

House District 7

Senate District 1

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

Log No: 130-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):

DEPARTMENT OF HAWAIIAN HOME LANDS

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Kanu o ka 'Aina Learning 'Ohana

Dbn:

Street Address:

65-1084 E Mamalahoa Hwy Church Row

Kamuela, Hawai'i 96743

Mailing Address:

PO Box 6511

Kamuela, Hawai'i 96743

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name OLANI LILLY

Title Fund Development Officer

Phone # 808-887-1117

Fax # 808-887-0030

e-mail olani@kauhale.org

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:

**KAUHALE 'OIWI O PU'UKAPU: HALAU HO'OLAKO:
COMMUNITY RESOURCE CENTER**

(Maximum 300 Characters)

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 **\$ 1,500,000.00**

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 **\$1,500,000.00**

FEDERAL **\$1,492,082.00**

COUNTY \$ _____

PRIVATE/OTHER **\$1,311,540.00**

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]
AUTHORIZED SIGNATURE

TAFFI WISE Executive Director
NAME & TITLE

1/29/08
DATE SIGNED

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

Applicant: Kanu o ka 'Aina Learning 'Ohana

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	62,982			
2. Payroll Taxes & Assessments	9,000			
3. Fringe Benefits	5,000			
TOTAL PERSONNEL COST	76,982			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES				
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL	1,423,018			
TOTAL (A+B+C+D+E)	1,500,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	1,500,000	Taffi Wise 808. 8958129		
		Name (Please type or print) Phone		
		Signature of Authorized Official Date		
(d)		Taffi Wise, Executive Director		
TOTAL REVENUE	1,500,000	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Kanu o ka 'Aina Learning 'Ohana

Period: July 1, 2008 to June 30, 2009

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

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

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Kanu o ka 'Aina Learning 'Ohana

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	50000					
CONSTRUCTION	1492052	787319		1500000		
EQUIPMENT						
TOTAL:	1542052	787319		1500000		
JUSTIFICATION/COMMENT Matching Funds						

**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.

Kanu o ka 'Āina Learning 'Ohana
(Typed Name of Individual or Organization)

(Signature)

1/29/08
(Date)

Taffi Wise
(Typed Name)

Executive Director
(Title)

APPLICATION FOR GRANTS AND SUBSIDIES

I. BACKGROUND AND SUMMARY

1. A brief description of the applicant's background

The Kanu o ka 'Āina Learning 'Ohana was incorporated in December 2000 as a non-profit organization by a group of North Hawai'i community leaders committed to growing womb to tomb models of education that advance Hawaiian culture for a sustainable Hawai'i. Over the past eight years, the Kanu o ka 'Āina Learning 'Ohana has distinguished itself by incubating a family of innovative, highly effective programs – and building a permanent home for these programs via the creation of Kauhale 'Ōiwi o Pu'ukapu (Kauhale). This proposal requests matching funds to finish the construction of the first Kauhale building called Hālau Ho'okalo. This Community Resource Center will provide multi-faceted technology and multi-media services to learners ranging from pre-school to elders.

All programs of the Kanu o ka 'Āina Learning 'Ohana are academically rigorous, culturally driven and community-based and prepare learners of all ages to become responsible 21st century global citizens. Integrating the latest in educational and environmental-friendly technology with Hawai'i's native culture, language and traditions, these programs also directly contribute to an educated, environmentally conscious 21st century work force ready to usher Hawai'i into a new era of sustainability.

By providing quality Hawaiian-focused educational programs to P-20+ students, the Kanu o ka 'Āina Learning 'Ohana is actively fulfilling the mandate of Article X of the Hawai'i State Constitution. This article states, "The State shall promote the study of Hawaiian culture, history and language." This legislation also encourages the use of community expertise as suitable and essential means in the furtherance of this effort. Although this mandate was passed over 25 years ago, to date no community in Hawai'i has access to such programs, even communities with high concentrations of native Hawaiians, or large areas of Hawaiian Homes Lands.

This includes the Waimea area of Hawai'i Island, home of the Kanu o ka 'Āina Learning 'Ohana which contains the largest contiguous area of Hawaiian Homes Lands in the State, encompassing over 17,000 acres. To address this important issue, the Kanu o ka 'Āina Learning 'Ohana decided to use community expertise, as encouraged by Article X, to promote the study of Hawaiian culture, history and language in the Waimea area and beyond. This has resulted in a variety of innovative Hawaiian-focused programs entirely designed and controlled at the community level. Collectively these programs present a new paradigm not just in education but also in community economic development and governance. Furthermore, these programs have made significant, direct and indirect impact not just on hundreds of North Hawai'i residents of all ages and ethnic backgrounds, but also countless other individuals, organizations and communities near and far.

Collectively the programs administered by the Kanu o ka 'Āina Learning 'Ohana serve a population ranging from babies as young as six months old to kūpuna or elders exceeding 75 years of age. This is to say, our programs encompass a comprehensive P-20+ or womb-to-tomb approach aligned with the latest in 21st century educational philosophy, community planning, economic development and environmental consciousness. In addition, all programs are

culturally-driven, integrating traditional Hawaiian wisdom and learning modes with the rigor and quest for excellence characterizing our Hawaiian kūpuna.

The most well-known program fiscally administered by the Kanu o ka 'Āina Learning 'Ohana is Kanu o ka 'Āina New Century Public Charter School (KANU), Hawai'i's first culturally-driven public charter school. This innovative school is now in its eighth year, serving 150 students from grades K-12. KANU is recognized statewide as a stellar model of education combining 21st century academic rigor with ancient Hawaiian educational paradigms and traditions. Although 87 percent of KANU's students are of Hawaiian ancestry – a population that tends to score poorly on standardized tests throughout the State – KANU's NCLB status is “In Good Standing – Unconditional!” Every school year, KANU students receive numerous recognitions and awards, as does KANU's founder and director Dr. Kū Kahakalau, who was congratulated by the Hawai'i State Senate in 2007 for her Order of Ke Ali'i Pauahi Award. In 2007, KANU was also accepted to complete the WASC/HAIS accreditation process, as the first Hawaiian-focused public charter school to become accredited.

Due to a lack of facilities, KANU's student capacity continues to be restricted, as is the school's ability to maximize its technology and other academic programs. Despite inadequate facilities, KANU has developed a college-level CISCO Networking Academy, an industry-level technology and multi-media component, as well as several rigorous technology-focused student projects, including award-winning student-created bi-lingual books, CD Roms and websites. Hālau Ho'olako Community Resource Center will provide KANU students and staff with the latest in educational technology. Especially KANU's 6-12 projects will have extensive access to Hālau Ho'olako's technological resources, including recording studio and multi-media production space. Indubitably, Hālau Ho'olako will allow KANU and its students and staff to reach their highest potential and live up to KANU's motto: *kūlia i ka nu'u* (strive to reach your highest level).

The Kanu o ka 'Āina Learning 'Ohana also administers Mālamapōki'i Family Based Early Childhood Education Program, Hawai'i's first bi-lingual 0-5 early childhood program and an integral part of a seamless P-10 Hawaiian-focused Early Childhood Program jointly being developed by Mālamapōki'i and KANU K-5 staff. This program, which currently focuses on curriculum development and educational research, is projected to service dozens of families in the Waimea area once licensed facilities are constructed – which will be Phase II of our project. Hālau Ho'olako Community Resource Center will provide Mālamapōki'i with increased opportunities to continue to produce bi-lingual, Hawaiian-focused early childhood curriculum materials, to be distributed statewide.

