

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: DbA:

Waimanalo Canoe Club, Inc.

Amount of State Funds Requested: \$ 431,170

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Waimanalo Canoe Club, Inc. partners with Department of Education, Private and Charter Schools to teach kids Hawaiian culture, `ōlelo (language), respect for the `aina (land) and moana (ocean), and STEM (Science, Technology, Engineering, Mathematics) through hydrodynamics of the canoeing culture. These funds will be used to continue this service to kids throughout the islands.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ 120,000

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ -0-

Unrestricted Assets:

\$ 360,567

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

PO Box 259
City: Waimanalo State: HI Zip: 96795

Contact Person for Matters Involving this Application

Name:
Scotty Reis-Moniz

Title:
President

Email:
scottyreismoniz@gmail.com

Phone:
(808) 852-7910

Federal Tax ID#:

██████████

State Tax ID#

██████████


Authorized Signature

Scotty Reis-Moniz

Name and Title

01/16/2020

Date Signed

received
01/17/2020 12:26 pm

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - 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](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



SCOTTY REIS-MONIZ, PRESIDENT

JANUARY 16, 2020

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



Senator Donovan M. Dela Cruz
Chair, Ways and Means Committee State Capitol, Room 208
Honolulu, Hawaii 96813
Attn: GIA

January 17, 2020

Re: Waimanalo Canoe Club, Inc. Operations Grant-In-Aid \$431,170

Dear Chair Dela Cruz,

The Waimanalo Canoe Club, Inc. (WCC) is pleased to submit the enclosed proposal to the 30th Legislature, Hawaii State Legislature, for a Capital Grant-In-Aid.

WCC is requesting funding in the amount of \$431,170 for FY2021. 70% of WCC members are 7-18-years-old. These funds will be used to not only teach them Hawaiian cultural traditions, but also the STEM (Science, Technology, Engineering, Mathematics) involved in the hydrodynamics of the canoeing culture.

WCC partners with Department of Education, Private and Charter Schools. The keiki and youth that participate in our program come from schools throughout Oahu. WCC teaches them the art of canoeing, but most of the teaching is about Hawaiian culture, `olelo (language) and respect for the `aina (land) and moana (ocean).

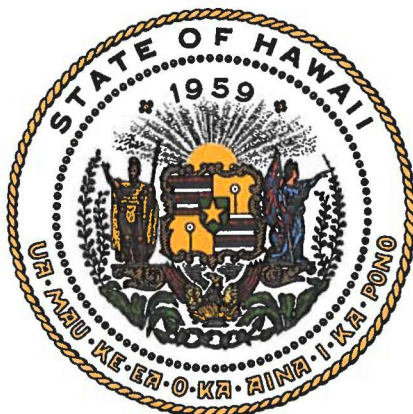
We respectfully request your support of our GIA proposal. Thank you for the opportunity to submit this application. If you have any questions, please contact Scotty Reis-Moniz, President, at (808) 852-7910 or via email at scottyreismoniz@gmail.com.

With warm aloha,

A handwritten signature in black ink, appearing to read "Scotty Reis-Moniz", written over a horizontal line.

Chief Executive Officer

Enclosure: WCC Grant-In-Aid, Budget Forms and Attachments



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

WAIMANALO CANOE CLUB INC.

was incorporated under the laws of Hawaii on 01/29/1999 ; 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: January 15, 2020

Catherine P. Owa-Cole

Director of Commerce and Consumer Affairs

**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.

Waimanalo Canoe Club, Inc.

(Typed Name of Individual or Organization)


(Signature)

11/16/2020
(Date)

Scotty Reis-Moniz

President

(Typed Name)

(Title)

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Waimanalo Canoe Club, Inc.

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

I. Certification – Please attach immediately after cover page

1. 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, 2019.

2. Declaration Statement

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

3. 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](#))

This grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. The requested information required in this section is included in this grant application.

II. 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;

While an outrigger canoe may not mean much to some people, here in the beautiful Aloha State. Outrigger canoeing is not only the official state team sport, but a rich historical reminder that living in Hawaii involves knowing and respecting the ocean. Some researchers feel no other culture in history has such a strong and intertwined existence with the ocean.

Outrigger canoes first arrived in Hawaii around 200 AD, some large enough to hold up to 80 people, and were filled with essential items like edible plants, water and animals to ensure a somewhat safer voyage for the brave explorers who took off in search of land. By following the migration patterns of birds seen flying overhead, explorers soon discovered the Hawaiian Islands.

The harsh terrain of the land, including jagged volcanic lava rock, steep cliffs, howling wind and waves, made it very difficult to transport anything, so outrigger canoes became a necessity for tasks like: fishing; transporting goods and people; and warfare. When native Hawaiians found giant Koa trees on the Big Island, they discovered they could build an entire canoe hull from a single piece of wood. While the outrigger canoe has gone through many phases over the last 2,000 years, Hawaiian outrigger canoes specifically remain built for battling conditions in the open ocean and are recognized for their unique shape, design and lack of extra ornamentation or decoration.

