

House District 29

Senate District 13

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

Log No: 129-C

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:
KAI MAKANA, INC.

Db/a:

Street Address:

Mailing Address:

P.O. Box 22719 Honolulu, HI 96823

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LOIS HASHIMOTO

Title Secretary

Phone # 551-9352

Fax # None

e-mail lk6209@hotmail.com

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 #: _____

6. SSN (IF AN INDIVIDUAL): _____

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Malama I Ke Kai
(Care for the Ocean)

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009: \$70,000

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 \$ 4,200.00

FEDERAL \$ 3,500.00

COUNTY \$ _____

PRIVATE/OTHER \$ 20,000.00

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

LOIS K. HASHIMOTO, SECRETARY

NAME & TITLE

DATE SIGNED

11/12/08

Application for Grants and Subsidies

I. Background and Summary

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

Kai Makana is an all volunteer 501(c)(3) not-for-profit organization, established in 1997 to educate and mobilize the public to better understand and preserve marine life and the ocean environment. Through youth mentorship and community-based programs, Kai Makana has woven key elements of Hawaiian culture into a unique environmental education program that builds awareness, character, and motivation in all participants. In addition, every summer, Kai Makana collaborates with the "Parents and Children Together" (PACT) Program at Kuhio Park Terrace (KPT) to teach the children about water quality and the importance of the ocean. In 2004, Kai Makana initiated the *Malama I Ke Kai* Project to restore Mokauea Island located in Keehi Lagoon, between Honolulu Harbor and the Honolulu International Airport.

2. The goals and objectives related to the request;

Kai Makana's goal is to help establish sustainable environmental, cultural and educational activities on Mokauea Island where a diverse group of individuals (students, teachers, parents, etc.) and organizations (educational institutions, non-profits, local businesses, federal, state and local governments, etc.) can work together to restore and sustain a tiny island that is considered the last island fishing village in the State of Hawaii. Our project is entitled *Malama I Ke Kai* (Care for the Ocean).

In order to reach the goals of *Malama I Ke Kai*, Kai Makana needs to purchase materials, equipment, supplies, and services for invasive plant removal and management and subsequent replanting of native Hawaiian plant species. Parallel to these efforts will be collaborative work with school groups to develop educational materials, signage, and video media production. Ultimately, it is our goal to construct a simple structure to serve as an educational center and provide weather protection during workshops.

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

Malama I Ke Kai is already underway and includes numerous participants, including Federal, State and City government entities, University of Hawaii components such as the Native Hawaiian Science and Engineering Mentorship Program (NHSEMP), Zoology and Botany Departments and public, charter and private schools. Farrington High School teachers bring their science students every month and have started and maintained our stock of Native Hawaiian Plants. Children from KPT PACT make the trip to Mokauea Island on a regular basis and have been instrumental in clearing the invasive mangrove in the fishpond and around Mokauea Island. All participants have helped to remove the invasive long thorn kiawe, mangrove, pickleweed and limu. Our hope is that all participants will view Mokauea Island as a small microcosm of what we, as humans, face environmentally as well as what can be achieved if we work together to change our

environmental climate. On days where hundreds of volunteers have worked on Mokauea Island, the positive impacts of a single workday are almost difficult to believe. To date over 1,500 participants have come to Mokauea Island to help restore this tiny island and hundreds are expected to visit every month in the future. *Please see enclosure 1.*

4. Describe the target population to be served; and

The *Malama I Ke Kai* project is open to anyone who wants to learn about Mokauea Island and the restoration efforts that are taking place. Participants span a diverse age range, and ethnic, educational, and work backgrounds.

5. Describe the geographic coverage.

Participants from the various parts of Oahu have come to Mokauea Island.

II. Service Summary and Outcomes

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

Invasive Plants

On April 14, 2007, the Oahu Invasive Species Committee (OISC) completed an assessment of Mokauea Island's invasive long thorn kiawe and mangrove growth. *Please see enclosure 2.* OISC's map serves as a guideline for our progress on invasive species removal. Kai Makana and its volunteers have been going to Mokauea Island at a minimum once a month to remove invasive long thorn kiawe, mangrove and pickleweed, an extremely labor intensive and challenging process due to the tenacious thorns, the marine environment inhabited by the mangrove, and the sheer magnitude of the effort. Due to the difficult working conditions, tools are constantly breaking. School groups combine labor intensive activities with time spent with their teachers / advisors exploring the mudflats and learning about marine life and water quality issues.

