

House District _____

Senate District _____

**THE TWENTY- FOURTH LEGISLATURE
HAWAI'I STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES**

Log No: 6-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY-RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
ALTERNATIVE STRUCTURES INTERNATIONAL

Dbas:

HANAI I KA HANA

Street Address:

86-660 LUALUALEI HMSTD RD WAIANAE, HI 96792

Mailing Address:

SAME

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name REV. PHILIP G. HARMON

Title PROJECT COORDINATOR

Phone # 808-696-2655 _____

Fax # 808-696-6608 _____

e-mail MILLERS@HAWAII.EDU _____

3. TYPE OF BUSINESS ENTITY:

NON PROFIT CORPORATION

FOR PROFIT CORPORATION

LIMITED LIABILITY COMPANY

SOLE PROPRIETORSHIP/INDIVIDUAL

4. FEDERAL TAX ID # _____

5. STATE TAX ID # 10237411 _____

6. SSN (IF AN INDIVIDUAL): N/A

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

HANAI I KA HANA IS A WORK FORCE DEVELOPMENT AND JOB TRAINING PROGRAM FOR LOW AND MODERATE INCOME INDIVIDUALS IN TRANSITIONAL HOUSING OR IN NEED OF EMPLOYMENT

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$ 500,000.00

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

NEW SERVICE (PRESENTLY DOES NOT EXIST)

EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ 500,000.00 _____

FEDERAL \$ 0 _____

COUNTY \$ 0 _____

PRIVATE/OTHER \$ 378,500.00 _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:



AUTHORIZED SIGNATURE

REV. PHILIP G HARMON / CCO
NAME & TITLE

1/03/08
DATE SIGNED

UPDATED FROM 2007-08

Grant-in-Aid Program

Application

Workforce Development -

Hanai I Ka Hana™

**Waianae Coast School for Career and
Technical Education in Creative Industries**

December 31, 2007

“E hanai I ka hana e ulu ai kou na’ auao”

“To foster work so your knowledge will grow”

Project Summary

Title: *WORKFORCE DEVELOPMENT - HANAI I KA HANA*: Waianae Coast School for Career and Technical Education in Creative and Cultural Industries

Subject: Hawaii State GIA Legislative Request - FY 2007-2009

Contact: Philip Harmon, M.Dv., 808-696-2655 or 542-3466

Need: Over the years in Hawaii, many well-meaning, traditional employment projects, devoid of culturally sensitive values, have fallen short of addressing the myriad needs of people in rural and remote communities on the Waianae Coast.

*Hanai I Ka Hana*TM is based on evidence-based findings that socio-economic imbalances and employment education and training deficits experienced by Native Hawaiians, Pacific Islanders and other vulnerable diverse groups can be effectively addressed by rallying the powerful cultural strengths and resources found in the community to address the inclusive needs of discrete classes that are poor, disabled and/or homeless. Such communities need culturally significant, viable economic solutions, which embeds cultural identity and are founded on traditional community values. *Hanai I Ka Hana*TM is slowly becoming a sustainable cultural employment development engine based on public start-up funds. Plans are to offer a full range of job training choices, self-employment and financial literacy to meet the employment needs of Hawaii's key job sectors, including cultural tourism and creative industries.

Requesting Organization: In a bold, culturally competent partnership effort, two organizations have evolved an out-of-the-box initiative to locally based workforce development in the aspiring *Waianae Coast School for Career and Technical Education*. **Alternative Structures**

International (Kahumana) the requesting organization, is a 501(c)(3) private non-profit corporation, which for 25 years, has provided therapeutic residential treatment to individuals

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

with disabilities, and transitional housing program for homeless families with children on the Waianae Coast. Its statewide partner, **VSA arts of Hawai'i-Pacific** is a 501(c)(3) private non-profit corporation and a local affiliate of the national VSA arts, an affiliate of the Kennedy Center in Washington, D.C. VSA arts of Hawai'i-Pacific programming is focused on encouraging cultural careers and self-employment development in the creative industries sector for Hawaii's most disenfranchised of populations. Among *Hanai I Ka Hana*TM community collaborators is the University of Hawaii Center on Disability Studies and its Medicaid Infrastructure Grant (Hawaii MIG).

Mission: The project will further advance the sustainable, subsidized infrastructure needed to support the administration, operations and implementation of this workforce development center and marketing network in creative and cultural industries. Funds will be used to develop a sustainable financial structure for a cultural product cooperative, apprenticeship project, micro-enterprise-marketing initiative to advance career and technical education and workforce development opportunities for the poor, disabled and/or homeless.

Through Waianae Coast cultural relationships, the *Hanai I Ka Hana*TM aims to consolidate a portion of the personnel, programming and administrative resources of *Kahumana* and VSA arts of Hawaii-Pacific in their respective missions to address the employment needs of the poor, disabled and homeless. The project is based evidence-based research spanning five years by VSA arts of Hawaii-Pacific in statewide research, planning, pilot projects, community feedback, and finally, funded demonstrations and modeling refinement.

The project has begun to build its funding network. Proposed for 2008, Office of Hawaiian Affairs awarded *Hanai I Ka Hana*TM startup funds to begin the culinary arts apprenticeship. Under a proposed memorandum of agreement between the Department of Human Services

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

TANF division and University of Hawaii Center on Disability Studies, *Hanai I Ka Hana*TM will begin an on-the-job training project in food service, farm management, ground and maintenance and cultural and creative arts. The TANF pilot project offers skills training to *Ohana Ola O Kahumana* parent residents with disabilities who are eligible for Social Security Administration and Medicaid work incentive benefits.

Marketing Research Findings: Given that the Native Hawaiian worldview is based on the interconnectedness of all things and the belief that life is both creative and orderly, in 2005, the Native Hawaiian Hospitality Association visited 17 Native Hawaiian communities, statewide holding meetings to learn how Native Hawaiians feel about cultural tourism in general, its future in Hawaii; and how the visitor industry and creative industries and tourism has impacted their communities. The report recognized:

- A need for the renewal and preservation of Hawaiian culture and traditions.
- Native Hawaiian communities are in multiple crises and need culturally significant economic solutions to address poverty and unemployment.
- Need to support cultural practitioners, artisans, and craftsmen to promote them in the development of their profession and provide access to the market.
- Support for community based models of tourists as cultural visitors.
- Strength-based approach for bringing the tourists as cultural visitors to the community to experience authentic culture and products.

Target Population: In its second year, through *Hanai I Ka Hana*TM, the GIA award aims to directly serve at least 100 Waianae Coast residents (primarily Native Hawaiians) who are underemployed or unemployed because of myriad socio-economic systems and cultural barriers.

Amount Requested: \$500,000

Actual Program Costs (all sources): \$878,500

HANAI I KA HANA™ FREQUENTLY ASKED QUESTIONS - FAQ

Mission: Hanai I Ka Hana™ helps people with disabilities or other obstacles to employment create meaningful work for themselves through entrepreneurship. Hanai I Ka Hana provides support for entrepreneurs in a cooperative setting, creating a truly diverse work environment by welcoming people with or without disabilities. Hanai I Ka Hana makes micro-enterprise accessible to the widest range of individuals through business coaching, shared resources, and community connections.

Vision: Our vision is that each individual will have an opportunity to work at his or her optimal capacity. Individuals will enjoy and learn from a diverse network of colleagues. They will develop the necessary skills to build economic resources and participate more fully in the community through entrepreneurship.

Entrepreneurship: Creative Alternative Work Opportunities: According to the National Organization on Disability and the United States Census Bureau, the unemployment rate for working-age individuals with significant disabilities is over 70 percent. This is the highest percentage among any group of Americans, regardless of their education or qualifications. Over 79 percent of those who are unemployed report they want and need to work.

There is a clear need for innovative employment alternatives. Opportunity for traditional employment can be limited by transportation difficulties, unpredictable changes in health, or the need for additional support on the job. Becoming an entrepreneur allows many individuals greater flexibility in matching their skills and interests with the current demands of the marketplace.

ASI/VSA offers support in finding the right creative alternative for people who, while needing a little support, can do productive, valuable work. Some find self-employment to be their long-term option while others use their entrepreneurial skills as a bridge to more traditional employment.

What does Hanai I Ka Hana™ do? Hanai I Ka Hana helps people with disabilities who may have fallen through the cracks in other employment programs. We help individuals create meaningful work for themselves through entrepreneurship.

Hanai I Ka Hana™ provides business coaching, feasibility planning, shared office space, and equipment as well as sales, marketing, and technical assistance for member entrepreneurs.

Who does Hanai I Ka Hana™ serve? A majority of our participants have a range of obstacles or disabilities, including physical, cognitive, or mental health disabilities, but our services are available to anyone interested in entrepreneurship.

Why does Hanai I Ka Hana™ also serve non-disabled entrepreneurs?

Living with a disability often means being sidelined from mainstream community life. Hanai I Ka Hana is committed to creating a diverse work community where members can develop a varied network of colleagues. The needs of our members, with and without disabilities, are markedly similar.

How is Hanai I Ka Hana different from other vocational rehabilitation or micro-enterprise programs?

- Hanai I Ka Hana's self-employment allows individuals plan and grow their own businesses as an alternative to traditional employment.
- Hanai I Ka Hana serves non-disabled individuals as well as people with disabilities, helping all members to participate more fully in the mainstream community.
- Hanai I Ka Hana focuses on providing more individualized and intensive coaching, tailored to the needs of each entrepreneur, than most micro-enterprise programs.
- Hanai I Ka Hana provides incubator space, facilitating ongoing access to onsite and technical support.
- Hanai I Ka Hana provides internet and phone-based coaching.
- Hanai I Ka Hana makes trial work experience and community assessment, providing individuals with real work experience in chosen fields.

