

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

Type of Grant Request:

☐

Operating

☐

Capital

Legal Name of Requesting Organization or Individual: Db:

Amount of State Funds Requested: \$ _____

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

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ _____

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

\$ _____

Unrestricted Assets:

\$ _____

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:

City:

State:

Zip:

Contact Person for Matters Involving this Application

Name:

Title:

Email:

Phone:

Jool O'Lilly

Authorized Signature

Name and Title

Date Signed

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) Hawaii Compliance Express Certificate (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

Joel O Lilly

Joel O Lilly

1/16/25

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



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: CHANGEMAKERS COMMUNITY DEVELOPMENT & ECONOMIC CORPORATION

Issue Date: 01/07/2025

Status: Compliant

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#: XX-XXX0332

UI#: No record

DCCA FILE#: 319130

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

II. Background and Summary

1. Background of the Applicant

The effort to establish a Hawaiian immersion K-12 school in the 'Ewa Moku is led by the 'Ewa Moku EAducation, a coalition of parents and community advocates committed to expanding access to culturally relevant education for Native Hawaiian students. This initiative emerged in response to the long-standing lack of secondary Hawaiian immersion education in the region, which culminated in the establishment of Ke Kula Kaiapuni 'o Kapolei in the 2023-2024 school year. The project is supported by partnerships with multiple 'āina and community-based organizations and the University of Hawai'i - West O'ahu.

2. Goals and Objectives Related to the Request

In partnership with 'Ewa Moku EAducation, the University of Hawai'i - West O'ahu, and community partners, Changemakers will facilitate the establishment of an 'Ewa District K-12 Kula Kaiapuni system, including appropriate school facilities, teacher and administrative training, curriculum, and assessment rooted in the cultural resources of the 'Ewa Moku. To meet this goal we are proposing the following objectives:

Develop and Implement a Kumu Kaiapuni Teacher Training Program

By the end of 2026, co-design and launch a culturally grounded teacher training program in partnership with 'Ewa Moku EAducation and the University of Hawai'i - West O'ahu to prepare at least 20 Kumu Kaiapuni educators. This program will include place-based methodologies, 'Ewa Moku-specific content, and professional development workshops focused on culturally sustaining pedagogy.

Establish and Pilot a Comprehensive K-12 'Ewa Moku-Specific Curriculum

By the end of 2027, collaborate with 'Ewa Moku EAducation, community stakeholders, and educators to develop and pilot a place-based curriculum for K-12 students that integrates 'Ewa Moku cultural resources. The curriculum will undergo classroom testing, community validation, and refinement based on feedback from teachers, students, and families.

Secure and Prepare a Permanent Site for the K-12 Kula Kaiapuni School

By the end of 2028, formalize an agreement with the Hawai'i Department of Education and 'Ewa Moku EAducation to secure a permanent site for the Kula Kaiapuni school in 'Ewa. Complete all necessary site preparations, including environmental assessments, infrastructure planning, and community input sessions, to support the long-term sustainability of the school.

3. Public Purpose and Need

The 'Ewa district of O'ahu is experiencing significant growth, yet it lacks a permanent Hawaiian language immersion K-12 school to serve its expanding population. Over the past decade, enrollment in Hawaiian language immersion schools has increased by 60%, even as statewide

public school enrollment has declined.¹ This surge reflects a growing demand for education that fosters cultural identity and language revitalization.

Families in 'Ewa seeking Hawaiian immersion education must commute to other districts, as local options are limited. The recent establishment of a Hawaiian language immersion program at Kapolei Middle School, which began with seven students from various areas including Wai'anae, Nānākuli, Waiau, and Mililani, highlights the community's commitment to such educational opportunities.² However, the absence of a comprehensive K-12 immersion pathway in 'Ewa presents challenges for continuity in students' educational journeys.

