

House District(s) 23  
Senate District(s) 11

THE TWENTY-NINTH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"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.

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

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

Db: N/A

Street Address: 1601 East-West Road, 4th Floor

Mailing Address:  
1601 East-West Rd., 4th Floor  
Honolulu, HI 96848

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ERIN HOSHIBATA

Title Grant Writer

Phone # 808-944-7783

Fax # 808-944-7785

E-mail fd@paachawaii.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII  
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL  
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PACIFIC AND ASIAN AFFAIRS COUNCIL (PAAC)  
HIGH SCHOOL GLOBAL EDUCATION PROGRAM

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$75,000

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 \$0.00  
FEDERAL \$0.00  
COUNTY \$93,749.00  
PRIVATE/OTHER \$0.00

TY \_\_\_\_\_ ATIVE:

NIKI SHISHIDO, EXECUTIVE DIRECTOR  
NAME & TITLE

1/19/2018  
DATE SIGNED

## Application for Grants

*Please check the box when item/section has been completed. 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. Please include the following:**

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

The Pacific and Asian Affairs Council (PAAC) is an independent, international education 501(c)3 nonprofit organization that promotes greater awareness and understanding of foreign affairs in Hawai'i through its High School Global Education Program (HSGEP), community forums, and the U.S. State Department-funded International Visitor Leadership Program. The core of PAAC's programming lies in the HSGEP, which is the focus of this grant request.

Since its inception in 1954, PAAC has engaged more than 90,000 high school students statewide in global affairs. PAAC's HSGEP is open to public, charter, homeschool, and private school students, although a greater emphasis is placed on engagement with public schools, many of which may not have the capacity to support global studies curriculum in their school (for this grant proposal, private schools and their students will not be directly funded). The mixture of students from varying types of schools creates opportunities for students of diverse backgrounds to work together and build friendships.

PAAC's HSGEP provides year-round programming on international affairs and global issues to Hawai'i's youth, something not provided by any other organization in Hawai'i. HSGEP components (more details provided in Section II) include: PAAC Clubs, Afterschool Chinese Mandarin Language Classes, Afterschool Global Studies Classes, Global Action Projects, Global Vision Summits, the Academic WorldQuest Competition, the Global Leadership Program, Study Tours to the Asia-Pacific region, Academic and Study Tour Scholarships, and Teacher Training Workshops.

In February 2003, PAAC was awarded the prestigious Carol Marquis Award by its national affiliate, the World Affairs Council of America, for demonstrating the most innovation and growth in international education at the high school level. More recently, PAAC was honored to be recognized by Representative Matthew LoPresti on the floor of the State of Hawai'i House of Representatives during the regular session of 2017 for its outstanding work in creating ties and understanding between the United States, Hawai'i, and the Asia-Pacific region and for its education and support of Hawai'i students. PAAC

is also proud to have received continued funding from prominent foundations such as the Freeman Foundation (13 years) and the Mamoru and Aiko Takitani Foundation (three years), both of which make the HSGEP Study Tour Program possible and allow PAAC to award full and partial scholarships for students participating in these educational study tours.

PAAC would not be able to run the HSGEP without the generous support of teachers, school administrators, and community partners who help to promote, support, and enhance components of the Program.

Students have described the HSGEP as the “life changing” catalyst that inspired them to pursue opportunities in fields and locations they had never before considered or thought possible.

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

PAAC’s HSGEP aims to increase students’ awareness of global issues and international affairs in order to increase knowledge and encourage local action for positive change; assist students to graduate on-time and prepare them with the skills to be successful in college, their career, and life; and increase empathy, understanding of different perspectives, and curiosity for diversity.

PAAC students will learn to make positive transformations in their communities now and in the future. PAAC has strong relationships with just over half of Hawai‘i’s public high schools, and one-quarter of public charter schools.

PAAC’s long-term goal is to partner with every public and charter school statewide so that its activities are available to all students as a supplement to the social studies curricula. PAAC staff and board plan to make greater outreach efforts to engage administrators and teachers at target schools with no PAAC presence.

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

PAAC achieves its mission – raising awareness about international affairs among Hawai‘i’s youth – by supplementing State of Hawaii Department of Education (DOE) curriculum with its own global education-focused curriculum. PAAC’s HSGEP fills a critical gap in youth development by introducing students to subjects, concepts, and skills that the individual high schools may not have the capacity to teach in classrooms.

PAAC believes that, for Hawai‘i to succeed in the 21<sup>st</sup> century, its future leaders must demonstrate:

- Familiarity with international economic, political, and cultural trends that ultimately impact the state of Hawai‘i’s economy.
- Tolerance of those of varying nationalities, cultures, linguistic groups, personal identities, and beliefs.

- Empathy for those impacted by global issues that have taken root in our local communities (i.e. homelessness, lack of food security).
- Strong leadership and critical thinking skills.
- An understanding of and readiness to partake in civic engagement at local and global levels.
- An understanding of Hawai‘i’s unique role in the Asia-Pacific region.

Global education transform youth into leaders by opening doors and introducing concepts that students may not have previously considered or been exposed to. PAAC alumni have pursued opportunities abroad, in higher education, and in professional fields they had not known about prior to their engagement with PAAC. Even if students do not participate in HSGEP activities offered at their school, it is critical that PAAC has at least presented students with opportunities in global education.

