Polynesian traditions remain a vibrant and enduring part of Hawaii's heritage. By engaging youth and kupuna, fostering skills development, and producing lasting educational resources, this activity meets the urgent need to preserve and share Polynesian culture in Oahu's LMI communities and beyond.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

Project Timeline: The timeline is aligned with the Deliverables Chart to ensure all project outcomes are achieved efficiently and realistically.

1. Planning and Preparation (October 2025 - November 2025):

- October 2025:
    - Begin participant recruitment for 24 kupuna and 40 students (10 per quarter).
    - Finalize schedules and secure venues for workshops.
    - Train staff in workshop facilitation and technical processes.
- November 2025:
    - Prepare materials for workshops, including cultural content and technical training guides.
    - Produce the first Polynesian Business Owner Video.

  Milestone: Participant recruitment and logistical arrangements completed by November 2025.

2. Workshop and Video Production (October 2025 - September 2026):

- Polynesian Cultural Workshops:
    - Workshop 1: October 2025.
    - Workshop 2: January 2026.
    - Workshop 3: April 2026.
    - Workshop 4: July 2026.
- Kupuna Hawaiian Culture Workshops:
    - Workshop 1: December 2025.
    - Workshop 2: March 2026.
    - Workshop 3: June 2026.
    - Workshop 4: September 2026.
- Videos Produced:
    - Workshop Videos: Two videos after each quarter's workshops (December 2025, March 2026, June 2026, September 2026).
    - Business Owner Videos: One video each in November 2025, January 2026, April 2026, July 2026, and September 2026.

Milestone: 8 workshops (4 Polynesian Cultural and 4 Kupuna Hawaiian Culture) and 13 videos (8 workshop, 5 business owner) completed by September 2026.

3. Dissemination and Evaluation (September 2026 - October 2026):

- September 2026:
    - Upload all workshop and business owner videos to OP's website.
    - Share videos with community groups, schools, and stakeholders.

- October 2026:
    - Collect participant surveys and online video engagement metrics (views/downloads).
    - Finalize evaluation report, detailing measurable outcomes and community impact.

Milestone: Videos published online, and project evaluation completed by October 2026.

Deliverables' Summary:

1. Workshops Conducted: 4 Polynesian Cultural and 4 Kupuna Hawaiian Culture.
2. Students Engaged: 40 youth participants (10 per workshop).
3. Videos Produced: 8 workshop videos and 5 business owner videos.
4. Public Engagement: Videos uploaded online, targeting 2,000 annual viewers.

This timeline is complete, realistic, and ensures the project achieves its desired outcomes while fostering cultural preservation and community engagement

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

OP has a strong track record of successfully implementing activities that preserve Polynesian TIK and engage the community in meaningful ways. The following data highlights OP's accomplishments:

1. Previous Workshops / Cultural Engagement:

- Workshops Conducted: OP has organized and facilitated 6 cultural workshops focusing on TIK practices, including: traditional music; dance; oral storytelling; and crafts. These

workshops has an average of 12 students per session, providing hands-on learning experiences.

- Participant Feedback: Over 90% of youth participants in previous workshops reported increased cultural knowledge and connection to their heritage. Kupuna participants expressed gratitude for the opportunity to share their expertise, with 85% indicating the workshops enhanced their sense of purpose and community involvement.
- Skills Development: In 2023, OP piloted a youth training program in interviewing and videography, equipping 20 students with technical skills. Post-program surveys showed that 80% of participants felt confident in applying their new skills, with several using them in school projects and community events.

2. Video Production and Community Impact:

- Videos Produced: OP has produced over 100 professional-quality videos documenting cultural practices and kupuna knowledge. These videos are publicly accessible on OP's website, receiving over 1,500 views annually.
- Educational Use: Feedback from local schools and cultural organizations confirms the videos' value as educational tools. Over 75% of surveyed educators indicated they incorporated the videos into lessons on Hawaiian and Polynesian culture.
- Community Reach: OP's video library has been shared with over 20 community groups and schools, promoting cross-cultural understanding and appreciation of Polynesian traditions.

3. Proven Engagement in LMI Communities:

- Demographic Focus: OP's activities have consistently prioritized LMI areas such as Waianae, Kalihi, and Waimanalo. These areas accounted for 85% of workshop attendees and video contributors in 2023.
- Access and Inclusion: By providing free workshops and digital resources, OP has removed financial and geographical barriers, ensuring underserved populations can participate. Survey data shows that 88% of participants from LMI areas would not have had access to similar opportunities elsewhere.

4. Alignment with Proposed Outcomes:

- Intergenerational Collaboration: OP has successfully engaged kupuna and youth in collaborative learning environments, ensuring TIK preservation through direct interaction and documentation.
- Public Accessibility: The existing repository of videos demonstrates OP's ability to create enduring digital resources, a key component of the proposed project.

OP has successfully delivered similar activities and achieved outcomes comparable to this project's objectives. These results underscore OP's capability to effectively address the community's needs while preserving and promoting Polynesian culture.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

OP is well positioned to achieve the proposed outcomes. Below is an overview of the organizational capacity supporting the project:

**1**. Organizational Knowledge: OP has extensive experience in delivering projects that preserve Polynesian TIK. Its history of conducting cultural workshops and producing high-quality videos demonstrates a proven ability to manage complex, community-focused initiatives.

2. Staffing:

- Kelina Eldredge Handley, President: Kelina brings leadership and strategic vision to OP, overseeing project planning, community outreach, and operational execution. Her deep understanding of Polynesian culture ensures alignment with community priorities.
- Casey Elia, Video Production Team Director: Casey manages all aspects of video production, editing, and website content. With expertise in multimedia storytelling, Casey ensures professional-quality videos that meet project goals.
- Social Media Management: Currently supported by Aloha Hula Supply's Social Media Consultant, OP plans to hire a dedicated Social Media Manager to enhance outreach and engagement.

The team's expertise ensures effective coordination, high-quality deliverables, and consistent communication with stakeholders and participants.

3. Fiscal Resources: OP has secured $25,000 in funding from Aloha Hula Supply and $12,000 from private donors, providing a solid financial foundation for project implementation. Additional grant funding will enable OP to expand its reach and invest in further resources, including staffing and production.

4. Facilities and Other Resources:

- Office Space: OP operates from a fully equipped office at Aloha Hula Supply, which includes fiber internet, furnished workspaces, printers/scanners/copiers, and secure storage. These amenities support efficient project operations and provide a professional environment for collaboration.
- Equipment: OP rents high-quality photography and videography equipment, ensuring professional standards for video production. This flexible arrangement allows OP to adapt to project needs without incurring large upfront costs.

5. Stakeholders and Relationships: OP maintains strong relationships with:

- Aloha Hula Supply: A key partner providing financial and logistical support.
- Community Kupuna and Practitioners: Trusted collaborators who contribute invaluable cultural expertise.
- Youth Participants: Engaged through schools and community organizations in low- to moderate-income areas.

These relationships ensure access to the cultural knowledge, community engagement, and financial resources needed to achieve the project outcomes.

6. Relevant Resources:

- Online Platforms: OP's established website and active social media presence (Facebook and Instagram) provide effective channels for disseminating videos and engaging the community.
- Operational Experience: OP has successfully implemented similar projects, showcasing its ability to manage timelines, deliverables, and budgets effectively.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

OP has developed a comprehensive plan to sustain and expand its activities beyond the grant period, focusing on diverse funding sources, strategic partnerships, and innovative programs to ensure long-term impact and financial stability.

1. Diversified Funding Base: To support sustainability, OP has prioritized building a robust, diversified funding base:

- Grant-Seeking Program: A professional grant writing team is implementing a strategic fundraising plan, targeting local, national, and international grant makers. Positive feedback from recent grant applications reinforces the potential for significant ongoing funding.

- Foundation Partnerships: OP leverages its extensive experience and reputation within the Polynesian cultural community to cultivate relationships with aligned local and mainland foundations, securing recurring support for core programs.

- Corporate Sponsorships and Local Businesses: Meaningful partnerships with local corporations and small businesses provide financial and in-kind support, which OP plans to expand.

2. Individual Donor Engagement: OP recognizes the power of individual contributions in sustaining activities. Through targeted campaigns and donor appreciation programs, OP has increased outreach to individual donors, fostering a loyal base of supporters committed to its mission.

3. Capacity Building: Professional development opportunities for staff and board members ensure OP's team has the skills and resources needed to scale programs effectively. Training in fundraising, program management, and community engagement is strengthening organizational capacity to adapt and grow.

4. Polynesian Traditional Knowledge Digital Project: OP's flagship initiative, the Polynesian TIK Digital Project, will become a self-sustaining series supported by corporate sponsors and global interest. This innovative project ensures the ongoing preservation and dissemination of cultural knowledge, providing both cultural and financial sustainability.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

OP has the capacity, resources, and strategic focus to implement its sustainability plan and carry out activities effectively beyond the grant period.

1. Staffing:

- Kelina Eldredge Handley, President: Provides leadership and strategic oversight, ensuring alignment with OP's mission and growth goals.
- Casey Elia, Video Production Team Director: Manages high-quality video production and digital storytelling for engagement and fundraising.
- Social Media Management: A dedicated Social Media Manager will expand outreach and enhance donor engagement.

Ongoing professional development for staff and board members strengthens their skills in fundraising, project management, and organizational leadership, supporting long-term sustainability.

2. Funding:

- Diverse Revenue Streams: OP's grant-seeking program targets local and national foundations, with support from a professional grant writing team.
- Corporate Sponsorships and Individual Donors: Strong partnerships with businesses and targeted donor campaigns provide consistent funding.
- Existing Support: OP currently benefits from $25,000 in funding from Aloha Hula Supply and $12,000 from private donors, offering a solid financial base.

3. Facilities and Equipment:

- Office Space: Fully equipped office at Aloha Hula Supply provides fiber internet, professional workspace, and secure storage.

- Production Resources: Access to rented state-of-the-art videography equipment ensures flexibility for digital content creation.

4. Community and Stakeholder Support: Strong partnerships with kupuna, schools, and cultural organizations bolster credibility, collaboration, and access to additional resources, ensuring program impact and reach.

With experienced staff, diversified funding, reliable facilities, and strong community partnerships, OP is well-prepared to sustain its activities and expand its impact beyond the grant period.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

OP's proposal supports the Age-Friendly Honolulu Project by fostering intergenerational collaboration and promoting inclusivity for kupuna (elders) and youth in Oahu's low- to moderate-income communities. The project ensures that kupuna, as carriers of Traditional Indigenous Knowledge (TIK), actively participate in workshops to share their wisdom, fostering their social inclusion, well-being, and community engagement. It also empowers youth by providing technical skills in interviewing, videography, and storytelling, promoting cross-generational respect and cultural preservation.

Key Age-Friendly Honolulu elements addressed include:

1. Social Participation: Workshops engage kupuna in meaningful activities, enhancing their sense of purpose and reducing isolation.
2. Respect and Social Inclusion: Youth learn from kupuna in a structured setting, fostering respect for elder knowledge and creating lasting community bonds.

3. Community and Information Sharing: The project creates digital resources, ensuring the broad dissemination of cultural knowledge and encouraging lifelong learning for all ages.

Meeting Additional Reporting Requirements: If awarded, OP will implement a robust reporting system to meet the Age-Friendly Honolulu Project's requirements:

1. Quantitative Data: Track participation metrics, including the number of kupuna and youth involved, workshop attendance, and the number of videos produced and viewed.
2. Qualitative Data: Collect participant feedback through surveys and testimonials from kupuna and youth to evaluate the project's social impact and alignment with Age-Friendly principles.
3. Outcome Reporting: Document how the project fosters intergenerational connections, improves social participation, and enhances cultural awareness in target communities.
4. Accessible Reporting: Submit detailed, accessible reports using clear language and visual aids (charts, infographics) to demonstrate progress and impact.

# Proposal 120

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Pacific & Asian Affairs Council |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Global Education for O'ahu High School Students |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

The Pacific & Asian Affairs Council (PAAC) is a 501(c)3, established in 1954 with a mission to promote youth understanding of and engagement in today's global issues, with a special focus on Hawai'i's role in the Asia-Pacific. PAAC prepares the next generation of Hawai'i leaders for an increasingly interconnected world - building bridges, inspiring young leaders, and developing global citizens.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

Access to year-round global education programs (Clubs, summits, community service projects, and an academic competition) for O'ahu high school students, many whose schools don't provide such resources. Global education is essential to prepare our youth to address interconnected challenges, build cultural awareness, and develop critical skills needed to thrive in an increasingly globalized world.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

Grant supported programs will total a minimum of 405 participants (330 high school students); many participants will be duplicates between programs.

Leadership events: 30 students
Interschool conference: 100 students
Service projects: 100 students
Competition: 100 students
Student Showcase: 75 people

Students from 14 or more schools, including 2 Title I schools, will participate in supported programs.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1 | ☒ District 2 | ☒ District 3 |
| $9,750 | $17,250 | $9,750 |

| | | |
|---|---|---|
| ☒ District 4<br><br>$17,250 | ☒ District 5<br><br>$26,250 | ☒ District 6<br><br>$17,250 |
| ☒ District 7<br><br>$26,250 | ☒ District 8<br><br>$9,000 | ☒ District 9<br><br>$17,250 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 | |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☒ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Niki Shishido — November 18, 2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: Niki Shishido, Executive Director

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Bryan Luke
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Niki Shishido (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Bryan Luke
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 12th day of November, 2024, before me appeared Bryan Luke, personally known to me, who, being by me duly sworn, did say that he/she is the President-Elect, Board of Governors of the Pacific and Asian Affairs Council and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said Bryan Luke acknowledged said instrument to be the free act and deed of said corporation.

MARI B. McINTURFF NOTARY 90-630 PUBLIC STATE OF HAWAII

Notary Public, State of Hawaii
Mari B. McInturff
My Commission expires: October 17, 2026

Doc. Date: November 12, 2024 # Pages 1
Name: Mari B. McInturff First Circuit
Doc. Description: Certificate of the Board of Directors - No Obligations in Arrears and Authorization to Assign Authority
Signature November 12, 2024
Date
NOTARY CERTIFICATION

MARI B. McINTURFF NOTARY 90-630 PUBLIC STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The lack of global education programming for Hawai'i high school youth, especially at public schools, limits students' ability to engage critically with global issues and directly impacts their readiness to participate in and contribute to an increasingly interconnected world. Global education has become a community priority due to its potential to improve local well-being and foster sustainable development, particularly in low- to moderate-income areas across O'ahu. Research, as well as data from PAAC's work and national studies, demonstrate the critical need for such education and the significant benefits it brings to Hawai'i communities.

**Impact of the Lack of Global Education**
Hawai'i's geographic isolation and unique cultural diversity make it both ideal and necessary for global education. Yet, without it, Hawai'i youth face significant disadvantages:

1. **Limited Awareness of Global Challenges**: Without exposure to global issues, students are less prepared to understand or engage with problems that directly impact Hawai'i, such as climate change, economic resilience, and food security. A 2022 report by the National Education Association highlights that globally aware youth are more likely to develop problem-solving skills and community-minded perspectives, both essential for tackling issues like these locally.
2. **Reduced Career Preparedness**: Global education plays a crucial role in preparing students for the workforce by building cross-cultural communication skills and global competence, which are critical in a multicultural state that relies heavily on tourism and international trade. According to the U.S. Chamber of Commerce Foundation, 80% of executives agree that workers with international knowledge and skills are increasingly valuable in the workforce. Without such education, Hawai'i's youth may lack competitive skills to pursue high-paying, globally-oriented careers.
3. **Missed Opportunities for Civic Engagement**: Students who are not exposed to global education are less likely to participate in civic activities or community service projects that address global challenges on a local level. PAAC's Global Action Projects (GAP), for example, engage students in service-learning initiatives that directly benefit local communities by focusing on sustainability, food security, and cultural preservation. In the absence of such programs, young people are less likely to make meaningful contributions to their communities.
4. **Gaps in Addressing Racial and Cultural Equity**: Hawai'i's diversity is both an asset and a challenge, with communities spanning multiple cultural backgrounds. A global education approach fosters cultural understanding and appreciation, which are essential for creating inclusive communities. In contrast, a lack of such programming can perpetuate cultural misunderstanding and division, which can erode community cohesion.

**Community Priority and Demand for Global Education**

Global education is a rising priority for Hawai'i's communities, particularly low- to moderate-income areas, as these regions face unique challenges that are impacted by global trends:

- **Climate Vulnerability**: Hawai'i's reliance on imported goods and susceptibility to climate change place local communities, particularly those with limited resources, at risk. Global education can empower students with the knowledge and skills to advocate for and implement sustainable practices.
- **Economic Inequities**: Hawai'i has one of the highest costs of living in the U.S., and low-income areas are disproportionately impacted by economic fluctuations. Global education provides students with skills to pursue higher education and enter fields that contribute to economic stability. According to Hawai'i P-20, students who engage in global studies and advanced education programs have higher college enrollment rates, which can improve economic outcomes in these communities.
- **Community Health and Well-being**: PAAC's programs have demonstrated that students involved in global education are more likely to participate in service projects that support community health, such as sustainable agriculture initiatives and food security efforts. These projects support healthier communities by providing fresh, culturally significant produce to underserved populations.

The need for global education in Hawai'i is clear: without it, students are limited in their ability to navigate the challenges of a globalized world, which are acutely felt in Hawai'i's unique geographic and economic landscape. For low- to moderate-income communities, where resources and opportunities may be scarce, global education provides a pathway to economic resilience, environmental stewardship, cultural preservation, and community cohesion. Supporting and expanding global education programs like PAAC's High School Global Education Program is therefore essential to building a brighter, more equitable future for Hawai'i's youth and the broader community.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

PAAC's High School Global Education Program addresses a critical gap in global education for O'ahu's youth, providing an accessible, high-quality curriculum that builds 21st-century skills and promotes community engagement. PAAC stands alone on O'ahu as the only organization offering year-round global education activities to high school students outside of traditional school hours, a time when studies show that adolescents are more likely to engage in unstructured or risky behaviors. A 2022 study published in *Applied Development Science* emphasizes that youth attending high-quality afterschool programs demonstrate improved academic performance, stronger work habits, and better social interactions, supporting the value of structured, after-school educational programs like PAAC's.

PAAC programs' multifaceted approach to global education, built upon 70 years of curriculum development and grounded in research on effective experiential learning, is designed to provide a transformative, immersive experience that enhances academic and personal growth. Through six core components—PAAC Clubs, Leadership events, the Global Vision Summit, Global Action Projects, the Academic WorldQuest Competition, and the Student Showcase—PAAC not only educates youth about global issues but actively engages them in applying this knowledge through service projects, critical thinking exercises, and team-building activities. Each component reinforces essential skills, such as critical thinking,

collaboration, and cultural awareness, which align with the State of Hawai'i Department of Education (DOE) social studies standards. These skills are also identified by local employers as crucial for the workforce, according to surveys by the Hawaii P-20 Partnerships for Education.

1. **PAAC Clubs** provide a structured after-school environment where students participate in a globally themed curriculum that promotes critical thinking, cultural literacy, and problem-solving.
2. **Leadership Summit and Workshop** are exclusive to Club Officers to develop their leadership skills, study international issues, connect with youth across the state, and empower them to strengthen their Clubs at their schools
3. **Global Vision Summit** provides students with an immersive learning experience focused on a pressing international issue, where they participate in interactive simulations, negotiations, and/or discussions.
4. **Global Action Project** allows PAAC Club members to develop service projects addressing global issues on a local scale, allowing students to directly engage with their communities.
5. **Academic WorldQuest Competition** is a competitive event that tests students' knowledge of global topics across categories like food security, global health, and climate change.
6. **Student Showcase** celebrates students' achievements and allows them to share with their communities how they are addressing global issues locally through their learnings and accomplishments.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The outcomes of PAAC's proposed project align closely with the purposes and priorities of the Grants in Aid Fund by fostering sustainable improvements in the well-being and quality of life for local communities, particularly in low- to moderate-income areas. Through direct engagement with O'ahu high school youth, including students from Title I schools, the project promotes cultural awareness, leadership development, and community service while addressing critical global and local challenges. These outcomes contribute to community empowerment, cultural and environmental enhancement, and increased equity in educational opportunities.

The measurable outcomes reflect the direct impact of the project on the well-being and future success of O'ahu high school students:

1. **Leadership Development (30 students at the Leadership Summit & Workshop)**: Students will gain leadership skills that are transferable to academic, professional, and civic contexts. These skills empower youth to become effective community leaders, fostering a pipeline of engaged citizens who are prepared to address local and global challenges.

2. **Global Awareness & Critical Thinking (100 students at the Global Vision Summit)**:
   Participation in the *Global Vision Summit* allows students to explore international issues through simulations and discussions, building critical thinking, problem-solving, and collaboration skills. These competencies enhance their academic performance and prepare them for careers in Hawai'i's increasingly globalized economy.
3. **Community Engagement & Service (100 students leading Global Action Projects)**:
   Through *Global Action Projects*, students will address global issues such as sustainability and social equity at the local level, directly benefiting their communities. For example, previous projects have included food drives and cultural preservation initiatives that directly serve underserved populations, fostering a sense of responsibility and connection among youth.
4. **Academic & Intellectual Growth (100 students in the Academic WorldQuest Competition)**:
   The *Academic WorldQuest Competition* enhances students' knowledge of global issues, teamwork skills, and ability to perform under pressure, contributing to academic success and personal growth. These skills are essential for pursuing higher education and meaningful careers.
5. **Celebration of Accomplishments & Community Engagement (75 students & community members at the Student Showcase)**:
   The *Student Showcase* provides a platform for students to share their achievements and learnings with family, peers, and community members, fostering pride, motivation, and deeper community connections. This event also promotes awareness of global and cultural issues, inspiring broader community involvement.

These activities build the foundation for a more informed, engaged, and resilient population, which is essential for addressing Hawai'i's unique challenges, such as climate change, economic sustainability, and cultural preservation.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

**Overall Objective:**
Serve 330 O'ahu high school students, including students from two Title I schools, through leadership development, global education programming, and service-learning opportunities that improve their skills, global awareness, and community engagement.

**1. Leadership Summit & Workshop**

- **Key Activities:**
  - Design curriculum that develops leadership skills, covers pressing global issues, explores systems thinking, and builds bonds with peers
  - Partner with educators and speakers to lead sessions
- **Milestones & Performance Measures:**
  - Recruit 30 Club Officers
  - Complete events
  - Post-event surveys show 90% of participants report increased leadership skills

**2. Global Vision Summit**

- **Key Activities:**
  - Develop interactive curriculum on key global issue

- Organize breakout sessions/groups led by experts, local organizations, and industry
- **Milestones & Performance Measures:**
  - Recruit 100 students
  - Execute summit
  - Post-event survey shows 80% of participants report increased understanding of the global issue covered

**3. Global Action Projects**

- **Key Activities:**
  - Provide project planning toolkits and training on identifying global issues with local relevance
  - Offer support to PAAC Clubs through virtual check-ins
- **Milestones & Performance Measures:**
  - At least 10 community projects completed, involving 100 students
  - Post-project reflections show 75% of participants report improved problem-solving and civic engagement skills

**4. Academic WorldQuest Competition**

- **Key Activities:**
  - Develop and distribute a study guide on six categories of global issues
  - Offer Coaches to support student learning
- **Milestones & Performance Measures:**
  - Recruit/train 6 coaches
  - Recruit 25 teams (100 students)
  - Execute competition
  - Post-event surveys show 85% of participants increased their knowledge of global topics

**5. Student Showcase**

- **Key Activities:**
  - Clubs present Global Action Projects to peers, family, and community members
  - Present awards and achievements
- **Milestones & Performance Measures:**
  - 75 attendees, including students, parents, and community members
  - 90% of attendees report increased awareness of global and local issues

**Partnerships**

1. **School Partners (14 O'ahu High Schools):**
   - Provide space for PAAC Clubs, assist with recruiting students, support club activities and outreach
2. **Local Experts & Organizations:**
   - Experts provide knowledge and guide students to think critically at the Leadership events, Global Vision Summit, and Student Showcase
3. **Community Partners (e.g., civic organizations, nonprofits):**
   - Connect student Global Action Project efforts with broader community goals and resources. Organizations like the East-West Center promote the WorldQuest Coach role to graduate fellows

**Performance Monitoring & Evaluation**

- Collect participation data (e.g., student attendance)

- Conduct pre/post-event surveys to assess knowledge gains, skill development, and satisfaction
- Collect qualitative feedback from advisors and students to evaluate program impact and identify areas for improvement

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)*

PAAC requests $150,000 to expand the O'ahu High School Global Education Program into two (2) new schools by supporting personnel and programs as described below and included in the attached budget forms.

**PERSONNEL COSTS**

Direct Salaries: $105,318

All Personnel positions are calculated as a percentage of the annual salary, as indicated.

The High School Global Education Program Director is responsible for the majority of tasks, including recruitment, coordination, and general activity oversight. This is 0.75 FTE of $67,000 annual salary, totaling $50,250.

The Program Coordinator supports broad activity for PAAC Clubs and the Leadership events. This is 0.40 FTE of $60,000 annual salary, totaling $24,000.

The Events & Communications Coordinator supports all proposed activities. This is 0.25 FTE of $60,000 annual salary, totaling $15,000.

Payroll Taxes & Assessments: $6,828

Health Insurance: $9,240

Indirect Salaries: $22,373

All Personnel positions are calculated as a percentage of the annual salary, as indicated.

The Executive Director is responsible for programmatic and financial oversight. This is 0.25 FTE of $77,000 annual salary, totaling $19,250.

Payroll Taxes & Assessments: $1,473

Health Insurance: $1,650

Program Activities' Supplies:

PAAC Clubs – funds to bring activities to clubs for further engagement, provide participation passports and stamps for students to keep track of their event attendance and earn swag, swag, tshirts, etc.

Leadership Summit & Workshop – funds to cover venue, ground transportation, food, housing, curriculum development, honoraria, etc. necessary to implement these events; Summit: 3-night, 4-day event; Workshop: all-day event.

Global Vision Summit – funds to cover venue, ground transportation, food, curriculum development, honoraria, teacher stipends, etc. necessary to implement this all-day event.

Global Action Project – funds to cover venue, ground transportation, food, curriculum development, teacher stipends, etc. necessary to implement these projects.

Student Showcase – funds to cover venue, ground transportation, food, award supplies, swag, etc. for the celebration.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

The timeline below is anticipated:

Oct. 2025: Program staff:

- Implement Leadership Summit,
- Further develop planning for the Global Vision Summit,
- PAAC Clubs: Support recruitment by attending Club Rush days and outreach with Club Visit activity,
- Begin coordination with Clubs for Global Action Projects.

Nov. 2025: Outreach to schools continues for upcoming events and PAAC Board of Governors and community VIPs are invited to attend the Global Vision Summit.

Dec. 2025: The Global Vision Summit is held.

Jan. 2026: Complete evaluation analysis of fall activities for grant reports. Leadership Workshop is implemented. Global Action Projects planning and implementation ongoing.

Feb. 2026: Club members are invited to attend the Academic WorldQuest Competition.

March 2026: The Academic WorldQuest Competition is held.

April 2026: Clubs are encouraged to conduct their Global Action Project during this month of service.

May 2026: Student Showcase takes place. Global Action Projects are completed.

June 2026: Program evaluation begins with data-collection and collation. The Study Tour takes place. (No funding is requested to support the Study Tour, though student participants of the proposed will be invited to participate.)

July -Sep 2026: Final program evaluation and grant reports are done.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Over its 70-year history, PAAC has engaged over **100,000 high school students statewide**, showcasing its enduring impact on Hawai'i's youth through award-winning global education programming. Annually, PAAC program participants typically total **800 students on O'ahu**

(and **1,100 statewide**) across more than 20 public, charter, and private high schools, including Title I schools, ensuring equitable access to critical educational opportunities.

**Measurable Student Participation and Success**

- **PAAC Clubs:** Operating since the 1950s, Clubs serve an average of **250 unique O'ahu students annually** creating a consistent pipeline of youth engaged in PAAC's events.
- **Global Vision Summit:** Since 1958, summits have united **100–120 O'ahu students annually** for experiential learning and discussions on international issues.
- **Academic WorldQuest Competition:** Established in 2000, this program engages **100 O'ahu students annually** in fun, team-based competitions to deepen their understanding of global issues.
- **Global Action Projects:** Since 2001, these projects have empowered **100–120 O'ahu students annually** to address global issues in their local communities, cultivating civic responsibility and problem-solving.
- **Student Showcase:** Launched in 2017, this annual event celebrates the achievements of **100 O'ahu students, their families, and community members**, promoting global awareness and fostering community pride.
- **Leadership Summit:** First introduced in 2023, this summit has consistently provided an intensive experience for **30 O'ahu students annually**, earning an **8.8/10 overall rating** in its second year.

**Recent PAAC participant quotes:**

- My participating in PAAC has literally changed my life, my views, and directly influenced my postsecondary choice. PAAC showed me that I can achieve my dreams and that any action of mine, no matter how small, can change the world. PAAC taught me to be a global citizen and how to be a leader. (Nanakuli HS - 2019)
- PAAC allowed me to explore and evolve my passion for my higher education. As the president and club member of my high school's PAAC club, I also developed life-applicable qualities such as leadership and resilience. (Waialua HS - 2021)
- My message *[to other students]* is that PAAC will not only teach you a lot about the world, but about yourself as well. You will learn about your role in this world and the potential you have to change it. Despite how dire the world is, there is always hope. That hope is students like you and organizations such as PAAC. That said, thank you PAAC for everything. (Farrington HS - 2022)
- PAAC was a fun and creative way to tackle global issues and relate them to our islands here in Hawaii. I had never seen a club before like PAAC and it interested me off the bat. It makes you feel good about fighting important issues within our community; and it also makes you feel educated on the events currently going on globally. Overall PAAC is an opportunity no one should miss out on. (Hawai'i Technology Academy Waipahu - 2023)

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

PAAC is uniquely positioned to achieve the proposed outcomes, leveraging its organizational knowledge, staffing, fiscal resources, facilities, and strong relationships with key stakeholders.

Housed at the East-West Center for over a decade, PAAC has operated in Hawai'i since 1954, earning a reputation for delivering high-quality global education programs. With a strong foundation in experiential learning and cross-cultural education, PAAC has established itself as a leader in providing youth with the skills and knowledge needed to thrive in an interconnected world. Its programming reflects over 70 years of refinement and adaptation to meet the evolving needs of Hawai'i's diverse communities.

PAAC's team is led by Executive Director Niki Shishido, who has over 15 years of experience in business administration and global education. Ms. Shishido is responsible for operational oversight and ensuring the successful implementation of this grant's objectives. She and her team actively build relationships with schools, teachers, and community partners to sustain and expand access to PAAC programs.

Other key personnel include the High School Global Education Program Director and Coordinator, who oversee the design and delivery of the grant activities, and the Events & Communications Coordinator who supports logistics. All bring extensive expertise in Hawai'i's educational landscape, youth development, and program facilitation. Together, the team ensures cohesive planning, program delivery, and evaluation.

PAAC also benefits from over 50 dedicated volunteers, including current and retired educators, PAAC alumni, college students, Board Governors, and community leaders. These volunteers support programs by facilitating activities and providing logistical assistance for events.

The East-West Center provides in-kind office space, a professional working environment, and access to resources such as meeting facilities and technology. PAAC also partners with the Hawai'i Department of Education (DOE), which offers school facilities to house after school Clubs, ensures alignment with educational standards, and supports effective program delivery at school sites. Additionally, partnerships with local and international organizations enhance the content and scope of PAAC's programming.

PAAC has consistently demonstrated fiscal responsibility in managing grants and delivering measurable outcomes. Over the past 20 years, PAAC has awarded more than $1.4 million in scholarships, enabling over 300 O'ahu students to participate in Study Tours. PAAC's ability to secure and manage diverse funding illustrates its capacity to achieve proposed goals effectively.

PAAC is committed to ensuring equitable access to programming, particularly for students from Title I schools. Its strategic focus on underserved populations and sustainable program growth aligns with its mission to empower youth through global education, ultimately benefiting communities across Hawai'i.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

PAAC is committed to sustaining and expanding activities beyond the grant period through the following initiatives:

**1. Annual Fundraiser:** PAAC's signature gala engages leaders in business, education, foreign affairs, and philanthropy, contributing approximately 12% of PAAC's funding.

**2. Donor Contributions:** Long-time supporters, including individual donors and foundations, provide approximately 6% of organizational funding.

**3. Corporate Partnerships:** PAAC actively pursues partnerships with corporations that share its commitment to global education. These partnerships offer financial/in-kind support and opportunities to enhance programming through industry insights and resources. Board members and advocates play a vital role in making connections and identifying collaborators.

**4. Grant Funding and Leveraging Resources:** Grants provide approximately 80% of PAAC's budget. PAAC continuously nurtures relationships with existing funders while pursuing new opportunities to diversify and strengthen its funding base.

**5. Cost-Effective Programming Models:** To eliminate barriers to participation, PAAC has removed program registration fees, making programs more accessible to students from low-income families. PAAC employs a cost-effective program model that relies on in-kind support from schools and volunteers, reducing operational costs.

**6. Board Leadership and Strategic Planning**
PAAC's Executive Committee and Resource Development Committee provide oversight and guidance on efforts to secure long-term sustainability. They continuously explore innovative ways to diversify funding sources, build partnerships, and strengthen PAAC's financial position.

**7. Long-Term Vision and Impact**
PAAC's expansion into two additional high schools, particularly Title I schools, is part of its long-term strategy to ensure equitable access to global education. Cultivating relationships with school administrators, community leaders, and funders helps to build a foundation for sustained impact and growth.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

PAAC possesses the organizational capacity, qualified staffing, and robust resources necessary to implement and sustain the proposed plan beyond the grant period as outlined below.

The Executive Director plays a central role, with board support, in expanding fundraising efforts, forging and maintaining partnerships, and pursuing grant and in-kind opportunities to ensure sustainability. This is complemented by a highly qualified team of program staff with expertise in managing, coordinating, and implementing PAAC's High School Global Education Program.

Staff work closely with key stakeholders, including the Hawai'i Department of Education (DOE), school administrators, teachers, and students, to deliver high-quality programming. Staff also build relationships with organizations and professionals from various sectors to enrich the program's curriculum and provide real-world perspectives on global issues.

The East-West Center is a key partner to PAAC as demonstrated by the use of in-kind office space and conference rooms which allows hosting moderately sized events conveniently and

affordably. The relationship continues to strengthen and grow as seen through recent joint-programming efforts. For large-scale events, PAAC seeks spaces at local universities or community centers who can offer reduced rates. All facilities comply with Americans with Disabilities Act (ADA) standards, ensuring accessibility for all participants.

PAAC demonstrates financial resilience through diversified funding streams including grants, fundraising events, actively building corporate partnerships, and nurturing relationships with individual donors.

PAAC seeks in-kind contributions and volunteer support to maximize resources. Recently, Southwest Airlines awarded PAAC flights for neighbor island students to attend events on O'ahu. Volunteers and in-kind donations of products and space help to reduce operational expenses, allowing funds to be directed toward program delivery and expansion.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: O'ahu High School Global Education Program, CT-DCS-2500048
   Grant Period: October 1, 2024 – September 30, 2025 Grant Amount: $150,000
   Grant Purpose: _____
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services

2. Grant Activity Name & Contract #: PAAC High School Global Education Program, CT-DCS-2200048
   Grant Period: August 1, 2022-July 31, 2023 Grant Amount: $190,000
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

3. Grant Activity Name & Contract #: PAAC High School Global Education Program, CT-DCS-2100065
   Grant Period: August 1, 2021-July 31, 2022 Grant Amount: $125,000
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

4. Grant Activity Name & Contract #: PAAC High School Global Education Program, CT-DCS-2000067
   Grant Period: August 1, 2020-July 31, 2021 Grant Amount: $125,000
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

5. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

6. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

7. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

8. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

9. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

10. Grant Activity Name & Contract #: _____
    Grant Period: _____ Grant Amount: _____
    Grant Purpose: _____
    Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
    Administrating Division: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

PAAC programs, in particular the Global Vision Summit, benefit from facilitators who are retired foreign service employees, career experts, or professors. They are typically 50 years and older, providing meaningful experiential expertise based on their tenures at the Daniel K. Inouye Asia-Pacific Center for Security Studies, East-West Center, Pacific Forum, University of Hawai'i at Mānoa, etc.

PAAC will ask facilitators to provide their age and area of residence so that we may provide the required additional data.

# Proposal 121

**APPENDIX A: TIER I GRANT PROPOSAL (Grants between $5,000 and $10,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions:** The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Pacific Survivor Center |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Inside the Brain: Community Resources |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Pacific Survivor Center is a Honolulu-based private non-profit founded in 2007 whose mission is to "advance health and human rights in the Hawai'i Pacific region".

**E. Briefly describe the single event, performance, class, or other non-programmatic Grant Activity and need being filled.** *(400 character count limit)*

Grant funds will support development of youth-focused resources to complement PSC's 2 new mental health training films. Funds will support creation of a dedicated webpage with downloadable resource materials.

**F. Briefly summarize single event, performance, class, or other non-programmatic Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

*Inside the Brain: Community Resources* and PSC films will be made available online on a dedicated webpage for schools and youth serving organizations to access on demand. Resources will focus on addressing trauma and building mental health resilience in youth. The target audience will be at-risk youth and the adults who serve them. Success will be measured by number of downloads of films and accompanying resources.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$1,100 | ☒ District 2<br>$1,100 | ☒ District 3<br>$1,100 |
| ☒ District 4<br>$1,100 | ☒ District 5<br>$1,200 | ☒ District 6<br>$1,100 |
| ☒ District 7<br>$1,100 | ☒ District 8<br>$1,100 | ☒ District 9<br>$1,100 |
| **Total Amount Requested (must be between $5,000 and $10,000)** | $10,000 | |

| H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity): | | |
|---|---|---|
| 1. Public Services: Single event, performance, class, or other non-programmatic projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Single event, performance, class or other non-programmatic projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; and (iv) has the requisite skills and knowledge to assert the foregoing certification and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Gwenyth Claughton

Signature of Grantee (Fiscal Sponsor) Officer
Printed Name and Title: Gwenyth Claughton, Executive Director

November 19, 2024

Date
November 19, 2024

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Lowell Chun Hoon
(Signature)

Lowell Chun Hoon
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Gwenyth Claughton, Executive Director has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Lowell Chun Hoon
(Signature)

Lowell Chun Hoon
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 19 day of November, 2024, before me appeared Gwenyth Claughton, personally known to me, who, being by me duly sworn, did say that he/she is the Executive Director of Pacific Survivor Center and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

SYLVIA TOMASU-DUNN NOTARY PUBLIC No. 18-294 STATE OF HAWAII

Sylvia Tomasu-Dunn
Notary Public, State of Hawaii
My Commission expires: Commission exp 06/24/26

Doc. Date: 11/19/2024 # Pages 63
Name: Sylvia Tomasu-Dunn First Circuit
Doc. Description: Grant Proposal

Signature 11/19/24 Date
NOTARY CERTIFICATION

SYLVIA TOMASU-DUNN NOTARY PUBLIC No. 18-294 STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem / issue, and target population are effectively validated. The description must include how the single event, performance, class, or other non-programmatic public services target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate income areas.**

1. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(500 character count limit)*

For over a decade PSC has served victims of the Commercial Sexual Exploitation of Children (CSEC). Experience has shown us that youth who have experienced trauma and adverse childhood experiences (ACEs) are most at risk for mental health problems leading to exploitation. Feedback from our Sex Trafficking Outreach and Prevention Program (STOPP) trainings indicate that there is a high demand from educators and youth serving adults for resources and strategies to support youth and build mental health mental health resilience to mitigate against ACEs and trauma. PSC is currently creating two films focused on the brain and mental health and funding from this GIA will support the development of accompanying resources and a dedicated webpage to host the films ensuring local youth and their advocates will be better equipped to understand trauma and resilience.

**B. Describe the proposed plan**

1. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(500 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

PSC will use grant funds to create a dedicated website and online resource materials to offer online support for educators and youth serving adults, particularly in areas serving high needs and at-risk youth. Intended audiences are the 13,000+ public school teachers in the DOE, and staff of the 50+ youth serving community organizations affiliated with Hawaii Youth Services Network and Community Partners such as Susannah Wesley Community Center as part of their youth and family outreach. PSC's animated films will be subtitled, and resources translated into Hawai'ian and several Pacific Island languages to support parents with limited English language abilities. The films and resources will be available on-demand on a dedicated webpage to ensure ease of access.

2. Provide an action plan to achieve the stated measurable outcomes. If the single event, performance, class, or other non-programmatic Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(1,000 character count limit)*

i) PSC will retain two (2) subject matter experts who have worked with PSC on the development of our two short animated films *Your Limbic System* and *Inside the Brain: Understanding Trauma and Building Resilience* to research and develop complementary resource materials on brain physiology, health, trauma, healing resilience building. Activity will take place from Month 1 to Month 4 of the grant. PSC's Executive Director and Medical Director will meet regularly with subject matter experts to ensure project is meeting youth and *community resilience building goals.*

ii) PSC will contract one writer with experience in public education to compile the research and resources and write engaging text for varied audiences. Activity will take place from Month 4 to Month 7 of the grant

iii) Multilingual resources will be developed to support underserved schools and communities. Translators will assist with translating resources into Chukk, Marshallese, Hawai'ian and any other languages as required. Activity will take place from Month 7 to Month 9 of the grant

iv) A webpage designer/developer will be contracted to create a dedicated webpage offering links to the films and downloadable resources. Activity will take place from Month 9 to Month 12 of the grant. At the end of month 11 the new webpage film and resource links will be tested to ensure functionality. Remediation will take place Month 11 and 12

To ensure longevity beyond the lifetime of this grant, the film and resources will remain hosted on the dedicated page on PSC's website.