The Kanu o ka 'Āina Learning 'Ohana has also incubated Hālau Wānana Center of Higher Learning, which gained provisional approval in 2005 as Hawai'i's first alternative teacher licensing program by the Hawai'i Teacher Standards Board. Hālau Wānana's second teacher licensing cohort began January 2007 involving 15 teacher candidates from Hawaiian-focused charter schools and one DOE school on three islands. Hālau Ho'olako will provide computer access for intersession seminars, access to the latest in digital technology, as well as unlimited virtual education opportunities to cohort participants, as well as other adult community learners who will use the facility during non-school hours. Hālau Ho'olako's servers will also maintain data for Hālau Wānana's Indigenous Research Institute, as well provide facilities for Hālau

Wānana staff, as well as hard and soft-ware to develop quality culturally-driven educational materials.

In addition to the above programs, the Kanu o ka 'Āina Learning 'Ohana provides grant writing, fiscal services and administrative leadership to Nā Lei Na'auao, a multi-island Native Hawaiian Charter School Alliance, currently serving 2000 students of Hawaiian ancestry on three islands. In that capacity, the Kanu o ka 'Āina Learning 'Ohana administers, among other things, funding for after-school, intersession and weekend activities for at-risk students, as well as programs targeting needy students and their families. These programs aim at reducing teen pregnancy, teen alcohol and drug abuse, as well as teen violence. All programs target teens and their families residing in Hawaiian communities on Kaua'i, O'ahu and Hawai'i Island designated by 2000 Census data as destitute, due to the high concentration of native Hawaiians. Kanu o ka 'Āina Learning 'Ohana's family strengthening programs has touched 12,000 participants statewide in 2007. Completion of the proposed Community Resource Learning Center will provide needy families in Waimea with direct quality womb-to-tomb educational services and care, including access to the latest technology. In addition, needy families not just in the Waimea area, but statewide, will be provided with opportunities for technology training via culturally-driven distance courses currently being developed by Hālau Wānana. Hālau Ho'olako Community Resource Center will also provide Nā Lei Na'auao schools with assistance in telecommunications and maintain a strong professional development program designed specifically to meet Nā Lei Na'auao needs.

As a young native Hawaiian grassroots organization, the mission of the Kanu o ka 'Āina Learning 'Ohana is to grow womb-to-tomb models of education that advance Hawaiian culture for a sustainable Hawai'i. It does this by focusing on building the capacity of our community through education and cultural practices. As the name indicates, the Kanu o ka 'Āina Learning 'Ohana is based on the Hawaiian concept of *'ohana* or family. For a non-profit organization this means that board members, staff and all involved stakeholders practice Hawaiian values and traditions, most especially *aloha* (love, generosity) and *lōkahi*, or interdependency, as well as mutual trust, respect and collective decision making.

The rapid development, funding and implementation of the Kanu o ka 'Āina Learning 'Ohana and its affiliated programs is directly related to the commitment, persistence and hard work of its leaders, staff and stakeholders. At the same time our success has been fueled by a demonstrated need for native-designed and controlled models of education, especially in Hawaiian communities designated as cultural kīpuka or seed banks by modern Hawaiian scholars. Already the models developed by the Kanu o ka 'Āina Learning 'Ohana are having remarkable impact in meeting the educational and cultural needs of North Hawai'i's native population. Moreover the impact of our programs has clearly reached beyond Waimea, as ongoing dissemination efforts share our pedagogy of aloha with audiences statewide, nationally and internationally.

After eight years of developing quality educational programs, the Kanu o ka 'Āina Learning is now ready to enter our second growth phase, the development of a quality comprehensive womb-to-tomb community learning center called Kauhale 'Ōiwi o Pu'ukapu. This community resource center will provide facilities for the above mentioned already existing programs. It will also allow the Kanu o ka 'Āina Learning 'Ohana to expand its services to an even broader community constituency as we fulfill our mission to grow womb to tomb models of education

that advance Hawaiian culture for a sustainable Hawai'i. This model is based on Education with Aloha that honors the past, addresses the present and serves the future.

2. The goals and objectives related to the request

GOAL

The goal of this GIA request is to secure \$ 1.5 Million in matching funds to finish the construction of Hālau Ho'olako Community Resource Center, the first building of Kauhale 'Ōiwi o Pu'ukapu located on 15 acres of Hawaiian Homes Lands in Waimea on Hawai'i Island.

OBJECTIVES

1. To construct an environmentally-responsible Community Resource Center, meeting the highest standards in green building design, and equipped to serve the technological needs of diverse learners of all ages. This facility is part of a larger, intergenerational learning destination, which will be completed over three phases.
2. To develop and implement an economic sustainability plan for Hālau Ho'olako, which provides a baseline for success and assures long-term sustainability and educational, cultural and organizational growth.

Since its incorporation in 2000, the Kanu o ka 'Āina Learning 'Ohana continues to make significant progress in incubating and supporting a family of quality Hawaiian-focused programs. The Kanu o ka 'Āina Learning 'Ohana also continues to progress considerably in its effort to procure adequate facilities for its growing programs, the most important factor restricting its current growth.

This lack of culturally harmonious facilities was confirmed as a resounding need articulated in a community planning process funded in 2001 by a grant from the Hawai'i Community Foundation to the Kanu o ka 'Āina Learning 'Ohana. This community planning process involved hundreds of Waimea community members of all ages, including many respected *kūpuna* (elders) and resulted in the development of principles that are guiding the planning, design, construction and maintenance of Hālau Ho'olako Community Resource Center.

The first major breakthrough for this vision was the award of a 50 year license agreement for a 15-acre parcel by the Department of Hawaiian Homes Lands, which will release an additional 15 acres upon demonstrated success in developing the first 15 acres as planned. A site design plan for the Kauhale 'Ōiwi o Pu'ukapu was developed by Group 70 International Inc. with extensive input from local stakeholders, which provides the general layout including the location of Hālau Ho'olako: Community Resource Center.

In 2003, the Kanu o ka 'Āina Learning 'Ohana began to design and implement a capital campaign, which to date has procured \$2,740,839.00 federal grants, private donations – including 100 percent participation from Kanu o ka 'Āina Learning 'Ohana board members. The total mention previously has already secured \$ 1.4 million from the US Department of Education Native Hawaiian Education Grant Program for planning and construction, as well as \$1,200,000.00 from Kamehameha Schools and a promise of support from the Office of Hawaiian Affairs. The campaign goal to build Hālau Ho'olako is \$ 3.9 million.

In addition, the Kanu o ka 'Āina Learning 'Ohana continues to solicit donations, grants and other monetary assistance from private sources, like the Weinberg Foundation and government funds like Grant in Aide (GIA). Below is a history of the Kanu o ka 'Āina Learning 'Ohana GIA submittal for Hālau Ho'olako, and the significant progress that continues to be made from year to year – even without State government aid to date.

GIA Submittal	Action	Amount Requested	Status of Project
2005 Legislature	Denied	\$1,219,558	December 2005 Planning and Preliminary Design Completed
2006 Legislature	Denied	\$1,495,126	October 2006 Final Design Completed
2007 Legislature	Denied	\$1,500,000	November 2007 Plans completed, Contractor Selected, Permits Secured, Construction Begun
2008 Legislature	<i>Pending</i>	<i>\$1,500,000</i>	<i>December 2008 Goal: Hālau Ho'olako Construction Completed</i>

Hālau Ho'olako Community Resource Center

Hālau Ho'olako Community Resource Center aims to improve academic and job skills among children, youth and adults and facilitate the building of community and learning networks. Hālau Ho'olako will strengthen the entire community. It will reach those who are isolated, enhance knowledge and opportunities and establish a locus for the perpetuation and advancement of Hawai'i culture and education. It will enhance learning opportunities for those interested in perpetuating Hawaiian culture, values and traditions utilizing the use of computers and other technological tools. It will serve as a technology resource in the community; helping students, parents, families and community organizations use technology to strengthen their endeavors. Hālau Ho'olako will provide a needed community asset and provide individuals a resource to increase their self-sufficiency.

