

**ORIGINAL**

House District 28

Senate District 12

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

Log No: 38-0

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:  
The Community Conservation Network  
Dbn:

Street Address:  
212 Merchant Street, Suite 200, Honolulu, HI 96813  
Mailing Address:  
P.O. 4674, Honolulu, HI 96812

**2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:**

Name DEBBIE GOWENSMITH  
Title Hawaii Program Director  
Phone # 808-528-3700  
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e-mail Debbie@conservationpractice.org

**3. TYPE OF BUSINESS ENTITY:**

- NON PROFIT CORPORATION  
 FOR PROFIT CORPORATION  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

6. SSN (IF AN INDIVIDUAL): NA

**7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:**

Educating Hawaii's youth in caring for marine resources alongside kupauna, other youth, and their communities  
(Maximum 300 Characters)

**8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:**

FY 2008-2009 \$ 75,000

**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 \$ 0  
FEDERAL \$ 9600  
COUNTY \$   
PRIVATE/OTHER \$ 13,400

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED]  
AUTHORIZED SIGNATURE

DAWN SOUTHARD, EXECUTIVE DIRECTOR  
NAME & TITLE

JAN. 31, 2008  
DATE SIGNED

## Application for Grants and Subsidies

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### I. Background and Summary

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

The Community Conservation Network (CCN) is a Hawai'i-based non-profit organization established in 1999. CCN's mission is to support local communities to achieve their goals for an improved quality of life through environmental and cultural stewardship, and we work only at the request of communities. In 2003, CCN brought together 15 coastal communities from around the Hawaiian islands to ask them what they thought needed to be done to improve the condition of marine resources. The communities agreed upon these major priorities:

1. Involving and educating youth, as the stewards and resource managers of tomorrow, in caring for marine resources
2. Strengthening the connection between *kūpuna* and youth so that effective traditional resources management methods are passed down
3. Incorporating traditional methods of resources management with contemporary methods
4. Strengthening the direct role of communities in the management of marine resources
5. Continuing to bring communities together at least every six months to share their lessons learned and to build skills together for improved resources management

Since the initial 2003 meeting, CCN has worked with Hawai'i's coastal communities to pursue each of these priorities. This has resulted in the creation and growth of the Managing Better Together (MBT) Learning Network that brings together 22 coastal communities twice a year to exchange skills and lessons learned to improve management in culturally appropriate ways. It has also resulted in the creation of the Kūpuna Wisdom Project, in which CCN brings together youth and *kūpuna* in several communities to share in the management of marine resources through Summer Fun and after-school programs. CCN also developed the Makai Watch Program with partners such as the State Department of Land and Natural Resources (DLNR), The Nature Conservancy, and the Hawai'i Wildlife Fund. This program provides a direct role for communities in assisting the DLNR with marine resources management. .

This GIA request will focus on the highest priorities of the coastal communities participating in the MBT Learning Network, which are to increase the involvement of youth in caring for marine resources while enhancing the connection between *kūpuna* and youth. The project will specifically work in Honaunau, Ho'okena, and Miloli'i on Hawai'i island and Hā'ena on Kaua'i.

#### 2. The goals and objectives related to the request

The goal of this request is to greatly strengthen the participation of Hawai'i's youth in caring for marine resources while facilitating the transfer of knowledge from *kūpuna* to youth.

The specific objectives of the project are as follows:

1. To create and implement a replicable marine management curriculum in which at least 70 youth and youth leaders directly address impacts to marine resources in their *ahupua'a*.
2. To share lessons learned and build skills with adults and youth from at least 15 other communities to assist them to be able to pursue similar projects.

**3. State the public purpose and need to be served.**

Historically, marine resources in the Hawaiian Islands were managed in a sustainable manner by communities that lived along the coastlines. As an island people, Hawaiians depended entirely on the production of the local natural environment to sustain their well-being. As a result, a system of careful resource utilization was developed. Management knowledge was passed from elders to youth through direct, hands-on participation in the management and utilization of marine resources. Today near-shore marine resources are in a severe state of decline as a result of numerous threats including coastal development, over-fishing, pollution, and alien species. Concurrently, management knowledge is no longer passed from elders to youth as it once was. Youth do not have the same opportunities to develop a significant understanding of the importance of a healthy environment and how to manage human impacts. Additionally, many youth in rural coastal communities are exposed to social conditions that place them at risk for substance abuse, domestic abuse, teenage pregnancy, school incompleteness, and other social problems.

