

House District 11

Senate District 23

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

Log No:

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:
Pacific and Asian Affairs Council

Dba: N/A

Street Address:
1601 East West Road, 4th Floor, Honolulu, HI 96822

Mailing Address:
1601 East West Road, 4th Floor, Honolulu, HI 96822

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name TRINH NGUYEN

Title Fund Development Director

Phone # (808)944-7783

Fax # (808) 944-7785

e-mail fd@paachawaii.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Funding is requested to support PAAC High School Global Education Outreach Program, which provides interschool conferences, academic scholarships, career exploration, teacher training, Academic WorldQuest Competition, afterschool "Connect to the World" classes, Arabic and Chinese language courses, leadership workshops, and study abroad tours to Hawaii's youth statewide between the age of 14 to 18, many of whom are at risk youth. These activities employ innovative and non-traditional educational strategies in global education, such as experiential learning, simulations, role-plays, project-based learning and service learning to assist more than 1,000 students statewide year to acquire the knowledge and skills to effectively foster appreciation and respect for cultural diversity, and develop leadership, and critical thinking skills with an international perspective necessary for success in the 21st century global skills.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID # _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 164,600

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

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

STATE \$ 0
FEDERAL \$ 0
COUNTY \$ 0
PRIVATE/OTHER \$ 0

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:



JILL TAKASAKI ~~CANFIELD~~ EXEC DIRECTOR 01/27/2014
NAME & TITLE / DATE SIGNED

Application for Grants and Subsidies

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

I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Include the following:

1. *A brief description of the applicant's background;*

The Pacific and Asian Affairs Council (PAAC) have been bringing the world to Hawaii for 59 years. Established in 1954, PAAC's mission is to promote greater awareness and understanding of international issues with special attention to Hawaii's role in the Asia-Pacific region. PAAC serves as the World Affairs Council of Hawaii, one of 96 World Affairs Councils in a national network. PAAC fulfills its mission through its core programs: global education outreach programs in high schools and community colleges statewide, community speaker forums, a U.S. State Department-funded International Visitor Leadership Program, and an intern program.

We are requesting funding specifically for PAAC's High School Global Education Outreach Program, which includes interschool conferences, academic scholarships, career exploration, teacher training, the Academic WorldQuest Competition, After-School Global Studies Classes Initiative, After-school Arabic and Chinese language courses, Service learning projects; leadership seminars, and PAAC study tours program. PAAC has brought global education to more than 82,450 high school students statewide since 1954, with over 1,250 of these in the last school year (2012-13).

With the State's help we plan to expand and continue serving students statewide through our award-winning outreach program, fostering new world perspectives in Hawaii's youth.

2. *The goals and objectives related to the request;*

Our primary goal is to teach Hawaii students the tools to research, analyze, and problem solve, coupled with the awareness and confidence necessary to become responsible and active global citizens. Specific objectives of our high schools activities are as follows:

1) Students will have increased knowledge and understanding of global issues and two critical and rapidly growing languages (Arabic and Chinese);

- 2) Students will have increased inter-cultural understanding and foster an appreciation for diversity;
- 3) Students will obtain credit needed to graduate by taking PAAC after-school classes;
- 4) Students will apply knowledge of issues and participate in global action projects to improve their community and the world;
- 5) Students will have increased their sense of civic responsibility;
- 6) Students will enhance leadership, negotiation, decision-making, communication, critical thinking, and conflict resolution skills;
- 7) Students will meet DOE World Language requirements.
- 8) Students will meet a DOE Social Studies Content Standards in the following areas:
 - Political Science/Civics Engagement: Global Cooperation, Conflict, and Interdependence; Citizenship/Participation; Political Analysis.
 - Economics: Economic Interdependence.
 - Cultural Anthropology: Cultural Systems, Cultural Diversity and Unity; Cultural Dynamics/Change and Continuity