Hālau Ho'olako will allow community members to study and then apply their learning to provide services to the community including: Video/CISCO-related equipment and software, technology resource personnel, high speed online service, teleconferencing center, community meeting and learning space, computers and other technology tools, such as software. Hālau Ho'olako will include two multipurpose labs, a video editing lab, reading room/small collection, sound room, teleconference room, network hub, café, office and staff room. It will be a total of 8584 square feet integrating “green” technology to increase energy efficiency and reduce waste.

3. State the public purpose and need to be served

The public purpose of this proposal aligns with Article X of the State Constitution which promotes the perpetuation of Hawaiian language, culture and traditions. Using the latest in fiber-optic technology, Hālau Ho'olako will have unlimited potential to provide Hawaiian-focused virtual education to interested learners from around the world. Specifically, Hālau Ho'olako will target Hawai'i's native population, who make up 20.2 percent of the State's multi-ethnic

population. Ka Huaka'i 2005 Native Hawaiian Educational Assessment states: "Overall, this analysis makes it clear that the status quo is not acceptable for Native Hawaiians." The key findings that follow include policy implications that address the need for collaboration, coordination, and support to facilitate the reinvention that must occur at the community level to create positive changes in areas such as decent and affordable housing, personal safety, employment and wages, in addition to education. These and other components must be addressed to increase the capability and well-being of Native Hawaiian families and communities."

Specifically, the report delineates the following challenges facing Hawai'i's native people:

Material and Economic Well-Being

- Native Hawaiian families with children have the lowest mean income (\$55,865 versus the statewide average of \$66,413) and the highest poverty rates (18.3 percent versus 11.3 percent statewide) among the major ethnic groups in the state.
- Poverty among Native Hawaiians is highest in rural areas such as Moloka'i and the eastern side of Hawai'i Island, where the concentration of Native Hawaiians is also high. In the Leeward district of O'ahu, almost one-third (32.4 percent) of school-age Native Hawaiian children live in poverty.
- Native Hawaiians are underrepresented in professional and managerial positions and overrepresented in less-skilled production, transportation, and material-moving jobs.
- On the whole, Native Hawaiian public school students from low-income families score lower on achievement tests, are more often retained in grade, and are less likely to graduate from high school within four years than are Native Hawaiian students from more financially secure families.
- Although Native Hawaiians express strong attachments to their communities and their ancestral island home, labor and housing market conditions are driving the migration of Native Hawaiians out of the state of Hawai'i.

Educational Well-Being

- Many Native Hawaiian families with young children opt for unlicensed family-based care. Many center-based programs attended by Native Hawaiian children are not accredited.
- Statistics show that public schools with high concentrations of Native Hawaiian students have higher faculty turnover and tend to have teachers with less experience and fewer qualifications compared with other schools.
- Under the No Child Left Behind Act, nearly half of the schools in Hawai'i targeted for restructuring in school year 2005–06 serve predominantly Native Hawaiian students, making Native Hawaiian children twice as likely as their peers to attend a restructuring school (1 in 8 versus 1 in 17 for non-Hawaiians).
- Native Hawaiian learners face persistent academic challenges within the public schools.
- The test scores of Native Hawaiian children lag behind statewide averages by approximately 10 percentile points in reading and math. The achievement gap widens as students progress to higher grades.
- Academic disparities are pronounced in rural regions with high concentrations of Native Hawaiians.

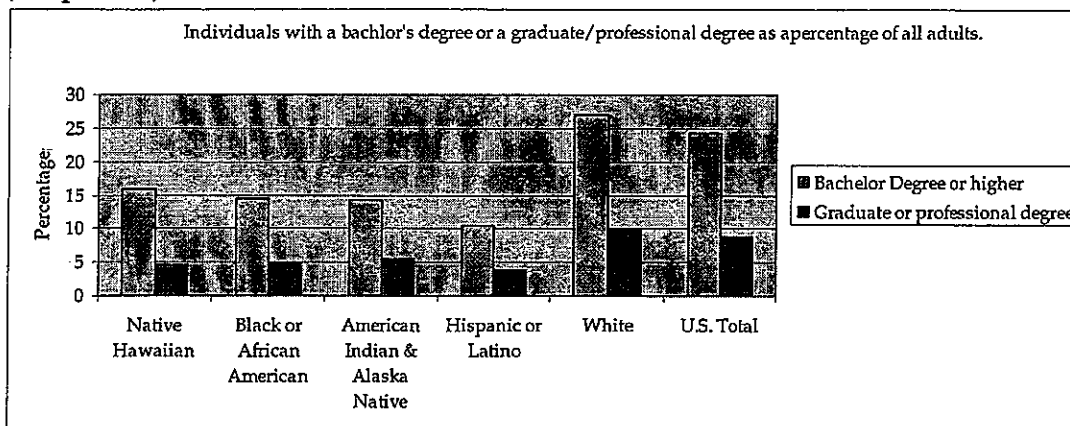
- With a more rapidly escalating rate of special education referrals than that of their peers, almost one in five Native Hawaiian students (18.5 percent) is identified for special education services, compared with roughly one in ten non-Hawaiians (10.9 percent).
- Native Hawaiian students experience pronounced absenteeism and are the least likely of the major ethnic groups to graduate from high school within four years (69.3 percent versus 76.7 percent statewide).

Native Hawaiians Social and Cultural Well-Being

- Compared with other families in the state, Native Hawaiian households have the highest incidence of single-parent families with minor children (15.8 percent versus 8.1 percent). Such families more often struggle with financial insecurity and family tensions.
- Native Hawaiian children are more likely to report conflict within their families. Statistics show that child abuse and neglect are increasingly common in Native Hawaiian families.
- Native Hawaiians on the whole have disproportionately high rates of substance abuse, arrest, and incarceration, suggesting areas that may benefit from engaging the support of kūpuna and the cohesive aspects of Hawaiian cultural practices and active community involvement.

Furthermore, according to the State of Hawai'i Department of Public Safety, Hawaiians make up 39 percent of the state's prison population and have the highest drug, alcohol and physical abuse rates, and the worst health statistics in the State. These statistics are clear indicators that the current centralized education system in Hawai'i is not working for Hawai'i's native population and that changes in the education for Hawaiians concentrated at the community-level are necessary.

In higher education as well, Hawaiians are grossly underrepresented with only one in four Hawaiians (18 -24 years) in college. Furthermore, six years after being admitted into the University of Hawai'i system, 73 percent of Chinese students and 64.2 percent of the Japanese students have graduated, while only 41.3 percent of Native Hawaiians students have earned a college degree. Nationally, only 4.6 percent of Native Hawaiian adults obtain a graduate or professional degree, the lowest percentage of the ethnic groups after Hispanic or Latino adults (3.8 percent).



4. Describe the target population to be served

The primary target populations to be served by Hālau Ho'olako Community Resource Center are those members of the Waimea community interested in perpetuating the language, culture and history of Hawai'i's host culture. This is because all programs utilizing Hālau Ho'olako will be culturally driven, grounded in a unique Education with Aloha, developed by our leaders. This pedagogy is inclusive by nature, building on values and traditions of Hawai'i's host culture, which has welcomed all ethnicities, races and nationalities to our shores. This means that all interested learners are welcome to access our programs and participate full in all activities provided. This includes both Hawaiians and non-Hawaiians ranging in ages from 6 months to 75 years of age and older.