This project will address three equally important public needs in the Hawaiian Islands:

- 1. Helping youth to grow as productive, responsible citizens that contribute to their communities in culturally and socially appropriate ways.** Summer Fun, after-school, and intersession programs are a powerful and positive force in the lives of youth in the communities CCN assists. For example, only five years ago, no young people from Miloli'i had attended college. For the past several years, however, Summer Fun, after-school, and intersession programs have provided youth with excellent extracurricular options. Today three of the most active Summer Fun participants from Miloli'i are attending or have graduated from University. Likewise, students in Ho'okena are benefiting from the hands-on, place-based nature of youth programs by gaining school credit for their participation. Youth programs are helping to break the cycle of social problems that many rural, coastal communities face and are addressing the critical need to keep youth healthy, engaged in learning, in school, off drugs, and working toward a productive future.
- 2. Capturing and sharing the traditional Hawaiian marine resources management knowledge held by *kūpuna* by facilitating the transfer of knowledge from *kūpuna* to youth.** With each passing generation, historical and traditional knowledge is being lost in the Hawaiian islands. This project will play the vital role of documenting this knowledge before the opportunities pass, will facilitate the transfer of knowledge from one generation to the next, and therefore will make possible the utilization of these effective traditional methods in restoring resources. In short, our future will benefit from the wisdom of the past.
- 3. Helping to restore and maintain Hawai'i's severely depleted marine ecosystems through direct community involvement.** The communities CCN assists are important biologically, culturally, socially, and economically. The communities involved in this project are adjacent to some of the most biologically important marine sites in the islands. Likewise, these areas generate

millions of dollars through recreation and tourism, so preserving the resources that draw visitors to these sites is essential to the continued welfare of Hawai'i and its people.

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

Approximately 70 youth, *kūpuna*, and youth leaders in Hā'ena on the North Shore of Kaua'i and Honaunau, Ho'okena, and Miloli'i on Hawai'i Island will be directly served through this project. In addition, we will provide initial training through the Managing Better Together (MBT) Learning Network, so at least an additional 30 people will be exposed to the concepts in order to implement similar projects in their own communities. Eventually, as resources improve based on the utilization of knowledge gained, thousands of Hawai'i residents and visitors will benefit from the improved condition of marine resources, improved fishing, and continued tourist spending.

It is critical to note that the communities participating in this project represent key Hawaiian coastal communities in the Islands. This project emphasizes bringing educational opportunities to underserved Hawaiian communities that traditionally and currently depend on marine resources for their subsistence and their cultural and spiritual identity. As a result, we feel it is a critical project to help preserve and build strong communities and key relationships between youth, adults, and elders.

**5. Describe the geographic coverage.**

CCN will work intensively with at least four communities: Miloli'i, Honaunau, and Ho'okena in the South Kona region of Hawai'i island and Hā'ena on the North Shore of Kaua'i. In addition, at least 15 additional communities will learn about the project and receive initial training in implementing the project through the MBT Learning Network. Finally, the project is creating educational resources and techniques that many other communities on all the Main Hawaiian Islands can use to build youth involvement in and knowledge of marine management and, thus, improve marine resource management in their areas.

**II. Service Summary and Outcomes**

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

This project will engage youth in marine management primarily through Summer Fun and after-school and intersession programs at four communities: Miloli'i, Ho'okena, Honaunau, and Hā'ena. The project will become replicable by creating a curriculum that can be used by other communities throughout the State to engage youth in the management and conservation of marine resources through summer, after-school, and intersession programs. This curriculum will be shared with other communities through the Managing Better Together (MBT) Learning Network. This Network is coordinated by CCN and brings together at least 22 coastal communities twice a year to share skills and lessons learned.

Summer Fun: Summer Fun involves youth in a three- to four-week intensive program that provides environmental and cultural education in an outdoor, experiential format. At least two weeks will be devoted to marine-related activities in each community. During these weeks, youth will learn about the ecology of the ahupua'a, review the traditional practices utilized to manage those areas, map and analyze impacts to marine resources, conduct monitoring activities, document and share traditional resource management knowledge, and suggest possible management actions to mitigate the risks and impacts.

Summer Fun participants will develop presentations to communicate what they learned to others, will deliver presentations to their communities, and will deliver presentations to the MBT Learning Network.