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

PAAC’s HSGEP is open to all high school students (youth ages 13-18) statewide. While PAAC is proud of its engagement of public, charter, homeschool, and private high school students alike, its focus is mainly on engagement of public schools. PAAC students are diverse in ethnicity, socioeconomic status, professional aspirations, and personal interests. PAAC strives to make HSGEP activities known and readily available to students who attend Title I schools, live in rural communities, and/or live in Hawai‘i, Maui, and Kaua‘i counties, where they may have less access to global education opportunities.

5.  **Describe the geographic coverage.**

PAAC engages schools across all four State of Hawai‘i counties. While most participation comes from O‘ahu schools, a key component of PAAC’s Operating Statement is to engage all high schools throughout the state. PAAC is currently considering new strategies to increase engagement in Hawai‘i, Maui, and Kaua‘i counties.

The 28 DOE high schools schools that participated in 2016-2017 HSGEP activities are listed below. Title I schools for the 2016-2017 school year are denoted by an asterisk (\*).

Hawai‘i Island	Kaua‘i	Maui	Moloka‘i	O‘ahu
Honoka‘a Kealakehe Waiākea*	Kapa‘a	Kekaulike Lahainaluna Maui	Moloka‘i*	‘Aiea Campbell Castle Farrington* Hālau Kū Māna Hawaii Technology Academy Kahuku Kailua Kaimuki

				Kaiser Kalani McKinley Mililani Myron B. Thompson Academy Nānākuli* Pearl City Roosevelt University Laboratory Wai‘anae* Waipahu*
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**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:**

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

PAAC creates, designs, and implements all HSGEP curriculum and activities on its own. Community partners assist with expertise and content development while volunteers assist with implementation. PAAC’s HSGEP initiatives are outlined below:

<b>HSGEP Initiative</b>	<b>Description</b>	<b>Responsibilities</b>
PAAC Clubs	PAAC Clubs are extracurricular, student-led organizations charged with nurturing and developing club members’ interests in international affairs. With the guidance of their club advisor (usually a teacher at their school) and PAAC staff, club officers are encouraged to design and implement a tailored agenda of activities during the school year that will promote awareness of global issues. Past examples of such activities include: volunteering at local cultural festivals (i.e. the Okinawan Festival held every year at Kapi‘olani Park), organizing school cleanups, international film viewings or group outings, and participating in PAAC’s Academic WorldQuest Competition). PAAC staff communicate closely with	<ul style="list-style-type: none"> <li>• Support club recruitment efforts at various schools.</li> <li>• Promote PAAC events and scholarship opportunities to club leaders.</li> <li>• Provide Club Officer Workshops to club leaders, including a PAAC Club Starter Kit with a cultural calendar, activities suggestions, and other ideas to engage their clubs.</li> <li>• Provide guest speakers to clubs upon request.</li> </ul>

	club officers and advisor(s) to discuss club agenda and encourage students' participation in other HSGEP initiatives.	
Afterschool Chinese Mandarin Language Classes	PAAC operates Afterschool Chinese Mandarin Language Classes at DOE schools where the language was not previously offered as part of the school's daytime curriculum. Classes provide students with the opportunity to learn a critical 21 <sup>st</sup> century language that the U.S. State Department has identified as central to American economic stability and security. The class is offered each semester, fall and spring, and awards 0.5 credits that counts toward DOE graduation requirements. The Afterschool Class gives students the opportunity to spend afterschool hours (when teenagers are more likely to engage in and experiment with at-risk activities) in a productive, safe environment.	<ul style="list-style-type: none"> <li>• Work with school administration for recruitment activities.</li> <li>• Monitor and assist teachers.</li> <li>• Collect grades from teachers.</li> <li>• Promote PAAC HSGEP events and scholarship opportunities.</li> </ul>
Afterschool Global Studies Classes	PAAC operates Afterschool Global Studies Classes at DOE schools where the subject is not offered as part of the school's daytime curriculum. The initiative was first offered in 2001, providing students with the opportunity to learn about critical global issues as a supplement to regular DOE social studies curricula. Classes are held in the fall and spring semesters (two classes per year), twice a week, for three hours per class session, and cover different topics every semester. Examples of units: culture and politics of the Korean Peninsula, microfinance, arts of India, and food security. Students are able to earn 0.5 credits per semester that count toward DOE graduation requirements. Like the Afterschool Chinese Mandarin Language Classes, these classes give students the opportunity to spend afterschool hours in a productive, safe environment.	<ul style="list-style-type: none"> <li>• Develop afterschool class curriculum.</li> <li>• Conduct outreach at schools to recruit new students.</li> <li>• Hire and train afterschool teachers.</li> <li>• Conduct and analyze pre- and post- tests.</li> <li>• Monitor afterschool teachers throughout the semesters.</li> <li>• Teach class curriculum.</li> <li>• Collect and analyze student and teacher evaluations and grades.</li> <li>• Report class results to principal.</li> </ul>