GIA Listing: Alternative Structures International - *Hanai I Ka Hana*

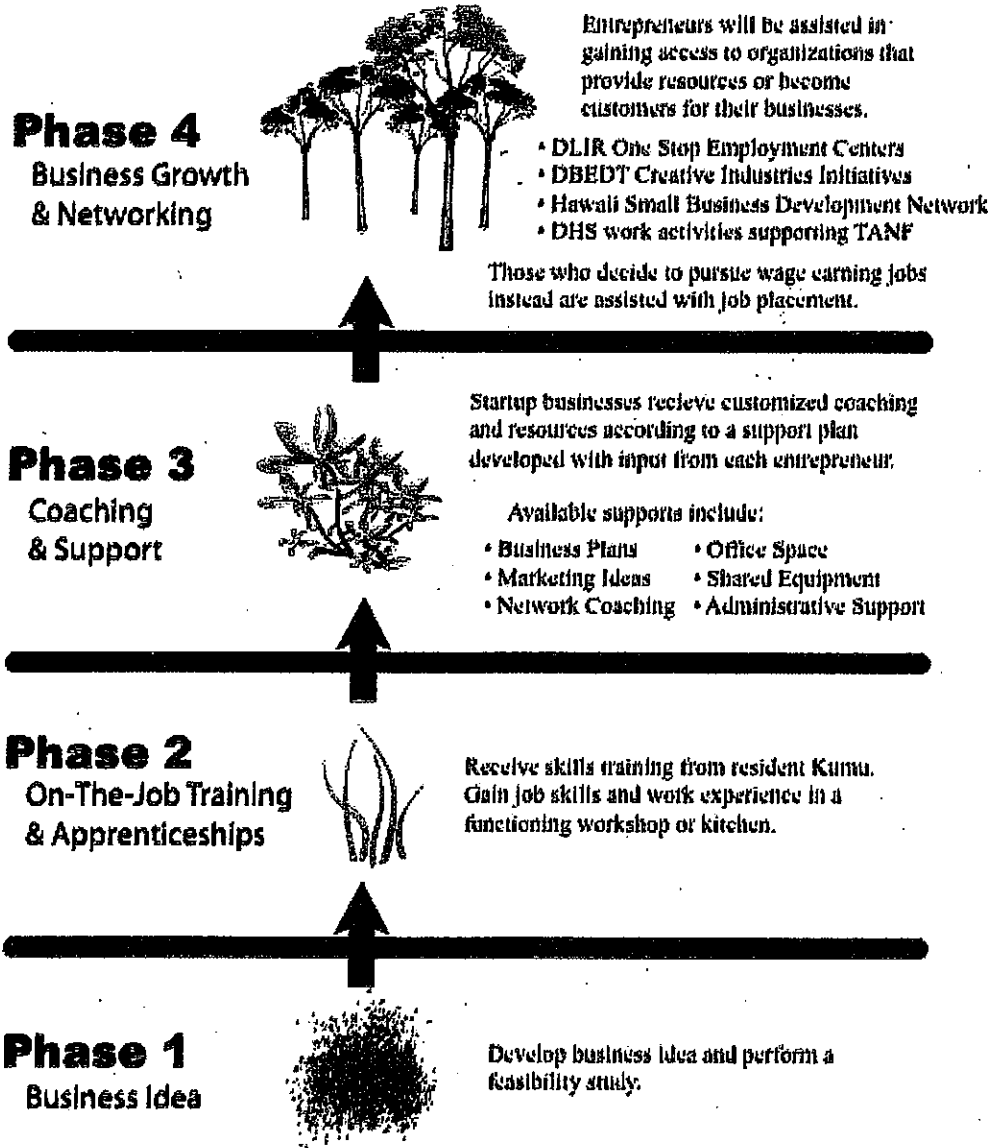
- Hanai I Ka Hana helps individuals understand their assistive technology needs and disability accommodations.
- Hanai I Ka Hana provides a network of colleagues and collaboration with community partners.
- Hanai I Ka Hana helps to develop marketing strategies and provides ongoing sales support.

What is the Hanai I Ka Hana Model?

Hanai I Ka Hana has established an office space with coaching staff that can focus on individual entrepreneurs. Each support plan is developed as a customized program meeting the unique needs of the entrepreneur.

Each plan assesses the need for skill training, business plans, feasibility studies, network coaching, marketing ideas and/or shared equipment and is always dependent on input from the entrepreneur.

HANAI I KA HANA™ MODEL



Section I: Background & Summary

1. Background

The project mission is to consolidate the personnel, programming and administrative strengths of ASI and VSA arts of Hawai'i-Pacific in their respective community service to the poor, disabled and homeless. The creative industries employment initiative will expand on five years of statewide research, planning, pilot incubation, community input, and finally, demonstrations and model refinement carried out by VSA arts of Hawai'i-Pacific, statewide.

1. **Alternative Structures International**, at Kahumana campus (hereinafter ASI) is a private non-profit organization, qualifying under Section 501(c)(3) of the Internal Revenue Code of 1954, incorporated in the State of Hawai'i on November 19, 1974 and provided services to the homeless and mentally ill in Waikiki. In 1978, Kahumana relocated to a 14.5 - acre farm located at 86-660 Luahualei Homestead Road, Waianae, Hawai'i 96792 on the Leeward Coast on the Island of Oahu (a 40-minute drive from Honolulu). From 1974-2006, ASI has provided among other things, therapeutic residential treatment for the chronically mentally ill.
2. From 1998-2006, ASI upgraded its service contracts to the Department of Health Adult Mental Health Division for STF services. Last year, ASI elected to move away from an exclusive medical therapeutic model, toward building a more comprehensive, inclusive campus to greater serve the Waianae Coast.
3. VSA arts of Hawai'i-Pacific is the local affiliate of the national VSA arts out of the Kennedy Center for the Performing Arts in Washington, D.C., whose core funding comes from the U.S. Department of Education. VSA arts was originally established in Hawai'i

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

in 1984, and was reestablished as a 501(c)(3) nonprofit corporation in 2002 with the support of the University of Hawai‘i and the Department of Health. VSA arts of Hawai‘i-Pacific promotes the power of creativity and provides access to creative industries career development options for people with disabilities who need flexibility in employment.

4. VSA arts of Hawai‘i-Pacific primary target group has been the most marginalized among disability groups, focusing on people with developmental disabilities and people who are deaf and hard-of-hearing. From 2002-06, in its collaborative work with the Department of Human Services, Division of Vocational Rehabilitation, TANF, Department of Health, Department of Labor Industrial Relationships and the University of Hawai‘i statewide system. With the University of Hawaii Center on Disability Studies, VSA arts of Hawai‘i-Pacific launched in 2003 an innovative supported self-employment and workforce development initiative in creative and cultural industries. Included in the partnership are DOH (DD/MR, AMHD, CAMHD), DHS (DVR and TANF), DLIR (One-Stop Navigators and the Workforce Development Council). The target population includes people who had never worked, had worked for sub-minimum wages, or has been considered unemployable — the same segment of the Waianae Coast community who has struggled with poverty and unemployment.
5. In 2006, ASI initiated a strategic planning process and community partnership agreement with VSA arts of Hawai‘i-Pacific. The parties agreed to join forces to expand on the existing psychosocial rehabilitation programming at Kahumana campus by incorporating the VSA arts of Hawai‘i-Pacific master-apprenticeship and self-employment demonstration project into the Waianae Coast School for Career and Technical Education in Creative Industries on the 14.5 acre Kahumana campus.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

6. Since 1988, ASI has offered transitional housing for homeless families with children in Waianae and has worked with local and governmental groups to address myriad needs of homeless families. In 1991, ASI responded to an invitation by the City and County of Honolulu to assist in the “homeless issue” with the development of a 14 duplex units Transitional Housing Program targeting homeless families with dependent minor children on an adjacent 12-acre property leased from the City & County. ASI’s housing program’s Phase II expansion begins in March of 2007, which will be 34 additional single-family homes, for a total capacity of 200 people in the housing program.

ASI believes that it can “assist and empower people of Hawai‘i who are homeless to obtain and retain a permanent housing situation and a lifestyle of self-sufficiency by providing a safe, clean and sober shelter for families with children, and by meeting other basic needs: addressing the obstacles which prevent them from obtaining and retaining permanent housing, financial and social services; and transitioning these individuals to permanent housing and providing follow-up services to assure this development is for the long-term.”

Conclusion

Hanai I Ka Hana, (named by Kupuna Maleka Kanahela of Ni‘ihau) the *Waianae Coast School for Career and Technical Education in Creative and Cultural Industries*, The school for creative and cultural industries is built on a culturally compelling belief that socio-economic imbalances and profound health needs experienced by Native Hawaiians, Pacific Islanders and other vulnerable diverse groups can be effectively addressed by rallying powerful cultural, community-based energy and strengths to address the inclusive needs of discrete classes that are poor, disabled and/or homeless. Over the years in Hawaii, many well-meaning employment projects devoid of culturally sensitivity, have failed to address the myriad needs

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

facing people in rural and remote communities. Such communities need culturally significant and meaningful economic solutions, which are embedded in the cultural identity and founded on traditional community values.

A cooperative, apprenticeship, micro-enterprise-marketing structure will advance vocational opportunities for Waianae Coast residents who are underemployed or unemployed because of social, economic systems and access barriers. Employing a market-driven process, the school partnership with the University of Hawaii to advance product development market research. Market-driven methodology will transform and expand on the demonstrated past successes of VSA arts's, with the support and involvement of the project's Native Hawaiian business partners: Na Mea Hawaii, Naturally Hawaiian, Mountain Wood Farm and Green Hawaiian, and the Hawaii Artists Cooperative.

1. The proposed Hawai'i State Legislative Grant in Aid for the period July 2008-June 2009, will add start-up funds needed to expand financial resources needed qualify for targeted contracts and grants in the existing federal, state and county workforce and economic development package for adult and youth apprenticeship programs, career and technical education, youth transition and vocational rehabilitation, and supported employment and small business initiatives. Grants currently are funded by the following organizations, and additional funding will be sought as the community served increases:

- Department of Health, Adult Mental Health Division is giving participating with VSA in the creation of a small business and workforce development model.
- Department of Education – Literacy programs currently undertaken by VSA.
- Department of Human Services, Vocational Rehabilitation – VSA self employment training classes funded by VR.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

- Department of Labor Industrial Relations – Cooperative projects around the One-stop Centers.
- Office of Hawaiian Affairs (OHA) – ASI has received an grant under the OHA Community Grants Program to develop an apprenticeship program in culinary arts and organic farming.