According to the 2020 US Census 'Ewa district's population has been steadily increasing, with census data indicating significant growth over recent decades. This demographic expansion underscores the need for local educational infrastructure that includes culturally relevant programs.

Establishing a permanent Hawaiian language immersion K-12 school in 'Ewa would address these needs by providing accessible, continuous education that supports Hawaiian language revitalization and cultural education. Such an institution would serve as a cornerstone for preserving and perpetuating Hawaiian heritage within the rapidly growing 'Ewa community.

4. Target Population

The primary beneficiaries of this project are families in the 'Ewa district, particularly those seeking Hawaiian immersion education for their children. This initiative will also serve students and families from neighboring areas, including Wai'anae and Waialua, who currently lack access to comprehensive immersion pathways.

5. Geographic Coverage

The project is focused on the 'Ewa district of O'ahu, a rapidly growing region with increasing demand for educational infrastructure. The geographic scope also extends to adjacent moku, serving families from surrounding areas who commute for Hawaiian immersion education. The

¹ Schools Are Struggling To Meet The Demand For Hawaiian Immersion Programs

Roughly a quarter of Hawaiian immersion teachers are unlicensed, and schools need more educators as the programs grow in popularity. By [Megan Tagami](#) / June 25, 2024

https://www.civilbeat.org/2024/06/schools-are-struggling-to-meet-the-demand-for-hawaiian-immersion-programs/?utm_source=chatgpt.com

²New kaiapuni program brings Hawaiian language education to West O'ahu Hawai'i Public Radio | By [Ku'uwehi Hiraishi](#) Published February 22, 2024 at 12:42 PM HST

https://www.hawaiipublicradio.org/local-news/2024-02-22/newest-kapolei-school-brings-hawaiian-language-immersion-to-west-oahu?utm_source=chatgpt.com

establishment of a permanent K-12 school in Kapolei will address this regional gap and provide a sustainable solution for the community.

III. Service Summary and Outcomes

The 'Ewa Moku EAducation initiative, in partnership with the University of Hawai'i - West O'ahu, Changemakers, and community stakeholders, seeks to establish a self-contained K-12 Kula Kaiapuni system in the 'Ewa District by 2028. This effort includes the development of appropriate school facilities, teacher and administrative training programs, a comprehensive place-based curriculum, and robust assessment frameworks rooted in the unique cultural resources of the 'Ewa Moku. Through this initiative, the program aims to address the critical need for Hawaiian immersion education in the growing 'Ewa community while advancing the revitalization of the Hawaiian language and culture.

Scope of Work, Tasks, and Responsibilities

Objective 1: Develop and Implement a Kumu Kaiapuni Teacher Training Program

This objective seeks to address the need for qualified and culturally prepared Kumu Kaiapuni educators to sustain Hawaiian immersion education in 'Ewa Moku. By the end of 2026, the program will train at least 20 educators to deliver high-quality, culturally responsive instruction that is deeply rooted in the cultural, ecological, and historical resources of 'Ewa Moku.

In partnership with 'Ewa Moku EAducation and the University of Hawai'i - West O'ahu (UHWO), the program will co-design training modules that focus on culturally sustaining pedagogy, place-based teaching strategies, and community-driven knowledge. Participants will gain hands-on experience in co-creating curriculum content, integrating 'Ewa-specific cultural resources, and fostering student engagement through culturally aligned methods. Professional development workshops, mentoring opportunities, and continuous evaluation will ensure that the program equips educators with the skills and confidence to meet the needs of Hawaiian immersion learners effectively.

The training program will also aim to strengthen the Hawaiian language teaching pipeline by building a supportive Community of Practice (CoP) among educators, cultural practitioners, and 'Ewa Moku stakeholders. This CoP will facilitate the sharing of knowledge, strategies, and resources to sustain the program beyond its initial launch.