<p><b>Global Action Projects (GAP)</b></p>	<p>Every semester, students enrolled in PAAC’s Afterschool Global Studies Classes are tasked with designing and implementing a Global Action Project, or service learning project, that challenges them to think globally and act locally outside of the classroom. Students identify a global-level problem related to one of the semester units (i.e. food security) and investigate how and where the issue has taken root in their local communities. Students then design and implement a solution to address the issue. For example, Waiākea High School’s fall 2017 cohort addressed the issue of food security by volunteering at a local soup kitchen. By practicing civic engagement at a local level, students take the first step in tackling global-level issues.</p>	<ul style="list-style-type: none"> <li>• Provide learning support for students.</li> <li>• Guide students and teachers on how to assess community needs.</li> <li>• Coordinate transportation and logistics for GAP events.</li> <li>• Record data from GAP reports after completion.</li> </ul>
<p><b>Global Vision Summits</b></p>	<p>PAAC staff design and implement Global Vision Summits twice a year, bringing public, charter, homeschool, and private school students together to learn, discuss, collaborate, and debrief on key international issues. Summit themes are introduced through role-play and simulation-type activities and have included topics such as: human trafficking, the refugee crisis, peace and negotiation, pandemics, Six Party Talks on the North Korean Crisis, and homelessness. PAAC partners with community organizations and invites their experts to discuss career paths with students and share ways that students can get involved with the issue locally. Approximately 150 students attend each conference. Upon request from teachers or students, PAAC will also conduct individual or joint-school mini-GVSs. Activity length is usually shortened for these mini-GVSs, but key content remains unchanged as PAAC tailors the activity to the particular student group.</p>	<ul style="list-style-type: none"> <li>• Conceptualize and plan summit theme and activities.</li> <li>• Reserve conference space.</li> <li>• Invite keynote speaker and career guests/facilitators.</li> <li>• Promote the event through outreach to schools via Clubs, Classes, press releases, etc.</li> <li>• Recruit volunteers.</li> <li>• Create and prepare conference program and registration materials.</li> <li>• Coordinate transportation.</li> <li>• Order food and beverages.</li> <li>• Write emcee script and presentations/handouts.</li> <li>• Event setup and breakdown.</li> <li>• Distribute student evaluations and record evaluation data.</li> <li>• Mini-GVSs are arranged per request.</li> </ul>

<p>Academic WorldQuest Competition</p>	<p>Annually, approximately 250 students from public, charter, and private schools participate in this internationally-themed quiz competition which is simultaneously telecast to five locations statewide. Teams of four compete in six rounds of 10 questions that test their knowledge on different categories related to international affairs or global issues, i.e. Combating Climate Change, India’s Bid for Global Leadership, the Peacebuilding Toolkit, America’s Diplomats, current events, etc. Teams are provided a study guide months in advance to the competition. The winning team wins a trip to Washington, D.C. to compete in the national Academic WorldQuest Competition.</p>	<ul style="list-style-type: none"> <li>• Promote competition.</li> <li>• Select competition categories.</li> <li>• Assemble competition question committee to create competition questions.</li> <li>• Invite emcee and judging panel.</li> <li>• Coordinate media services to televise to participating neighbor island sites.</li> <li>• Reserve venue.</li> <li>• Solicit prizes.</li> <li>• Prepare materials.</li> <li>• Create competition program and registration.</li> <li>• Coordinate transportation.</li> <li>• Event setup and breakdown.</li> <li>• Facilitate event.</li> <li>• Score answer sheets and determine winners.</li> <li>• Create, distribute, and process student evaluations.</li> <li>• Make arrangements for winning team to travel to Washington, D.C.</li> <li>• Disburse press release of winning team and event.</li> </ul>
<p>Global Leadership Program</p>	<p>The Global Leadership Program is an eight-month program open to all high school applicants statewide. 20 high school students are selected based on academic merit, teacher recommendations, essays, and interests in international affairs. The program is comprised of: a four-day leadership retreat, a series of monthly full-day workshops, and an end of the year celebration. The goal of GLP is to provide students an immersive opportunity to explore their individual leadership styles; learn leadership skills such as nonviolent communication, empathy, and self-expression; understand the impact of their actions; gain greater awareness and</p>	<ul style="list-style-type: none"> <li>• Promote program via outreach and email to teacher networks and media.</li> <li>• Update application on website.</li> <li>• Invite community partners to help facilitate group interview.</li> <li>• Conduct group interview and gather input from facilitators.</li> <li>• Selection and acceptance process.</li> <li>• Conceptualize and plan each program activity.</li> <li>• Invite and coordinate with guest speakers on topic content.</li> <li>• Contact community partners for site visits and discussion with students.</li> <li>• Plan travel logistics for</li> </ul>



	<p>understanding of important global issues; and learn how to enhance their knowledge and take positive action on issues that matter most to them. Students design their own Global Action Project (see description above) throughout the course of the year and implement them in their local communities. The Global Leadership Program was started in 2015.</p>	<p>neighbor island students.</p> <ul style="list-style-type: none"> <li>• Coordinate transportation.</li> <li>• Arrange lunch for students.</li> <li>• Create handouts and presentations.</li> <li>• Create, distribute, and process student evaluations.</li> <li>• Send out thank you letters to community partners.</li> </ul>
<p>Study Tour Program</p>	<p>PAAC designs and implements <u>educational</u> study tours to countries in the Asia-Pacific region for students whose schools may not offer quality travel opportunities. PAAC has been trusted with funding from the Freeman Foundation to run a Summer Study Tour to China, Japan, Korea, and Vietnam (destinations rotate every year) for the last 13 years. Through this funding, PAAC is able to provide students partial to full scholarships based on academic merit, involvement with PAAC, interest in international affairs, and financial need. The Study Tour Program has since grown beyond the Freeman Summer Study Tours to include other study tours to the Philippines, Tahiti, New Zealand, and Bali, all with partial scholarships available through funding from the Mamoru and Aiko Takitani Foundation. The Freeman Summer Study Tour provides a general overview of politics, economy, culture, and history. Students travel to nations' capitols, rural towns, schools, famous sites, businesses, the U.S. Embassy, and more. Non-Freeman Study Tours revolve around specific learning themes such as: local grassroots efforts to eradicate poverty and improve education (Philippines), Polynesian culture exchange (Tahiti; New Zealand), and environmental sustainability and community development (Bali).</p>	<ul style="list-style-type: none"> <li>• Conceptualize and plan study tour.</li> <li>• Work with travel agent/international partner to secure flights, hotel and other logistics.</li> <li>• Promote study tour opportunity via school outreach and teacher network.</li> <li>• Review applications and conduct student interviews with Study Tour committee.</li> <li>• Selection and scholarship award process.</li> <li>• Pre-trip parent meeting.</li> <li>• Plan and conduct pre-trip orientation, and rehearsals (if applicable).</li> <li>• Chaperone interview and selection process.</li> <li>• Lead study tour and ensure safety of students and educational components are met.</li> <li>• Manage trip logistics and funds.</li> <li>• Assist students with follow-up projects and fundraisers.</li> </ul>

