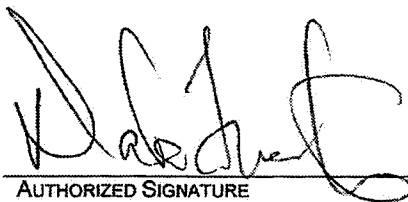


Application Submittal Checklist

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.

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



DAVID FUERTES, EXECUTIVE DIRECTOR

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

01/16/2023

DATE

**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:
KAHUA PAA MUA, INC. KPM

Amount of State Funds Requested: \$ 250,000

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

KPM Statewide Food Alliance project grows food security and community resilience by educating Middle and High School Natural Science Instructors. Kahua Paa Mua will serve as a training hub for educators in classroom and service learning agriculture. Priorities are to develop climate-smart agriculture practices; advance racial justice and equality; create market opportunities for sustainable agriculture products; reduce food insecurities, and promote workforce development skills among students to prepare for careers in related fields.

Amount of Other Funds Available:

State: \$ N/A
Federal: \$ USDA \$150,000
County: \$ N/A
Private/Other: \$ Foundation \$80,000

Total amount of State Grants Received in the Past 5

Fiscal Years: \$ 111,612
Unrestricted Assets: \$ 40,550

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:

P O Box 896
City: Kapaau State: HI Zip: 96755

Contact Person for Matters Involving this Application

Name: David Fuentes	Title: Director
Email: kpminc808@gmail.com	Phone: (808) 896-0566

Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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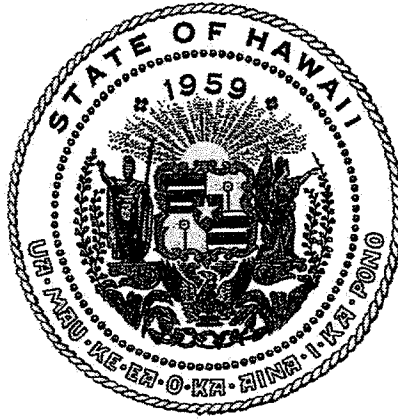
Authorized Signature

David Fuentes, Exec. Director

Name and Title

01/16/2023

Date Signed



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

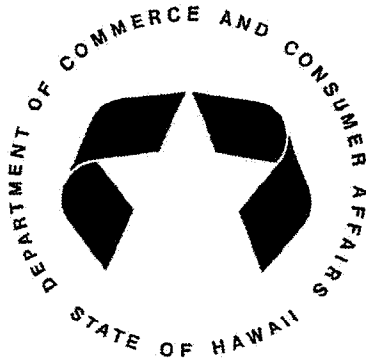
KAHUA PA`A MUA, INC.

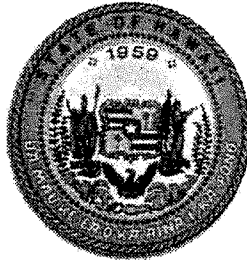
was incorporated under the laws of Hawaii on 04/13/2010 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.

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 02, 2023

Director of Commerce and Consumer Affairs





STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: KAHUA PA`A MUA, INC.

DBA/Trade Name: KAHUA PA`A MUA, INC.

Issue Date: 01/02/2023

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#: GE-0347815936-01

FEIN/SSN#: XX-XXX2506

UI#: No record

DCCA FILE#: 229098

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISED STATUTES**

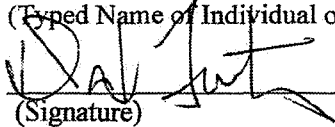
The undersigned authorized representative of the applicant certifies the following:

- 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; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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.

Kahua Paa Mua Inc.
(Typed Name of Individual or Organization)

 (Signature) 01/16/2023
(Date)

David Fuertes Executive Director
(Typed Name) (Title)

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;

Kahua Pa'a Mua (KPM) is a 501c3 entity that serves as a training hub that teaches agribusiness, sustainable and regenerative agriculture, leadership, animal husbandry and Korean Natural Farming to educators, K-12 students, families and other communities throughout the State of Hawai'i. Since its founding in 2010, KPM has contributed to food security and community resiliency by teaching young people to grow food at their schools in the local climate that varies on each of the Hawai'ian islands.

Kahua Pa'a Mua (KPM) teaches sustainable agriculture, ranching as well as caring for, cultivating, and conserving Hawai'i's vast natural resources through school gardens, backyard farming, community gardens and other projects on public and private lands. Over the past 12 years, KPM has trained K-14 agricultural educators in the classroom as well as service learning projects that incorporate Hawaiian food traditions and culture with innovative techniques. This successful body of work positions KPM to transform secondary (in grades 7-12) agriculture and FFA programs.

The FFA (Future Farmers of America) program is not a club, but an integral part of the Natural Resources (Agriculture) career and technical education curriculum. The FFA curriculum includes agricultural entrepreneurship, leadership, and business and community development through the medium of agricultural education and is embedded in the Natural Resources curriculum as a career and technical student organization (CTSO) recognized by the U.S. Department of Education. The FFA motto of "Learning to Do, Doing to Learn, Earning to Live, Living to Serve" reflects how the agricultural education framework and career readiness are core tenets of the network.

KPM's leadership has advised the Hawaii Legislature and members of Hawaii's congressional delegation on food policy for more than 20 years. Furthermore, KPM founder, David Fuyentes, received the Honorary American FFA Degree from the National FFA Organization in October 2022 for a lifetime commitment of growing the next generation of leaders changing the world. This proposal will use the existing applied learning and community service features of the FFA CTSO to merge agricultural skillsets with community service.