Additional relationships and grant funding will be sought from the organizations listed below:

- Department of Business, Economic Development and Tourism – Focus on DBEDT Business Initiatives, including Creative Industries as well as Enterprise Zone eligible sectors.
- DHS MedQuest Division – VSA will continue to promote Medicaid and Social Security Work Incentives outreach to make people with disabilities aware of their federal benefits, such as SSI, as currently provided by VSA.
- Department of Human Services – Work-related activities in support of Temporary Assistance to Needy Families (TANF)
- Small Business Administration – Promoting access to the Hawaii Small Business Development Network
- USDA – Seeking participation in USDA Rural Cooperative Initiatives
- Department of Justice – Will seek participation in Hawaii's Prisoner Reentry Initiatives
- Hawai'i Tourism Authority – Develop products and economic opportunities that are in alignment with HTA's overall vision.

2. The project subsidized infrastructure will expand the administration, operations and implementation of this culturally empowered economic and workforce development school and marketing network in creative industries.
3. In 2005, the Native Hawaiian Hospitality Association visited 17 Native Hawaiian communities statewide holding community meetings to learn how Native Hawaiians feel about tourism in general, its future in Hawai'i, and how tourism has impacted communities. The report recognized:
 - A need for the preservation of Hawaiian culture and traditions.
 - Native Hawaiian communities in multiple crises need culturally significant economic solutions to address poverty and unemployment.
 - Need to support cultural practitioners, artisans, and craftsmen to promote them in the development of their profession and provide access to the market.
 - Support for community based models of tourists as cultural visitors.
 - Strength-based approach for bringing the tourists as cultural visitors to the community to experience authentic culture and products.

2. Goals & Objectives

The project mission is to consolidate the personnel, programming and administrative strengths of ASI and VSA arts of Hawai'i-Pacific in their respective community services to the poor, disabled and homeless. The creative industries employment initiative will expand on four years of statewide research, planning, pilot incubation, community input, and finally, demonstrations and model refinement carried out by VSA arts of Hawai'i-Pacific. The outcome will lead to a sustainable publicly funded and private fee-for-service infrastructure (for the school) that will expand opportunities to assist and empower people of Hawai'i who are poor, disabled and/or homeless to obtain and retain culturally meaningful employment in creative industries that will lead to economic self-sufficiency.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Goal 1.0: Advance federal and state supported workforce development strategies with subsidized funds as a project that develops, coordinates, and implements creative industries training for the poor, disabled, and/or homeless.

Objective 1.1: Research and submit applications for relevant federal, state and county contracts and grants that combat poverty and promote cultural and meaningful employment, business and economic development for Native Hawaiians youth and adults and others who may be poor disabled and/or homeless in Hawai'i.

Objective 1.2: Plan and develop all aspects of administrative infrastructure and personnel development to support new contracts and grants.

Objective 1.3: Establish a working relationship with a community based advisory group with formalized agreements to guide and advise school on cultural values, protocols and community building as the integral aspect of all contracts.

Goal 2.0: Reduce unemployment in Waianae and Nanakuli, and increase small business development.

Objective 2.1: Establish apprenticeships in creative industries with local “master artists.”

Objective 2.2: Provide assistant teacher positions on a rotating basis as students graduate from the program.

Objective 2.3: Create sales channels for local artists and craftspeople, including a Web site for online sales.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Objective 2.4: Provide support to local entrepreneurs with local DBEDT offices, and establish a “creative industries” roundtable for local entrepreneurs to discuss business development and operations.

Objective 2.5: Develop a Medicaid and Social Security Administration Work Incentives outreach and education component that promotes the value of employment; makes available information and technical assistance needed to apply for disability benefits such as Medicaid and Social Security; guides recipients with disabilities in how to gain access to workplace facilities and how to receive reasonable accommodation necessary to perform job functions.

Objective 2.6: Establish cultural community and arts marketing linkages to the overall goal of creating more viable career pathways for individuals with disabilities as evidenced by the “Artists Mean Business” forums, SCR 199 H1 and the unpublished 2006 Task Force as well as the recent focus group summary.

(Appendix)

Goal 3.0: Provide educational programs in creative industries and entrepreneurship for adults and youth in transition.

Objective 3.1: Implement a creative industries apprenticeship program.

Objective 3.2: Implement a series of small business courses, introduction, intermediate, and advanced.

Objective 3.3: Hire master artists and develop assistant teachers.

Goal 4.0: Improve graduation rates and grade retention rates in Waianae and Nankuli.

Objective 4.1: Provide educational support, such as literacy through the arts.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Objective 4.2: Provide outreach and education regarding government benefits, including those that provide benefits for staying in school, such as SSI.

Objective 4.3: Implement programs that assist students with their “life-after-school” planning.

Goal 5.0: Increase the number of day-programming participants at ASI.

Objective 5.1: With the new programming described in this proposal, increase the number of day-programming participants from 15 to 200 or greater.

Objective 5.2: Open the day programming to all local residents, with a focus on people with disabilities and people who are unemployed.

Objective 5.3: Provide a structured school-style program that has a finite number of courses with employment goals and opportunities woven into the curriculum.

Objective 5.4: Diversify employment options using apprenticeship and cottage industry models, which increase access to employment in rural and remote areas.

Goal 6.0: Expand all aspects of the joint ASI-VSA arts administrative and operational infrastructure; and expand existing outreach and recruitment to increase the number of people learning creative and cultural industries pathways.

Objective 6.1: Refine, expand and implement creative industries apprenticeship model various art forms that can ultimately be translated into collaborative or individual entrepreneurial opportunities.

Objective 6.2: Refine and expand the self-sustaining business apprenticeship model, with opportunities to grow into various positions within creative industries. Apprentices move through a variety of steps to gain industry

experience and match their developing talents to a potential job and/or entrepreneurial opportunities.

Objective 6.3: Network existing arts and cultural craft-making facilities, programs and other creative industry resources creating a seamless flow of cultural products to market while creating employment opportunities for the underserved.

Align with both community and cultural value systems that empower and celebrate Native Hawaiians and local culture. In one year, a viable producer's network will be established and functional, complete with apprenticeship models in place.

3. Public Purpose & Need & Benefit

Public Purpose

As individuals with potential find appropriate opportunities, they become capable of new achievements. These new achievements can redefine a person's future. Although artists (with and without disabilities) are generators of economic power and wealth, this is a foreign concept to most of us living in a world of industrial growth and technological advancements, and endless bureaucratic restraints.

Industrial economies believe in mass production and, historically, standardized the relationships between and among people. We value people, and believe that cultural expression through the arts and creative crafts is valuable, and if reinforced, preserves cultural heritage. By definition, heritage is "that which belongs to one by birth; as a legacy; as a culture or tradition." In traditional Hawaiian systems, this spiritual connectedness is linked to heritage — the past, present, and future, and to each other. Like the self-sustaining and extremely interconnected traditional ancient Hawaiian ahupua'a systems of land districts, we believe in the connectedness of all things and beings and their connectedness to the land and natural resources. Working

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

together in a cooperative work environment and utilizing a cooperative business model will underscore the underlying philosophy of the school, which its local and global marketing network embody. The overall public purpose of the project is listed below:

1. To expand employment, micro-enterprise and marketing opportunities in creative industries to further address the economic needs of the poor, disabled and/or homeless on the Waianae Coast, a historically socio-economically depressed area with limited employment options.
2. To link career and technical education pathway to high school community-based learning opportunities to master artist-apprenticeship model for youth in transition.
3. To stress indigenous values in developing project strategies as a means of advancing native Hawaiian cultural values. The values are a) the importance of family, b) care of the land, c) responsibility, d) balance, and e) striving for quality and excellence.
4. To promote economic self-sufficiency through social interdependence, and community inclusion of people with disabilities and the disadvantaged.
5. To serve as a community-learning center that encourages the preservation of connections to the land, and promotes Native Hawaiian history and culture.

Public Need

There's an overwhelmingly urgent need can call for **strength-based cultural projects** that guide youth under Kumu and Kapuna and Artists expertise and direction as mentors, role models and master teachers. It is evident in the startling statistics that illustrate lost youth searching for cultural identity and responsible, reliable adult leaders to love them and teach them how to successfully transition to adult life as contributing citizens.

Helping young adults improve their basic literacy skills and acquire the work and technical skills they need to qualify for higher-quality jobs, which can address rising wages and career advancement, is emerging as one of the nation's major challenges in the decades ahead. (MDRC Social Policy Center, 2005). There is an urgent and persistent need to combat poverty, homelessness and disability on the Waianae Coast, which is known to be a Native Hawaiian population center. In 2000, Native Hawaiians (including part-Hawaiians) in Hawai'i numbered 254,911 (22.1% of population), with a higher concentration of Native Hawaiians in Waianae and Nanakuli.

1. Unemployment on the Waianae Coast hovers around 25%
2. Highest poverty rates at 18.3% statewide (compared to 11.3% for the general population) and in rural areas, where concurrently the highest concentrations of Native Hawaiians live.
3. Native Hawaiian adults, 16 -64 years old, exhibit some of the highest unemployment rates in the nation (Ka Huaka'i, page 6).
4. Unemployment rate was 9.8% (statewide), which is the highest of any minority group in the State, as opposed to the State average of 6.3% for all minority groups.
5. One in ten Native Hawaiians is unemployed (Ka Huaka'i, page 86).

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

6. Family poverty level for Native Hawaiians in 2000 was 19.1% (Native Hawaiian Data Book 2002, p.31)
7. 48,000, (33.5%), Native Hawaiian students in public schools in Hawai'i, of which 69% are in special education; 59% on free and reduced lunch program, a poverty indicator. To show the impact of these two figures, 46.9% student are receiving both (DOE, 2005).
8. Graduation rates of Native Hawaiian students are among the lowest in the Department of Education and grade retention rates among the highest. Between grades nine and 12, more than one in five Hawaiian students will be retained in grade.
9. Hawaiian students are also most likely to be classified as "missing" from the system, presumably as dropouts (*Ka Huakai, 2005*).