Hawaiian Fishpond Restoration

Volunteers have also removed mangrove and invasive limu that have overtaken the fishpond on Mokauea Island that was built in the 1970's by the University of Hawaii's Marine Option Program and the US Army. After invasives are removed, our plans include the removal of accumulated silt within the fishpond and the design, fabrication, and installation of a new *makaha* (gate). The goal is to return the fishpond to an operational state in which it can again be used as an educational tool for native limu and fish studies and a laboratory for water quality monitoring and trending.

Native Hawaiian Plants

Farrington High School science students are painstakingly planting and introducing native Hawaiian plants in a stock area to determine what plants can survive the hot, arid, and salty environment on Mokauea Island.

Education Center

Malama I Ke Kai's major focus was to remove long thorn kiawe along the island coastline for safety reasons. With the help of hundreds of volunteers, including special expertise from OISC and DLNR, substantial progress has been made in 2007 in this area; therefore, our project efforts are gradually shifting to educational activities. These activities will require the design and construction of a simple educational center structure to provide weather protection during visitor briefings and workshops. The intent is to provide students, volunteers, and visitors information about the history of Mokauea as well as the plants, birds and marine life and the concept of *ahupua'a* resource management. Brochures that include content developed by student participants of *Malama I Ke Kai* will be distributed to island visitors. Longer term, small scale renewable energy systems such as photovoltaic, wind turbines, and hot water heating may be constructed and educational materials will be made available.

- 2. The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service;**

If sufficient funding is granted, Kai Makana anticipates the design and construction of the education center to be completed by mid-2009. To the extent possible, existing lumber on the island will be re-used for the education center as well as the post and frames for signage along walking paths. Kai Makana is working to complete the removal of invasive kiawe, mangrove, pickleweed and limu and replacement with native Hawaiian plants by mid-2010. The control of the invasive plant population, maintenance of the native Hawaiian plants, and silt removal from the fishpond will be an ongoing project for generations to come. This is consistent with traditional Hawaiian practices.

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

Kai Makana's project coordinators document progress through photographs and periodic updates of the *Malama I Ke Kai* project website¹ and the successful completion of our scheduled workdays. Project results will ultimately be gauged by achieving the targeted removal and control of invasive plant species, introduction of native Hawaiian plants, the publication of an informational brochure, the construction/operation of the education center, and installation of signage along a walking path.

- 4. The applicant shall list the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the**

¹ <http://www.kaimakana.org> and click on *Malama I Ke Kai* link

State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

- The area where invasive plants were removed, using the OISC map as the reference document
- The size of the growth area of native Hawaiian plants
- The design and construction of the education center
- Maintenance and operation of the fishpond
- Publication of an informational brochure
- Installation of signage along a walking path
- Periodic updates of the Kai Makana website

III. Financial

Budget

1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**

Please see our GIA enclosure.

2. **The applicant shall provide its anticipated quarterly funding requirements for the fiscal year 2008-2009 (July 2008 – July 2009).**

Qtr 1	Qtr 2	Qtr 3	Qtr 4	Total Grant
\$5,000	\$25,000	\$25,000	\$15,000	\$70,000

IV. Experience and Capability

A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Since 2004, Kai Makana has worked and partnered with various public, charter and private schools for project activities on Mokanea Island. Graduate students from the University of Hawaii's Botany and Zoology Departments and teachers from various schools have provided their expert knowledge about plants and marine life, and personnel from DLNR and OISC have taught and demonstrated

the effective techniques for invasive plant eradication. Canoe clubs have donated their canoes and paddlers to teach the volunteers about using a non-fossil fuel vehicle to travel to another island, to give participants a first hand exposure to ocean life in the area and to increase their awareness of the types of garbage that find their way to the ocean and onto Mokauea Island. Hawaiian culture is conveyed by a diverse group of project participants, including Kai Makana's founder, Donna Kahakui.

Project management skills are provided by experienced individuals from the Government and private sector and website development is being performed by a skilled software engineer from the private sector.

Educational skills are provided by a diverse group of individuals (including those noted above) and the experienced volunteers of Kai Makana, who have been working in this area since our organization's inception in 1997.

The capability of Kai Makana to successfully achieve the goals of *Malama I Ke Kai* is also embodied in successful grant awards from the US Fish & Wildlife Service, the Alexander & Baldwin Foundation, HMSA, and a recent award from the Hawaii Invasive Species Council (HISC).