Being located on Hawaiian Homes Lands, Hālau Ho'olako as well as future Kauhale facilities will specifically target Hawaiian Home Lands residents, recognized as one of the most underserved and economically destitute portion of Waimea's rapidly growing multi-ethnic population. Other Waimea residents will constitute the secondary target population. While the Waimea community will be the primary users of Hālau Ho'olako the technological capacity of this building will allow us to also reach out to other communities across the state, nation and the even the world.

5. Describe the geographic coverage

The geographic area to be serviced by Hālau Ho'olako Community Resource Center is the north corner of the island of Hawai'i. While the specific target is the Hawaiian *paniolo* community of Waimea, also known as Kamuela, the geographic coverage also includes the district of Hāmākua, as well as all of North and South Kohala. Furthermore, the proposed Community Resource Center will be able to reach stakeholders around the world, interested in perpetuating Hawai'i's native language, culture and traditions. This will be achieved through the latest in digital fiber technology. Sandwich Isles Communications, Inc., the recipient of some \$450 million dollars in federal funds to connect State of Hawai'i Hawaiian Homes residents via fiber optic cable, has agreed to connect all of the buildings at Kauhale with state-of-the-art digital cable capacity.

Like many other ancient Hawaiian areas of settlement, dating back many centuries, the town of Waimea has experienced dramatic changes in the last 20 years. On the range, quads are replacing horses and in town, gourmet restaurants and fast-food chains are competing with local diners, while shopping centers take the place of mom-and-pop stores. Skyrocketing real estate prices are evidence of the rapid expansion of Waimea into a bustling town. The famous Parker Ranch, once Waimea's primary employer is changing from ranching to real-estate, commercial development and tourist activities. Expensive homes, many out of the financial reach of local residents, now fill green pastures, and high-tech telescopes structures dot the summit of sacred Mauna Kea, ascended daily by the Waimea-based international astronomy community. In recent years, Waimea has also been promoted as a center for healing and wellness, especially after the construction of a state-of-the-art hospital, merging the latest in modern medicine with holistic methods of healing. While traces of *paniolo* lifestyle remain, it is quite apparent that the aloha spirit is quickly diminishing in this once serene mountain village, located 2000 feet high on the slopes of Mauna Kea and that without targeted intervention, Waimea's native lifestyle will soon be a thing of the past. Hālau Ho'olako's technology will have capacity to capture and record this life style and assist in the perpetuation of a vital heritage.

Economic expansion and increased employment opportunities in West Hawai'i have resulted in vastly increased numbers of people visiting and passing through Waimea. Simultaneously, a rapid growth of new Waimea residents and landowners, many of whom are from non-island cultures or from urban philosophies, threaten to minimize or displace native ways. Commercial property, once concentrated within a relatively small area of town that fostered a close sense of community, is increasingly spreading into strip developments along the cross-island highway running through Waimea. The western philosophies of private land ownership and the way that land is treated by its owners are juxtaposed with Hawaiian values such as community responsibility to *mālama 'āina* (caring for the land). Meanwhile, established mainstream educational institutions in Waimea remain largely unresponsive to the needs of persons of Hawaiian ancestry and the perpetuation of Hawai'i's host culture.

In the face of increasingly rapid change and the apprehension of becoming an "anywhere USA town," providing the educational and cultural facilities necessary to deal with change has become paramount. It has also become clear that the perpetuation and revitalization of the Hawai'i's host culture, language and heritage is central to empowering Hawai'i's indigenous people. In addition, providing a resource to anchor the well-being of Hawai'i residents and visitors alike, by creating a place where one can experience Hawaiian culture, is an important contribution to the community of Waimea, Hawai'i island and the State of Hawai'i. Across the world, indigenous cultures are endeavoring to meet the 21st century. At the same time it is increasingly apparent that indigenous people provide for cultural interchanges. Creating culturally-grounded facilities like Hālau Ho'olako, the first building of Kauhale Ōiwi o Pu'ukapu, not only enrich our community, but have tremendous potential to bring all stakeholders closer to recognizing our similarities rather than our differences.

II. Service Summary and Outcomes

1. Scope of Work, Tasks and Responsibilities

For the past five years the Kanu o ka 'Āina Learning 'Ohana has worked diligently to provide quality educational programs to the Waimea community and beyond. Utilizing an approach that is at once ancient and modern, the Kanu o ka 'Āina Learning 'Ohana has worked collaboratively with community stakeholders, government officials, and a wide variety of supporters to initiate the creation of the Kauhale 'Ōiwi o Pu'ukapu. In May 2007, the Kanu o ka 'Āina Learning 'Ohana broke ground for the construction of Hālau Ho'olako, the first facility of this future 30-acre learning destination.

2. Timeline

Since our first request to the legislature in 2005 to assist with this project, a significant amount of the scope of work for the project listed below, including planning and design for Hālau Ho'olako Community Resource Center has already been completed. This request by the Kanu o ka 'Āina Learning 'Ohana is asking for matching funds to complete the construction activities of the project outlined in bold.

Tasks, Responsibilities and Timeline

Tasks	Person Responsible	Timeline
Planning		
Recommendations to the Kanu o ka 'Āina Learning 'Ohana Board regarding appropriate consultants.	Project Director/Planner	Completed 6/2006
Definition of roles and responsibilities of the consultants,	Project Director, Legal Advisor/Planner	Completed 6/2006.
Planning of structure and design of the Master Plan.	Project Director, Legal Advisor/Planner	Completed 7/2006
Definition and identification of facility needs	Architect/Owner's Representative/Civil Engineer/Planner	Completed 7/2006
Presentation to Kanu o ka 'Āina Learning 'Ohana Board, staff and community.	Project Director/ Architect/Owner's Representative/Civil Engineer	Completed 8/2006
Design		
Review of architectural plans by Kanu o ka 'Āina Learning 'Ohana	Project Director/ Architect/Owner's Representative/Civil Engineer	Completed 12/2006
Creation of options and alternatives with budget implications that allow the Kanu o ka 'Āina Learning 'Ohana to make informed decisions.	Architect/Civil Engineer	Completed 12/2006
Translation of program needs into spaces that are delightful and worthy of all projected users	Architect/Civil Engineer	Completed 1/2007
Creation of accurate and timely budget and schedule	Architect/Civil Engineer	Completed 1/5/2007
Creation of quality and cost effective materials that are durable, low maintenance	Architect/Civil Engineer	Completed 2/2007
Determining value engineering, materials and method selections.	Architect/Owner's Representative/Civil Engineer	Completed 2/2007
Pre-Construction		
Assembly of approved documents for bidding that meet the Kanu o ka 'Āina Learning 'Ohana's legal and bidding standards.	Project Director/ Architect/Owner's Representative/Legal Advisor/Civil Engineer/Planner	Completed 3/2007