3. Provide a narrative that explains how the budget in Section III and the deliverable schedule in Section IV will achieve the desired outcomes. *(1,000 character count limit)*

i) Subject Matter Experts (2) $1K per person = $2K total City GIA *(A $2K match will come from other funding sources)*
ii) Writer for Website Content (1) $1.5K = $1.5K total City GIA (*A $2K match will come from other funding sources)*
iii) Translators (3) $500 each= $1.5K total City GIA *(A $3K will come from other funding sources if required)*
iv) Website designer/developer (1) = $5K total City GIA (*A $2K match will come from other funding sources)*
**Total City GIA Funds Requested = $10,000**

Other Project Costs and Match Funding

Contractors will receive additional non-City funds from other funding sources.
Subject Matter Experts- *$2K match funding*
ii) Writer for Website Content- *$2K match funding*
iii) Translators *$3K match funding*
iv) Website designer *$2K match funding*
Resource material printing *$1K match funding*

Project supervision will be undertaken by both PSC Executive Director and Medical Director. ED's salary costs for this project ($20K) will be covered by other funding sources with a State Grant in Aid planned and pending.

Costs to create the short films were met by other funding sources. Film #1- *Limbic: Your Remarkable Brain,* was supported with a grant from the HMSA Foundation and the Atherton

| |
|---|
| Family Foundation. Film #2- *Inside the Brain,* is currently being developed with a $75K grant from the Federal Administration for Children and Families Grant.<br><br>*NON-City Funding $105,000 Secured and Pending*<br><br>**Total Project Funding $115,000** |
| |

**C. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no awards from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Virtual STOPP Training CT-DCS-2500049
   Grant Period: 11/01/24-10/31/25 Grant Amount: $9,900
   Grant Purpose: Creation of Online STOPP Trainings
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: DCS

2. Grant Activity Name & Contract #: Sex Trafficking Outreach and Prevention Program Trainings CT-DCS-2300043
   Grant Period: FY22/23 Grant Amount: $50,000
   Grant Purpose: Sex Trafficking Outreach and Prevention Program Trainings

Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
Administrating Division: DCS

3. Grant Activity Name & Contract #: Tricked: It Looked Like Love RevisionCT-DCS-2100066
   Grant Period: FY20/21 Grant Amount: $10,000
   Grant Purpose: Revision of Tricked Film for inclusive LGBTQ+ stories
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

5. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

6. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

7. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____

# Proposal 122

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

**SECTION I**
**SUMMARY**

| | |
|---|---|
| **A. Grantee Legal Name:** | Pali Momi Foundation |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Academic Health Center |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Founded in 1989, Pali Momi Medical Center serves Central and West O'ahu with specialty and emergency healthcare. Pali Momi admits over 6,000 patients, has over 43,000 emergency visits, and handles close to 400 traumas every year. Pali Momi Foundation was established in 2011 as the philanthropic arm of Pali Momi Medical Center. As part of Hawai'i Pacific Health, our mission is to create a healthier Hawai'i.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

The Academic Health Center at Waipahu High School is a working clinic located on campus, offering job shadow opportunities to students and increasing access to healthcare services for O'ahu residents. This project will address the healthcare workforce shortage by introducing young people to healthcare professions and exploring what it takes to realize these careers.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

The Academic Health Center will provide 112 high school students with job shadow opportunities in the setting of a community clinic. The Grant Activitiy will include 370 job shadow hours, allowing young people observe professionals at work and to envision themselves in rewarding careers. The clinic will operate full-time, providing 720 patient encounters in primary care and OB-GYN services.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$10,714 | ☒ District 2<br>$71,429 | ☐ District 3<br>$0 |
| ☒ District 4<br>$7,143 | ☐ District 5<br>$0 | ☒ District 6<br>$14,286 |
| ☒ District 7<br>$21,429 | ☒ District 8<br>$10,714 | ☒ District 9<br>$14,285 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

11/20/2024
Date

Printed Name and Title:
Dawn M. Dunbar
Senior V. P., Foundations of Hawaii Pacific Health

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Michele Otake
(Signature)

Michele Otake, Chair
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board of Pali Momi Foundation ("Grantee") hereby certifies that Dawn M. Dunbar (name), Senior V.P., Foundations of Hawaii Pacific Health (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Michele Otake
(Signature)

Michele Otake, Chair
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 24th day of October, 2024, before me appeared Michele Otake, personally known to me, who, being by me duly sworn, did say that he/she is the Chair of Pali Momi Foundation and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said _____ acknowledged said instrument to be the free act and deed of said corporation.

Rhonda Biffle
Notary Public, State of Hawaii

My Commission expires: Aug. 3, 2028

RHONDA BIFFLE NOTARY PUBLIC No. 08-271 STATE OF HAWAII

Doc. Date: None # Pages 1
Name: Rhonda Biffle First Circuit
Doc. Description: Certificate of the Board of Directors

Rhonda Biffle 10/24/24
Signature Date

NOTARY CERTIFICATION

RHONDA BIFFLE NOTARY PUBLIC No. 08-271 STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The Academic Health Center at Waipahu High School offers on-site job shadowing that will prepare young people for rewarding careers and address the shortage of qualified healthcare workers in Hawai'i. Through job shadowing, the students will learn about options and different careers in the health care field.

Healthcare organizations across Hawai'i are struggling to fill positions at all levels of skill, education, and experience. The barriers to building a strong healthcare workforce include lack of awareness of career options and limited opportunities for training and education. These issues are driving innovative projects to attract young people to healthcare and prepare them for success.

Hawai'i public schools have long offered "Health & Sciences" as a Career and Technical Education track. This system aims to expand students' awareness and exposure to career pathways. High school students may focus on a specific program of study over four years, graduating with a base of knowledge and experience that sets them up for further education and employment. This year, Hawai'i Pacific Health and Waipahu High School are expanding on this concept with the opening of the Academic Health Center, the first of its kind in the country. It is a working clinic located on campus, offering first-hand experience to students and increasing access to healthcare for the local community.

This project responds to the statewide shortage of healthcare workers, which is identified in a 2022 report by the Healthcare Association of Hawai'i. The report reiterates the need for collaborative efforts involving community and government partners to address workforce gaps with innovative partnerships.

Key findings of the 2022 Healthcare Association of Hawai'i (HAH) report demonstrate a need for this project.

- There were 3,873 open non-physician positions across 89 professions, which was a 76% increase over the 2,200 open positions in 2019.
- The Medical Assistant profession had 278 openings, which was a 162% increase over 172 open positions in 2019.
- There were 2,592 open positions on O'ahu, representing 67% of openings in the state. Nearly one-third of the open positions on O'ahu were in hospitals.
- On average, these open positions take between six to twelve months to fill, which puts a significant burden on healthcare employers.

Additionally, the 2022 HAH report identifies high school certification programs as an essential

pathway starting in high school and resulting in direct employment after graduation. The report further calls for increased infrastructure for workforce development programs, including the need for more instructors, equipment, supplies, and transportation.
The indicators of academic and socio-economic need at Waipahu High School further compel this project. This is a large school with 2,797 students enrolled, out of which 8% of students receive special education and 15% of students are English language learners. Every year, about 50% of Waipahu High School families qualify for free or reduced lunch, which is an indicator of financial need. The school struggles with absenteeism, with 20% of students being chronically absent in the 2022-23 school year, as evidenced by the Strive HI report by the Department of Education. (Chronically absent is defined as missing 15 or more days of school.)

According to the Waipahu High School 2024-25 Academic Plan, the school has a goal that "all students graduate high school with a personal plan for their future." This is important because although 87% of seniors completed a Career & Technical Education program, only 49% of 2023 graduates enrolled in post-secondary institutions that year. This project will help students develop a plan for their future by providing a venue for students to envision themselves in rewarding careers with an understanding of what it will take to achieve their goals.

In partnership with Waipahu High School through the Health & Sciences career track, the Academic Health Center will provide mentoring and real-life experience for young people who are interested in careers in medicine. These resources will benefit the local community with increased participation in healthcare careers and increased access to healthcare services.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

The Grant Activity is to prepare young people for careers in healthcare in the setting of a working clinic. The Academic Health Center is the first community clinic located on a high school campus in the U.S., providing first-hand experience while meeting the need for healthcare services. The 1,870 square foot facility has four exam rooms and one treatment room supporting primary care and OB-GYN care. Students shadow doctors, certified clinical staff, and patient service representatives in the setting of a working clinic.

We chose this activity because it meets two needs in this community. First, the Academic Health Center provides opportunities for young people to consider careers in the medical field by observing a range of different medical professions. Program participants gain real-world understanding of the responsibilities of a physician, nurse, medical assistant, clinic supervisor, or patient services representative. Equipped with this experience, students may pursue a variety of outcomes, such as entering the workforce immediately after high school, pursuing a professional degree, or working in the medical field while they attend college. Every year, many Waipahu students earn their certification as a Medical Assistant while still in high school, which is offered by Hawai'i Pacific Health in partnership with the school.

The benefits of building a qualified workforce will be improved quality of care and increased

efficiency across the healthcare industry. This investment in our next generation of healthcare leaders will enable better access to well-paying jobs, opportunities to advance professionally, and the ability for young people to stay in Hawai'i for education and training.

Second, the Academic Health Center meets the need for quality health services on O'ahu. While local medical facilities struggle to meet demand for appointments, especially for primary care providers, the clinic offers a full slate of primary care and OB-GYN services. The Academic Health Center operates as part of the Hawai'i Pacific Health system, which has over 70 locations in the state.

The job shadow program compliments existing training programs provided by Hawai'i Pacific Health and Waipahu High School through which students can train to become certified Medical Assistants. Students from other schools come to Waipahu for this course. The Medical Assistant course is nationally accredited, which means students can transfer high school credits to colleges and universities. Students who pass the national certification exam may apply to work as Medical Assitants with Hawai'i Pacific Health. They may also secure jobs in physician offices, hospitals, community clinics, and other healthcare facilities; many choose to work while continuing their education in the medical field.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The Academic Health Center will provide 112 high school students with job shadow opportunities in the setting of a working clinic. The Grant Activity will include 370 job shadow hours, allowing students to observe professional and envision themselves in rewarding careers. The clinic will operate full-time, providing 720 patient encounters in primary care and OB-GYN services.

The measurable outcomes are:

1. 112 public high school students will access job shadowing at the Academic Health Center.

Job shadowing will be offered to high school juniors and seniors during the regular school day at no cost to them. Students will shadow physicians, nurses, and other clinical staff members, learning about daily operations, record-keeping, medical protocols, and patient care. These experiences will allow young people to envision themselves in rewarding careers, align their strengths with the duties of positions, and learn what training and education is required for various professions.

Waipahu High School students will be trained to deliver facility tours to increase awareness of this tremendous community resource. The Academic Health Center is the first facility of its

kind in the U.S., offering job shadowing to high school students while providing primary and OB-GYN healthcare to the greater community. Tours will occur before or during clinic hours throughout the week. Students who host facility tours will develop public speaking skills, build interpersonal skills, and accrue service hours.

Students will have the opportunity to learn from classroom education presentations from physicians, Academic Health Center staff and support staff. Topics may range from day-to-day operations in the healthcare field, career experience, and career journey.

2. 370 job shadow hours recorded.

Students will record job shadow hours, which will allow them to experience a typical day working as a physician, nurse, medical assistant, clinic assistant or patient service representative. They will gain familiarity with terminology, procedures and instruments, while observing how clinical staff members interact with patients. Students may shadow multiple times in a semester and gain a greater understanding of different roles withing the clinic setting.

3. 720 patient encounters recorded in the clinic.

One exciting feature of this project is that it will meet the need for primary and OB-GYN health services for the greater community. Patients from all over O'ahu are referred to the Academic Health Center, which has shorter wait times compared to other local clinics. In the most recent month prior to this writing, patients came from seven out of nine City Council Districts for healthcare appointments at the Academic Health Center.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

The Academic Health Center will bring college and career readiness to Waipahu High School students, while meeting the need for healthcare services on O'ahu. This project is part of an industry-wide initiative addressing the shortage of workers in Hawai'i, which involves providers, educators, University of Hawai'i and Chamber of Commerce Hawai'i in the effort to increase the number of qualified healthcare workers in the state.

To achieve the outcome of providing job shadow opportunities to 112 high school students, staff members will serve as on-the-job mentors in the setting of this working clinic. Participants will complete HIPAA training and will be supervised to ensure they comply with privacy standards. Students will have opportunities to job shadow multiple roles, allowing them to experience different responsibilities and consider which jobs align with their strengths.

Toward the outcome of 370 job shadow hours, clinical staff members will be trained to share insights into daily tasks, work environment, and the skills necessary to succeed in their role. They will encourage dialogue to foster learning and curiosity. Staff members will help young people envision their potential in the healthcare field, and to understand what is required to accomplish their goals.

To achieve the outcome of 720 patient encounters, the Academic Health Center will continue to function as a working primary care clinic. Through a partnership with the UH Mānoa John A. Burns School of Medicine, physicians will provide services to O'ahu residents by appointment. All staff members are employees of Hawai'i Pacific Health, which has a memorandum of understanding with the Hawai'i Department of Education that governs how the program will function and how the clinic will operate.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)*

The proposed grant amount is $150,000 for the 12-month grant period. The requested funding will support 112 high school learners in the job shadow program for about $1,339 per student to be served.

The budget includes salary allocations for the direct service positions of Clinic Supervisor, Medical Assistant, Clinic Assistant, and Patient Services Representative. The Clinic Supervisor position has an annual salary of $146,952, which is allocated at .45 FTE or $66,128 for the 12-month grant period. This position is responsible for scheduling clinic personnel and coordinating the facility workload. The Clinic Supervisor creates a positive working environment focused on delivering safe and exceptional patient care.

The Medical Assistant has an annual salary of $54,309, which is allocated at .45 FTE or $24,439. This position performs patient care duties as appropriate for the training and abilities of a Medical Assistant. The Medical Assistant supports patient care by assisting with examinations, procedures, and follow-up care to include referrals, diagnostic tests, therapist appointments, and/or notification of test results.

The Clinic Assistant has an annual salary of $51,771, which is allocated at .467 FTE or $24,177. This position performs a wide variety of patient care activities, while supporting clerical and reception duties. Responsibilities may include greeting patients, answering the phone, scheduling appointments, maintaining patient records, and assisting the physician with direct patient care.

The Patient Services Representative has an annual salary of $49,192, which is allocated at .5 FTE or $24,596. This position acts as a liaison between patients and the professional staff by facilitating clerical and reception responsibilities. Duties include patient intake, registration, and updating medical records, while processing all professional and technical fees generated by the facility.

The tax and fringe expense is allocated at 7.65% (FICA/Medicare) or $10,660 for direct service positions. (See attached resumes and job descriptions for the City-funded positions.)

All staff members will have additional teaching responsibilities involving high school students who participate in job shadowing.

The additional responsibilities include:

1. Mentorship: Provide guidance and support to high school students during their rotations.
2. Skill Demonstration: Showcase relevant clinical skills and procedures appropriate to each role.
3. Knowledge Sharing: Explain key concepts related to healthcare delivery and specific job functions.
4. Role Modeling: Demonstrate professional behavior, ethical practices, and effective communication in healthcare settings.
5. Curriculum Support: Assist in developing and implementing educational activities aligned with learning objectives.

The organization will contribute the balance of personnel expenses, which is estimated at $526,371 and is listed as secured other funds in the project budget.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

For the proposed 12-month grant period starting on or around October 1, 2025, the basic calendar of events will be as follows:

Months 1-3 (October - December)
- Donning and Doffing Class
- Waipahu High School Homecoming
- Advisory Board Meeting
- Career and College Exploration
- Parent Orientation and Tour of Clinic
- Work-Based Learning Rotation
- Fall break and Winter break

Months 4-6 (January - March)
- Advisory Board Meeting
- Facility Tour
- Classroom Education Presentations
- Work-Based Learning Rotation
- Coaching Review
- Spring break

Months 7-10 (April - July)
- Advisory Board Meeting
- Facility Tour
- Classroom Education Presentations
- Summer break

Months 11-12 (August - September)
- Advisory Board Meeting
- Freshman Tour
- Facility Tour
- Classroom Education Presentations

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Hawai'i Pacific Health is committed to building a diverse and productive workforce. This goal involves training Hawai'i residents to enter growing healthcare fields and recruiting at least 10% of the organization's workforce from economically disadvantaged communities.

The Workforce Development programs strategically target Title I schools, which is the federal designation indicating financial need. These schools serve students who will benefit from opportunities to pursue higher education and professional careers after high school. These programs began as a pilot in the 2018-19 school year, graduating seventeen students from James Campbell High School, Pearl City High School and Waipahu High School. To date, 573 students have completed clinical training programs and 111 participants (19%) achieved employment with Hawai'i Pacific Health. Many program graduates are pursuing higher education, including college degrees or additional certifications.

Over time, Hawai'i Pacific Health expanded access to trainings in coordination with local partners:

- Clinical Labs of Hawai'i provides direct training for the Phlebotomist course.
- Queen Lili'uokalani Trust, supports enrollment of at-risk teens in the Nurse Aid course.
- Residential Youth Services & Empowerment supports enrollment of at-risk teens in the Nurse Aid course.

A similar project is the Health Careers Summer Internship Program at Hawai'i Pacific Health. This program offers six-week paid internships to high school seniors and college students interested in healthcare. Interns learn about hospital systems, interact with experienced professionals, and explore different healthcare professions in both clinical and administrative settings. Since its inception in 2004, nearly 1,000 students have participated in the Summer Internship Program.

Hawai'i Pacific Health also supports workforce development with its Bridge to Leadership program. This is a partnership with University of Hawai'i John A. Burns School of Medicine and HIDOE, providing opportunities for current HPH staff members to advance to leadership positions or become physicians.

Pali Momi Foundation is the philanthropic arm of Pali Momi Medical Center and the applicant for this request. The Medical Center provides specialty healthcare, emergency services, public health education and outreach, training, and research. Located in 'Aiea, Pali Momi Medical Center is the only facility serving Central and West O'ahu with life-saving specialty care including a stroke center, level III trauma center, and interventional cardiac catheterization unit.

Also supporting education and training, Pali Momi Medical Center operates a Simulation Learning Center. This 1,520 square foot facility supports clinical training and continuing

education for medical professionals. This is the first and only facility of its kind in Central O'ahu, providing training to more than 1,200 professionals each year.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Pali Momi Foundation and Pali Momi Medical Center have the organizational knowledge, staffing, fiscal resources, facilities, and relationships to ensure successful fulfillment of this project.

- Organizational Knowledge. Pali Momi Medical Center is a not-for-profit medical center serving Central and West O'ahu. With more than 500 physicians on its medical staff, Pali Momi has delivered many medical firsts, including the only interventional cardiac catheterization units in West O'ahu and the largest comprehensive cancer center on the island. Pali Momi admits nearly 6,000 patients, has over 35,000 emergency visits, and handles almost 400 traumas per year.

- Staffing. The staffing plan for the Academic Health Center includes a Clinic Supervisor and one Physician, with a second Physician to be hired in 2025. These project leaders will work with the school and healthcare staff to provide clinic services, job shadowing, and other learning opportunities for students.

- Facilities. Hawai'i 3Rs partnered with G70 to design the Academic Health Center, and construction was completed earlier this year. The 1,870 square foot facility has four exam rooms and one treatment room supporting primary care and OB-GYN care. Students from the Waipahu High School's Academy of Arts and Communication provided original artwork displayed throughout the facility, and culinary students within its Academy of Natural Resources will also utilize the space focused on nutrition.

- Fiscal Resources. Pali Momi is part of Hawai'i Pacific Health, which is the largest health care provider in the state. This is a not-for-profit health care system, which means all of our earnings are reinvested into improving medical equipment and facilities. We also invest in research, education and training as well as charity care for underserved people within our island communities.

- Relationships. The Academic Health Center is an innovative partnership involving public and private entities working together to address the healthcare worker shortage and bring opportunities to future generations in Hawaii. Waipahu High School is a valued partner in this venture, as the school converted its adult education center to the Academic Health Center. Hawai'i Pacific Health has partnered with Waipahu High School since 2018, providing clinical training and certification programs on the high school campus. This school is nationally recognized for its six career academies.

This project is part of an industry-wide initiative addressing the shortage of workers in Hawai'i. This initiative involves providers, educators, and partnership efforts with University of Hawai'i and Chamber of Commerce Hawai'i. Members convene regularly to share information and ideas; thus it is a coordinated, data-driven effort to increase the number of qualified healthcare workers in the state.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Regarding long-term sustainability, the Academic Health Center has the goal of becoming a self-sustaining clinic over the next five years. We expect the patient load to increase, providing sustainable revenue to offset the costs of clinic operations and job shadow activities.

While we are working toward long-term sustainability, Pali Momi Foundation will continue to seek philanthropic support for this program. In addition to this request to City and County of Honolulu, Pali Momi Foundation is pursuing private funding with Atherton Foundation (pending), and Healy Foundation (secured).

Pali Momi anticipates that the benefits of building a qualified workforce will result in improved quality of care and increased efficiency in the healthcare industry. This investment in our next generation of healthcare leaders will enable better access to well-paying jobs, opportunities to advance professionally, and the ability to stay in Hawai'i for education and training. The benefits to this community will warrant longevity and growth of this program.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

The long-term vision for Academic Health Center will be carried out through fundraising efforts by the Pali Momi Foundation staff and program/sustainability development by the Clinical Education Team. Pali Momi Foundation is under the strategic direction of a ten-person volunteer Board of Directors.

Pali Momi Foundation has one full-time employee and three shared employees. The full-time position, Pali Momi Development Officer, is responsible for major giving, special events, planned giving, grantmaking, and individual contributions, all of which benefit this community. One hundred percent of restricted contributions are directed to their intended program or need.

Pali Momi Foundation also benefits from direction and guidance of Dawn Dunbar, Senior Vice President, Philanthropy, Hawai'i Pacific Health. The Foundations Office oversees philanthropic efforts for four foundations in the HPH network: Pali Momi Foundation, Kapiolani Health Foundation, Straub Foundation, and Wilcox Foundation.

The Academic Health Center is part of Hawai'i Pacific Health, which is the largest healthcare organization in Hawaii. The organization operates four medical centers and a system of more

than 70 clinic locations statewide. Hawai'i Pacific Health is a not-for-profit health care system, which means earnings are reinvested to improve quality of care. Our rural island communities benefit from access to high-quality facilities and investments in research, education and training. These resources support excellent healthcare despite the remote location and geographic isolation of Hawai'i.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Clinical Training for Teens CT-DCS-2300044
   Grant Period: 10/1/2022 – 9/30/2023 Grant Amount: $200,000
   Grant Purpose: Training for Oahu high school students to enter healthcare fields
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

2. Grant Activity Name & Contract #: Clinical Training for Teens CT-DCS-2200049
   Grant Period: 10/1/2021 – 9/30/2022 Grant Amount: $125,000
   Grant Purpose: Training for Oahu high school students to enter healthcare fields
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

3. Grant Activity Name & Contract #: Clinical Training for Teens CT-DCS-2100067
   Grant Period: 10/12/2020 – 9/11/2021 Grant Amount: $125,000
   Grant Purpose: Training for Oahu high school students to enter healthcare fields
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Not applicable.

# Proposal 123

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Parents And Children Together |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Serving Families in Public Housing Communities |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Parents And Children Together's mission is "Working together with Hawaii's children, individuals, and families to create safe and promising futures." Originating as a single program in Kalihi in 1968, PACT has been providing critical services to Hawaii's most vulnerable populations for 55 years & has grown to 20 programs serving over 18,000 individuals and families annually throughout the state.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

PACT will provide a comprehensive out-of-school time (OST) program serving the needs of nearly 500 at-risk children & youth living in Oahu public housing families. Services are designed to engage and guide youth who face challenges ranging from cultural disparity to poverty, trauma, food insecurity, academic difficulties and gang pressures. Youth will define for themselves a new "future story."

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

PACT will serve at least 475 public-housing youth, ages 5-18, at-risk for educational failure & early participation in unsafe behaviors. Most are from ethnic groups overrepresented in the Juvenile Justice system. Outcomes will include improved school performance & social/life skills; positive changes in behavior; & increased connections to family, school, and community, including community kupuna.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | ☐ District 2<br>$ | ☐ District 3<br>$ |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☒ District 6<br>$110,550 |
| ☒ District 7<br>$39,450 | ☐ District 8<br>$ | ☐ District 9<br>$ |

| | | |
|---|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000.00 | |
| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Printed Name and Title: Ryan Kusumoto, President & CEO

12/5/24
Date

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

John Whalen
(Signature)

John Whalen
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that Ryan Kusumoto (name), President and CEO (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

John Whalen
(Signature)

John Whalen
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 5th day of December, 2024, before me appeared John Whalen, personally known to me, who, being by me duly sworn, did say that he/she is the Board Chair of Parents And Children Together and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said he acknowledged said instrument to be the free act and deed of said corporation.

REINA K. K. EMPRON NOTARY PUBLIC No. 12-248 STATE OF HAWAII

Reina K.K. Empron
Notary Public, State of Hawaii

My Commission expires: 08/05/2028

Doc. Date: DEC 05 2024 # Pages 22
Name: Reina K.K. Empron First Circuit
Doc. Description: Tier II Grant Proposal
Reina K.K. Empron DEC 05 2024
Signature Date

NOTARY CERTIFICATION

REINA K. K. EMPRON NOTARY PUBLIC No. 12-248 STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Our target youth resides in the Kuhio Park Terrace/Kuhio Homes and Puuwai Momi public housing communities. With a total authorized residency of 3,542 individuals, nearly half of all residents are under 18 years of age. The ethnically and racially diverse population also comprises a rich cultural tapestry. However, a majority of residents fall into the "extremely low" income bracket. The extreme population density in public housing complexes, coupled with economic challenges, brings along a host of struggles for many of our target youth. Research indicates that population density in economically disadvantaged neighborhoods with multicultural first-generation immigrant families can lead to multiple negative outcomes.

Brutal gang violence is affecting both communities and necessitates increased attention to our youth. In April 2024, we saw the fatal shooting of a 23-year-old by a 20-year-old on the corner of Linapuni and School street. Both were Kalihi residents. On the very same day, another youth was seen drawing a gun and pointing it at the nearby playground. PACT staff witnessed this event. Thankfully, no one was injured. In August, a 16-year-old male was shot while riding a public bus by a 19-year-old suspect. In October, two teenagers, aged 17 and 19, were hospitalized in a shooting in Kalihi. Another very real incident happened in October where an adult brawl broke out in front of the Puuwai Momi Center where PACT has its program. One of our staff was assaulted as he was attempting to de-escalate the incident. PACT Puuwai Momi center went into lockdown and luckily there were no additional injuries. These incidents underscore the importance of targeted interventions that promote safety and well-being, highlighting the role of positive youth development and skill-building programs during out-of-school time. PACT staff have established longstanding relationships and trust with youth in the communities, allowing them to effectively engage and support young people navigating these challenges.

National Institute of Justice data shows youth aged 12 to 24 are at a higher risk of involvement in gang-related activities and violence, and that early intervention can reduce these risks. In 2023, our program included 31.44% middle school students and 21.62% high school students, confirms that more than half of our participants are in the critical age group. Our enrollment highlights the program's vital role in providing a safe and supportive environment for youth most vulnerable to gang violence. It is the responsibility of our urban community to provide a safe space for our youth amid all these deadly events.

Gun violence and community violence are closely tied to youth mental health; exposure to such trauma can lead to long-lasting psychological effects. Our youth services program provides a safe space for young people, incorporating crucial mentorship and community initiatives to protect them from these threats. By tackling challenges directly, we strive to create pathways for resilience and development. Data from this community clearly indicates a high demand for OST programming and supportive services tailored to the needs of youth. Gang violence aside, there is little adult supervision for many children in public housing. Both the child's family/community and the broader island-wide community are impacted when

youth are not positively engaged in afterschool hours. Youth often become involved in risky behaviors—loitering, graffiti, vandalism, theft, drugs, etc. leading quickly to school absenteeism & academic failure. To extrapolate those scenarios, negative outcomes such as criminal behavior, teen pregnancy, family trauma, and dropping out of school are but a few that perpetuate generational poverty and severely impact the well-being of our society. Hawaii is not immune to the "Youth at-Risk; Society at Risk" phenomenon. Increased crime and delinquency occur in high population density in impoverished neighborhoods and in turn lead to increased crime rates. This is often due to a lack of resources, leading to competition and conflict. Economically deprived neighborhoods are associated with higher rates of health challenges at both the neighborhood and individual level. The introduction of new and unfamiliar cultures can lead to social tension. Immigrants often face discrimination and adversity, including victimization and exposure to or involvement in community violence. These cultural and social challenges are very real to the people living in KPT and PM.

Research shows that high quality OST programs improve educational outcomes and social-emotional learning. Consistent participation in programs results in lower dropout rates & significant narrowing of achievement gaps for low-income students (National Conference of State Legislatures). Collaborative efforts by the educational, business, and human services communities to support OST programs for youth and their families is essential.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

The proposed grant activity will provide comprehensive youth services at two public housing complexes, Kuhio Park Terrace and Puuwai Momi during Out-of-School Time (OST) Monday through Friday with additional hours provided during school breaks & intersessions. Both of these TRY (Tenacious Rooted Youth) Centers aim to provide space for safety, nurturing, learning, and physical and social emotional activities.

Activities for youth/families fall into four components: 1) Academic Enrichment & Support: Activities will include Homework Help, Computer Lab, and Film Club. 2) Sports, Fitness, & Recreation: Activities will include various Sports, Cooking and Nutrition Classes, Dance, and Game Club. 3) Youth Development & Skill-Building: Activities include Teen Council, Why Try program, and Community Service projects. 4) Age Friendly Activities: Activities include intergenerational engagement among youth and kupuna such as Talk Story sessions, Arts and Crafts, Tech Tutoring, Health and Wellness, and Family Night.

Our goal is to prepare youth for future success while honoring their diverse backgrounds and experiences via OST engagement. Research shows that OST programs successfully diminish the peak risk time hazards for this population and draws a clear line from relevant time spent in OST programs to improved school performance, attitudes & behavioral outcomes for youth. PACT has developed OST services that follow evidence-based principles of Positive Youth Development (PYD) and strives to level the playing field for public housing youth.

PYD model activities are designed to sustain positive adult-youth relationships, build life skills, and provide youth opportunities to use those skills in the community. Services are designed specifically to diminish the effects of identified risk factors (exposure to drugs/ alcohol, family conflict, high rates of crime) and the corresponding societal impacts, while enhancing protective factors (commitment to school, healthy relationships & positive beliefs/values). The TRY Centers will provide opportunities for youth to develop the skills,

attitudes, and behaviors to "complete the business of growing up" and successfully transition to adulthood.

GIA funding is essential for PACT to maintain staffing levels that offer quality TRY Center activities 5 days a week. We believe a consistent safe afterschool presence is key to ensuring that youth find their place at the Center—and to ensuring our youth routinely choose positive engagement over the unpredictable consequences so often presented by groups of youth at loose ends.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The proposed grant activities will serve 475 (unduplicated) at-risk youth from Kuhio Park Terrace and Puuwai Momi during the funding period. Other measures to be reported will include the number of (duplicated) youth participating in each component. Program Outcomes include:

1) Engage at least 475 youth in TRY Center programs and activities.
2) 100 youth will participate in targeted academic support activities and 80% will demonstrate improved academic performance.
3) 200 youth will participate in sports/fitness/recreation activities and 80% will recognize positive change in behaviors or skills.
4) 200 youth will participate in leadership, social life skills, and college/career readiness programs and 80% will demonstrate improved skills.
5) 20 kupuna will participate in TRY Center activities or events, promoting intergenerational engagement.

GIA purposes and priorities state that funding is to be used for "economically and/or socially disadvantaged populations" and encourages "services for public benefit, especially low to moderate income communities...." In keeping with these goals, PACT's proposal will directly benefit disadvantaged youth and families living in public housing; a population that is predominantly low income. All of TRY Centers' currently enrolled program participants are categorized as economically disadvantaged.

Youth will directly benefit from participating in OST activities that contribute to their overall well-being and the community, in addition, will benefit when youth are engaged in positive activities, learning necessary skills, and staying out of trouble by making healthy choices. Youth will develop positive relationships with peers and adults, experience increased self-esteem and confidence, develop healthy behaviors, improve school performance, and increase awareness of both civic responsibility and cultural pride.

Specific activities will contribute to the achievement of proposed outcomes:

- Academic Enrichment and Support: School success is a clear indicator of future success for youth. This means daily study hall/homework help, computer lab, & academic enrichment activities.

- Sports, Fitness and Recreation: Activities designed to build skills, promote pro-social relationships with peers & adults, & foster increased fitness and healthy living.
- Youth Development and Skill Building: Youth leadership skills and improved social and life skills will be acquired through structured group and extracurricular activities.
- Age Friendly Activities: Monthly opportunities for kupuna and youth to interact and build meaningful relationships such as: 1) kupuna sharing their expertise in skill building groups, i.e., cooking, gardening, cultural sharing, 2) youth can helping kupuna learn technology skills (texting, emailing, online safety etc.) and providing regular opportunities for kupuna to access technology in PACT's computer lab, 3) opportunities throughout the year for youth, families, and kupuna to celebrate holidays, etc.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

PACT has been providing youth services for decades at both locations and as such has in place staff, facilities, policies/procedures, and the infrastructure necessary to effectively and immediately implement proposed services and achieve proposed outcomes. No start-up phase or capital expenditures will be required.

PACT has a long history of working closely with partners to bring in resources that will enhance program activities. PACT will continue to partner with other youth-serving agencies (Kalihi YMCA, Susannah Wesley, Palama Settlement, Kokua Kalihi Valley, Adult Friends for Youth, etc.) to provide long standing activities that engage youth and family participants (i.e., Late Night Basketball, Cultural Dinners, etc.). PACT has cultivated the KFSC Kupuna Food Security Coalition as a vital partner and will engage them to conjointly support the kupuna through various activities. PACT will work with other local service providers to identify and engage kupuna for Age-Friendly activities (HCAP, We Are Oceania, and the Housing Project Office).

By engaging community kupuna in intergenerational programming, PACT hopes to enrich their lives and the experiences of young people by providing them with mentorship and cultural knowledge. PACT's Age-Friendly activities aim to create a vibrant environment where youth can develop critical life skills, such as communication, empathy, and teamwork, while also helping kupuna feel valued and connected to the community.

PACT's TRY Centers manage annual, quarterly, and monthly cycles of developing curriculum and activity plans in each focus area. Large scale activities such as Late Night Basketball, civic project work, cultural ceremonies, etc., are calendared annually, including vital youth participant involvement in the planning and organizing of all events. Other activities are scheduled weekly and/or daily; such as homework help, computer lab, sports activities, cooking, gardening, and peer sharing.

The timeline below shows activities routinely scheduled:

(Monday – Friday)

| | |
|---|---|
| 2:30 PM – 3:00 PM: | Homework, tutoring, academic enrichment activities i.e., guest experts |
| 3:00 PM – 4:00 PM: | Sports, Sports and fitness activities (typically physical and out of doors) to promote physical and mental health and teamwork. |
| 4:00 PM – 5:00 PM: | Small group activities in skill-building programs such as Teen Council, Cooking, Art and topical group sharing. |

5:00 PM – 6:00 PM: Kupuna and youth connection through activities such as Talk Story Circle, Arts and Crafts, Tech Tutoring, and Health/Wellness workshops.

Supervisors and staff are accountable for daily, weekly and monthly implementation of activities. Additionally, PACTs TRY Program has an established and successful data management process, KidTrax data management platform, to track program participation at the individual level, ensuring targets, milestones, and reporting requirements, are met.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)*

The budget (Section III) is designed to support the TRY Center program, allocating funds across key areas essential for providing comprehensive OST services to youth and families at Kuhio Park Terrace and Puuwai Momi.

We are requesting $112,808 to fund nine positions. Of this, $76,493 is allocated to direct service positions: one Family Community Coordinator ($18,901, 0.30 FTE), two Youth Development Specialists ($42,958 total, 0.40 FTE each), and one Youth Center Leader ($14,635, 0.30 FTE). An additional $36,315 is requested for administrative salaries, wages, and fringe benefits. This includes five administrative positions: one Program Director ($10,119, 0.10 FTE), one Senior Site Supervisor ($7,315, 0.10 FTE), two Site Supervisors ($6,789 each, 0.10 FTE), and one Program Assistant ($5,303, 0.10 FTE).

Direct service staff play a critical role in program implementation. The Family Community Coordinator plans activities for families, youth, and kupuna, fostering community cohesion. Youth Development Specialists and the Youth Center Leader, trained in Positive Youth Development, deliver services in areas such as Academic Support & Enrichment, Sports & Recreation, Youth Skill-Building, and Age-Friendly activities. The Program Director manages the program, ensuring adherence to contract specifications, supervising senior staff, and overseeing program operations. The Senior Site Supervisor handles day-to-day program delivery, staff supervision, database management, and reporting. Site Supervisors ensure youth safety and quality service delivery. The Program Assistant supports program activities, field trips, and special events.

We are also requesting $4,926 for professional and contractual fees to cover essential services, such as payroll management, insurance, audit fees, and client database management. These services are vital to meeting our contractual obligations and providing quality youth services.

Additionally, $18,900 is allocated for office-related expenses, including rent, utilities, maintenance/repairs, office supplies, staff training, and telecommunications. Another $5,866 is designated for program supplies used in activities like Homework Help, Sports, Cooking, Teen Council, Why Try, and special events such as Family Night and Age-Friendly activities for kupuna. These costs are crucial for the smooth operation of the TRY Center program and ensure that youth receive high-quality OST programming in well-maintained facilities. Finally, we request $7,500 in indirect costs to cover administrative support for Management, Human Resources, Accounting, IT, rent, supplies, and telecommunications.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

This proposal enhances youth interactions, skill-building, academic growth, and intergenerational engagement using best practices in youth development and out-of-school time programming. Objectives include fostering connections to improve learning, social-emotional skills, and community cohesion.

**October 2025: Program Planning & Design**
- Recruit participants through outreach/community engagement
- Develop curricula on leadership, social skills, and college/career readiness
- Schedule monthly intergenerational events for youth & kupuna
- Create a schedule & coordinate activities with partners
- Hire/train staff in youth interaction and culturally responsive programming
- Build relationships with schools for recruitment

**November 2025: Program Implementation**
- Start with a recruitment event for youth & families
- Use targeted outreach via social media & school partnerships
- Engage in professional development to enhance staff skills
- Employ evaluation tools to assess needs
- Hold bi-monthly staff meetings for feedback

**December 2025: Ongoing Program Activities**
- **Academic Enrichment:** Homework Help, Media Literacy, Film Club
- **Sports & Recreation:** Sports, Cooking Classes, Dance
- **Youth Development:** Programs -Teen Council and Why Try
- **Age Friendly Activities:** Talk Story sessions, Arts and Crafts, Tech Tutoring

**January 2026: Continuous Quality Improvement**
- Partner with PACT programs for additional resources
- Engage parents through community workshops

**February 2026: Program Evaluation and Adjustment**
- Review data and feedback
- Adjust programming based on evaluations; run focus groups for insights
- Celebrate achievements to encourage participation

**March 2026: Community Building and Leadership Development**
- Host events to strengthen relationships among youth, families, and staff
- Engage parents in academic enrichment activities
- Provide youth leadership opportunities/advocacy workshops

**April 2026: Skill-Building and Enrichment Activities**
- Organize arts and cultural field trips
- Conduct regular academic support sessions/assess progress

**May 2026: Family Engagement and Community Partnerships**
- Designate Family Engagement Month with workshops and family nights
- Strengthen local partnerships/gather family feedback through surveys

**June 2026: Continued Implementation and Improvement**
- Review activities with staff/identify areas for improvement
- Engage in professional development
- Maintain communication with partners for collaboration

**July 2026: Program Review and Strategic Planning**
- Conduct a comprehensive review of outcomes and feedback
- Set goals for the next year through planning sessions

**August 2026: Curriculum Refinement and Staff Training**
- Refine curriculum based on participant feedback
- Organize staff training on responsive practices
- Plan for next year's recruitment and programming

**September 2026: Year-End Reflection and Celebration**
- Host a celebration for participants and families
- Facilitate reflection sessions for youth
- Collect evaluations for future planning/report on outcomes

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

PACT, as an organization, grew out of the Kuhio Park community and continues serve in response to the needs and desires of the community. PACT's TRY Centers has been providing quality youth services since 1990 in Kuhio Park Terrace community in Kalihi, and in Puuwai Momi since 2005. In the past 34 years, youth have received a comprehensive continuum of quality youth services developed by PACT to meet the unique needs of our families. Since 2018, PACT has served 1,136 youth. Active enrolled participants have increased from 344 in 2018 to 617 in 2023.

Youth activities and services are based on the best practice principles of Positive Youth Development (PYD) and all staff are trained in the PYD framework. Services are designed to reduce or enhance identified risk and protective factors and provide opportunities for youth to develop the skills, attitudes, and behaviors to become active, vital members of their community. Along with a deep understanding of the community, program staff have experience developing and coordinating youth activities. Staff have identified core program elements and developed activities that strengthen them (academic support, sports and& recreation, and youth skill building). Research also shows that connecting the family, as a whole, to activities in the community and helping them learn to use and access technology are successful ways to reduce isolation and loneliness. PACT builds these factors into programming.

PACT's infrastructure, including robust Accounting, Human Resources and Governance functions, and PACT's TRY Program has a successful track record for meeting contractual outputs and outcomes. In fact, the synergies created by our extensive set of services in the public housing complexes scaffolds family engagement, youth recruiting, health and wellness, community development, and family strengthening into activities and ensures many needs are effectively addressed in PACT's work there. Accordingly, PACT has consistently met or exceeded all contractual requirements and is a vital member of the Kalihi community.