<p>Academic and Study Tour Scholarships</p>	<p>Academic Scholarships administered by PAAC include: the Paul S. Honda Scholarship, awarded to four high school seniors who have shown a commitment to PAAC and furthering their education in Asian Studies or international affairs (\$1,000 each); the Eddie Tangen Award, awarded to one high school student in grade 9-11 who exhibits leadership and commitment to PAAC (\$300).</p>	<ul style="list-style-type: none"> <li>• Promote scholarships to students, teachers and parents.</li> <li>• Convene scholarship committee to review scholarship applications and conduct interviews if necessary.</li> <li>• Award scholarships.</li> </ul>
<p>Teacher Training Workshops</p>	<p>In collaboration with the East-West Center (EWC) Arts Program, PAAC develops one Teacher Training Workshop per semester that complements an ongoing art exhibit at the EWC Art Gallery. K-12 teachers are invited to attend the hands-on workshop which includes a line-up of guest speakers, art exhibit tour, art projects (dance, music, painting, etc.), cultural food, curriculum handouts, and discussions.</p>	<ul style="list-style-type: none"> <li>• Conceptualize and plan workshop with East-West Center Arts Program.</li> <li>• Invite guest speakers.</li> <li>• Develop handouts, curriculum and activities.</li> <li>• Promote workshop to teachers.</li> <li>• Facilitate workshop.</li> <li>• Create, distribute, and process evaluations.</li> <li>• Coordinate food and beverage services.</li> </ul>

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

PAAC will achieve its outcomes via the following timeline.

Month	Tasks (tasks related to measurement of results are in bold)
July 2018	Planning period for HSGEP components. Study tour evaluations and follow-up projects.
Aug. 2018	Begin outreach and rolling out components of HSGEP such as Afterschool Global Studies Class teacher meeting.
Sept. 2018	Afterschool (ASC) Global Studies and Chinese Mandarin Language Classes begin. Outreach to promote upcoming Global Vision Summit and study tours. Club Officer Workshop is held and recruiting support begins. Global Leadership Program (GLP) group interview is held and participants are selected. <b>Outreach conducted at schools not engaged in PAAC.</b>
Oct. 2018	<b>GLP four-day camp is held.</b> Philippines Study Tour is held.
Nov. 2018	<b>Teacher Training Workshop and GLP one-day workshop are held.</b> Philippines Study Tour evaluations will be processed and students' follow-up projects monitored.

Dec. 2018	<b>Global Vision Summit (GVS) and Academic WorldQuest Competition are held; activity evaluations will be processed. ASC Global Action Projects (GAPs) are completed and grades/class evaluations are submitted and processed. ASC Global Studies pre- and post- test scores are evaluated. Spring and Summer Study Tour applications are submitted and interviews held.</b>
Jan. 2019	Afterschool Global Studies Class teacher meeting and <b>GLP one-day workshop are held.</b> Parent meeting for Tahiti Study Tour is held; rehearsals begin. Club Officer Workshop is held.
Feb. 2019	<b>GLP one-day workshop is held. Mini-GVS's are held per request. Outreach to schools not engaged in PAAC.</b>
March 2019	<b>GVS is held. Tahiti Study Tour is held.</b>
April 2019	<b>Teacher Training Workshop, GLP one-day workshop and end of year celebration are held. Process Tahiti Study Tour evaluations. Academic scholarship recipients are selected.</b>
May 2019	<b>ASC Global Action Projects (GAPs) are completed and grades/class evaluations are submitted and processed. GLP GAPs are completed.</b>
June 2019	Study Tours (along with orientation and parent meetings) are held. Philippines Study Tour applications are submitted and interviews held.

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

PAAC ensures quality deliverance of its educational services by conducting program evaluations for each HSGEP initiative. Evaluations collect quantitative (numbers of student, teacher enrollment) and qualitative data (depth of experience for individual participants as reflected by comments, quotes, and stories shared in our post-event evaluations).

PAAC measures student attendance and surveys students and teachers at the end all of HSGEP activities. Information on the program's scheduling, logistics, and content are recorded and analyzed by PAAC's High School Program Director, Study Tour Director, Director of Teacher Training, Afterschool Class Coordinator, and Executive Director. In addition, we conduct pre- and post-tests with students enrolled in PAAC's afterschool classes to assess students' growth for the specific topic taught each semester.