After-school and/or intersession (school break) programs: To help provide consistent delivery of meaningful experiences, after-school and/or intersession programs will be hosted in the participating communities. These programs will include many of the same activities described with the Summer Fun program, including monitoring, mapping, analysis, and recommendations. At the end of the school year, participants in these programs will deliver a presentation about what they learned to their communities and to a MBT Learning Network meeting.

### Objectives and Activities

**Objective One: Create and implement a replicable marine management curriculum in which at least 70 youth and youth leaders directly address impacts to marine resources in their ahupua'a.**

Tasks and responsibilities:

1. *Develop a curriculum that engages youth in marine management and that meets Hawai'i Content and Performance Standards.* CCN has worked over the past several years with the Pacific Voices Program of the University of Hawai'i to develop a curriculum that engages youth in collecting and sharing traditional marine management knowledge using digital media such as video, movies, and photography. In addition, a CCN partnership with a Konawaena High School teacher from Ho'okena has led to more than 20 native Hawaiian students from Ho'okena receiving school credit over the past two years for marine management activities that occur during Summer Fun. The National Oceanographic and Atmospheric Administration (NOAA) has discussed with CCN the possibility of integrating the traditional knowledge curriculum and a focused marine management curriculum into other existing curricula. Under this project, then, CCN will build upon these successes and will work with a curriculum development specialist and an educational evaluation specialist to create a curriculum that will enable participating youth to gain school credit for completing place-based marine management lessons and activities during Summer Fun, after-school, and intersession programs. The curriculum will include evaluation tools to measure the success of the program. CCN will consult existing curricula such as the Aloha 'Aina curriculum that was developed by the Pacific American Foundation and the Navigating Change Curriculum developed by the Polynesian Voyaging Society and strive toward a complementary curriculum. CCN will also Once developed, this curriculum will be shared with other communities through the MBT Learning Network as discussed under Objective Two. The person primarily responsible for this task will be the CCN Hawai'i Program Director, and it will also involve a contracted curriculum specialist, an educational evaluation specialist, community coordinators in each of the four participating communities, a science advisor, and at least two advisors from the MBT Learning Network.
2. *Recruit at least 70 high school-aged youth:* Youth from the participating communities on Hawai'i island and Kaua'i will be recruited to participate in this project. This will focus on youth that live in the communities and have strong family ties to these areas. The persons primarily responsible for this task will be the community coordinators, who have successfully recruited youth for similar activities in the past.

3. *Implement the curriculum through Summer Fun, after-school, and intersession programs in four communities. The curriculum will include project activities such as the following:*
- a. *Mapping four ahupua'a for cultural, social, and environmental resources and threats:*  
During summer, after-school, and intersession programs, youth in three communities will develop a list of important near-shore resources and the impacts to those resources, will utilize GPS units to identify the coordinates of those resources and the impacts, and will build community maps. These maps will include spiritual sites, cesspools, sewage treatment facilities, land use, drainage, alien and native species habitation, marine habitats, and more. The incorporation of mapping has been proven to be a fun, educational, and even empowering experience for youth. Mapping will expose youth to GIS and GPS technologies, which are not only useful resources management tools, but are also possible career specialties. The person primarily responsible for this task will be the CCN Hawai'i Program Associate, who specializes in mapping.
  - b. *Engaging with kūpuna to share traditional management knowledge and to understand the historical condition of marine resources in each ahupua'a:* Kūpuna are a critical window to past knowledge of the condition of marine resources and how these resources were managed. For example, in South Kona there are numerous management techniques that were traditionally used for 'ōpelu (mackerel) that helped to maintain the populations of these important food fish. Unfortunately many of these techniques have been lost and are not being taught to youth. Kūpuna will act as advisors in several aspects of these projects including providing key traditional information during the mapping process, helping youth to understand where key species existed and what the populations were like, and teaching traditional management techniques that will help youth to better understand how to manage resources for the future. This interaction with kūpuna will include working together on mapping, interviewing and filming kūpuna, making natural history records of key species that include historical information on the species, going fishing and other gathering activities with kūpuna to learn traditional techniques, and other projects as appropriate. The persons primarily responsible for this task will be the CCN Hawai'i Island Program Officer and Media Specialist, who will work closely with the community coordinators.
  - c. *Developing site-based moon calendars for 1-2 key food fish species:* Hawaiians developed an intricate system of resource management through keen observation of natural cycles that often correlated with different moon phases. For example, seasons of kapu for fishing certain species were established based on spawning cycles as indicated by the moon phase. As youth engage with kūpuna for harvesting activities, they will study how the reproductive cycles of important food fish correlate with the moon phase through cutting open the fish they catch and studying the reproductive organs. Over the course of this project, they will build site-specific calendars for 1-2 key food fish species. The persons primarily responsible for this task will be the CCN Hawai'i Island Program Officer and the Hā'ena Coordinator.
  - d. *Studying water quality along with sedimentation and erosion:* Sedimentation is a key threat to the health of coral reefs, and increased land development and stream diversion in the project areas have greatly affected sedimentation and erosion. During summer, after-school, and intersession programs, students will regularly (at least once per month but especially after storm events) analyze water quality in freshwater sources and near-shore areas that are near sewage outputs, water treatment facilities, and diverted streams. The persons primarily