3. *The public purpose and need to be served;*

“Mapping the Nation: Linking Local to Global”, a new online resource recently published in November of 2013 by the Asia Society and Longview Foundation supports what parents, businesspeople, and policymakers already know: **American students must be globally competent in the workforce and citizenry to succeed in the interconnected 21st century.** This study, launched at the U.S. Department of Education by Secretary Duncan, presents data at state and county levels reveal a significant education gap in which not enough U.S. students at any level, K-12, are gaining the global knowledge and skills needed for success in this new environment. Changing demographics and economics opportunities show Hawaii today is more global than ever. 26% of people in Hawaii speak a language other than English at home, 44% of tourism dollars are spend by international tourists, and 99% increase in jobs are tied to international trade. However, the report shows that Hawaii schools cannot yet meet community needs and workforce demand. **Only 13% of Hawaii’s K-12 studies a foreign language while 21 of the 25 industrialized countries begin instructions in the elementary school. This challenge is further exasperated by the fact that a vast majority of Hawaii students do not take part in study abroad program. The report indicates that only 1% of Hawaii high school students study abroad.**

Another report released by The Partnership for 21st Century Skills -- an advocacy coalition of educators and business, community, and government leaders -- has also

identified global education as a key skill that all students need to learn (along with information and communication skills; thinking and problem-solving skills; interpersonal and self-direction skills; financial, economic, and business literacy; and entrepreneurial and civic literacy). Furthermore, a leading 21st Century education consultant firm based in Hawaii, **Academy 21, reported in 2011 that out of 100 ninth graders in Hawaii, only 68 graduate from high school on time; Seventy percent (70%) of the new jobs in our global economy require a college education; Eighty-one percent (81%) of high school seniors in Hawaii who take local college entrance exams need further help to be fully prepared for college and even the workforce.**

These studies conclude that currently there is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in a typical 21st century communities and workplaces. To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, Hawaii schools must align classroom environments with real world environments by fusing the 3Rs (Reading, Writing and Arithmetic) with the 4Cs (Critical thinking and problem solving; Communication, Collaboration; and Creativity and innovation), shorthand for all the skills needed for success in college, career, and life.

Furthermore, **The Afterschool Alliance also estimated that more than 15 million school-age children are alone after school, and that the hours between 3pm and 6pm are peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes, and sex.** PAAC High School Global Education Outreach Program offers a free opportunity for Hawaii youth to spend their afternoon hours in a safe, productive and stimulating environment.

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

In 2012-2013, PAAC's High School Global Education Outreach Program served more than 1,250 students and 50 teachers in Hawaii. Many of the youth participating in PAAC high school activities are at-risk. **The average percentage of families with children in the activities we serve living below the poverty line is 13%**, compared to the statewide average of 9%; and **35% are eligible for free or reduced lunch**, compared with the statewide average of 30%. **Approximately 27% of the students enrolled at these schools are either Native Hawaiian or part Hawaiian, 11% are English Language Learners, and 13% are in Special Education** (Hawai'i Department of Education's School Status and Improvement Report, 2011-2012).

5. *Describe the geographic coverage.*

PAAC's High School Global Education Outreach Program serves **students and teachers from rural and urban areas of Oahu, Maui, Hawaii Island, Kauai, Molokai, and Lanai.** Our High School Program provide global knowledge and skills to **47 schools**

statewide. More than 70% of these schools are Title 1 schools. The schools we currently serve are:

| | |
|------------------|-----------------------|
| 1) Aiea | 24) Kohala |
| 2) Baldwin | 26) Konawaena |
| 3) Campbell | 27) Lahainaluna |
| 4) Castle | 28) Lanai |
| 5) Connections | 29) Laupahoehoe |
| 6) Farrington | 30) Leilehua |
| 7) Halau Ku Mana | 31) Maui |
| 8) Hana | 32) McKinley |
| 9) Hilo | 33) Mililani |
| 10) Honokaa | 34) Moanalua |
| 11) Kahuku | 35) Molokai |
| 12) Kailua | 36) Myron B. Thompson |
| 13) Kaimuki | 37) Nanakuli |
| 14) Kaiser | 38) Pahoa |
| 15) Kalaheo | 39) Pearl City |
| 16) Kalani | 40) Radford |
| 17) Kapa'a | 41) Roosevelt |
| 18) Kapolei | 42) UH Lab |
| 19) Ka'u | 43) Waiakea |
| 20) Kauai | 44) Waialua |
| 21) Keaau | 45) Waianae |
| 22) Kealakehe | 46) Waimea |
| 23) Kekaulike | 47) Waipahu |

II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant’s approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

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

The primary objectives of PAAC High School Global Education Outreach Program are to help Hawaii students to acquire the knowledge and skills to effectively foster appreciation and respect for cultural diversity, and develop leadership, and critical thinking skills with an international perspective necessary for success in the 21st century global skills. We do so in the following ways:

PAAC After-School Class Initiative "Connect to the World" was launched in 2001 at Radford High School to help lessen Hawaii's high school drop-out rate of 16%. The after-school classes challenge students to create real solutions to dynamic global issues. In FY 2015, PAAC's after-school class will continue to be active twice a week for 3 hours per class session at nine public schools statewide (Aiea, Campbell, Kaimuki, Kapaa, Nanakuli, Radford, Roosevelt, Waiakea, and Farrington) and will offer a one-half credit per semester (Fall and Spring), enabling some students to graduate on-time with their peers. With financial support from the State we plan to expand PAAC After-School Classes to Waipahu, Waialua, and/or Castle High School.

The curriculum units for each semester's class are kept as relevant and up-to-date as possible. Current events and issues in the news are infused in the course of study. Unit themes are also coordinated with the PAAC conference topics and the destination for the travel study program funded by the Freeman Foundation in the summer.

Students in PAAC's after-school classes plan and carry out community projects called **Global Action Projects (GAP)** each semester, teaching students the value of civic responsibilities. Projects include cleaning beaches; instructing preschoolers on reading; and working at a Human Society.

PAAC also holds **statewide inter-school summits** twice a year, allowing Hawaii's youth the chance to step into the shoes of world leaders to better understand the complexities of various global issues and practice leadership and negotiation skills. At the conference PAAC also provides a **career exploration** component at the conferences for the students, allowing for meaningful opportunities for them to explore careers throughout the world. We coordinate presentations and roundtables featuring professionals from various international organizations. Students have the opportunity to meet and hear from professionals firsthand; learn about the opportunities and challenges in specific industries; and gain a better understanding of the rapidly changing skill-sets and resources necessary of employers and employees to pursue their career paths.

Annually PAAC also holds an **Academic WorldQuest Competition**, an exciting internationally themed quiz competition, which includes six intense rounds of questions that test students' knowledge of international topics. Last year, approximately 400 students from at least 20 schools statewide attended the summits and academic competition. We expect at least the same number of students to participate in FY 2015, tentatively scheduled for November 2014 and April 2015.

PAAC also offers two critical and rapidly growing languages: **Arabic and Chinese classes** twice a week after-school for 1.5 hour session to students at Campbell and Farrington High School. The Arabic class at Campbell High is taught side by side with a leadership workshop once a week for 1.5 hour. In FY 2015 we will add a Chinese class to Castle High School and Arabic to McKinley High School, and we will launch on a 9-month **global leadership workshop** for a selected 20 students statewide.

PAAC Clubs at 25 Hawaii schools are active throughout the school year and are run by students who participate in PAAC’s sponsored activities. Clubs plan and fundraise for service projects, coordinate cultural and education activities for the community, and participate in international events.

Lastly, **PAAC teacher training** goes hand-in-hand with PAAC’s educational outreach efforts to engage Hawaii’s high school youth. Annually we offer at least two trainings for Hawaii’s teachers to enhance their own classroom and to share the training resources with their colleagues and departments at their schools

2. *Provide a projected annual timeline for accomplishing the results or outcomes of the service;*

Detailed Timelines and Milestones

| DATE | FY 2015 HIGH SCHOOL PROGRAM |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>July 2014:</i> | Develop calendar for the school year, including specific dates for major events. Develop the curriculum for after-school classes and leadership workshops. |
| <i>August 2014:</i> | Hire and train of After-School Class teachers; Recruit and train instructors for additional language & leadership classes. School outreach begins. |
| <i>September 2014:</i> | After-School classes and After-School PAAC Clubs Fall Semester begins. |
| <i>November 2014:</i> | Fall Conference; WorldQuest Academic Competition; Global Action Projects. |
| <i>December 2015:</i> | After-School Classes and After-School PAAC Clubs Fall Semester ends. |
| <i>January 2015:</i> | Develop After-School class curriculum for spring semester; and after-school class teacher training. |
| <i>January 2015:</i> | After-School Classes and After-School PAAC Clubs Spring Semester begins. |
| <i>April 2015:</i> | Global Vision Summit; Career Exploration; Global Action Projects. |
| <i>May 2015:</i> | After-School Classes and After-School PAAC Clubs Spring Semester ends. |

- June 2015:* Complete student pre- & post- tests and teacher evaluation analysis.
- June 2015:* High School Global Education Outreach Program final reports due.
- Year-round:* After-School "Connect to the World" classes; Leadership Workshops & Critical Language (Chinese and Arabic) classes; After-school PAAC Clubs; Training for teachers; curriculum development; program evaluation; School Outreach.