We also work closely with Hawai'i schools, communities, teachers, parents, and students to ensure that the HSGEP continues to be effectively monitored, evaluated, and refined to promote a more profound understanding of global issues among Hawai'i's youth. We also work with more than 50 organizations and businesses in the community with whom we enrich PAAC's curriculum, arrange guest speakers and career mentors, and perform GAPs and full-day workshops for the GLP.

Finally, PAAC's Board of Governors regularly reviews each program initiative. At each board meeting, the Executive Director is required to report on the results of past activities

and plan for upcoming projects. Board members in the Executive Committee help to assess whether the objectives set for past activities have been met. In addition to offering constructive feedback, they assist PAAC staff in defining the key goals and objectives for 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.**

PAAC's program goals will be accomplished by implementing the following program objectives:

- 1) Increase students' awareness of and motivation to act locally on global issues.
- 2) Help students graduate on-time and prepare them for success after high school in college, their career, and life.
- 3) Increase intercultural understanding and foster an appreciation for diversity.

With successful implementation, the program objectives will produce the following outcomes:

- 1a) Students will have increased knowledge and understanding of global issues.
- 1b) Students will apply knowledge of global issues and take part in Global Action Projects to improve their community and the world.
- 2a) Students will obtain credits necessary for on-time graduation.
- 2b) Students will be introduced and encouraged to practice conflict resolution/leadership skills and explore career opportunities.
- 3) Students will be exposed to different perspectives on global issues; students will be exposed to different cultures

These outcomes will be **measured** using the following performance measurements:

Performance Measurement 1:

Each semester there will be an average increase from pre- to post- test scores for Afterschool Global Studies Class students.

Performance Measurement 2:

Activity evaluations will show an average increase in topic understanding after activity completion.

Performance Measurement 3:

75% of students in Afterschool Global Studies Classes will participate in two Global Action Projects per year and 75% of Global Leadership Program students will participate in one Global Action Project per year.

Performance Measurement 4:

25% of students in Afterschool Global Studies Classes will obtain credits that assist with on-time graduation.

Performance Measurement 5:

At least 300 students will attend and participate in PAAC's HSGEP components that expose them to conflict resolution skills such as non-violent communication, negotiation, critical thinking, decision making, etc. Students will also have the opportunity to meet community experts in international fields and learn about their careers.

Performance Measurement 6:

At least 15 teachers per semester will participate in Teacher Training Workshops which are created in partnership with the East-West Center Arts Program to learn ways to supplement and enrich their curriculum with international perspectives and cultural aspects.

List of measurement techniques that will be applied:

- Pre- and post- program tests by students
- Pre- and post- program evaluations by students and teachers
- Verbal and written feedback from school principals, teachers, and students
- Observation by PAAC Board members and community partners
- Program completion

### **III. Financial**

#### **Budget**

1.  **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))

Please see separate budget forms, included with this submission.

2.  **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$18,750	\$18,750	\$18,750	\$18,750	\$75,000

3.  **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.**

Grants

Atherton Family Foundation  
 Freeman Foundation  
 Friends of Hawai'i Charities  
 G.N. Wilcox Trust  
 F.I.S.H. Foundation  
 Hawai'i Community Foundation  
 Hawaiian Electric Industries  
 Hawai'i Lodging & Tourism Association  
 Kosasa Foundation  
 Honolulu City & County Grant-in-Aid  
 Mamoru & Aiko Takitani Foundation  
 McInerny Foundation

Fundraisers

PAAC Golf Tournament (July, 2018)  
 PAAC Annual Dinner (February, 2019)

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.

5.  **The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2019 for program funding.**

Honolulu City & County Grant-in-Aid (FY17)  
 Honolulu City & County Grant-in-Aid (FY18)

6.  **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.**

PAAC's Unrestricted Current Assets as of September 30, 2017 is: \$168,438.68.

Unrestricted Current Assets as of December 31, 2017 will be available by mid-February and can be made available upon request.

#### **IV. Experience and Capability**

1.  **Necessary Skills and Experience**

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

Since 1954, PAAC has brought global education to more than 90,000 high school students statewide. Within the past three years, PAAC has annually implemented:

- PAAC clubs at 19 or more high schools throughout the state.
- Afterschool Global Studies Classes at eight or more high schools serving approximately 240 students per school year.
- At least one statewide service learning project (Global Action Projects) per semester, benefitting most Global Studies class participants.
- Afterschool Chinese Mandarin Language Classes at two high schools.
- Two Global Vision Summits per year, reaching approximately 150 students per event.
- The annual Academic WorldQuest Competition, reaching approximately 250 students from five islands every year.
- The Global Leadership Program, reaching 20 students statewide every year. One-quarter of the GLP cohort are from Hawai'i Island, Maui, and Kaua'i counties.

Although PAAC's offices are based on O'ahu, PAAC staff regularly travel to Hawai'i Island, Maui, and Kaua'i to facilitate HSGEP events. PAAC staff have previously brought programming to Moloka'i and Lana'i.

The HSGEP has consistently raised enthusiasm for and awareness about global issues among high school students. Every year, over 90% of students participating in HSGEP initiatives express increased interest in world events. Success of the program has not gone unnoticed. As previously mentioned, PAAC was awarded the prestigious Carol Marquis Award by its national affiliate, the World Affairs Council 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.

With six decades of experience leading Hawai'i in addressing critical global issues with high school students, our programs have become a stable pillar of the community. The DOE, schools, teachers, students, families, and countless PAAC alumni spanning generations have provided us with positive feedback and expressed their appreciation for PAAC's work. Many alumni have credited part of their current professions and successes to their high school involvement with PAAC.