responsible for this task will be the CCN Hawai'i Island Program Officer along with the community coordinators.

- e. *Monitoring activities that provide a biological and social perspective on how an area is directly utilized and impacted:* Direct impacts to marine areas such as harvesting, litter, marine debris, and recreational uses will be studied by youth through biological and human-use monitoring. Biological monitoring will involve youth snorkeling and counting numbers of key species such as food species and alien species. Human-use monitoring will involve "point-in-time" counts of the numbers of people engaged in different ocean-based activities such as sunbathing to kayaking to fishing. Human-use and biological monitoring forms have already been created, so monitoring can begin right away and continue on at least a monthly basis, weather permitting. The persons primarily responsible for this task will be the CCN Hawai'i Island Program Officer along with the community coordinators.
- f. *Utilizing digital media to record what students discover:* Teachers and youth have found the use of digital media (including photography, video, and imovies) to be an extremely successful tool both for engaging youth and for communicating the results to other audiences. Because of that success, this project will utilize digital recording devices to capture information and help youth organize and communicate what they learn. This may include making a video-documentary of the process of mapping an *ahupua'a*, making a short public service announcement on caring for the marine environment, or videotaping *kūpuna* to help document traditional knowledge. Youth will then edit the DVD footage to interpret what they learned. At least 2 DVDs will be created—one from Hā'ena and one from the South Kona communities. The persons primarily responsible for this task will be the CCN Media Specialist along with the community coordinators.

4. *Develop youth leaders on specific management activities:* Youth who have an interest in developing leadership and career skills will be identified to work with project coordinators in designing and delivering the activities for younger participants. This will help older youth gain a sense of responsibility and build experience in a potential career field. The persons primarily responsible for this task will be the CCN Hawai'i Island Program Officer along with the community coordinators.

**Objective Two: Share lessons learned and build skills with adults and youth from at least 15 other communities to assist them to be able to pursue similar projects.**

Tasks and responsibilities:

1. *Involve youth in the Managing Better Together (MBT) Learning Network:* Each year, CCN coordinates two MBT Learning Network gatherings that involve representatives from approximately 22 coastal communities around the state. At an October 2007 strategic planning meeting with network participants, they identified a strong desire for the network to involve youth in order to facilitate intergenerational sharing and learning. This project will support the participation of 20 youth representatives at each of two separate gatherings. During these network gatherings, youth who have been involved with this project will share what they have learned through the project and will participate in training other communities to use the same curriculum and approach in their communities. The persons primarily responsible for this task will be the CCN Hawai'i Program Director along with community coordinators.

2. *Facilitate at least one youth exchange:* Youth will visit each others' communities to learn what others are doing to *mālama* (care for) their marine environment. Work projects to assist the host community with marine management will be carried out by the youth as part of the exchange, and youth will also share information they have learned with the host communities. The partner organizations will help to facilitate the exchange. Due to travel costs, youth from Hā'ena and their leaders will visit the participating Hawai'i Island communities. The persons primarily responsible for this task will be the CCN Hawai'i Program Director along with community coordinators.
3. *Present information gathered to each community:* Each community's youth will present their findings to the broader community of each area. The presentations will be scheduled based on the best available dates for each community. Community-based organizations in each of the participating communities meet regularly (generally monthly), so project coordinators will set dates on a case-by-case basis. The persons primarily responsible for this task will be the community coordinators.