3. *Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results.*

PAAC ensures quality deliverance of our educational services by conducting program evaluations throughout the year based on **quantity (numbers of persons attending) and quality measures (depth of experience for individual attendees)**. More specifically, techniques include **tracking attendance, and surveying students and teachers at the end all of our activities (Fall and Spring conference, Academic Worldquest competition, teacher training, language courses, etc.)**. Information on the program's scheduling, logistics, and content are recorded and analyzed by the High School Program Director, Afterschool and Teacher Training Director, and Executive Director. This important information is then utilized to help PAAC refine our high school activities for the following year. In addition, **we conduct pre- and post-tests with students' enrolled in PAAC's afterschool class to assess students' knowledge for the specific topic taught each semester.**

We also work closely with Hawaii schools, communities, teachers, parents, and students to ensure that our High School Program continues to be effectively monitored, evaluated, and refined to promote a more profound understanding of global issues among Hawaii's youth. In addition to these stakeholders, every year, we also **work with more than 50 organizations and businesses in the community** to enrich PAAC's curriculum, bring guest speakers and create global action projects.

As equally valuable, **PAAC Board of Governors act as a check and balance body for all our programs.** At each board meeting, we are required to report on the results of past activities as well as plans for upcoming projects. Board members then assess whether the objectives set for past activities have been met; offer feedback; and assist us in defining the key goals and objectives the next fiscal year.

4. *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 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.

There are twelve primary measures for effectiveness as it relates to all facets of this proposal, all of which would be reported to the State agency.

- 1) Was PAAC able to produce the various activities as outlined?
- 2) Did these activities expand PAAC’s reach into the schools and larger community both on Oahu and statewide?
- 3) Were the activities deemed a success by the students, teachers, and school administrators?
- 4) Are the successful outcomes replicable in the following fiscal years?
- 5) Did PAAC expand possible funding sources for such activities?
- 6) Did students’ knowledge and understanding of global issues increased?
- 7) Did students’ language abilities of Chinese and Arabic improved?
- 8) Did students’ inter-cultural understanding and appreciation for diversity increased?
- 9) Did students sense of civic responsibility increased?
- 10) Did students’ leadership, negotiation, decision-making, communication, critical thinking, and conflict resolution skills enhanced?
- 11) Was the curriculum used in the After-school ‘Connect to the World” classes student and teacher-friendly?
- 12) Has students’ knowledge of particular topic improved by the end of the semester; and
- 13) Has PAAC’s afterschool instructor reached at least a satisfactory performance level in their work with students?

III. Financial

Budget

- 1. *The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.*
- 2. *The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.*

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-----------|-----------|-----------|-----------|-------------|
| \$41,150 | \$41,150 | \$41,150 | \$41,650 | \$164,600 |

- 3. *The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.*

PAAC High School Global Outreach Program is primarily supported by special fundraising events and private and corporate foundations such as the Freeman

Foundation, Atherton Family Foundation, McNerny Foundation, Starbucks Foundation, and Friends of Hawaii Charities. With the generosity of these foundations, PAAC is currently in good standing to complete our activities for FY 2013. However, many of these foundations are increasingly becoming more competitive while also decreasing and cutting their funding amounts. For FY 2014 PAAC high school activities are at a risk. It is imperative that we continue to provide this unique program to Hawaii's students and teachers. We are hopeful that this grant may be the solution. **We have a grant pending with First Hawaiian Bank Foundation and we plan to solicit for additional funding with new foundations such as the Barbara Cox Anthony Foundation, Dowling Community Foundation, Bretzlaff Foundation, HEI Charitable Foundation, Alexander and Baldwin Foundation, and other private foundations.**

4. *The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.*

Not Applicable.

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.

PAAC is uniquely qualified to educate students and teachers statewide to develop critical 21st century global education skills and knowledge. Since 1954 PAAC has brought global education to more than 82,450 high school students in the state, with more than 1,250 in the last school year (2012-13). We estimated that the 50 teachers who attended PAAC's teacher workshops during FY 2013 taught over 5,000 students over the course of a school year who indirectly benefited from the PAAC training.