Recent data shows:496 youth participated in activities in 2023
- 381 youth completed various curricular sessions in 2023
- 425 in 2023 demonstrated an improvement in knowledge, skills, or behaviors

These numbers demonstrate that PACT staff have been able to maintain and strengthen connections to our target population even through the vagaries of the pandemic and ensuing economic chaos.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

PACT has 56 years of relationship-building and social delivery experience, and its TRY Center teen program has 34 years of experience in providing comprehensive youth services in high-risk communities. The community teen program began as a Youth Gang Response service provider in 1990 for Kalihi. Our services have developed by interacting and listening carefully to the voices in the communities we serve till this day and also incorporate best practices and evidence-based curricula and program models. To ensure ongoing attention to program quality and performance improvement, PACT's functions follow a Plan-Do-Check-Act cycle of continuous improvement and we have maintained continuous accreditation by the Council on Accreditation since 2000. Most recently, PACT achieved reaccreditation through October 31, 2028.

PACT has extensive experience managing State and Federal contracts and grants from private foundations. The agency's 20 programs are well supported by the administrative infrastructure comprised of HR, Fiscal, Quality Improvement, Risk Management, Safety, Community Relations, and Contract Management staff.

PACT manages 100+ government contracts and private grants on the Sage Intacct fund accounting system that accounts for each grant separately. The system is set up to identify, assemble, analyze, classify and report transactions and maintain accountability for the related assets and liabilities.

Supervisors at the TRY Centers have a combined experience of 55 years. Program Director Kimberly Freyer is a seasoned youth programs implementor and administrator. She receives leadership support from other directors of the agency, where shared experiences support success at programming. All TRY staff participate in Program Quality Improvement, which is vital to program success. All TRY staff receive individual supervision to ensure outcomes and outputs are being met, to resolve any service delivery issues, and support their professional development.

Youth services at Puuwai Momi are provided in the Makalapa Community Center, next to the housing complex, and at the adjacent Makalapa Neighborhood Park. PACT uses Honolulu Community Action Program's large hall, rent free. Services are close to home and easily accessible for youth. PACT has vans to transport youth to enrichment activities. At KPT, TRY Center is located in the accessible Kameha'ikana Resource Center, which is adjacent to the gym and fale for sheltered activities outdoors. The center is within easy walking distance to the residential towers and low-rise apartments. Situated in the communities served allows PACT to successfully provide services and connect with residents.

Program staff know these communities extremely well and have forged strong working relationships with agencies and coalitions that enhance program services.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

It is vital for PACT to maintain a visible and safe presence. Quick hits and intermittently disappearing services do not have the community impact over time that is needed. Because funding for youth development and prevention programs has shrunk significantly over the past decade, it is vital to find ways to sustain this important community asset. Our work greatly decreases long-term impacts of leaving children and youth unattended in risky situations afterschool and reduces the cost of expensive intervention that will be required in the future if problems continue unabated. For every dollar spent on programs like PACT's TRY Centers, our city saves hundreds in remediation costs down the road. To ensure we do not let our community down, PACT actively seeks government and private funding. PACT also employs other fund development strategies, including an annual fundraiser, Keiki Day newspaper sale, online giving, and a social media presence—all of which raise unrestricted funds to supplement programs and operations that have funding gaps.

PACT seeks to diversify funding sources and identify new funding streams and partnerships that may not have been tapped before. PACT receives funding from Temporary Assistance for Needy Families (TANF), creating integrated services between the TRY Centers and PACT's Family and Economic Opportunity Center that will provide improved and coordinated services to youth and families. We have recently partnered with the University of Hawaii to tap federal Department of Education funds, and are a partner with the Doris Duke Foundation as clear examples.

Another way to sustain program activities beyond the grant period is to continue to find ways to utilize capacity that has been built during the funding period. This includes continuing partnerships and new staff skills added during the contract and continuing to support community development efforts of our families over time.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

PACT has the expertise, space, staff, community partnerships, and relationships with the target population to run a successful program. With a stable presence in the public housing community for decades now, PACT is committed to ensuring this very important service continues. Throughout funding ups and downs, we have maintained critical services and the employ of key staff who provide important continuity for youth participants and the community as a whole..

PACT's capable administrative arm (over 20 professional staff overseeing more than 100 grants and contracts) ensures efficient operational processes, risk management and solid funding. Experienced program leadership provides oversight to hold program staff accountable to our communities and funders. The TRY Centers are directed by Kimberly Freyer, who brings more than 12 years of experience in out-of-school time programming and 15 years of experience in nonprofit administration. She is a certified facilitator in Youth Work Methods from the David P. Weikart Center for Youth Program Quality. She has facilitated professional development in Social and Emotional Learning and Cultural Proficiency and Inclusiveness to create more equitable experiences for youth, families, and communities. She holds a Bachelor of Arts from the University of Oregon and Master of Arts from the University

of Barcelona. Her staff includes 10 professionals with more than 40 years of youth development experience between them.

Ms. Freyer reports to Tina Porras-Jones, MS, who has 30 years of leading teams in child development, family strengthening and community development and serves as PACT's Executive Vice President of Community Building Programs.

Finally, PACT is adept at working with this culturally diverse population. We also understand youth culture and the challenges and risks our youth, families, and kupuna living in poverty face—and we know how to address them.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: CT-DCS-2300045
   Grant Period: 10/01/2022-09/30/2023 Grant Amount: $198,697.00
   Grant Purpose: Out of School time Services for At-Risk Youth at Puuwai Momi
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services - Grant-In-Aid

2. Grant Activity Name & Contract #: CT-DCS-2500050
   Grant Period: 11/01/2024-10/31/2025 Grant Amount: $150,000.00
   Grant Purpose: Providing Refuge to Begin the Journey of Healing from Domestic Violence (DV) – PACT DV Shelter Program
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services - Grant-In-Aid

3. Grant Activity Name & Contract #: CT-DCS-2400168
   Grant Period: 2/08/2024-1/31/2025 Grant Amount: $185,000.00
   Grant Purpose: Emergency Shelter: Essential Services
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services - ESG

4. Grant Activity Name & Contract #: CT-DCS-2400230
   Grant Period: 5/14/2024-5/31/2024 Grant Amount: $73,334.69
   Grant Purpose: Emergency Shelter: Essential Services

Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
Administrating Division: Dept. of Community Services - ESG

5. Grant Activity Name & Contract #: CT-DCS-2100068
   Grant Period: 10/13/2020-9/30/2022 Grant Amount: $125,000.00
   Grant Purpose: Out of School time Services for At-Risk Youth at Puuwai Momi
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services - Grant-In-Aid

6. Grant Activity Name & Contract #: CT-DCS-2100123
   Grant Period: 3/27/2020-04/30/2022 Grant Amount: $178,549
   Grant Purpose: Emergency Shelter activities at the Hale Ola Transition House and Ohia DV Shelter
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services – ESG

7. Grant Activity Name & Contract #: CT-DCS-2300186
   Grant Period: 5/22/2023-12/31/2023 Grant Amount: $90,000.00
   Grant Purpose: Emergency Shelter: Essential Services
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Dept. of Community Services – ESG

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

PACT embraces the vision of the Age-Friendly Honolulu initiative "to create a livable city that is inclusive to persons of all ages and abilities..." and is committed to building relationships, empathy, and understanding through Age-Friendly services & activities. The proposed program aims to actively involve kupuna at KPT and PM in enriching OST activities designed to enhance their social engagement, health, and well-being (Priority Area 1). Through initiatives like tech tutoring, cooking classes, and various events and field trips, we will foster opportunities for physical activity and meaningful social connections. Additionally, we invite kupuna to take on leadership roles by mentoring youth through arts and crafts and our Talk Story program, creating a platform for sharing knowledge and cultural traditions.

Past programs have included both kupuna in the families of served youth and local community members. Our goals encourage youth to see kupuna as both a resource and our common kuleana.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Pearl Harbor Aviation Museum |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Youth Aviation STEM Program |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

PHAM, created in 1999, preserves historic structures from the Dec. 7, 1941, attack on Pearl Harbor. Its mission is to honor the past, inspire innovation, and educate future generations through exhibits and programs that show Hawaii's pivotal role in WWII and aviation history. Its educational initiatives engage youth in STEM and aviation careers, fostering academic success and workforce readiness.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

This project addresses Oahu's Title I Schools' STEM education crisis with limited STEM resources. Expanding access to STEM resources and programs enables PHAM to close the education gap by teaching skills that prepare LMI youth for high-tech jobs. This investment empowers local talent, reduces economic inequality and sustains Hawaii's technological and economic future.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

The project will serve 3,150 students delivered through several structured programs, ensuring wide range of impact. Key measures of success: 10 Level 1 Surveys to gauge immediate feedback; and 10 Level 2 Assessments to evaluate learning outcomes. Marketing and outreach efforts will enhance program visibility, ensuring effective engagement and meaningful service delivery to the target population.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$16,665 | ☒ District 2<br>$16,667 | ☒ District 3<br>$16,667 |
| ☒ District 4<br>$16,666 | ☒ District 5<br>$16,667 | ☒ District 6<br>$16,667 |
| ☒ District 7<br>$16,667 | ☒ District 8<br>$16,667 | ☒ District 9<br>$16,667 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer
Printed Name and Title: Janeen Woellhof, Interim Executive Director

Date

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

_____
(Signature)

_____
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that _____(name), _____(title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

_____
(Signature)

_____
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this _____ day of_____, 202__, before me appeared _____, personally known to me, who, being by me duly sworn, did say that he/she is the _____ of _____ and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said _____ acknowledged said instrument to be the free act and deed of said corporation.

_____
Notary Public, State of Hawaii

My Commission expires:_____

Doc. Date:_____ # Pages _____
Name: _____ ____ Circuit
Doc. Description: _____
_____
_____
Signature Date
NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

This proposal addresses critical STEM education disparities for low-to-moderate-income (LMI) youth in Oahu's Title I schools, emphasizing PHAM's ALC and aviation history programs.

These initiatives provide immersive, hands-on learning experiences that foster interest in STEM fields and equip students with foundational skills for future success. By removing barriers to access and engaging students in culturally relevant programs, PHAM addresses systemic inequities, aligning with community priorities for equitable education.

*Community Need and Problem Validation:*

Resource Constraints in STEM Education:

- Title I schools on Oahu often lack adequate STEM resources, limiting opportunities for LMI youth to engage in high-quality STEM education. According to Pacific Business News (2019), resource disparities hinder career readiness for LMI students.
- National data from the U.S. Department of Education (2015) reveals that only 47% of students in high-poverty schools participate in weekly hands-on STEM activities, compared to 61% in wealthier schools. These disparities restrict exposure to critical problem-solving and technical skills.

Transportation and Economic Barriers:

- Many Title I schools cannot afford transportation and admission fees for field trips to PHAM, leaving students unable to access these transformative learning opportunities. Economic inequalities further marginalize LMI students, compounding barriers to STEM education.

Economic Impact of STEM Gaps:

- STEM-related jobs in Hawaii are projected to grow by 10% from 2022 to 2032 (U.S. Bureau of Labor Statistics), but LMI youth are underprepared to fill these roles. Hawaii News Now (2020) emphasizes the urgent need for skilled workers to support the state's expanding technology sectors, underscoring the importance of PHAM's programs.

*PHAM's Programs and Impact:*

Aviation Learning Center (ALC):

- The ALC engages students in three hands-on modules: practical science, pre-flight responsibilities, and simulated flight. Students explore aviation concepts in a Learning Lab, conduct pre-flight checks on an aircraft in the Hangar, and culminate their experience with a virtual flight over Oahu in the Simulator Bay.

- These immersive activities build critical thinking, teamwork, and foundational STEM skills, sparking interest in aviation and related fields. Funds allocated for transportation and admission fees ensure equitable access for over 3,150 Title I students annually.

Aviation History Curriculum:

- PHAM's aviation history programs integrate STEM education with cultural and historical context. Key features include:
    - With America's WWII aviation battlefield as the backdrop, virtual and in-person lessons highlight personal stories and historic events, fostering a deeper appreciation for aviation's role in military and civilian contexts.
    - Exhibits featuring restored aircraft such as the North American B-25B Mitchell and Japanese Mitsubishi A6M2 "Zero," providing tangible connections to Hawaii's aviation history.

*Addressing Systemic Inequities:*

Equitable Access:

- PHAM's plan to allocate grant funds for transportation and admission fees directly addresses resource and economic barriers, ensuring that all Title I students can participate, regardless of financial constraints.

Culturally Relevant Education:

- PHAM's programs are tailored to Hawaii's diverse communities, incorporating local history and cultural values to engage LMI youth and inspire pride in their heritage.

Pathways to Careers:

- PHAM's youth education programs are designed to ignite interest in STEM and aviation, introducing students to potential career pathways, encouraging further exploration of aviation and high-tech fields.

*Community Priority Alignment:*

Local Advocacy for Equity:

- Equitable access to STEM education is a well-documented community priority. Honolulu Civil Beat (2022) emphasizes the importance of programs that prepare Title I students for high-demand careers.

Research-Driven Impact:

- The Urban Institute reports that students exposed to STEM education are 17% more likely to pursue STEM careers. PHAM's programs provide the foundational experiences needed to inspire LMI youth to explore these opportunities.

*Projected Impact:*

Closing Opportunity Gaps:

- By addressing resource shortages and transportation barriers, PHAM ensures that Title I students gain access to immersive STEM learning experiences.

Enhancing Academic Engagement:

- Hands-on STEM activities improve academic performance and critical thinking skills, preparing students for future success in high-demand fields.

*Promoting Economic Mobility:*

- Equipping LMI youth with foundational STEM knowledge helps break cycles of poverty by opening pathways to high-paying, technology-driven careers.

Supporting Hawaii's Economy:

- A homegrown, STEM-ready workforce reduces reliance on imported talent and ensures sustainable economic growth for Hawaii's communities.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

This project provides equitable access to STEM and aviation history education for over 3,150 Oahu's Title I schools' LMI students by offering hands-on, immersive learning experiences that combine STEM principles with Hawaii's rich aviation history through PHAM's ALC and aviation history programs.

To remove financial and logistical barriers to participation, this GIA will subsidize transportation and museum admission fees, ensuring all students, regardless of economic status, have access to these transformative educational opportunities.

ALC participants will be involved in three structured ALC modules: practical science; pre-flight responsibilities; and simulated flight.

Inside the ALC, they will study aviation concepts through experimentation and group discussions. In the Hangar, students will conduct pre-flight checks on an aircraft and develop flight plans. Finally, in the Simulator Bay, they will complete a virtual flight over Oahu along a pre-determined route, applying concepts learned throughout the day. These immersive activities engage students in critical thinking, teamwork, and STEM-focused problem-solving.

The ALC's hands-on, interactive curriculum is specifically designed to spark interest in STEM subjects and aviation, while the aviation history program contextualizes this learning within Hawaii's unique cultural and historical landscape. This dual focus on STEM education and aviation history effectively addresses the community's need for career readiness, educational equity, and cultural preservation.

The aviation history curriculum complements these STEM activities by highlighting Hawaii's significant contributions to aviation. The interjection of historical content and the very location of the museum promotes a deeper understanding of the values and character associated with "Our Greatest Generation," values that grew out of our national response to the attack on Pearl Harbor.

Other students will review Hawaii's pivotal role in aviation during WWII through: personal stories; oral histories; and historical artifacts. These culturally relevant experiences foster pride in Hawaii's heritage while inspiring students to consider aviation and STEM-related career paths.

Why This Grant Activity Was Chosen: This grant activity was chosen to address the longstanding disparities in STEM education that disproportionately affect LMI students in Oahu's Title I schools. These students often face barriers, such as: inadequate access to STEM resources and limited hands-on learning opportunities; and financial constraints that prevent field trip and enrichment program participation.

Transportation and museum admission costs are common barriers for Title I schools, which increasingly operate with constrained budgets. Subsidizing these expenses ensures no student is excluded due to economic challenges.
By removing these obstacles, PHAM provides them equitable access to high-quality STEM and history education, helping close the opportunity gap.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The Grant Activity will directly benefit 3,150 students from Oahu's Title I schools during the Grant Term. These measurable outcomes are aligned with the purposes and priorities of the Grants in Aid Fund by addressing systemic barriers, fostering equity in education, and preparing LMI youth for Hawaii's technology-driven economy.

Measurable Outcomes:

Direct Delivery of STEM Education Programs:

- Over the 12-month period, 3,150 students will participate in PHAM's immersive, hands-on STEM programs, including aviation-focused learning modules and problem-solving activities.
- Delivery will occur monthly, with specific targets ranging from 225 to 425 students per month, ensuring consistent access and engagement throughout the year

Assessment and Feedback:

- Level 1 Surveys: Conducted monthly (10 times during the grant term), these surveys will measure student engagement, satisfaction, and immediate feedback on program activities.
- Level 2 Assessments: Also conducted monthly (10 times), these assessments will evaluate knowledge acquisition and skill development, aligning with national STEM standards

Community Outreach and Awareness:

- Reports of marketing and outreach activities will occur twice during the grant term to maximize program participation and ensure community stakeholders are informed about the initiative's benefits

Alignment with Grants in Aid Fund Purposes and Priorities:

- Promoting Equity and Inclusion: By specifically targeting Title I schools and LMI students, the project aligns with priorities to address systemic inequities in education and ensure equitable access to resources and opportunities.
- Enhancing Career Readiness: The programs equip students with technical and critical thinking skills essential for high-demand STEM careers, directly addressing workforce gaps in Hawaii's technology-driven sectors.
- Sustaining Economic Growth: By fostering a skilled local workforce, the project supports long-term economic sustainability and reduces reliance on imported talent.

Direct Benefits to the Target Population:

- Academic Engagement: Monthly participation in STEM activities will improve student engagement, critical thinking, and problem-solving skills.
- Career Preparation: Exposure to real-world STEM applications and mentorship opportunities bridges the gap between education and workforce readiness, empowering students to pursue high-demand careers.
- Economic Mobility: Equipping students with marketable skills fosters economic opportunities, breaking cycles of poverty for LMI families.

This project ensures that 3,150 students will receive high-quality STEM education tailored to their needs, addressing educational disparities and promoting sustainable growth for Hawaii's communities.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

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4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

**Direct Salaries/Wages and Fringe Benefits: $110,829** This category supports the instructional and administrative staff essential to program delivery.

Senior Manager of Education Programs (.25 FTE): Oversees planning and ensures activities align with PHAM's mission and goals.

Curriculum Lead and Museum Educator (.75 FTE); Develops and executes engaging, culturally relevant STEM and history lessons.
Two Museum Educators (.50 FTE each): Deliver interactive modules, such as virtual flight simulations, pre-flight aircraft inspections, and aviation history discussions.

These educators are critical to achieving educational equity and immersive STEM learning by engaging students in hands-on activities that connect STEM principles to real-world applications, fostering critical thinking and problem-solving skills.

**Professional and Contractual Services: $12,000**

Grant Manager: Ensures compliance, manages reporting, and facilitates partnerships with Title I schools. This role supports barrier removal by coordinating transportation subsidies and admissions ensuring all students can participate. Additionally, this oversight strengthens program sustainability and impact tracking.

**Program Activities Supplies: $27,171**

This category directly supports student participation costs, including: program admission fees; school bus transportation; and individual student supplies. Maintenance and repair of Aviation Learning Center (ALC) equipment -- such as simulators and training aircraft -- ensure the hands-on modules remain engaging and functional. Marketing and outreach efforts target underserved schools, increasing awareness and accessibility.
These resources address barrier removal and immersive STEM learning by enabling equitable access to activities such as pre-flight planning and virtual flight simulations. Subsidized costs ensure financial constraints do not exclude students from transformative learning opportunities.

**Alignment with Desired Outcomes:**

- Equity in Education: Salaries for qualified educators ensure Title I students tailored, high-quality instruction. Subsidies for transportation and admission remove financial barriers, enabling participation for all.
- Immersive STEM Learning: Program supplies and equipment upkeep support hands-on modules, fostering teamwork and critical thinking through pre-flight tasks and simulations.
- Cultural Preservation: Staff-led aviation history lessons highlight Hawaii's contributions to WWII, instilling pride and encouraging interest in aviation careers.
- Barrier Removal: Covering logistical costs ensures accessibility for 3,150 students, addressing longstanding disparities in STEM and history education.

By investing in skilled staff, necessary supplies, and logistical support, this budget ensures the program delivers meaningful outcomes. It removes barriers for LMI students, engages them in STEM and cultural learning, and inspires future career paths, advancing PHAM's mission of educational equity and cultural preservation.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

Timeline to Achieve Desired Outcomes: The timeline outlines key activities, milestones, and deadlines over the 12-month grant term to ensure PHAM achieves its measurable outcomes of serving 3,150 students from Oahu's Title I schools with STEM-focused educational programs.

October 2024 – September 2025

October 2024
- Launch program implementation.
- Deliver STEM education programs to 275 students.
- Conduct Level 1 surveys and Level 2 assessments to gather feedback and evaluate initial program impact.

November 2024
- Expand program delivery to reach 400 students.
- Administer Level 1 surveys and Level 2 assessments.
- Begin outreach to additional Title I schools to secure enrollment for future months.

December 2024
- Serve 275 students with STEM activities.
- Continue assessments and surveys.
- Confirm transportation arrangements for January and February participants.

January 2025
- Deliver programs to 350 students.
- Conduct monthly assessments and surveys to refine program activities.
- Launch first marketing and outreach campaign to increase awareness and recruit new schools.

February 2025
- Serve 425 students.
- Administer assessments and surveys to monitor progress.
- Ensure transportation support for schools facing access challenges.

March 2025
- Deliver programs to 250 students.
- Collect data from surveys and assessments.
- Hold staff review meeting to assess midterm progress and adjust delivery strategies if needed.

April 2025
- Serve 425 students.
- Evaluate program engagement through assessments and surveys.
- Start planning the second marketing and outreach campaign.

May 2025

- Reach 225 students.
- Conduct assessments and surveys to gather qualitative and quantitative data.
- Finalize preparations for summer program sessions.

June 2025
- Deliver summer programs to 25 students, targeting special sessions for specific groups.
- Continue monitoring and evaluation efforts.

July 2025
- Launch second marketing and outreach campaign to highlight successes and recruit schools for the upcoming academic year.

August 2025
- Serve 125 students as the new school year begins.
- Collect assessments and feedback to measure long-term program impact.

September 2025
- Deliver final sessions to 350 students.
- Complete final surveys and assessments for comprehensive reporting.
- Convene a final program review meeting to evaluate outcomes, lessons learned, and recommendations for future activities.

Ongoing Activities
- Monthly program monitoring and review meetings to ensure milestones are met.
- Continuous coordination with Title I schools to address transportation needs.
- Regular reporting to track progress against performance metrics.

This timeline ensures realistic and achievable benchmarks are met, with strategic adjustments and consistent engagement to maximize the impact of PHAM's STEM programs on Oahu's underserved youth.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

PHAM has a record of success in delivering impactful STEM and aviation-related educational programs, demonstrating its capacity to achieve the proposed outcomes.

Visitor Impact and Engagement:

- Since opening in 2006, PHAM has welcomed over 3 million visitors, establishing itself as a vital educational resource on Oahu. This success indicates PHAM's effectiveness in engaging and educating diverse audiences, from local students to international visitors, in aviation history and STEM-related topics.

Educational Outreach and Program Success:

- PHAM's Youth Education Programs engage over 4,500 young people across the state annually, with a substantial portion coming from LMI communities. Through partnerships with local educators and schools, PHAM reaches students from underserved communities, providing immersive STEM experiences that align with state and national standards.
- PHAM's hands-on programs, such as the ALC, opened in January 2022, were designed in collaboration with the nationally renowned Museum of Flight. The ALC delivers an aviation-focused STEM curriculum aligned with educational standards, offering experiences that enhance math and science skills through real-world aviation challenges. Since its opening, the ALC has served over 10,000 students, building foundational STEM skills and inspiring interest in aviation careers.

Community Partnerships and Impact on LMI Students:

- PHAM's programs actively collaborate with Title I schools to make STEM accessible for LMI students. PHAM has reported that students who participate in these programs demonstrate improved understanding of STEM concepts and increased engagement in classroom learning. Surveys indicate that 85% of students who completed PHAM's hands-on activities reported greater interest in STEM subjects.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

PHAM is well-equipped to deliver the proposed STEM education programs, leveraging its organizational knowledge, experienced staff, robust fiscal resources, and strong stakeholder relationships.

1. Organizational Knowledge and Experience:

   - Proven Track Record: PHAM has a history of successfully implementing STEM programs tailored to underserved communities, including Title I schools. Its expertise ensures culturally relevant, hands-on education that aligns with Hawaii's workforce needs.
   - Specialized Programs: PHAM's ALC is a leading provider of aviation-focused STEM education, with established curricula that encourages critical thinking and career readiness.

2. Skilled and Dedicated Staffing:

   - Experienced Educators: PHAM employs certified STEM educators with extensive experience in delivering interactive, student-centered programs.

- Support Team: A dedicated admin: and support team ensures efficient program logistics, including transportation coordination; survey administration; and data analysis.
- Volunteer Network: PHAM has STEM professionals enhance the quality of career exploration activities and providing role models for students.

3. Fiscal Resources and Financial Management:

- Sustainable Funding: PHAM has access to diverse funding streams, including grants, private donations, and corporate sponsorships, ensuring the financial stability required to support program activities.
- Strong Fiscal Oversight: A dedicated finance team manages budgets, tracks expenditures, and ensures compliance with grant requirements.

4. Facilities and Resources:

- Aviation Learning Center: A 4,600 sq. ft., state-of-the-art facility designed for immersive STEM education, equipped with flight simulators, engineering kits, and other resources to engage students in hands-on learning.
- Two World War II-era Hangars: Iconic hangars preserving the historical legacy of aviation and Pearl Harbor, serving as exhibition and educational spaces.
- Ford Island Control Tower: A historic landmark that stands as a symbol of resilience and serves as an educational hub for museum visitors.
- Transportation Support: PHAM has partnerships with local transportation providers to eliminate barriers for Title I schools, ensuring equitable access to educational programs.

5. Stakeholders and Relationships:

- Collaborations with Educators: PHAM works closely with Title I school teachers and administrators to align programs with student needs and school schedules.
- Community Partnerships: Relationships with community organizations and local leaders amplify outreach efforts and facilitate broad-based support.

6. Program Monitoring and Evaluation:

- Data-Driven Approach: PHAM has systems in place to track progress, gather feedback, and evaluate program outcomes. This ensures continuous improvement and alignment with grant objectives.
- Comprehensive Reporting: PHAM has a proven ability to meet grant reporting requirements, including detailed documentation of activities, expenditures, and impact metrics.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

To sustain and expand this project beyond the grant period, PHAM will implement a multifaceted strategy focused on financial sustainability, partnerships, program development, and community engagement.

1. Diversified Funding Streams: PHAM will actively pursue additional grant opportunities from federal, state, and private foundations. Corporate sponsorships will be secured from aviation and technology companies interested in supporting workforce development and STEM education. We will also establish a donor engagement program, targeting individual donors passionate about equitable STEM access and Hawaii's aviation history.
2. Fee-Based Programs: PHAM will introduce a tiered fee model for non-Title I schools, allowing the program to generate income while continuing to offer subsidized services for Title I schools. This ensures program access for underserved students while creating a sustainable funding stream.
3. Expanded Partnerships: We will collaborate with Hawaii's Department of Education, local businesses, and community organizations to increase program visibility and support. Partnerships with airlines and aviation companies can provide in-kind contributions such as equipment, mentorship, and promotional opportunities.
4. Curriculum Integration: By aligning the ALC modules and aviation history curriculum with Hawaii's DOE STEM standards, PHAM can ensure the program's relevance, making it easier for schools to integrate into their curricula.
5. Volunteer and Alumni Engagement: Establishing a robust volunteer program will reduce operational costs, while engaging program alumni as ambassadors will build a network of advocates to support future initiatives.
6. Impact Measurement and Advocacy: PHAM will document program outcomes to demonstrate effectiveness, which will be used to advocate for public funding and legislative support. This includes publishing annual impact reports and presenting findings at education and STEM-focused conferences.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

PHAM's established infrastructure, skilled team, and sustainable partnerships ensure it can continue advancing STEM and aviation education well beyond the grant period.

Organizational Capacity: Since 2006, PHAM has engaged over 3 million visitors, proving its capability to deliver impactful educational experiences. With a focus on aviation and STEM, PHAM has become a trusted educational resource, inspiring both local and international audiences.

Educational Outreach: Reaching over 4,500 students annually, PHAM collaborates with Title I schools to provide immersive STEM experiences. Programs like the ALC, launched in January 2022 in partnership with the Museum of Flight, align with state and national educational

standards, offering hands-on activities that enhance students' math and science skills. This foundation strengthens PHAM's ability to drive meaningful STEM learning outcomes for underserved youth.

Aviation Pathways Program: Through partnerships with educators and industry leaders, PHAM's Aviation Pathways Program introduces students to aviation-related STEM careers. Activities, including flight simulation and drone education, receive positive feedback, with many students expressing increased interest in STEM fields.

Community Partnerships and Impact on Target Population: PHAM's focus on Title I school collaborations makes STEM education accessible to LMI students, fostering engagement and improving STEM comprehension. Surveys show that 85% of participating students express greater interest in STEM subjects, indicating PHAM's success in bridging the educational gap.

Funding and Development Success: The $3.2 million ALC project, partially funded by State Grant-in-Aid and out-of-state contributions, highlights PHAM's ability to secure diverse funding, ensuring the center's sustainability. This financial resilience underscores PHAM's capability to support ongoing program success.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Youth Aviation STEM Program, CT-DCS-2400050
   Grant Period: 10/01/2023-09/30/2024 Grant Amount: $178,400
   Grant Purpose: Public Service - Children
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Key Age-Friendly Elements:

1. Kupuna as Leaders and Mentors:

   - Seniors with expertise in STEM or cultural knowledge will lead workshops, providing unique perspectives and inspiring youth to value the wisdom of older generations.
   - Mentorship roles allow kupuna to guide students, enriching their learning with real-world experience and cultural traditions.

2. Intergenerational Engagement:

    - Kupuna-student collaboration strengthens community bonds and promotes the exchange of knowledge, aligning with Age-Friendly Honolulu's goal of fostering respect and inclusion across generations.

3. Community Enrichment:

    - Highlighting kupuna as active contributors challenges stereotypes about aging, reinforcing their vital role in building a stronger, inclusive society.

Meeting Additional Reporting Requirements:

1. Tracking Kupuna Involvement:

    - Maintain records of kupuna roles, hours contributed, and workshop outcomes.
    - Collect student feedback on their experiences with kupuna-led activities to measure impact.

2. Incorporating Metrics into Reports:

    - Include kupuna-specific participation metrics and impact stories in monthly and final grant reports.

3. Financial and Impact Accountability:

    - Document expenses related to kupuna participation (e.g., stipends, transportation) and ensure alignment with funding guidelines.
    - Analyze the influence of kupuna involvement on student engagement and intergenerational learning outcomes.

PHAM's proposal not only supports STEM education but also promotes the active inclusion of kupuna, embodying the values of an Age-Friendly Honolulu while ensuring robust and transparent reporting.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Po'ailani Inc. |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Pahia Specialized Residential Program Bed Expansion |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

**Po'ailani Inc. is a non-profit co-occurring treatment program providing a continuum of care since 1976 for adults age 18 years and older. Co-occurring disorders is when an individual experiences alcoholism, substance use disorders as well as experiencing mental health disorder such as Schizophrenia, Bipolar, Depression, Anxiety, and PTSD. Most of these individuals also are victims of domestic violence. Oftentimes, those with co-occurring disorders ultimately end up homeless. The mission of Po'ailani Inc. is to provide treatment in a continuum of care that is community-based and patient-focused. The overall goal of services is to assist patient's reintegration into the community thereby reducing homelessness. Examples of how we reach our overall goal is to provide relapse prevention and mental health education as well as independent living skills.**

**Po'ailani Inc.'s leadership has worked together over 25 years each and provides exceptional fiscal and operational oversight that has resulted in successful business sustainability. Po'ailani Inc. is nationally accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF) as well as the State of Hawaii Department of Health Alcohol and Drug Abuse Division and the Adult Mental Health Division. Po'ailani Inc. also successfully maintains contracts with all managed care companies such as HMSA, Kaiser, Aloha Care, Ohana Care and others. The accreditations and contracts for services attests to Po'ailani Inc. expertise, knowledge, skills, and abilities with this target population.**

| **E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)* |
|---|
| **Po'ailani Inc. is requesting grant money for construction costs to increase the bed capacity by 10 beds. This increase of 10 beds has the capability of reducing homelessness to approximately 40-60 patients annually. This grant specifically is for construction to remodel the current counselor and group room by building a second story floor mirroring the first floor which includes a group room, two offices and a bathroom. The other construction costs needed is to remodel an existing two-story building to include expansion of patient bedrooms, toilet and shower and food storage. All construction work is located on existing dwellings on the same 2 ½ acre property in Kaneohe.** |

| **F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)* |
|---|
| **Po'ailani Inc. measures the effectiveness and efficiency of its service delivery is by identifying patients who have successfully re-integrated into society as evidence by decreased substance relapses, decreased hospitalizations, decreased recidivism, increased employment and securing affordable housing. Po'ailani shall meet a threshold of no less that 65% for each of the following performance measures based on the additional capacity increase of 10 beds. Po'ailani Inc. estimates to increase services to 40-60 additional co-occurring/homeless individuals annually.** |

**G. Council District**

**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☑ District 1<br>$16,667 | ☑ District 2<br>$16,667 | ☑ District 3<br>$16,667 |
| ☑ District 4<br>$16,667 | ☑ District 5<br>$16,667 | ☑ District 6<br>$16,667 |
| ☑ District 7<br>$16,667 | ☑ District 8<br>$16,667 | ☑ District 9<br>$16,664 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000.00 | |

**H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):**

1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable.

| | | |
|---|---|---|
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |

| | | |
|---|---|---|
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☒ H. Public Service – Other (describe): Substance Abuse/Mental Health/Homelessness | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

**GRANTEE'S CERTIFICATION AND SIGNATURE**

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Abby R Paredes, CEO
Signature of Grantee (Fiscal Sponsor) Officer
Printed Name and Title: Abby R. Paredes, CEO

11/19/2024
Date
November 19, 2024

STATE OF HAWAII

GRANTEE'S ACKNOWLEDGMENT

STATE OF _____)
) S.S.
_____ COUNTY OF _____)

On this _____ day of _____, _____, before me appeared
(day) (month) (year)

_____, and _____, to me
(name) (name)

known, to be the person(s) described in and, who, being by me duly sworn, did say that he/she/they is/are

_____ and _____of
(position title) (position title)

_____
(name of organization)

the GRANTEE named in the foregoing instrument, and that he/she/they is/are authorized to sign said instrument on behalf of the GRANTEE, and acknowledges that he/she/they executed said instrument as the free act and deed of the GRANTEE.

_____
(signature)

_____
(Print name)

(Notary Stamp or Seal)

Notary Public, State of _____

My Commission Expires:_____

NOTARY CERTIFICATE (Hawaii Administrative Rules §5-11-8)

Document Identification or Description:_____
_____
_____
_____
_____

Undated at time
Doc. Date: __of notarization__ No. of Pages:_____ Jurisdiction:___

_____ (Notary Stamp or Seal)
Signature of Notary Date of Certificate

_____
Printed Name of Notary

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

According to the U.S. Department of Housing and Urban Development's 2023 Annual Homeless Assessment Report by HawaiiNewsNow December 15, 2023 "the number of homeless people in the U.S. jumped 12% over the past year with Hawaii seeing some of the highest rates in the country". Hawaii additionally was reported to have "the highest percentage of people experiencing chronic homelessness". This report further stated "more than 76% of the homeless in Hawaii were counted on the streets or in parks and vehicles approximately on a single night in January" 2023, "the highest in the country, followed by California and Oregon". This article quoted State Rep. Della Au Belatti, Health and Homelessness Committee chair, "The Legislature had agreed to in concept and recognize the need for behavioral crisis centers to deal with some of the chronic homelessness we see on the streets where we need to stabilize people who may be experiencing substance abuse or mental health issues. ... We failed to fund that," (https://www.hawaiinewsnow.com/2023/12/16/fed-report-shows-hawaii-has-highest-rates-chronic-homelessness-youth-without-shelter/). Po'ailani Inc. works hard to reduce behavioral crises that results in many becoming homeless. Furthermore, a report by the Hawaii Criminal Justice Data Snapshot December 2023 has identified those with behavioral health and homelessness issues are "served more effectively and at lower cost through robust community-based behavioral health services". (https://justicereinvestmentinitiative.org/wp-content/uploads/2024/01/Hawaii-Criminal-Justice-Data-Snapshot_accessible.pdf). Family Promise of Hawaii reported that chronically homelessness individuals experience mental illness, substance abuse and domestic violence. (https://www.familypromisehawaii.org/post/family-homelessness-on-o%CA%BBahu-continues-to-rise). Po'ailani Inc. is determined to be part of the solution of the above crisis. If Po'ailani Inc. is awarded the grant for construction resulting in an increase of approximately 40-60 patients annually most definitely will make a positive impact within our communities.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

Po'ailani Inc. shall use City funds for construction that requires compliance with all applicable Federal, State and City laws to include HRSC Chapter 343 and HRS Section 103-50.
There are three construction projects Po'ailani Inc. is proposing.

1. A existing dwelling to build a second story floor to mirror the ground floor. The expansion of the second floor will be designed to accommodate 10 additional clients that need 24/7 specialized residential treatment program services.
2. Remodel an existing dwelling on the same property to convert a food storage area to rooms to accommodate the bed capacity.
3. Build an additional room for food storage.
The CEO and CFO are responsible to identify three different bids for the construction work. The bids will be presented to the Board of Directors for review and approval. The CEO and CFO will also be responsible to ensure that the selected contractor is licensed and bonded in the State of Hawaii. The CEO will be responsible for monitoring progress of the completion of the construction within the deadlines required in this grant.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Po'ailani Inc. shall provide Residential treatment services to 40-60 additional persons annually who are deemed the most vulnerable including, but not limited to, victims of domestic violence, homeless and those suffering from the effects of substance abuse or mental health issues. Treatment directly benefits those vulnerable populations by successfully re-integrating back to the community with stabilization of their substance use, mental illness and living arrangements. Basically, the goal is to reduce the cyclical results of this population.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Upon the selection of a licensed contractor a preliminary assessment to evaluate the existing foundation and walls to determine if they can handle additional load for a second story. A detailed designed of the desired layout and room sizes to match the first floor. Disabled clients will utilize the existing first floor that is ADA compliant. The contractor is responsible for receiving the necessary permits for all building plans. The contractor will be responsible for providing a construction schedule that meets the time frame of the grant. The construction schedule will include:

For the second story addition, to include demolition and preparation, any necessary foundation reinforcement, second floor framing, roof construction, exterior finishing, interior finishing, maintaining building codes and ensure structural integrity.
For the remodeling of the existing food storage area the contractor will demolish the small kitchen area and construct dry walls for the additional bedrooms and upgrade existing toilet and shower.
The purpose why this particular grant activity was chosen is to reduce substance use, mental illnesses, recidivism, domestic violence and homelessness on O'ahu by expanding treatment capacity.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)*

Organization Name: Po'ailani Inc.
Project type: Renovation of an existing facility
Total Funding Request: $150,000.00
Total Project Cost: $150,000.00

Po'ailani Inc. proposed renovation project will construct an additional second level to an existing ground floor dwelling. And also renovate the current food storage area into bedrooms that will accommodate a capacity increase of 10 beds. The third construction project is to build out an additional room for food storage. The building will comply with all accessibility requirements of the Americans with Disabilities Act and local building codes. The renovations will result in a capability of increasing patient treatment.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

Po'ailani Inc. anticipates the construction will begin within 30 days of the notice of award and completion within the required Grant in Aid of twenty-four months if not sooner.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

This is the first time that Po'ailani Inc. has requested a construction grant. However, in 2005 Po'ailani Inc. purchased the existing 2 ½ acres which was previously a nursing home and was able to renovate the property within 12 months in order to open a 39-bed housing program at that time. In 2009 the decision was made to provide more patients with co-occurring treatment therefore converted the housing program into a 18-bed specialized residential treatment program that is over seen the by the Department of Health, ADAD and the Office of Health Care and Assurance. Converting the housing program into a specialized residential treatment program required a contractor to renovate one building from a 4-bedroom house into 2 offices, a group room and a bathroom. The current food storage area was utilized as 4

bedrooms. All of these construction renovations met all State, Federal and ADA requirements.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Po'ailani, Inc. hires qualified, efficient, skilled personnel to ensure the company operates with quality, effectiveness, efficiency and meets the performance expectations of Po'ailani, Inc.

The Chief Operating Officer, Chief Compliance Officer, and Clinical Supervisor, are available to ensure proper staff to patient ratio coverage. A sufficient number of personnel is employed to meet contract and program requirements. Updated organizational charts are prepared to reflect any changes in personnel patterns and are distributed to the Board of Directors and forwarded to any funding sources that require updates.
Po'ailani Inc. coordination of services with other providers is the key to creating a seamless, gap free service delivery system for the co-occurring patient. Coordination of an integrated mental health and substance use system takes team effort from the Department of Health, service providers, the patients, their families, stake holders, wrap around services, and other community supports which result in accessible, consistent, and quality services to ensure each patient is provided an opportunity to live a quality, meaningful life regardless of the severity and disability associated with each disorder.