Creation of bid alternatives for review and approval by the Kanu o ka 'Āina Learning 'Ohana.	Architect/Project Director/ Owner's Representative/Legal Advisor/Civil Engineer	Completed 3/2007
Creating response to bidder's questions; preparation of addenda, facilitation of site visits and assistance with the acceptance of bids.	Architect/Civil Engineer	Completed 4/2007
Evaluation of bids and recommendation by Kanu o ka 'Āina Learning 'Ohana	Architect/Legal Advisor/Civil Engineer	Completed 4/2007
Preparation of contracts for Board action and processing.	Project Director/ Architect/Owner's Representative/Legal Advisor	Completed 9/2007
Finalization of constructability review and cost estimates.	Owner's Representative	Completed 9/2007
Construction		
Review of contractor's schedule and performance by the Kanu o ka 'Āina Learning 'Ohana	Architect/Civil Engineer	Completed 10/2007
Implementation of monthly meetings to keep Kanu o ka 'Āina Learning 'Ohana Board and other stakeholders up to date on all matters of construction issues including applications for payment, requests for substitutions and change order requests.	Project Director/ Architect/Owner's Representative/Contractor	Ongoing
Review and response to submittals and shop drawings.	Architect/Contractor/Owner's Representative/Project Director	Ongoing
Actual construction of Hālau Ho'olako Community Resource Center	Owner's Representative/Contractor/Architect/	11/24/2007 – 10/16/2008
Site Work	Contractor	11/24/2007 – 4/10/2008
Building Slab Work	Contractor	Began 1/23/2008 – 2/27/2008
Site Utilities	Contractor	2/4/2008 – 4/9/2008
Vertical Construction	Contractor	1/16/2008 – 10/16/2008
Disseminating punch lists and close out procedures to the contractor.	Architect/Owner's Representative/Civil Engineer	10/16/2008
Exterior Finish	Owner's Representative/Contractor	7/28/2008 – 10/10/2008
Certification of Occupancy	Contractor/Architect	10/20/2008

3. Quality Assurance and Evaluation

The Kanu o ka 'Āina Learning 'Ohana is committed to the highest level of excellence. This can only be achieved through ongoing, rigorous quality checks. To this effect, a comprehensive quality assurance and evaluation plan has been developed to monitor and assure the progress of construction of Hālau Ho'olako Community Resource Center.

Each month the Project Director, along with the Owner Representative, reviews reports from the architect, civil engineer and Owner's Representative. These reports include documentation of project progress, as well as financial updates. This insures that the goals, objectives and outcomes are met. The Project Director presents the progress report to the shareholders and the Kanu o ka 'Āina Learning 'Ohana's Board of Directors. Any changes to design or construction elements must first be reviewed by the Project Director. All budget changes must be reviewed by the Project Director and Kanu o ka 'Āina Learning 'Ohana's Executive Director. If the changes affect the cost of the project, the Kanu o ka 'Āina Learning 'Ohana Board must approve the revisions.

These monthly reports allow the Project Team to identify strengths and weaknesses in the process and provide information regarding the following elements:

- The ability to understand and interpret the design and program requirements of the project.
- The ability to remain within the established budget limitations through all project phases.
- Overall communication and documentation, as well as the ability to manage and review all sub consultants' work.
- Technical expertise and the ability to communicate issues and facilitate resolution in a timely manner.
- Adherence to and maintenance of the schedule and provision of appropriate and consistent staffing for the project.
- Regulatory and permitting issues which can have a major impact on project schedules, design and costs.
- Ability to communicate effectively.
- The ability to administer the construction contract through timely and thorough review of the Contractor's work.
- The responsibility to provide oversight for all sub-consultants and to manage the Kauhale 'Ōiwi o Pu'ukapu Project Team throughout the construction phase.
- The thoroughness and promptness in providing requests for changes and documenting the reasons for the change.
- The quality of the construction documents.

In addition to the consideration of internal control over financial reporting required by generally accepted auditing standards (GAAS) and the Yellow Book, Kanu o ka 'Āina Learning 'Ohana idea of financial stability is defined in terms of its ability to facilitate and enhance economic processes, manage risks, and absorb shocks. Our financial stability is considered a continuum: changeable over time and consistent with multiple combinations of the constituent elements of finance with a strong focus on diversification of funding sources and a commitment to a balanced budget and positive

cash flows. Our definition of financial solvency is simply the ability to pay legal debts and the ability to meet our financial obligations when they come due.

KALO is an effective fiscal agent with seven years of successful major federal program audits managing approximately 19 million dollars. KALO is accountable to OMB Circular A-133. This Circular is issued pursuant to the Single Audit Act of 1984, P.L. 98-502, and the Single Audit Act Amendments of 1996, P.L. 104-156. It sets forth standards for obtaining consistency and uniformity among Federal agencies for the audit of States, local governments, and nonprofit organizations expending Federal awards.

A solid operational team assures that KALO maintains the highest standards. KALO's board and operational team utilizes the expertise of the following consultants:

Cary Williams - Auditor (Detor and Williams)

Dave Ramos - Accountant (Fiducially)

Nick Prassas - Capital Investments

Stephen Bess - In-house Counsel

Cary Moore - Human Resource Counsel (Torkleson, Katz, Fonseca, Moore and Hetherington)

Wes Chang - Bond Counsel

Marc Owen - IRS 501 (c)3 Counsel (Caplan and Drysdale)

Ken Melrose - Construction Project Manager (Pa'ahana Enterprises)

Janet Mason - Risk Management

Miles Moriyama - Insurance and Retirement (Occidental Underwriters)

4. Measures of effectiveness

Kanu o ka 'Āina Learning 'Ohana will measure its effectiveness in the achievement of its goal and objectives listed below.

GOAL

The goal of this GIA request is to secure \$ 1.5 Million in matching funds to finish the construction of Hālau Ho'olako Community Resource Center, the first building of Kauhale 'Oiwī o Pu'ukapu located on 15 acres of Hawaiian Homes Lands in Waimea on Hawai'i Island.

OBJECTIVES

1. To construct an environmentally-responsible Community Resource Center, meeting the highest standards in green building design, and equipped to serve the technological needs of diverse learners of all ages. This facility is part of a larger, intergenerational learning destination, which will be completed over three phases.
2. To develop and implement an economic sustainability plan for Hālau Ho'olako, which provides a baseline for success and assures long-term sustainability and educational, cultural and organizational growth.

III. Financial

1. Required Budget Forms attached.

2. Quarterly fund requirements for fiscal year 2008 - 2009

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$1,000,000.00	\$500,000.00			\$1,500,000.00

IV. Experience and Capability

A. Necessary Skills and Expertise

The Kanu o ka 'Āina Learning 'Ohana is comprised of community members from multiple disciplines and fields of expertise, who all share a strong affinity for Hawai'i's host culture. This includes educators with credentials from early childhood certifications to doctoral degrees, legal experts, technology experts, building and construction experts, and various levels of managers and fiscal experts, as well as community leaders, visionaries and grassroots supporters. While many of these learning 'ohana members provide voluntary services, the Kanu o ka 'Āina Learning 'Ohana also employs a variety of professionals knowledgeable about all aspects of education, fiscal management, organizational capacity building, and construction including the permitting process.

To assure that all aspects of the building process are executed at all levels, Kanu o ka 'Āina Learning 'Ohana has organized an Owner, Architect and Contractor (OAC) meeting, held every two weeks. At these meetings all issues are discussed including work progress, submittals, management of sub-contractors. Kanu o ka 'Āina Learning 'Ohana is represented by it's Owner Representative, Ken Melrose of Pa'ahana Enterprises. Ken Melrose is involved in site planning and development feasibility analysis, project scoping and programming, establishing design and cost parameters coordinating design, costing, construction sequencing, overall project management and design-build coordination

Mr. Melrose's current projects include: Halau Hoolako multi-media/community resource center for Kanu o ka 'Āina Learning Ohana in Waimea; New BMW dealership facility for Shelly Eurocars LLC in Kona; Waimea store renovation and lumber yard expansion for HPM Building Supply; Professional medical office building for North Hawaii Community Hospital; campus master plan and entitlements/permits, new Energy Lab building and track resurfacing projects for Hawaii Preparatory Academy; campus master plan for Parker School; and, assisting several individuals and small businesses with a wide variety of needs for their projects.

Kanu o ka 'Āina Learning 'Ohana has contracted with Tinguely Development Inc. as it's Contractor and Group 70 International as it's Architect.