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. Also describe how the facilities meet ADA requirements, as applicable.

Kai Makana, Inc. is an all volunteer organization and has no physical facility location. The project site is located on Mokauea Island and access is by outrigger canoe. If GIA funding is provided, the first facility that we will have is the Mokauea Island Environmental Education Center. To the extent that ADA requirements apply to such a facility, the design of the structure will incorporate these features.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Kai Makana is an all volunteer organization and partners with educators, teachers, various agency personnel i.e. Department of Health, Clean Water Branch, UH Graduate students, to teach participants about the ocean, plants, marine life. Many of our key project participants also come from the private sector. The goals of *Malama I Ke Kai* are designed with the capabilities and resources available to Kai Makana and project coordinators are well qualified in the social, technical, financial, and managerial areas and in the process of student education at multiple levels.

B. Organization Chart

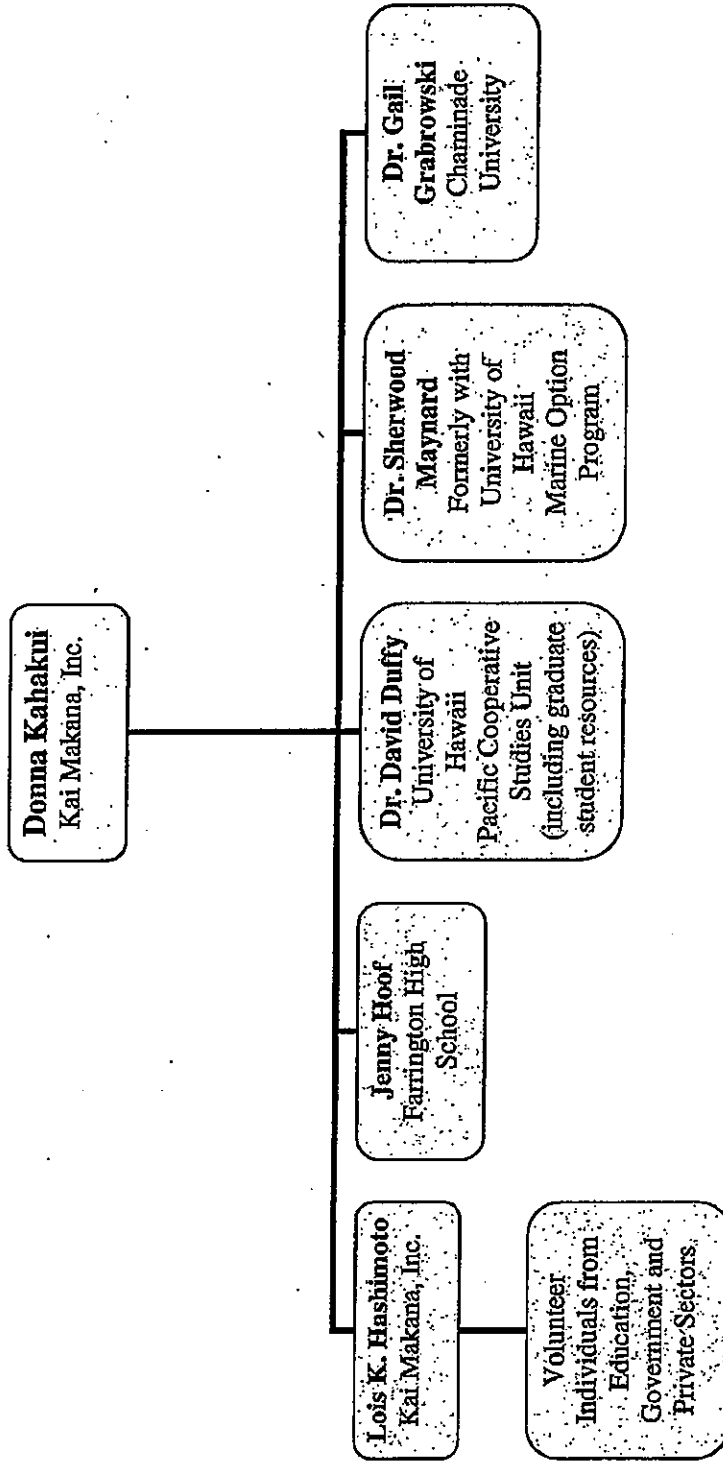
The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organizational chart that illustrates the placement of this request.