Kahua Pa'a Mua has worked with County of Hawaii Department of Research & Development, State Department of Labor, and numerous departments and institutes in the University of Hawai'i system, at the Mānoa and Hilo campuses. In the midst of pervasive food insecurity, Kahua Pa'a Mua is committed to rebuilding the shared knowledge and agricultural traditions that guarantee food security.

1. The goals and objectives related to the request;

Although we will work with teachers, our proposal seeks to support and enhance agricultural industries and advance culturally-sensitive agriculture in Hawaii through agricultural entrepreneurship, leadership skills and economic development. We also seek to prepare students for the realities, rigor and challenges in the world of work.

Our request is for the first year of a three-year plan, where, we will work with educators, students and community members to:

- Utilize school land and agri-science outdoor laboratories as food production business enterprises;
- Educate the broader community on the regenerative agriculture programs happening at secondary (grade 7-12) schools;
- Distribute 20% of all production yields to kupuna elders and other vulnerable populations; and
- Bring new resources and coordination of people, organizations, allies, and public funding – to support and invest in agricultural science and appropriate cost-effective technologies at the school level that will have a cascading effect for surrounding communities on each of the main islands.

Teacher Support Through Skills Development

Teachers are the interface to the future generation of agricultural business entrepreneurs. In practice, the FFA curriculum in Hawaii public schools has focused on leadership and community development, but this proposal shifts the focus to the food production agribusiness components of the FFA program.

KPM will seize upon the heightened post-covid public awareness and student interest of the importance of agriculture with a program of professional development. KPM will equip teachers and agricultural educators at secondary schools throughout the state with updated skills to build upon current courses and student interest in agricultural sciences and technologies to enrich the classroom learning with business management skills and community service opportunities for students.

KPM will assign master teachers to each district to provide direct consultative services for 30 teachers. KPM will offer the structure and mechanisms for teachers to incorporate agricultural science into classes as well as provide additional resources to assure that students can sustain farming activities throughout the calendar year.

In conversations with agriculture teachers and with State Department of Education Career and Technical Education leadership personnel, we know that preparing students for agricultural professions can be a daunting task. Today's agriculture teacher must cover all aspects of the agricultural landscape from production to distribution and marketing. Teachers must also prepare students for opportunities in research and knowledge transfer, regulatory and occupational safety occupations, equipment maintenance and energy and water resource management, weather tracking and meteorology, and the list goes on. These diverse needs cannot be provided by the educational system alone.

In addition to teacher consensus on the need for agribusiness, regenerative agriculture and agricultural technology training, KPM believes that localized community and teacher-sourced needs will drive the content of professional development provided by the master teachers. If a particular school expresses a need for aquaponics, curriculum resources will be appropriately planned and delivered. Every activity will be based on sound business management skills and expressed through the FFA Supervised Agricultural Experience project format.

KPM is presently working with agriculture teachers on a strategic planning retreat (February 2023) that will be an in-person opportunity to collect technical assistance needs and to assess the growing conditions at each school. To avoid past mistakes of providing “one-size-fits-all” instruction to every school, we will instead inventory environmental growing conditions by locale (urban, rural and suburban); elevation (low, medium and high altitudes); wind and cloud cover; and water resources, and these will inform curriculum support.

In addition to site-specific content, every school will receive help on how to take advantage of existing cloud-based FFA leadership lessons in agricultural food production entrepreneurship, project-based learning, community development, and entrepreneurship. This training will directly support mainstream Department of Education curriculum standards using untapped National FFA Organization resources.

Each school will receive \$4,000 in start-up funding to create a food production project that applies doable and affordable technologies and value-added features in business settings. Schools will be allowed to purchase supplies to support projects of their choice that meet the local growing and market needs. Examples will include aquaponics, materials for greenhouses or animal pens, feed or fertilizer, vertical gardens, and affordable precision agriculture instrumentation to monitor the projects. Since considerable amounts of teacher planning and project set-up beyond the normal school day will be required, teachers will each receive a \$1,000 honorarium to produce a lesson plan and project overview that will describe how the start-up funds were used.

We believe that one partial solution to our food production challenge lies in distributed backyard agriculture. Students who do not pursue careers in agriculture can still practice micro-agriculture and produce food or specialty crops to supplement their family’s diet and to earn part-time income. Our project will prove that this can even be done successfully in urban settings.

We will also have an annual, in-person training session to provide a professional development framework and begin to build rapport and the relationships necessary for teachers and educators to sustain agricultural courses and intracurricular activities at their respective schools.

KPM Philosophy

KPM believes that every person can produce food and can be supported to launch and successfully run a business and add value to agricultural products. KPM supports the cultivation of the staples in the Hawaiian diet and the food groups suited to the specific

climates, altitude and water resources near each school and the surrounding communities in order to grow trees and perennials that are resilient and resistant to climate change, such as breadfruit, coconut, ginger, kalo, kava, sweet potato, as well as drought tolerant grains like amaranth as well as bamboo, coffee, and macadamia nuts.

Our schools have an opportunity to apply and expand model programs that imbue students with a curiosity about, if not a love for, the agricultural sciences while galvanizing greater collective attention and energy to grow more food locally as a way to prepare for the unpredictable impacts of future supply chain disruptions and on-going climate catastrophes. The best approach will be homegrown sustenance and greater agricultural activity and economic production that stabilize Hawaii's food needs.

1. The public purpose and need to be served;

This proposal addresses three primary problems afflicting local agricultural and food production in our schools and communities: **isolation, malnourishment, and lack of creativity**. These problems amplify the food insecurity that pervades Hawai'i where more than 85% (92%? Per "Lack of Creativity" section to follow) of all food is imported more than 2,500 miles causing food costs for Hawaiian families to be 61% higher than for families in the U.S. mainland.