The project focuses on students who are at-risk of dropping out of school, including teen parents, at-risk youth, or people with disabilities. The youth transition project promotes the acquisition of marketable job skills along with social cooperation skills that support the value of earning a high school diploma. This includes a work incentives component to help youth with disabilities understand how to maximize their economic self-sufficiency as they transition from school to work. The project works with youth aged 14-25 who may receive Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), or Childhood Disability Benefits (CDB) and those at risk of receiving such benefits, including those who have a progressive disability, who have a prognosis for decreased functioning, or who have existing disabling conditions prior to age 18 that would render them eligible except for deemed parental income. The project: a) breaks down barriers to participation, especially for rural youth; b) enhances opportunities for youth involvement in policy and decision-making; c) creates safe and

inviting environments for youth activities; and d) improves access to information and technology. The data below supports the public need for such a program:

1. Native Hawaiians youth are the most at-risk for juvenile delinquency, according to an Alcohol and Drug Abuse Study by the Department of Health in 2000.
2. Juvenile arrests for Native Hawaiians is also more than 10% higher than for any other ethnic group in Hawai'i (Native Hawaiian Data Book, 2002).
3. While the Native Hawaiian education initiative has reached more than 5,000 students in public schools in the last decade, more students need access to the benefits of statewide Hawaiian culture education that reinforces Hawaiian cultural identity.
4. In 2000, there were 26,498 Native Hawaiians between the ages of 18-24 years old, and 81% of them had earned high-school diploma or high school equivalency, GED. However, only 6,917, or 32% of them were enrolled in college. Of these, 6,135 students were enrolled in the University of Hawai'i system (including eight island-wide community colleges) and only 41.3% of them graduated within six years. In comparison to all adults in Hawai'i, in 2000, 12.6% of Native Hawaiians had earned bachelors degrees, less than half of the state average of 26.2% (*Ka Huakai, 2005*).

At the same time that native Hawaiian youth face uphill battles in social skills, self-esteem, academic achievement, and feeling a sense of social belonging, so are their parents and other Native Hawaiian adults.

1. In 2000, less than 35% had high school diplomas, 25.1% had one to three years of college and 29.9% graduated college (*Native Hawaiian Data Book, 2002*).
2. Native Hawaiians also have the highest incidence of single parent families with minor children at 15.8% versus the state total of 8.1% (*Ka Huakai, 2005*).

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

3. Compounding these figures, Native Hawaiians are the highest number of Hawai'i residents living in public housing at 3,924, or 23.6% in 1998 as well as high numbers receiving social services.
4. In 2001, the total number of Native Hawaiian welfare recipients was 30,885, or 27.73% and the total using welfare programs was 9,491, or 38.93% (*Hawaiian Data Book, 2002*).

Among the 180,000 people of working age with significant disabilities in Hawai'i, about 70 % are either unemployed or underemployed, and live below the federal poverty levels, according to Hawai'i state Department of Health. As a minority, people with disabilities struggle with the same marginalized identity, which requires a strength-based model for promoting the attainment of a positive personal identity and community value and feelings of belonging.

How the request will benefit the Community?

The establishment of Hanai I Ka Hana, (The Waianae Coast School for Career and Technical Education and Creative Industries) will expand a successful vocational development and adult literacy classes to serve a greater need area. It will create an expanded supported employment, workforce and business development apprenticeship and marketing network opportunities. It will create a digital graphics and multimedia computer lab to complement the educational and employment training classes. And it will increase the number of youth in transition who have access to community-based learning internship and mentorship opportunities.

4. Target Population

The target population encompasses adult apprentices, adults and youth literacy (GED) students, high school youth apprentices in transition to adult community living who are homeless, disabled and poor. Among applicants are current students relocated to the Kahumana

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

campus from the Pearl City Artsplace project who were displaced because of the VSA arts change in venue. These students will have first priority in completing their respective apprenticeship or literacy through Literacy through the Arts Adult Education course of work.

High School students in transition who qualify for free-and-reduced lunch program, 504, Special Education, DVR transition services, and Native Hawaiian students and others at-risk for school failure. Referrals are by SPED, High School administration, DVR, DOE transition teachers, Native Hawaiian community agencies, etc.

Homeless applicants are accepted by their enrollment at Ohana Ola O Kahumana, which accepts homeless adults with children in the following order of priority: single parents with children, two adult-household with children, and elderly with children.

Participants must indicate and demonstrate a serious interest in creative industries and a willingness to cooperate in establishing an individual employment development plan and be committed to working toward self-sufficiency and independence. Participants sign a statement of understanding as an expression of their willingness to abide by all rights and responsibilities and a social educational development agreement.

5. Geographic Coverage

Hanai I Ka Hana, (The Waianae Coast School for Career and Technical Education in Creative Industries) is located at ASI's Kahumana campus on the Wai'anae Coast of Oahu, in the Lualualei Ahupua'a. It is near to Ka'ala Farms in the Waianae Mountain, and the Wai'anae Coast Comprehensive Health Center, on Farrington Highway. While many of the current transitional housing clients at Ohana Ola O Kahumana are Waianae Coast residents, this transitional housing program is open and available to any Hawai'i resident who is experiencing homelessness and has minor

dependent children. The planned School will give preference to the economically depressed Waianae coast and its residents, although people statewide are welcome.

Section II: Service Summary and Outcomes

1. Scope and standards of work, tasks and responsibilities

During the two year GIA, the youth and adult apprenticeships, community-based learning in career and technical education and classroom programming in literacy through arts and marketing network project will be immediately launched to clients living on-campus and participating in the transitional housing initiative. Because its lease with the state Department of Health expired December 31, 2006, VSA arts of Hawai'i-Pacific has to relocated all aspects of its Pearl City project to Waianae, which served weekly approximately 100-150 adults and youth. VSA arts programming is currently offered at the Kahumana campus. Additionally, outreach, recruitment, enrollment and related education programming to the Waianae Coast communities at-large will parallel the expansion of administrative and operational infrastructure development and acquisition of sustainable funds. This two-pronged process will address education and employment training needs while building the sustainable funding needed beyond the GIA.

Adult Apprenticeship Classes

Program Phases

I. Administration: Advertising & Promoting the Program

This phase will enable the program to attract applications of prospective students. This will include promotion through Native Hawaiian organizations, local high schools, organizations supporting those with disabilities, and state agencies.

II. Administration: Application & Referral Process (4-week review of applications)

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

The application will be no more than three pages, requiring people to submit basic personnel information and to complete a simple one-page essay explaining their interest in learning about small business entrepreneurship and/or the art form being taught.

III. Class-initiation (4-week assessment period)

During the first two weeks, the students will begin the class, which will have one-day in the classroom and two-days with the Master Artist in the studio. Each class will be three hours. During this two-week period, students and teachers can assess student fit to the art form to be taught by the Master Artist.

Evaluation: A Master Artist, an Art/Craft Teacher, and when appropriate a case manager, will discuss with each student his/her interest in the art form to be taught.

IV. 100-level Studio Training: Introduction to “Art Form” (12-week class)

Like the two-week trial, the students will spend one 3-hour class per week in the classroom, and two 3- hour classes per week in the studio.

Classroom Instruction: Classroom instruction will blend lectures with group activities and presentations. A curriculum that focuses on teaching the gamut of business functions, from marketing distribution to finance and administration. A blend of textbook and materials from the Small Business Administration will be used. When required, classroom teachers will work with students’ literacy needs. Once each week, students will receive training on small business issues in the classroom, so that they have a complete vision of the business side of the industry by the end of 12 weeks.

Studio Instruction: A Master Artist and/or Art Teachers will work with students to develop the basic skills required to participate in the given art or craft.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Evaluation: A Master Artist, a Fine Art/ Cultural Craft Teacher, and when appropriate a social worker will evaluate each student to assess their skills and to discuss their industry goals during the next 12 weeks.

V. 200-level Studio Training: Means of Production (12 week class)

During this phase of the coursework, the Master Artist will teach product production in segments, so that students can match the skills they learned during the first 12 weeks to the creation of marketable products. It is critical during this phase for a clearly segmented process to be taught by the Master Artist, so that the students can learn how to make products in stages. This 12-week segment will again have one 3-hour class per week in the classroom, and two 3-hour classes per week in the studio. The goal of this phase will be for students to develop their skills to a level of marketability so that they can then work as an independent subcontractor after completing 24 weeks of class. During the last 3 weeks of this phase, members of the grant's administrative team will work with students to complete the necessary paperwork to become an independent subcontractor, to work for the Master Artist on projects.

Evaluation: A Master Artist, Fine Art/ Cultural Craft Teacher, and when appropriate a social worker will evaluate each student to match skills in the industry to the needs of the Master Artist(s). Some students may be referred for positions making art or craft products. Others, so long as they have successfully completed the coursework (i.e., shown up on time and put in the required effort), may be referred for some other form of employment, such as marketing, distribution, and/or administration in the

GIA Listing: Alternative Structures International – Hanai I Ka Hana

a creative industries business. If a position in the arts/crafts cannot be found for a student, he/she will be referred to an agency for assistance in finding a job and given a recommendation recognizing his/her class accomplishments.

VI. 300-level Studio Training: Working as a 1099 Subcontractor (12 weeks)

The next phase of the program will be for students to work as a subcontractor under a Master Artist on a project basis for 24 weeks. The Master Artist will hire students at an agreed rate and with project requirements at onset of this phase.

Evaluation: A Master Artist, a Fine Art/ Cultural Craft Teacher, and when appropriate a social worker will evaluate each individual's skills and performance during this phase so that a recommendation can be made for the next step in his/her development.

VII. Final Employment Transition

A. Self-employed – Work independently as artist or other function

Some individuals may move toward self-employment, while others may move on to other jobs in the industry, such as marketing, operations, distribution, and/or administration, with or without an affiliation with the Master Artist.

B. Senior Apprentice – Continue Work as a Subcontractor with Master Artist

Some individuals will continue on as subcontractors, either as an artist / craft person or in a capacity that supports the business. This may continue indefinitely, so long as both parties are in agreement.

C. Full- or Part-time Employment under the Master Artist

Individuals will be hired as full- or part-time employees under the Master Artist, when both parties agree to such an arrangement.

High School Transition: Youth Apprenticeship: Community-based Learning

Based on DOE Career & Technical Education Pathways funded by the Carl Perkins Act

Innovative creative instruction program, whose interrelated, correlated goals of developing arts competencies make it unique as well as reality relevant, toward the anticipated goal of employment skills within an arts-related field, or self-employment in the creative industries. In addition, the program addresses and seeks to overcome a number of long-standing systems barriers that keep the target population marginalized, disenfranchised, and poor.