Kai Makana is an all-volunteer organization. The following individuals have played and will continue to play the indicated roles in *Malama I Ke Kai*.

- Donna Kahakui – Founder of Kai Makana Inc.
 - Overall Project Implementation, Logistics, Recruitment, and Fundraising
- Lois Hashimoto – Secretary
 - Project Coordination, Implementation, and Fundraising
- Jenny Hoof – Farrington High School Science Teacher
 - Biology and Native Hawaiian Plants – *Please see enclosure 3.*
- Dr. David Duffy – PCSU at the University of Hawaii
 - Biology and Zoology Technical Support – *Please see enclosure 4.*
- Dr. Sherwood Maynard – Past UH Marine Option Program
 - Fishpond Historical Expert and Technical Resource – *Please see enclosure 5.*
- Dr. Gail Grabowski – Chaminade University
 - Educational and Technical Resource

The next page provides our organizational chart.

Malama I Ke Kai
Organization Chart



VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

None.

B. Licensure or Accreditation

Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

None. Design of the education center will be performed by a licensed architect and/or engineer hired by Kai Makana.

VII. Enclosures

1. List of Participants
2. OISC Map – April 14, 2007
3. Jenny Hoof – Farrington High School - Letter of Support
4. Dr. David Duffy – UH – PCSU – Letter of Support
5. Dr. Sherwood Maynard – UH – MOP – Letter of Support

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

Applicant: Kai Makana, Inc.

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	0	0	0	0
2. Payroll Taxes & Assessments	0	0	0	0
3. Fringe Benefits	0	0	0	0
TOTAL PERSONNEL COST	0	0	0	0
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0	0	0	0
2. Insurance	0	0	1,200	1,200
3. Lease/Rental of Equipment	0	0	0	0
4. Lease/Rental of Space	0	0	0	0
5. Staff Training	0	0	0	0
6. Supplies	0	0	1,500	2,000
7. Telecommunication	0	0	700	700
8. Utilities	0	0	0	0
9. Invasive Plant Removal Tools	0	4,200	700	700
10. Native Plant Replanting Tools	2,000	0	700	700
11. Water Quality Kits	5,000	0	1,400	1,300
12. Educational Material Printing/Signage	15,000	0	2,300	1,500
13. Education Center Materials	48,000	0	1,500	1,900
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	70,000	4,200	10,000	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)	70,000	4,200	10,000	10,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	70,000.00	Lois K. Hashimoto 808-551-9352		
(b) Hawaii Invasive Species Committee (HISC)	4,200	Name (Please type or print) Phone		
(c) Private Donations	10,000	Signature of Authorized Official Date 1/12/08		
(d) Kai Makana Extreme Paddle	10,000	Lois K. Hashimoto, Secretary		
TOTAL REVENUE	24,200	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Kai Makana, Inc.

Period: July 1, 2008 to June 30, 2009

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ 0.00	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ 0.00	

JUSTIFICATION/COMMENTS:

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Kai Makana, Inc.

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				\$ 6,000.00		
CONSTRUCTION				\$ 42,000.00		
EQUIPMENT						
TOTAL:				\$ 48,000.00		

JUSTIFICATION/COMMENTS:

Education Center On Mokauea Island - simple wood post and beam construction designed to withstand expected wind loads in the unprotected landscape of Mokauea Island. Corrosion resistant fasteners, anchors, and brackets to be specified. Recycled wood will be employed where practical.

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAI'I 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.

Kai Makana, Inc.

(Typed Name of Individual or Organization)



(Signature)

1/12/08

(Date)

Lois K. Hashimoto

(Typed Name)

Secretary

(Title)