ISOLATION: There is a dual isolation that agribusiness and science faces – the isolation of ag science teachers in schools as internet and computer-based industries have grown in prominence along with the isolation from other, like-minded secondary teachers who are spread across six different islands, making it more onerous for teachers to meet in person, visit ag projects at other schools in order to share and learn together. The sense of isolation has been exacerbated by the coronavirus pandemic that has resulted in social distancing and lower student enrollment across all grade levels. KPM is adapting systems based on the new culture and COVID safe protocols by blending virtual and in person activities to overcome the isolation that students and educators have felt by incorporating virtual lessons and multimedia storytelling that brings the magic and mystery of Hawaiian staples and food science into the 21st Century. The KPM initiative overcomes some of the challenges exposed during the COVID pandemic by providing hands-on, physically strenuous farming activities where students can gain leadership and job skills. We will give special attention to ensure that schools reach out to students who have been underrepresented in agricultural education.

MALNOURISHMENT: due to years of under-investment in agricultural sciences in K-14 schools, particularly in the last 10 years. Support from the Hawaii Legislature has been sporadic and inconsistent; for example, in 2019, the State Agricultural budget was 0.4% even though Hawaii has the highest percentage of people in the U.S. on food stamps and SNAP benefits. In the face of other obligations and burdens placed on teachers, resources have been moved into other academic disciplines or cut altogether. Through this project, KPM will spearhead with community organizations, universities, bureaucrats and state legislators to direct new funds into agricultural science so teachers and students have resources to create the programs, learn the skills and revive the intergenerational ways to make Hawai'i more self-sufficient.

LACK OF CREATIVITY: a sense of despair and a pervasive sense of dependence on outside food sources has caused many communities to not instruct younger generations on how to care for Hawaii's abundant natural resources and instill a sense of the opportunity and the responsibility of growing more of the foods to meet the statewide needs. The current state of imported food – in all food groups – is dire even though Hawai'i was self-sufficient in food production and natural resource consumption prior to the economic and social disruption created by plantation and ranching economic development strategies that obliterated backyard gardening, foraging, fishing, hunting and other intergenerational teachings about food, culture, and environmental stewardship. KPM's pedagogy reawakens this essence of aloha aina.

Today, Hawaiian food industries and food providers are wholly reliant on off-island food sources as 92% of the food consumed statewide is imported. This over-reliance on imported food has had far-reaching detrimental effects on multiple generations as traditional ways of growing food and raising animals have been forgotten while land and waterways have been neglected or lost to other types of use. We seek to revive the stewardship, care and kuleana of working with the flora and fauna of the land and ocean to harvest the abundant natural resources.

We know that we are mightier than the sum of our parts and our challenge is to harness the chemistry between educators and schools across islands in order to grow more local food in ways that nurture more social connections and economic development, too. With success at multiple schools, we will harness the network to raise state funding for local, regenerative agriculture.

KPM staff and leadership have taught agricultural science programs for more than 30 years and possess extensive knowledge of state standards, long relationships with local schools, and an approach for stronger relationships between students and their surrounding communities. KPM will connect newer, younger teachers as well as older educators who want to support on-going, multi-year programs that attract greater student involvement in their schools. Many community partners – from food shelters to senior kupuna care service programs – would like to partner with school-based and student-led projects that produce, process and distribute more food to kupuna elder populations. The KPM apparatus is a way to connect these distinct players and support each as a part of a larger system to cultivate stronger, multi-faceted secondary programs that will bring much needed human capital, social capital and financial capital for Hawai'i's self-sufficiency and food sovereignty.

1. Describe the target population to be served; and

KPM will work with 30 teachers and 30 schools in Year 1 to compile foundational teaching materials that incorporate agribusiness management, regenerative agriculture and natural resource science in K-14 classrooms. In Year 2, congruent with raising additional funds from private sources, KPM will identify 15 schools to develop a set of advanced agricultural science projects including immersion, capstone and senior projects. Year 3 will escalate the experiences of the first two years by strengthening the statewide coordination and visibility of school-based and community-oriented sustainable

agriculture projects. In Year 1 we will serve 3,000 students with an additional 1,500 students each in Years 2 and 3.

1. Describe the geographic coverage.

Our geographic coverage is statewide and participating schools come from rural and urban communities on Kauai, Oahu, Molokai, Lanai, Maui and Hawaii. Our primary service population is 30 agriculture teachers who teach a minimum of 3,000 students in grades 7-12 across the state. Our coverage is not temporary or based on single events or activities. Instead, our presence will be felt by advising current teachers in order to become part of the actual curriculum used throughout the year in classroom instruction and through community service.

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.

Over three years, with additional funding, we will work with educators, students and community members to: educate the broader community on the agribusiness management, agricultural technologies and regenerative agriculture programs happening at 7-12 schools; distribute 20% of all production yields to kupuna elders and other vulnerable populations; and bring new resources and coordination of people, organizations, allies, and public funding – to support and invest in agricultural science at the school level that have a cascading effect for surrounding communities.

KPM will help teachers and agricultural educators at 7-12 schools throughout the state to build upon current courses and student interest in agricultural entrepreneurship and agricultural sciences to enrich the classroom learning and community service opportunities for students. KPM will assign master teachers to each district to provide personalized guidance and support.

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

KPM will deliver services through a program of professional development consisting of on-site assessments and consultations and district-wide and online workshops as appropriate. Some content can be delivered online but other needs must be addressed in-person. The program will begin with a three-day orientation and inservice training on agribusiness, emerging agricultural technologies, regenerative agricultural practices. During this time, teachers will identify common and site-specific needs for additional training.