Key Phases of Work

Phase 1: Program Planning and Design (2025)

- Form a Project Advisory Group to oversee program development. Members will include Kumu Kaiapuni educators, UHWO faculty, and cultural practitioners from 'Ewa Moku.
- Conduct a needs assessment to identify gaps in teacher training, instructional resources, and professional development opportunities.

- Develop a program framework that outlines learning objectives, training methodologies, and anticipated outcomes.
- Identify and secure resources, including funding, training spaces, and cultural materials for the program.

Phase 2: Curriculum and Module Development (2025–2026)

- Co-design training modules in collaboration with UHWO faculty, focusing on:
 - Place-based learning techniques rooted in ‘Ewa Moku’s cultural and ecological resources.
 - Strategies for culturally sustaining pedagogy, such as using ‘ōlelo Hawai‘i in innovative ways to teach complex concepts.
 - Hawaiian immersion teaching best practices, including lesson planning, assessment, and classroom management.
- Incorporate community input by hosting workshops with educators, cultural practitioners, and stakeholders to refine training content.
- Develop supplementary materials such as teacher guides, multimedia content, and resource libraries of ‘Ewa Moku-specific materials (e.g., mo‘olelo, oli, and archival documents).

Phase 3: Pilot Implementation (2026)

- Recruit and train an initial cohort of 10–15 teachers to participate in the pilot program.
- Conduct a series of professional development workshops focusing on key training areas.
- Provide opportunities for educators to co-develop and test instructional content in classrooms, with coaching and mentoring support from experienced Kumu Kaiapuni educators.
- Collect feedback from participants and mentors to refine training modules and address challenges.

Phase 4: Full Implementation and Expansion (2026)

- Expand the training program to include at least 20 educators across multiple grade levels.
- Facilitate ongoing professional development opportunities, including advanced workshops and mentorship programs for graduates of the training program.
- Operationalize the Community of Practice (CoP) to foster collaboration and resource sharing among Kumu Kaiapuni educators.

Phase 5: Program Evaluation and Sustainability (2027)

- Evaluate the program’s effectiveness using quantitative and qualitative metrics, such as teacher retention, participant satisfaction, and classroom outcomes.
- Revise training modules and strategies based on evaluation findings.
- Develop a sustainability plan to secure long-term funding and integrate the program into ongoing efforts by ‘Ewa Moku Education and UHWO.

Tasks and Timeline

Task	Timeline	Responsibility
Form a Project Advisory Group and recruit members.	Q1 2025	Project Director
Conduct a needs assessment to identify training gaps.	Q2 2025	Teacher Training Coordinator
Develop a program framework outlining learning objectives and methodologies.	Q3 2025	Advisory Group, UHWO Faculty
Co-design training modules on culturally sustaining pedagogy and place-based learning.	Q4 2025–Q1 2026	Curriculum Specialist, UHWO Faculty
Host workshops to gather community input and refine training content.	Q2 2026	Community Engagement Specialist
Develop supplementary teaching resources, including multimedia content and teacher guides.	Q3 2026	Teacher Training Coordinator
Pilot the training program with an initial cohort of educators.	Q3–Q4 2026	Teacher Training Coordinator
Collect and analyze pilot feedback to refine program content.	Q4 2026	Project Director, Advisory Group

Launch the full training program for expanded cohorts.	Q4 2026	Teacher Training Coordinator
Establish the Community of Practice (CoP) for ongoing collaboration.	Q4 2026–Q1 2027	Project Director, CoP Leaders
Evaluate program outcomes and revise modules as needed.	Q1–Q2 2027	Evaluation Specialist

Objective 2: Establish and Pilot a Comprehensive K-12 ‘Ewa Moku-Specific Curriculum

This objective is centered on designing, piloting, and refining a comprehensive K-12 curriculum rooted in the unique cultural, historical, and ecological resources of the ‘Ewa Moku. By the end of 2027, the curriculum will deliver a place-based educational experience that emphasizes Hawaiian cultural identity, local environmental stewardship, and community traditions. The curriculum will align with Hawaiian immersion standards while incorporating key themes relevant to ‘Ewa Moku, such as the history of the land, the ‘ike (knowledge) of Native Hawaiian practices, and the ecological significance of the area.