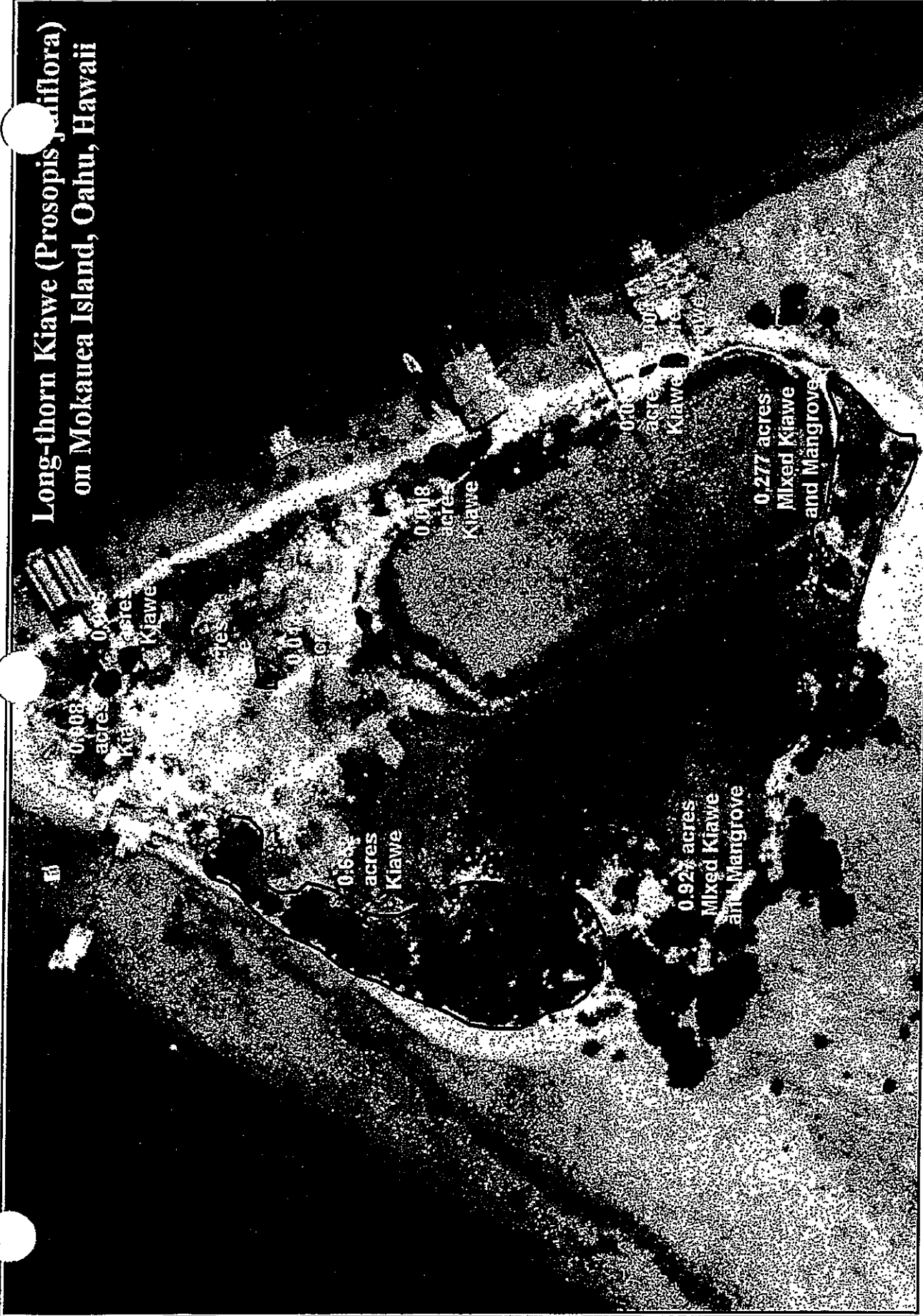
ENCLOSURE 1

The following have volunteered time, provided funding and donated resources:

Alexander and Baldwin Foundation
Aotearoa Canoe Club
Chaminade University
City and County of Honolulu - Environmental Services
City and County of Honolulu - Lifeguards
Damien Memorial School
Farrington High School
Halau Lokahi Charter School
Hawaii Pacific University
Hawai'i Wildlife Fund
James Campbell High School Hiking Club
Kailua Boy Scouts
Kailua Canoe Club
Kamehameha School
Kamehameha School Paddling Club
Kamehameha Schools 'Imi Na'auao Scholarship Program
Keahiakahoe Canoe Club
Keehi Marine Center
Kokua Foundation
Kokua Kalihi Valley Nature Park
Kula Kalapuni Kauwela 'o Puowaina
Maryknoll School
Matson Navigation
Morgan Stanley
Na Pua No'eau
New Hope Canoe Club
New Hope Christian Fellowship
Oahu Invasive Species Committee
Papa Ola Lokahi
Parents and Children Together
Punahou School
Punahou School - Pu'u O Manoa
Radford High School
Ruahatu Canoe Club
Sonny Bradley Canoe Club
State of Hawaii Department of Agriculture
State of Hawaii Department of Health, Clean Water Branch
State of Hawaii Department of Land and Natural Resources - DAR
State of Hawaii Department of Land and Natural Resources - DOBAR
State of Hawaii Department of Land and Natural Resources - DOFAW
University of Hawaii - Native Hawaiian Science and Engineering Mentoring Program (NHSEMP)
University of Hawaii - School of Natural Sciences - Botany Department
University of Hawaii - School of Natural Sciences - Zoology Department
University of Hawaii - Sierra Club.
US Army Corps of Engineers
US Coast Guard
US Environmental Protection Agency
US Fish and Wildlife
Waikiki Yacht Club Canoe Club
Yves Rocher Foundation