Waimanalo Canoe Club, Inc.

Since setting out on the ocean was still a very dangerous and risky task, building a new canoe involved the work and dedication of many people as well as frequent cultural and traditional practices. First, a kahuna (Hawaiian priest), had to search for the perfect site and tree by following the 'elepaio (Hawaiian forest bird) into the forest. 'Elepaios were attracted to rotting Koa wood. If the bird pecked at tree, the wood was not solid, and the tree lacked the strong structure needed to build a canoe. Once finding the perfect tree, the kahuna would gather the canoe builders and workers, staying throughout the building process to offer prayers and blessings.

When the Waimanalo Canoe Club (WCC) was formed in 1969, it was associated with the Oahu Hawaii Canoe Racing Association. The WCC used the Hawaiian double hull Outrigger Canoe, whose stability is based on the distance between its hulls. The hulls are typically longer, narrower, and more hydrodynamically-efficient than single-hull vessels. Outrigger canoes can be quite fast but can also be paddled and sailed in rougher water. However, paddling technique differs greatly from kayaking or rowing. The paddle is single sided, with straight or a double-bend shaft.

In 1997 the Reis-Moniz brothers, from Waimanalo, started paddling with the WCC. In 2000, Nolan Reis-Moniz became head coach, and by 2001, the board decided the keiki and youth would not just race. They decided the WCC should be more of a Hawaiian culture association and the canoe would be only about 15% of what they learn.

But, in addition getting individuals interested in outrigger canoe racing, the brothers wanted to take it to a different level. They wanted to focus on – and incorporate – the traditional Hawaiian cultural practices from its long history. That required that participants spend 90 percent of their time participating in land activities and 10% on the water.

They first began with teaching the kids all parts of the canoe , then the signals and instructions while canoeing all in Hawaiian language. Kupunas came out to start teaching more than the language, they started teaching kids Hawaiian chants and songs. Once the Waimanalo community began seeing what the club was doing with the kids, they started to get involved.

Club members, therefore, now celebrate, acknowledge, train, practice, and learn the cultural aspects of canoe as well. Hawaiian outrigger canoes are built from Koa wood, which is scarce. Koa wood is endemic to Hawaii and doesn't grow anywhere else in the world.

Due to its scarcity, Koa trees cannot be cut down. The only Koa that can be harvested are the dead or decaying trees on public lands. WCC members wait until a tree has fallen in order to request it. They must seek permission from the mountain before they take it from the forest because every plant has a life, every person has a name, and every spirit has a protocol. So, permission must be requested. By using chanting ("Oli"), WCC members ask permission to bring down a dead log from the forest to give life or rebuild a canoe.

Before WCC members ask the mountain for the log, they must give gifts to the forest. One gift is thanking the spirit of the mountain. Another gift is Koa seedlings. Members plan to plant 500 to 1,000 seedlings in exchange for the dead log. That way, in 50 years from now those trees will be for the future canoe team members.

What WCC board and head coaches realized is that they are not only teaching Hawaiian cultural traditions, but they are teaching the keiki STEM (Science, Technology, Engineering, Mathematics) concepts as well.

Waimanalo Canoe Club, Inc.

Examples of the STEM training they provide. Students:

- design a hydrodynamically-efficient outrigger canoe by calculating its length; width; front; middle; and back measurements so it incurs the least water resistance (drag)
- determine strokes/minute required to optimize paddling efficiency (pull/stroke through water) required to maximize hull speed
- carve an outrigger canoe so it releases water without causing drag
- calculate “pitch” (height) of front and back outrigger (arms)
- explain difference in arm heights
- calculate a canoe’s rigging measurements/needs based on its length
- test flotation theory – they weigh a 400-lb canoe to determine the optimum flotation point above the water line (above/below sea level).

Today, the WCC has about 150 members, 70% of those members are ages 7-18. Although the 7-year-olds cannot compete, they are trained to paddle, participate and learn the Hawaiian culture and they practice and learn techniques. Additionally Waimanalo Canoe Club, Inc. partners with Department of Education, Private and Charter Schools to teach kids Hawaiian culture, `ōlelo (language), respect for the `aina (land) and moana (ocean), and STEM (Science, Technology, Engineering, Mathematics) through hydrodynamics of the canoeing culture.

2. The goals and objectives related to the request;

Upon successfully completing this year-long education program, 100% of the graduates will be substantially impacted by the training and education:

Goal 1: Help Oahu K-12 students (and young adults) learn how to achieve successful transitions to key milestones (e.g. staying in school; graduations; etc.).