Besides building up a strong, culturally-grounded human resource base, the Kanu o ka 'Āina Learning 'Ohana has also built up its fiscal capacity. This includes successfully completing A-133 major federal program audits over the past five years without any findings. Furthermore, since its start-up in 2000, the Kanu o ka 'Āina Learning 'Ohana has managed over ten (10) million dollars in federal, state and foundation funds in an ethical and professional manner. This includes a large grant received in 2003 from the U.S. Department of Education Native Hawaiian Education Grant Program. This grant, in the amount of \$1.4 million is funding the planning, design and construction of Hālau Ho'olako and provides the match for this grant application. In

addition we have recently received the approval for \$1.2 million for facility from Kamehameha Schools.

This request is for \$ 1.5 million in matching funds for the Hālau Ho'olako Community Resource Center.

B. Facilities

Over the past eight years, the number one challenge for all programs affiliated with the Kanu o ka 'Āina Learning 'Ohana has been finding adequate physical facilities in a rural community like Waimea. Furthermore, a lack of adequate facilities has seriously hampered the ability of our various community programs to reach their fullest potential. Rather than expending efforts to improve current program facilities, which are all located on lands that can only be leased on a year-to-year basis, the Kanu o ka 'Āina Learning 'Ohana chose to concentrate our efforts on creating new permanent facilities for all our current and future programs on a 15 acre portion of Hawaiian Homes Lands. All of these facilities, including Hālau Ho'olako Community Resource Center, will have multiple use and multiple users and service a wide range of residents and community members.

From the very beginning, the creation of the Kauhale has involved a wide number of shareholders. In 2001, the Kanu o ka 'Āina Learning 'Ohana received a community planning grant from the Hawai'i Community Foundation to determine the needs of our stakeholders. During a series of workshops stakeholders identified the need for facilities as a high priority for our organization. Since “the need for facilities” was such a resounding need, Kanu o ka 'Āina Learning 'Ohana staff conducted additional workshops to define key factors to drive the creation of a community facility. *Kūpuna* (elders), *mākua* (parents), *'ōpio* (youth), *keiki* (children) were intimately involved in developing the following values to guide the design, construction and maintenance of Kauhale:

1. The facility will reflect the Hawaiian culture and practices.
2. The facility will reflect the community of Waimea.
3. The facilities will *mālama 'āina* (care for the land).
4. The facility will be for community use.

In developing these values, our *kūpuna* (elders) spoke of “understanding one’s place” and “being mindful of our responsibilities to that place.” This concept initiated conversations about “building green”, a global movement gaining increasing popularity in Hawai'i as elsewhere. It was this concept of “building green” that community members felt most exemplified our desire to be true to Hawai'i's host cultural value of *mālama 'āina* (caring for the environment). According to native cosmogonic genealogies, Hawaiians have had a familial relationship to the environment, dating back to the beginning of time. This interdependence between man and the environment no doubt evolved as a result of living on islands in the middle of the vast Pacific Ocean. There is no doubt that our *kūpuna* (ancestors) recognized and respected Hawai'i's limited natural resources, which resulted in a strong sense of responsibility to care for the environment and to maintain a balance to ensure the continuance of place, self and community. Unfortunately, for over two hundred years, this value has been in direct conflict with the prevalent values of western society to subdue the earth and view it as a commodity to be bought and sold for profit. However, with the growth of green building and green technology

throughout the world, which is directly in line with the worldview of Hawai'i's host culture, Hawaiians will be able to access 21st century technology, while maintaining our cultural values.

To our knowledge, Hālau Ho'olako will be the first community facility in Hawai'i, featuring green building technology. Hālau Ho'olako is being designed to reflect the values of the 'ohana by protecting the environment, modeling sustainability, improving academic performance, and health and safety, reducing operating costs, and reflecting community values.

Hālau Ho'olako will maximize site conditions to make as little impact on the current landscape. For example construction activities will minimize site grading and utilize rock and topsoil from site development for landscaping. We will also be diverting 75% of the construction waste from our land fill. In order to maximize the use of water, a resource becoming more and more scarce, Hālau Ho'olako will harvest rainwater for irrigation of a low-maintenance, minimum pesticide landscape. In addition Kanu o ka 'Āina New Century Public Charter School students in grades 6-12 are designing, and constructing and plan to maintain a constructed wetland wastewater treatment, which will recycle most of the water utilized by Hālau Ho'olako.

Hālau Ho'olako will utilize efficient design and technologies to save thousands of dollars a year in energy costs. Rocky Mountain Institute completed an energy assessment of Hālau Ho'olako and estimated a energy savings of approximately \$5,000 annually. This includes utilizing solar technology and incorporating daylighting strategies that will replace 42% of the electrical lighting use. Research indicates that utilizing a variety of controlled daylighting in educational spaces increases student, staff attendance and performance. The roof mounted photovoltaic panels will produce 7.2 kWatts of electricity, some of which is planned to be returned to the HELCO grid.

Natural ventilation will be utilized in 90% of the building and all adhesives, sealants, paints, carpet, coatings, cleaning agents will have low Volatile Organic Compounds. Research shows that improved indoor air quality results in improved student and staff health, which in turn increases attendance and performance. The building and interior products will utilize products with more than 10% of recycled content. Moreover, Hālau Ho'olako will feature VIP parking stalls for low-emitting and fuel-efficient vehicles.

As a LEED GOLD certified building, Hālau Ho'olako has tremendous potential to become a model of green technology for the entire archipelago in a time when natural resources are declining locally, as well as worldwide. The Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ encourages and accelerates global adoption of sustainable green building and development practices through the creation and implementation of universally understood and accepted tools and performance criteria.¹ Hālau Ho'olako will be certified under the LEED for New Construction Rating System.

One of the main features of the Kauhale 'Ōiwi o Pu'ukapu is its focus on access to the latest in technology. This is being achieved via a collaborative effort with Sandwich Isles Communications, which has agreed to equip free of cost Hālau Ho'olako, as well as other

¹ <http://www.usgbc.org/DisplayPage.aspx?CMSPageID=222>

Kauhale 'Ōiwi o Pu'ukapu phases, with the latest in digital fiber. This will provide high speed connectivity, as well as allow for high volume use during all hours of the day and night.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Project Director

Position Description: Initiation and management of all activities delineated in the Grant for Hālau Ho'olako. The Project Director is responsible for the entire development process including consultant selection, monitoring of work progress and shall represent the Kanu o ka 'Āina Learning 'Ohana's vision and mission. The Principal Investigator/Project Director serves as the single point of contact for the Kauhale 'Ōiwi o Pu'ukapu. The Project Director will facilitate and manage the project, to insure appropriate coordination of all aspects of the program. The Principal Investigator/Project Director will complete all necessary grant program and financial reports. The Principal Investigator/Project Director will report all project progress to Executive Director, Kanu o ka 'Āina Learning 'Ohana Board of Directors and stakeholders. The Principal Investigator/Project Director will be under the direct supervision of Kanu o ka 'Āina Learning 'Ohana's Executive Director.

Qualifications: Knowledge of Hawaiian community. Able to accurately articulate the vision of the Kauhale 'Ōiwi o Pu'ukapu and the Kanu o ka 'Āina Learning 'Ohana. Able to communicate with various sectors of the community. Able to organize, plan and facilitate project team meetings, community meetings, consultant meetings. Able to organize and lead program activities. Able to complete required grant program and financial reports. Able to supervise staff and report back to Kanu o ka 'Āina Learning 'Ohana board. Kanu o ka 'Āina Learning 'Ohana has selected Olani Lilly to fill this position. Her extensive knowledge of both Kanu o ka 'Āina Learning 'Ohana, as well as our other programs, will enable her to communicate the vision and mission of Kauhale 'Ōiwi o Pu'ukapu.