### Outcomes

1. *Youth leadership development:* At least two youth leaders in each of the four participating communities will develop leadership skills such as activity coordination, supervision, motivation, problem-solving, and teaching.
2. *An increased awareness and understanding of environmental impacts, resources, and opportunities among youth:* Mapping and monitoring activities will provide youth with hands-on outdoor experiences that will bring them into direct contact with environmental information that is biological, historical, and cultural. Through analysis of these activities, youth will learn to weigh questions critically, make informed decisions based on available information, and take responsible actions to ensure a healthy environment. The youth exchange will provide the opportunity for youth to learn about other areas around the state and compare or contrast the information gathered in one community with that gathered in another community.
3. *Involvement and skills that lead to positive social choices:* Youth will be given responsibility for projects that build pride in their culture and communities, make learning fun, help to ensure a healthy environment, and directly contribute to their communities. These activities will encourage youth to avoid socially destructive behaviors such as substance abuse and dropping out of school. Likewise, mapping and monitoring activities will provide youth with a background understanding of marine science careers and practical skills that can be applied to a variety of career paths.
4. *A replicable, place-based, culturally appropriate marine management curriculum for Summer Fun, after-school, and intersession programs that includes evaluation tools:* The project will develop curriculum for Summer Fun, after-school, and intersession programs that can be replicated in other communities and that will enable youth to get school credit for their participation in this project.
5. *Transfer of knowledge to at least 20 communities:* CCN will hold two MBT Learning Network gatherings during the project. During those gatherings, lessons from the project will be shared, and participants will be trained in how to use the curriculum. These network meetings will bring together at least 20 communities to learn how to use this approach to involving youth in marine management.
6. *Documentation of traditional management knowledge:* The project will help to document and record traditional knowledge that is currently only in the minds of *kūpuna*. This knowledge will



be passed on to a new generation of resource stewards—the youth of each community. Digital film and other media will be used to record as much of this information as possible.

7. *An increased awareness and understanding of environmental impacts, resources, and opportunities among communities:* From youth presentations in communities and to the MBT Learning Network, the broader community will be exposed to environmental information and possible management actions.
8. *A stronger relationship between kūpuna and youth in each community.* This project will help to bring youth and *kūpuna* together in a meaningful way that will help to build stronger social and community bonds thus helping to improve quality of life in each community.
9. *Increased motivation among youth and communities to be stewards of the environment:* Because this project will lead youth to assess sources of impact to the near-shore environment and suggest responsive management actions, they will develop a tool box of stewardship actions which they should then be motivated to participate in. Because youth will share what they discover with the greater communities, others will share the enthusiasm and motivation of the youth.
10. *Course credit for participating youth:* At least 50% of the involved youth will receive much-needed science and math credits from their participation in this project through Konawaena High School, and it is likely that additional students will also receive credit.
11. *Development of public awareness-raising projects by youth:* Community youth are interested in opportunities to more broadly share the knowledge and skills they will gain in marine resource management and will develop means to do so. In Ho'okena, for example, youth may develop a community-based eco-tour.
12. *Development of site-based moon calendars:* As communities learn about traditional management methods including the regulation of fishing according to reproductive cycles correlating to the moon phase, they can learn how to harvest fish in a way that encourages the creation of more and bigger fish.
13. *Improved near-shore ecosystem:* As communities implement management actions recommended through this project, better appreciate and understand the environment, and benefit from increased environmental leadership, the abundance and health of near-shore resources that are the biological target of this project will improve.

## 2. Projected annual timeline

Objective	Activities by Quarter <sup>1</sup>			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Objective One: Create and implement a replicable marine management curriculum in which at least 70 youth and youth leaders directly address impacts to marine resources in their <i>ahupua'a</i> .	1. Contract curriculum developer. 2. Contract educational evaluation specialist. 3. Convene at least two meetings between curriculum developer, educational evaluation specialist, community coordinators, science advisory, and MBT Learning Network representatives to further outline	1. Recruit at least 70 high school-aged youth to participate in the project. 2. Develop youth leaders to help lead the project. 3. Begin to field test the curriculum through after-school and intersession programs in four communities. Activities may include:	1. Begin to evaluate the success of the curriculum. 2. Continue to develop youth leaders in preparation for Summer Fun activities. 3. Continue to field test the curriculum.	1. Continue to field-test the curriculum through Summer Fun programs in four communities. 2. Continue to develop youth leaders as they help to lead Summer Fun activities. 3. Complete baseline evaluation of curriculum based on two quarters of activities. 4. Revise curriculum