- Objective 1.1: Increase participants’ high school graduation rates and lower high school dropout rates
- Objective 1.2: Youth members will have a better attitude about school, higher educational aspirations, and higher college enrollment rates.
- Objective 1.3: Parents will report improved children’s behavior at home and at school
- Objective 1.4: Healthier relationships and lifestyle choices.
- Objective 1.5: Youth members will have stronger relationships with parents, teachers, and peers

Goal 2: Connect participants to kupuna who walked this Aina hundreds of years ago. Youth participants will learn that care of the land, and ancestral values, must be embraced for the community to achieve a sustainable ecosystem model that will benefit all of Hawaii.

- Objective 2.1: Participants will know their own responsibilities in the group
- Objective 2.2: Participants will learn value of working together to achieve common goals and how their own individual contribution is valuable to the overall effort.
- Objective 2.3: Participants will know their own gifts in the places they paddle
- Objective 2.4: They will have learned how to take care of the land and the sea.
- Objective 2.5: They will have learned how to farm taro.
- Objective 2.6: They will have learned how to restore turtle ponds and reforest Koa trees by planting.
- Objective 2.7: Participants will know the paddling responsibilities of all six outrigger canoe seats
- Objective 2.8: Participants will conduct proper outrigger canoe maintenance procedures.

Waimanalo Canoe Club, Inc.

Goal 3: Provide culturally responsive and -enriching activities that enhance students': responsive decision-making; leadership development; service learning; career exploration; creative expression; and personal growth/development activities.

Objective 3.1: Participants will perform the Waimānalo Oli chant, Mahalo Oli, and the State song "Hawai'i Pono'i.

Objective 3.2: Participants will recite the Hawaiian language names of all outrigger canoe parts

Objective 3.3: Participants will recite the history and legends of each place where they paddle

Objective 3.4: Participants will have improved interpersonal skills and enhanced self-esteem and self-confidence

Objective 3.5: Participants will have a decreased likelihood of initiating drug and alcohol use.

Goal 4: Help students improve their: physical health; self-confidence; athletic and scholastic competence; physical appearance; and coping skills necessary to overcome many life challenges.

Objective 4.1: Participants will be able to swim 100 yards.

Objective 4.2: Participants will be able to tread water for five minutes.

Objective 4.3: Participants will be able to paddle an outrigger canoe two miles.

Objective 4.4: Participants learn: the art of Hawaiian outrigger canoe paddling; how to care for the wa'a ("outrigger canoe") and the place where they paddle, creating a symbiotic cultural relationship between paddler and place.

3. The public purpose and need to be served;

The U.S. Department of Education research shows, the urgent need for the U.S. to compete in the global marketplace has highlighted the importance of K-12 student STEM education. "It's more important than ever for our youth to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence, and make sense of information. These are the skills students learn by studying STEM. Yet today, few American students pursue expertise in STEM fields."

That need is mirrored in Hawaii's workforce, where 20% of jobs require scientific and/or engineering expertise. 7-of-the-top-20 high-demand jobs are in the Hawaii State DOE Industrial and Engineering Technology Pathway. Hawaii has over 23,000 professional, scientific, and technical services' jobs, yet 37% of incumbents are 45 years or older. These will result in 16,000 new and replacement jobs in the next 10 years. This greying of the STEM (Science, Technology, Engineering, Mathematics) workforce, combined with STEM industries' growth, means the need for civil engineers, airline pilots, electrical engineers, mechanics, and technicians will increase.

The Waimanalo Canoe Club (WCC) understands Hawaii public school teachers' crucial need for STEM education. Sixty-five percent of Hawaii's 284 public schools are Title I schools with high concentrations of low-income students. They are so overwhelmed in providing basic classroom tasks that many educators are unprepared to address combined skills' instruction.

Consequently, many of Hawaii's low-to-moderate income (LMI) students will not be prepared to fill these critical STEM careers, threatening our state's economic health and wellbeing. Hawaii, therefore, has a great need for STEM education for LMI students. STEM education is a Hawaii DOE strategic focus, but very few teachers have adequate training. Consequently, the DOE seeks community partners to help bridge the gap.

And the economic disadvantage of Native Hawaiian youth on Oahu is even worse. According to the U.S. Census, Native Hawaiian families earn lower incomes, hold lower-status jobs, and have the highest unemployment rate of all the ethnic groups in the islands. The office of Hawaiian Affairs Research Division state that the Native Hawaiian poverty rate is 40% higher than all other groups, and according to

Waimanalo Canoe Club, Inc.

the State of Hawaii Workforce Development Council the unemployment rate is 12% higher. They are 71% more likely to be living paycheck-to-paycheck, and their per capita income is only 69% of other groups.

The U.S. Census states that low incomes hinder access to health care, so Native Hawaiians suffer higher heart disease, cancer, and mortality rates and their life expectancy is eight years shorter than other groups. This is ironic considering that in 1778 English sea captain James Cook described Hawaiians as the healthiest people he had ever seen.