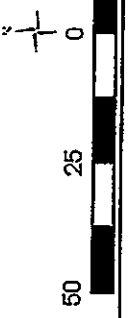
ENCLOSURE 2

Long-thorn Kiawe (*Prosopis juliflora*) on Mokauea Island, Oahu, Hawaii

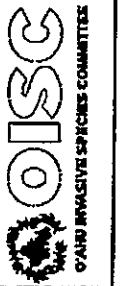


Survey: 4/14/2007 by
Oahu Invasive Species Committee (OISC)
and Kai Makana

50 Meters



Total acreage of
Long-thorn Kiawe:
approximately 1.9 acres



ENCLOSURE 3

[REDACTED]
[REDACTED] 7
August 13, 2007

Lois Hashimoto
Kai Makana
[REDACTED]

Dear Ms. Hashimoto,

My name is Jennifer Hoof and I teach 10th grade biology at Farrington High School in Kalihi. I have participated in Kai Makana activities on Mokauea Island since May of 2007. Specifically, I am leading the native species planting efforts. So far, students from my classes have propagated cuttings and seedlings to be used on the island as well as traveled to Mokauea Island to plant the native plants. In the future I plan to include a range of activities (ex. planting, intertidal activities, water testing) on the island that students can participate in with the help of knowledgeable scientists and community members. As a teacher I feel that when students participate in such activities they gain valuable interpersonal skills, an appreciation for the environment as well as an unbeatable hands-on educational experience.

This and subsequent school years I plan to continue to take students to Mokauea Island by incorporating Mokauea Island into my curriculum. My approach to the biology curriculum will be a "place-based" Kalihi Ahupua'a Project. The Kalihi Ahupua'a Project is an approach that will increase the relevance of the science curriculum for students, relating it to their lives, their cultures, their wellbeing, and the surrounding environment and its health. Students will take fieldtrips to different zones in the ahupua'a for this project. Specifically, they will travel to Kalihi Valley Nature Preserve (forest area), Kuhio Park Terrace (residential/urban housing project near stream), and Mokauea Island (small offshore island). Without the support of the folks at Kai Makana, the project would lack the ocean component.

Throughout their visits to the fieldtrip sites, students will become stewards of the land by removing invasive plant species as well as out-planting native Hawaiian plant species. Also, they will record their site location during data collection using hand-held GPS technology in order to return to the same locations on subsequent fieldtrips. They will collect data on native and invasive species abundance as well as monitor water quality of the stream and near shore environment. Students will upload their data to a database via an internet-based portal called Intelesense. The database outputs to a 3-D global visualizer similar to (but better than) Google Earth.

The ahupua'a approach contextualizes biological content into the local environment for students enrolled in my classes. The Kalihi Ahupua'a Project is based on Wilson's (2002) biophilia hypothesis and supporting research (Kahn, 1997), which assert that humans have an innate "tendency to be attracted by other life forms and to affiliate with natural living systems," (Wilson, 2002, p. 214). Such an attraction to nature has positive impacts on human health. Additionally, such a "place-based" curriculum in

which students learn and work in their local environment has been shown to boost student achievement (Powers, 2004).

The support of Kai Makana efforts to further the educational potential of Mokauea Island is essential in order for teachers, students, and Kalihi community members to benefit from a place-based experience.

Thank you for your consideration.

Sincerely,


Jennifer Hoof

References

- Kahn, J., P.H. (1997). Developmental psychology and the biophilia hypothesis: children's affiliation with nature. *Developmental Review*, 17, 1-61.
- Powers, A. L. (2004). An evaluation of four place-based education programs. *The Journal of Environmental Education*, 35(4), 17-32.
- Wilson, E. O. (2002). *The future of life*. New York: Vintage Books.