Some of our major accomplishments during the FY 2013 included: Global Vision Summit 2013: "Ecotipping Points" with 150 students from 18 schools; Statewide Academic WorldQuest Competition in 2012 consisted of 75 teams from 25 schools from four islands; "Connect to the World" after-school classes offered at 9 public high schools statewide with more than 146 students; OneWorld, Now! Arabic and leadership class at Campbell High School with 11 of these students

selected to travel to Morocco to further their language skills during the summer of 2012; 30 students have had the opportunity to learn Chinese for two academic years at Farrington High School; 3 teachers received scholarships funded by the Turkish Cultural Foundation to study in Turkey; PAAC also awarded 37 full and partial travel scholarships valued at over \$98,000 to 13 students to travel to Japan, 5 to Vietnam, and 17 to China. Moreover, it is important to note that there are many PAAC alums who are today successful and respected members of the community such as Senator Mazie Hirono, Robin Campaniano, Colbert Matsumoto, and Gerald Sumida, to name a few.

Results consistently show that we are meeting or exceeding our program goals. Success of the program has not gone unnoticed. PAAC was awarded the prestigious Carol Marquis Award by its national affiliate, the World Affairs Councils of America, in February 2003. This award was given to PAAC for demonstrating the most innovation and growth in international education at the high school level.

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. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

Our office is based at the East West Center. The generosity of the East West Center has allowed this location to be our home for over ten years. Not only is our offices located here, we also utilize the Center's conference rooms to conduct student study tour orientations and annually we use the East West Center Gallery to hold PAAC student scholarship forums. The building meets ADA requirements.

PAAC's Afterschool activities ("Connect to the World" classes, Arabic and Leadership classes, and Chinese Language classes) operate at their respective school campuses. The facility usage is Type II of public schools, designated for non-profit community educational and recreational activities and youth clubs, all of which PAAC afterschool program falls under. PAAC does not charge admission, take collection, or receive offer during the use of school facilities. The schools are ADA compliant.

PAAC extended activities such as the inter-school summits or Academic Worldquest competition are often held at the University of Hawaii at Maona Campus Ballroom and/or Tokai University. We pay a fee to use their facilities. These two sites also meet ADA requirements.

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.

Our weakness has been the challenging economic downturn. We would like to be doing more but are fortunate we have been able to maintain the quality and quantity of our programs while also being able to expand some activities, despite the economy. With funding, we are certain we can perform the grant initiatives to the highest standards, as we have for the past 59 years. We have been able to provide quality services for many years because of a talented and hard working staff of four full time and four part time staff. They are:

Executive Director, Ms. Jill Canfield, directs and coordinates the programs and activities of PAAC under the guidance of the Board of Governors. Her responsibilities include supervision of staff implementing all PAAC programs, and financial oversight.

Fund Development Director, Ms. Trinh Nguyen, joined PAAC in 2007 as the Community and College Outreach Director. Currently, she coordinate all aspects of fund development for the organization. The Fund Development Director will plan fundraising events, write grants and reports, maintain grant files and records, support and expand PAAC's membership, long-term giving and planned giving programs.

High School Program Director, Mrs. Natasha Schultz, coordinates all administrative and logistical tasks associated with the high school global education and travel programs. She administers scholarships and coordinates educational conferences and competitions for high schools across the Hawaiian islands.

After-school Program/Teacher Training Director, Mrs. Merle Grybowski, directs the After-School Class Initiative for high schools. Her responsibilities include coordination with the Department of Education, school administrations, and teacher-advisers throughout the state; evaluation of after-school programs and their teachers; organization of outreach activities; dissemination of curriculum and other resource materials; and selection and supervision of the teachers.

High School Program Assistant, Ms. Stacy Nojima, assists the High School Program Director and the Director of Teaching Training on various aspects of the

high school program. Ms. Nojima supports the conferences and World Quest competitions; facilitates leadership classes for the Arabic and Leadership program.

Special Events and Administrative Officer, Ms. Ana Reidy, plans PAAC's educational forums and coordinates our annual fundraiser golf tournament. Ms. Reidy is in charge of membership and publicizing our programs through outreach, seasonal newsletters, annual reports, and our website and social media. She also runs PAAC's internship program and does a variety of administrative tasks.