2.  **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.**

PAAC's office is located in the East-West Center adjacent to the University of Hawai'i at Mānoa campus. The generosity of the East-West Center has allowed this location to be PAAC's home for over ten years. PAAC is able to host its HSGEP events in the Center's conference rooms at no additional cost. Annually, we use the East-West Center Art Gallery to hold Teacher Training Workshops. The building meets the Americans with Disabilities Act (ADA) standards.

PAAC's Afterschool Global Studies and Chinese Mandarin Language Classes operate at their respective schools' campuses. The facility usage is Type II of public schools, designated for non-profit community educational and recreational activities and youth clubs. PAAC does not charge admission, take collection, or receive offers when utilizing school facilities. The schools are ADA compliant.

HSGEP activities such as the Global Vision Summits and Academic WorldQuest Competition have been held at facilities such as the University of Hawai'i at Mānoa Campus Ballroom, Hawai'i Tokai International College, Hawai'i Pacific University, and the Hawai'i Convention Center. PAAC's spring 2018 conference is tentatively scheduled to be held at the University of Hawai'i: West O'ahu campus. PAAC pays a fee to utilize these facilities. Additionally, PAAC purchases special event insurance for its Summits.

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

1.  **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.**

Listed below are each relevant staff member's professional qualifications and proposed responsibilities as they relate to this request.

*Executive Director, Ms. Niki Shishido*, directs and coordinates the programs and activities of PAAC under the guidance of PAAC's Board of Governors. Her responsibilities include supervision of staff, oversight and support of all PAAC programs, and financial oversight. Ms. Shishido has a China-focused MBA from the University of Hawai'i at Mānoa Shidler College of Business and has previous work experience in the Hawai'i Department of Business, Economic Development and Tourism's Beijing office. She is



conversant in Mandarin Chinese and has an in-depth understanding of PAAC programming, having been with the organization for five years.

*High School Program Director, Mr. Jason Shon*, is responsible for managing all HSGEP school outreach and program tasks associated with PAAC Clubs, Global Vision Summits, and the Global Leadership Program. He has experience teaching and working in Japan and has volunteered as an English-to-Japanese interpreter on the non-profit organization, Peace Boat. Mr. Shon has received high praise from teachers, students, and board members on the development and coordination of his projects. He holds a Bachelor of Arts in Asian Studies from Whitman College.

*Study Tour Director, Ms. Erica Nakanishi-Stanis*, is responsible for managing PAAC's Study Tour Program and the Academic WorldQuest Competition. She has extensive experience in the public sector on both national and local levels, focusing on community-building and human resource development. Ms. Nakanishi-Stanis has volunteered as an English-Spanish-Japanese interpreter on the non-profit organization, Peace Boat, which has taken her to more than 40 countries. She holds a Bachelor of Arts in Anthropology from the University of Wisconsin at Madison.

*Director of Teacher Training, Ms. Merle Grybowski*, directs PAAC's Teacher Training Workshops and supports Afterschool Chinese Mandarin Language Classes. Her responsibilities include coordination with the DOE, school administration, and teacher-advisers throughout the state; Ms. Grybowski worked for the DOE as a social studies teacher for over 30 years, during which time she developed relationships with schools, teachers, and community partners that are central to the sustainability and growth of the HSGEP. She also worked in the East-West Center's Consortium for the Teaching of Asia-Pacific in the Schools, where she developed teacher study tours to the Asia-Pacific.

*Afterschool Class Coordinator, Ms. Karen Chun*, holds a degree in Education Curriculum Design and directs the Afterschool Global Studies Classes and their Global Action Projects. She processes evaluation of afterschool programs and their teachers; organization of outreach activities; teacher workshop programming and implementation; and creation and dissemination of curriculum and other resource materials. Ms. Chun worked as Campbell High School's PAAC club advisor and Afterschool Global Studies Class teacher for six years. She also set up and organized the service learning study tour PAAC operates in Vietnam.

*Special Events & Communications Director, Ms. Ana Reidy Ungureit*, coordinates PAAC's annual golf tournament and dinner fundraisers; tracks and manages communication with donors, alumni, and PAAC members; manages website, social media, and newsletter creation and dissemination; manages PAAC's interns; and assists with administrative and programming tasks for the HSGEP. Ms. Reidy Ungureit was formerly PAAC's High School Program Assistant and is a PAAC alumnae. She traveled to both South Korea and Vietnam on scholarship as a PAAC student. She holds a Bachelor of Arts in Public Policy from Mills College.

*Afterschool Global Studies Class Teachers*, teach PAAC Afterschool Global Studies Classes twice a week and guide students on their Global Action Projects. Teachers are high school social studies teachers or substitute teachers recommended by in-school teachers. They help to promote PAAC HSGEP components and chaperone students on PAAC field trips and to the Global Vision Summits and Academic WorldQuest Competition.

*Grant Writer & International Visitor Leadership Program Coordinator, Ms. Erin Hoshibata*, authors grant proposals and reports and maintains grant records for the organization. She supports all components of HSGEP when needed. Ms. Hoshibata also coordinates groups of foreign professionals that travel to Hawai'i through the U.S. Department of State's International Visitor Leadership Program. She holds a Bachelor of Arts in Politics and Government from the University of Puget Sound and has studied abroad in eight countries within the Asia-Pacific region.

2.  **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 organization chart that illustrates the placement of this request.**

Please see separate document, included with this submission.