Po'ailani Inc. also coordinates services with other agencies as follows: Crisis Shelters; Queen's Hospital; Queen's Day Treatment; Castle Medical Center for crisis intervention; Women, Infant, and Children (WIC) Program for women and children in need of assistance for nutritional services; Hawaii Alcohol Foundation (Sand Island); United Self-help; Care Hawaii; North Shore Mental Health; Community Empowerment Services; Helping Hands of Hawaii; Department of Vocational Rehabilitation for assistance with education, job training and placement; Club House; Steadfast Housing; Various Mental Health Centers; Hawaii State Hospital (HSH); Primary Care Physicians (PCP's); Justice personnel and agencies; MedQuest, Department of Human Services; Other POS Providers and community service providers; Dual Recovery Anonymous; Dual Recovery Groups; AA/NA meetings supportive and frequented by the target population; Legal Aid Society; American Disability Association; The Hawaii Disabilities Rights Center; Advocates for Federal Fair Housing Laws and Hawaii Discrimination laws; and the Advocates for Landlord Tenant Code.

| **D. Describe the applicant's sustainability and/or additional long-term benefit to the community** |
|---|
| 1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*<br><br>Once the construction is completed Po'ailani Inc. will have the capability to accept additional referrals from current referral sources that historical struggles with over census, and placement issues. These referral sources include the Hawaii State Hospital, all prisons, all hospitals, case managers, and community/family members. Po'ailani Inc. capacity expansion will be decreasing the current crisis Hawai'i is experiencing. |
| 2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*<br><br>Po'ailani Inc. already has the needed staffing in place to provide the services for the additional 10 beds. The operating staff is already in place which includes the intake department, counselors, residential monitors, support staff, nurses, administrative, etc. Po'ailani Inc. has maintained long term funding with State, Federal and private managed care insurance plans. Po'ailani Inc. is contracted with the Alcohol Drug Abuse Division, Adult Mental Health Division, Aloha Care, Kaiser, HMSA, UHA, Ohana Care and Community Care Services to ensure ongoing funding for treatment beyond the grant period. |

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY. Not Applicable

1. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

5. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

6. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

7. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

Administrating Division: _____

8. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

9. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

10. Grant Activity Name & Contract #: _____
    Grant Period: _____ Grant Amount: _____
    Grant Purpose: _____
    Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
    Administrating Division: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations. Not Applicable**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

| |
|---|
| ☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming<br><br>☐ Removing barriers to support community inclusion and accessibility for persons of all abilities. |
| 3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)* |

# Proposal 126

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Poi Dogs & Popoki |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes x No |
| **C. Grant Activity Name:** | Oahu Pets Alive! |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

PDP was incorporated in 2009 to provide pet owners and caregivers with the resources and tools to address animal welfare challenges in communities across Oahu. Our mission is to improve the quality of life of pets and their people by providing rescue support for stray and abandoned animals and the people caring for them including spay/neuter, wellness, foster care, and finally adoption. Through our foster-based network of rescue volunteers, our goal is to reduce euthanasia and provide a compassionate and humane response to managing pet overpopulation.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

Oahu's pet overpopulation has continued to grow due to covid's shut down of sterilization services. Unsterilized, unvaccinated and covered in fleas and ticks, these animals roam, breed, fight and spread disease contributing to our animal welfare challenges and costly animal control services especially in homeless campsites across the island. Despite a new animal control facility in west Oahu, their policy of euthanizing animals for space has created a level of distrust by animal welfare advocates and especially amongst the homeless who can ill afford to care for the pets that they currently have. PDP will work with social service agencies to provide the tools and resources that reduce pet overpopulation on our beaches and in our parks, and provide a community solution to pet overpopulation that saves lives.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

PDP will support the pets of 100 homeless owners who are unable to continue to provide them with sufficient care. Many of these animals are living in cramped wire crates or tied to a tree with no shelter from the elements and/or breeding indiscriminately. PDP will place pets into foster care with families committed to preparing them for adoption into furever homes. For those family's choosing to keep their pet(s), PDP will provide the tools and resources to ensure a healthy life with their homeless owner including spay/neuter, vaccination and flea/tick treatment. A total of 200 pets (dogs and cats) will receive service, placed in foster care if needed, and eventually placed up for adoption with support of their owners.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| x District 1<br><br>$75,000 | ☐ District 2<br><br>$ | ☐ District 3<br><br>$ |
| ☐ District 4<br><br>$ | ☐ District 5<br><br>$ | ☐ District 6<br><br>$ |
| ☐ District 7<br><br>$ | ☐ District 8<br><br>$ | x District 9<br><br>$50,000 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $125,000 | |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| x D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | x H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (  ), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Date 11/20/24

Printed Name and Title:

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Stacie C. Sasagawa
(Signature)

Stacie C. Sasagawa
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that Alicia Malualii (name), President (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Stacie C. Sasagawa
(Signature)

Stacie C. Sasagawa
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 20 day of November, 2024, before me appeared Stacie C. Sasagawa, personally known to me, who, being by me duly sworn, did say that he/she is the Treasurer of Poi Dogs & Popoki and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

CHRISTOPHER CASTILLO STATE OF HAWAII NOTARY PUBLIC Commission Number 24-159

Christopher Castillo
Notary Public, State of Hawaii

My Commission expires: September 01, 2028

Doc. Date: 11/20/2024 # Pages 1
Name: Christopher Castillo First Circuit
Doc. Description: Certificate of the Board of Directors Authorization to Assign Authority
Christopher Castillo 11/20/2024
Signature Date

NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Hawaii has the largest homeless population per capita in the country. About 5 to 10 percent of the nation's estimated 3.5 million homeless people have at least one pet. In areas like Hawaii with a year-round warm climate, the figure is as high as 24 percent. With 7,500 homeless here on Oahu, it is estimated that 1,800 dogs and cats are living with them because homeless shelters don't allow animals. In fact, only one new shelter at Sand Island allows pets. Most pet-owning homeless families choosing to stay with their four-legged friends live on our beaches and in our parks, on our streets and in tent camps, under freeway overpasses and on vacant land. Dogs may be loose and can be a danger to passerbys as well as themselves.

Many stray dogs and cats including feral cats congregate around and within homeless camps at Oahu beaches and parks because that is their primary food source. While the homeless may not always claim these strays as their own, they nevertheless care for them as best they can. Unfortunately, because most are not sterilized, flea treated or vaccinated, they give birth to litter after litter of puppies and kittens, spreading very contagious diseases like Parvo virus. The cycle of pet overpopulation continues unfettered and this issue continues to make local news. The October 2017 sweep of a homeless camp under the Nimitz viaduct yielded over 100 dogs and 150 cats and it's just the tip of the iceberg as unsterilized animals in camps all over the island continue to reproduce. The challenges experienced with the animals during the sweep are unabated because nothing is being done to curb the growth as homeless families move with and without their unsterilized pets. According to HPD, the animal control contractor – Hawaiian Humane Society – is expected to remove any pets left behind. Anticipating indiscriminate euthanasia, the homeless families simply leave their pet off-leash to at least allow them to roam until they can be retrieved.

An estimated 300,000 community or feral cats thrive on Oahu, according to the Hawaiian Humane Society. Free-roaming or stray cats are considered by some to be a nuisance and invasive species endangering our wildlife and marine life. They populate (and re-populate) our beaches and parks, especially those areas with homeless campsites. For the homeless, these cats are society castaways and a permanent reminder of their own existence to fend for themselves. So these homeless cats are often fed and cared for by the homeless – along with the dogs. While dogs may typically breed once a year, cats go into heat up to three times a year. Lacking a natural predator and combined with Hawaii's warm climate, one unsterilized female and her offspring will give birth to 400,000 kittens in 10 years. Addressing the feral cat colonies at our beaches and parks requires engagement with the homeless so that they can become part of the solution and not contributors to the problem. City funding to support Feral Feline Fix options has been eliminated.

Homeless families with pets already struggle with shelter, food and other services. The last thing on their mind or pocket book is caring for their pets. We can either help these families to reduce pet overpopulation and the burden that follows them.....or the City can simply continue to allow them to be surrendered as strays to animal control and euthanized due to

lack of space – at a higher cost to the taxpayer! The more compassionate and affordable choice is Oahu Pets Alive which would treat the pets that stay with their owners….or find new homes for those that are surrendered.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

PDP will work with social workers and animal welfare advocates to identify homeless camps and owners with unsterilized animals and those needing new homes. This model was successfully used in the Nimitz viaduct sweep. PDP provides pet with wellness services prior to surgery and will include screening for heartworm and blood diseases which complicate healthy outcomes. Pets will then be scheduled for surgery. All animals will receive subsidized 1) spay/neuter, 2) pain medication, 3) microchip identification, 4) flea/tick treatment, 5) deworming, and 6) vaccination. PDP will also place pets in foster care and eventually up for adoption if owners can no longer care for them. Cats will be trapped, sterilized and released with kittens pulled for foster care and adoption. Utilizing social workers with existing relationships within the homeless camps will ensure participation and compliance and build trust, and it will reduce the burden of impending sweeps which are costly to families, the city, taxpayers, social workers, and even animal welfare organizations.

PDP chose this activity because we are deluged with requests to assist with litters of puppies and kittens being born within the homeless campsites. For some owners, they simply lack the resources to properly care for their pets and especially lack access to affordable spay and neuter. They animals are being born into such horrible conditions with rampant parasites and viral disease. Many times – we cannot save them. Out of a litter of 12 puppies, 8 died because of parvo virus. We need to stop the cycle. We want to be out of the animal rescue business. But so long as animals are being euthanized at the Hawaiian Humane Society simply because they have too many pets and not enough homes – we will continue to do the work to save lives. It is heartbreaking work almost all of the time….but very hard to turn your back on animals – and people – that need help.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Outcome 1: Provide animal welfare services to 100 homeless families with pets.

Outcome 2: Sterilize, microchip, flea treat and vaccinate 300 dogs and cats living at homeless camps.

Without access to affordable spay and neuter, the cats and dogs living amongst the homeless families will continue to breed. These animals will contribute to our pet overpopulation challenges and their eventual euthanasia. While some have a overly romantic view of pets providing companionship to homeless families, it is a hard and sad life for them.

Without these services for pets of the homeless, the next sweep through camps by HPD will result in 1) an increase in loose and stray dogs and cats as their owners are forced to move with or without them, or 2) the capture of animals by animal control and their ultimate euthanasia because they will be considered unadoptable. This costly response by the City is a financial burden to animal control and displaces funds that could and should be used servicing real community concerns and issues. It also does little to help bridge the trust gap with the homeless. Our best response is to provide the homeless with the necessary care for their pets and the other animals that they care for and properly manage breeding, pests, and disease. For those that recognize the burden on their camp, we hope that some homeless will surrender their pets and allow us to place them in foster care for adoption. This option immediately reduces the population at the campsite. This solution also prepares the homeless and their pets for pet friendly housing when it becomes available and makes them a more viable and responsible tenant and pet owner. This solution addresses the burden at the source and prevents repeat problems associated with these sites and the growing population of animals.

For City parks and beaches, sterilization is the only cost effective long term solution to reducing cat populations. Trap-Neuter-Return (TNR) will reduce populations via adoption of kittens and "friendlies" or dumps removed from the colony, minimize roaming, yowling or fighting (typical mating behaviors), minimize marking and with significantly less odor, reduce disease and pests, and reduce nuisance calls. TNR is the humane and compassionate solution. Without TNR, the homeless will continue to feed and care for the cats, allowing their numbers to increase unchecked. Currently funding for the City's Feline Fix program has been cut so the public is left with no viable solution to reducing cat overpopulation.

PDP saw firsthand the problems associated with City sweeps of homeless camps. Aside from the rubbish and cleanup of the physical site, PDP worked with social workers to help foster dogs that could not transition to new sites and watched as more and more animals were removed to be euthanized. To successfully plan for the next sweep requires diligent and committed action to prevent unchecked pet breeding and reduce the burden on everyone involved including the City, social workers, police, and animal welfare community.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Meet with elected officials, community and business leaders, and social service agencies to identify areas and beach parks with homeless camps within council districts. Include representatives from City Parks/Rec department. Select targeted areas for spay and neuter efforts. This initial outreach to homeless families will identify and prepare pets for services and possible adoption. It also enable PDP to solicit potential foster families.

Prepare policies and procedures providing subsidized services for homeless pet owners. Review tracking protocols for reporting. Develop marketing and promotional flyers for dissemination through social service agencies and posting in communities. Attend neighborhood board meetings for announcement of spay/neuter and veterinary care options.

Identify potential volunteers to assist with transportation to appointments, and trapping within homeless campsites, beaches and parks, including cat colony caregivers, feeders.

Review and ensure supply of microchips, flea treatment, dewormer, vaccines and screening supplies. Prepare detailed pet health record for each pet. Secure additional staffing if necessary and schedule staffing as needed. Recruit volunteers to support outreach to campsites.

Coordinate quarterly calendar of outreach to target areas with camps and unsterilized animals. Continue production of promotional materials and announcements. Implement protocols for identifying subsidy for qualifying pet owners. Update microchip database for all spay and neuters – pets and feral animals. Prepare and submit monthly reports.

Milestones:
1. Identified social workers, their agencies, and prepared list of clients and their pets.
2. Geographical Map of identified homeless camps with pets.
3. PDP promotional flyers - monthly distribution to agencies, parks, recreation centers, satellite city halls, and the media.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)*

This budget is intended to subsidize the cost of sterilization and wellness services for homeless pet owners as well as address the pet overpopulation arising from the homeless camps on Oahu by placing pets in foster care. Our fee schedule is based on reduced fees offered by our veterinary partners who commit to the mission of PDP and the community service we provide to low income and homeless pet owners. The cost is to not only support the pets that stay with their owners, but also the placement of pets with foster families as they wait for adoption.

The largest expense is the cost of spay/neuter surgery - $30,000 for 200 cats and dogs. Vaccinations both cats and dogs requires one initial vaccine with 2 boosters. Flea treatment is provided for 3 months to ensure compliance with pet owners. They do not receive services unless they commit to sterilizing their pets. All pets – by law – are also microchipped. The cost for these services is $34,000. The greatest challenge facing homeless pet owners is if dogs test positive for heartworm or other blood virus such as erlichia which does not enable the dog's blood to clot. Both of these conditions require one-month of antibiotic treatment prior to surgery. The health screening and treatement for illness for only 100 pets is $10,000 because we assume not all pets will require support. Total veterinary cost is $74,000.

Spay and neuter IS the only strategy that WILL reduce pet overpopulation so it is a key component and cost to any animal welfare initiative. The community has spoken – they wan their beaches and parks back. They are overrun not only by the homeless families but also their pets. It is our responsbility to humanely and compassionately seek a solution that serves not only the homeless families and the community at large – but also these animals that deserve more than an appointment at HHS to be euthanized.

An additional $45,000 is required to support the surrender, foster and adoption of any pets of the homeless. This year alone – PDP fostered and adopted more than 100 dogs and puppies from homeless camps and have rescued and adopted almost 400 cats and kittens – all rescues. We don't accept any surrender UNLESS all pets of the owner are sterilized. We also have a policy that litters must be surrendered together and the mommies MUST be sterilized. We do not negotiate with families that want to "just keep one puppy." This budget is integral to

being able to safely accept surrendered pets into PDPs foster care program which results in an immediate reduction on pets living in homeless campsites. Again – it is a compassionate response that reduces the burden on homeless families that cannot safety or responsibly care for their pets.

We rarely request funding for staffing, but do need some administrative/project management support and have budgeted $18,000 for a volunteer interested in assuming the responsibility. She is a lead PDP volunteer and currently works for love, but she oversees all of PDP's adoptions, manages our legion of PDP volunteers, and coordinates the Petsmart cat kennels in Mililani and Kapolei. Asking her to step up to take on additional duties requires some form of compensation.

The total GIA budget request is $137,000 to focus primarily on pets of the homeless and homeless animals living at our beaches and parks. Our commitment to ensuring that our fees remain affordable require us to fundraise, seek out grants, or secure sponsorships to help subsidize costs. Most pet owners and especially homeless and low income families simply do not have the money to sterilize their pet(s). Without this program, our pet population will continue to increase.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

PDP has a network of service partners that provide outreach to the homeless camps because we are already providing limited services to extreme cases that need the most help. But we recognize the need to complete some initial ground work to properly prepare for implementation of this grant. So PDP will use the first month of the grant - October 2025 - to work with elected officials, community and business leaders, and social service agencies to identify recreation areas and beach parks with homeless camps within the council districts that have demonstrated the greatest need: District 1 and District 9.

By November, PDP will have developed a tracking system to monitor and report on the objectives achieved through the project including the total number of families assisted and total number of dogs and cats sterilized. PDP volunteers will expand outreach by attending neighborhood board meetings to announce the services and encourage volunteer engagement by the community to help with trapping and sterilizing cats. PDP works with a number of like-minded organizations and loosely formed groups and individuals engaged in homeless outreach and animal welfare. We believe we have a coordinated system of volunteers and professionals committed to the helping homeless families and their homeless pets.

Supplies including microchips, flea treatment, dewormer, and vaccines will be ordered in bulk to prepare for outreach and services. A pet health record will be used for homeless pet owners to ensure that they have the necessary documents for possible placement into housing.

PDP will schedule initial outreach efforts on a quarterly basis based on the identified target areas recommended through our netowrk of social workers. Most homeless families have multiple pets so we will help approximately 10 to 15 families every other month. This is required because the initial wellness exams may identify pet health concerns that can complicate surgery. So we must treat the dogs specifically for heartworm and erlichia before we can sterilze them. Antibiotics are provided for 30 days. At the completion of the treatment, they will be scheduled for surgery.

For cats – Trap/Neuter/Return options are limited so we believe that services can begin immediately. PDP works with caregivers who are in touch with the various homeless camps with large numbers of cats and we have a large network of compassionate caregivers interested in reducing the cat population. PDP has subsidized spay/neuter costs for them for years.. Our goal is to start with trapping pregnant females to limit population growth as quickly as possible. We will sterilize 20 cats per but will work with local TNR groups to focus on sites in their geographic area. Kittens and dumped domestic cats (friendlies) are pulled from sites and placed in foster care before adoption.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Since our inception in 2009, PDP has worked with pet owners, animal groups, and other loosely formed rescues to provide spay/neuter and wellness services to homeless, abandoned, stray and feral animals. To date – we have sterilized more than 22,000 animals through partnerships with veterinary clinics as well as our former mobile spay/neuter and wellness services. To put these numbers into perspective, the City's Neuter Now program utilizes veterinary hospitals who agree to provide neutering services for a set fee but charge pet owners additional fees for pre and post surgery activity. So instead of $150 for just the Neuter Now certificate, owners pay upwards of $500 to cover the rest of the costs such as blood work, medication, etc. Larger dogs cost closer to $800 to $1,000. The $600,000 budget could sterilize up to 4,000 pets. PDP has sterilized that many animals with a third of that budget and our services included pain medications, microchip ID, and cone for the head.

PDP's involvement in the Nimitz viaduct sweep in 2017 elevated our role within the social service and law enforcement community. We worked alonside social workers, police officers and city workers as hundreds of homeless families and their pets were forced to vacate the area. While we worked together to service the animals and place them into foster care where necessary, the animal control contractor (HHS) only came in to retrieve unidentified pets which were inevitably euthanized.

So in 2018, PDP submitted a City Grant in Aid request to work directly with service providers to provide spay/neuter/wellness services to pets of the homeless. But 5 months into the grant (initiated in October 2019), Covid hit and spay/neuter was deemed unnecessary and non-essential. We were able to reach out to multiple veterinary clinics to work with us to continuje to provide services but the demand was overwhelming. PDP modified the deliverables to increase the number of dogs because many, many more people were finding themselves homeless due to Covid. We successfully completed the GIA, achieved our outcomes, and since then – we continue to receive requests from social workers who see first hand the increase in homeless families with unsterilized pets.

To fully address the rising cost of the City's animal control contract, spay and neuter needs to be a priority of not only our city government, but the public. It is not only the fiscally responsible alternative to dealing with pet overpopulation, it is the socially responsible and humane solution to euthanasia. For the homeless, they currently have no other alternative to caring for their pets so our gift to them is to provide these services and reduce the financial burden on homeless families that comes with pet ownership.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR

Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

PDPs Board president is a former director at the Hawaiian Humane Society and founder/president of the Oahu SPCA. In 16 years, PDP received funding for two mobile clinics and secured 5 acres to serve as a sanctuary for unadoptable cats. PDPs mobile clinic enabled PDP to reach the people that needed the most help in communities that traditionally are more at risk, underserved and economically disadvantaged. By taking the clinic to them and providing access to affordable services, PDP was directly addressing some of our islands worst animal welfare challenges.

PDP now works directly with Hawaii Pets Veterinary Clinic to provide services for our rescued animals. The clinic offers reduced fees equal to or better than our own internal spay/neuter costs. They are a very strong partner with competent and qualified staff who also volunteer to foster for PDP and embrace our rescue mission. We also have a special arrangement to allow for pets to be dropped off when no appointments are available. This enables PDP to have veterinary access for pets that need immediate attention. PDP recently took in a homeless woman's puppy that had been hit by a car and needed an amputation and inguinal hernia repair. We also helped a family on unemployment receive emergency pyometra surgery (infected uterus). Both dogs would have died without surgery. Hi Pets made affordable surgery possible.

Like many small nonprofit organizations, we rely on like-minded individuals committed to our shared mission. But the outreach to homeless families has broadened our network to include other social service organizations who typically work with people – not pets. Our nonprofit pet allies allow us to share resources, volunteers, foster families and costs. Currently we partner with Aloha Animal Outreach, Aloha Kitty TNR and Fur Ewa Rescue Cats to ensure cohesive outreach to the west side of Oahu. We each bring together the knowledge and expertise to help both people and their pets. And we work together to try to keep pets with their people or at least ensure that we can find them a new home. Through our services, families enjoy a greater quality of life without the burden of multiple litters to care for.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Since a large portion of our homeless population within our geographical target are native Hawaiians, we will be seeking financial support from our native Hawaiian leaders, trusts, agencies and organizations including the Office of Hawaiian Affairs, the Native Hawaiian Chamber of Commerce, the Queen's Trust, Campbell Estate, the Liliuokalani trust, the Department of Hawaiian Home Lands, and many others. Its time for our Hawaiian community to step up and address the many challenges facing our homeless families and their pets. The needs of these pets requires attention and action for a compassionate solution. And helping their pets with inevitably help native Hawaiians by reducing their burden.

Addressing pets of the homeless in 2 council districts does not come close to the need across the island – specifically in Wahiawa and Waimanalo. We are aware of and have serviced these communities as well as west Oahu and the need is overwhelming. But as we build our base of foster families and tap into the even greater volunteer bench of animal lovers, we believe we would be able to successfully address the pets and their homeless ohana living in those communities.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Since Covid, PDP has struggled financially like many families and nonprofits. But PDP has always found a way to service the needs of low income and homeless families by seeking out financial support from individuals, businesses and other donors. In May 2020, we were the first nonprofit in Hawaii to host a virutal Pet Walk. We also rescheduled our golf tournament from 2020 to 2021 and were one of the first tournaments hosted since Covid. So we are committed and creative about finding the funds to continue doing this important work regardless of what the rest of the nonprofit community is doing.

PDP has also recently been the recipient of donations from Aloha 'Oe Pet Crematory which now cremates our rescued animals for free and has reduced our cremation costs by approximately $10,000 a year. As the crematory continues to provide pet owners with affordable cremation fees, PDP will be a recipient of financial support from the crematory. So we believe that funding will be an ongoing source to cover our rescue costs.

PDP more recently submitted a lengthy response to a request for information from the state department of corrections for a kitten fostering program at the women's correctional facility. We received a very favorable reply about the quality of our response and the work that we do in the community. PDP made a recommendation to start a fostering program in 2014 at the youth correctional facility based on a successful model in Arizona. We are excited to compete when the RFP is available and will be partnering with other nonprofits to bid on the project.

Our greatest partner that provides stability and sustainability is Petsmart who has allowed PDP to manage the adoption kennels at 2 stores for the past 6 years. PDP has successfully expanded our volunteer base with more than 100 volunteers currently providing daily care – two times a day during the week and all day on the weekends - at the PetSmart cat kennels. Since volunteers cover either a morning, afternoon or evening shift, we have found that retired seniors embrace the opportunity to engage in feeding, cleaning and caring for the kitties. It has given them purpose in their life and allowed them to participate in a network of friendships with a shared commitment. Many seniors no longer have pets of their own so volunteering gives them a chance to love on kitties. The icing on the cake is that they get a PDP volunteer card for a discount off PetSmart purchases!

We believe we have more than enough capacity to expand our outreach to service these pets and their owners – once we secure the funding. For 16 years – we have relied primarily on the altruism of our volunteer base of animal lovers to serve our island and our pets.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: NA
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____
2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____
3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: _____
4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Project Vision Hawaii |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Health and Hygiene Outreach |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Project Vision Hawai'i is a locally grown nonprofit organization that works in partnership with the people of Hawai'i to promote health, happiness and dignity for all. Project Vision uses mobile service units to bring health and human services to people in need. The organization was formed in 2007 and incorporated as an IRS tax exempt charity in 2011.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

The Grant Activity is to increase access to care, using mobile outreach to bring hygiene, health resources, and human services to homeless communities and other underserved populations. This is needed because many people on O'ahu do not visit a doctor regularly due to cultural, geographic, and economic barriers to accessing care.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

Our mobile health units bring resources out to communities rather than requiring people to come to a static office location. The Grant Activity is to provide 120 community outreach events, delivering vision and health services to 600 adults, 180 seniors, 150 children, and providing 1,440 hot showers to people experiencing homelessness.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$42,708 | ☒ District 2<br>$2,813 | ☒ District 3<br>$13,958 |
| ☒ District 4<br>$14,740 | ☒ District 5<br>$1,406 | ☒ District 6<br>$46,615 |
| ☒ District 7<br>$13,438 | ☒ District 8<br>$1,406 | ☒ District 9<br>$12,916 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 | |

| H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity): | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☒ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

Printed Name and Title: Darrah Kauhane-Floerke
Executive Director

11/21/24
Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Tyrie Jenkins, M.D., Board Chairperson
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board of Project Vision Hawaii ("Grantee") hereby certifies that Darrah Kauhane-Floerke (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Tyrie Jenkins, M.D., Board Chairperson
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 13th day of NOVEMBER, ~~201~~ 2024, before me appeared Tyrie Jenkins, personally known to me, who, being by me duly sworn, did say that he/she is the chairman of the board of Project Vision Hawaii and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

STEPHEN HUYNH
NOTARY PUBLIC
No. 13-89
STATE OF HAWAII

Stephen Huynh
Notary Public, State of Hawaii

My Commission expires: 03-10-2025

Doc. Date: 11-13-2024 # Pages 01
Name: Stephen Huynh 1st Circuit
Doc. Description: Certification of the Board of Directors Authorization to assign Authority
Signature 11-13-24 Date

NOTARY CERTIFICATION

STEPHEN HUYNH
NOTARY PUBLIC
No. 13-89
STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Housing is healthcare. This is not just the slogan for Governor Josh Green's statewide homelessness initiative, the phrase exemplifies the fact that housing and health are inextricably linked. This is why Project Vision is committed to helping residents access safe shelter and increasing access to care for their physical and mental health.

The proposed project is to increase access to care with street-level outreach focused on people who are low-income or experiencing homelessness on O'ahu. This project aligns with the 2024-28 Strategic Plan to Respond to Homelessness Across O'ahu, which was coordinated by Partners in Care and published by Orgcode Consulting. The plan outlines ten priority focus areas for the upcoming five years, of which two priority areas link directly to the proposed Grant Activity. These are 1) more and better street outreach and 2) safe outdoor spaces for people experiencing unsheltered homelessness, with hygiene facilities.

Local outreach increases access to care by connecting people with resources to support their mental and physical health. This is needed because houseless individuals have woefully inadequate access to healthcare, according to the Hawai'i Homeless Healthcare Hui (H4). Lacking primary care or health insurance, houseless individuals rely on emergency rooms, which is costly and does not allow for continuity of care. An estimated $8.3 billion is spent each year in the U.S. on emergency department care that could have been provided elsewhere (based on $1,917 average cost per ED visit). This analysis focused on six chronic issues, given that 50% of Americans have at least one chronic condition.

Further, without access to care, medical issues often escalate, and simple problems become difficult or impossible to resolve. For example, street medicine provides wound care, including medical dressing, bandages, and anti-septic ointment. Without treatment, wounds may become infected, which can result in hospitalization. In contrast, access to simple wound care has a profound impact on patient wellness and financial implications due to lower medical costs to the individual and Medicaid.

The target population is adults experiencing homelessness who are unsheltered on O'ahu. The 2024 Point-In-Time (PIT) count indicates more than half (62%) of houseless individuals on O'ahu are unsheltered, which is about 2,766 individuals. People who are houseless in this community face a range of difficulties, including serious mental health illness (33%) and substance use disorders (26%). The houseless population on O'ahu also includes veterans (10%), people living with disabilities (36%), and those who are survivors of domestic violence (22%). More than half (55%) report one or more disabling conditions.

The unsheltered population includes men/boys (53%), women/girls (34%), and individuals who identify as transgender, non-conforming or unknown (13%). Adults with minor keiki comprise 9% of the unsheltered population. The largest ethnic group represented in the 2024 PIT survey are Native Hawaiian or Pacific Islander (NHPI) (41%), which contrasts the total NHPI population on O‘ahu (10%).

This outreach, however, is much more than water and soap. Through hygiene events, Project Vision builds relationships with people experiencing homelessness. When individuals can take a hot, private shower, they gain a positive outlook and sense of dignity. Over time, staff members get to know regulars by name; they offer small gestures such as treating wounds and finding a boot to help someone heal their injured foot. Shower users may be guarded and hesitant to engage at first. Some refuse to provide their name. Over time, they are more likely to trust the workers and the organization, which opens the door to other opportunities.

This process follows a model recommended by the U.S. Interagency Council on Homelessness. Effective outreach approaches include focusing on a specific need to establish trust; providing basic resources, such as soap and towels; engaging interpreters to reduce fear or hesitation; and partnering with agencies that provide other services.

Essential to this effort, Project Vision helps people enroll in public programs to increase access to food and health insurance. This work aligns with two priority recommendations by the Hawai‘i Budget & Policy Center, which are: 1) maximize enrollment in the Supplemental Nutrition Assistance Program (SNAP) and 2) enroll families in Med-QUEST. By increasing access to Med-QUEST, we help unsheltered individuals address mental health, general health, substance addiction, and other issues that impact their ability to function and thrive.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community’s problem / need. *(3,000 character count limit)*

The Grant Activity is to increase access to care, bringing health and hygiene services to underserved populations via mobile service units. Project Vision will deliver 120 health and hygiene outreach events, targeting people who are low-income, elderly, and/or experiencing homelessness. Offered in collaboration with dozens of community partners, outreach events will include vision and hearing screenings, diabetes screenings, dental care, wound care, Covid-19 tests and vaccinations, blood pressure tests, access to SNAP and Med-QUEST, and other healthcare services. A projected 600 adults, 180 seniors, and 150 children will receive hygiene and health services.

In addition to healthcare resources, this project will meet the need for basic hygiene by providing 1,440 hot showers for people experiencing homelessness. At each location, the mobile hygiene trailer will serve as a gathering place, connecting people with services and resources.

Project Vision chose the approach of mobile outreach because this model has proven effective in reaching people experiencing homelessness, immigrant populations, families with children

in poverty, and elderly individuals. We provide hot showers and wound care in homeless encampments. We bring free vision care and prescription glasses to seniors in low-income housing facilities.

Additionally, Project Vision partners with local agencies, bringing health screenings, referrals and support to groups including those who are low-income, seniors, immigrants with limited English, and other underserved populations. By collaborating with community groups, we can successfully engage with people who otherwise face significant barriers in accessing healthcare.

Our outreach approach is to meet people where they are. Project Vision has the competitive advantage of mobile outreach, which allows for regular interaction with people living in parks, beaches, encampments, and other areas not meant for habitation. This approach allows us to accept program participants for who they are in this moment. We do not discriminate against individuals who use substances, have criminal backgrounds, or demonstrate a general distrust of service providers. All individuals have equal access to support and services, with no preconditions.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Project Vision requests $150,000 for Health and Hygiene Outreach, a street-level outreach effort to bring hot showers, hygiene resources, and healthcare services to 930 O‘ahu residents.

This Project aligns with the City Grants-In-Aid fund because it targets underserved populations, meeting basic needs and increasing access to care.

The measurable outcomes are:

1. 120 Health and Hygiene Outreach events

2. 600 adults will access hygiene and healthcare services

3. 180 seniors will access hygiene and healthcare services

4. 150 children will access hygiene and healthcare services

5. 1,440 showers will be provided to people experiencing homelessness

These outcomes will benefit the target populations because we bring resources out to communities rather than requiring people to come to a static office location. The hygiene

trailers have three compartments, with a private shower, sink and toilet; a utility room; and outdoor awnings to allow for a small gathering area. They are ADA accessible and generally accesses water through partners who host events.

To better serve the target populations, Project Vision engages people with lived experience as advisors and staff members. They have a unique and personal understanding of the homeless experience. By engaging people who have been through – and survived – a housing crisis, we can increase institutional compassion and awareness of the situations our clients face. This enables a safer and more affirming program, which will lead to better outcomes.

Following are projections for target areas, estimated number of people to be served, and number of showers to be provided for each Honolulu City Council Districts. This is a preliminary list, which may change prior to the project start date or over the course of the contract period. (These projections correspond with the funding allocations by District on page two of this application.)

District 1
Wai‘anae, Nānākuli – 150 adults, 45 seniors, 30 children served / 375 showers provided

District 2
Wahiawa – 30 adults, 9 seniors, 8 children served / 0 showers provided

District 3
Kāne‘ohe, Laie – 60 adults, 18 seniors, 20 children served / 150 showers provided

District 4
Waikiki – 60 adults, 18 seniors, 20 children served / 160 showers provided

District 5
Honolulu – 15 adults, 4 seniors, 4 children served / 0 showers provided

District 6
Aiea, Nuuanu – 150 adults, 45 seniors, 30 children served / 500 showers provided

District 7
Kalihi, Salt Lake – 60 adults, 18 seniors, 15 children served / 130 showers provided

District 8
Pearl City, Waimalu – 15 adults, 5 seniors, 4 children served / 0 showers provided

District 9
Waipahu, Ewa – 60 adults, 18 seniors, 20 children served / 125 showers provided

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner’s role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

The Grant Activity is to increase access to care by bringing healthcare, dental care, hot showers, and human service resources to 930 individuals using mobile outreach.

To achieve the outcomes of 120 Health and Hygiene Outreach events, 600 adults and 150 children vision/health screened, Project Vision will coordinate outreach events in every City and County of Honolulu District.

The mobile hygiene units visit parks, beaches and private settings every month. On any given week, there are up to seven outreach events. Locations on Oʻahu include Dole Community Park, ʻAala Park, Beretania Park, Waimanalo District Park, Kamamalu Park, Sunset Beach Catholic Church, Waiʻanae Boat Harbor, Cathedral School, and Waiʻanae Assembly of God. Staff members build trust and establish relationships over multiple visits. At first, shower users may not even provide their name. Over time and multiple interactions, they may offer their names and other information about their lives. This opens the door to health services and other resources.

Using a client-centered, trauma-informed approach, staff members will engage with participants to meet their immediate health needs. These may include blood pressure or diabetes checks, vision screenings, and wound care. We work with Hawaiʻi Health and Harm Reduction to increase access and provide needle exchange at hygiene events. Whenever possible, a Med-QUEST Kokua worker enrolls participants for health insurance and SNAP.

We also visit shelters, low-income housing areas, and community groups to bring health screenings to scheduled events. These include Pearl Haven, Kalihi Valley Homes, Institute for Human Services, Kahauiki Villages, Boys and Girls Clubs, and Poʻailani Treatment Center. Project Vision addresses racial equity by partnering with cultural and ethnic groups such as Marshallese Community Organization of Hawaiʻi, Papa Ola Lōkahi, and Filcom CARES.

To achieve the outcome of 180 seniors vision/health screened, we will coordinate with health agencies, senior centers, and churches to proactively address the reasons elderly people might fall. We will vision screen participants for undetected eye problems and making sure eye glass prescriptions are up to date; and provide referrals for follow-up care.

To achieve the outcome of 1,440 showers provided, we will bring outreach events to locations where people experiencing homelessness congregate. Staff members adhere to a low- or no-barrier to entry model. There are no requirements to participate to access showers or services and no punitive action for violations. This is truly a “come as you are” offering. Some participants may engage with additional resources, while others may choose to not even provide their name. Regardless of their background or circumstance, every individual is treated with kindness, dignity, and respect.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

The proposed grant amount of $150,000 will be allocated to three direct service staff positions, one administrative staff position, tax and fringe benefits, office rent, and indirect expense for bookkeeping services. For the proposed 930 individuals to be served, this equates to $161 per Oʻahu resident who increases access to care through this endeavor. The project budget

includes direct service personnel, administrative personnel, and indirect expense of monthly bookkeeping.

Leading this project is Bob Wardlaw, Director of Homeless Programs, who oversees the mobile health and hygiene programs. The salary is $70,000, allocated at .50 FTE, plus tax and benefits. He interfaces with program partners, direct service staff members, volunteers, and people in need. This position coordinates the deployment of mobile units to service locations, maintains the vehicle(s), and oversees events. This position is responsible for staff and volunteer recruitment, training, and daily supervision. He ensures that program operations comply with safety and social distancing guidelines.

The Screening Manager, Rebekah Adolpho, is allocated at .315 FTE for the annual salary of $49,920. This position schedules and implement vision and health screenings in partnership with schools, community partners, and state offices. She coordinates follow-up care and distribution of hearing aids and prescription glasses. She trains staff members to execute and document health services, with a focus on HIPAA compliance.

The Community Health Worker/Driver (TBH) is allocated at 1.0 FTE for the annual salary of $41,600. This position assists with the delivery of services at mobile hygiene and vision screening events, training volunteers, and ensuring the proper data is collected and complies with HIPAA regulations. The position ensures event materials and supplies are inventoried and available for events. (See attached job descriptions for City-funded positions.)

The lead administrative staff person is Executive Director Darrah Ka‘uhane-Floerke. Darrah oversees relationships with community partners, state agencies, churches, funders, and other stakeholders. In this role, she is essential to the outcomes of securing partnership and delivering health outreach events. Darrah works with program staff to identify partners, cultivate relationships, and work through the logistics and systems for events. She oversees execution of the project and adherence to contract terms and guidelines. The Executive Director position salary is $120,000, allocated at .20 FTE, plus tax and benefits. (See attached resumes of key staff.)

The project also employs case managers, drivers, data specialists, and nurses through funding from other sources. We will apply for a $400,000 State Grant-in-Aid for homeless outreach in January 2025, out of which $100,000 will be allocated as matching funds to this project. There will be no overlap of expense allocations.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

The following timeline represents activities involved in providing year-round services at multiple locations. Many activities will occur repeatedly throughout the 12-month grant period.

Months 1-2
- Finalize calendar of outreach events for the project period
- Train staff on deliverables of Grant Activity and guidelines for documentation and tracking
- Outreach events – occurring each month

Months 3-6

- Promote opportunities for volunteers during the holidays
- Train new staff and volunteers - ongoing
- Review progress toward deliverables, adjust systems to ensure compliance
- Outreach to new areas and recruit partners
- Attend community/neighborhood board meetings
- Cultivate new partners and funders

Months 7-9
- Review progress toward deliverables, adjust systems to ensure compliance
- Promote opportunities for volunteers during the summer
- Manage participant data and audit privacy practices

Month 10
- Plan for sustainability, including earned income through contracts
- Cultivate new partners and funders

Months 11-12
- Finalize project and analyze cumulative data
- Complete project and submit final report

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Project Vision launched its first shower trailer on O'ahu in 2018 with support from the City and County of Honolulu, expanding since that time to Hawai'i Island and Kaua'i. We recently secured a hygiene trailer on Maui, and will deploy hygiene outreach for that island in 2025.

The organization has added resources to shower events over the years, including case management, health services, harm reduction resources, assistance with identification and other documents, and assistance with applying for government benefits such as SNAP and Med-QUEST. Today, there are medical providers on four major islands, bringing healthcare to the streets including wound care, primary care, vision and hearing screenings, dental care, assistance with prescriptions, and other services. We target geographic areas that have significant percentages of people experiencing homelessness, bringing resources to urban, rural, and remote communities across the state.

Over the last 12 months, Project Vision provided 4,910 showers at 827 outreach events, statewide. On O'ahu over the last 12 months, the organization provided 1,370 showers at 235 outreach events. Through these outreach efforts, we served 267 unsheltered individuals (unduplicated) with hygiene services, case management, benefits navigation, and street medicine.

Through coordinated outreach, Project Vision addresses three barriers to accessing services: 1) geographic isolation for people living in remote areas and/or lacking access to transportation; 2) linguistic and cultural isolation for immigrant populations and people with limited English

proficiency; and 3) distrust of institutional resources or interventions.

Engaging with hard-to-reach individuals often starts with helping people meet basic needs, such as access to hot showers, laundry facilities, and daily food resources. Outreach staff bring food items, water in reusable containers, first aid kits, and other simple resources to encourage further engagement. Over time, staff members can help people address health issues, assist with enrollment for government benefits, pursue substance recovery, and other resources. Outreach staff members are an essential point of contact to support people who choose to engage in the Housing First approach.

Recognizing that housing is essential to health and wellbeing, Project Vision is a partner of Governor Green's Statewide "Kauhale" initiative. The Kauhale concept is to create highly affordable rental units that provide safe, affordable housing in a community setting. On Oʻahu, Project Vision partners with the State to manage the Windward Kauhale, Ka Malu Koʻolau.