4. Describe the target population to be served; and

Many Native Hawaiians – and other ethnic groups -- are not making it in Hawai'i. The state has a sharp rise in homelessness, over-crowding and out-migration to other states as large community segments struggle to survive and maintain their kuleana (responsibility) to Malama (care for) families, communities, and Hawai'i.

The United Way ALICE® Project (May 2018) indicated 50.8 million U.S. households cannot afford a basic monthly survival budget including housing, food, childcare, health care, transportation and a cell phone.

“ALICE” is an acronym for Asset, Limited, Income Constrained, Employed. ALICE are the hardworking, tax-paying people we see every day—cashiers, retail salespeople, waiters and waitresses, teaching assistants, mechanics—who struggle every month to pay basic household expenses. The percentage of struggling families in Hawai'i is an astounding 49 percent of households.

In Hawai'i there are 165,013 ALICE households across every town and city, within every ethnicity. “The ALICE Project sheds light on the plight of Hawai'i's hardworking families who live paycheck-to-paycheck. It exposes the magnitude of ALICE in Hawai'i,” said Cindy Adams, Aloha United Way President/CEO, “ALICE individuals and families exceed one-third of Hawai'i's population.” Senator Mazie Hirono added: “The ALICE report's independent, fact-based analysis was an eye-opening look at how Hawai'i's working people are struggling to get by.”

2015 ALICE: A Study of Financial Hardship in Hawai'i Report Data:

- Native Hawaiians made up more than 21% of the Hawai'i's overall population
- 57% of Native Hawaiian households lived below ALICE income thresholds.
- Areas near Hawaiian Home Lands (HHL) communities have the highest number of ALICE households. Oahu has five HHLs: Wai'anae, Nanakuli, Kapolei, Papakolea and Waimānalo.
- 10% of Native Hawaiians live in poverty.
- 82% of people under age 25 are below the ALICE threshold, including 22% that live in poverty.
- 50% of people 26 - 44 are below the ALICE threshold.
- 62% of Hawai'i jobs pay less than \$20/hour, and 2/3rds less than \$15/hour.
- 14% of Hawai'i households had less than \$4,632 in savings or other assets.

Hawai'i's cost of living becomes increasingly unaffordable. While this challenge confronts all the state's residents, Native Hawaiians are struggling in the highest proportions. At minimum wage, an employee must work 125 hours/week to afford a one-bedroom rental unit.

The housing crisis has tangentially led to a homeless crisis, particularly on O'ahu. Honolulu has the highest per-capita rate of homelessness in the U.S. Forty-eight percent of Hawaii residents struggle to make mortgage or rent payments. Native Hawaiians comprise a disproportionately high share of the homeless.

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5. Describe the geographic coverage.

Even though WCC is located in Waimanalo, the organization is open to anyone from any of the islands. When a team goes canoes their way to any of the neighbor islands, the team gets to work with the kids from other canoe clubs. When team members fly to the Big island in search for Koa wood, they never go there just to take, they come and bring teams from the Big Island seeds and share their program with leaders of other teams.

WCC has a beach clean program that all the keiki's in the program must participate. They clean beaches on Oahu and on the neighbor islands. When they canoe their way to the neighbor islands, they teach the keiki's that when they arrive, they must thank the Gods for getting them safe and teach them how to give back to the `aina (land).

III. 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;

TRADITIONAL HAWAIIAN CULTURAL PRACTICES: Before getting in the canoe, students learn to respect its history and the place where they will paddle. They will be taught: land stewardship; agricultural techniques; traditional place names; kalo farming core values; ahupuaa mauka-to-makai ecosystem management; and native plant and animal species identification.

OURTIGGER CANOE EDUCATION: The Hawaiian Outrigger (double hull) canoe's stability is due to the distance between its hulls. The hulls are typically longer, narrower, and more hydrodynamically-efficient than single-hull vessels. Outrigger canoes can be quite fast but can also be paddled and sailed in rougher water. However, paddling technique differs greatly from kayaking or rowing. The paddle is single sided, with straight or a double-bend shaft.

How will the WCC use its resources to teach LMI students STEM (Science. Technology. Engineering. Mathematics) concepts? Oahu ahupaas and outrigger canoes will be the WCC's classrooms for this one-year STEM training initiative. In each case, the students will be taught the proper protocols: asking permission; seeking blessings; learning hula; learning chants. These efforts will connect their today to their forefathers' yesterdays.

GENERAL PLAN: WCC professional and volunteer staff will teach students will use their 21st Century laptops, cell phones, social media, etc. to emulate the voyaging traditions mastered by the ancient Hawaiians:

CANOE DESIGNING

- students design a hydrodynamically-efficient outrigger canoe by calculating its length; width; front; middle; and back measurements so it incurs the least water resistance (drag)
- it must mimic fish shapes -- narrow in front, tapered in back -- to optimize its glide through *water*
- it must minimize amount of water that enters canoe
- they will determine strokes/minute required to optimize paddling efficiency (pull/stroke through water) required to maximize hull speed

Waimanalo Canoe Club, Inc.