ENCLOSURE 4



**University of Hawai'i, Manoa
Pacific Cooperative Studies Unit
3190 Maile Way, St. John 410
Honolulu, Hawai'i 96822**

To Whom It May Concern

27 August 2007

I am writing to express my very strongest support for the Mokauea Island Project. I have had a chance to get to know the project from several different angles and to meet the people involved. It is already making a difference and, with support, it has great potential to contribute much more to environmental education on Oahu.

The island itself has a rich history as a fishing community, first of Hawaiians and then of immigrants, who adapted to the changing fish populations, but held on to their life styles, as fisherfolk will. The state tried to burn them out but was stopped by community activists before all the homes could be destroyed. The remaining islanders invited the Mokauea Island Project to help restore and maintain the island and to use it as a base for environmental education about the inshore resources of Kalihi Lagoon.

The island shows traces of its past beside the fishers' homes. There are the remains of World War II blockhouses, an abandoned fish pond, unknown traces of other uses in the mangrove/kiawe forest that covers most of the island, and piles of debris that litter the island.

The island has stories to tell, of the past rich lagoons that were once Kalihi and Pearl Harbor, but are now almost gone, of the generations of fisherfolk, of the fish pond and what it meant to Native Hawaiians, of the migrant shorebirds that make the long nonstop flight from Alaska, and of the invasive weed species that have usurped coastal ecosystems. Students can learn these stories and become part of them through the project.

The island is unique, there is nothing like it on Oahu. Donna Kahakui and her partners have done a magnificent job working with pennies. The fishpond is being restored. Native plants are already being planted and nurtured in the harsh, dry environment. Trash is slowly being gathered and removed, as are the invasive species. This is being done by students from various schools and the island is slowly coming back to life. The island is becoming a community of individuals from schools across Oahu, slowly making it whole.

I would urge you to support the project. Islands elsewhere have proven to be powerful educational tools and Mokauea will be the same.

Sincerely,

A large black rectangular redaction box covering the signature of David Duffy.

David Duffy Ph.D.
Professor of Botany
Graduate Professor of Ecology, Evolution and
Conservation Biology

ENCLOSURE 5

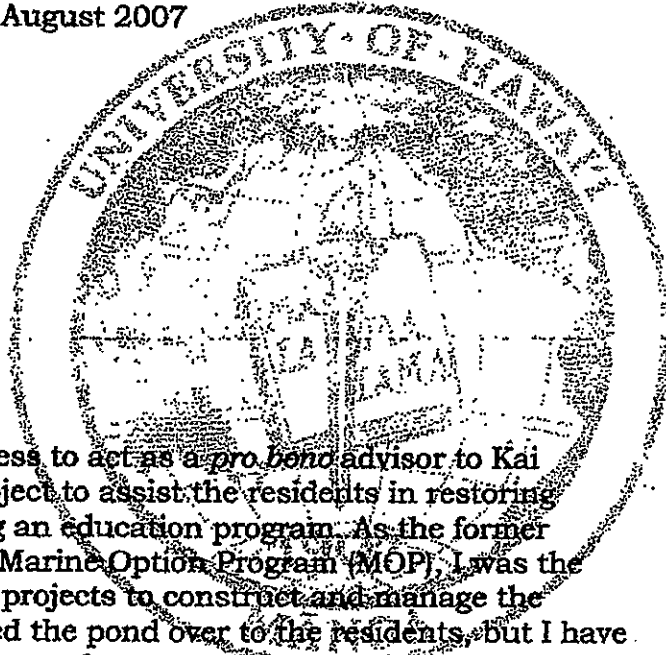
UNIVERSITY OF HAWAII AT MĀNOA

College of Natural Sciences
Biology Program

31 August 2007

Lois Hashimoto

[REDACTED]
[REDACTED]



Dear Ms. Hashimoto:

I am writing to confirm my willingness to act as a *pro bono* advisor to Kai Makana for its Malama I Ke Kai project to assist the residents in restoring Mokauea Island and re-establishing an education program. As the former director of the University of Hawaii Marine Option Program (MOP), I was the Principal Investigator on a series of projects to construct and manage the fishpond in the early 80's. We turned the pond over to the residents, but I have visited and otherwise kept in touch over the years. Please continue to contact me as needed.

Sincerely,

[REDACTED]

Sherwood Maynard, Ph.D. (Oceanography)

Director