Project Vision Hawaiʻi is a locally grown nonprofit organization that works in partnership with the people of Hawaiʻi to promote health, happiness and dignity for all. The organization was formed as an operating charity in 2007 and incorporated as an IRS tax exempt organization in 2011.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Project Vision has the knowledge, staffing, resources, equipment and relationships that will ensure success in this endeavor.

Regarding staffing, Project Vision has the capacity to successfully fulfill the proposed deliverables. In addition to the staff members included in this proposal, the project will be supported by drivers, an outreach coordinator, data specialists, street medicine nurses, and an experienced executive leadership team. The organization provides regular training for program staff, including non-violent crisis intervention and de-escalation, cultural competency/humility, and fair treatment of individuals. We are diligent in addressing any staff problems that may include harassment or discrimination.

Since its inception in 2018, the mobile hygiene program has employed people with lived experience. We get to know people who are experiencing homelessness and engage them as employees with increasing levels of responsibility. Several staff members are certified as peer specialists, which allows for them to provide support to others by explicitly drawing on their personal experience. Peer support specialists use empowerment and recovery-oriented approaches with individuals to combat stigma, raise self-esteem, improve self-concept, and instill hope.

The volunteer Board of Directors are community assets as well. Project Vision strives for diversity of staff and board members. Several lead staff members identify as LGBTQIA+, and the board and staff represent different ages, ethnicities, religious affiliations, and backgrounds.

Project Vision is well-networked in state and county arenas; our relationships across communities and sectors will ensure successful implementation of this project. We are a Partners In Care member, working for systemic change in homelessness. We have memorandums of agreements (MOAs) with federally qualified health centers, Waimanalo Health and Waikiki Health; and community health centers, Ke Ola Mamo, Hoʻola La Hui, and Maui Memorial Medical Center.

We have MOAs with service providers including Institute for Human Services, Going Home Hawaiʻi, Mauna/Maui Medics, University Health Partners, Hawaiʻi Dental Hui, and Keiki O Ka ʻAina. These relationships enable us to provide services, share services, and cross-refer participants to ensure a broad reach and impact. Other outreach and service providers with whom we collaborate include Hawaii Health and Harm Reduction Center, Residential Youth Services and Empowerment, Mental Health Kōkua, Puʻuhonua O Waiʻanae, and Salvation Army.

Our facilities and equipment align with the proposed project. The central office of Project Vision Hawaiʻi is located at 810 North Vineyard Blvd., Honolulu, HI 96817. The hygiene trailer has three compartments, each with a private shower, sink and toilet; a utility room; and outdoor awnings to allow for a small gathering area.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Project Vision sustains these health and homeless programs through a diverse revenue plan with public grants and contracts, corporate and foundation contributions, individual contributions, and earned income for services.

Project Vision has secured several public grants and contracts that complement the goals of this project. These include contracts with the Department of Health and Human Services to increase access to health insurance (Med-QUEST) and nutrition (Supplemental Nutrition Assistance Program). We will apply for a Hawaiʻi State Grant-in-Aid for FY26 to build homeless outreach efforts throughout the state. We have contracts to increase access to care with the Department of Health, Hawaii County Office of Housing & Community Development, and the Department of Human Services.

In addition to public funding, Project Vision works with many private funders to increase access to care. Recent private grants have come from Kaiser Permanente, for medical respite services; Zilber Foundation, for homeless outreach services; and McInerny Foundation, for outreach services. We have written MOUs to deliver services as part of grant with agencies such as Papa Ola Lōkahi and Ke Ola Mamo.

The organization cultivates individual donors with direct marketing, major gifts solicitation, and an annual event, The Eyeball. These efforts bring in unrestricted funding to offset administrative and indirect costs.

For earned income, Project Vision maintains fee-for-service contracts and is building its insurance billing revenue stream. The organization currently bills for medical services including vision screenings, hearing screenings, Covid-19 testing and vaccinations, and case management. We are developing street medicine and medical respite services to eventually pursue reimbursement via Med-QUEST and private insurance providers.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

In support of long-term sustainability, Project Vision employs a full-time Director of Philanthropy and Marketing, Ryan Naka. In this role, Ryan cultivates and solicits individual donors, manages publicity and public relations, creates collateral material, supports grant writing and grants management, manages special events, and engages the board of directors in fundraising efforts.

The organization retains a contract proposal and report writer. This consultant has worked with Project Vision in a dedicated contract position since 2016. She writes reports and proposals, interfaces with funding agencies, supports program development, and directly manages several public grants.

Additionally, Project Vision engages staff members at all levels in fundraising and sustainability efforts. Program and administrative staff members help to cultivate funders, pursue grants and contracts, and report the results of our projects. Community health staff members collect and enter data for contracts and the data management specialist processes data and ensures follow up. Program managers oversee reporting and managing budgets and contracts.

The Project Vision Board of Directors is a valuable resource supporting sustainability as well. Board members help us make connections and find new leads for donations, grants and partnerships. They also oversee the strategic vision for Project Vision, monitoring and supporting our organization as we continue to grow.

In addition to financially sustaining the direct services provided by Project Vision, we address policy and funding issues that affect access to care. As an example, through Better Vision for Keiki and emerging hearing and dental screenings, Project Vision collects data to show how screenings and follow up care can improve educational outcomes. By sharing data and success stories, we advocate for increased access to care through funding and legislation.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: CT-DCS-2500052
   Grant Period: 12/01/24 – 11/30/25 Grant Amount: $150,000
   Grant Purpose: Increasing Access to Care
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: DCS

2. Grant Activity Name & Contract #: CT-DCS-2400051
   Grant Period: 12/01/23 – 11/30/24 Grant Amount: $200,000
   Grant Purpose: Hygiene and Health Outreach - Oahu
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: DCS

3. Grant Activity Name & Contract #: CT-DCS-2300046
   Grant Period: 12/01/22 – 11/30/23 Grant Amount: $200,000
   Grant Purpose: Health Outreach - Oahu
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: DCS

4. Grant Activity Name & Contract #: CT-DCS-2200050
   Grant Period: 12/01/21 – 11/30/22 Grant Amount: $125,000
   Grant Purpose: Hele for Health - Oahu
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☒ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Project Vision increases access to services for O'ahu seniors, providing health and vision screenings and addressing the factors of fall prevention. Vision screenings are an essential component of fall prevention, which is a priority need for kūpuna. Staff members screen individuals, following up with free reading glasses, referrals for eye exams, assistance with cataract surgery, and other interventions. Upon request, we bring vaccinations and flu shots to elderly at community events. Without this resource, our elderly participants would suffer from treatable conditions and/or have greater risk of falls due to eyesight problems.

Over the past year, we have conducted health and vision screenings for seniors in collaboration with Papa Ola Lōkahi, U.S. Vets, Institute for Human Services, Komohale Housing, Marshallese Community Organization of Hawai'i, and others. Project Vision is a member of Kūpuna Collective, actively participating in meetings and projects.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | PROTECT & PRESERVE HAWAII INC |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes **X** No |
| **C. Grant Activity Name:** | Aloha ʻĀina |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Protect and Preserve Hawaiʻi (PPH) is a community-based conservation group working to restore 330 acres of forest in the Pia/Niu Valley area of East Honolulu. Founded in 2019 as a 501c3, volunteer programming began in 2020. PPH strives towards a sustainable Hawaiʻi through restoring native ecosystems and providing ʻāina-based educational opportunities for the community.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

We focus on biocultural ʻāina restoration, addressing the need to protect Hawaiʻi's ecosystems while engaging the community. Activities include planting native species, practicing laʻau lapaʻau (traditional medicine), uhau humu pōhaku (dry stack masonry), and removing invasive plants. These efforts restore ecosystems, promote cultural education, and improve community physical and mental well-being.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

Our project will restore 2 acres of forest to improve watershed health and habitat while creating inclusive, safe spaces for the community to connect, learn and give back.

Measures:

- 3,000 native plants planted
- 1,000 volunteers
- 36 tree planting events
- 12 kupuna events
- 12 cultural uhau humu pōhaku events
- 12 guided hikes
- 6 K-12 educational activities

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| ☒ District 1 | ☒ District 2 | ☒ District 3 |
|---|---|---|
| $5,000 | $5,000 | $2,000 |

| | | |
|---|---|---|
| ☒ District 4<br><br>$60,000 | ☒ District 5<br><br>$19,946 | ☒ District 6<br><br>$15,000 |
| ☒ District 7<br><br>$10,000 | ☒ District 8<br><br>$30,000 | ☒ District 9<br><br>$3,000 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $149,946 | |

| **H. Type of Grant Activity (pick <u>ONE</u> category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☒ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Ryan Yonamine
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Tyrone Montayre (name), President (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Ryan Yonamine
(Print name)

JASON LIPPERT NOTARY PUBLIC No. 02-122 STATE OF HAWAII

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 9TH day of October, 2024, before me appeared Ryan Yonamine, personally known to me, who, being by me duly sworn, did say that he/she is the Secretary of Protect & Preserve Hawaii INC and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said Secretary acknowledged said instrument to be the free act and deed of said corporation.

Notary Public, State of Hawaii

My Commission expires: 3/10/2025

Doc. Date: 10/9/2024 # Pages: 1
Name: Jas Lippert 1st Circuit
Doc. Description: Certificate of the Board of Directors Authorized to Assign Authority

Signature 10/9/2024
Date

NOTARY CERTIFICATION

JASON LIPPERT NOTARY PUBLIC No. 02-122 STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The Hawaiian Islands are among the most biodiverse places on Earth, yet their unique ecosystems are under severe threat from invasive species, climate change, and historical land use patterns. Native forests, critical to watershed health, biodiversity, and cultural practices, are rapidly declining. In Pia Valley, home to some of the last native dry and mesic forests in East Honolulu, invasive species and climate change are causing erosion, sedimentation, and habitat loss, threatening rare and endemic species like the O'ahu 'Elepaio and endangering freshwater resources vital to O'ahu's communities.

Simultaneously, Maunalua Bay, which Pia Valley feeds into, suffers from degraded water quality, coral reef destruction, and increased sedimentation caused by invasive species-dominated forests. These conditions impact the bay's ecological, recreational, and economic value. Addressing these interconnected issues requires restoring native forests, reducing erosion, and engaging the community in mālama 'āina (care for the land).

The target population for this program includes Urban Honolulu residents, with special emphasis on low- to moderate-income (LMI) communities. Many LMI residents face barriers to outdoor recreation, including lack of access to transportation and resources. This program provides free, accessible, and inclusive opportunities for residents to engage in environmental restoration, fostering relationships with 'āina and improving mental and physical well-being.

**Community Need and Validation Through Data and Priorities**

The need for sustainable land management is well-documented. The 2021 O'ahu General Plan prioritizes "natural environment and resource stewardship" and "culture and recreation." The Office of Climate Change, Sustainability, and Resilience underscores the importance of connecting people with ecosystems to safeguard 'āina for future generations. The 2021 Statewide Comprehensive Outdoor Recreation Plan highlights the community's desire for more opportunities to mālama 'āina and engage in meaningful, hands-on stewardship activities.

Hawai'i's environmental challenges are stark:

- Hawai'i has experienced a 90% decline in rainfall over the past century, with projections of a 60% decrease for leeward O'ahu by 2100, leading to increased drought and wildfire risks (OCCSR, n.d.).
- Native forests, critical for freshwater capture, have declined by nearly 50% in the Ko'olau Mountains, where Pia Valley is located.

- Sedimentation from non-native forests negatively impacts Maunalua Bay, damaging coral reefs and ecosystems that are vital to Hawai‘i’s economy, recreation, and food systems.

The target population faces challenges tied to these environmental issues. LMI communities are disproportionately affected by limited access to natural spaces, which negatively impacts their mental and physical health. Research consistently shows that access to green spaces improves well-being, reduces stress, and fosters a sense of community. By providing free and accessible outdoor activities, the program addresses these disparities while contributing to critical environmental restoration efforts.

**How the Program Addresses These Needs**

Through this grant, PPH will:

1. **Foster Relationships with ‘Āina**:
    - Restore 330 acres of native forest in Pia Valley, engaging the community in planting native species, removing invasive plants, and practicing cultural land stewardship techniques like uhau humu pōhaku (dry-stack masonry).
    - These activities will restore biodiversity, prevent erosion, and reduce sedimentation in Maunalua Bay while strengthening community ties to ‘āina.
2. **Promote Equity and Accessibility**:
    - Offer free, accessible volunteer opportunities, with tools and guidance provided to empower participants of all skill levels.
    - Conduct volunteer exchange events in underserved areas, including Wai‘anae and Waimānalo, and host kupuna-friendly weekday events for older adults.
    - Provide transportation support, including carpooling from central urban locations, to overcome transportation barriers.
3. **Support Education and Skill-Building**:
    - Utilize Pia Valley as a “living classroom” for education about Hawai‘i’s biodiversity and cultural practices, led by experts and Native Hawaiian cultural practitioners.
    - Provide opportunities for volunteers to learn conservation skills, from seed propagation to invasive species removal, empowering them to take action in their own communities.
4. **Combat Native Seed Shortages**:
    - Address bottlenecks in native seed availability through the Native Seed Network, producing and distributing seeds for local restoration efforts.
    - Establish satellite seed orchards in urban areas, doubling as green stormwater infrastructure (GSI) to reduce runoff and improve stormwater management in Honolulu’s neighborhoods.

This program addresses critical environmental challenges while empowering the community to mālama ‘āina, fostering resilience, equity, and sustainability for future generations.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

The proposed grant activity will focus on restoring native forests, building community engagement, and fostering cultural and environmental stewardship over 12 months. The activities aim to address critical issues, including the loss of biodiversity, climate change impacts, and limited opportunities for Urban Honolulu residents to connect with ʻāina (land) through hands-on conservation and cultural practices.

PPH will host at least 78 volunteer events, engage over 1,000 volunteers, and plant 3,000 native plants. Monthly activities will include:

1. **Restoration Events:**
    - **SuperChill Saturdays:** Introductory events for residents and visitors to learn about native and invasive species and participate in restoration activities.
    - **Group Therapy:** Monthly outplanting and invasive removal events that include educational guest speakers and facilitated group discussions to promote mental and social well-being.
    - **Mauka Missions:** Guided nature hikes led by botanists to educate participants about native ecosystems.
    - **FOR x Change:** Volunteer exchange programs with other conservation projects island-wide.
2. **Restoration Techniques:**
    - Removing invasive trees and herbaceous species.
    - Plant native canopy trees, shrubs, and ground cover, and scatter native seeds.
3. **Community Empowerment and Mentorship:**
    - Expand satellite seed orchards in Urban Honolulu by providing seeds, and teaching propagation skills.
    - Grow the volunteer leadership base through training and mentorship.
    - Engage kupuna (seniors) as mentors and leaders through Unseen Hawaiʻi ʻOhana partnerships.
    - Increase youth participation via social media outreach and partnerships with local schools.
    - Offer 4 competitive conservation jobs to support young professionals and retain local talent.
4. **Science and Resource Development:**
    - Incorporate citizen science practices in volunteer events.
    - Provide accessible scientific education through "talk story" sessions and interactive tools like ArcGIS Story Maps.
    - Offer outdoor education experiences for keiki (children) to inspire future conservationists.
5. **Culturally Competent Practices:**

- Partner with Native Hawaiian practitioners to lead workshops and teach Hawaiian traditions, including oli (chants) and uhau humu pōhaku.

This will address the need for native forest restoration and the increasing anxiety caused by environmental degradation and climate change. It fosters connections between people and ‘āina, empowering the community to mālama ‘āina (care for the land) while addressing the loss of biodiversity, watershed decline, and cultural disconnection. The inclusive nature of PPH’s programs—offering free, accessible activities with no prior experience required—ensures equitable participation for low- to moderate-income residents and underserved groups, such as kupuna and youth.

By restoring native forests, strengthening community well-being, and integrating cultural practices, this project will create lasting environmental, cultural, and social benefits for the community.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

PPH’s proposed project would create significant benefits to low-to-moderate income Honolulu communities, through its long-term environmental impacts, most notably in wildfire risk reduction and watershed repair. Moreover, its educational and cultural restoration events would provide meaningful opportunities for Honolulu communities, especially for Native Hawaiians of all ages, to connect with nature in culturally informed ways.

1. Engaging community members to restore 2 acres of critical and threatened forest habitat in Pia Valley, which will be strengthened by the following:
    - Hire an Education and Outreach Coordinator (EOC) to focus on community engagement, coordinating outreach, recruitment, and education. The EOC will work with our current partners to strengthen existing projects, while cultivating new partnerships to reach more community members. The EOC will also identify and coordinate with educational speakers for each event. Additionally, the EOC will be on-site for events, working with volunteers to ensure safe and effective restoration activities.

- Hire a Habitat Restoration Coordinator to manage native ecosystem reforestation, volunteer work projects and activities, as well as assessment of plant growth and community health.
- 2 acres of land restored through the clearing of invasive plants and planting of native trees and plants. The 330 acres will have to be restored acre by acre. 2 acres provides the balance between making a significant and measurable impact, while not overstretching resources and minimizing the quality of restoration.
    - Clearing 2 acres of invasive plants
    - Planting 3,000 new trees and plants

2. Outreach/community activities. PPH will continue to host a variety of accessible educational and/or restoration activities throughout the project period. With volunteers from across O'ahu, PPH will:

- Hire an EOC to support new outreach activities, volunteer training, as well as community, educational, and historical presentations and events.
- Expand satellite seed orchards to allow individuals who may not be able to join events to actively participate in reforestation activities.
- Host 6 educational and/or environmental restoration events each month, 78 events during the grant year; this includes weekend events and a new weekday event, creating opportunities for individuals who work on the weekends and kupuna volunteers.
- Host 6 activities for K-12 students during the grant year, focusing specifically on outreach to students in low to moderate income areas and public schools.
- Engaging 80 new volunteers during the project period as well as continuing engagement with 920 volunteers. They will have access to natural settings, improving their mental and spiritual well-being. They will also feel a sense of connection to the region, increasing their commitment to serving as good stewards both within and outside of Pia Valley.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

1. Secure 3 full-time staff positions, an Education & Outreach Coordinator and a Habitat Restoration Coordinator, along with a Horticulture and Conservation Coordinator. In the 12 months of the grant, PPH will have 3 staff employed.

2. Enhance urban reforestation activities. In the 12 months of the grant, PPH will restore 2 acres of land, including removal of invasive plants, and planting of 3,000 new trees and plants.
3. Expansion of education activities within Pia Valley to include 78 educational and/or environmental restoration events across the 12 month grant period.
4. Engagement with over 1000 volunteers, including 80 new volunteers with some recruited from the many senior centers in Honolulu.
5. In the 12 month grant period, PPH will work with a consultant to track progress on grant outcomes, including monitoring restoration efforts, volunteer work, and outcomes from education and outreach initiatives.

PPH takes a grassroots volunteer-led approach that has been highly successful in driving interest, engagement, and outcomes. PPH is also supported by a group of 20 core volunteers with diverse botany and conservation backgrounds that help to guide our larger volunteer base in restoration efforts.

PPH works with a variety of flora, fauna, and watershed community partners that will continue to guarantee success in our grant ventures. Partners include the following:

Mālama Maunalua (MM). The main goal of MM is to oversee and support the large-scale restoration of Maunalua Bay. As part of their mauka to makai initiative, PPH works closely with Executive Director Doug Harper to organize and plan the overall management of the region through ridge-to-reef, Indigenous-led land stewardship, and to continually monitor success.

Koʻolau Mountains Watershed Partnership (KMWP). As a Landowning Partner with KMWP, they have conducted technical assessments and performed the technical needs of the restoration. This partnership has resulted in the Pia Valley Stewardship Plan for 2023-2033, a ten-year plan approved by the State's Division of Forestry and Wildlife to continue to steward and restore Pia Valley.

Bishop Museum. We are a founding partner of the Bishop Museum's hui for their onsite seed bank and our Native Seed Network. Until the establishment of this seed bank, there were no seed banks on Oʻahu focused on collecting and storing seeds of common native plants for the numerous conservation entities. Together, with Bishop Museum, Mānoa Cliff Native Forest Restoration Project, and Gill ʻEwa Lands, we are developing a regenerative native seed industry on Oʻahu that can serve as a model for other islands across the state.

Kahoʻolawe Island Reserve Commission (KIRC). We recently partnered with the KIRC to actively participate in the island's restoration work, working on the ground with KIRC volunteers to assist with erosion control, reforestation, and learning traditional Hawaiian practices.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

PPH is a young organization with a strong track record of hosting volunteer events that result in significant environmental restoration. We have effectively scaled our efforts over our first four years of existence and would look to the current funding to extend that trajectory.

As these partnerships and opportunities have increased, along with new ventures for accelerating the restoration of the Pia Valley. GIA funding will fill gaps left by NOAA and NFWF funding, allowing PPH to hire staff necessary to **scale volunteer outreach and participation**, drawing more diverse members of the local community into healthy and culturally-affirming relationships with the natural world through restoration and education events.

($48k 0.8 FTE) Education & Outreach Coordinator (EOC)

The EOC will oversee outreach, recruitment, and volunteer education and coordination tasks necessary for the project, including outreach to teachers at area schools to coordinate youth participation, as well as outreach to local senior centers and development implementation of a social media plan (heavily focused on Facebook to recruit older community members). Responsibilities would also include day-of coordination of volunteers for every event (e.g., registration, participation waivers, safety training, tool distribution and collection, etc.).

($60k 0.9 FTE) Habitat Restoration Coordinator (HRC)

The HRC will oversee the quality and management of forest restoration projects within Pia Valley. This would include non-native plant removal, native seedling planting, and monitoring of new native plots within the Valley. The HRC will work with the EOC on training of volunteers and planning of field activities as well as external consultants and the program coordinator.

($28K 0.35 FTE) Horticulture and Conservation Coordinator (HCC)

The HCC will oversee operations regarding all aspects of cultivating and maintaining stock of native plants for restoration. This includes management of all conservation activities at PPH, partner sites and with satellite growers; seed collection, processing and storage with Bishop Museum; field work and maintenance of Pia Valley site, including site assessments to identify environmental risks and develop mitigation strategies as needed. Additionally, the HCC will engage in site and data collection, mapping, and management related to all conservation sites to ensure effective restoration, along with providing data driven education.

$10k Professional and Contract Fees

Contract fees will include our partnerships with $5k to Unseen Hawai‘i, ensuring staff availability to work with kupuna on functional fitness and fall mitigation through activities in Pia Valley. Additionally, transportation fees for kupuna will be covered through this funding. We will also set aside $5k for the cultural practitioner as compensation for their time and expertise.

$9,945 total for fringe benefits

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

**[1] Reforestation projects.**

1.1 Hire a Habitat Coordinator and part-time Project Coordinator

Date: Month 1 of the grant period.

1.2 Restore 2 acres of land in the Pia Valley, including clearing 2 acres of invasive plants and planting 3,000 trees and plants.
Date: Beginning month 1 of the grant period.

1.3 Conduct monitoring of the cleared and new planted areas
Date: Monthly and quarterly data collection throughout the grant period.

**[2] Outreach/community activities.**
2.1 Hire an outreach and community engagement coordinator.
Date: Month 1 of the grant period.

2.2 Host 6-7 educational and/or environmental restoration events each month.
Date: Beginning month 1 and continuing throughout the grant period

2.3 Host 6 activities for K-12 students during the grant year.
Date: Quarterly field activities

2.4 Assess volunteer experience using surveys analyzed by consultants.

2.5 Engaging 1000 total volunteers during the grant period, including 80 new volunteers.
Date: Beginning month 1 of the grant period - sign in sheets to be collected at each event, and data to be analyzed monthly and quarterly to track progress.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

We have created an effective model that has achieved excellent results since our first year and will continue to use and build upon this model in subsequent granted activities. In addition, our program is strengthened by the official Pia Valley Stewardship Plan for 2023-2033, a ten-year plan created in partnership with the Koʻolau Mountain Watershed Partnership and approved by the State's Division of Forestry and Wildlife to continue to steward and restore Pia Valley. This model has resulted in engagement with approximately 1,200 (and growing) annual volunteers, 11,000 native outplantings, and 6 acres of flammable, invasive species cleared. Our native outplantings have an 85% survival rate, which will be enhanced by our recently installed 25 acre-ungulate-proof fencing to protect the newly planted native species.

Currently, we have a core group of 20 volunteers with diverse conservation and botany backgrounds who help guide all conservation efforts and activities, including engaging with the larger volunteer base. These core volunteers also formalized their safety skills with Wilderness First Aid and CPR certifications. This grassroots volunteer-led approach is key to

our success, driving interest, engagement, and outcomes. Additionally, we have and are continuing to grow a strong network of partnerships that are continually strengthened by our commitment to Hawai‘i’s people and places. Our Executive Director, Tyrone Montayre, currently serves as the Chair of the Executive Committee for KMWP, showing our commitment and ability to build capacity through this network of partnerships.

We are confident that our experience in hosting impactful restoration events over the past four years will translate to success in reaching the outcomes outlined in this proposal in the upcoming year. We will draw on the lessons learned, as well as the infrastructure and processes we have developed for these previous events, to guide the planning, implementation, and continuous improvement of the activities in our current proposal.

The success of long-standing volunteer-powered restoration projects, whose activities parallel PPH’s, such as the Auwahi Forest Restoration Project (https://www.auwahi.org), suggest the viability of the current proposal.

2. Describe the applicant’s capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

As the host of over 100 cultural and forest restoration events in 2021 and 2022 alone, PPH has well-establish expertise in the logistics necessary for running these events, including volunteer outreach and registration, safety training, and reforestation best practices (e.g. fencing, ungulate removal, non-native grass abatement, native plant outplanting, plant propagation, seed collection, etc.).

The success of our operations has been recognized in our partnerships with more established local environmental justice nonprofits, including Koʻolau Mountains Watershed Partnership, Mālama Maunalua, and Bishop Museum, as well as participation in collaborative projects funded by the National Oceanic and Atmospheric Administration ($8M 2023-2025) and the National Fish and Wildlife Foundation ($1.5M 2022-2024). The success of our proposed project is also underwritten by the experience and capacity of these organizations, with whom we routinely share technical and operational expertise.

PPH also leverages the expertise of individual experts. Several botanists who live in the area volunteer their time with PPH because they want to see our project succeed. Nurseries (Hui Ku Maoli Ola, UH Lyon Arboretum, and Bishop Museum seed collection) have also partnered with us and donated trees to assist with our restoration effort.

We also work with multiple native Hawaiian practitioners with various expertise, incorporating Indigenous practices in all that we do, from oli, pule, uhau humu pōhaku for erosion mitigation, walkways, fishponds, turtle ponds, loʻi, loko iʻa, and laʻau lapa au. That these practitioners and practices are central to PPH’s work ensures that we will be able to offer our volunteers a deep engagement with the history and importance of Indigenous practices and help them build a connection to the land and to Hawaiian culture.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

PPH has continued to engage with and cultivate community members across Oʻahu, with an increasingly growing and knowledgeable volunteer base committed to restoration in Pia Valley and across the islands. The volunteers have and will continue to play an invaluable role in our work, and their commitment to mālama ʻāina over the past 4 years makes us confident that we can continue working toward meeting our long-term goals.

We will continue outreach and engagement via established social media tools, where we have demonstrated the ability to reach thousands of people. We also have an ever-growing social media presence and will use our knowledge of these tools to connect, communicate and support our base of volunteers and the community at large.

We will lock in the technical knowledge, the volunteer oversight, the project management, and the outcomes assessment and evaluation that will allow us to continue to scale our operations to meet the ecological and cultural challenges that our communities and lands are facing.

The momentum generated through this project, which itself sustains and amplifies work we have conducted in the previous years, will create opportunities for continued collaboration with the Koʻolau Mountains Watershed Partnership, and also opens up opportunities to work with Federal programs such as the US Fish and Wildlife Service, Natural Resources Conservation Service, and State Division of Forestry and Wildlife.

As upland forest conservation and restoration reduces erosion and sedimentation of the near-shore waters of Maunalua Bay, there are additional opportunities for partnership and funding that PPH will be exploring through reforestation grants, water quality grants, and private donations.

Finally, the large population in the Maunalua Bay region provides ample opportunity for donations from interested community members, a resource we are exploring even as we seek opportunities to fund our work through private foundations.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

PPH has an established track record of securing grant funding, both as a sole applicant and in partnership with other local conservation and environmental organizations, which underscores our ability to sustain and scale the project activities beyond the limits of the GIA funding. PPH has secured nearly $400,000 in grant funding since 2020, from the National Fish and Wildlife Foundation, the National Oceanic and Atmospheric Administration, Patagonia, the Atherton Foundation, the Department of Land and Natural Resources (DLNR), and the Reef & Wildlife Conservancy, among others. The diversity of this fundraising, coupled with a year of strong outcomes in our proposed GIA project, makes us confident that we will be able to secure funding to continue our work.

PPH also has the support of key regional partners who have committed to the success of the organization and the effort. PPH has developed strong connections with Mālama Maunalua, Koʻolau Mountains Watershed Partnership, the Bishop Museum, and Kahala Hotel and Resort, making us integral partners on larger regional projects, helping generate a

sustainable program base from which PPH can continue to operate. PPH will continue to have professional and technical support from these organizations, including support pursuing additional funding opportunities for sustaining and expanding this project beyond the grant period. We anticipate that the National Fish and Wildlife Foundation Coastal Resilience Fund will provide additional opportunities for funding our work.

Another component that will underwrite PPH's ability to sustain the project activities is the partnerships PPH has established with other conservation organizations in O'ahu through our FOR x CHANGE program – a volunteer exchange program that multiplies each organization's capacities by organizing monthly volunteer "exchange" events, wherein one organization hosts volunteers connected to the other organizations in the FOR x CHANGE network.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Malama Pia Valley CT-CTS-2300047
   Grant Period: GIA2023 Grant Amount: $200,000
   Grant Purpose: Environment, Forest Restoration and Education
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**<u>If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.</u>**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Our proposal directly aligns with the goals of Age-Friendly Honolulu by fostering inclusive, intergenerational connections, and promoting physical, social, and intellectual engagement among kupuna (seniors). Through our partnership with Unseen Hawai'i 'Ohana, we have established strong relationships with organizations such as Hawai'i Physical Therapy, Kahala Nui, and Arcadia retirement homes. This network allows us to engage kupuna clients in outdoor activities that encourage physical movement, social interaction, and cultural learning—elements that are central to the mission of an age-friendly community.

By offering educational and environmental engagement activities, we provide opportunities for kupuna to participate in meaningful, structured programs that enhance their overall well-being. These activities help kupuna remain active in the community, connect with others, and contribute to the stewardship of Hawai'i.

To meet the additional reporting requirements, we will:

1. **Volunteer Sign-In Tracking**: At every event or activity, we will collect sign-in sheets where volunteers indicate their age.
2. **Kupuna Participant Information Form**: The first time a volunteer aged 60 or older participates, we will collect their name, age, and zip code through an additional form. If the volunteer consents, we will also take a photo for documentation purposes.
3. **Survey and Impact Assessment**: We will include targeted survey questions to assess the impact of our programming on kupuna participants. These questions will measure satisfaction, social connections, intellectual engagement, and interest in further opportunities to mentor or participate.

By integrating these measures into our program design, we ensure that our project aligns with Age-Friendly Honolulu's goals and that we can effectively meet the additional reporting requirements.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Protectors of Paradise |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Leeward Protection, Restoration, and Sustainability |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

**Protectors of Paradise was established in 2016 to protect our environment from increasing destruction and create a platform for community members to collaborate and do so. Our mission is to ensure the conservation and protection of the land, ocean, community, and wildlife of Hawaii from any abusive or harmful activities in order to perserve the beauty and our resources for future generations.**

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

**We aim to sustain/expand our cleanup, conservation, and protection efforts in District 9, addressing issues that stem from communities facing high level of poverty. Activities will include removal of debris/illegal dumping, providing free community activities focused on engaging our high-risk youth, and hosting 3 kupuna workshops to keep them engaged mentally and physically.**

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

**We will remove a minimum of 100,000 pounds of rubbish, overgrown green waste, and/or derelict vehicles, provide free community activities to 80 youth participants, and host 3 workshops. The program will service residents of District 9 (specific and exclusive).**

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | ☐ District 2<br>$ | ☐ District 3<br>$ |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☐ District 6<br>$ |
| ☐ District 7<br>$ | ☐ District 8<br>$ | ☒ District 9<br>$150,000 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 | |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☒ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.



11/21/2024

Signature of Grantee (Fiscal Sponsor) Officer
Printed Name and Title:
Stacie Sakauye, President/Director

Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Stacie Sakauye, President/Director
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that STACIE SAKAUYE (name), PRESIDENT/DIRECTOR (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Micah Doane, Founder/Director
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 20th day of November, 2024, before me appeared Micah Doane, personally known to me, who, being by me duly sworn, did say that he/she is the Founder / Director of Protectors Of Paradise and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said he acknowledged said instrument to be the free act and deed of said corporation.

Notary Public, State of Hawaii

My Commission expires: 11/05/2025

Doc. Date: November 26, 24 # Pages 1
Name: Garylyn Akana First Circuit
Doc. Description: Certificate of the Board of Directors No Obligations in Arrears

Signature 11/26/2024 Date
NOTARY CERTIFICATION

GARYLYN AKANA NOTARY 17-468 PUBLIC STATE OF HAWAII

GARYLYN AKANA NOTARY 17-468 PUBLIC STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

According to a 2022 study published in conjunction with Purdue University, in order to "live happy" in Hawaii, an average household of 4 people (2 adults, 2 children) would need an income of $203,070. Of course "happiness" is subjective, but when based solely on income satiation levels, a minimum of $200,000 was needed for "happiness" in Hawaii. To put this into prespective, the average physician in Hawaii makes $191,000 yearly and the average office assitant makes $37,500 yearly.

District 9 has a median income of approximately $95,000 per household (average family of 4), which is less than the 2023 low income limits. Furthermore, approximately 11% of the population is living below poverty level. In comparison, East Honolulu has only approximately 4% of individuals living below poverty level, with an median income of $151,000. The sharp difference in data clearly shows the need for investments to be made into these communities in order to support sustainable improvement in the well-being and quality of life in this lower income area. With increasing costs of housing, utilities, and inflation, making ends meet has become a struggle for many within District 9.

In addition to these struggles, poverty commonly results in environmental issues. It often involves heavy reliance on natural resources for basic needs and lack of access. This results in poor waste management and practices of illegal dumping possibly secondary to limited knowledge of the harm on the environment due to lack of understanding. The rubbish is not only unhealthy for the environment, but equally affects our communities in many different aspects. Nationally there are numerous evidence-based studieds that doucment significant effects of an unsound physical environment, including toxins, pollutants, and other harmful environmental conditions, on children and adolescents' cognitive and socio-emotional development.

When a district is struggling both economically and environmentally, plagued with illegal dumping issues throughout many of its neighborhoods, it results in an environment difficult for communities to thrive. By implementing a program such as which we are proposing, we are hoping to curb this imbalance and create communities that facilitate happiness, learning, growth, and success.

Over the years in Waipahu alone, there have been 9 notorious illegal dumping sites addressed. Add this to a laundry list of illegal dumping sites in Ewa Beach, including along the coastline, and there are easily over 15 "target" locations that individuals illegally dump rubbish within District 9. One of the most notorious illegal dumping sites is sadly located directly behind Waipahu Elementary School. The dirt road is littered with tons of rubbish, from household items to building materials, appliances, mattresses, etc. The area has been cleaned up repeatedly by community members, including Councilmember Tulba, but it is disheartening to see the repeat dumping occur, especially behind an elementary school.

Large scale clean-ups in the areas historically cost the City and County of Honolulu hundreds of thousands of dollars to conduct. In many instances, there is not enough funding available to sufficiently support the clean-up efforts needed in these highly targeted areas. Because of limited allocated resources, much of the clean-up needs go unaddressed and the environment and communities suffer. Being a local non-profit organization whose Founder and President live in District 9, we have been able to create a network of local donors that help save costs and mediate issues that would otherwise not be tackled.

Furthermore, without safeguard measures in place to deter the dumping from reoccurring, it becomes a cycle of repeat clean-ups. It is our intention to not only clean-up the areas, but work with community stakeholders to create solutions to break the cycle. It is clear there is a need for change. By providing our high-risk youth with opportunities for positive activities, we hope to build strong leaders that are able to contribute positively to society. Engraining values into the youth will help mold a successful future generation and create a healthy environment for the District 9 communities.

Protectors of Paradise was the first organization in recent years to employ efforts to address the above concerns that are also specific and exclusive to District 9. It is our goal to continue these efforts to make these communities a priority. Thus, the efforts that this GIA would support would be specific and exclusive to District 9.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

Grant Activity:

Clean-up, restoration, and protection of District 9: Remove at least 100,000 pounds of rubbish, illegal dumping matter, overgrown green waste derelict vehicles and/or derelict vehicles

Youth community engagement: Provide free community activities to 80 youth participants

Kupuna engagement: Host 3 kupuna workshops

The environmental abuse seen within District 9 is disheartening and discouraging. Common illegal dumping sites, such as the one behind Waipahu Elementary School, are becoming common sites within the communities, creating unsafe environments. Much of these issues occur in undeveloped areas not contracted for services by City & County and/or State. Governmental entities are unable to provide enough support to adequately manage these areas. Houseless encampments occupy large vacant areas in an already poverty stricken district. Without our efforts, rubbish removal and educational outreach regarding these issues would not occur. The need for support for efforts such as the proposed are clearly justified.

Over the years, we have found that the best way to enage individuals is to instill a sense of kuleana and ha'aheo (pride). By not only removing the rubbish, but also providing outreach to individuals, we will spread awareness and show the importance of creating positive changes in our environment. Additionally, engaging the youth in positive activity has shown to be very beneficial in their development. We feel participation in free, accessible, positive community activities outside of the traditonal classroom can help develop life skills such as leadership,

teamwork, perseverance, and resilience, which are all skills imperative to success, but at times lacking in our high-risk youth. By fostering positivity, we hope that the youth will be better equiped when faced with difficult circumstances and make healthy decisions. Concurrently, engaging our kupuna to also participate in community activities is equally important. Kupuna centered workshops will give our elderly members access to community activities that can help keep them active, mentally and physically healthy, and engaged.

We are confident that the proposed efforts can be successful to improve the environmental situation in District 9. As an organization, we have removed over a million pounds of rubbish and illegal dumping from the Leeward Coast, as well as educated hundreds of students and engaged many kupuna. We are able to work closely with City & County and State to limit the environmental abuse in these areas, as well as significantly decrease the amount of illegal dumping occuring in the area. It is our goal that these efforts will continue to address the detrimental environmental issues affecting District 9 and enrich the communities to create thriving environments.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The grant activity that Protectors of Paradise proposes above supports the sustainable improvement in the well-being and quality of life of District 9 communities by helping improve the District 9 environment, creating safer, healthier spaces and opportunities, and inspiring our youth and kupuna to engage in positive activity within their district. In comparison to other Honolulu County districts, District 9 has a higher level of poverty, resulting in a larger population of at-risk youth. The proposed project will be specific and exclusive to District 9 creating a more sound environment for the District 9 communities resulting in improvement of the cognitive and socio-emotional development of those living in the communities. Through educating, engaging, inspiring, and raising awareness, we stimulate change that is driven by the community itself, resulting in sustainable positive outcomes for generations to come.

By conducting the proposed grant activities, it is the goal of Protectors of Paradise to meet the following measurable outcomes:

Remove a minimum of 100,000 lbs of rubbish, illegal dumping matter, overgrown green waste, and derelict vehicles from District 9 to cleanup and restore the area back to its native state as much as possible and create safer, healthier communities.

Provide free, accessible organized community activities to at least 80 youth in District 9 to promote positive community involvement outside of traditional classroom learning. The goal is to develop life skills such as leadership, teamwork, perseverance, and resilience.

Host a minimum of 3 kupuna workshops to give our elderly members access to community activities that can help keep them active, mentally and physically healthy, and engaged.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Successful completion of Grant Activity is not dependent on any partnerships in order to set forth action plan, but may include partnerships if beneficial to further success of proposed Grant Activity.

Community engagement:

Youth community activities:
Goal: Engage youth in positive community activities outside of traditional classroom learning to develop life skills such as leadership, teamwork, perseverance, and resilience – minimum 80 youth (highschool age or younger)
Milestone: Determine feasibility of possible activities (e.g., sports clinic)
- Contact Department of Parks and Recreation for park utilization
- Determine occupuancy limits per event

Milestone: Pull location permit
- Set date(s)
- Determine participant limit

Milestone: Create agenda
- Determine event's specific activities
- Recruit activity leaders (e.g., influential community leaders)
- Determine event supplies/equipment needed

Milestone: Advertisment of event
- Utilize social media pages, inform Neighborhood Boards in District 9
- Work with District 9 leaders/schools

Kupuna workshops:
Goal: Host kupuna community activities that can help keep them active, mentally and physically healthy, and engaged – minimum 3 workshops
Milestone: Determine feasibility of possible activities (e.g., lei making, fraud awareness event)
- Contact possible venue locations
- Determine occupuancy limits per event

Milestone: Determine dates
Milestone: Create agenda
- Recruit activity leaders (e.g., AARP speakers)
- Determine event supplies/equipment needed

Milestone: Advertisment of event
- Utilize social media pages, inform Neighborhood Boards in District 9
- Work with District 9 leaders

Continuous activities:

Community cleanups - Throughout the entire grant period, we will continue to organize and coordinate cleanups in District 9 and will prioritize activity site based on displayed need. Calls for volunteers will be done via our social media platform as well as within the community itself. We will also use our network of leaders to also join in on the cause and promote awareness.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

The budget was designed to successfully meet all goals and outcomes projected. We have dedicated 1.0 FTE total solely to the proposed grant activity for a program coordinator/activities leader, with additional support anticipated from volunteers in clean-up efforts, as has been the case now and previously. This total for salaries and benefits comes to $102,698.