KPM will then plan and conduct on-site school consultations to provide teachers with technical guidance. These visitations will be augmented with online workshops to support the host schools' projects that combine agribusiness, affordable agricultural technologies and regenerative agricultural practices to maximize food production.

Month 1 (after funding confirmed with start date): Organizational and Strategic planning with Staff

Month 2 : Orientation and inservice training with with Coordinators & Staff

Month 3: Workshop – 3 days 2 nights at Hoesa Farms

Months 4/5: Professional development workshops and follow-up site visitations

Month 6/7: Teachers order start-up supplies and begin food production project

Month 8/9: Students conduct food production projects and collect data.

Month 10/11: Students report Supervised Agricultural Experience project findings

Month 12: Project staff complies and submits end-of-project evaluation.

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

We will monitor, evaluate and improve process by considering input from teachers, students, the project team and an advisory board made up of one teacher participant from each school district. As the project unfolds, the project team will meet monthly to address challenges and needs. The project team will work with teachers and use the familiar SMART (Specific, Measurable, Attainable, Relevant, Time-achievable) GOAL tactic of data-driven instruction to make improvements to our training lessons.

Results of corrections to training will be discussed and assessed in the quarter following the intervention. As appropriate, representatives of relevant stakeholder groups will be invited to help address barriers in their areas of expertise.

The advisory board will serve as the evaluation team on this project. This board will meet with the project team at the outset of the project and will be provided with quarterly reports during the year. The board will reconvene for an end-of-project evaluation.

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.

The KPM program provides professional development specifically in agricultural science and technology skills and through FFA entrepreneurial projects and leadership activities. KPM seeks to empower teachers to apply STEM and traditional best practices to food production and community service.

Teacher Training Measures of Effectiveness

- Number of training sessions attended
- Number of contact hours with master teacher consultant
- Agricultural skills learned and shared with students
- Number of FFA leadership activities learned and implemented with students
- Anecdotal teacher summary of the effects of the KPM intervention and recommendations for improvement of both content and methods of training. The report will compare instructional quality and diversity before and after program participation.

Student Measures of Effectiveness

- Number of students in FFA Supervised Agricultural Experience (SAE) Food Production and Agribusiness Projects (see sample SAE rubric attachment.)
- Pounds of food produced or community service hours accumulated
- Market value of food produced
- Market value of food donated to needy
- Market value of food sold or used for personal consumption
- Anecdotal summary of the relative safety of the learning environment; experiences contributing to social and emotional growth and the impact of applying academics to food production and community service. Guiding questions will include:
 - How does it feel to provide food for family and for those in need? and
 - What business skills have you learned to successfully conduct an agribusiness food production project?
 - How have you applied technology to traditional farming?

Data: tracking, systems

KPM staff have extensive experience with databases and measures used by the State Department of Education, Hawai'i County Department of Research and Development, National Future Farmers of America, UH College of Tropical Agriculture and Human Resources, and the University of Hawai'i College of Social Sciences. Kahua Pa'a Mua staff will compile data to contribute to the National Agricultural Experience Tracker [www.theaet.com] as a way of managing time and resources both inside and outside of the classroom.

BUDGET

1. a. Budget request form & attached budget narrative
b. Personnel salaries & wages & attached narrative justification
c. Equipment and motor vehicle - N/A
d. Capital project details – N/A
e. Government contracts, grants, and GIA - Total \$861,751 past 3 yrs.
2. The applicant shall provide its anticipated quarterly funding request for the fiscal Year 2024


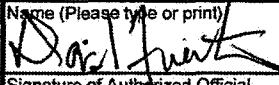
Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
75,000	75,000	75,000	25,000	250,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal Year 2024. Private Foundation grants: Atherton Foundation, Cooke Foundation, Dorrance Foundation, and Clif Foundation. Pvt donation campaign, and USDA- AFRI – NIFA.
4. N/A – No tax credits
5. Listing of Contracts, grants, etc – prior 3 yrs. See Attached form
6. The applicant shall provide the balance of its unrestricted current assets as of 12/31/22
Balance sheet ending 12/31/2022 = \$40,550

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

Applicant: Kahua Paa Mua

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	47,500	46,740		26,250
2. Payroll Taxes & Assessments				
3. Fringe Benefits	14,250	14,022		7,875
TOTAL PERSONNEL COST	61,750	60,762		34,125
B. OTHER CURRENT EXPENSES				
Travel - Airfare Interisland	3,750	4,050		5,000
Travel - mileage on Big Island (7)	700	1,100		1,200
RAC - 3 vans (7 pass) + 1 car	2,475	3,000		1,000
3 day workshop (Kohala) lodging	2,356	2,500		
Rental facility kitchen/mtg room/ farm	2,250	1,500		6,000
Meals (6) x 32 attendees	5,120	7,560		
Workshop Instructors (3) @ 500/day	1,500	8,500		1,500
Workshop supplies/materials	4,349	5,450		7,500
Participants (30) stipends	30,000	30,000		
Supplies per school - 30 x \$4,000	120,000	13,578		7,500
Master teachers each island (8 total)	12,000	12,000		
Professional develop follow up visit (2)/yr	3,750			3,585
Office supplies - laptops/iphone/wifi				9,800
Insurance - liability/farm/program				2,790
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	188,250	89,238		45,875
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000	150,000		80,000
SOURCES OF FUNDING		Budget Prepared By: 		
(a) Total State Funds Requested	250,000	Carol Fuertes, Sec/Treas KPM 808+345-4610		
(b) Total Federal Funds Requested	150,000	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	 1/16/2023		
(d) Total Private/Other Funds Requested	80,000	Signature of Authorized Official Date		
TOTAL BUDGET	480,000	David Fuertes, Exec, Dir KPM Name and Title (Please type or print)		

Kahua Paa Mua, Inc. – State GIA 2023-2024

Financials - Budget Narrative

B. BUDGET REQUEST - OTHER CURRENT EXPENSES

WORKSHOP

Travel – Airfare Interisland travel for 25 outer island natural science educators to attend 3 day workshop on Big Island.