The Youth Apprenticeship project, which is linked to the existing DOE Career and Technical Pathways, is an integration of arts, writing, reading, problem-solving, listening and numeric skills described as either arts-infused or arts-integrated learning for the purpose of developing workplace and adult basic education literacy skills. The instructional design is predicated on a developmental model that utilizes a sequential series of arts-infused curriculum based upon a four-step literacy model of experiencing, expressing, responding, and ultimately symbolizing.

As an arts-focused, creative vocational project, the mission is to provide mentoring by professional artists as educators, career planning, meaningful employment, raise public visibility and building community outreach, create a learning environment that reflects and honors the diversity of the community. The project was established because there is no vehicle in place to address the needs of a unique population of people

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

with disabilities who desire to hone and cultivate their talents and abilities to become meaningfully employed in creative industries. Adolescent artists will gain both practical and theoretical applications in the arts.

Building the Commercial Industry

To create a stable system for our students, a few consummate designers would be engaged as ‘cultural elders’ within this system. They would be involved in creating processes by which a high standard of art product could be reduced to manageable modules. Capable educators would supervise and instruct clients of the cooperative industry in an apprenticeship. Clients would gradually become more involved in diverse aspects of design, manufacture and marketing of their aesthetic creation. To the extent each participant is able, he/she would occupy a module of the creative process, whether that module involved pressing clay into a mold, printing or packaging promotional material, painting designs, or playing an instrument in an ensemble.

Clients would receive the benefits of education and participation in art processes as elements in a functioning business. The products would represent not only the cooperative industry, but each individual involved in its making. The care giving/educational process would effectively subsidize the products of the industry, while the standard of the product would be assured by the original design and production.

Activities and events would be tailored to both limitations and special talents of the participants with balanced group dynamics built into the structure of the process of creation. While all the members participate, the newly skilled would gain opportunity to express their particular talents.

Quality of Life: While personal growth and economic success are empowering, enjoyment of the process of acquiring knowledge and skill must be a reality at each stage of our enterprise. Through interviews with clients, we should be able to establish a baseline for quality of life improvement.

Maximizing of Potential: Learning is a process of successive integrations; when a subject is mastered on a certain level, other potentials open up, offering further ability-appropriate options.

Occupational Goals: Participation in a successful economic venture, even if only within a very simple module, is a valid contribution to the whole. Self-esteem and practical empowerment result from a functional and financially rewarding occupational participation in the community.

Interfacing with the Community: Through ongoing participation in the enterprise, and through performances, workshops and festivals, our clients would interface socially, as useful and contributing members of the community.

Career and Technical Pathway to Life Skills, Communication and Leadership

Research shows that functional and workforce skills can be successfully acquired through the arts and cultural crafts-making. The arts recognize that there are multiple solutions to problems, and that youth can learn how to do things in different ways, according to their individual strengths and the accommodations they require to achieve success. The arts promote learning through active participation, introduce different perspectives and alternate modes of communication, and recognize the viability of multiple intelligences. According to the U.S. Department of Education (Schools, Communities, and the Arts: A Research Compendium, 2000), “using arts processes to teach academic subjects results not only in improved understanding of content but it greatly improved self-determined behavior.”

GIA Listing: Alternative Structures International – Hanai I Ka Hana

The hands-on studio instruction allows adult and youth artists to be self-determining, making their own decisions and dealing with the consequences of those decisions. Participants acquire self-monitoring and behavior-regulating skills, and determine the pace of their learning and their individual expressive style. The instruction develops participants' entrepreneurial skills, such as making their work market-ready, and marketing, presenting, and selling it. The project offers assisted access to adults and adolescents with emotional-behavioral needs who may benefit by involvement in coordinated and customized creative industry instruction offered in community settings. The courses prepare participants to transition into community-based creative industries workplace settings. Participants will have access to equipment, supplies, TA.

Projected Annual Timeline for accomplishing results

<u>B. TIMELINE</u>	<u>START DATE</u>	<u>COMPLETION DATE</u>
<u>GOAL 1.0: Advance federal and state supported workforce development strategies with subsidized funds as a project that develops, coordinates, and implements creative industries training for the poor, disabled, and/or homeless.</u>	<u>January 2008</u> <u>Ongoing</u>	<u>July 2009</u> <u>Ongoing</u>
<u>Objective 1.1: Research, submit first round of applications for relevant federal, state and county contracts and grants that reduce poverty and promote cultural and meaningful employment, business and economic development for Native Hawaiians youth and adults and others, poor disabled and/or homeless.</u>	February 2008 <u>Ongoing</u>	July 2009
<u>Objective 1.2: Plan, develop and begin to refine all aspects of administrative infrastructure and personnel development to support new contracts and grants.</u>	March 2008	July 2008 <u>Ongoing</u>
<u>Objective 1.3: Establish a working relationship with a community based Native Hawaiian advisory groups with formalized agreements to guide and advise school on cultural values, protocols and community building as the integral aspect of all contracts.</u>	April 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>GOAL 2.0: Launch project to begin reduction of unemployment in Waianae and Nanakuli, and increase small business and economic development.</u>	February 2008	July 2009 <u>Ongoing</u>
<u>Objective 2.1: Establish apprenticeships in creative industries with Waianae Coast "master artists."</u>	January 2008	July 2009 <u>Ongoing</u>

GIA Listing: Alternative Structures International - *Hanai I Ka Hana*

<u>Objective 2.2:</u> Recruit studio and classroom assistants from the Ohana Ola transitional housing project on a rotating basis as students transition to employment.	January 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 2.3:</u> Create sales channels for local artists and craftspeople, including a Web site for online sales.	March 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 2.4:</u> Provide support to local entrepreneurs to apply for DBEDT grants; and establish a "creative industries" roundtable for local entrepreneurs to discuss business development and operations.	January 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 2.5:</u> Develop a Medicaid and Social Security Administration Work Incentives outreach and education component promoting the value of employment; make available information and technical assistance needed to apply for disability benefits such as Medicaid and Social Security; guide recipients with disabilities in how to gain access to workplace facilities and how to receive reasonable accommodation necessary to perform job functions.	February 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 2.6:</u> Establish cultural community and marketing linkages to the overall goal of creating more viable career pathways for individuals with disabilities as evidenced by the "Artists Mean Business" forums, SCR 199 H1 and the forthcoming Task Force as well as the recent focus group summary.	April 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>GOAL 3.0:</u> establish a relationship with DOE to provide educational programs in creative industries and entrepreneurship for youth in transition; and adults with disabilities	March 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 3.1:</u> Recruit Waianae Coast residents and implement a creative industries adult apprenticeship programming	January 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 3.2:</u> Implement a series of small business courses, introduction, intermediate, and advanced.	February 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>
<u>Objective 3.3:</u> Recruit and hire Waianae Coast Kumu, master artists and develop assistant teachers.	January 2008 <u>Ongoing</u>	September 2010 <u>Ongoing</u>
<u>GOAL 4.0:</u> Improve graduation rates and grade retention rates in Waianae and Nankuli.	January 2009	June 2010 <u>Ongoing</u>
<u>Objective 4.1:</u> Provide educational support, such as literacy through the arts, workplace, financial literacy	February 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Objective 4.2: Provide outreach and education regarding government benefits, including those that provide benefits for staying in school, such as SSI.	March 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
Objective 4.3: Implement programs to assist students with their “life-after-school” planning.	April 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
GOAL 5.0: Increase the number of day-programming participants at ASI.	February 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
Objective 5.1: With the new programming described in this proposal, increase the number of day-programming participants from 15 to at least 200.	March 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
Objective 5.2: Outreach and offer day programming to all local residents, with a focus on the poor, disabled and/or homeless who are unemployed.	March 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
Objective 5.3: Provide a structured school-style program that has a finite number of courses with employment goals and opportunities woven into the curricula.	March 2008 <u>Ongoing</u>	June 2010 <u>Ongoing</u>
Objective 5.4: Diversify and begin refine employment options using apprenticeship and cottage industry models, which increases access to employment in rural and remote areas.	June 2008 <u>Ongoing</u>	June 2009 <u>Ongoing</u>
GOAL 6.0: Expand all aspects of the joint ASI-VSA arts administrative and operational infrastructure; and expand existing outreach and recruitment to increase the number of adults and youth on creative and cultural industries career and technical education pathways.	July 2008 <u>Ongoing</u>	June 2009 <u>Ongoing</u>
Objective 6.1: Refine, expand and implement creative industries apprenticeship model various art forms that can ultimately be translated into collaborative or entrepreneurial opportunities.	August 2008 <u>Ongoing</u>	January 2009 <u>Ongoing</u>
Objective 6.2: Begin to refine and expand the self-sustaining business apprenticeship model, with opportunities to grow into various positions within creative industries. Apprentices move through a variety of steps to gain experience and match developing talents to a potential job and/or entrepreneurial option	August 2008 <u>Ongoing</u>	January 2009 <u>Ongoing</u>
Objective 6.3: Network established arts and cultural craft-making facilities, programs and other creative industry resources creating a seamless flow of cultural products to market while creating employment opportunities for the underserved.	June 2008 <u>Ongoing</u>	March 2009 <u>Ongoing</u>
Objective 6.4: Align with both community and cultural value systems that empower and celebrate Native Hawaiians and local culture. In second year, a viable producer’s network will be established and functional, complete with apprenticeship models in place.	April 2008 <u>Ongoing</u>	July 2009 <u>Ongoing</u>

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2008 to June 30, 2009)