Additional large line items:

Heavy equipment services ($6,000): ex: Front loaders, end dump, hauling fees, disposal fees, etc

Program activities Supplies ($8,000):

- Clean-up/restoration: ex: gloves, protective work apparel, rubbish bags, cones, volunteer water, ice, snacks/lunch, T-shirts, etc

- Youth community activities: ex: permit costs, participant activity supplies/equipment, T-shirts, transportation costs, honorarium, water, ice, snacks, etc

- Kupuna workshops: ex: honorarium, activity supplies, such as lei making supplies, planting supplies, participant T-shirts, water, ice, snacks/lunch, venue fee, etc

Yard lease ($24,000): Yard for modular office space and storage for equipment/supplies dedicated to program (ie, trailer, utility vehicle to remove debris, clean-up supplies, workshop supplies, etc)

These items will allow for cleanups to occur on a consistent basis throughout the year, with the goal of removing at least 100,000 pounds of debris from District 9. We will also be able to provide youth community activities and kupuna workshops.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

October 2025:
- Contact Department of Parks and Recreation for possible locations for youth activities
- Contact possible venues to host cultural workshops

October, November, December 2025:
- Planning for youth community activities
- Planning for kupuna workshops

January 2026:
- Finalize location, agenda for March youth community activities, kupuna workshops
- Begin advertising for March youth community activities, kupuna workshops

February 2026:
- Begin planning for July youth community activities

March 2026:

- Host youth community activities event

April 2026:
- Host kupuna workshop
- Finalize location, agenda for July youth community activities

May 2026:
- Host kupuna workshop
- Finalize location, agenda for July youth community activities
- Begin advertising for July youth community activities

June 2026:
- Host kupuna workshop

July 2026:
- Host youth community activities event

August 2026 - September 2026:
- Ensure all goals will be met by end of grant period September 30, 2026

Ongoing throughout entire grant period (October 1, 2025 - September 30, 2026):

- Consistent weekly survey of District 9 to address cleanup needs and locations
- Organization of District 9 cleanups
- Consistent reporting of results to the City/DCS as required

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Protectors of Paradise (PoP) currently performs all proposed grant activity and has been successful in achieving positive outcomes. Through volunteer time and efforts made by our three Board Members and Founder of our organization, PoP has been able to coordinate and conduct massive cleanups, raise environmental awareness, provide environmental education and hands-on engaging activities for our youth and kupuna, as well as work closely with community stakeholders to improve communities in Leeward Oahu.

Since our founding in 2016, we have removed over 1 million lbs of rubbish from the Leeward Coastline. In 2018 alone, PoP and our volunteers removed approximately 115,768lbs of debris and 27 derelict cars from the Leeward Coast. Most notably in 2019, we removed over 500,000 lbs of debris. In Oct 2019, PoP helped remove 261,940lbs of rubbish, 89yd3 of metals, 28 vehicles, 6 mopeds, and 3 trailers, totaling in ~436,060lbs of debris removed from a 1½ mile stretch of Leeward coastline. Immediately after, we organized a community volunteer clean-up where an additional 3,400lbs of debris was removed. We helped advocate, organize, and plan this massive clean-up with key stakeholders in the community.

PoP received funding from the FY2020 C&C GIA. Despite the COVID-19 pandemic, we were successful in completing and exceeding all goals/deliverables on schedule with limited volunteers, including removing 551,890lbs of rubbish. Although community volunteer efforts

are always appreciated, PoP is able to meet goals/expectations through the steadfast efforts of our Founder and Board of Directors alone, making unforseen restrictions, such as the pandemic, easier to navigate. The dedication from the foundation of our organization is unmatched.

PoP provides positive learning opportunities to students to inspire change, guiding our youth to become strong, pono leaders that will better their communities. PoP also gives consistent educational outreach to raise awareness on appropriate environmental and culturally sensitive behavior. From working in the classrom, we have received feedback from educators that engaging our youth in positive activites outside of the traditional learning setting is vital to creating strong, resilient leaders in underserved communities. Thus our pivot in creating community youth activities outside of school to help guide the future generations.

In addition to working with keiki, PoP provides opportunities for kupuna involvement. We participate in multiple kupuna lead advisory meetings, providing opportunity for kupuna to provide input on issues occuring in their communities, as well as mentorship opportunities. Hosted workshops are geared towards kupuna involvement.

All the above was completed successfully utilizing the same strategies and models that we have proposed in our grant activity. We are certain that funding provided by this grant will further our ability to reach positive outcomes and create a sustainable diffence.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Protectors of Paradise (PoP) has successfully performed cleanups and youth/kupuna opportunities via solely volunteer efforts. Our Board Members have an amazingly strong and unwaivering passion for our mission to ensure the conservation and protection of the environment and community from any abusive or harmful activities in order to preserve the beauty and our resources for future generations. We have been able to create a solid platform for the community to come together to overcome the environmental adversity and volunteer to make a significant difference in our communities. We have a growing following of > 5,000 members on our social media platforms, many from Leeward Oahu. We serve as a public resource to help raise environmental awareness in the community, inspire change, and assist City and State in cleaning up communities. Our efforts are featured in the local news, Star Advertiser, OC 16, ʻŌlelo, local radio talk shows, VICE TV and several magazines, including FLUX Magazine, Hawaiʻi Business Magazine, Mokulele Inflight Magazine, and The Guardian.

With our Founder and President both residing in District 9, the leaders of our organization are able to effectively communicate and work with the Leeward Oahu community, as well as able to inspire the community for change. We are able to create strong, trusting relationships with members of the Leeward communities, including those requiring our assistance, such as many of the houseless community. Led by our Native Hawaiian Founder, PoP strives to be pono with what is needed for our local communities. With the work we have done, we have been able to create sustainable positive working relationships with local, state, and federal stakeholders such as the Mayor's office, local representatives, Senator, Council Member, the

Aha Moku Advisory Committee, Dept of Parks and Recreation, Dept of Environmental Services & Facility Maitenance, Office of Housing, Hawai'i State Parks, HPD, DLNR, DOCARE, DOD, socialworkers and NOAA, and have been formally recognized by City Council for our efforts. We also collaborate with other non-profits with the same vision.

PoP is able to operate with little to no outside funding. However, if granted support, we will be able to enhance our programs and allow us to fully dedicate ourselves to the cause. Our Project Coordinator/Activities Leader fulfills the need and assists in expanding our services with or without salary. Furthermore, the Project Coordinator/Activities Leader is the Founder of Protectors of Paradise, thus is deeply invested in our mission and reinvests salary to the organization as need be. If no outside funding was available for our organization, we would still be able to operate with the support that we have received from followers and all those who believe in our cause.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Since 2016, Protectors of Paradise had been serving and supporting the Leeward Coast communities without any funding. It was not until October 2019 that we entered contract with C&C GIA to receive our first grant. Thus for three years, Protectors of Paradise was able to continue work towards our mission without financing and the Project Coordinator/Activities Leader roles were all performed on a volunteer basis, with supplies all donated by our Board Members. Despite lack of funds, we are still able to engage and inspire community members and outside volunteers to support our vision in achieving a safer, healthier, more positive environment for the communities to thrive in. We continue our mission and raise funds to expand our work while utilizing the resources we have, including our flatbed vehicle that we have been using to remove thousands of pounds of rubbish, as well as select tipping waivers that we have in place to dispose of the rubbish. We will set ambitious fundraising goals to help expand our efforts, whether this be through private grant funding, public grant funding, or general donations. Protectors of Paradise is run by passionate individuals who will ensure the sustainability of our organization to help support local communities such as District 9 for the betterment of our future generations. It is our goal to be able to inspire and create significant change where the need for organized cleanups led by organizations such as ours will one day be obsolete and communities will be safe, healthy and self-sustainable, allowing our efforts to be refocused and expanded into new activities that will continue to support the communities.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Protectors of Paradise is comprised of a dedicated and motivated team of volunteer Board of Directors, as well as support from thousands of followers. We have gained the support and trust of local, state, and federal stakeholders who all believe in our mission and provide aid for us to continue our efforts to serve the community. As a strong team, we will be able to leverage the support required to successfully execute the above plan.

Our Board of Directors are committed to ensuring that Protectors of Paradise will be able to continue all efforts far beyond the grant period. We will continue to apply for a variety of funding and create partnerships that will help us network and expand our capabilities. We have been able to demonstrate

that despite the lack of funds, we are still dedicated to creating positive change in our environment and inspiring our communities to create change for the better. Our past successful GIA's demonstrate that we are responsible in utilizing funds granted to us. We have created strong working relationships with influential leaders in the community, as well as partnerships with other like-minded organizations, learning from our experiences and ever striving to improve our own approaches. Although a young organization, Protectors of Paradise has a significant amount of experience to ensure the activities proposed will be carried forth successfully and be able to sustain such outcome beyond the grant period. With the support from City Grant in Aid, Protectors of Paradise will fulfill everything we have proposed efficiently and successfully in order to provide the most benefit to our underserved youth, kupuna, and communities.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Leeward Protection, Restoration, and Sustainability CT-DCS-2500053
   Grant Period: Oct 2024 – Sep 2025 Grant Amount: $150,000
   Grant Purpose: Environmental
   Grant Activity Status: ☒ Underway ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services

2. Grant Activity Name & Contract #: Leeward Protection, Restoration, and Sustainability CT-DCS-2400052
   Grant Period: Oct 2023 – Sep 2024 Grant Amount: $200,000
   Grant Purpose: Environmental
   Grant Activity Status: ☒ Underway (deliverables fulfilled; pending reports) ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services

3. Grant Activity Name & Contract #: Leeward Protection, Restoration, and Sustainability CT-DCS-2300048
   Grant Period: Oct 2022 – Sep 2023 Grant Amount: $130,817
   Grant Purpose: Environmental
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☒ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

Kupuna play a large role in many aspects of our programs, with our workshops being a specific aspect that is dedicated solely to kupuna. Although majority of the heavy-lifting manpower for our clean-ups come from the younger generations, kupuna have always participated, volunteering to help with signin and assist with refreshments/meals. More importantly, we encourage the kupuna who have knowledge of the area to share mo'olelo and raise awareness with participants helping create that connection required to instill kuleana with our volunteers, which is vital for positive change. We note that individuals tend to be most receptive to kupuna rather than peers, thus kupuna play a large role in the impact of our education. The workshops are geared towards kupuna participation, and advertised as such. It is our mission to protect & conserve our natural resources for future generations, thus keiki to kupuna all have important roles in our program.

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Pu'a Foundation |
| **B. Is Grantee a Fiscal Sponsor?** | □ Yes X No |
| **C. Grant Activity Name:** | Supporting Oahu's Incarcerated women, mothers & families |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Pu'a Foundation, a 501(c)(3) non-profit, was formed in 1996. Our mission is to serve communities through healing & reconciliation efforts in order to emerge as a strong & empowered community. Our approach is through a process called "pū'ā," which means to feed, nourish, and strengthen. It is our goal to empower individuals, families & communities focusing on incarcerated women & their families.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

The Grant Activity & public need being filled is to support Oahu's incarcerated, & justice -involved women & their families. This project is designed to increase resources for life success in the areas of housing, peer support, pretransition education, & family engagement, incorporating a trauma informed approach for health, wellness, & transformation outcomes.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

As of 10/31/24 the head count at the Women's Community Correctional Center (WCCC) was 189 women, & the female count at the Oahu Community Correctional Center (OCCC) was 116. In 2025, the jail population from OCCC will transfer to WCCC. The measure of success & outcomes for this project is to serve 248 Oahu women in & exiting prison, & their families.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| X District 1<br>$ 21,842.00 | □ District 2<br>$ | X District 3<br>$ 88,825.00 |
| □ District 4<br>$ | □ District 5<br>$ | X District 6<br>$ 14,561.00 |
| X District 7<br>$ 2,912.00 | □ District 8<br>$ | X District 9<br>$ 17,474.00 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $ 145,614 00 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | X H. Public Service – Other (describe): Supporting Oahu's incarcerated women, mothers, and their families | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal, (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments), (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete, (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Signature of Grantee (Fiscal Sponsor) Officer

11/21/24
Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

Roberta Jahrling
(Signature)

Roberta Jahrling
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Toni Bissen (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

Roberta Jahrling
(Signature)

Roberta Jarling
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 21st day of NOVEMBER, 2024, before me appeared ROBERTA JAHRLING, personally known to me, who, being by me duly sworn, did say that he/she is the TREASURER of PU'A FOUNDATION and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said she acknowledged said instrument to be the free act and deed of said corporation.

MIRRIAM R. DOMINGO
NOTARY PUBLIC
No. 18-137
STATE OF HAWAII

MIRRIAM R. DOMINGO
Notary Public, State of Hawaii

My Commission expires: 3/25/2026

Doc. Date: NOV 21 2024 # Pages 21
Name: Mirriam R. Domingo First Circuit
Doc. Description: Appendix A: Tier II Grant Proposal (Grants $25,000 to $150,000) Solicitation No. RGP-DCS-GIA2026

MIRRIAM R. DOMINGO
NOTARY PUBLIC
No. 18-137
STATE OF HAWAII

Signature NOV 21 2024 Date

NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Incarceration, the pathway to prison, involvement within the criminal justice system, poverty, race, mental/behavioral health issues, high rates of recidivism and intergenerational imprisonment, lack of educational and employment opportunities, and trauma are complicated and complex societal problems. According to a report by the Office of Hawaiian Affairs entitled, *The Disparate Treatment of Native Hawaiians in the Criminal Justice System*, "Incarceration is traumatic for all people. It devastates families, destabilizes communities and cuts people off from jobs and education that improve life outcomes and help keep people out of prison once they are released. Incarceration also re-traumatizes people that have already experienced trauma in their lives. For Native Hawaiians, the impact of trauma is particularly salient because of strong connections to family, the land and community." The report goes on to further cite that, "children of parents in prison are five to six times more likely to become incarcerated than their peers." Native Hawaiian women comprise 21% of the female population in Hawaii (HI Data Book, 2017) but account for 40% of the jail and prison population (PSD 2019). According to the Dept. of Public Safety's 2023 Annual report, the direct cost per inmate per day is $253.00 or $92,345.00 annually, with the social costs being even higher. According to Lengyel (2009), the social cost can total over $184,000.00 per adult annually. While the foregoing references are estimates in financial terms, supporting justice involved women and their families, will result in tremendous intergenerational positive impact that can save money and save lives. For purposes of GIA funds distributed by the CITY, targeting the populations that are most vulnerable, the female incarcerated population is not specifically listed. However, this population fits into several of the categories that were listed, namely homeless persons, those suffering the effects of substance abuse or poor mental health and victims of domestic violence. A profile summary of the demographic characteristics of women incarcerated revealed that: 40% are likely to be a woman of Hawaiian/part Hawaiian ethnicity; 60% are likely to report childhood and sexual victimization; 80% has experienced some violence in her life; 95% has a history of substance abuse; 33% has a history of mental health problems; and 60% is a mother of at least one child (Chesney-Lind, 2000; Patterson, Uchigakiuchi, & Bissen, 2013; SAMHSA, 2012) further establishing this target population as a priority need of the community. We're stronger together. Women in prison aren't just inmates, they are Mothers, Daughters, Sisters and Wives. When they serve time, their families serve it too. If we work together as a community to help these women, we not only strengthen their family,we strengthen our community.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

Incarcerated women experience tremendous life challenges. Incarceration is costly, complex & complicated. There is a high cost in individual terms, for families, and for the community. Comprehensive solutions and collective efforts are needed to address these complexities of issues. There is an absence of integrated, inclusive, well-coordinated efforts that bring together community, public, and private resources. Innovative multi-faceted approaches are necessary wherein community and government are working together to make a positive collective impact for change for justice-involved women, and their families. To fill this void, Pu' a Foundation's strategy is to develop and increase resources through community organizing linking public, private, and faith-based organizations together, along with capacity building and training activities. With a social justice focus in fulfillment of the Foundation's mission, we develop and provide resources to support justice-involved women and their families, especially those of Native Hawaiian ancestry, that are affected by trauma and incarceration. Our tagline is, "*Trauma to Transformation, Incarceration to Independence.*" We are committed to developing resources in the areas of housing, earning a livable wage, and establishing healthy relationships to achieve reduced recidivism, ending the over-representation of Native Hawaiians incarcerated and increasing services to families affected by trauma and incarceration. Channeling resources to decrease the number of women in prison is a wise societal investment. It would yield significant direct and social cost savings, measured not only in present financial terms but also in human terms now and for future generations. Pu'a Foundation has been serving justice-involved women and their families since 2007 connected to the efforts at the Women's Community Correctional Center (WCCC) to become a place of healing. Shifting away from a modality of punishment, the objective was to create a sanctuary based on the ancient Hawaiian concept of pu'uhonua. With the vision of creating a pu'uhonua - a place that nurtures healing within the individual, family, and community, and serves to reduce recidivism - efforts at WCCC took on a community-building approach, using a mind, body, spirit, place perspective, and incorporated a trauma-informed care framework. Thereafter, in 2009, a community-based participatory research project, the Trauma-Informed Care Initiative (TICI), was developed to support efforts underway to operationalize the idea that prison could be a place of healing. Pu'a Foundation served on the leadership team for WCCC's TICI and led all aspects of community organizing and engagement. This project to support Oahu's incarcerated women, mothers, and families builds upon and strengthens the aligned and strategic efforts from 2007, effectively addressing the community's issues pertaining to incarceration and trauma.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

248 unduplicated women in, exiting prison, along with their children, and family members will be served by supplying increased resources for life success in the areas of housing, peer support, pretransition education, and family engagement, incorporating a trauma informed approach for wellness, and trauma transformation outcomes.

Grant activities will be as follows:
1) Housing - 3 women exiting prison will be housed in the Mercy House transitional home operated by Pu'a; 2) Peer Support Services will be provided to - 40 women exiting jail/prison; 3) 45 women will be enrolled into the PreTransition courses at WCCC and the Federal Detention Center (FDC) to prepare for life success and develop their transitional reentry plans; 4) Events at WCCC for 160 women & family members for the Kids Days will be served.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

Pu'a will coordinate all aspects of this project. The action plan has 4 components:
1) for housing 3 women exiting prison will be housed at Mercy House transitional home operated by Pu'a. The Mercy House is a safe, comfortable, affordable transitional home for women that are committed to staying clean from drugs and remain sober. Pu'a, the Catholic Diocese, parishes, community organizations, WCCC and the Hawaii Paroling Authority all have collaborated to establish the Mercy House. The first resident was accepted in December 2016;

2) 45 women at WCCC and FDC will participate in the Pre-Transition Course to prepare their life success and reentry plans to exit prison. Pu'a developed the course curriculum and started teaching the course at WCCC in May 2014. Classes began in 2016 at the FDC, and Pu‘a Foundation's curriculum has been accepted by the Bureau of Prisons;

3) 40 women from WCCC's prison and jail populations will receive peer support services to assist with reentry back into the community;

4) 160 women, mothers, their children, and family members will participate in two Kids Days events at WCCC. This event provides activities for children, their moms who are in prison and the caregivers. Pu'a has coordinated Kids days since 2015;

In addition, connected to the peer support services and the pre-transition courses, women upon release from WCCC will be provided with reentry items such as welcome home baskets, clothing, food, gift cards and bus passes/transportation as part of activities facilitated by Pu‘a Foundation with its strategic efforts to connect identified resources to identified needs through community organizing. The Foundation leads and facilitates volunteers, and the entities that are drawn together to support women exiting prison - this is our Oahu Going Home (OGH) Consortium. Pu'a coordinates and facilitates OGH meetings and activities. OGH began in 2009.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

Administration - The Executive Director will dedicate 25% of her administration time to the GIA project calculated as .25 FTE @ $105,000.00, totaling $26,250.00. This amount is a GIA budget line item. The associated fringe benefits cost totals $3,058.00.

Salaries and Wages - The Director of Resources, Training & Outreach will dedicate 70% of her time to fulfilling the objectives and activities of the GIA project calculated as .70 FTE @ $60,000.00, totaling $42,000.00. This amount is a GIA budget line item. The associated fringe benefits cost totals $6,153.00.

Salaries and Wages - The Forensic Peer Support Coordinator will dedicate 70% of her time to fulfilling the objectives and activities of the GIA project calculated as .70 FTE @ $60,000.00, totaling $42,000.00. This amount is a GIA budget line item. The associated fringe benefits cost totals $6,153.00.

Professional and Contractual Fees - The Mercy House-House Mother, as part of the Mercy House team managing the transitional home for women exiting prison will provide consultation services. One consultant will be paid at a rate of $500 per month for a twelve-month period for a total of $12,000. This amount is a GIA budget line item.

Office Supplies & Consumables - Estimated cost of $2,000.00 are for general supplies associated with the completion of project tasks. This amount is a GIA budget line item.

Project Associated Costs - Estimated cost of $6,500.00 are for project associated supplies to cover the two keiki day events at the Women's prison for Oahu children for items such as school supplies, backpacks, and keiki day activity supplies, along with the peer support reentry supplies used for the administration of peer support services. This amount is a GIA budget line item.

Mileage and Parking Costs - Estimated cost of $1,000.00 used for the administration of peer support services. This is a GIA budget line item.

Conference/Training Costs - Estimated cost of $2,500.00 used for the administration of peer support services. This is a GIA budget line item.

Telecommunication Associated Costs - Estimated cost of $2,000.00 for phone, cable, internet, etc... associated with the completion of project tasks has been assessed. This is a GIA budget line item.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

The project time for all grant activities will be as follows:

PreTransition Class at WCCC - Winter - 15 women from Oahu will participate and begin their life success, and reentry planning - class start will be Oct. 2025 and classes end Dec. 2025.

Keiki Day - Winter - 80 people, 20 women incarcerated at WCCC, their children estimated at 40, along with the caregivers, numbered at 20 - event planned for Dec. 2025

PreTransition Class at FDC - Summer - 15 women from Oahu will participate and begin their life success, and reentry plan - class start will be May 2026 and classes end July 2026.

Keiki Day - Summer - 80 people, 20 women incarcerated at WCCC, their children estimated at 40, along with the caregivers, numbered at 20 - event planned for July. 2026

PreTransition Class at WCCC - Fall - 15 women from Oahu will participate and begin their life success, and reentry plan - class start and end in Sept. 2026.

Peer Support Services - for the Oahu Female Incarcerated Population - servicing 40 incarcerated women from WCCC's jail and prison population. Women will receive peer support to assist them with their transition from incarceration back to community starting Oct. 2025 through Sept. 2026. Two (2) Oahu women will be served during the months Oct., Nov., Dec. 2025, and Jan. 2026. Four (4) women will be served during the months from Feb. 2026 to Sept. 2026.

Mercy House-Transitional Home - Housing - 3 women exiting prison will be housed in the Mercy House transitional home operated by Pu'a. The timeline will include Oahu women residing at the Mercy House during the months from Oct. 2025 to Sept. 2026.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Pu' a Foundation has the capabilities and qualifications to manage the proposed project and has successfully served justice involved women and their families for many years in all 4 components that make up all aspects of this project.

1) Pu'a has successfully operated the Mercy House since 2016.

2) Pu'a has engaged in Peer Support Training and Services since 2019.

3) Pu'a has facilitated the Pre- Transition Course at WCCC since 2014, and at FDC since 2016. We developed the curriculum and started teaching the course at WCCC in May 2014, and at the Federal Detention Center in 2016.

4) Kids Days events at WCCC, Pu'a has successfully been coordinating and participating with Kids Days since 2015.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Pu'a Foundation has the capabilities and qualifications to manage the proposed project. Our organizational structure consist of: 1) a 3-member volunteer board of directors, 2) 3 full-time employees led by its executive director, 3) a group of contractors and consultants that work directly with the executive director, and 4) volunteer "staffing" resources with leveraged partners and community collaborators. Pu' a Foundation has been serving justice-involved women and their families for well over 15 years and has engaged in the listed project components for many years.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Pu'a Foundation will absorb the program and will cover all costs associated with the 4 components that make up all aspects of this project and will continue to serve justice-involved women and their families, as it has for well over 15 years.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Pu'a Foundation has the capabilities and qualifications to manage the proposed project. Our organizational structure consists of: 1) a 3-member volunteer board of directors, 2) 3 full-time employees led by its executive director, 3) a group of contractors and consultants that work directly with the executive director, and 4) volunteer "staffing resources with leveraged partner and community collaborators. Pu' a Foundation has been serving justice-involved women and their families for over 15 years and has engaged in the listed project items for many years. Pu'a possesses adequate funding/assets to cover Pu' a Foundation's operational costs now and into the future.

**E. No CITY funds or assistance.**

The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: No City grants received to date
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**<u>If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.</u>**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

**1)** Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

□ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

□ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

□ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

# Proposal 131

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Rainbow Learning Academy Inc |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes X No |
| **C. Grant Activity Name:** | Expansion of infant/toddler child care |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

**Rainbow Learning Academy(RLA) was founded in December 2022. RLA was created to provide the Mililani, Wahiawa, and nearby communities with a high-quality program for children ages 6 weeks - 5 years old that partners with parents to prepare each student for their life journey. RLA is dedicated to providing children with a solid foundation to prepare them for success in kindergarten and beyond.**

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

**RLA is seeking to expand our infant/toddler program to meet the needs of our families and community. There is an overall shortage of child care seats especially in the infant/toddler age group. Expanding our infant/toddler program provides necessary services so that families can work to support their family and contribute to the community.**

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

**The short-term goal can be successfully measured by the increase of infants/toddlers enrolled in the program. We will be increasing our infant spaces from 18 to 26 for children under the age of two and increasing our two year old spaces from 10 to 15.**

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☐ District 1<br>$ | X District 2<br>$56,525 | District 3<br>$ |
| ☐ District 4<br>$ | ☐ District 5<br>$ | ☐ District 6<br>$ |
| ☐ District 7<br>$ | X District 8<br>$92,226 | District 9<br>$ |
| **Total Amount Requested (must be $25,000 to $150,000)** | $ 148,751 | |

| H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity): | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☒ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Elizabeth Strong — 11-19-2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: Elizabeth Strong/Vice President

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Elizabeth Strong
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Elizabeth Strong (name), VP / Treasurer (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Christina Robinson
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 20th day of November, 2024, before me appeared Elizabeth Strong, personally known to me, who, being by me duly sworn, did say that he/she is the VP/Treasurer of Rainbow Learning Academy and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said She acknowledged said instrument to be the free act and deed of said corporation.

KYLE K KAMIYA NOTARY 20-80 PUBLIC STATE OF HAWAII

Notary Public, State of Hawaii

My Commission expires: 03/22/2028

Doc. Date: undated # Pages 1
Name: Kyle K Kamiya 1st Circuit
Doc. Description: Certificate of the Board of Directors no obligations in arrears

Signature 11/20/2024 Date

NOTARY CERTIFICATION

KYLE K KAMIYA NOTARY 20-80 PUBLIC STATE OF HAWAII

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

Rainbow Learning Academy is seeking to expand our infant toddler program to meet the needs of the families in our community. The Hawaii Early Learning Needs Assessment report, supported by Samuel N and Mary Castle Foundation, the Hawaii Kids Count Project, and the USDA National Institute of Food and Agriculture Hatch Project #1000391 provides the information below on the childcare desert that families in Honolulu face.

Our children need high quality childcare that encourages their healthy growth and development. A substantial body of research has documented the pathways by which positive relationships and enriching environments during the first five years of life, when most of brain development occurs, set the stage for lifelong learning, health, and well- being (National Scientific Council on the Developing Child, 2007).

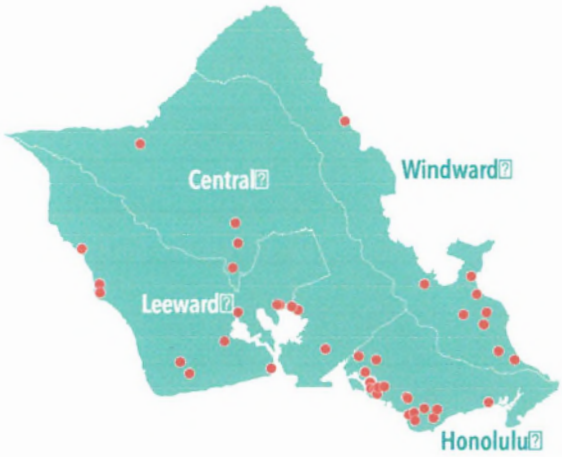
A strong early childhood system will benefit not only children and parents, but society as well. High quality early childhood programs can improve cognitive, social-emotional, and health outcomes for all children (Gormley, Philips, & Gayer, 2008; Weiland & Yoshikawa, 2013; Yoshikawa, Weiland, & Brooks-Gunn, 2016).

Unfortunately, there are not enough spots available for all the young children to be able to receive this care. The report concludes that there is an overall shortage of childcare seats. Even at full capacity, our licensed childcare centers and registered family childcare homes could serve only one-quarter of our young keiki. There is an especially critical shortage of care for infants and toddlers.

- 64% of our young children need childcare because their parents work. But the state has enough DHS-regulated childcare seats to serve only about 25% of children under age 6.
- First, there is a widespread need for childcare based on parent employment. Most of our young children (64%) have working parents (i.e., an employed single parent or dual earner married parents). This figure is even higher (75%) when children of single parents are considered separately. Second, there is a sizeable group of vulnerable children who are especially likely to benefit from early childhood programs.

Top provider concerns include reducing costs to families, improving program quality, workforce development, and increasing the number of seats. We hope to address two of these concerns with our project. One is workforce development. RLA covers the cost of attaining credentials and taking college courses for our staff. The other concern we hope to address is that there are currently 37 children under age 3 for each IT center seat that exists. The map below is from the report, showing how few licensed Infant-Toddler childcare centers exist on island.

## Locations of Licensed Infant-Toddler Centers




The report states that demand exceeds capacity, and most providers have a waitlist. Yet very few providers are interested in expanding their programs to serve more children. Lack of facilities and cost are the main obstacles. Just this past week we received 5 phone calls for infant care and 2 contacts from parents through YELP. We had to place all of them on our waitlist. RLA is hoping and planning to increase our infant spots from 18 to 26 for children under the age of 2 and increase our 2-year-old spots from 10 to 15 spots.

The report had a few policy recommendations. These included:
Recommendation 1:
Increase the capacity of childcare and preschool programs with a priority on infant-toddler seats and regions of the state with low per capita availability.
Recommendation 4:
Make strategic investments in a skilled and stable early childhood workforce.
The other big concern for expanding childcare services is staffing. Childcare staff require specific educational credentials. Although specific recommendations differ, the quality benchmarks for teacher and staff education suggested by national organizations (e.g., National Association for the Education of Young Children, National Institute for Early Education Research, Office of Head Start) typically exceed the minimum qualifications required for licensing, including the licensing standards in Hawai'i (Administration for Children and Families, 2016; Barnett et al., 2017; National Association for the Education of Young Children, n.d.).
□ Hawai'i is about halfway to the goal of achieving the level of teacher qualifications recommended by national organizations. (Whitebook, McLean, & Austin, 2016, p. 93).
Half of all centers here in Oahu pay for college courses for their staff to continue their education. RLA believes in helping our staff to reach their full potential. We pay for CDA credentials for our staff, and for college courses for those that seek to move up in their career and to increase their knowledge in the field.
We are seeking your grant to help us in expanding our program and to ensure our staff is well trained and able to reach their potential as caregivers and teachers of early childhood education.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

1.As stated previously, the demand for childcare, specifically infant and toddler care exceeds the available capacity, and most providers have a waitlist. Just this past week we received 5 phone calls for infant care and 2 contacts from parents through YELP. We had to place all of them on our waitlist. RLA is hoping and planning to increase our infant spots from 18 to 26 for children under the age of 2 and increase our 2-year-old spots from 10 to 15 spots.
We are merging our 3–5 year-old preschoolers in one classroom. That will allow us to move the 2-year-old class into a larger room where we can increase the number of students from 10 to 15. In addition, our 1–2-year-olds will move into a larger room that can hold 10 children and our young infant room will double from being able to accommodate 8 babies to accommodating 16 babies.
The extra expenses we are anticipating are cribs and baby supplies, changing table, sleep cots, and of course extra staffing to care for the little ones.
We will be paying for some of our current staff and the new hires to take any training courses that are required for them to be credentialed for the caregiver positions. This includes CDA credentials, and for college courses for those that seek to move up in their career and to increase their knowledge in the field.
We chose this activity because we are extremely aware of the need for infant and toddler care in our community. As we stated above just in the past week we had a total of 7 inquiries for childcare that we had to place on our waitlist. Increasing the spots that we have available will allow additional families to have peace of mind regarding their infants' care while they work to support their family. In our economy most families have two working parents and childcare is a necessity. The additional spots we can offer will allow parents to work and take care of the financial needs of their families, which in turn supports the economy of Honolulu.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

The number of people/families that the grant will directly benefit during the grant term and beyond is 13. In addition, the grant will benefit 4 staff members that we are planning to hire and train to take care of the additional children. RLA will be giving them a stable job with opportunity for growth.
The purposes and priorities of the grant in aid fund is to improve the quality of life of the people of Oahu with a focus on disadvantaged populations. Our center is located in Mililani tech park, and we serve families from Mililani and Wahiawa primarily. We provide services for children and their families which lead to the financial security and well-being for working families.
Measurable outcomes

Early childhood education can improve a child's social and cognitive development and skills and give children the opportunity to achieve school readiness and experience lifelong improvements to employment, income, and health.
In 2022 Hawaii conducted its first public school statewide assessment of children's kindergarten readiness. The results were that less than one-third of children entering kindergarten this fall demonstrated "baseline readiness" for school.
Not only are our children lagging behind in literacy and reading, but according to an article by Hawaii literacy.org, 1 in 6 adults in Hawaii struggle with reading and writing.
The children we care for and teach will benefit from having a strong literacy foundation prior to entering elementary school. They can enter kindergarten having solid reading skills, confidence in themselves, and having the ability to work on or above grade level.
That will help prevent them from falling behind their classmates and dropping out of school due to discouragement. Having a solid foundation can prevent behavioral issues also. A child who feels successful and does not feel incapable is less likely to act out. The more children we can provide care for the better for each child, their families, and their communities.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

We are confident that there is a great need for childcare, specifically infant and toddler care that we can help address. The enrolling of additional infants and toddlers will be proof of our goal being accomplished.
The children in our care are encouraged to explore and learn about their world. Not only are they encouraged to grow academically but they are monitored for other issues that can affect their growth and development.
The children are assessed 2-3 times a year for learning goals. Hearing, vision, and behavioral/developmental delays screenings are conducted every year. This information is shared with their parents so that they can have the best head start in life possible.
The children's assessments will serve as proof of the impact of their learning opportunities here at RLA.
In addition, the completion of college courses and earning CDA credentials will serve as proof of the impact on the lives of our staff members.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

A. Infant/Toddler Director of Training currently oversees the infant staff and spends 30% of her time in the infant room training staff and demonstrating how to care for young children. Thirty percent of her annual salary is $12,954.00. And will be covered for 1 year by the grant.

Three new staff members for the infant room. Each staff person earns $15.00 per hour for a 40 hour week. Total salaries are $93,600.00 and will be covered for 1 year by the grant.

Total -$106,554.00

B. Fringes –
FICA will be paid for all salaries: $8,152.00
Unemployment cost is $3,198.00
Health Insurance cost – 3 employees for one year $16,200.00

Total - $27,550.00

C. Staff Development –
The new staff members will take CDA course at a cost of $199.00 each. The total for CDA will be $ 597.00. They will also take 4 college courses each to earn their caregiver credentials. The cost for these courses total $9,000.00

Total -$9,597.00

D. Equipment Purchases –
Eleven additional cribs will need to be purchased. Crib sheets, bottle warmers,

A changing table will need to be purchased.

Total –$2,050.00

E. Cost of Space –
Square footage for Pea and Whales x 12 months x rent per sq ft
Rent: already included in our monthly rent
Utilities: already included in our monthly utilities

Maintenance $2,400.00
Janitorial Supplies $600.00

Total $3,000.00

Total $148,751.00

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

We are currently interviewing potential staff members to find people with a heart for little ones. We anticipate hiring the new staff members in early 2025. Training will begin immediately upon hiring.
We will order the cribs and supplies in April 2025.
We will advertise the new infant spaces starting in April 2025 and begin enrolling children.
The new spaces will be available beginning June 2025.
We anticipate filling all of the infant spaces by September 2025.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

RLA has offered childcare for infants/toddlers from Oct 2023 to current. The first month that this care was offered, the income from that group was $17,485.00. The current monthly income for that group is $46,250.00 which demonstrates our proven success in offering this program.

2. Describe the applicant's capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes

(including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

RLA employs infant/toddler staff that have proven to be very capable in taking care of young children and providing their families with the reassurance that their children are being well taken care of while in our care. Christina Robinson and Elizabeth Strong have a combined 40 plus years of experience in the early education field. All of the staff take 25-30 professional develop hours of training yearly including CPR, First Aid, Safe Sleep, Mandated Reporter training in addition to other classes. We have merged our 3-5 year olds in one room, allowing us to move the two year old class to a larger room to increase the class size from 10 to 15 and move our 1-2 year olds into a larger room that can accommodate ten children while doubling the number of young infants we can place in our infant room. RLA advertises locally and with the military which allows us to have a large waitlist that is 90% infants/toddlers. The tuition income is sufficient to allow RLA to continue to allow RLA to continue it's operations and provide a quality service to local families.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

RLA has a plan in place to open and operate a second location in communities on-island that lack infant/toddler childcare centers. Based on our current income and projections, we anticipate being able to utilize future income to aid in opening this other location. This second location will aid in serving parents/families that are in need of infant and childcare so that they can financially support their families and contribute to the local economy.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Having a grant for a one year period allows RLA to make these changes and expand our infant/toddler program. The grant will also allow us to pay for additional training for staff to ensure that they have the necessary credentials and to allow us to pay them at a competitive rate to help ensure low staff turnover. Once the program has expanded, we are confident in our ability to fill those spaces and the have the financial resources to sustain this program.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

**No Grants Received**

1. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

2. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

3. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

# Proposal 132

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Read To Me International Foundation |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | FY26 Dialogic reading, promoting at-home literacy environments, and ongoing family literacy opportunities to support District 1 families & improve youth language development |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Read To Me International Foundation (hereinafter referred to as RTMI) is a local, 501(c)(3) organization. RTMI has been serving families statewide since March 1996 by sharing the love & joy of reading aloud.

RTMI's literacy programs & events reinforce the role parents & caregivers play outside the classroom walls in building lifelong learners & resilient children.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

According to the 2024 Kids Count Data Book, 68% of Hawai'i's 4th graders aren't proficient in reading & are more likely to struggle & drop out of school, among other adverse effects.

Reading aloud together early & often matters.

Thus, RTMI partners with adults to establish & strengthen at-home literacy environments. RTMI also provides resources, training, & continuing opportunities for families.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

RTMI will serve at least 225 adults and 525 in District 1.

RTMI will provide literacy-related opportunities for families. These activities inspire caregivers and children to read together. In addition, RTMI will share literacy resources.

All of RTMI's literacy programs will provide families with books to add to their at-home library and success will be measured through surveys.

| **G. Council District**<br>**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in <u>whole</u> numbers only.** | | |
|---|---|---|
| ☒District 1<br><br>$150,000.00 | ☐ District 2<br><br>$ | ☐ District 3<br><br>$ |
| ☐ District 4<br><br>$ | ☐ District 5<br><br>$ | ☐ District 6<br><br>$ |
| ☐ District 7<br><br>$ | ☐ District 8<br><br>$ | ☐ District 9<br><br>$ |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000.00 | |

| **H. Type of Grant Activity (pick <u>ONE</u> category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☒B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Dannah Barnes

Signature of Grantee (Fiscal Sponsor) Officer
Dannah Barnes, Executive Director

11/19/2024

Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

David Lee
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Dannah Barnes (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

David Lee
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 12th day of NOVEMBER, 2024, before me appeared DAVID LEE, personally known to me, who, being by me duly sworn, did say that he/she is the BOARD VICE CHAIR of READ TO ME INTERNATIONAL FOUNDATION and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said he acknowledged said instrument to be the free act and deed of said corporation.

MIRRIAM R. DOMINGO
NOTARY PUBLIC
No. 18-137
STATE OF HAWAII

Notary Public, State of Hawaii

MIRRIAM R. DOMINGO
NOTARY PUBLIC, FIRST JUDICIAL CIRCUIT
STATE OF HAWAII
MY COMMISSION EXPIRES: 3/25/2026

My Commission expires: 3/25/2026

Doc. Date: NOV 12 2024 # Pages 1
Name: MIRRIAM R. DOMINGO 1st Circuit
Doc. Description: CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

MIRRIAM R. DOMINGO
NOTARY PUBLIC
No. 18-137
STATE OF HAWAII

Signature NOV 12 2024
Date

NOTARY CERTIFICATION
MY COMMISSION EXPIRES: 03/25/2026

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

**1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)***

According to the 2010 Rural Economic Development Planning Report prepared by the State of Hawai'i's Office of Planning: Department of Business, Economic Development & Tourism, rural areas "tend to have lower education levels, higher unemployment, lengthier travel times to work, & higher poverty levels than statewide averages," & "rural communities in Hawai'i suffer economic conditions that are detrimental to a healthy thriving community." In that report, *Wai'anae & the North Shore were listed as two communities on O'ahu in need of economic development.* The focus of this grant is on District 1 - Wai'anae.

To further support this point, a 2022 ALICE report shares that 50% of the families in District 1 were struggling to get by, living below the asset-limited, income-constrained, & employed (ALICE) threshold. These individuals are considered economically & socially disadvantaged & simply put "can't afford the essentials."

A possible reason rural areas tend to have lower education levels may be due to what the American Psychological Association refers to as the **home literacy environment** (HLE). APA states that "children's reading competency is correlated with the HLE, number of books owned, & parent distress" & that "poor households have less access to learning materials & experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment."