Community Relations Coordinator, Ms. Niki Shishido, works with the Executive Director to develop partnerships and secure resources to increase PAAC's capacity to promote international affairs and develop the next generation of global citizens in Hawaii's youth. She also provides program support in the execution and preparation of summer and academic year programs.

Community Liaison Officer, Mrs. Mike Tokioka, a former Vice Principal at Aiea High School and Social Studies Teacher, works with the Executive Director to maintain and build relationships with the DOE and schools statewide. He conducts outreach and recruits teachers for PAAC teacher training workshops. He also advises PAAC on essential topics for our teacher trainings and helps us design and administer the workshops.

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.

Please see **Attachment 1: Organizational Chart for PAAC**

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.

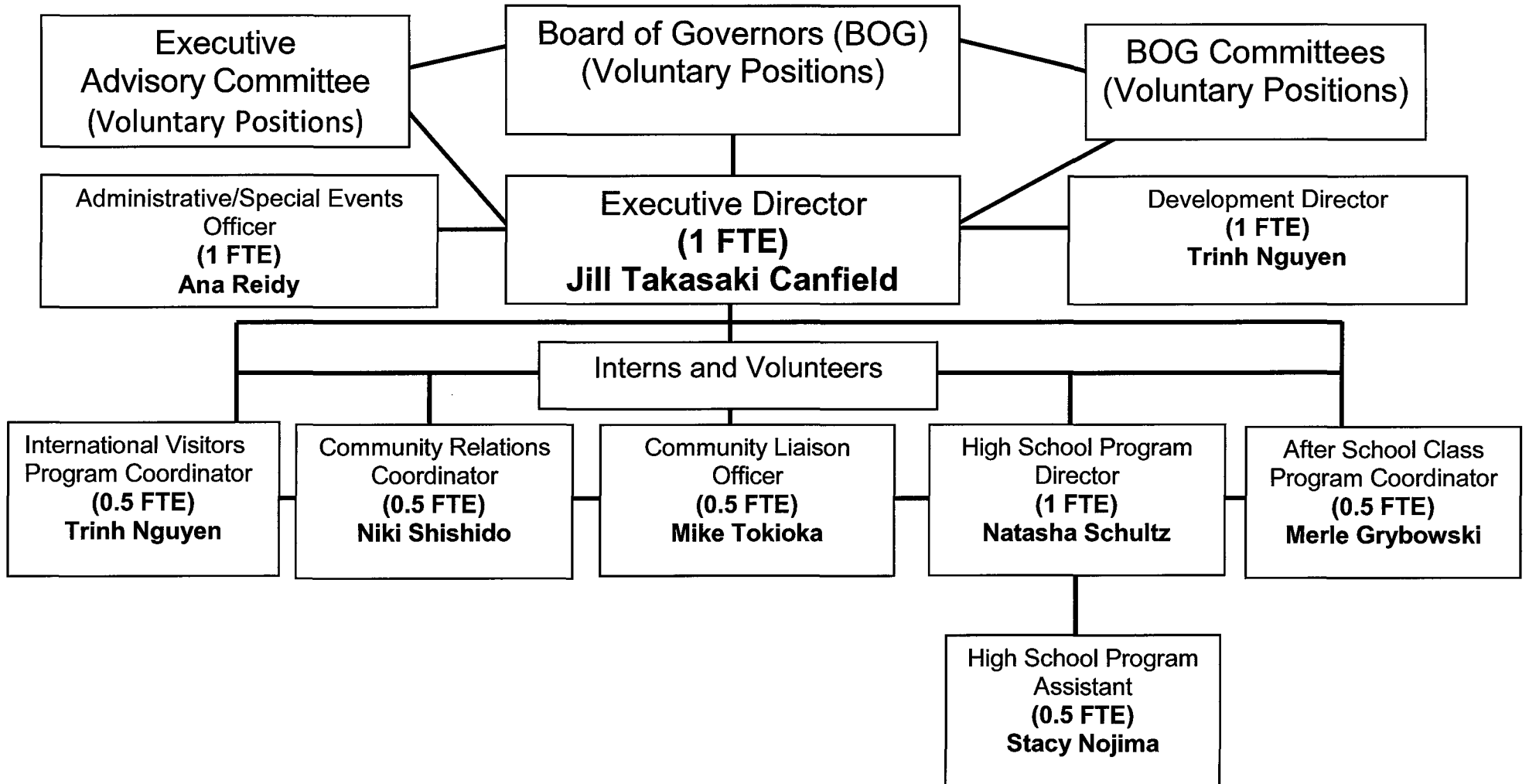
Not Applicable

B. Licensure or Accreditation

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

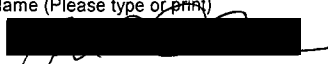
Not Applicable

PAAC ORGANIZATIONAL CHART



BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2014 to June 30, 2015)

App Pacific and Asian Affairs Council

| BUDGET CATEGORIES | Total State Funds Requested (a) | (b) | (c) | (d) |
|-------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------|------------|------------|
| A. PERSONNEL COST | | | | |
| 1. Salaries | 102,500 | | | |
| 2. Payroll Taxes & Assessments | 25,000 | | | |
| 3. Fringe Benefits | 15,000 | | | |
| TOTAL PERSONNEL COST | 142,500 | | | |
| B. OTHER CURRENT EXPENSES | | | | |
| 1. Airfare, Inter-Island | 3,000 | | | |
| 2. Insurance | 4,000 | | | |
| 3. Lease/Rental of Equipment | 2,000 | | | |
| 4. Lease/Rental of Space | 10,000 | | | |
| 5. Staff Training | 1,500 | | | |
| 6. Supplies | 4,000 | | | |
| 7. Telecommunication | 200 | | | |
| 8. Utilities | 350 | | | |
| 9. Mileage and Parking | 3,500 | | | |
| 10. Postage | 400 | | | |
| 11. Printing | 1,000 | | | |