$\$150 \text{ RT} \times 25 = \$3,750$

Travel – mileage on Big Island – 7 schools on Big Island - $\$100 \text{ gas} \times 7 = \700

RAC Rent A Car = 3 seven passenger vans and 1 sedan needed to transport from Kona Airport to Kohala for 3 days. To accommodate transportation for 25 outer island participants. 3 vans @ $\$250/\text{day}$ ea = $\$750 \times 3 \text{ days rental} = \$2,250$ + 1 rent a car @ $\$75/\text{day} \times 3 \text{ days} = \225 Total RAC = **$\$2,475$**

Lodging at Makapala Retreat (Dorm style) - $\$25/\text{day} \times 3 \text{ days} = \$75 \text{ per person} \times 30 \text{ people} =, \$2,250$ + $\$106 \text{ tax}$ Total for lodging **$\$2,356$**

Facility rental – Makapala will provide use of certified kitchen for preparing meals, and a cafeteria/meeting area to accommodate (50 max). @ $\$500/\text{day} \times 3 \text{ days} = \$1,500$
Hoea Farms use of facilities where hands on workshop will take place - $\$250/\text{day} \times 3 \text{ days} = \750
Total facility rentals = **$\$2,250$**

Meals for Workshop - Day one – participants arrive and set up in rooms. Dinner @ $\$35 \text{ per person} \times 2$ includes drinks (water, juice, coffee, tea) Next day: Breakfast @ $\$20 \times \text{day 2 \& 3 days}$ Lunch @ $\$25 \times \text{day 2 \& 3 days} = \$160 \text{ per person for meals} \times 32 \text{ (participants \& instructors).} = \mathbf{\$5,120}$

Workshop instructors – 3 instructors (1 per day) Instruction in Natural Farming methods, Aquaponic recirculation system with fish & crops, and vertical agriculture system/ making a mini greenhouse @ $\$500 = \mathbf{\$1,500}$

Workshop materials - hand outs, workbooks, NF inputs, copies, materials for aquaponic system, vertical agriculture/ mini greenhouse etc. Total allowed misc supplies **$\$4,349$**

Participant Stipends – 30 expected participants from 30 Middle and High Schools throughout the state to attend this 3 day workshop in Kohala, Big Island. Total: $\$1,000 \times 30 = \mathbf{\$30,000}$

POST WORKSHOP

Supplies per schools (30) x $\$4,000 = \mathbf{\$120,000}$ Each school will implement a regenerative agriculture project, incorporating agribusiness management, with emphasis on advancing production by use of indigenous knowledge, research, adaptive learning and a respect for farmer wisdom. Each instructor will take this knowledge into the classroom and develop a food system or any agriculture related program of interest to students who will envision a career in agriculture.

Master Teachers – Each island will have 1-2 master teachers who will be mentoring and consulting with all participating schools in this project. These master teachers (consultants) will be working directly with the schools in their area to provide instruction and advice for their individual school projects. $\$1,500 \times 8 = (2) \text{ on Oahu, } (2) \text{ on Big Island, } (1) \text{ Kauai, Maui, Molokai \& Lanai.} = \mathbf{\text{total } \$12,000}$

Prof. develop – two follow up visits $\$125 \times 30 \text{ schools per diem} = \$125 \times 30 = \mathbf{\$3,750}$

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

Applicant: Kahua Paa Mua, Inc.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Director	FTE	\$60,000.00	25.00%	\$ 15,000.00
Grant Administrator	FTE	\$45,000.00	25.00%	\$ 11,250.00
Fiscal Manager	FTE	\$45,000.00	25.00%	\$ 11,250.00
Professional Development Coordinator	FTE	\$40,000.00	25.00%	\$ 10,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				47,500.00
JUSTIFICATION/COMMENTS:				

KAHUA PAA MUA, INC. IV FINANCIALS

Budget Justification – Personnel Salaries and Wages

DIRECTOR - Annual Salary \$60,000@ 25% = \$15,000

The Director is responsible for overseeing all aspects of the program, coordinating staff and Participants. He initially will conduct a strategic planning session with staff and Master teachers on each island. He will be responsible for orientation and Inservice training with Master teachers and staff to develop a monthly schedule and the 3 day workshop with 30 natural science resource educators from 6 islands. Oahu (2), Big Island (2), Kauai, Maui, Molokai, and Lani = 8 Master teachers, 30 Middle and High School teachers, and 3 staff members to attend this workshop and follow up visits.

GRANT ADMINISTRATOR– Annual Salary \$45,000@25% = \$11,250

Grant Administrator will be tracking deliverables and outcomes as indicated by the proposal. He will work with the Fiscal Manager to track budget items and audit payables. He will be responsible to submit any reports as required by the grant contract and coordinate any site visits from any funders. The grant administrator will work closely with all staff to ensure grant funds are administered properly and according to State statutes. He will audit and submit the final report with evaluations, assessments, any teacher participants measures of effectiveness and student measures of effectiveness.