**Access to books** is critical. In fact, according to a social mobility research study by Unite Books, "the very best predictor of school success across this array of rich & poor countries from every continent was the number of books in the home." In that study 100 books in the home were referred to as the "optimum number of books for early school success" due to the number of language rich conversations occurring at home, in addition to the presence of "Family Scholarly Culture." Unite Books also cites Wai'anae as a geographic area least likely to have 100+ books in the home. *The low likelihood of books in District 1 households indicates that this is a very vulnerable group in need of support.*

A significant factor in a strong home literacy environment is **daily shared reading**. According to the American Pediatric Academy's recently published research article, pediatric primary care providers were encouraged to have parents read aloud "starting soon after birth, [and] provide high-quality books, model interactive dialogic reading, & emphasize book-related rather than screen-based entertainment with young children." Furthermore, dialogic reading is also supported by the U.S. Department of Health & Human Services Early Childhood Learning & Knowledge Center – Head Start, research conducted by the National Library of Medicine, Reading Rockets, & more. Parent & caregiver guidance on how to implement dialogic reading strategies is a critical skill needed for daily shared reading.

Another datapoint that RTMI considers is the Strive HI report, which is rolled out annually. Strive HI data for the 2023-2024 school year indicated that students attending Nānākuli-

Wai'anae complex area (District 1) schools performed **below the statewide average level of proficiency on ELA assessments**, ranging from 18% - 47%. In comparison, students attending the Kaiser-Kalani complex area (Districts 4 & 5) schools performed above the statewide average level of proficiency on ELA assessments, ranging from 58% - 83%. *Students in District 1 need help.*

Families that simply can't afford the essentials will find RTMI a valuable resource. **RTMI provides free programs, resources, and ongoing literacy activities to support HLEs**. When caregivers are making tough decisions daily about which necessities to provide, access to books & home literacy support should not be one of those considerations.

Reading aloud together early & often matters. Simply put, it is and will continue to be an ongoing community priority that needs to be addressed.

In fact, in the 2022 Hawai'i State Literacy Plan, several recommendations were made including but not limited to an "**increase [in the] range of events at early learning programs and schools for families**" and the availability of "**training on basic literacy strategies to caregivers**."

Family reading time is not only a statewide priority. According to the U.S. Department of Health & Human Services – Office of Disease Prevention & Health Promotion, one of their objectives is to "**increase the proportion of children whose family read to them at least four days per week**."

Based on both statewide & national priorities, the research listed above, & background information on rural communities & the importance of HLEs, ***RTMI will continue to provide resources, training, access to books, & ongoing literacy opportunities to economically &/or socially disadvantaged, such as families in District 1.***

RTMI will ask participants to complete registration & surveys to effectively validate residency in District 1 & capture progress in KPI areas.

**B. Describe the proposed plan**

**1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need.** ***(3,000 character count limit)***

In line with state & national objectives & an evident need, RTMI will provide HLE support specifically by providing resources, training, ongoing literacy activities, & by increasing access to books for families, particularly District 1 families. HLE support includes:

**Read To Me Ten Minutes A Day (RTM10) Program:** RTM10 effectively addresses the community need mentioned above by providing adults with the training they need to confidently read to their child daily. RTM10 is a 1-hour 6 session adult-coaching program that goes over a variety of topics related to HLEs such as dialogic reading (DR), social emotional learning, family reading routines, read aloud tips, etc. Beyond the 11 books & resources provided, each session is focused on creating a safe space, bringing like-minded caregivers together, & providing a support system related to family shared reading. To graduate, participants perform a live read aloud (or pre-recorded), attend (or make up) each class, & complete the surveys. The goal is to increase confidence & daily family reading time.

**Kūpuna Keiki Pen Pal Program (KKPP):** KKPP effectively addresses the community need mentioned above by creating an Age Friendly Honolulu way to practice literacy skills through a letter exchange program. KKPP kicks off with an Orientation, includes an optional Meet & Greet, & culminates in a Hō'ike. RTMI facilitates the letter exchange, provides books, & reviews the letter content for sensitive information prior to delivery. Program partners complete a survey at the end.

**Annual Conference:** The Annual Conference addresses the community need mentioned above by providing a community resource for educators, parents/caregivers, service providers, & the general public. The goal of the Conference is to inspire, invigorate, & encourage daily family reading time & share literacy resources. RTMI enlists 2 keynote speakers & several concurrent session speakers to speak on a specified theme. RTMI provides a free book upon survey completion & for attendance.

**Family Literacy Events and/or Workshops (FLE):** The FLE addresses the community need mentioned above by providing ongoing literacy activities for alumni that extend beyond RTM10 & also for interested District 1 families. The goal is to inspire daily family reading time & provide resources.

**Year-Round Program Recruitment:** RTMI participates in recruitment opportunities. These events provide RTMI with exposure & community recognition, establish trust with new families, & provide staff with opportunities to encourage families to participate in its programs. Year-round recruitment opportunities include but are not limited to RTMI community booths, participating in school or public events, & hosting FLEs & workshops.

**2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population.** ***(3,000 character count limit)***

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

This grant will serve 225 adults & 525 children in District 1 which includes, but is not limited to serving homeless, at-risk, & English language learner families. Our target population is in alignment with the city's Grant In Aid Fund purpose to provide services to economically disadvantaged populations & social services for the poor, aged, & youth. Each outcome mentioned below aims to empower our target population to raise youth who will be successful in school & life, leading to less disadvantaged & poor individuals. 80% of adult-coaching program participants will report: positive changes in attitudes & behaviors associated with reading aloud; demonstrated improvement in read aloud techniques; increased frequency & duration in reading aloud; augmented use of free community resources; increased use of story discussion strategies & integrating Hawaiian values into conversations; developing weekly habits to reinforce concepts learned in sessions; more engagement in children's educational activities; & continued use of strategies conversations acquired after completing the program. This will be measured through pre-surveys & post-surveys as well as weekly reflections & assignments.

50% of attendees at FLEs will report visiting the library once a month, report reading aloud to/with their children, & will identify at least one improvement/positive change they have seen

in their children's language & literacy development related to the big ideas in reading as a result of participating in RTMI programming

A survey completed by RTM10 alumni indicates that concepts learned are having a direct impact on children. Here are some direct quotes:

"Something I have learned through Read To Me International Foundation is how to use the PEER sequence & the CROWD prompts. By using these tools/questions, I have seen an improvement in my daughter's recall related to the stories we read. She also comes up with new story plots & creates new stories from the questions that we ask each other."

"I've learned how to be a better mom just by incorporating new reading skills & using those skills in every day life! It's not just about reading, it's about connecting with our children in different ways that will benefit them in the future!"

"My children have more confidence in school. They have learned to read with expression. I think because Read To Me International Foundation encouraged me to read to my children at an early age & that's why they enjoy reading now."

"Learning starts at home! Since the program, I've read to my grandson regularly & I believe that's why he has a great vocabulary."

These testimonies substantiate the benefits to children. The children benefit directly through the tools, skills & resources that parents acquire in the program & professional learning opportunities. By providing this service, children can enter school with higher levels of readiness, eagerness to read & learn, & have the potential for higher earnings throughout their lives.

**3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes.** ***(3,000 character count limit)***

To achieve the stated measurable outcomes, RTMI's action plan consists of year-round recruitment, team coordination & planning, communication, implementation, & a post-activity review process.

**Recruitment:** The Executive Director (ED) will focus on cultivating partnerships with schools, NPOs, companies, & more to ensure that there are opportunities to share RTMI's activities with families. Regarding measurable milestones & specific events, there should be at least 4 recruitment opportunities each year & some examples include but aren't limited to a community booth, school event, & public family-themed event. All staff are expected to participate in island-wide year-round recruitment opportunities & fundraising events to advance RTMI's mission, share the impact RTMI makes, & invite families to participate in RTMI's activities. RTMI's partners will be responsible for helping spread the word about RTMI's activities within their networks.

**Team Coordination & Planning:** Planning and coordination begins as early as 2 to 3 months prior to the start of a program or event due to the supply procurement process (i.e. books & activities), collateral creation, recruitment, registration, & logistics preparations. Regarding measurable milestones & specific events, internal team planning meetings begin 2 to 3 months prior to the activity's start date and occur on an ongoing basis. The ED & Events Coordinator (EC) will ensure meetings are scheduled & occur as needed.

**Communication:** Once recruitment & registration are solidified, communication becomes a key part of the action plan. There is an expectation that Program Managers (PM), the ED, and EC will be looped in on recruitment, registrants, & the coordination of logistics for seamless program implementation. Regarding measurable milestones & specific events, communication will occur daily & at least 2 – 3 months prior to the start of an activity.

**Implementation:** RTMI staff will use BOD-approved RTM10 curriculum. PMs will submit decks, collateral, etc. to ED & EC for review & approval prior to external use to ensure consistency & alignment with RTMI's mission and top priorities. Regarding measurable milestones & specific events, the ED will attend activities to the extent possible & the EC will attend all events.

**Post-Event Review:** After activity completion, RTMI conducts a post event review process inclusive of reviewing data. Hard copy papers are then turned into the ED. A meeting will be held to wrap up an activity & debrief.

**Partners:** When program partners are involved, the ED will facilitate the scheduling of those meetings & secure partnerships. Program partners are responsible for fulfilling their stated program role descriptions. For example, for KKPP, inclusive in the program role descriptions are specific activities such as an Orientation, Hō'ike, & pre-Orientation meeting.

Overall, surveys are conducted to measure specific milestones for each activity.

RTMI believes its action plans are feasible & reasonable.

**4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)***

To serve 225 adults & 525 children in District 1, RTMI requests funding for personnel, professional & contractual services, rent, & indirect costs to carry out the outlined grant activities benefiting District 1 families.

**Personnel:** The PM will implement the outlined programs & activities such as the RTM10 program, KKPP program, FLEs &/or Workshops, assist with the newsletter, & year-round recruitment activities. The ED will focus on recruitment, day-to-day program management, & supervise staff such as the PM & Operations Manager (OM). The OM will implement all the back-end items, such as putting together the grant financials, coding expenses to submit to the bookkeeper for entry into QuickBooks Online (QBO), compilation of the grant submissions, & administrative tasks related to the grant as directed by the ED. All RTMI staff will focus on year-round recruitment & fundraising opportunities.

**Professional & Contractual Services:** These services are necessary to ensure operations run smoothly within the organization & that financial controls are in place. For example, the primary employer organization is a contracted group that takes care of payroll for the staff covered in this grant & all RTMI employees. The OM handles deposits & provides financials to the bookkeeper who then inputs the information into QBO.

**Rent:** RTMI staff participate in year-round recruitment opportunities & utilize both office spaces – the Downtown location & the Community Learning Center at Mā'ili location. In addition, program, administrative, & supervisory staff require a dedicated work area to store & pack supplies, carry out their roles & responsibilities related to the grant, meet, brainstorm, print resources, & more.

RTMI seeks funding to cover **program activity supplies**, which is a major cost for the implementation of this grant. RTMI will use the requested program supply amount to cover expenses such as books, paper, ink, & other miscellaneous program supplies necessary to carry out the outlined grant activities. For example, a miscellaneous program supply previously covered by this grant includes envelopes, stamps, pens, & stickers.

**Indirect Costs:** RTMI incurs indirect costs such as fees & subscriptions related to routine activities. For example, Microsoft Outlook, Zoom, Hawaiian Telcom are fee & subscription costs needed to carry out grant & basic day-to-day activities. Staff also are reimbursed for mileage incurred because of travel to & from carrying out the outlined grant activities, including but not limited to District 1 programming, District 1 events, & island-wide year-round recruitment opportunities.

In total, RTMI seeks $150,000.00 in funding which will enable RTMI to achieve the outlined grant outcomes & benefit at least 225 adults and 525 children in District 1. A $150,000.00 investment in RTMI's activities & mission will provide both short-term & long-term positive benefits to the District 1 families served.

**5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV.** ***(3,000 character count limit)***

RTMI has successfully & regularly implemented activities based on a realistic & appropriate timeline & cadence to achieve desired outcomes. The timeline includes routine activities & specific dates for certain activities.

**Year-Round Recruitment:** Recruitment occurs throughout the life of the grant, from October – September to ensure that families are aware of & have access to RTMI's offerings. While RTMI doesn't have a pre-planned recruitment calendar, the ED will ensure that there are at least 4 recruitment opportunities throughout each calendar year.

**Planning & Post:** Planning for all the grant activities typically begins at least 2 - 3 months before the program or event date & continues up until the start date. Post program & event items occur immediately after the end of each activity up until several weeks after. Lead time is a critical piece to achieving the desired outcomes of the grant.

**Newsletter:** RTMI will provide a monthly newsletter to District 1 families throughout the life of the grant. The newsletter will include a resource, a recommended book, & share more about RTMI's programs or activities. Preparation for the monthly newsletter will begin at least a few weeks before the distribution date. Staff will review the final version before it gets published. The ED will email the newsletter PDF to its District 1 partners for distribution.

**October:** RTMI doesn't have any scheduled activities in October to avoid overlapping with the implementation of the current City GIA FY24-25 grant deliverables.

**November:** The KKPP program kicks off with an Orientation for both groups in November. At Orientation, RTMI provides information related to the benefits of the program, provides a general overview of the expectations of the program, provides the books, supplies, & writing prompts. RTMI will facilitate letter exchanges this month, in **January** & in **April**.

**December:** RTMI will host a FLE for families in District 1. The FLE will be held in-person at a convenient location for District 1 families this month, in **March** & in **July**. The ED will provide

reminders to the families prior to the FLE & day-of. Staff will ensure supplies, activities, & all items are prepared for the FLE.

**February:** RTMI will host one cycle of the RTM10 program. The RTM10 program typically lasts six weeks, with one session each week. The first cycle will begin this month, & the second cycle will begin in **June.**

**June:** RTMI will host its annual Conference this month either virtually or in-person. The Conference will be coordinated by the RTMI Conference Committee which includes RTMI BOD members, the ED, & community members. The EC & RTMI team will implement the action items as directed by the ED & Committee. Planning meetings will be held with the Conference Committee on a regular basis, to the extent possible, all the way leading up to the event. Recruitment also begins several months prior to the event, as well as the collateral design & planning.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

RTMI has demonstrated its ability to perform the proposed grant activity successfully by implementing RTM10 30+ times & FLE 50+ times since 2014. Programs have been offered at transitional housing facilities, homeless shelters, schools, Head Start sites, online, & more.

RTMI measures RTM10 success by:

- 90% of participants have more confidence in reading aloud to their children
- 80% of participants & their children read together at least 3 times a week
- 80% of participants read to their children at least 5 minutes per opportunity
- 90% of participants include dialogic reading strategies in read aloud conversations
- 100% of participants incorporate new read aloud tips

RTMI measures FLE success by:

- 50% of participants report visiting the library once a month
- 50% of participants read aloud to/with their children
- 50% of participants identified at least one improvement/positive change they have seen in their children's language & literacy development related to the big ideas in reading as a result of participating in RTMI programming

FY23-24 performance indicates that RTMI has exceeded KPIs:

RTM10 & Caregiver Testimonials:

- 99%
- 88%
- 100%
- 98%
- 98%

*"It's just the fact that it was about reading & spending time with your family because family i[t']s very important & this is an activity that you can do with your children. Because nowadays, children are fixated on technology & it's hard to find things to do with your parents, with your children, so this is the thing that I can do with them & bond with them."*

*"Before it was like a challenge to have him read or I read to him. But now he actually read[s] to me…He actually brought a book for him to read to me. [He said] Grandma, can I read this book to you?"*

*"…[A]fter the 6-week course, you had so many other things that we could still be involved in…I really like that, it's not just something that you guys teach & then just leave us alone. You guys actually have other opportunities for us to be able to get involved & continue to foster the love of reading with my kids."*

FLE & Caregiver Testimonials:

- 77%
- 77%
- 98%

*"RTMI providing lots of resources & opportunities on a consistent basis and we appreciate that."*

*"So far I only attend two classes & one event, but already feel much more confident in reading to kids."*

*"Kahe struggle[s] on chapter books and sometimes gets bored from school type books. However this RTMI has been such a gift to him and our family in spending time together enjoying the Zoom events with others and seeing him li[k]e to read aloud although he may not know how to pronounce every word. I have hope that he will be able to become a proficient reader as he grows up."*

*"More events like this to help reinforce & support reading to keiki."*

For KKPP, RTMI measures success by the renewal of the program each year & by program partner feedback. RTMI has renewed the program annually, indicating a high level of satisfaction.

**2. Describe the applicant's capacity to successfully achieve the proposed outcomes.**
**OR**
**Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).**

**Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)***

RTMI's current staff (ED, PM, & OM) have organizational knowledge, community relations skills, & the experience required to achieve the proposed outcomes.

**Personnel, Organizational Knowledge, & Relationship Building Skills:** The ED is well-versed in recruitment strategies, event management, community relations, program management, & operations. In addition, the ED has an MBA & a background in fundraising, HR, & marketing. Through efforts led by the ED, RTMI has had a high level of engagement with families for RTMI's programs & events. The ED has also co-facilitated the RTM10 program, leads & implements the FLEs, KKPP, & more. The ED is also responsible for managing community relations & has continued to strengthen & expand RTMI's relationships with current & new partners & stakeholders. Based on data from the number of contacts

reached in FY21-22 versus FY22-23 (Presentations Spreadsheet), the ED has nearly doubled its contacts in that year and has consistently grown it YOY. Additionally, the ED can step in and support the team with program implementation if needed.

The current PM has a Masters in Secondary Education & experience in tutoring, teaching, & administrative work. The PM has implemented the RTM10 program for 2 years & has supported the ED with the KKPP program & FLEs. The PM can support other team members if needed with program &/or event implementation.

The ED & PM are LENA Start certified & have a certificate in Family Strengthening & Support from the Hawai'i Ohana Support Network.

The OM has 4 years of retail experience as a Business Manager & in operations at a retail company. The OM has been with RTMI for 5 months & has successfully completed several months' worth of financial processing, has assisted in FLEs, & read alouds. The OM is expected to support in other areas if needed.

In addition to the current team's organizational knowledge and experience, RTMI also has access to the Founder & the Board of Directors (BOD).

**Plan to Increase Capacity:** Currently, RTMI plans to staff up by hiring an EC & filling the currently vacant PM role, which will increase RTMI's total staff capacity to 5. RTMI is a team-oriented organization & there is an expectation that staff will support each other. This team-oriented mentality has been key to successful implementation of programming, events, & operations these past 2 years.

In addition, hiring has been underway as early as the writing of this grant (Nov. 2024).

**Fiscal Resources:** Regarding the financial health of the organization, RTMI sets aside reserves in the event an emergency, such as with the COVID-19 pandemic, were to occur. This reserve account is used only for specific situations with BOD approval. RTMI also consistently depends on the same grantors and has been identifying new sources of revenue to diversify its revenue streams. In addition, RTMI hopes to continue growing its fundraising events. For example, this was the first year that the Feed Me A Story gala raised over six figures.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

**1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)***

**Solid & Community-Initiated Non-Profit Organization:** RTMI was formed by the Governor's Council of Literacy & Lifelong Learning, the Rotary Club of Honolulu Sunrise, & former First Lady Lynne Waihee in 1996. Since then, RTMI has been serving Hawai'i's families for over 25 by sharing the love & joy of reading aloud.

**RTMI's Mission – A Long-Term Community Benefit:** There are so many tremendous benefits that are associated with the simple, yet profound activity of reading aloud – it fosters healthy bonds between caregiver & child, promotes social-emotional learning, builds vocabulary, fosters brain development, & more. These benefits are both immediate & long term. For example, a strong foundation in literacy paves the way for future success not only in

school but also later in life. Thus, there is a long-term benefit in RTMI's work – it's an investment in our next generation of leaders & their children & their great grandchildren.

RTMI provides a book & resources for families to take home at each sponsored or grant-funded activity. This book is then added to the family's home library & remains with the family beyond the program & beyond the life of the grant. Again, access to books is a key indicator of success in school & later in life.

When a family participates in RTMI's activities, they have access to the RTMI team beyond the grant & can reach out about books, resources, &/or support. For a lot of families, having a support system is a critical piece & something that they might not have access to.

**Sustainability:** RTMI intends to continue to grow by impacting more families & by raising more funds. In order to impact more families, RTMI needs to grow its capacity which will enable it to increase its programmatic work. To raise more funds, RTMI plans on identifying new sources of revenue and maintain its current donors. RTMI believes in kaizen & will continually improve its processes to benefit the families served.

**2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)***

RTMI will sustain & expand its activities beyond the applicable grant period by maintaining its current supporters, expanding its supporters, & by increasing its staff capacity.

**Capacity:** Currently, RTMI is adding an additional member to the team, an EC. This will ensure that RTMI can continue to expand its activities in a careful, gradual, & effective way. An additional staff member will allow RTMI to reach more families. Currently, the ED & PM attend community outreach events together. By increasing staff capacity, RTMI will be able to participate in more events & activities either by rotating the attending staff &/or scheduling two events on the same date & time, which has not been possible with the current team of three. RTMI will continue to increase staff capacity as funding allows.

**Funding:** Once RTMI has a team of 5, the ED can better allocate time, energy, & resources to maintain its current level of revenue. RTMI will apply to the same grants such as the City GIA, State GIA, Atherton Family Foundation, Henry Colene Wong Foundation, etc. These grants currently represent the main source of revenue for RTMI.

In addition to maintaining its current level of revenue, RTMI will identify growth areas. These areas of opportunity include the Combined Federal Charities Campaign & the End of Year giving campaign. An example of RTMI's focus on growing its current level of revenue is the Feed Me A Story gala. Due to newly implemented strategies, RTMI was able to raise 6 figures for the first time in gala history. RTMI will continue to implement proven strategies & invest time in growing its current campaigns.

Lastly, RTMI will not only maintain & grow its current sources of revenue, but also focus on seeking new supporters & applying for new grants. The ED has been implementing a community outreach plan which has garnered new supporters &/or interested potential supporters.

All the focus areas mentioned above occur on an ongoing basis & will extend beyond the grant period.

**E. No CITY funds or assistance.**
The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.

A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows.

| | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract: CT-DCS-2500054: FY25 Dialogic reading, promoting at-home literacy environments, and ongoing family literacy opportunities to support District 1 families & improve youth language development
   Grant Period: 11/04/2024 – 11/03/2025 Grant Amount: $150,000.00
   Grant Purpose: Provide parent-coaching programs, events, and activities to support District 1 families and youth
   Grant Activity Status: ☒Underway ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services

2. Grant Activity Name & Contract #: CT-DCS-2400053: FY24 District 1 adult coaching program with continuous learning opportunities to encourage a stronger at-home literacy environment and improve youth language development
   Grant Period: 10/01/2023-09/30/2024 Grant Amount: $200,000.00
   Grant Purpose: Provide parent-coaching programs, events, and activities to support District 1 families and youth
   Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
   Administrating Division: Department of Community Services

3. Grant Activity Name & Contract #: CT-DCS-2300049: Adult coaching program and inclusive learning opportunities in District 1 to increase youth language development and literacy proficiency

Grant Period: 10/01/2022-09/30/2023 Grant Amount: $200,000.00
Grant Purpose: Provide parent-coaching programs, events, and activities to support District 1 families and youth
Grant Activity Status: ☐ Underway ☒ Completed ☐ Canceled
Administrating Division: Department of Community Services

4. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

5. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

6. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

7. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

8. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

9. Grant Activity Name & Contract #: _____
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

10. Grant Activity Name & Contract #: _____
    Grant Period: _____ Grant Amount: _____
    Grant Purpose: _____
    Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
    Administrating Division: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☒Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☒Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

**Age-Friendly:** The KKPP program aligns with the Age-Friendly Honolulu Project because it provides activities for kūpuna & keiki to stay connected & engaged with one another while also practicing literacy skills such as reading & writing.

The KKPP program allows pen pals to connect & form bonds with one another, provides an opportunity for individuals to be heard by sharing their ideas on various topics, designates a

block of time for pen pals to sit down & digitally detox, promotes recall skills, fosters creativity, & strengthens foundational literacy skills. Writing activities are based on RTMI provided books on varying topics. For example, this year's themes are: social-emotional learning, the importance of saving, & physical activity/outdoors.

Kūpuna have the opportunity to meaningfully share their wisdom & children gain a new mentor beyond their immediate family members.

Since the program's inception, RTMI has partnered with Hawai'i Family Services, Inc. (HFS), Nānāikapono Elementary School, & Wai'anae Elementary School. HFS is a group of grandparents who are raising or caring for their grandchildren & HFS provides support, outreach, & advocacy for the grandparents. In the 2024 School Year, the children ranged from 3rd to 6th grade & at least one child had an Individualized Education Program.

**Reporting:** RTMI has successfully met the Age Friendly Honolulu reporting requirements to date & can continue to do so. RTMI will ask staff to familiarize themselves with Age Friendly Honolulu's objective, will attend the Kūpuna Collective meetings, & report on activities involving kūpuna, intergenerational activities that bring kūpuna & youth together, & provide an estimate on the number of kūpuna served monthly.

Beyond District 1, RTMI hosts monthly Toddler Time events at Kahala Mall & Pearlridge Center events (subject to renewal) & kūpuna participate & bring their grandchildren. RTMI can provide data on that as well, if desired.

# Proposal 133

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Residential Youth Services & Empowerment (RYSE) |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes ☒ No |
| **C. Grant Activity Name:** | Wrap Around Services for Youth Experiencing Homelessness |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(381/400 character count limit)*

Residential Youth Services & Empowerment (RYSE) was established in December of 2015. On June 4th, 2018, RYSE opened a shelter at Kawailoa in Kailua, HI to offer street-based youth experiencing homelessness (YEH), access to respite, safety, and links to RYSE programs. Our mission is to provide a continuum of support that empowers Hawaii's street youth to move beyond homelessness.

**E. Briefly describe the Grant Activity and public need being filled.** *(374/400 character count limit)*

YEH risk economic self-sufficiency as they transition to adulthood due to factors including many trauma, a lack of education, and a lack of employment and/or workforce training. The proposed grant activity is to support a developmentally appropriate framework and housing assitance and to provide upward economic mobility for YEH and the communities in which they will live.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400/400 character count limit)*

Up to 300 youth will receive supportive services (annually) to ensure advancment from homelessness to self-sufficiency. These supportive services will include the following activities:

1. RYSE will conduct 240 days of Street Outreach engagement.
2. 60 Youth are assisted in acquiring vital documents.
3. 60 Youth will complete a housing plan for advancement beyond shelter.
4. 36 Youth are connected to education and/or emplyment programs.
5. 36 Youth are linked to Behavioral Health services.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| ☒ District 1<br>$16,667 | ☒ District 2<br>$16,667 | ☒ District 3<br>$16,667 |
| ☒ District 4<br>$16,667 | ☒ District 5<br>$16,667 | ☒ District 6<br>$16,667 |
| ☒ District 7<br>$16,666 | ☒ District 8<br>$16,666 | ☒ District 9<br>$16,666 |
| **Total Amount Requested (must be $25,000 to $150,000)** | $150,000 | |

| H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity): | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☒ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | ☐ E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

Carla Houser

Signature of Grantee (Fiscal Sponsor) Officer

Printed Name and Title: Carla Houser, Executive Director

11. 8. 24

Date

## CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

RoAnne L. Matsuura
(Signature)

RoAnne L. Matsuura
(Print name)

## CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY

The undersigned of the Board ("Grantee") hereby certifies that Carla Houser (name), Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

RoAnne L. Matsuura
(Signature)

RoAnne L. Matsuura
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 6th day of November, 2024, before me appeared RoAnne L. Matsuura, personally known to me, who, being by me duly sworn, did say that he/she is the Board Treasurer of Residential Youth Services & Empowerment and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said RoAnne L. Matsuura acknowledged said instrument to be the free act and deed of said corporation.

MAY C. NISHIJIMA NOTARY PUBLIC No. 03-659 STATE OF HAWAII

Notary Public, State of Hawaii

My Commission expires: 11/16/2027

Doc. Date: undated at signing # Pages 22
Name: _____ 1st Circuit
Doc. Description: Appendix A: Tier II Grant Proposal

Signature 11/6/2024 Date

NOTARY CERTIFICATION

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

**1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed.** ***(3,875/5,000 character count limit)***

According to the 2024 Point in Time Count (O'ahu), there were a total of 4,494 accounted for homeless individuals living on O'ahu island, of whom 217 were youth (18-24). It is vital to note that an additional 647 of the youth accounted for were minors (0-17), many of whom will likely age into the transitional aged homeless youth category, and 461 individuals were counted as unknown, suggesting that the numbers of homeless youth may be higher. Approximately 62% of the 4,494 homeless people in O'ahu were unsheltered, a 17% increase from January 2023. Homeless individuals, especially unsheltered youth, are particularly vulnerable to victimization, including sex trafficking, assault, and property crimes, and are often homeless due to past victimization, such as child abuse, domestic violence, and sexual assault.

Many youth and transitional age experience unique challenges when experiencing homelessness in Hawai'i, including systematic barriers such as disproportionately high rates of discrimination or justice involvement for Native Hawaiian and Pacific Islanders (NH/PI). However, the most significant challenge for youth experiencing homelessness (YEH) is an overall lack of comprehensive resources when navigating their way out of homelessness. Many programs and resources available on O'ahu are designed to cater to homeless individuals without accounting for developmentally appropriate services, shelters, or housing. RYSE designs programs and services specifically tailored to serve YEH and create safe and comfortable spaces and camaraderie among peers as they work toward their desired life goals.

RYSE also provides a complete array of wrap-around services to meet youth in their specific phase of homelessness. This modality allows RYSE to assist each individual based on their needs instead of delivering one-size-fits-all services. For example, some youth may be in the phase of exiting street-based living and just starting on their path away from homelessness. In contrast, others may be employed and unable to afford housing in O'ahu's increasingly expensive economic landscape.
In 2023, RYSE programs served a total of 306 unduplicated YEH. The average age of youth was 20.4 years old; gender demographics were split evenly between males (46%) and females (46%), with six additional 8% who identified as transgender or non-binary, and about a quarter of youth (26%) identified non-heterosexual. About half (47%) of all youth identified in part or whole as Native Hawaiian, which continues to be the highest percentage of any ethnicity served at RYSE. Due to the constant fluctuation of youth seeking services, it is difficult to determine the number of youth we will serve annually. Still, RYSE anticipates a baseline of at least 300 youth receiving services in 2025.

The overall number of individuals experiencing homelessness continues to rise annually, and O'ahu Island comprises most of the state's population. In 2024, 3,196 of the 4,494 individuals surveyed were aged 25+; developing and implementing services to mitigate homelessness for youth before adulthood helps to reduce this demographic. Youth who have access to essential resources such as behavioral health counseling, education and employment training, and affordable housing have significantly increased chances of entering adulthood as stable and contributing members of their communities. RYSE youth participants can also utilize their lived experience in homelessness to drive programs and resources for future generations thereby creating postive outcomes from formerly challenging lives and increasing the elements of compassion and understanding within the service provision industry. RYSE

encourages youth to partcipate in program development, assessment, and postive youth development (PYD) and Trauma Informed care (TIC) trainings to gain insight into our work.

## B. Describe the proposed plan

**1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need.** ***(2,651/3,000 character count limit)***

RYSE employs a conceptual framework that offers programs, resources, and services in street outreach, education, employment, housing, behavioral health, and diversion (legal assistance). Each of these fields supports self-sufficiency and the overall well-being of our youth participants. Self-sufficiency is vital to ensuring that youth participants pursue a higher standard of living with clear and obtainable short- and long-term goals and an understanding of acquiring and maintaining comfortable housing.

Continuing and expanding the implementation of the RYSE framework is crucial in addressing the community's need to address homelessness effectively. It provides concise and comprehensive solutions to youth homelessness. Working within this framework, RYSE can engage and build rapport with street-based youth, connect them to shelter, and provide the necessary assistance and resources to ensure they do not have to return to the streets once enrolled in programming. The RYSE framework is designed to meet each youth on their level and help them move forward from their starting point on the advancement journey.

The requested funds will have a significant impact on RYSE's ability to provide essential services. These funds will ensure the continuation and expansion of our street outreach efforts and shelter and drop-in services at the RYSE Kawailoa Access Center & Emergency Shelter. With the awarded GIA funding, we will be able to enhance our street outreach by increasing staff time and providing vital supplies, including food, water, hygienic supplies, and harm reduction tools. The funds will also be used to supplement shelter beds for transitional-aged youth (TAY 18-24) and provide basic needs items for up to 300 unduplicated youth (14-24) annually.

RYSE has emphasized its focus on advancing Street outreach and shelter services to facilitate a vital entry point for new or returning youth pursuing RYSE services. As the overall number of homeless individuals continues to increase annually, it is apparent there is also an increased need for engagement with street-based youth to build awareness and/or connection to services and to eliminate the potential safety and health issues that may accompany street-based lifestyles. It is also important to note that RYSE street outreach services span the most affected regions of O'ahu Island instead of committing time and effort to one specific locale. This extended geographic reach allows for more encounters and a broader range when offering service provision; however, it also increases the need and demand for shelter space and the provision of drop-in services.

**2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population.** ***(2189/3,000 character count limit)***

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

RYSE Street Outreach and Shelter service outcomes align with the priorities of the Grants in Aid Fund as they support the quality of life for O'ahu's communities, especially low-income areas, by directly addressing youth homelessness through solution-oriented efforts and a complete array of service provisions after general shelter enrollment. Many youth experiencing homelessness are leading street-based lives due to a lack of resources; these resources vary depending on the nature of their pasts and current situations; however, the common thread between each individual is the need and opportunity to take the first step, even if that step has been taken before. RYSE street outreach and shelter services provide a first step to comprehensive low-barrier services designed to help youth reach short- and long-term successes by equipping them with the tools they need to advance in their lives. Providing these services and resources helps to improve communities by helping to mitigate the number of street-based individuals while empowering new generations of resilient and productive community members who understand homelessness and can help alleviate the stigmas surrounding these situations.

**Outcome #1:** Up to 300 youth will receive shelter, drop-in services and/or outreach support through the RYSE Kawailoa Access Center and Emergency Shelter annually (25 youth per month.)

**Outcome #2:** RYSE Street Outreach will conduct 5 days of street engagement weekly.

**Outcome #3:** Assist five (5) unduplicated youth per month with obtaining the necessary documents to become housing and employment-ready (state ID, social security card, birth certificate, etc), as well as secure medical insurance and SNAP benefits for qualifying youth.

**Outcome #4:** Five (5) unduplicated youth per month will complete a housing plan to create a long-term sustainable housing solution that could include family reunification, residential and vocational programs, and shared or independent housing accommodations.

**Outcome #5:** Three (3) shelter-based youth per month will be connected with education to increase their employability and long-term access to a living wage. These services can include reconnecting youth with the DOE to ensure they finish their high school education, providing access to adult education programs for HI-SET or GED completion and links to post-secondary opportunities at our local community colleges and universities.

**Outcome #6:** Up to three (3) shelter-based youth per month will be connected to RYSE Behavioral Health Services to address trauma or past victimization.

**3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes.** ***(2,327/3,000 character count limit)***

RYSE recognizes that each youth who pursues services during different phases of their lives requires individualized services and that some will come directly to the RYSE campus on their terms. However, many youth considering entering shelters are reticent to engage with staff and/or disclose their experiences. The RYSE Street Outreach team is integral in helping mitigate this issue as they begin building rapport with youth before seeking services. Simply engaging with street-based youth and offering essential supplies and basic conversation helps disarm any pressure to enroll in services. Street outreach efforts allow youth to experience the positive aspects of receiving care and humanize the advancement process away from homelessness, as many SO workers have lived experience and can provide a genuine understanding of the challenges youth face in their daily lives. These engagements

help build a general profile of each youth participant before they enter services and aid RYSE staff in preparing for a client enrollment if special care is needed. Once a youth is enrolled in shelter services and/or utilizing drop-in services, RYSE Youth Care Counselors (YCC) can continue working with youth to establish further trust and rapport and determine a general direction. If a youth is ready to commit to program enrollment beyond shelter, they will be assigned a Housing Case Manager (HCM) to help them establish a comprehensive short- and long-term plan for advancement based on the youth's desired goals.

The Youth Care Counselors (YCC) build trust and rapport with youth to overcome and improve general safety before and during enrollment. The YCCs will have a minimum of twice weekly in-person contacts with each youth and coordinate and track linkages to resources and services to support youth needs and overcome barriers to progress. YCCs may also communicate between departments for youth seeking more advanced programs, including Education and Employment services, who are unsure of their options or hesitant about committing their time. Youth often feel more comfortable speaking with YCCs regarding personal concerns about services or needing to be linked to higher medical or behavioral health care forms.

RYSE YCCs offer on-site case management activities including helping youth access eligible benefits and vital documents. Beyond shelter, YCCs will also offer housing navigation services to provide pathways to permanent housing, including family reunification, identifying housing resources, and assisting youth in planning for, preparing, and transitioning to stable housing, including identifying appropriate accommodation, assisting with applications, and assisting with moving.

**4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. *(3,000 character count limit)***

**PERSONNEL & FRINGE**:
**Youth Care Counselor** – 1.00 FTE - Monthly salary rate of $3,467 for 12 months (100% GIA Allocation) = $41,600
**Street Outreach Worker** – 1.00 FTE – Monthly salary rate of $4,333 for 12 months (100% GIA Allocation) = $51,996

**TOTAL SALARY: $93,596.00**

**Fringe Benefits:** payroll taxes (7.65%, SUI 4.01%, TDI .98% FUTA .60% 5.53% payroll fee), health care costs and 3% 401K match of total full-time personnel costs; Requesting $ towards those costs for both administrative and direct service positions.

**TOTAL FRINGE: $32,376.00**

**PROFESSIONAL SERVICES:** Accounting services at Linked Accounting for portion of annual audit services and monthly billing assistance from Arthur Kuwahara, CPA.

**TOTAL PROFESSIONAL SERVICES: $5,000.00**

**OTHER COSTS:** The breakdown is as follows:

**Office Maintenance:** ($250/month for 12 months at 100% GIA allocation) = $3,000
**Consumable Office Supplies:** ($300/month for 12 months at 100% GIA allocation) = $1,200
**Equipment Rental:** ($530/month for 12 months at 100% GIA allocation) = $7,800
**Program Activities:** ($1,000/month for 12 months at 100% GIA allocation) = $5,228
vital documents (birth certificate, social security, ID, passport), bus passes, certifications, prescriptions

for under insured, job training equipment, Foodbank etc.
**Telecommunications** (telephone and internet: ($150/month for 12 months at 100% GIA allocation) =$1,800

**TOTAL OTHER COSTS: $19,028.00**

**TOTAL AMOUNT REQUESTED: $150,000.00**

**5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV.** *(2,298/3,000 character count limit)*

Our project and approach connect street-based youth to the resources they need within the community, including housing, activities, neighborhood events, and volunteer opportunities. We want youth to create circles of support, have opportunities for meaningful engagement, and build social networks and permanent means of support that will stay with them as they transition to independence and permanent housing.

**Program is staffed, operational and ready to provide services** (***start:*** 7/1/2025 ***end:*** 06/30/2026)
Both Street Outreach and Shelter services are currently staffed, operational, and providing services and will continue to do so upon the commencement of the grant funding cycle. Upon award, the RYSE managerial team supplements the salary for one (1) Youth Care Counselor and one (1) Street Outreach Worker to ensure program needs are met.

**All administrative and reporting requirements are met** (***start:*** 7/2025 ***end:*** 6/2026)
Incorporate project into database and HMIS; Implement any changes needed to comply with all funding requirements; Program Reports are submitted as required; Draw down funds monthly.

**Street Outreach efforts are conducted regularly 5 days a week throughout the duration of the year** (***start:*** 7/2025 ***end:*** 6/2026)
Organize Street Outreach teams of at least two (2) Outreach workers, determine a schedule for regional coverage to ensure communities are served effectively and receive equal amounts of service and engagement, deliver essential supplies and build rapport with street-based youth and discuss RYSE services and programs, track and log engagement data into the HMIS database, provide links to shelter services and transportation (if needed) for youth pursuing enrollment, Assess program successes and need for improvement monthly.

**Shelter services and program links are provided at the RYSE Kawailoa Access Center & Emergency Shelter** (***start:*** 7/2025 ***end:*** 06/2026)
RYSE continues to deliver services and links to programs via the Access Center, YCCs complete in-take forms with youth entering shelter and/or drop-in services, youth are provided access to meals, hygiene facilities, and other essential life resources.

**C. Provide evidence of the agency's ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

**1. Provide data that demonstrates proven success in offering the same, similar, or related activities to achieve the proposed outcomes.** *(1078/3,000 character count limit)*

RYSE has been conducting various grants, community programs, and service contracts, intensive street outreach, providing connection to adolescent specific support services, and offering rental, financial, and direct client assistance since 2018. At the RYSE emergency center, transitioning unsheltered, transition aged youth and young families from the streets into immediate shelter is part of

our founding principles. RYSE has also assisted many at-risk youth, preventing them from becoming homeless.

The 2024 City and County Grant In Aid was successfully executed with the following deliverables meeting or exceeding expected outcomes:

- 59 youth were assisted with vital documents and connection to benefits
- 49 youth completed a housing plan
- 47 youth were connected to education services through the DOE
- 115 youth enrolled in a job training/internship program
- 68 youth gained meaningful employment
- 32 youth moved into a more permanent housing solution.

Nearly every youth accounted for entered program enrollment via street outreach engagement and/or shelter services before determining their foward trajectory. RYSE continues to witness successes due to the diligence and tireless efforts of our youth and the staff that guide them.