Applicant: _____

BUDGET CATEGORIES	Total State Funds Requested (a)	VSA Arts of Hawaii Pacific (b)	Star House Residential (c)	Ohana Ola (d)
A. PERSONNEL COST				
1. Salaries	275,960	100,000	0	0
2. Payroll Taxes & Assessments	33,115	12,000	0	0
3. Fringe Benefits	22,077	16,500	0	0
TOTAL PERSONNEL COST	331,152	128,500	0	0
B. OTHER CURRENT EXPENSES				
1. Insurance	10,000	0	30,000	0
2. Staff Training	5,000	0	5,000	0
3. Telecommunication	3,000	0	10,000	0
4. Utilities	48,000	0	50,000	0
5. Rent/Mortgage	15,000	0	20,000	0
6. Provision/Food Supplies	30,000	0	30,000	0
7. Maintenance/Repair	10,000	0	20,000	0
8. Farm Program Supplies	35,000	0	5,000	0
9. Professional Fees, Audit	7,500	0	50,000	10,000
10. Office Supplies	5,348	0	20,000	0
TOTAL OTHER CURRENT EXPENSES	168,848	0	240,000	10,000
C. EQUIPMENT PURCHASES	0	0	0	0
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	0	0	0	0
TOTAL (A+B+C+D+E)	500,000	128,500	240,000	10,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	500,000	Rev. Philip G. Harmon, M.D.V		
(b) VSA Arts of Hawaii Pacific	128,500	Name (Please type or print)		
(c) Star House Residential	240,000	Signature of Authorized Official		
(d) Ohana Ola	10,000	Date		
TOTAL REVENUE	878,500	Dr. Richard Walenta, Board President		
		Name and Title (Please type or print)		

GIA Listing: Alternative Structures International – Hanai I Ka Hana

Applicant: _____

Period: July 1, 2008 to June 30, 2009

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
1. Project Director	1.00 FTE	\$65,000.00	80.00%	\$ 52,000.00
2. Assistant Project Director	1.00 FTE	\$50,000.00	50.00%	\$ 25,000.00
3. Fiscal and Administrative Assistant	1.00 FTE	\$36,000.00	50.00%	\$ 18,000.00
4. Teacher Coordinator	0.50 FTE	Contributed		\$ -
5. Teacher	0.50 FTE	Contributed		\$ -
6. Apprenticeship Manager	1.00 FTE	\$40,000.00	100.00%	\$ 40,000.00
7. Marketing, Inventory and Distribution manager	1.00 FTE	\$40,000.00	100.00%	\$ 40,000.00
8. Kitchen Manager & Teacher	1.00 FTE	\$40,000.00	50.00%	\$ 20,000.00
9. Cook Staff	1.00 FTE	\$24,960.00	50.00%	\$ 12,480.00
10. Cook Staff	1.00 FTE	\$24,960.00	50.00%	\$ 12,480.00
10. Organic Farm Manager	1.00 FTE	\$30,000.00	50.00%	\$ 15,000.00
11. Organic Farm Teacher	1.00 FTE	\$30,000.00	50.00%	\$ 15,000.00
12. Organic Farm Assistant	1.00 FTE	\$22,000.00	50.00%	\$ 11,000.00
13. Maintenance Manager & Teacher	1.00 FTE	\$30,000.00	50.00%	\$ 15,000.00
				\$ -
TOTAL:				275,960.00
JUSTIFICATION/COMMENTS: All positions, both administrative and support service & operation, are necessary to the management and development of a school for job development in creative industries.				

GIA Listing: Alternative Structures International - Hanai I Ka Hana

Applicant: _____

Period: July 1, 2008 to June 30, 2009

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

GIA Listing: Alternative Structures International – Hanai I Ka Hana

Applicant _____

Period: July 1, 2008 to June 30, 2009

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED		FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2005-2006	FY: 2006-2007	FY:2007-2008	FY:2008-2009	FY:2009-2010	FY:2010-2011
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: <i>Submitted in GIA 2007-08. Per Philip Harmon 12/8/07</i>						

Budget Justification

For 32 years, ASI had provided a vitally needed hospital-without-walls model of mental health services to a small population of Hawaii consumers with mental illness in a protected setting in Waianae. This highly specialized mental health service limited the scope and range of other community services that ASI could offer to the Waianae Coast, at-large, until June 2006. Since last June, and following a six-month strategic planning process, the ASI board of directors and community partners has begun to re-position its mission on the Waianae Coast.

Moving toward a more visible and hands-on community building mission, ASI must strategically transition from all aspects of its medical model (including its contractual infrastructure, medical personnel management, STF residential care) to a psychosocial, technical-career educational campus infrastructure aimed at direct community involvement, economic development and employment building with the advice of and guidance by Native Hawaiian and cultural leadership.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

ASI has demonstrated itself as effective long-term planners who deliver on their vision. The board of directors and senior leaders, who are long-term stewards, have proven to be responsible and prudent as fiscal managers in the execution of federal, state, county, private fund awards. ASI has an award-winning, proven history of community building among Native Hawaiian agencies, working behind the scenes in civil support and cultural activism, offering volunteer service and technical assistance in board development, governance and sustainability of Waianae Coast organizations.

The \$2 million is a justifiable well-planned request, given that ASI needs to carry out an extreme makeover of all aspects of its organization to transform its community service in workforce and economic development to the depressed Waianae Coast, and its unemployed residents, who are poor, disabled and/or homeless.

Personnel Costs

Salaries and Wages – unless otherwise noted, all position listed is one (1) full time position.

Project Director, \$65,000 a year, to contribute 80% of time to this project.

Assistant Project Director, \$50,000 a year, to contribute 50% of time to this project.

Fiscal & Administrative Assistant, \$36,000 a year, to contribute 50% of time to this project.

Teacher Coordinator, one 0.5 full time equivalent (0.5 FTE) position, , contributed by VSA Arts of Hawaii Pacific

Teachers, six 0.5 FTE positions, contributed by VSA Arts of Hawaii Pacific

Apprenticeship Managers, \$40,000 a year, to contribute 100% of time to this project

Marketing, Inventory, & Distribution Manager, \$40,000 a year, to contribute 100% of time to this project

Kitchen Manager & Teacher, \$40,000 a year, to contribute 50% of time to this project

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

Cook Staff, two 1.0 FTE positions, hourly at \$12.00 or \$24,960 a year for full time, to each contribute 50% of time to this project, each with housing onsite provided.

Organic Farm Manager, \$30,000 a year, to contribute 50% of time to this project, with housing onsite provided.

Organic Farm Teacher, \$30,000 a year, to contribute 50% of time to this project, with housing onsite provided.

Organic Farm Assistant, \$22,000 a year, to contribute 50% of time to this project, with housing onsite provided.

Maintenance Manager & Teacher, \$30,000 a year, to contribute 50% of time to this project, with housing onsite provided.

Payroll Taxes

Payroll taxes are estimated at 12% of total eligible salaries and wages paid. The payroll taxes include FICA (6.20%), Medicare (1.45%), Worker's Compensation (2.2%), and Unemployment Insurance (2.15%).

Fringe Benefit

Fringe benefit are assessed at 8% of total eligible salaries and wages paid to employee. The fringe benefit to be provided to employees is medical insurance.

Operational Expenses

Insurances

The organization has negotiated a contract for liability insurances for one year at \$10,000 per year, despite the continue rising cost of insurance.

Staff Training

GIA Listing: Alternative Structures International – Hanai I Ka Hana

Employees are required to attend the first aid, and violence and workplace training. The organization utilizes a training company to provide these two trainings to all employees annually. The training cost is \$5,000 per year.

Telecommunications

Telecommunications, i.e. phone and internet bill, is estimated at \$3,000 per year.

Utility

Utility include electricity, gas & water to run the project. Based on previous usage, utility bill is estimated at \$48,000 per year.

Rent/Mortgage

Rent/Mortgage for the property is negotiated at \$15,000 per year.

Provisions/Food supplies

Supplies for daily meal for clients and employees is budgeted for \$30,000 per year, or \$2,500 per month for about 100 clients and 20 employees.

Maintenance and Repair

Maintenance and repair is year-long and on going action to maintain the property and to repair as necessary. This includes the supplies to perform the maintenance and repair, as well as the new material for replacement. Based on previous year, the maintenance and repair will cost \$10,000 per year.

Farm Program Supplies

Farm expenses are budgeted at \$35,000, annually.

Professional and Legal Fees

Professional, legal and audit fees will cost \$7,500 each year.

Office Supplies

Office expenses are budgeted at \$5,348 annually

Section IV: Experience and Capability

Alternative Structures International

1. For more than 18 years, and for the last six years, ASI has worked to adopt the Department of Health Adult Mental Health Division's best practices for recovery, which is a nationally recognized "Recovery Model" for persons diagnosed with Severe and Persistent Mental Illness (SPMI). ASI's psychosocial rehabilitation programming provided to severely mentally ill consumers included studio arts and cultural craft-making under the professional supervision of a master artist-educator with a MFA degree. The national recovery approach adopted by the state DOH AMHD is one of hope and optimism, and stresses self-advocacy, community integration, employment, and self-employment, transitional housing, among other domains.
2. ASI has developed an exemplary record in Waianae for its transitional housing project for homeless families with children and has worked with local and governmental groups to address myriad needs of homeless families. In 1991, ASI responded to an invitation by the City and County of Honolulu to assist in the "homeless issue" with the development of a 14-unit Transitional Housing Program targeting homeless families with dependent minor children on an adjacent 12-acre property leased from the City & County. ASI's housing program's Phase II expansion begins in March of 2007, which will be 34 additional single-family homes, with the capacity to serve more than 200 people in the housing program. ASI believes that it can "assist and empower people of Hawai'i who are homeless to obtain and retain a permanent housing situation and a lifestyle of self-

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

sufficiency by providing a safe, clean and sober shelter for families with children, and by meeting other basic needs; addressing the obstacles which prevent them from obtaining and retaining permanent housing, financial and social services; and transitioning individuals to permanent housing and providing follow-up to assure development is for the long-term.”

3. In 2000, ASI received national recognition by HUD as the “Best of the Best,” Best Practices Award. The Executive Selection panel recognized “a positive impact.” and said the ASI homeless housing project was recognized for “having a replicable program in other areas through a clear methodology and model, exhibited creativity, effective use of partnerships and exceeds the expectations of HUD customers.”
4. In March 2002, ASI was recognized by City and County of Honolulu, City Council, for exemplary service “to the community with special mention given to ASI and Ohana Ola (ASI) for continuing to strike a delicate balance between proven methods and new philosophies.” In February 2003, the Housing and Community Development Corporation of Hawai‘i conducted a State Homeless Shelter Stipend Compliance Review, FY03. Site monitoring reviewed Administrative, Service, Case Management and Fiscal Standards. No corrective action was required and in March 2003, a letter from Ms. Miyoshi, Homeless Programs Branch Administrator cited: “Congratulations on maintaining a superior level of compliance with your State Homeless Shelter Stipend Contract.”
5. In March 2006 at the Native Hawaiian Convention sponsored by the Council for Native Hawaiian Advancement, ASI was awarded the *Native Hawaiian Non-Profit Award*, presented annually to a non-profit organization that demonstrates excellence in the field of service to Native Hawaiians.