<sup>1</sup> Based on an estimated start date of July 2008

	<p>objectives for curriculum, review what has already been done by CCN and our community partners, and review other curricula for cross-over.</p> <p>4. Develop a complete curriculum that engages youth in marine management and that meets Hawai'i Content and Performance Standards.</p>	<p>a. Mapping four ahupua'a                  b. Engaging with <i>kūpuna</i>                  c. Studying water quality                  d. Biological and human-use monitoring                  e. Fishing and recording data for moon calendar development                  f. Recording projects in digital media</p>		<p>according to evaluation.</p>
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Objective	Activities by Quarter <sup>2</sup>			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Objective Two: Share lessons learned and build skills with adults and youth from at least 15 other communities to assist them to be able to pursue similar projects.</p>		<p>1. Involve youth from in the MBT Learning Network to share what they have learned from this program.</p>	<p>1. Facilitate at least one youth exchange during Summer Fun program activities.                  2. Youth from each of the communities present to their community on what they have learned through the program.</p>	<p>1. Involve youth in the MBT Learning Network to share what they have learned.                  2. Train MBT Learning Network in the use of the marine management curriculum.</p>

**3. Quality assurance and evaluation**

For all of CCN's projects, a work plan is developed in which all staff, including regular staff and contractors, have specific activities and deliverables for which they are responsible. These activities and deliverables are created at the inception of the project and are reviewed and updated once a month. Each activity has a specific timeline for its completion; completing the activities will ensure that CCN can achieve its originally stated objectives. CCN staff meet regularly with community members at each of our project sites to ensure that they are happy with project progress. CCN is continuously monitoring and evaluating activities and deliverables for all projects to help us continually improve our results. During these evaluations, we not only scrutinize project progress but also update the activities and deliverables to respond to any changes in the community or policy context. Changes to the project can be made to allow for maximum adaptive management and to improve results.

In addition, under this project we will contract with an education evaluation specialist to help us develop criteria and tools for measuring the success of the curriculum. We have built time into the project for an evaluation and revision of the curriculum to ensure that needed changes are made based on actual field-testing of the curriculum.

<sup>2</sup> Based on an estimated start date of July 2008

**4. Measures of effectiveness**

CCN will use several measures of effectiveness to track the progress and success of this project. We will include both process measures, which indicate whether a particular activity or process was carried out, and impact measures, which indicate whether a particular activity has had the desired impact or outcome.

Process measures

- The numbers of students who participate in each event at each community. Our minimum target is 100 students from a total of four communities. We will strive to average approximately 25 students per event at each community, but we recognize that some communities will involve more students and some fewer. We will consider the project effective if 80 students participate in the project.
- The number of days of educational events. We will consider the project period effective if we hold:
  1. At least eight days of marine management-focused Summer Fun activities events in each of four communities.
  2. At least 12 days of after-school and/or intersession activities focused on marine management in each of four communities.
- At least one three- to four-day community youth exchange designed to share lessons learned and exchange ideas for effective management.
- A completed curriculum for marine management activities to be implemented through Summer Fun, after-school, and intersession events.
- Maps of four ahupua'a with natural and cultural resource information embedded; water quality, human-use, and fish-count data from four communities; the beginnings of four site-specific moon calendars; and two DVDs that include digitally recorded activities and/or interviews with at least two *kūpuna* from each involved community.
- At least two MBT Learning Network meetings that involve youth and provide them with an opportunity to share what they have learned through this project.
- One MBT Learning Network meeting that trains at least 15 other communities in how to utilize the projects' educational techniques to involve students in marine management.

Impact measures

- a. Ongoing professional evaluation of the curriculum and its efficacy. The project will contract a professional educational evaluator to develop an evaluation approach that will be integrated into the curriculum. This way, the efficacy of the project and its success with students will be measured as the curriculum is being pursued. The evaluation will have its own built-in measures of effectiveness.

- b. Pre-test and post-test of participating students to gauge their understanding of marine management issues and techniques. We will consider the project effective if a minimum of 80% of participating students show a demonstrable improvement in their understanding of marine management issues and techniques.
- c. Student assessments of the quality of the educational events including Summer Fun, after-school, and intersession activities. We will consider the project effective if more than 80% of participating youth rate the events as very good to excellent.
- d. Course credit in high school for involved youth. We will consider the project effective if 50% of involved youth are able to secure high school credit for their participation in the program.
- e. Student assessments to gauge their interest in participating in future marine management activities in their communities. We will consider the project effective if at least 50% of participating students demonstrate an interest in participating in future marine management activities in their communities.
- f. Evaluation of the quality of the training provided to other communities in use of the educational techniques of this project. We will consider the training effective if 80% of participants rank the training in educational techniques as very good to excellent.
- g. The number of communities that adopt the project techniques and apply them in their own community. Considering that establishing Summer Fun, after-school, and intersession activities requires a considerable amount of funding and expertise, we will consider the project effective if two to five additional communities initiate marine educational activities for their communities using techniques learned through this project.