CARVING:

- cutting log from forest and planting 500 – 1,000 replacement seedlings for the next generation
- carving an Outrigger canoe so it releases water without causing drag
- calculating “pitch” (height) of front and back outrigger (arms)
- explaining difference in arm heights

RIGGING:

- calculating a canoe’s rigging measurements/needs based on its length
- determining the optimum rigging in terms of safety
- rigging a canoe

SAILING:

- Testing flotation theory – students weigh a 400-lb canoe to determine the optimum flotation point above the water line (above/below sea level).
- learn physical land marks
- learn celestial navigation
- right an overturned canoe
- canoe surfing and canoe sailing.

We have provided a detailed timeline below depicting how the traditional Native Hawaiian cultural practices and the outrigger canoe education will be intertwined throughout the year-long program to achieve our measurable outcomes.

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

July

- Join in family ash spreading services
- Teach students to paddle outrigger canoe/safety/outrigger canoe parts
- Go to different island sites. Learn about the “place” and our kuleana.
- Participate in two outrigger canoe races. Oahu Championship Race

August

- Teach students to paddle outrigger canoe/safety/outrigger canoe parts
- Teach physical fitness at Pope
- Join in family ash spreading services
- Go to different island sites. Learn about the “place” and our kuleana.
- State Championship Outrigger Canoe race

September

- Teach area history/legends/songs
- Join in family ash spreading services
- Teach students safety for long distance/safety
- Enter two long distance races adults and students

October

- Teach area history/legends/songs
- Close long-distance season
- Clean/return outrigger canoes. Start maintenance.
- Join family ash spreading services
- Teach students outrigger canoe parts/paddling safety/beginning physical fitness

November

- Outrigger canoe/paddle maintenance
- Off-season practice
- Turtle ponds’ restoration

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- Limu (seaweed) restoration
- Incorporate DOE team building program
- Join family ash spreading services

December

- Teach area history/legends/songs
- Outrigger Canoe/paddle maintenance
- Off-season practices
- Turtle ponds restoration
- Limu restoration
- Partner with Malama Honua School
- Join family ash spreading services

January

- Outrigger canoe/paddle maintenance
- Light off-season training
- Limu restoration
- Join family ash spreading services
- Partner with Malama Honua School. Teach outrigger canoe culture.
- Teach physical fitness at Pope School

February

- Teach area history/legends/songs
- Medium off-season training
- Limu restoration
- Malama Aina (beach cleanup)
- Outrigger Canoe Halau organizing
- Physical fitness program in Pope schools
- Join family ash spreading services
- Teach physical fitness at Pope School

March

- Paddling season begins for Regatta
- Physical fitness program with Pope School
- Beach cleanup
- Join family ash spreading services
- Turtle Ponds restoration
- Preseason long-distance race
- Teach physical fitness at Pope School

April

- Teach area history/legends/songs
- Join in family ash spreading services
- Teach students to paddle outrigger canoe and paddling safety
- Enter preseason long-distance race

May

- Fourth annual golf tournament fundraiser
- Ohana gathering fundraiser
- Long distance race for students and adults
- Join in family ash spreading services
- Teach students to paddle outrigger canoe/safety/outrigger canoe parts

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June

- Teach area history/legends/songs
- Host: Waimānalo Outrigger Canoe Regatta Festival
- Join family ash spreading services
- Teach students to paddle outrigger canoe
- Teach students safety and outrigger canoe parts
- Go to different island sites. Learn about the “place” and our kuleana.
- Participate in four outrigger canoe races participate

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

The WCC uses quantitative and qualitative tools to assess program impact. Tracking: attendance; district participation; repeat participation by schools, teachers, and youth-serving organizations, provides a comprehensive view of program impact. Surveys, pre- and post-visit assessments, and students, teachers, and group supervisor questionnaires are key tools for assessing instructional effectiveness and alignment with learning outcomes. Process assessment and surveys identify/address logistical issues to assist schools and youth-serving groups with planning.

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.

See Evaluation Measures in Appendix

IV. 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](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$119,942.50	\$109,142.50	\$103,292.50	\$98,792.50	\$431,170.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.

Federal Express - \$75,000 (pending, have not submitted proposal)
Hawaii Tourism Authority - \$80,000 (pending, have not submitted proposal)
Aloha United Way - \$100,000 (pending, have not submitted proposal)

Waimanalo Canoe Club, Inc.

Hawaii Community Foundation - \$35,000 (pending, have not submitted proposal)
Hawaii Bowl Foundation - \$5,000 (pending, have not submitted proposal)
Kaiser Permanente Foundation - \$30,000 (pending, have not submitted proposal)
HMSA Foundation - \$35,000 (pending, have not submitted proposal)

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.