| 13. Curriculum | 2,500 | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| TOTAL OTHER CURRENT EXPENSES | 20,000 | | | |
| C. EQUIPMENT PURCHASES | 2,100 | | | |
| D. MOTOR VEHICLE PURCHASES | | | | |
| E. CAPITAL | | | | |
| TOTAL (A+B+C+D+E) | 164,600 | | | |
| SOURCES OF FUNDING | | Budget Prepared By: | | |
| (a) Total State Funds Requested | | Jill Takasaki Canfield | 944-7781 | |
| (b) | | Name (Please type or print) | Phone | |
| (c) | |  | 1/27/14 | |
| (d) | | Signature of Authorized Official | Date | |
| TOTAL BUDGET | | Jill Takasaki Canfield, Executive Director | | |
| | | Name and Title (Please type or print) | | |

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Pacific and Asian Affairs Council

Period: July 1, 2014 to June 30, 2015

| POSITION TITLE | FULL TIME EQUIVALENT | ANNUAL SALARY A | % OF TIME ALLOCATED TO GRANT REQUEST B | TOTAL STATE FUNDS REQUESTED (A x B) |
|-------------------------------------------------------------|-------------------------|--------------------|-------------------------------------------------|----------------------------------------------|
| High school Program Director & Leadership Facilitator | FTE | \$45,000.00 | 30.00% | \$ 13,500.00 |
| Afterschool Class Coordinator | PTE | \$27,000.00 | 50.00% | \$ 13,500.00 |
| Afterschool Class Teacher | PTE | \$50,000.00 | 15.00% | \$ 7,500.00 |
| Afterschool Class Teacher | PTE | \$50,000.00 | 15.00% | \$ 7,500.00 |
| Afterschool Class Teacher | PTE | \$50,000.00 | 15.00% | \$ 7,500.00 |
| High School Program Assistant & Leadership Facilitator | PTE | \$30,000.00 | 40.00% | \$ 12,000.00 |
| High School Leadership Program Coordinator & Facilitator | PTE | \$30,000.00 | 50.00% | \$ 15,000.00 |
| Executive Director | FTE | \$55,000.00 | 20.00% | \$ 11,000.00 |
| Development Director & Intl Visitors Leadership Coordinator | FTE | \$45,000.00 | 20.00% | \$ 9,000.00 |
| Administrative Officer & Special Events Coordinator | FTE | \$30,000.00 | 20.00% | \$ 6,000.00 |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| TOTAL: | | | | 102,500.00 |
| JUSTIFICATION/COMMENTS: | | | | |