Owner's Representative

Position Description: The Owner's Representative will coordinate the design process, manage timelines, review construction materials and provide budget options during the design process. Review design and design budgets according to construction specifications and make appropriate recommendations. Assist in determining phasing requirements and/or make separate contract options. Coordinate off-site requirements with the utility and county. Supervise the construction project and issue Notices of Award and Notices to Proceed. Assist architect with project close out and procedures for owner occupancy. Assist with furniture and equipment purchases, receiving and set up.

Qualifications: Successful experience on projects of like scope. The Owner's Representative should be able to work in a team and should have excellent communication skills. Minimum five years supervisory experience - Management of personnel - Budgeting and cost control - Overseeing administrative functions - Knowledge of: * Plumbing * Carpentry * Painting * HVAC * Appliance maintenance and installation * Material ordering * Estimating * General construction • Managing onsite superintendents and subcontractors. • Ability to resolve disputes

with clients and subcontractors. • Controlling job costs and managing profit margins. • Strong management and marketing skills. Ken Melrose of Pa'ahana Enterprises was selected because of his abilities to meet the qualifications.

Architect

Position Description: Under general supervision, prepares and reviews facilities plans and construction contract bid documents and specifications for projects applying knowledge of design, construction procedures, zoning and building codes, and building materials. Prepares, reviews, and integrates planning and construction policies and procedures in accordance with the university's master plan. Monitors project progress and costs. Prepares and reviews plans, construction bid documents and specifications for major and minor capital improvement projects and for alteration and renovation projects. Coordinates development of project design with project architects and consultants. Conducts pre-construction conference and overview orientation of final project design drawings and specifications with project architects, consultants, and appropriate university personnel. Prepares, reviews, and integrates construction planning policies, procedures, and bid processes. Tracks and coordinates project progress and costs; reviews and approves construction pay estimates, change order proposals, and other construction contract documents. Monitors construction progress through on-site inspection and review. Supervises and guides the work of architectural drafters.

Qualifications: Bachelor's degree in a related Technical, Scientific, or Engineering discipline with 3 to 5 years experience directly related to the duties and responsibilities specified. State of Hawai'i Registration. Knowledge of building design, construction, and maintenance. Ability to prepare engineering documents, specifications and cost estimates for projects. Ability to design and plan major construction projects. Knowledge of contract documents and specifications. Ability to foster a cooperative work environment. Knowledge of project management principles, practices, techniques, and tools. Organizing and coordinating skills. Ability to supervise and train assigned staff. Charles Kaneshiro of Group 70 International is the project's architect.

Civil Engineer

Position Description: Performs in a professional civil engineering position requiring the capability of independent and complex analysis in providing engineering services to the Kanu o ka 'Āina Learning 'Ohana. Review and comment on engineering construction plans, studies and drainage reports as it relates to public infrastructure associated with property development to assure compliance with county standards. Design and/or manage capital improvement projects for public infrastructure (water, sewer, streets, drainage).

Qualifications: BS in civil engineering or related field plus 6-8 years directly related experience or MA/MS plus 4-6 years related experience or PhD with 2-4 years experience. Proficient in the investigation, design and construction of public work facilities. Experience in design and/or management of capital improvement projects for public infrastructure (water, sewer, streets, drainage). Good oral and written communication skills with the ability to communicate with the public, contractors, and other county staff in a professional and courteous manner. The ability to manage activities requiring continuing coordination. The ability to work independently without supervision and also to be able to work with others dependent upon the dictates of the

assignment. Ability to perform according to established procedures subject to progress review. Have a general understanding of land development and land surveying. Licensed/Registered professional engineer in the state of Hawai'i or within one year of qualifying as a licensed/registered engineer. Passing score on Fundamentals of Engineering Exam and Engineer-In-Training Certification required for lower level position. Okahara and Associates is the Civil Engineering Firm.

Legal Advisor

Position Description: The Legal Advisor shall be responsible for overseeing the potential legal issues of the Kanu o ka 'Āina Learning 'Ohana and the construction of Hālau Ho'olako. The Legal Advisor will review written correspondence between the Kanu o ka 'Āina Learning 'Ohana, consultants and contractors. In addition, the Legal Advisor will work with other board members on special projects, as well as attend monthly board meetings.

Qualifications: The Legal Advisor will have a license to practice law in the State of Hawai'i, good organization and communication skills and experience in settling disputes. The Legal Advisor will act as the Registered Agent for the corporation and provide advice to the President and other board members in all legal matters. Steve Bess Esq. has been hired and provides oversight on legal issues.

Project Assistant

Position Description: The purpose of the administrative clerk position is to facilitate the completion of Kauhale 'Ōiwi o Pu'ukapu by assisting the Project Director in planning, organizing, coordinating, directing and performing a variety of administrative services and support functions. The major duties include office management, secretarial, clerical and personnel/payroll. These duties include, but are not limited to the following responsibilities: establish, evaluate and update office procedures to insure office services are performed efficiently; take minutes at all meetings and review incoming correspondence; check delivery of all supplies, equipment and merchandise; prepare timesheets/payroll records for all employees. The Administrative Clerk will be under the direct supervision of the Project Director.

Qualifications: Should have knowledge of Hawaiian community; office practices and procedures; office management, operation of standard office machines, grammar, punctuation, spelling and work usage. Ability to compose standard and special memos and correspondence plan, organize; coordinate a wide variety of clerical activities and services.

Fiscal Clerk

Position Descriptions: The Fiscal Clerk is responsible for performing standard account clerical tasks which pertain to a portion of an account record keeping operation involving the maintenance of one or more journals or subsidiary ledgers consistent with appropriate control accounts. The major duties include accounts clerical tasks, bookkeeping, budget and expenditure plan preparation, accounting and purchasing procedures, cash collections and deposits, purchasing (purchase orders and invoices), Kauhale 'Ōiwi o Pu'ukapu inventory control and computer input services. These duties include but are not limited to establishing and maintaining control accounts; collect budget related data and prepare summarizations, e.g., supplies and

equipment use experiences, estimates of costs for supplies, equipment etc., for use by the Project Director in the preparation of budget and expenditure plans. The Fiscal Clerk will be under the direct supervision of the Project Director.

Qualifications: Should have knowledge of Hawaiian community; Arithmetic; Business; English; filing; operation and operational maintenance of common office appliances and equipment including adding machines and calculators; standard accounting codes; classifications and terminology pertinent to accounts maintenance operations. Should have ability to plan and carry out the typical range of accounts clerical functions; write routine business letters, operate and maintain various common office appliances and equipment.

B. Organization Chart

The Kanu o ka 'Āina Learning 'Ohana is a community-based non-profit organization under the guidance of a dynamic Board of Directors representing various sectors of Waimea grassroots community. CHART A delineates our overall organizational structure, as well as the programs currently supported by the Kanu o ka 'Āina Learning 'Ohana and CHART B. shows the structure for Kauhale 'Ōiwi o Pu'ukapu.

Throughout the entire planning, design and construction process, ultimate responsibility for this project lies with Kanu o ka 'Āina Learning 'Ohana's Executive Director, who is the direct supervisor of the Project Director for the entire Kauhale 'Ōiwi o Pu'ukapu Project.

The Project Director is the direct supervisor of the Owner's Representative. The Owner's Representative in turn manages all construction consultants to include but not limited to the architect, the civil engineer and the planner. In addition, the Project Director will supervise the Project Assistant and Fiscal Clerk. Finally the Project Director will be advised by the Legal Advisor, and seek community input from the Stakeholder's Hui throughout the planning, design and construction process.