**2. Describe the applicant's capacity to successfully achieve the proposed outcomes.**
**OR Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).**
**Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources.** ***(2,673/3,000 character count limit)***

Residential Youth Services and Empowerment (RYSE) is a non-profit designed to provide a continuum of support that empowers Hawai'i's youth to move beyond homelessness. RYSE serves youth participants who identify as homeless and many who represent one or more underserved populations, including Native Hawaiian youth and Immigrant/limited English proficient youth from Micronesia, Samoa, and the Philippines. RYSE also serves many individuals with disabilities, mental health and/or substance abuse struggles, victims of sex trafficking, youth aging out of the foster care system, and youth offenders. Our staff comprises 47 employees trained in Positive Youth Development (PYD) and Trauma Informed Care (TIC), and we have 10-20 volunteers per month. Our core team includes an Executive Director (ED), on-site staff, a board of directors, and an advisory council. RYSE employees are selected based on lived experience and/or understanding of Hawaii's youth and their unique needs. RYSE is also supported by a highly qualified and experienced team of case managers, youth care counselors, site managers, outreach coordinators, behavioral and physical health clinicians, and nurses.

RYSE operates the Kawailoa Access Center Emergency Shelter and eight housing programs that provide specialized transitional or long-term housing solutions for youth aged 18-24. The RYSE Kawailoa Access Center also provides drop-in services 8 AM to 8 PM seven days a week to young adults and minors (14-17) experiencing homelessness. Kawailoa services include access to hot showers, laundry facilities, hot meals, a food pantry, WIFI, basic hygienic supplies, clothing, and counseling for youth in crisis. The Emergency Shelter is a 20-bed facility that serves as a nexus for youth who have decided to enter RYSE programs to become acquainted with our additional services. It is an essential introduction to RYSE programming for youth participants. Additional RYSE programs include street outreach to provide youth outside of our shelters with food and access to services, education and employment resources through which youth can acquire GED and vocational training, Health and Wellness services that provide access to essential medical and behavioral health services, and Diversion resources to help youth navigate judicial conflicts and/or meet specific court mandated stipulations as they advance out of homelessness. Each program works in synchronicity to meet youth's needs in the unique phase of their journeys.

The RYSE Street Outreach team coordinates outreach service locations with partner organizations as part of an established Mobile Crisis team (the MCO Hui) funded through the Department of Housing and Urban Development (HUD) Youth Housing Demonstration Program (YHDP). Since 2018, RYSE has worked with Hale Kipa and Hawaii Health & Harm Reduction (H3RC) to ensure effective outreach services are consistently available for homeless individuals across O'ahu Island and to host pop-up events at which youth attendees can receive essential supplies, charge mobile devices, and access wi-fi in central and easily accessed locations.

**D. Describe the applicant's sustainability and/or additional long-term benefit to the community**

**1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period.** ***(1256/2,000 character count limit)***

RYSE values diversified funding as a cornerstone to achieving long-term program sustainability; this includes grant funding from government programs and private foundations, private donations and solicitations, and public fundraising. RYSE also leverages established partnerships and collaborative efforts to produce mutually beneficial results between like-minded organizations. These partnerships aid RYSE in 1) Supporting sustainability through comprehensive and coordinated efforts, 2) Providing for joint funding and larger grants, 3) Decreasing competition for funding, 4) Reducing the duplication of efforts where ineffective, 5) Ensuring fundraising efforts are more efficient, and 6) Increasing access and open communication with elected officials and policymakers.

Information flow within the organization, community, and among partners is essential to achieving programmatic sustainability. RYSE communicates regularly with stakeholders to identify new funding opportunities and to receive or disseminate data to determine best practices. RYSE openly displays its comprehensive qualitative and quantitative data through publicly available reports to benefit interested parties who may seek transparency or wish to support our projects. Active support by community advocates, especially those in contact with the media and political stakeholders, demonstrates program needs and impact beyond the capability of RYSE leadership alone.

**2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period.** ***(2,000 character count limit)***

RYSE credits it successes to building an experienced and committed staff who value and utilize lived experience, cultural diversity, and building rapport with youth participants. RYSE staff are trained in positive youth development,trauma-informed care, and cultural inclusivity to support youth voice and choice and encourage youth engagement. All staff are also trained in Motivational Interviewing as an evidence-based approach to help youth find the internal motivation they need to change their behavior and/or alter their daily habits.

The RYSE Executive Director (ED) is responsible for day-to-day operations, advocacy, and communications and works in collaboration with outside organizations to coordinate entry portals to best serve our youth. The ED has substantial experience working with homeless and at-risk youth and has implemented contracts awarded by government agencies such as the Federal Youth Services Bureau (FYSB), Office of Juvenile Justice and Delinquency Prevention (OJJDP), Housing and Urban Devlopment (HUD), State Department of Health Alcohol and Drug Abuse Division, State Department of Health Title X Family Planning, Office of Adolescent Health, City & County Department of Community Services, Hawaii Community Foundation, Weinberg Foundation, Aloha United Way, and many private foundation and association funds totaling over $5,000,000/year.

The RYSE team will continue to establish vital partenrships and develop professional relations that allow for sustainable funding and opportunities to increase organizational capacity. RYSE is currently

| |
|---|
| working to solidify partnerships in preperation for overall expansion and plans to duplicate services to serve more clientel across O'ahu Island. |

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Grant in Aid CT-DCS-2300054
   Grant Period: October 2023 – September 2024 Grant Amount: $200,000
   Grant Purpose: Education, Employment, Behavioral Health and Housing Support for Youth Experiencing Homelessness
   Grant Activity Status: Underway Completed Canceled
   Administrating Division: DCS

2. Grant Activity Name & Contract #: Grant in Aid CT-DCS-2300050
   Grant Period: October 2022 – September 2023 Grant Amount: $125,000
   Grant Purpose: Education, Employment, and Housing Support for Youth Experiencing Homelessness
   Grant Activity Status: Underway Completed Canceled
   Administrating Division: DCS

3. Grant Activity Name & Contract #: Grant in Aid CT-DCS-2300074
   Grant Period: October 2020 – September 2021 Grant Amount: $125,000
   Grant Purpose: Education, Employment, and Housing Support for Youth Experiencing Homelessness
   Grant Activity Status: Underway Completed Canceled
   Administrating Division: DCS

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

1) Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

☐ Removing barriers to support community inclusion and accessibility for persons of all abilities.

*3)* How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

**APPENDIX A: TIER II GRANT PROPOSAL (Grants $25,000 to $150,000)**
SOLICITATION NO. RGP-DCS-GIA2026

**Instructions**: The proposal below must be completed in full. Responses must be provided in the fillable boxes provided. Where annotated, the fillable boxes have predetermined maximum limits on character counts. Letters, numbers, punctuation marks, and spaces are included in the character count limits.

## SECTION I
## SUMMARY

| | |
|---|---|
| **A. Grantee Legal Name:** | Re-use Hawai‘i |
| **B. Is Grantee a Fiscal Sponsor?** | ☐ Yes **X** No |
| **C. Grant Activity Name:** | Re-use Hawai‘i: Waste Reduction through Material Reuse |

**D. Briefly describe the Grantee's background, history (including year established), and mission.** *(400 character count limit)*

Re-use Hawai‘i was founded to transform waste into resources, protect the environment, and support a sustainable future for Hawai‘i. Since 2006, we have advanced these goals through our core programs: Deconstruction (a sustainable alternative to demolition), Redistribution, and Workforce Development. Our Tree Milling and In-House Workshop programs further enhance the circular economy.

**E. Briefly describe the Grant Activity and public need being filled.** *(400 character count limit)*

We are expanding waste diversion efforts to redirect 540 tons of material from landfills. With O‘ahu generating 2.2 million tons of waste annually— 41% from construction and demolition—and landfills set to close by 2028, sustainable waste reduction is urgent. Proposals for new waste sites may require conservation zoning changes, underscoring the need for impactful waste diversion processes.

**F. Briefly summarize Grant Activity outcomes and measures of success, including number and description of those served.** *(400 character count limit)*

We will divert at least 540 tons of waste from landfills through our deconstruction and redistribution programs. We will serve 22,800 community members at our Redistribution Center, reduce employment barriers for 40 individuals through Workforce Development, and prevent 480 tons of greenhouse gas emissions. Progress on these milestones will be tracked, and measurables will be reported monthly.

**G. Council District**
**Check all districts that will benefit from the Grant Activity. Provide the amount requested per district. Amounts must be in whole numbers only.**

| | | |
|---|---|---|
| **X** District 1<br>$ 25,000 | ☐ District 2<br>$ | ☐ District 3<br>$ |
| ☐ District 4<br>$ | **X** District 5<br>$ 25,000 | **X** District 6<br>$ 25,000 |
| **X** District 7<br>$ 50,000 | ☐ District 8<br>$ | **X** District 9<br>$ 25,000 |

| | |
|---|---|
| **Total Amount Requested (must be $25,000 to $150,000)** | $ 150,000 |

| **H. Type of Grant Activity (pick ONE category that best reflects the Grant Activity):** | | |
|---|---|---|
| 1. Public Services: Projects in this category will support qualified public services and programs for the target populations deemed by the CITY to be most vulnerable. | | |
| ☐ A. Public Service – Seniors | ☐ B. Public Service - Children | ☐ C. Public Service - Disabilities |
| ☐ D. Public Service – Homeless | ☐ E. Public Service – Domestic Violence | ☐ F. Public Service – Substance Abuse |
| ☐ G. Public Service – Mental Health | ☐ H. Public Service – Other (describe): | |
| 2. Arts, Culture, Community/Economic Development, and the Environment: Projects in this category will support the sustainable improvement in the well-being and quality of life of local communities, especially low- to moderate income areas. | | |
| ☐ A. Arts | ☐ B. Culture | ☐ C. Community Development |
| ☐ D. Economic Development | **X** E. Environment | |

## GRANTEE'S CERTIFICATION AND SIGNATURE

The undersigned, subject to personal liability and penalty under applicable law, certifies that he or she: (i) is authorized to sign this Grant Proposal; (ii) personally prepared or reviewed the matters found in this Grant Proposal (including any related documents/attachments); (iii) asserts all statements made in this Grant Proposal (including all attachments) are true, accurate and complete; (iv) has the requisite skills and knowledge to assert the foregoing certification; and (v) has complied and shall continue to comply with all applicable requirements of Chapter 6, Article 29 of the Revised Ordinances of Honolulu 2021, as amended (Link), regarding private organizations receiving grants of public funds from the City and County of Honolulu.

A. Quinn Vittum — 11/15/2024

Signature of Grantee (Fiscal Sponsor) Officer — Date

Printed Name and Title: A. Quinn Vittum, Executive Director

**CERTIFICATE OF THE BOARD OF DIRECTORS NO OBLIGATIONS IN ARREARS**

The undersigned of the Board ("Grantee") hereby certifies that the Grantee or any principal of the Grantee or sponsored organization (where the Grantee is a Fiscal Sponsor) is not in arrears on any financial or other obligation owed to the City & County of Honolulu, a municipal corporation of the State of Hawaii.

(Signature)

Matthew Shannon
(Print name)

**CERTIFICATE OF THE BOARD OF DIRECTORS AUTHORIZATION TO ASSIGN AUTHORITY**

The undersigned of the Board ("Grantee") hereby certifies that A. Quinn Vittum (name), Re-use Hawai'i Executive Director (title), has been authorized by the Board of Directors to sign proposals, contracts, and related documents on behalf of the Grantee. Accordingly, I hereby assign the authority by the Board to execute proposals, contracts, and contract amendments on behalf of the Grantee, and further certify that the assigned is given the power and authority to do all things necessary to implement, maintain, amend, or renew such contracts, including but not limited to the delegation of signing authority to another employee of the Grantee.

(Signature)

Matthew Shannon
(Print name)

STATE OF HAWAII )
CITY AND COUNTY OF HONOLULU )

On this 15th day of November, 2024, before me appeared Matthew Shannon, personally known to me, who, being by me duly sworn, did say that he/she is the President of the Board of Directors and that the corporation has no corporate seal, and that said instrument was signed in behalf of said corporation by authority of its Board of Directors, and said he acknowledged said instrument to be the free act and deed of said corporation.

Notary Public, State of Hawaii

My Commission expires: 5/14/2028

Doc. Date: 11/15/2024 # Pages 15
Name: Tawnya S. Muramoto First Circuit
Doc. Description: Appendix A: Tier II Grant Proposal

11/15/2024
Signature Date

NOTARY CERTIFICATION

TAWNYA S. MURAMOTO NOTARY PUBLIC STATE OF HAWAII 24-125

## SECTION II
## GRANT ACTIVITY INFORMATION

**A. Describe how the community need, stated problem/issue, and target population are effectively validated. The description must include how the public services' target population is vulnerable or how the arts, culture, community/economic development, or environmental activities will especially support low- to moderate-income areas.**

1. Provide substantive data and other qualifying information to demonstrate how the problem/issue impacts the target population and is a community priority that needs to be addressed. *(5,000 character count limit)*

The community's needs are effectively validated through substantive data, demonstrating the pressing challenges the target population faces and the importance of Re-use Hawai‘i's work. O‘ahu produces 2.2 million tons of waste annually, with 25% to 41% of the waste stream attributed to construction and demolition (C&D) materials between 2018 and 2022. With landfills expected to close by 2028 and proposals for new waste sites potentially requiring conservation zoning changes, the need for sustainable waste diversion is urgent.

The statewide public-private commitment, The Aloha+ Challenge, to achieve Hawai‘i's social, economic, and environmental goals by 2030 identifies Source reduction as a key strategy for meeting the Solid Waste Reduction Goal. Unfortunately, there is currently no quantifiable source reduction goal set for The Aloha+ Challenge Dashboard because there are many local and national data gaps in the collection, monitoring, and evaluation of this information.

Re-use Hawai‘i directly addresses these issues by diverting at least 540 tons of waste annually through its Deconstruction and Redistribution programs. These efforts prevent approximately 480 tons of greenhouse gas (GHG) emissions each year, mitigating the environmental footprint of the construction industry and combating climate change. This work is critical for Hawai‘i, where rising sea levels and other climate impacts pose severe risks to the island ecosystem.

Disadvantaged communities are disproportionately affected by these challenges. Re-use Hawai‘i's Redistribution Center provides repurposed materials to over 22,800 community members annually at affordable prices, alleviating financial pressures in a state with the nation's highest living costs. By recovering and redistributing valuable construction materials, our organization reduces reliance on imported goods and fosters a circular economy that strengthens local resilience. Our new location is adjacent to an underserved community and will enable our organization to offer increased savings and employment opportunities to these residents.

Inclusivity is central to Re-use Hawai‘i's mission. The Workforce Development program serves individuals facing employment barriers, including those transitioning from incarceration or rehabilitation and older residents seeking meaningful work opportunities. Through this program, 40 individuals annually receive mentorship and hands-on training in deconstruction, woodworking, and nonprofit management, equipping them with the skills to secure sustainable employment while promoting equity and personal growth.

Re-use Hawai‘i's educational initiatives further address the community's needs. Partnerships with higher education institutions enable our organization to train future sustainability leaders, while outreach to four public schools annually expands environmental education opportunities for students. These efforts empower the next generation to address Hawai‘i's ecological challenges and contribute to a more sustainable future.

Our organization's commitment to measurable outcomes demonstrates its impact. Monthly targets include diverting 45 tons of waste, preventing 40 tons of GHG emissions, and serving 1,900 unique community members. These outcomes contribute to building a circular economy, reducing dependence on imported materials, and enhancing the community's climate resilience.

The Redistribution Center is a cornerstone of these efforts, providing low-cost building materials salvaged through the Deconstruction program and community donations. This synergy ensures efficient recovery and reuse of resources while fostering a sustainable community-driven marketplace.

Re-use Hawai'i's achievements in education further validates our organization's effectiveness. Re-use Hawai'i exceeded our annual sustainable education goals within the first quarter of this past year. We leverage partnerships with colleges and universities to engage interns and expand its capacity for environmental education. This collaboration bridges academic knowledge with practical sustainability efforts, fostering the next generation of environmental stewards.

By addressing waste diversion, reducing GHG emissions, fostering equitable employment, and empowering underserved communities, Re-use Hawai'i exemplifies the transformative power of data-informed, community-driven initiatives. These efforts set a benchmark for sustainability, resilience, and innovation, offering a scalable model for addressing pressing environmental and social challenges in Hawai'i and beyond.

**B. Describe the proposed plan**

1. Provide a description of the Grant Activity. This description will be used as the scope of services in the contract. Describe why you chose this Grant Activity and how it will effectively address the community's problem / need. *(3,000 character count limit)*

Grant work addresses the community's challenges while laying the foundation for a sustainable future. This year, our organization amplified its impact by establishing a new Workforce Development (WFD) training space, furthering its mission to cultivate a resilient workforce and expand green job opportunities. Through personalized mentorship and hands-on training for a Material Inventory Specialist and a Customer Service Representative, we will empower individuals to succeed and thrive in meaningful careers. The continuing work of our Tree Milling Manager will further support the mission to preserve the embodied energies of felled trees and help the redistribution channels of live-edge wood inventory.

Environmental preservation remains at the heart of our work. Our Deconstruction and Redistribution programs divert hundreds of tons of materials from landfills annually, mitigating greenhouse gas emissions and fostering healthier communities. By offering affordable, repurposed materials, we combat Hawai'i's high cost of living, ease financial pressures on residents, and build a more sustainable local economy. Our commitment to customer satisfaction is evidenced by solid loyalty and positive feedback, consistently measured through community surveys.

Inclusivity is a driving force behind the impact of Re-use Hawai'i. We champion equity and personal growth by creating job opportunities for individuals facing employment barriers. Rooted in respect for local and host cultures, we honor the wisdom of Kupuna (elders) to build a workplace that values diversity, intergenerational collaboration, and cultural

knowledge. This approach strengthens community connections, boosts team morale, and preserves the richness of Hawai‘i’s heritage.

Public outreach, education, and continuous community engagement ensure that Re-use Hawai‘i’s programs evolve to meet the dynamic needs of the people we serve. Our organization demonstrates the transformative power of collaboration and adaptability by integrating environmental preservation, economic relief, and social equity. These efforts set a high standard for community-driven sustainability, inspiring lasting change and fostering hope for a sustainable and equitable future.

2. Provide measurable outcomes, describe how outcomes are aligned with the purposes and priorities of the Grants in Aid Fund, and describe how outcomes directly benefit the target population. *(3,000 character count limit)*

*Public Services should begin with a statement of the number of individuals that the Grant Activity will directly benefit during the Grant Term.*

*Arts, Culture, Community/Economic Development or Environment should begin with a statement as to how the Grant Activity supports the sustainable improvement in the well-being and quality of life of local communities, especially low to moderate income areas.*

Re-use Hawai‘i spearheads efforts to reduce waste through an employment social enterprise model, emphasizing opportunities for individuals facing barriers to employment while delivering services that benefit the environment. This includes support for individuals transitioning from incarceration or rehabilitation and older residents who choose to remain active in the workforce.

Between 2018 and 2022, construction and demolition (C&D) materials accounted for 25% to 41% of O‘ahu’s total waste stream tonnage. In response, the City & County of Honolulu Source Reduction Working Group 2024 Final Report recommended stronger C&D regulations and diversified funding for improved waste management. Re-use Hawai‘i has conducted aggressive funding research to secure complementary resources for GIA funding. Using EPA Environmental Justice mapping tools, we have identified additional disadvantaged communities to include in our expanded service plans.

To enhance sustainability, we recently relocated to a location better positioned to serve disadvantaged communities. By recovering valuable materials from the construction industry and redistributing them at affordable prices, we reduce environmental impacts while improving residents' quality of life and well-being. Our efforts mitigate greenhouse gas (GHG) emissions, combat climate change, and protect our island community, which remains highly vulnerable to rising sea levels.

Measurable Outcomes:

The grant-funded activities aim to achieve the following monthly milestones:

- Divert a minimum of 45 tons of material from landfills.
- Prevent an estimated 40 tons of GHG emissions.
- Serve approximately 1,900 unique community members.
- Provide training and mentorship to 4 individuals monthly (10 months).

- Prepare materials and schedule quarterly educational support to partner public schools.

On an annual basis, these efforts will:

- Divert at least 540 tons of waste through our Deconstruction and Redistribution channels.
- Serve 22,800 community members at the Re-use Hawai‘i Redistribution Center.
- Prevent 480 tons of GHG emissions.
- Provide training and mentorship to 40 individuals.
- Provide expanded educational support to 4 partnering public schools.

These outcomes contribute to building a circular economy by reducing reliance on imported materials, increasing climate resilience, and strengthening economic stability against global market fluctuations.

The Redistribution Center supports a diverse community by maintaining consistently low prices. It works with our Deconstruction program and Community Donations program, which redirects salvaged building materials to the center for redistribution.

Our partnerships with higher education institutions enable us to identify and engage interns with relevant knowledge and interests. This collaboration enhances our capacity to deliver effective environmental education, expanding the impact of our mission while fostering the next generation of sustainability leaders.

3. Provide an action plan to achieve the stated measurable outcomes. If the Grant Activity involves a partnership, provide a description of each partner's role. Must include measurable milestones, specific events, or other performance measures appropriate to achieving the outcomes. *(3,000 character count limit)*

For the grant period, Re-use Hawai‘i will divert 540 tons of waste, reduce 480 tons of greenhouse gas (GHG) emissions, serve 22,800 community members, train 40 WFD participants, and expand educational support to four public schools. This action plan combines targeted initiatives with ongoing performance monitoring to ensure measurable and meaningful outcomes.

1. Expand Waste Diversion Programs

The Redistribution Center will enhance accessibility through inventory improvements, ensuring affordable materials reach underserved populations.
Performance Measures:
Divert 45 tons of materials monthly
Conduct quarterly customer satisfaction surveys
Report quarterly on partnerships and completed projects

2. Reduce GHG Emissions

GHG reductions will be achieved through material reuse and direct emissions tracking. These efforts will provide data to help educate the community while ensuring programs remain environmentally impactful.

Performance Measures:
Prevent 40 tons of GHG emissions monthly
Annually evaluate energy usage and the impact of emissions reduction

3. Serve Community Members Through the Redistribution Center

The Redistribution Center will increase outreach and expand access to affordable materials, serving more residents each month.
Performance Measures:
Serve 1,900 unique visitors monthly at the Redistribution Center.
Track employment outcomes for Customer Service Representative and Material Inventory Specialist staff quarterly.
Assess customer satisfaction via surveys using our customer relationship management (CRM) email subscribers list.

4. Expand WFD Training
Workforce Development programs will train 40 individuals annually, focusing on deconstruction, retail management, tree milling, and nonprofit management skills.
Performance Measures:
Serve 4 WFD participants a month (10 month schedule)
Provide tailored mentorship and training to 40 individuals annually in deconstruction, woodworking, and retail operations

5. Expand Educational Support to Partner Schools
Re-use Hawai‘i will deliver tailored educational programming to four partnering public schools, incorporating sustainability workshops, hands-on activities, and teacher training. Field trips to the Redistribution Center and Tree Milling workshops will provide students practical learning experiences.
Performance Measures:
Track the number of schools served annually (4).
Gather feedback from educators and students to evaluate program effectiveness.
Monitor student participation in sustainability projects and challenges.

A centralized data system will track progress, with regular team reviews and stakeholder updates. Our Director of Administration will produce Quarterly reports to provide transparency; biannual feedback sessions will ensure continuous improvement.
Performance Measures:
Produce monthly and annual reports on key metrics.
Conduct biannual stakeholder feedback sessions to refine programs.

4. Provide a budget narrative that explains how the budget in Section III will achieve the desired outcomes. (*3,000 character count limit)*

Relocating to the more prominent and accessible facility at Stadium Marketplace has greatly enhanced community accessibility but has also resulted in higher utility costs. Monthly utility costs at this new location are projected at $2,500, necessitating a carefully budgeted annual total of $30,000.

The Redistribution Center requires essential supplies to support daily operations. This includes Personal Protective Equipment (PPE) to ensure worker safety, material donation receipt books to track incoming donations, pricing labels for inventory management, and high-visibility uniform shirts for staff. These items are crucial for maintaining safety, efficiency, and customer satisfaction and are budgeted at $7,000 annually.

To ensure safe and healthy working conditions, the budget includes the rental of a water cooler and ice machine. These items are necessary to provide staff and customers access to cold water, particularly during Hawai‘i’s hot and humid climate. The annual budget for these rentals is $2,329.

The budget includes $85,411 of salaries and benefits for two full-time positions essential to the Redistribution Center’s operations:
Customer Service Representative: This role ensures seamless interaction with community members and efficient center operations.
Material Inventory Specialist: This position oversees inventory management and material pricing.
These roles are critical to achieving Re-use Hawai‘i’s waste diversion and redistribution goals.

Lastly, $25,260 is budgeted for the salary and fringe benefits of the Tree Milling & Material Processing Manager, Austin Gaskins, at 50% FTE. This individual has exemplified occupational growth within Re-use Hawai‘i, progressing from an entry-level position to management, demonstrating our organization’s commitment to workforce development and wage growth. This allocation ensures continued leadership in managing tree milling and material processing, both integral to the circular economy model.

The total budget of $150,000 supports essential operational needs, staff development, and program sustainability. By strategically allocating funds to address increased utility costs, operational supplies, necessary equipment rentals, and fair compensation for staff, Re-use Hawai‘i ensures the efficient delivery of its mission. This budget exhibits Re-use Hawai‘i’s commitment to fostering a more sustainable and equitable future for Hawai‘i.

5. Provide a timeline that is complete, realistic and appropriate to achieve the desired outcomes. This timeline should also be reflected in Section IV. *(3,000 character count limit)*

During Fiscal Year (FY) 2026, Re-use Hawai‘i will achieve its desired outcomes of diverting 540 tons of waste annually, reducing 480 tons of GHG emissions and serving 22,800 community members.

Re-use Hawai‘i will focus on preparing and enhancing programs within the first three months. Operational workflows at the Redistribution Center will be improved, including updated inventory management systems and expanded accessibility for underserved communities. Supplies, such as PPE, donation receipt books, and high-visibility uniforms, will be procured and distributed to staff to ensure operational readiness. Workforce training materials for the Customer Service Representative and Material Inventory Specialist will be completed.

Re-use Hawai‘i will implement and conduct early progress tracking on organization operations during months four through six. Deconstruction projects and community donation efforts will begin with a monthly goal of diverting 45 tons of waste. The Redistribution Center will serve approximately 1,900 unique community members monthly. Re-use Hawai‘i will provide sustainable educational tours to two public schools. Community engagement activities, such as an informational forum fostering awareness of sustainability and circular economy practices, will commence.

In months seven through nine, a mid-year review of operational data from the year's first half will identify efficiency improvement opportunities. Workforce training will scale efforts and expand with advanced materials inventory and customer service modules. A sustainability educational tour will be provided to two public schools, integrating feedback from earlier sessions to ensure relevance and impact.

The final three months will focus on the final implementation and year-end reporting goals for months 10 through 12. Materials Receiving and Redistribution Center operations will continue to achieve waste diversion targets. A community survey will assess the overall impact of the programs, summarizing outcomes such as tonnage of materials diverted, emissions prevented, and community members served.

Progress will be monitored monthly throughout the year to ensure grant requirements and alignment with measurable outcomes. Quarterly reviews will assess operations, and biannual stakeholder feedback sessions will provide insights for program refinement. This phased approach ensures Re-use Hawai‘i delivers on its commitments while fostering a more sustainable and resilient Hawai‘i.

**C. Provide evidence of the agency’s ability to perform the proposed grant activity through past performance, current capacity and/or plan to acquire the capacity to perform.**

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

Re-use Hawai‘i has a proven track record of success in delivering activities that achieve measurable environmental and community outcomes. As Hawai‘i’s only licensed deconstruction service for 18 years, we have significantly reduced almost 10,000 tons of greenhouse gas (GHG) emissions. Using the EPA equivalency tool is tantamount to removing 2,157 cars from the roads for an entire year. This achievement highlights our leadership in sustainable waste management and demonstrates our capacity to meet and exceed environmental targets.

As a member of Build Reuse, a national organization dedicated to transforming construction and demolition (C&D) waste into local resources, Re-use Hawai‘i remains at the forefront of sustainable building practices. In 2018 alone, 600 million tons of C&D debris were generated in the United States, more than double the amount of municipal solid waste.

Our Executive Director Quinn Vittum is a graduate of the Omidyar Fellowship, a prestigious executive leadership program that equips participants with actionable strategic planning and organizational development skills. This training has enhanced our leadership capacity

through the Hawai‘i Leadership Forum, enabling us to drive impactful initiatives with precision and vision.

Our Workforce Development (WFD) Manager participates in the REDF cohort, an innovative program advancing the employment social enterprise movement. This experience has provided best practices to bridge foundational employment skill-building with meaningful workplace experiences, ensuring that our WFD initiatives effectively support community members in need and cultivate the circular economy.

Two members of our Executive Leadership have applied to the Levine Impact Lab, a capacity-building cohort that offers tailored consultation on strategic business planning and financial management. This program strengthens our ability to address social inequity while enhancing our commitment to diversity, equity, and inclusion.

We prioritize inclusivity by supporting Kupuna (elders) who choose to remain in the workforce. We work closely with Kupuna staff to adapt organizational policies to meet their evolving needs, ensuring their contributions are valued. Testimonies from Kupuna employees and customers have enriched our organizational procedures, blending the resourcefulness of past generations with contemporary sustainability practices. This culturally sensitive approach allows us to honor local traditions while driving innovation in waste reduction.

Our Director of Fundraising recently completed a 12-week Writing for Green grant writing course, strengthening our grant submissions for waste reduction and environmental protection projects. Re-use Hawai‘i’s long-standing expertise, commitment to capacity building, and culturally attuned practices position us to continue achieving measurable success in waste diversion, GHG reduction, workforce development, and environmental education.

2. Describe the applicant’s capacity to successfully achieve the proposed outcomes.
OR
Provide a plan to acquire the capacity to successfully achieve the proposed outcomes (including how the applicant has acquired similar capacity in the past).

Responses should include organizational knowledge, staffing, fiscal resources, facilities and other resources, stakeholders and relationships, and other relevant resources. *(3,000 character count limit)*

Re-use Hawai‘i is well-positioned to achieve its proposed outcomes through robust organizational expertise, skilled staffing, sound fiscal management, well-equipped facilities, and strong stakeholder relationships. These strengths are integrated into a strategic plan to deliver measurable and impactful results.

With 18 years of experience as Hawai‘i’s only licensed Deconstruction service provider, Re-use Hawai‘i has a proven track record of achieving significant waste diversion and sustainability outcomes. Our organization applies its expertise to address Hawai‘i’s unique challenges, ensuring local operations remain innovative and effective.

Re-use Hawai‘i’s team of dedicated professionals drives its success. Our Executive Director, equipped with advanced leadership training, provides strategic direction and fosters

organizational growth. At the operational level, the Customer Service Representative and Material Inventory Specialist ensure the Redistribution Center functions efficiently, managing customer engagement, inventory processing, and material redistribution to serve 22,800 community members annually.

Our Workforce Development (WFD) Manager, a graduate of the REDF accelerator program, exemplifies Re-use Hawai‘i’s focus on workforce development. The Manager provides skill-building opportunities for underserved populations by integrating employment-focused social enterprise strategies. Our Tree Milling & Material Processing Manager demonstrates our organization’s commitment to internal career advancement, managing critical programs that advance the circular economy while fostering leadership within the team.

Local schools frequently request our sustainability education tours, reflecting the strong demand for our engaging and impactful programs. Our Marketing Manager surpassed the annual student participation goal within the first quarter of the past year, demonstrating the program's growing popularity and success.

A carefully planned budget underpins our organization’s operations. The new Stadium Marketplace location expands service capacity and accessibility for underserved communities, reflecting fiscal responsibility and alignment with environmental goals. The Redistribution Center’s expanded space supports increased material processing, contributing to waste diversion goals.

Re-use Hawai‘i’s commitment to environmental and social justice is evident in its mission to address disparities affecting Native Hawaiian communities. A safe and supportive training space at the WFD Center is integral to empowering individuals facing challenges such as addiction, housing insecurity, and incarceration. Growing partnerships with 8 community-based organizations enhance the impact of training programs and addressing systemic inequities.

Our organization’s expertise, dedicated staff, fiscal responsibility, and collaborative partnerships ensure alignment with community needs and sustained progress toward a more sustainable and resilient Hawai‘i.

**D. Describe the applicant’s sustainability and/or additional long-term benefit to the community**

1. Provide a plan for sustaining and / or expanding activities beyond the applicable grant period. *(2,000 character count limit)*

Achieving long-term fiscal sustainability requires diversifying funding sources and establishing a solid financial foundation. This past year, we onboarded a Director of Fundraising to support efforts to secure funding beyond operational revenue, which currently accounts for an impressive 80% of total income. The remaining 20% is derived from grants and fundraising.

We are pursuing the Environmental Protection Agency’s Environmental Justice Community Change 3-year grant. With this funding, our experience in the built industry, and a proven ability to train workers in deconstruction and material processing, our organization could launch green jobs WFD cohorts every 6 months.

We are also preparing to apply for the Economic Development Administration's Public Works and Economic Adjustment Assistance program. By securing this funding, we can better meet its goals of empowering the local workforce and creating sustainable economic opportunities.

Re-use Hawai'i seeks to secure a permanent, state-owned facility to accommodate its growing operations. A low-cost lease would provide the foundation to expand programs, serve more community members, and reinvest in staff. This move would enhance our organization's capacity to deliver on its mission and offer living wages and improved benefits.

Securing multi-year grants and expanding its training center will help provide green job training, reducing unemployment and economic disparities in underserved communities. This work contributes to a sustainable circular economy by increasing waste diversion and fostering environmental responsibility.

The Kapa'a Quarry Reusable Material project in early 2025 will collect actionable data informing the City & County of Honolulu and other local government agencies. We continue to provide essential data and solutions.

By diversifying funding and strengthening partnerships, we ensure sustainability and create lasting economic, environmental, and social benefits for our communities.

2. Describe the applicant's capacity and resources to carry out the above plan (staffing, funding, etc.) beyond the grant period. *(2,000 character count limit)*

Re-use Hawai'i is well-positioned to implement its proposed plan, leveraging experienced staff, strategic funding efforts, and a new, more prominent location to achieve meaningful and measurable outcomes. With a proven track record and skilled team, our organization is set to deliver significant environmental, economic, and social benefits to Hawai'i's communities.

Our organization's staffing resources are central to its success. The Executive Director provides strategic leadership, ensuring operations align with our sustainability and community empowerment mission. A dedicated Customer Service Representative and Material Inventory Specialist manages the Redistribution Center's customer engagement, inventory, and material processing, ensuring operational efficiency.

As a participant in the REDF cohort, our Workforce Development (WFD) Manager brings expertise in employment-focused social enterprise initiatives, creating skill-building and career opportunities for underserved populations. The Tree Milling and Material Processing Manager demonstrates our commitment to internal career advancement, managing the Tree Milling and Material Processing departments that advance the circular economy.

Our funding goals demonstrate operational strength, with most revenue generated through its activities. We are pursuing the EPA's Environmental Justice Community Change Grant, which will enable WFD cohorts every 6 months, and the EDA's Public Works program, which will support the expansion of the WFD training center.

The new location at Stadium Marketplace improves accessibility and service capacity. It provides the operational space needed to meet waste diversion, workforce training, and educational goals while focusing on underserved populations.

With skilled staff, strategic funding, and operational excellence, Re-use Hawai‘i is uniquely equipped to implement its plan and ensure the delivery of long-term environmental, economic, and social benefits for Hawai‘i.

| **E. No CITY funds or assistance.**<br>The highest consideration will be given to applicants that do not receive other funding or any form of assistance from the CITY. While applicants that receive other funding or assistance from the CITY may apply for Grants in Aid funding, the extent of funding or assistance already received in relation to services provided must be considered prior to awarding Grants in Aid funds.<br><br>A percentage of the sub-total criteria points will be awarded to Grantees based on the criteria below and the information about past funding / assistance from the CITY that follows. | |
|---|---|
| The applicant has received no award from the CITY within the last 3 years. | **10%** |
| The applicant has received 1-2 awards from the CITY within the last 3 years. | **7%** |
| The applicant has received 3-5 awards from the CITY within the last 3 years. | **5%** |
| The applicant has received between 6-9 awards from the CITY within the last 3 years. | **3%** |
| The applicant has received 10 or more awards from the CITY within the last 3 years. | **0%** |

## GRANTEE RECEIPT OF CITY GRANTS

Identify all CITY grants received by Grantee (or Fiscal Sponsor) in the last three (3) years. Information will be verified by the CITY.

1. Grant Activity Name & Contract #: Re-use Hawai‘i: Environmental Protection thru Waste Diversion (CT-DCS-2300051)
   Grant Period: 10/01/2022 - 09/30/2023 Grant Amount: $200,000.00
   Grant Purpose: Reduce waste and provide affordable building materials to the community
   Grant Activity Status: ☐ Underway X Completed ☐ Canceled
   Administrating Division: Department of Community Services Office of Grants Management

2. Grant Activity Name & Contract #: Re-use Hawai‘i: Environmental Protection thru Waste Diversion (CT-DCS-2400055)
   Grant Period: 10/01/2023 - 03/31/2025 Grant Amount: $200,000.00
   Grant Purpose: Reduce waste, provide affordable building materials to the community, and provide workforce training for individuals with barriers to employment.
   Grant Activity Status: X Underway ☐ Completed ☐ Canceled
   Administrating Division: Department of Community Services Office of Grants Management

3. Grant Activity Name & Contract #: Re-use Hawai‘i: Environmental Protection through Waste Diversion (CT-DCS-2500055)

Grant Period: 01/01/2025 - 12/31/2025 Grant Amount: $150,000.00
Grant Purpose: Reduce waste, provide affordable building materials to the community, and provide workforce training for individuals with barriers to employment.
Grant Activity Status: X Underway ☐ Completed ☐ Canceled
Administrating Division: Department of Community Services Office of Grants Management

4. Grant Activity Name & Contract #: 2022 Non-Profit Recovery Grant Program (no contract # applicable)
   Grant Period: N/A Grant Amount: $100,000.00
   Grant Purpose: non-profit recovery grant program for financial assistance to overcome the negative economic harm and temporary loss of revenue due to the COVID-19 pandemic.
   Grant Activity Status: ☐ Underway X Completed ☐ Canceled
   Administrating Division: Department of Community Services

5. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

6. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

7. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

8. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

9. Grant Activity Name & Contract #: N/A
   Grant Period: _____ Grant Amount: _____
   Grant Purpose: _____
   Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
   Administrating Division: _____

10. Grant Activity Name & Contract #: N/A
    Grant Period: _____ Grant Amount: _____
    Grant Purpose: _____
    Grant Activity Status: ☐ Underway ☐ Completed ☐ Canceled
    Administrating Division: _____

**E. Age Friendly Honolulu ( Complete only if applying for the bonus points)**
**Consideration is to be given to applicants that incorporate the vision and goals of the Age-Friendly Honolulu Program (as codified in ROH Chapter 2, Article 22), including but not limited to (1) enabling residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active; and (2) removing barriers to inclusion for and providing support services to vulnerable residents and/or have physical limitations.**

**<u>If awarded bonus points for being an Age-Friendly Honolulu project, the Grantee will be subject to additional reporting requirements, including but not limited to name, age, and physical location of seniors being served by the project.</u>**

To be eligible for the bonus points as an Age-Friendly Honolulu project an organization must demonstrate the proposal aligns with Age-Friendly Honolulu's priorities by completing the following TWO steps:

**1)** Go the following website https://www.hiphi.org/age-friendly-honolulu/ to access an Age-Friendly Honolulu training video. The video should be watched by at least one (1) person from the non-profit organization in a leadership position (Executive Director, Administrator, or equivalent). This video will define an "age-friendly city" and explain what types of projects align with the Age-Friendly Honolulu Vision.

2) Complete the section below by selecting which Age-Friendly Honolulu category best fits the activities of your organization and providing a brief description of how your proposal is an Age-Friendly Honolulu project.

☐ Enabling Residents of all ages to actively participate in activities that keep them socially engaged, healthy, and active, particularly at the oldest ages

☐ Providing Kupuna with meaningful roles in the community, including mentors, volunteers, or through intergenerational programming

**X** Removing barriers to support community inclusion and accessibility for persons of all abilities.

3) How is your proposal an Age-Friendly Honolulu Project and explain how your organization can meet the additional reporting requirements if awarded? *(2,000 character count limit)*

This project fosters inclusivity and intergenerational collaboration to meet the needs of individuals across all age groups, focusing on supporting Kupuna and their contributions.

Re-use Hawai'i actively supports Kupuna, who wish to remain in the workforce and recognize their valuable skills and experience. Flexible schedules, ergonomic considerations, and tailored workplace policies ensure an accommodating and supportive environment. These efforts promote self-esteem, social connection, and continued contributions to the community.

Older staff and volunteers contribute practical knowledge and traditional values, enriching sustainability practices and fostering cultural continuity. These interactions strengthen our organization's focus on resourcefulness and innovation while building mutual respect between generations.

Re-use Hawai‘i’s educational programs, including workshops and field trips, are inclusive and accessible to participants of all ages. Kupuna share their expertise and benefit from the sense of purpose that comes with contributing to community education. Younger participants gain a deeper understanding of sustainability through these intergenerational exchanges.

The new Stadium Marketplace location has improved accessibility to individuals of all ages. Facilities accommodate mobility needs, ensuring older participants and visitors can navigate comfortably. The Redistribution Center provides affordable materials, reducing financial strain for those with fixed incomes.

The project promotes social cohesion and equity by fostering an inclusive environment, ensuring all age groups feel valued and engaged. Focusing on environmental sustainability and community empowerment creates long-term benefits for all generations, building a resilient future.

Re-use Hawai‘i’s age-friendly approach ensures that older adults are supported, younger generations are empowered, and the entire community benefits from increased inclusivity and collaboration.