FISCAL MANAGER – Annual Salary \$45,000@25% = \$11,250

Fiscal Manager is responsible for all aspects of budget, payables and receivables, payroll, etc. She will be tracking each employee's hours, to submit to third party payroll service TNT Payroll. Onboard any new employee, HR requirements, etc. Submit any required information on Budget payables and payroll as required by State GIA contract. And submit quarterly for reimbursements as indicated by this grant contract.

PROFESSIONAL DEVELOPMENT COORDINATOR – Annual Salary \$40,000@25% = \$10,000

Professional Development Coordinator will work closely with each Master Teacher (8) to track each participating instructor on 6 islands. He will contract hours with teacher consultants, track all activities as reported by schools. He will report on all numbers of student measures, SAE rubric information, and consult with individual schools in development of their programs using data tracking systems. All information collected will be used for quarterly reports and final reporting.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2023 to June 30, 2024

Applicant: Kahua Paa Mua, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	0	\$0.00	\$ -	0
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A	0.00		\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	0	0	\$ -	0
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2023 to June 30, 2024

Applicant: Kahua Paa Mua, Inc.

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2021-2022	FY: 2022-2023	FY:2023-2024	FY:2023-2024	FY:2024-2025	FY:2025-2026
PLANS	N/A					
LAND ACQUISITION	N/A					
DESIGN	N/A					
CONSTRUCTION	N/A					
EQUIPMENT	N/A					
TOTAL:	0					
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Kahua Paa Mua

Contracts Total: 861,751

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Stupski Foundation	2020/2021/2022	Pvt Foundation	U.S. CA/HI	195,000
2	Hauoli Mau Loa Foundation	2020/2021/2022	Pvt Foundation	Hawaii	222,000
3	Kamehameha Schools	2020/2021/2022	Foundation	Hawaii	75,000
4	Atherton Foundation - HCF	2020/2021/2022	Foundation	Hawaii	75,000
5	Dorrance Foundation	2020/2021/2022	Foundation	AZ/HI	75,000
6	Cooke Foundation - HCF	2022	Foundation	Hawaii	20,000
7	USDA - NIFA	2020-2021	Federal Grant	USA	199,751
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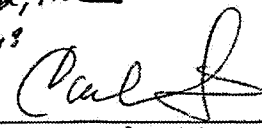
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Accrual Basis

KPM Ho'okahua 'Ai
Balance Sheet
As of December 31, 2022

	<u>Dec 31, 22</u>
ASSETS	
Current Assets	
Checking/Savings	
HCFCU	76,263.03
Total Checking/Savings	76,263.03
Total Current Assets	76,263.03
TOTAL ASSETS	76,263.03
LIABILITIES & EQUITY	
Equity	
Opening Balance Equity	54,621.01
Unrestricted Net Assets	40,550.63
Net Income	-18,908.61
Total Equity	76,263.03
TOTAL LIABILITIES & EQUITY	76,263.03

Kahua Pa'a Mua, Inc
verified By: 

Carol Fuentes Sec/Dreas

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 KPM team has over 75 collective years of experience teaching, job coaching, leading and managing curriculum development in agricultural science and technology in local schools. The team is also familiar with the state Department of Education's core standards for Natural Resources and related subjects. KPM will offer two levels of coursework: foundational and immersion.

The foundational level is for first-year students in group settings while returning students may select more intensive and immersive learning experiences requiring less supervision and more independent work.

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.

A partial list of the data to be collected, synthesized and analyzed by KPM includes:

- Race, ethnicity and gender of students;
- Crop production yields and volume;
- New facility installations and expansions;
- Budget increases in workforce development and local food production by the State
- Local/state/national media coverage of Kahua Pa'a Mua, HIFA educators and participating schools.

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 planning and administrative functions are not facilities-dependent and will be done in staff's home or business offices. The actual training and consulting will be done virtually and through in-person site visits and workshops. The on-site visits will be at agriculture facilities serving students in grades 7-12. These facilities range from generic classrooms with some outdoor gardening space to full-service high school agriculture facilities with classrooms and associated tool and storage rooms, agricultural mechanics shops, outdoor land laboratories (school farms), greenhouses and aquaculture tanks.

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.

Project Staffing

KPM staff and other collaborators have decades of experience working in and with the State Department of Education, state agricultural extension programs, and a wide range of academic and community organizations. KPM staff provide coaching in-class resources that support K-14 teachers with training, learning pods, and guidance on how to design semester and year long service learning programs that provide students with skills for Agriculture and Natural Resources careers.

Guest speakers will include legislators and agriculturalists who can explain and provide insights on how agricultural technologies and best growing practices from Korea and Japan can enhance and add value to locally produced food.

Teachers will teach the agricultural sciences in the variety of places for students to grow food – whether that is in school gardens, other publicly owned land, community spaces, private gardens, public parks, ranches and farms – to teach sound business management and regenerative agriculture techniques and share the food grown and produced with local communities, with an emphasis on sharing production yields with senior kupuna populations and other populations affected by food insecurity.

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.

Director

Oversees all aspects of the project; convenes monthly planning meetings with the core team; provides direction and administrative counseling and interventions as needed.

Grant Administrator

Ensures compliance with grant expectations and collects, documents and reports measures of effectiveness and evaluations for end-of-project reporting.

Fiscal Manager

Manages operating and personnel costs and submits documentation for cyclical reimbursements from the host agency; documents and compiles all fiscal transactions for end-of-project reporting.

Professional Development Coordinator

Works with teachers to identify inservice training needs for technical agricultural skills and for FFA leadership program activities; conducts or arranges subsequent in-person and online training; contracts master teachers or content experts to support teachers.

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.