3.  **Compensation**

**The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.**

1. Executive Director, \$53,000
2. High School Program Director, \$43,000
3. Study Tour Director, \$40,000

**VI. Other**

1.  **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.

2.  **Licensure or Accreditation**

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

Not applicable.

3.  **Private Educational Institutions**

**The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.**

For this grant request, private schools and their students will not be directly funded.

4.  **Future Sustainability Plan**

**The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:**

- (a) **Received by the applicant for fiscal year 2018-19, but**
- (b) **Not received by the applicant thereafter.**

With the support of the State Grant-In-Aid for the 2018-2019 fiscal year, PAAC intends to expand its services to and gain the support of communities not previously or recently involved with the HSGEP.

If the State Grant-In-Aid is awarded for the 2018-2019 fiscal year but not thereafter, PAAC will identify new and redirect existing income streams to maintain its quality services. PAAC is currently reformatting one of two annual fundraisers in order to raise more funds and create greater awareness of the organization.

PAAC is sustained through a combination of approaches and constantly reviews, revises, and evaluates sources of funding and fundraising efforts. When funding falls short, internal adjustments are made accordingly to ensure that high quality HSGEP components continue to reach students. PAAC diversifies and develops income streams to its fullest so that it does not rely on one in particular.

PAAC continues to garner funds through membership renewals and annual appeals. Corporate partnerships also help to alleviate program costs through membership fees and in-kind donations.

5.  **Certificate of Good Standing (If the Applicant is an Organization)**

**If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2017.**

Certificate is included with this submission.

**6.  Declaration Statement**

**The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))**

Declaration is included with this submission.

**7.  Public Purpose**

**The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))**

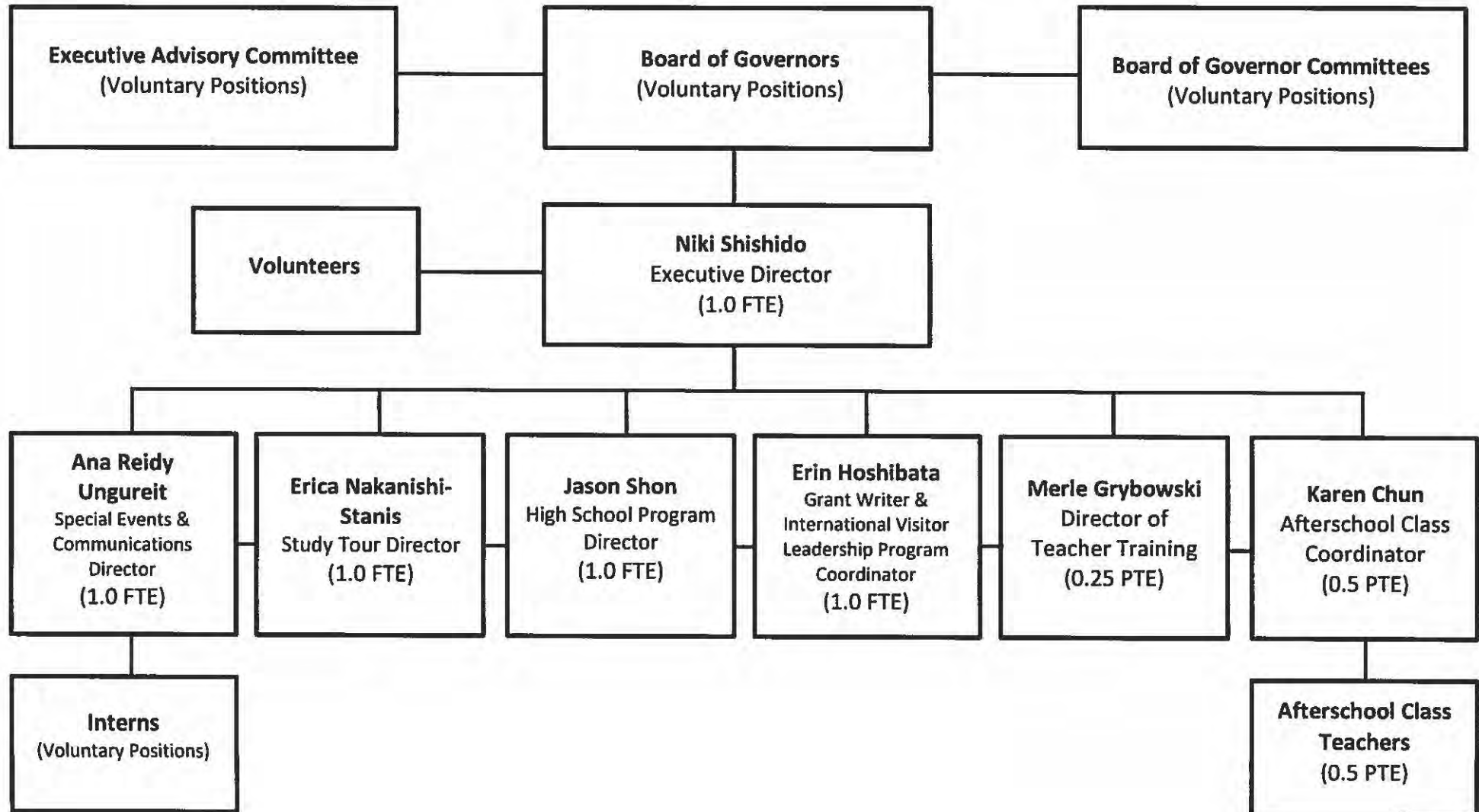
The grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes.