**III. Financial**

**Budget**

1. See attached budget forms. Total GIA Request is \$75,000

2. Anticipated Quarterly funding requirements

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$20,000	\$20,000	\$20,000	\$15,000	\$75,000

**IV. Experience and Capability**

**A. Necessary Skills and Experience**

CCN has been engaged in community-based marine conservation for the past ten years. The staff and advisors have decades of experience supporting communities to achieve their resource management goals. Education and involvement of youth has long been an approach used by CCN to help advance community-based marine conservation. Over the past four years, CCN has been supporting marine education with youth in key communities in Hawai'i. This has included a Traditional Wisdom Project in which youth interview *kūpuna* and make short videos on topics involving marine management, a project to teach traditional fishing techniques to youth, and exchanges in which youth from one community visit another to learn and assist in project implementation. This has included assisting with fish pond restoration, taro lo'i planting, traditional fishing, marine monitoring, and many other resource management projects.

CCN has the necessary staff skill to carry out the majority of the project components. These include coordinating the marine components of summer fun, setting up youth marine projects, facilitating youth interaction with *kūpuna*, organizing youth exchanges, and arranging for youth to gain school credit for participating in the project. CCN will work with partners at the University of Hawai'i to carry out the digital media portion of this project and to develop a replicable curriculum that meets Hawai'i State educational standards. Our main partners are from the Pacific Voices Project at the University of Hawai'i. This project is led by Dr. Jim Skouge, who has over 20 years of experience in educational media and technology. He works throughout the Pacific to help bring media technology to communities as an effective teaching tool. Jim is very familiar with the communities in this project and will bring a great benefit through the use of digital media (including video, photography, and the making of short movies) to engage youth in a fun way to interact with *kūpuna* and the marine environment.

## **B. Facilities**

CCN is based in downtown Honolulu in rented commercial office space with staff offices and adequate meeting space. ADA requirements are met by an elevator for wheelchair access, and the restrooms that are also wheelchair accessible. Although we are based in Honolulu, we have staff and contractors based on Hawai'i island and Kaua'i, all of whom reside in the communities where they work. Profiles for each staff member are provided in the personnel section of this proposal. The Hawai'i Program Director travels regularly to Kaua'i and Hawai'i island to work on specific project activities with our island staff and contractors.

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

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

CCN staff responsible for implementing this project include:

**Debbie Gowensmith**, Hawai'i Program Director: Debbie has worked in community-based conservation and economic development for over six years. With a Master's degree in Community Development, Debbie has worked with communities in South Africa, Indonesia, Belize, and Hawai'i. Debbie manages the Hawai'i Program and provides direct technical support to the Pūpūkea-Waimea and Hā'ena communities. She will oversee this GIA project. She has been the Director of the Hawai'i Program for the past two years and, as a result, has supervised several marine resource projects throughout the Hawaiian islands and overseen similar youth education programs.

**Luna Kekoa, Hawai'i Island Program Officer:** Luna has a B.S. in Marine Science and several years of experience working with communities to develop and implement educational and marine management projects. Luna works with communities on Hawai'i island to assist them in their project efforts including Summer Fun and after-school projects, project planning, biological monitoring, human use monitoring, outreach, and observation and compliance. Luna will coordinate this GIA project for the Big Island communities.

**Atta Forrest, Hā'ena Coordinator:** Atta is a long-term community resident in Hā'ena and a fisheries specialist. He has organized community members to assist with Makai Watch activities and cultural learning experiences. He will help to coordinate Summer Fun and after-school activities in Hā'ena.

**Taylor Rock, Program Associate:** Taylor has a M.S. in Urban and Regional Planning and supports all aspects of the CCN Hawai'i Program. His current focus is on developing training materials to assist projects to become more sustainable through development of economic enterprises. Taylor will assist primarily with the mapping and Geographic Information Systems aspects of this project.

**Lei Kaupu, Program Associate:** Lei is from Miloli'i, helped to form the first youth group there, and is one of the first young people from Miloli'i to attend college. She currently is a student in Hawaiian Studies at the University of Hawai'i at Manoa and has been active over the past three years in coordinating and leading Summer Fun activities in Miloli'i. Lei also works with Pacific Voices and has traveled the Pacific gathering the traditional knowledge of Pacific peoples utilizing digital media technology. Lei will assist with coordinating the Miloli'i Summer Fun Program and will assist in all media aspects of this project.