N/A

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 2021 for program funding.

2017	Hawaii Tourism Authority	\$ 68,000
2017	Hawaii Tourism Authority	\$ 30,000
2020	Harold Castle Foundation	\$ 80,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

Unrestricted assets were: \$360,567

V. 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.

Effective STEM programs blend non-traditional learning environments, active engagement strategies, relevant STEM content, and youth development principles to introduce and extend key educational objectives.

Based on our constant interactions with Hawaii educators, WCC management understands Hawaii public school teachers' crucial need for STEM education. Sixty-five percent of Hawaii's 284 public schools are Title I schools. They have large concentrations of low-income students. These institutions are so overwhelmed in merely providing basic classroom tasks that many educators are unprepared to address combined skills' instruction.

This proposal would-- and expands -- a highly successful WCC program. Over the past several years, the Waimanalo Canoe Club has been an integral part of teaching the community -- and visitors alike -- canoe culture protocols through: Hawaiian language and cultural classes; and Canoe-specific protocols and procedures. Through the integration of Hawaiian language in their keiki program the club has become successful in creating new opportunities for learning and sharing their knowledge of wa'a practices.

Waimanalo Canoe Club, Inc.

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.

The main WCC storage facility is in Waimanalo Beach Park (41-741 Kalaniana'ole Hwy, Waimanalo). It's a 5,000-sq-ft building (120 ft x 42 ft x 30 ft high). The two-story structure stores up to 12 canoes on the first floor and supplies on the second. It is protected by a chain link fence. The area includes several handicapped parking stalls and 24 regular parking stalls. This is the location where WCC members come to learn: about the sea; Hawaiian language canoe terms; canoe safety in the water. This location is also where keiki learn to swim and take water safety classes.

The other location is a partnership with Hui Malama OkeKai. This is a 22-acre location with a 500 vehicle parking area. It's location at 41-477 Ihimanu Street, Waimanalo. This location has a Halau Hut type building. WCC members built the 4,500-sq-ft structure with modern amenities inside. It has an office, certified kitchen, huge meeting hall, two classrooms, study room, and two bathrooms. This location is used for teaching Hawaiian culture, including: cooking lessons; lei making; chanting; songs; poi pounding; and more.

VI. 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.

The Waimānalo Canoe Club is excited to provide another year full of Hawaiian language and Canoe culture experiences for our community through our: daily paddling season; Hawaiian language and culture classes during our off-season; Annual Regatta and Culture Day weekend camp (held in season and with future partnerships to provide new learning experiences for our community.

WCC has the trained and experienced professional staff and volunteer resources:

Head Coach: Nolan Reis-Moniz, 20 yrs paddling experience.

Asst. Coach: Scotty Reis-Moniz, 20 yrs paddling experience.

Hawaiian Language Kumu: Puanani Kama, Windward Community College

Asst. Hawaiian Language Kumu: Kaydee Kaulana Park, Cultural Practitioner

Asst. Paddling Coach: Nathan Hashimoto, Owner, NKH Marble & Tile, LLC , 20 yrs paddling experience.

Asst. Paddling Coach: Dennis Salas, Retired Life Guard, Honolulu C&C, 55 yrs paddling experience.

Asst. Equipment Manager: Kaleo Kekauoha, OCCC Prison Guard, Hawaii State Department of Public Safety

Waimanalo Canoe Club, Inc.

Asst. Equipment Manager: Kalani Umebayashi, Truck Driver, Hawaii State Department of Transportation

In addition to the above talented WCC professionals and volunteers committed to the Alakai Program, WCC also has the: organizational knowledge; fiscal resources; facilities; other resources, stakeholders and relationships to not only complete this one-year STEM education initiative, but to continue it in the post-grant period.

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.

Org Chart is in Appendix

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

N/A

VII. 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.

N/A

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.

N/A

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.

N/A

Waimanalo Canoe Club, Inc.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-21, but
- (b) Not received by the applicant thereafter.

The WCC is aware of the severe lack of professionals in STEM-related fields Hawaii is experiencing now, is projected to get worse soon. Our higher education systems, and the Hawaii DOE have committed resources to these issues, yet the challenge remains to improve access to high quality, authentic STEM learning experiences for all students.

Despite the focus on STEM education in Hawaii over the past 5 years, our state is listed at 46th place on the 2018 US Innovation Scorecard (<https://usinnovationscorecard.com/map/overall/hawaii>). Additional strategies are needed to improve outcomes for students, involving non-formal education organizations to help provide solutions. The WCC wants to be part of the solution.

The WCC's educators work closely with the Hawaii DOE and other sources that provide STEM training throughout the State. All groups understand the national need for high-quality educational experiences to prepare young people for STEM careers. By collaborating with these groups, we exchange areas of expertise with our professional and volunteer educators, thereby offering a broader perspective of challenges and solutions that can be managed at our local community level.