CHART A
KANU O KA 'ĀINA LEARNING 'OHANA
ORGANIZATIONAL CHART

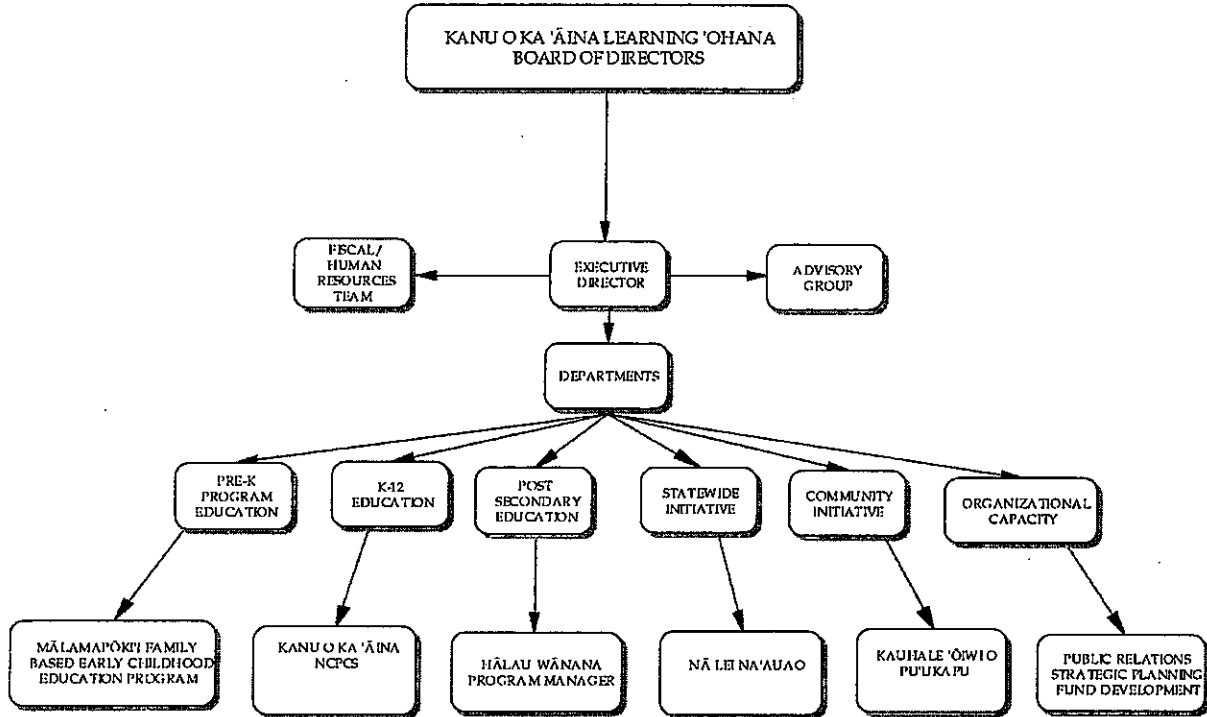
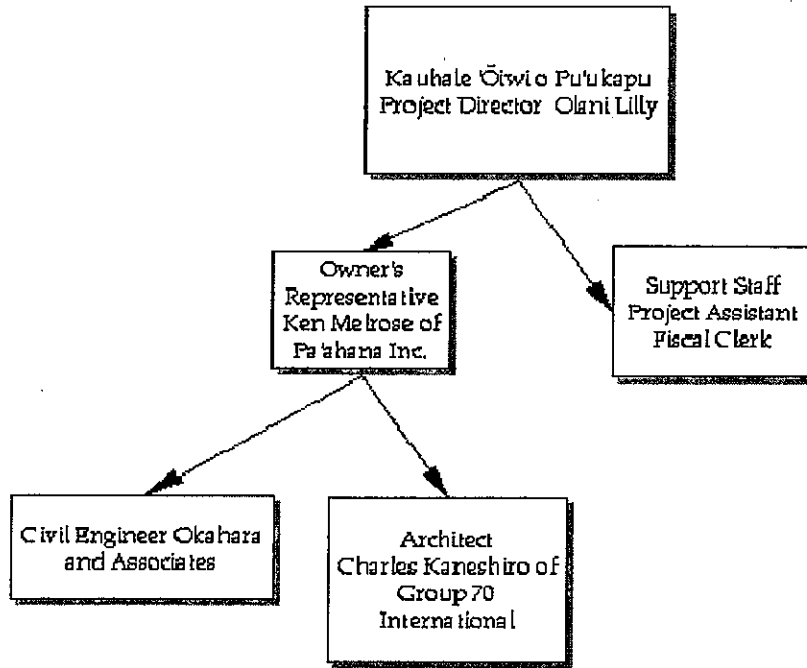


CHART B
KAUHALE ORGANIZATIONAL CHART

CHART B
KAUHALE ORGANIZATIONAL CHART



VI. Other

A. Litigation

Kanu o ka 'Āina Learning 'Ohana does not have any pending litigation to which we are a party, including any outstanding judgment.

B. Licensure or Accreditation

Kanu o ka 'Āina Learning 'Ohana has secured all necessary permits for the construction of Hālau Ho'olako.

LINBA LINGLE
GOVERNOR
STATE OF HAWAII



NOICAH A. KANE
CHAIRMAN
HAWAIIAN HOME COMMISSION

BREN HENDERSON
DEPUTY TO THE CHAIRMAN

KAULANA H. PARK
EXECUTIVE ASSISTANT

STATE OF HAWAII
DEPARTMENT OF HAWAIIAN HOME LANDS

P.O. BOX 1879

HONOLULU, HAWAII 96805

January 23, 2008

Honorable Rosalyn H. Baker, Chair
Senate Committee On Ways and Means
Hawai'i State Senate
State Capitol, Room 210
Honolulu, Hawai'i 96813

Dear Senator Baker:

Subject: Request for Grant-in Aid - Kanu o ka 'Äina
Learning 'Ohana

The Department of Hawaiian Home Lands (DHHL) enthusiastically supports the Request for Grant-in-Aid submitted by Kanu o ka 'Äina Learning 'Ohana. The project, Kauhale 'Öiwi o Pu'ukapu, is located on 16 acres of Hawaiian home lands in Waimea on the island of Hawai'i.

Kauhale 'Öiwi o Pu'ukapu will be a community resource center that offers programs for all of those in our community who want to learn and perpetuate Hawai'i's native language, culture and traditions as well as gain the skills necessary to be productive citizens in an increasingly global economy. The center will offer learning programs and resources for all age groups: infant toddler, K-12, post secondary formal education and kupuna. Kauhale 'Öiwi o Pu'ukapu will serve as a model for community sustainability, cultural revitalization, and rural economic development for our state and other communities throughout the world.

The Department of Hawaiian Home Lands conducted extensive public hearings and meetings with the Waimea community and its native Hawaiian beneficiaries to determine how it could best serve the Waimea community. As a result of the input received at these meetings, Kauhale 'Öiwi o Pu'ukapu was identified as one of three strategic priorities in DHHL's Lälänilo/Pu'ukapu Regional Plan.

Honorable Rosalyn Baker, Chair
Senate Committee On Ways and Means
January 23, 2008
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We are happy to report that Kanu o ka 'Aina Learning 'Ohana has proved itself to be an outstanding tenant of Hawaiian home lands. Based on its past developmental efforts, we have every reason to believe that it has the passion, capacity and commitment to build and operate a community resource center that will benefit all of Waimea.

Should the legislature decide to fund this Request for Grant-in-Aid, DHHL is prepared to serve as the expending agency responsible for administering the grant funds and monitoring compliance with applicable State requirements.

Aloha and Mahalo,



Micah Kane, Chairman
Hawaiian Homes Commission