VSA arts of Hawai'i-Pacific

1. As a work incentives and employment development partner with the University of Hawai'i Center on Disability Studies Medicaid Infrastructure Grant, Hire Abilities — Hawai'i, VSA arts begins its third year of collaborative work with the Department of Human Services, Division of Vocational Rehabilitation, Adult Mental Health, Child and Adolescent Mental Health and the Developmental Disabilities/Mental Retardation Division, Department of Health, Department of Labor and the University of Hawai'i.
2. VSA arts of Hawaii-Pacific has piloted, demonstrated and advanced successful youth and adult apprenticeship projects on three islands in the community and public school campuses, with adults and youth across disabilities and socioeconomic status.
3. As an ASI community partner, VSA arts of Hawai'i-Pacific, in partnership with the DOH and DHS, has a proven record for promoting and advocating innovative employment and self-employment initiative in creative industries that involve island residents who have never worked, have worked for sub-minimum wages, or are considered unemployable.
4. VSA arts of Hawai'i-Pacific was awarded national awards for professional development of artist-educators by the National Endowment on the Arts (2003-04) and Kennedy Center partner, VSA arts national headquarters (2004 and 2005).
5. In 2003, VSA arts of Hawai'i-Pacific with the State Foundation on Culture and the Arts were designated to conduct the research on the status of access; "Artists Mean Business," the nation's first-ever study of its kind, and was presented to the state Legislature and the Executive branches of state government. The study identified barriers to access in the following areas: business education, training and information, and the creation of small business and marketing plans for people with disabilities. It also identified strengths

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

inherent in the culture and social networks of Hawai'i that would contribute to the success of careers in creative industries for people with and without disabilities; and it also indicated a natural, viable marketplace for the creative, culture-based products of Native Hawaiians, South Pacific Islanders, and artists with disabilities in Hawai'i, and other aspects of the culturally sensitive tourism industry.

6. The 2004 "Artists Mean Business" report led to the passage of legislation by Hawai'i State Legislature, Hawai'i Senate Concurrent Resolution 199 (SCR H1), which calls for the State's Workforce Development Council, the University of Hawai'i, and VSA arts of Hawai'i-Pacific to convene a statewide taskforce to examine strategies for system change to increase access to small business development and careers in creative industries for people with disabilities in Hawai'i.
7. SCR 199 called for the convening of a taskforce to create a strategic plan for advancing a formal arts career pathway for individuals with disabilities. VSA of Hawai'i-Pacific has worked with the University of Hawai'i and Workforce Development Council members and the SFCA to develop a strategic plan to establish this taskforce and to formalize the career and technical pathways. *(SCR H1)*
8. Hawai'i Gov. Linda Lingle and Department of Human Services and Medicaid Director Lillian Koller endorsed the inclusion of the resolution in the state's CMS Medicaid Infrastructure Grant, Hire Abilities, which promotes return to work and increased self-sufficiency for individuals with disabilities who qualify for Medicaid and Social Security Administration benefits.
9. In 2006, statewide focus groups were convened to gather input on strategies, ideas, suggestions on the development of comprehensive employment in creative industries and

GIA Listing: Alternative Structures International – *Hana I Ka Hana*

career and technical education infrastructure. Participants included the DOE, Board of Education, University of Hawai'i professionals, parents, Native Hawaiian kupuna, and non-profit administrators. (*SCR 199, 2006 Focus Group Report*)

A. Necessary Skills and Experience

Alternative Structures International: ASI demonstrates not only that it has the necessary skills, knowledge and abilities to carry out this project, but that it goes beyond necessary to provide an exceptional program. These skills, knowledge and abilities are apparent through its track record of service and success, through the accomplishments and experience of its individual staff, and through the resumes and track records of its development partners. Also, Ohana Ola O Kahumana has adequate operational funding for one year through State Homeless Stipend, City & County Emergency Shelter Funds, and a recently approved Continuum of Care HUD Grant for \$541,527 for FY2006 / '07, FY2007 / '08, FY2008 / '09. Since 1974, ASI has educated, trained and cared for 600 of Hawai'i's frail, the chronically mentally ill. In 1989, ASI opened 14-units of transitional housing for homeless families. The City and County of Honolulu partnered with ASI in initiating Ohana Ola by the purchase of 12-acres of land and the purchase and rehabilitation of 7-duplex units. In the 14 years since it opened, Ohana Ola has successfully:

- Assisted 200 families into permanent housing;
- Mentored over 140 of their residents through high school and/or specialized job training programs;
- Reunited scores of families through the family court system;
- Administered an intensive adult life skills and rehabilitation program, with service to 50 individuals every year;

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

- Managed and maintained the property in good condition.

The program staff of Ohana Ola is highly professional and capable. Case Manager, Stanlyn Placencia, received a National Association of Social Workers award in 1998, and ASI received an Award of Excellence from the Hawai'i Housing Authority in 1998 for a flawless audit. In March 2006, at the Native Hawaiian Convention sponsored by the Council for Native Hawaiian Advancement, ASI was awarded the *Native Hawaiian Non-Profit Award*, ASI. In 2000, Ohana Ola Transitional Housing Program received HUD's "Best-of-the-Best" award nationally of 3,000 projects.

Extensive collaboration and partnerships provide us with a high standard of ongoing service delivery. In FY04, Ohana Ola received approximately \$35,000.00 of services. Partial listings are Department of Education, Homeless Concerns: D.O.E., Waipahu Competency Base Programs; Hawai'i Families as Allies; Women In need, Volunteer Legal Services in Hawai'i; University of Hawai'i extension; Hawai'i Pacific University; The Institute for Family Enrichment; Good Beginnings Alliance and People Attentive to Children. Ohana Ola O Kahumana is an active participant within the Waianae Community, Honolulu and the island of Oahu, through affiliation and associations such as the Waianae Coast Coalition, Queen Liliuokalani Children's Center, Ho'owaiwai, Waianae Community Outreach, Ho'omau Ke Ola, Ke Ola Mamo, Waianae Neighborhood Place – HCAP, Partners In Care, Weinberg Fellows Association, 'Epic Ohana Conferencing, Hawai'i Jaycees, Waianae Coast Comprehensive Health Center, local businesses, and faith-based organizations. Our standing within the community is one of mutual respect and support.

ASI has responsibly managed contracts with the City and County of Honolulu (Emergency Shelter Grants, Community Development Block Grants), a State Homeless stipend

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

program and are recipients of special set-aside monies from HUD as an approved Community Housing Development Organization. ASI successfully managed the construction of Ohana Ola O Kahumana, Phase I in 1989-1991 and has demonstrated the ability to raise \$10.1 million for Phase II Expansion in 2005-2006.

Alternative Structures International– 501 (c) (3), tax ID #99-0196090:

- 30-years as successful nonprofit organization in good standing;
- 14-years successful recipient of State Homeless Housing Stipend Program;
- 13-years successful recipient of Federal Emergency Shelter Grant Funding;
- 14-years experience managing 14 units of transitional housing.

VSA arts of Hawai‘i-Pacific: Headquartered in Oahu and with creative industries workplace centers on four islands, VSA arts of Hawai‘i-Pacific has a proven record in working with Native Hawaiians and others who are unsatisfied with educational and employment supports services, thereby being socially and economically isolated. VSA arts of Hawai‘i-Pacific annually serves more than 3,000 individuals, statewide. Participation is made possible by providing vocational education instruction, community performance, exhibition, and sales and marketing opportunities; in the training of teacher-artists with and without disabilities, and other professionals to develop and expand creative and cultural career opportunities.

VSA arts has successfully managed grants and contracts and provided fee for services with and to the U.S. and Hawai‘i Departments of Education, Hawai‘i Department of Human Services, Hawai‘i Department of Health Developmental Disabilities Division, Child and Adolescent Mental Health, Social Security Administration, National Endowment for the Arts, University of Hawai‘i, Department of Labor, City and County of Honolulu.

Statewide partners and funders include: University of Hawai‘i System; State Departments

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

of Human Services, Health, Education, Labor, Business and Economic Development; Hawai'i Small Business Development Center Networks; State Department of Labor Workforce Development Council; State Developmental Disabilities Council; Pacific Business Center; Queen Liliuokalani Children Center; Steadfast Housing and Employment Corporation; ASI; and Pearl City Neighbor Foundation.

VSA arts of Hawai'i Pacific is staffed by part-time professionals with support by a full-time executive director, financial manager, studio and exhibition project manager. Through its professional development and technical assistance, its "Artists Mean Business" project incorporates artists-as-educator training and micro-enterprise development statewide. VSA arts of Hawai'i-Pacific currently holds a community-based organization contract with the Department of Education Community Schools for Adult Education to provide Adult Literacy through the expression of arts, which includes people who are deaf or have no verbal language skills.

As a nationally recognized leader in promoting access to careers in creative and cultural industries, VSA arts of Hawai'i-Pacific is in a contracted partner of the University of Hawai'i and the Hawai'i Department of Labor Workforce Development Council. VSA arts works in partnership with the Hire Abilities, a project which is federally funded by CMS, that promotes access to work opportunities for people with disabilities. With VSA arts as its partner, Hire Abilities, is charged with the expansion of employment supports for qualified individuals with disabilities who work, or who want to work. In its third year, Hire Abilities has begun developing a strategic implementation plan (a) to improve access for people with disabilities to job supports and work incentives for obtaining and maintaining competitive employment, and (b) to assist employers to learn more about how to provide better access.