Being awarded this grant will allow the WCC to welcome more student into our STEM, leadership, and educational programming. We also be able to deepen the programmatic impact and deliver a much more robust and focused STEM experience helping youth not only gain new academic skills, but also begin to understand how their classroom achievement will prepare them to be successful in their future.

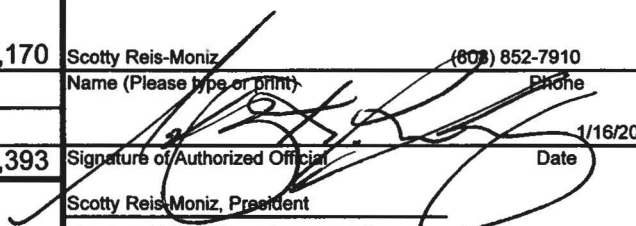
In the post-award future, the WCC will continue fundraising, and seeking in-kind partnerships, to cover the costs associated with this worthwhile STEM education program. As a result, this training will help Oahu elementary, middle, and high school students (and adults) in achieving successful transition to key milestones, including: staying in school; graduations; and post-secondary education.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App

Waimanalo Canoe Club, Inc.

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	\$ 66,000			
2. Payroll Taxes & Assessments	\$ 6,930			
3. Fringe Benefits	\$ 9,240			
TOTAL PERSONNEL COST	\$ 82,170			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				\$ 5,950
2. Insurance				\$ 803
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies - for programs				\$ 30,000
7. Telecommunication				
8. Utilities				
9. Rigging Supplies				\$ 6,700
10. Canoe Repairs	\$ 10,500			\$ 80,000
11. Kids Uniforms	\$ 15,000			
12. Pots				\$ 1,800
13. Propane tanks				\$ 140
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	\$ 25,500			\$ 125,393
C. EQUIPMENT PURCHASES	\$ 223,500			
D. MOTOR VEHICLE PURCHASES	\$ 100,000			
E. CAPITAL				
TOTAL (A+B+C+D+E)	\$ 431,170			\$ 125,393
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	431,170	Scotty Reis-Moniz (808) 852-7910		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	125,393			
TOTAL BUDGET		Scotty Reis-Moniz, President Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Waimanalo Canoe Club, Inc.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Hawaiian Cultural Practitioner	1	\$30,000.00	100.00%	\$ 30,000.00
Head Coach	0.5	\$18,000.00	100.00%	\$ 18,000.00
Event Planner	0.5	\$18,000.00	100.00%	\$ 18,000.00
				\$ -
				\$ -
				\$ -
				\$ -
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				\$ -
TOTAL:				66,000.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Waimanalo Canoe Club, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Canoe Trailer	2.00	\$20,000.00	\$ 40,000.00	
Roller for Canoes	4	\$2,400.00	\$ 9,600.00	
Paddles	50	\$250.00	\$ 12,500.00	
One man Canoe - kids	12	\$5,000.00	\$ 60,000.00	
8-1 Trailer for equipment	2	\$2,500.00	\$ 5,000.00	
Computer with printer	1	\$2,500.00	\$ 2,500.00	
Tent 20x40	4	\$2,000.00	\$ 8,000.00	
Cooking Tri-Pod sets	6	\$350.00	\$ 2,100.00	
extra large coolers	5	\$70.00	\$ 350.00	
6 ft tables	10	\$70.00	\$ 700.00	
Canvasses for canoes	12	\$2,500.00	\$ 30,000.00	
Generator	2	\$4,000.00	\$ 8,000.00	
Chairs	15	\$50.00	\$ 750.00	
Bradely Canoes	2	\$22,000.00	\$ 44,000.00	
			\$ -	
			\$ -	
TOTAL:	127		\$ 223,500.00	
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15-passenger vans	2.00	\$50,000.00	\$ 100,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	2		\$ 100,000.00	
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Waimanalo Canoe Club, Inc.

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: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App:

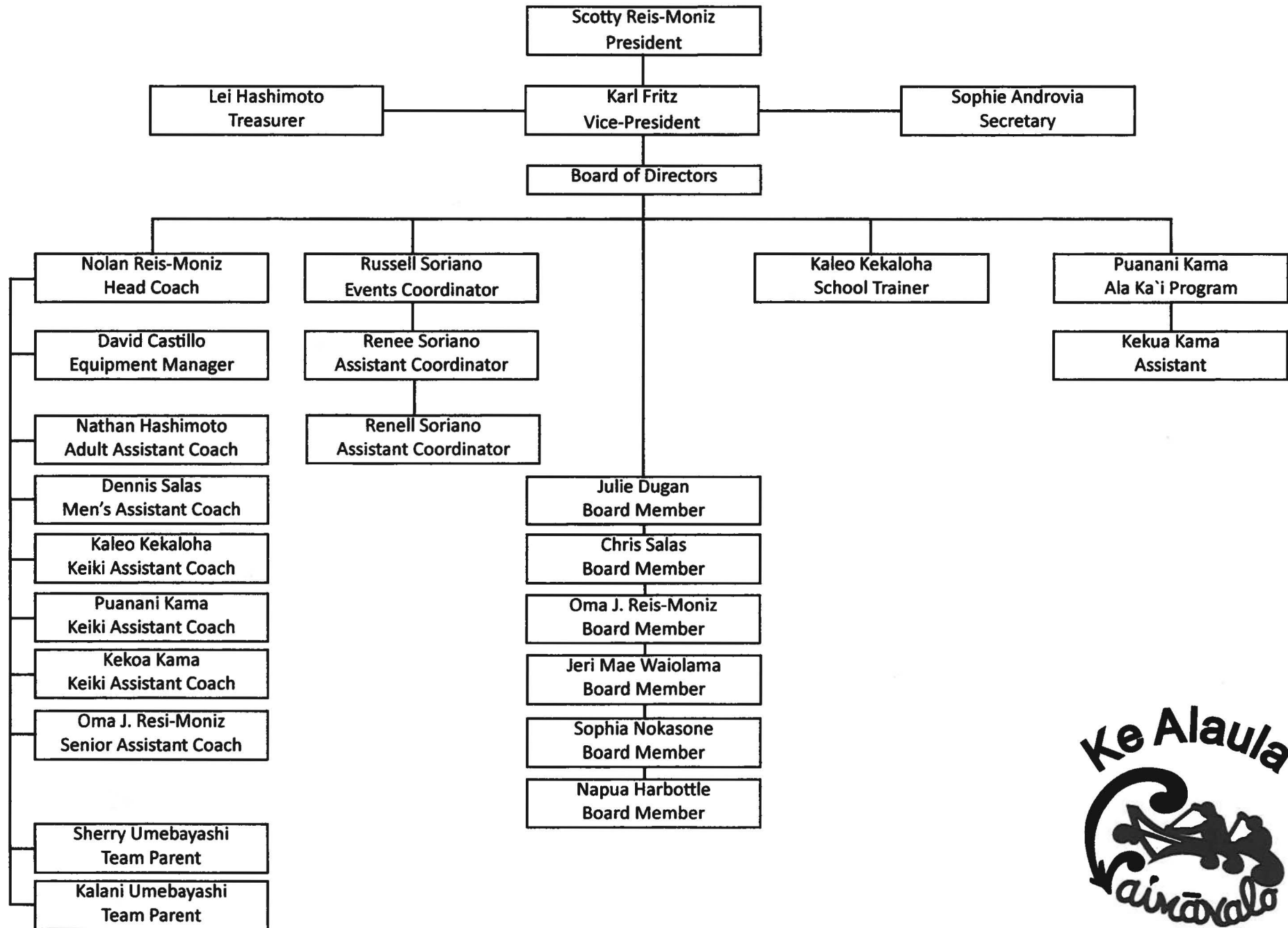
Waimanalo Canoe Club, Inc.

Contracts Total:

178,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Fix Canoes	2017	Hawaii Tourism Authority	HNL	\$ 68,000
2	Malama Aina Program	2017	Hawaii Tourism Authority	HNL	\$ 30,000
3	Repairs to Canoes	2020	Harold Castle Foundation	HNL	\$ 80,000
4					
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Waimanalo Canoe Club, Inc Organizational Chart



Evaluation Measures	
Participants will:	Percentage
know their own responsibilities in the group	100
learn value of working together to achieve common goals	100
know how their individual contribution is valuable to the overall effort.	100
know their own gifts in the places they paddle	100
conduct proper outrigger canoe maintenance procedures.	90
know the paddling responsibilities of all six outrigger canoe seats	90
have learned how to take care of the land and the sea.	85
have learned how to farm taro.	80
have learned how to restore turtle ponds and reforest Koa trees by planting.	80
recite the history and legends of each place where they paddle	90
perform the Waimānalo Oli chant, Mahalo Oli, and the State song “Hawai’i Pono’i.	85
recite the Hawaiian language names of all outrigger canoe parts	85
be able to swim 100 yards.	80
be able to tread water for five minutes.	80
be able to paddle an outrigger canoe two miles.	80
learn the art of Hawaiian outrigger canoe paddling and how to care for the wa’a (“outrigger canoe”) and the place where they paddle	100
have healthier relationships and lifestyle choices.	80
have a better attitude about school, higher educational aspirations, and higher college enrollment	75
have parents reporting improved children’s behavior at home and at school	75
have stronger relationships with parents, teachers, and peers	75
have a decreased likelihood of initiating drug and alcohol use.	75
have improved interpersonal skills and enhanced self-esteem and self-confidence	90