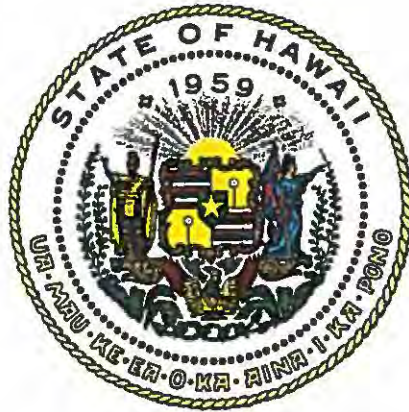


PACIFIC AND ASIAN AFFAIRS COUNCIL  
*World Affairs Council of Hawai'i*

1601 East-West Road, 4th Floor • Honolulu, Hawai'i 96848-1601  
Phone: (808) 944-7780 • Fax: (808) 944-7785  
Email: [paac@paachawaii.org](mailto:paac@paachawaii.org) • Website: <http://www.paachawaii.org>

## PAAC Organizational Chart





## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

**PACIFIC AND ASIAN AFFAIRS COUNCIL**

was incorporated under the laws of Hawaii on 06/20/1950 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: December 08, 2017

*Cathleen P. Owaik-Cole*

Director of Commerce and Consumer Affairs

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

App Pacific & Asian Affairs Council (PAAC)

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	*Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	46,122		67,281	80,000
2. Payroll Taxes & Assessments	3,690		5,147	6,500
3. Fringe Benefits	3,108		4,967	19,000
<b>TOTAL PERSONNEL COST</b>	<b>52,920</b>		<b>77,395</b>	<b>105,500</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	2,000		0	9,550
2. Insurance	1,500		0	3,800
3. Lease/Rental of Equipment	900		0	2,400
4. Lease/Rental of Space	0		0	0
5. Staff Training	2,000		0	0
6. Supplies	2,030		1,064	3,000
7. Telecommunication	250		0	1,800
8. Utilities	600		282	480
9. Accounting	5,000		0	7,000
10. Printing	1,000		0	3,600
11. Postage/Bulk Mail	800		0	200
12. Student inter-school conferences	1,500		3,750	6,000
13. Global Leadership Program	2,000		11,258	12,500
14. Teacher Training Workshops	2,500		0	2,500
15. Freeman Study Tour (scholarships & program funds)			0	53,850
16. Other Study Tours (scholarships)	0		0	40,000
17. Academic Scholarships	0		0	4,300
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>22,080</b>		<b>16,354</b>	<b>150,980</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>75,000</b>		<b>93,749</b>	<b>256,480</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	75,000	Niki Shishido 808-944-7781		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	93,749	Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	256,480	Niki Shishido Executive Director		
<b>TOTAL BUDGET</b>	<b>425,228</b>	Name and Title (Please type or print)		

\*City & County of Honolulu Grant in Aid funds have been awarded for the period of April 1, 2018 - March 31, 2019. These are listed above in category (c).

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2018 to June 30, 2019

Applicant: Pacific & Asian Affairs Council (PAAC)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$55,000.00	10.00%	\$ 5,500.00
Special Events & Communications Director	1	\$40,000.00	20.00%	\$ 8,000.00
High School Program Director	1	\$45,000.00	20.00%	\$ 9,000.00
Study Tour Director	1	\$42,000.00	10.00%	\$ 4,200.00
Grant Writer & International Visitor Leadership Program Coordinator	1	\$38,000.00	10.00%	\$ 3,800.00
Director of Teacher Training	0.25	\$10,125.00	50.00%	\$ 5,062.00
After-School Class Coordinator	0.5	\$14,400.00	50.00%	\$ 7,200.00
After-School Class Teacher	0.01	\$4,800.00	20.00%	\$ 960.00
After-School Class Teacher	0.01	\$4,800.00	20.00%	\$ 960.00
After-School Class Teacher	0.01	\$4,800.00	20.00%	\$ 960.00
After-School Class Teacher	0.01	\$4,800.00	10.00%	\$ 480.00
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>46,122.00</b>

The "Total State Funds Requested" is based on knowledge of awarded salary funds from the City & County of Honolulu for the overlapping period of April 1, 2018 - March 31, 2019. Therefore, the "% of Time Allocated to Grant Request" is not an accurate depiction of the amount of time each employee spends on the High School Global Education Program. The "Total State Funds Requested" will help cover salaries for April - June 2019 and support work for neighbor island projects not covered by C&C HNL.



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: Pacific & Asian Affairs Council (PAAC)

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

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

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: Pacific & Asian Affairs Council (PAAC)

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2016-2017	FY: 2017-2018	FY:2018-2019	FY:2018-2019	FY:2019-2020	FY:2020-2021
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>			N/A			
<b>JUSTIFICATION/COMMENTS:</b>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Pacific & Asian Affairs Council (PAAC)

Contracts Total: 249,917

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
1	Grants in Aid: CT-DCS-1700041	10/1/16-3/31/18	Dept of Community Services	Honolulu County	124,917
2	Grants in Aid: CT-DCS-1800048	4/1/18-3/31/19	Dept of Community Services	Honolulu County	125,000
3					
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**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) 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 is awarded;
  - b) Complies 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;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant 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 ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

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

Pacific and Asian Affairs Council  
(Typed Name of Individual or Organization)



Niki Shishido  
(Typed Name)

1/19/2018  
(Date)

Executive Director  
(Title)