APPENDICES

1. Staff Biographies
2. Supervised Agricultural Experience Project Rubrica
3. Policy References

Appendix A - Staff Biographies

David Fuertes (or, The Director has) has worked closely with the late Senator Daniel K. Inouye on several Farm Bills when Senator Inouye was Chair of the Appropriations Committee; he has advised state and municipal agencies on policies to invest in workforce development trends in agriculture and farming. David has been recognized by local and national media for his endless capacities to share the magic of agriculture, his deep community involvement and decades of agriculture and aloha. His favorite vegetable is bittermelon and he lives in Kapa'au on Hawai'i Island.

Chad Jones (Or, The Grant Administrator) is Black and has 20 years of experience in nonprofit management, community organizing, and grantmaking. Chad was a Fellow with the Association of Black Foundation Executives and a Coro Fellow in Public Affairs. Previously, Chad volunteered with community gardens in Brooklyn and served as Board Chair at The Stone House in North Carolina and La Montanita Food Coop in New Mexico. He studied Economics and History at Macalester College. Chad's favorite vegetable is onions. He lives in Kapa'au on Hawai'i Island.

Ken Kajihara (Or, The Professional Development Coordinator) is an Okinawan-Japanese American with experience teaching agriculture, math and science for grades 7 to 12. He also served as a Hawai'i State Department of Education program manager for the Future Farmers of America and environmental safety programs. He has a Bachelor of Science in Agriculture Technology (1975) and a Masters in Educational Administration (1998) from the University of Hawaii Mānoa. Since 2019, he has presented on diversity, equity and inclusion at conferences hosted by the Association of Teacher Educators, the National Career Academy Coalition, and the University of Hawaii Center on Disability Studies. Ken has been an agriculture curriculum and environmental and occupational safety trainer and his hobbies include lutherie and playing classical, slack key and slide steel

guitar music. His favorite vegetable is the eggplant because it is nutritious, tasty, hardy and has excellent food safety and shelf life characteristics. His wife is an accountant and both of their daughters have agriculture degrees in molecular biology. He is inspired by the spirit of Aloha. Ken lives in Honolulu.

Carol Fuertes (Or, The Fiscal Manager) 3rd generation Japanese American born and raised on Hawai'i Island, grandchild of immigrant laborers and child of plantation laborers with heavy agricultural influence throughout her childhood. She has served as Secretary/Treasurer of Kahua Pa'a Mua since its inception in 2010. Over the years, Carol has played many roles as program manager, financial manager, grant writer, report, and general logistics of all programs. She has over 40 years of financial experience as Head teller of local banks, office manager for a local dental office, and accounting clerk at a hotel, and payroll clerk for a private accounting firm. Carol has served as Past President of Kohala Elementary Parent/Teacher Association, advisor to the Kohala Filipino Club, State Commissioner of the Hawaii Hospital Management System, and organizer of many community events. Her favorite vegetable is the Japanese cucumber to be prepared as a pickle or fresh. It's enjoying the preserved and the off the vine flavors. Carol's legacy is raising three generations of Ohana in the Kohala community, to give them life experiences and kupuna wisdom and to watch them thrive to become productive community members.

Appendix B: Supervised Agricultural Experience Rubrics

This type of SAE is a student managed business that takes place in a school setting. The project needs to provide goods and services that meet the needs of an identified market and should replicate the workplace environment as closely as possible. Examples of school based enterprises may include, but are not limited to, cooperative livestock raising in a school facility; managing or working in a school farm, a land lab or a greenhouse.

The student begins by researching local opportunities and by doing a business plan.

School-Based Enterprise SAE Evaluation Grading Rubric

Activity	Below Standard (69% or less points)	At Standard (70-89% of points)	Above Standard (90-100% of points)
SE1	Student identified less than three potential School-Based Enterprise SAEs.	Student identified three potential School-Based Enterprise SAEs corresponding to existing agricultural businesses.	Student identified three School-Based Enterprise SAEs corresponding to existing agricultural businesses. Ideas as realistic and fit within their identified AFNR area of interest.
SE2	Student's feasibility study was incomplete and lacked clarity.	Student submitted a brief and somewhat vague feasibility study, lacking components.	Student completed a comprehensive feasibility study containing each of the required component areas.
SE3	Student did not complete the assigned tasks.	Student completed self-reflection and 90 second "quick pitch."	Student completed a thoughtful self-reflection. 90 second "quick pitch" which asks for business of school and community members is creative and convincing.
SE4	Student did not complete the assigned tasks.	Student completed analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are general or lacking thoughtfulness.	Student completed thoughtful analysis of skills and knowledge they will gain through the School-Based Enterprise SAE. Responses are specific.
SEFP1	Survey is incomplete or lacking key elements.	Student developed a simple survey. Survey is sent out and results are briefly summarized.	Student developed a detailed survey including questions related to demographics and consumers usage and preferences of goods/ services. Survey is sent out and results are summarized in detail.
SEFP2	Business plan is lacking important components.	Business plan is complete but vague.	All components of the business plan were included in detail. Plan is realistic.
SEFP3	List is incomplete.	List of Board of Directors is developed, but could be improved.	List of appropriate and realistic potential Board of Directors is developed.
SEFP4	Presentation is lacking components.	Student prepared a basic presentation.	Student prepared an engaging and thorough presentation describing key elements of the business plan.

Once the plan is selected and put into practice, this rubric is used to monitor and manage the students' growth and success of the project.

Kahua Paa Mua, Inc. – State GIA 2023-2024

CRITERIA	Exemplary 4	Proficient 3	Developing 2	Beginning 1	0
SAE Hours	Student has completed more than 150 hours	Student has completed min. of 150 hrs	Over 100 hours but less than min. 150 hours	Less than 100 hours	No Evidence of SAE Hours
Save and Organize	Consistently saves and organizes information appropriately.	Demonstrates the ability to save and organize information appropriately.	Demonstrates limited ability to save and organize information appropriately.	Demonstrates an inability to save and organize information appropriately.	