VSA arts of Hawai'i-Pacific Board of Directors: The members of the board of directors

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

of VSA arts have proven long-term track records and experience in working in the services of Native Hawaiians in their respective professions. As a community service advisory to the project, Susan Miller brings to the project technical assistance resources of the University of Hawai'i Center on Disability Studies faculty, which has a 20-year history promoting the advancement of Native Hawaiians. In its reestablishment as a 501 (c) 3 non-profit corporation, she guided the employment initiative to align with other community-based efforts, partnering with Steadfast Housing Corporation, Queen Lili'uokalani Children's Center, Alu Like, Inc., a mentorship project on Lanai, and DOH CAMHD and state DOE Family Guidance Centers. VSA arts conducts outreach and offers scholarship opportunities to Native Hawaiian youth and adults who are at-risk and/or have disabilities; hires artists with disabilities of Native Hawaiian ancestry as master teachers, financially initiated the establishment of the Hawai'i Artists Cooperative to serve a majority of Native Hawaiians in the professional development culture and arts; and promotes artists residencies through education classes, exhibitions and direct marketing.

B. Quality Assurance & Evaluation

University of Hawaii Center on Disability Studies will provide technical assistance in assessment and evaluation design. The project's overall success in year-two will be measured by the number of federal, state and country workforce development and employment training contract and grant applications submitted, and the actual number of contracts and grants acquired to build a sustainable subsidized infrastructure to advance access and covering administrative and operational expenses. Measures of success will include number of transitioning students enrolled in the career and technical education transitional pathways; number of adults who enroll and complete at least one of three levels of apprenticeships; number of adults who

C. Facilities: The School will be located at the Kahumana campus of ASI at 86-660 Lualualei Homestead Road, Waianae, Oahu. The Kahumana campus is a 14.5 acre parcel in the Lualualei Ahupua'a. Nine acres of its property is devoted to a farming operation. The remaining 5.5 acres are designated for school programming with nine buildings surrounded by native plants and fruit-bearing trees. The School will occupy 15 rooms, which totals 11,000 sf.

The School will be centered at Tobias Hall, which is 3,000 sf for studio and classroom space. Ariel House, which is 2,200 s.f., will be devoted to studio and office space. The School will include a 900 sf woodshop and a 400 sf outdoor pottery studio with two commercial kiln. The School will also occupy 900 sf of office and classroom space in Gradalis Hall. The School will share the Kahumana cafeteria, and an indoor performance stage (2,000 sf), and an outdoor performance stage, which is (1,000 sf). By the time the school opens in late 2007 it will have access to a therapeutic dance studio (500 sf) and the studio and classrooms, public restrooms and common meeting areas will be ADA compliance. The School is committed to universal accessibility in all its career and technical education apprenticeship practices with regards to the use of technology, adapted tools, etc. The campus has ample space for accommodating the proposed activities, and has one acre for building new studios and classrooms. The classroom capacity is 200 with off-campus workshops and beach park outreach, estimated to target an additional 300-500.

Section V. Personnel - Staffing Qualifications, Supervision & Training

Project Director, Rev. Philip G. Harmon, M.Dv. The Project Director will be responsible for the overall management of the project, contract research and development negotiations and business development; operations and administration; finance and accounting; and organizational development. A substantial portion of the Director's role will be working with the team on

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

branding, business development, and marketing. This will include the development of strategic alliances with key state industries, such as tourism and agriculture (organic farm).

Assistant Director TBA. Will manage the day-to-day affairs of the project, and ensure that regular progress is made toward achieving the grant's objectives each day. The Assistant Director will also time with the Master Artists and distribution members of the network to ensure that product needs from the market are reflected in the training centers.

Administrative Secretary, Elaine Boswell, will be responsible for office management, clerical, typing of required documents, employee file maintenance and quarterly review for required information, monitoring appropriate insurance policies and other legal documents to maintain updated information. Duties also will include organization of correspondence, invoices, receipts, maintaining mailing lists, receiving/distribution of mail, and supervision of receptionists/clerks.

Bookkeeper, Shirley Valdez, B.A. in business administration. is responsible for maintaining the complete program accounting system, in conformance with generally accepted principles of accounting. Prepares and computerizes all financial reports, manages payroll, oversees account receivable and accounts payable transactions, pays agency bills, oversees all bank transactions, and compilation and computation of reports.

Apprenticeship Manager,

The Apprenticeship Manager will be responsible for working with apprentice students and teachers to ensure students are developing and progress on a clear path toward employment. This will include assessing the students' talents and skills, and then matching them with opportunities in the industry. This position will also be responsible for ensuring that the classroom curriculum is properly implemented in each of the training center programs. They will also be responsible for documenting and implementing curricula with each Master Artist.

GIA Listing: Alternative Structures International – *Hanai I Ka Hana*

The Artistic Skills Trainer will work with the Master Artists and teachers on the implementation of the Master Artists' curricula. She will ensure that the students are properly progressing in the development of their technical skills. This position will also work closely with the Apprenticeship Manager to ensure that students are properly matching their talents and skills with opportunities in the industry.

Project Coordinator, Sandy Suedel, BA. The Project Coordinator will be responsible for the development and implementation of all project activities. This position will develop and maintain the relationship with state agencies, funding agencies and the local community. The Project Coordinator will handle operational and administrative matters. She will assist with data collection, project documentation and activities evaluation. Quarterly, written evaluations of the Master Artists, teachers, and apprentice students will be performed by the Assistant Director.

Marketing & Inventory Coordinator,

The Project Coordinator will work in partnership with the Director to handle operational development related to marketing, branding, and business development; distribution, operations and administration; finance and accounting; and organizational development.

The coordinator also will be responsible for increasing the retail and wholesale footprint of the organization. She will also be responsible for setting up solutions for packaging, shipping, pricing, and market research; and responsible for increasing the e-commerce retail and wholesale footprint of the organization. He will be responsible for setting up solutions for packaging, shipping, pricing, and market research.

Kitchen Manager

Maintain a fully licensed kitchen to meet all required guidelines for food service and health and safety, monitor purchase of food and kitchen supplies, work with required menus (if any),

GIA Listing: Alternative Structures International – *Hana'i I Ka Hana*

supervise assistant cooks, and plan to prepare and serve healthy, low-cost nutritious meals for students and staff. The Kitchen Manager shall also work closely with our Farm Manager to utilize our own organically grown vegetables and produce as much as possible. The Kitchen Manager shall develop a training program in collaboration with the School for Creative Industries in food service and nutritional studies for our students.

Cook Staff, three 1.0 FTE positions and two 0.5 FTE positions, to be hired

Organic Farm Manager, Jhoty Kumar, B.S., Responsible for developing and maintaining our bio-dynamic and organic farm, which is environmentally sensitive and responsible, using sustainable agricultural methods. The Manager shall grow and supply food for use in the kitchen and dining room, and also for sale off site as well. The Farm Manager shall coordinate with the Kitchen Manager to produce what foods are needed, and shall also supervise any assistant farm workers. In addition, the Farm Manager shall develop a training program in collaboration with the School for Creative Industries in farming, harvesting, and proper land husbandry for our students.

Organic Farm Assistant, one 0.5 FTE position, to be hired

Maintenance Manager, to be hired, shall work with the Operations Manager to maintain all required tasks of maintenance and repair of the buildings and property, work from a project priorities list, and supervise any maintenance workers.

VI. Other

A. Litigation

The applicant, Alternative Structures International, dba, Ohana Ola O Kahumana, is not a party to any pending litigation or outstanding judgments.

B. Licensure or Accreditation.

Ohana Ola O Kahumana receives an annual contract from the Hawai'i Public Housing Authority (HPHA) for housing stipend funds as such Ohana Ola is in compliance with all State regulations and all fiscal and accountability standards. For the development of the Waianae Coast School, no particular license or accreditation is currently required. ASI has a current license with state of Hawai'i OHCA as a Special Treatment Facilities (STF 45) and are currently applying for a state OHCA Therapeutic Living Program (TLP).

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
- (3) Agree not to use state funds for entertainment or lobbying activities; and,
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:


- (1) Is incorporated under the laws of the State; and,
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and,
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Alternative Structures International


Dr. Richard Walenta, President, Board of Directors

Rev. Philip G. Harmon, CEO

12/31/07
Date



Alternative Structures International

dba, Ohana Ola O Kahumana

86-660 Luualalei Homestead Road, Waianae, Hawaii 96792 / Ph.: (808) 696-2655 • Fax: 696-6608

January 28, 2008

SENATE COMMITTEE ON WAYS AND MEANS
State Capitol, Room 210
Honolulu, Hawaii 96813

Attn.: Aaron Nyuha

Dear Mr. Nyuha:

Alternative Structures International, doing business as, and is known in the community as Kahumana, submits for your consideration a request for FY 2008 funding of the Grants In Aid (GIA) titled Hanai I Ka Hana.

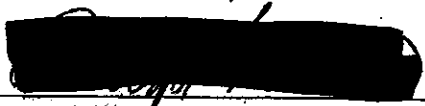
This new project is a workforce development initiative centered on the Kahumana campus, which aims to provide job development skills through apprenticeships and classroom training to the Waianae Coast communities, with a special focus on Ohana Ola, the transitional housing facility for recently homeless families with children.

While Ohana Ola received funds for capital improvements for grounds and facilities, the Hanai I Ka Hana project did not receive any of those funds. As your committee is aware, the Ohana Ola funds were expended to provide housing, while this request is aimed providing training so that these families can secure jobs and upward economic mobility.

This new workforce development initiative has begun to coordinate its efforts with the Office of Hawaiian Affairs, the University of Hawaii Center on Disabilities Studies, and the TANF unit of the Department of Human Services. However, the requested GIA funds are needed to swiftly move the Ohana Ola families through their time-limited transition period and into employment.

Thank you in advance for the committee's consideration of this new initiative that will help the Waianae Coast communities participate in the ongoing economic expansion on the Leeward Coast.

Mahalo nui loa,


Fr. Philip G. Harmon, M.Dv.

Board of Directors:

Dr. Richard Walenta, Pres.
Agnes K. Cope, V. P.
Dianne Brookins, J.D., Sec.
June Medeiros, Treas.
Merna Justic, CFP, CLU
Norma S. Higa, MST
Blake Allin
Michael Kahikina
Kaleo Patterson
Larry Fujimaka, Ph.D.
CeighBree Watson

**General Secretary
of the Corporation:**

Robert Zuckerman

Founded in 1974 in the
State of Hawaii,
ALTERNATIVE STRUCTURES
INTERNATIONAL doing
business under the name
KAHUMANA and is
federally tax exempt as a
non-profit corporation
meeting the standards of a
501 (c) (3) organization
TIN #99-0196090