Contractors involved in this project include:

**Damien Kenison:** Damien is a Hawaiian cultural practitioner and educator who has lived in Ho'okena for over 20 years. He teaches at Konawaena High School and is the acting president of the Ho'okena community-based organization Kama'aina United to Protect the 'Aina. Damien will be responsible for implementing the project at Ho'okena.

**Leinani Navas-Loa:** Leinani is from the community of Honaunau and has been organizing the community to actively care for the marine resources of Honaunau Bay. She leads the community-based organization Ka 'Ohana o Kona Hema and will be responsible for implementing the project at Honaunau.

**Healani Cahill:** Healani is an experienced community organizer and teacher and has been working with South Kona (Hawai'i Island) communities for more than 10 years to help them pursue their social and environmental priorities with an emphasis on youth development. She participated in the Traditional Wisdom Project with the Miloli'i and Honaunau communities on Hawai'i Island and is one of CCN's primary links with the Miloli'i Opio (youth) Group and a community-based organization in Honaunau called Ka Ohana o Kona Hema.

**Dr. Jim Skouge:** A professor in the University of Hawai'i's education department, Jim is an expert on using technology in inquiry-based projects. Through the Pacific Voices Project, he has trained teachers and community members throughout the Pacific in these techniques and has worked with

CCN and our partner communities on the Traditional Wisdom Project. He will continue to advise and provide technical support.





**VI. Other**

**A. Litigation**

CCN is not a party to any pending litigation in the State or Federal Courts.

**B. Licensure or Accreditation**

Not applicable

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

Applicant: The Community Conservation Network

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>HCF (b)</b>	<b>NFWF (c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	15,500	4,000	8,000	
2. Payroll Taxes & Assessments	1,240	200	400	
3. Fringe Benefits	1,860	600	1,200	
<b>TOTAL PERSONNEL COST</b>	<b>18,600</b>	<b>4,800</b>	<b>9,600</b>	
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	1,000	3,900		
2. Insurance	1,500			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	8,400			
5. Staff Training	0			
6. Supplies	9,400	1,600		
7. Telecommunication	1,000			
8. Utilities	600			
9	19,500	3,100		
10	2,000			
11	13,000			
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>56,400</b>	<b>8,600</b>		
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>75,000</b>	<b>13,400</b>	<b>9,600</b>	
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	75,000	Debbie Gowensmith	808-528-3700	
(b) Hawaii Community Foundation	13,400	Name (Please type or print)	Phone	
(c) National Fish & Wildlife Fnd	9,600	Signature of National Fish & Wildlife Official	Jan. 31, 2008	
(d)		Date		
<b>TOTAL REVENUE</b>	<b>98,000</b>	Dawn Southard, Executive Director Name and Title (Please type or print)		



Justification/Comments:

Hawaii Director will spend 10% of her time on this project, which equals \$6000, the other portion of which is covered by match. The Hawaii Island Program Officer will spend 20% of his time on the project for a total of \$9000, \$4500 of which is covered by match. The Ha'ena Coordinator will spend 12% of his time on the project, for a total of \$3300, \$1500 of which is covered by match. The Hawaii Program Associate will spend 5% of his time, for a total of \$2400, which is covered by match. The Miloli'i Coordinator will spend 35% of her time on the project, for a total of \$3500. The Accounting Manager will spend 10% of her time on this project, for a total of \$4500.

# BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: The Community Conservation Network      Period: July 1, 2008 to June 30, 2009

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

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

**BUDGET JUSTIFICATION  
CAPITAL PROJECT DETAILS**

Applicant: The Community Conservation Netwrc

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	NA	NA	NA	NA	NA	NA
LAND ACQUISITION	NA	NA	NA	NA	NA	NA
DESIGN	NA	NA	NA	NA	NA	NA
CONSTRUCTION	NA	NA	NA	NA	NA	NA
EQUIPMENT	NA	NA	NA	NA	NA	NA
<b>TOTAL:</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
JUSTIFICATION/COMMENTS:						

**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, Hawai'i 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.

The Community Conservation Network

(Typed Name of Individual or Organization)



(Signature)

Jan. 31, 2008

(Date)

Dawn Southard

(Typed Name)

Executive Director

(Title)