CRITERIA	Exemplary 4	Proficient 3	Developing 2	Beginning 1	0
Record Book	Sheets available/up-to-date with income and expenses if app.	Sheets available and hours up-to-date	Has sheets available –Partially complete –Hours not updated	Has sheets available, some sheets missing	No Sheets submitted
Save and Organize	Consistently saves and organizes information appropriately.	Demonstrates the ability to save and organize information appropriately.	Demonstrates limited ability to save and organize information appropriately.	Demonstrates an inability to save and organize information appropriately.	

CRITERIA	Exemplary 4	Proficient 3	Developing 2	Beginning 1	0
Photos	Six pictures provided for current SAE year which demonstrate observable student skills, with captions	Six pictures provided for current SAE year, with captions, limited observable skills	Three pictures provided for current SAE year, with captions	3 or fewer pictures provided for current SAE Year, w/o captions	No pictures
Save and Organize	Consistently saves and organizes information appropriately.	Demonstrates the ability to save and organize information appropriately.	Demonstrates limited ability to save and organize information appropriately.	Demonstrates an inability to save and organize information appropriately.	

CRITERIA	Exemplary 4	Proficient 3	Developing 2	Beginning 1	0
Skill Attainment	Student experiences, applies and documents at least 11 new skills which lead to accomplishing longer term goals	Student experiences, applies and documents 10 skills which lead to accomplishing longer term goals	Student experiences, applies and documents 10 skills	Student experiences, applies and documents less than 10 skills	No list of Experiences Or Application of skills
Save and Organize	Consistently saves and organizes information appropriately.	Demonstrates the ability to save and organize information appropriately.	Demonstrates limited ability to save and organize information appropriately.	Demonstrates an inability to save and organize information appropriately.	

Appendix C: Policies or Drivers

KPM values the missions of related government agencies, non-profit partners and the business sector. We are guided and inspired by the following:

State Office of Planning and Sustainable Development Hawaii 2050 Sustainability Plan

- We were involved in the Hawaii 2050 Plan since its first public meetings and we take to heart these developments that surfaced through recent 2050 public feedback:
-
- Rebuild the workforce by empowering youth, investing in green and clean energy workforce development, and upskilling the labor force to compete in the global market through initiatives such as strengthened broadband for remote work.
- Pursue innovative opportunities in the clean energy and agricultural sectors to enhance economic growth, workforce development, and food security.
- Rely less on imports while making better use of existing local resources—including local agriculture—to develop a circular economy to become more self-sufficient.

Hawaii State Department of Agriculture

We work with and support the Hawaii State Department of Agriculture's work to support, enhance, promote, and protect Hawaii's agriculture and aquaculture industries

Higher Education Connections

As we work to build a better agricultural future, we also work with and support the University of Hawaii College of Tropical Agriculture and Human Resources (CTAHR). CTAHR has supported secondary agricultural education for generations, and this project will build capacity to provide a pipeline of students who aspire to become tomorrow's scientists, technologists, business leaders, family development specialists, fashion designers and merchandisers, nutritionists, and policy makers.

Industry and Non-profit Partnerships

Our work will involve industry through the Hawaii Farm Bureau Federation (HFBB) and through a host of agriculture-friendly non-profit organizations. The Agricultural Leadership Foundation of Hawaii and the Hawaii Agricultural Foundation have also provided direct program support to secondary agricultural education for years, and we will continue to work together to bring secondary programs to prominence in the agricultural landscape.

Department of Education Nā Hopena A'o, or HĀ Policy

The Na Hopena A'o BREATH framework develops skills and practices honoring the qualities and values of the indigenous language and culture of Hawai'i across the entire public school system and their surrounding communities. These are social and emotional learning skills and academic approaches "to develop in its employees and students the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context and to honor the qualities and values of the indigenous language and culture of Hawai'i" as stated by the State Department of Education.

Even before the development of this very comprehensive policy, members of the KPM team adopted Native Hawaiian Agriculture as a strategic goal three decades ago in 1992.

Department of Education Sustainability Policy

We are also guided by Policy 301-9P, declaring that the Department of Education has a fundamental responsibility to educate students about sustainability and to model sustainability. Including: promoting material conservation and recycling across facilities; incorporating the importance of sustainability and environmental stewardship at the classroom level; conveying the mission of sustainability and environmental stewardship at faculty and staff level; working with local partners to collaborate on projects, as well as informing the public on the efforts being made by the Department.

Department of Education Strategic Plan (update to be released in February 2023)

As we await the unveiling of the updated strategic plan, we are still cognizant of the five General Learner Outcomes and will continue to support them until they are updated. We believe that the outcomes of critical thinking, effective communication, creating and recognizing quality products, ethical use of technology and working in teams while being responsible for one's own lifelong learning are near universal concepts.

KFM is also a co-organizer in the Hawaii State Agriculture Teachers Association Strategic Planning retreat that will take place in February 2023. This process will enable KFM to tightly align its activities with agriculture teacher and student needs.

Department of Education Elementary and Secondary School Emergency Relief (ESSER) Plan

We are eager to do our part with the DOE's Educational Plan and Fiscal Plan and its three focal areas to inform our program. In post-Covid times, we agree that Health and Safety is primary, and that Socio-Emotional Learning and Accelerated Learning are also essential. The KPM project will do its part to re-engage students and recover lost learning in Career and Technical Education.