A highly collaborative approach will guide the process, ensuring broad-based input and engagement. ‘Ewa Moku Education will serve as a key partner, providing cultural insights and coordinating stakeholder involvement. Educators, community leaders, cultural practitioners, and students will all play essential roles in co-designing the curriculum to ensure authenticity and relevance. Classroom testing and community validation sessions will further refine the curriculum before its full implementation.

Key Phases of Work

1. Needs Assessment and Stakeholder Engagement (2025):

- Conduct focus groups with teachers, cultural practitioners, students, and families to identify gaps in existing curricula and opportunities to integrate ‘Ewa Moku-specific content.
- Compile and analyze existing Hawaiian immersion materials to evaluate strengths and weaknesses in alignment with local values and needs.
- Host listening sessions to gather stories, mo‘olelo (narratives), and other oral histories from community elders and practitioners to incorporate into the curriculum.

2. Curriculum Framework Development (2025–2026):

- Develop an overarching framework outlining themes, learning objectives, and grade-level goals. Themes will include ‘āina-based learning, cultural practices, Hawaiian language proficiency, and ‘Ewa-specific ecological education.
 - Identify and create content areas for integration, such as ahupua‘a resource management, mele (songs), oli (chants), and mo‘olelo (historical stories).
 - Collaborate with ‘Ewa Moku Education and teachers to ensure alignment with Hawaiian immersion educational standards and statewide benchmarks.
- 3. Curriculum Content Creation and Pilot Testing (2026):**
- Develop sample lesson plans and instructional materials, such as teacher guides, student workbooks, and multimedia content.
 - Conduct professional development workshops to prepare teachers for pilot testing, focusing on how to implement culturally sustaining practices in the classroom.
 - Field-test pilot lessons across multiple grade levels in classrooms, with a focus on receiving actionable feedback from both educators and students.
- 4. Community Validation and Refinement (2026–2027):**
- Host workshops and review sessions with community stakeholders, including parents, educators, and cultural practitioners, to validate the curriculum’s cultural and educational alignment.
 - Refine the curriculum based on classroom feedback, input from stakeholders, and alignment with statewide and local educational goals.
- 5. Finalization and Dissemination (2027):**
- Publish the finalized curriculum in multiple formats (print, digital, and online) to ensure broad accessibility.
 - Provide training sessions for educators to implement the curriculum across K-12 classrooms.
 - Launch the comprehensive curriculum district-wide and host an unveiling event to celebrate the collaboration and engage broader community support.

Tasks and Timeline

Task	Timeline	Responsibility
Conduct focus groups with stakeholders to identify themes and needs.	Q1 2025	Community Engagement Specialist
Compile existing Hawaiian immersion curriculum resources and analyze gaps.	Q2 2025	Curriculum Development Specialist

Develop a draft curriculum framework outlining themes and grade-level objectives.	Q3 2025	Curriculum Development Specialist
Host listening sessions to gather oral histories, mo'olelo, and cultural resources.	Q4 2025	Community Engagement Specialist
Create sample lesson plans, teacher guides, and materials for pilot testing.	Q1 2026	Curriculum Development Specialist
Conduct professional development workshops for teachers.	Q2 2026	Teacher Training Coordinator
Pilot test the curriculum in classrooms and gather teacher and student feedback.	Q2–Q3 2026	Teachers, Curriculum Specialist
Refine the curriculum based on feedback from teachers and stakeholders.	Q4 2026–Q1 2027	Curriculum Development Specialist
Host community workshops to validate the curriculum with families and cultural practitioners.	Q2 2027	Community Engagement Specialist
Finalize the curriculum and publish materials in accessible formats.	Q3 2027	Administrative Staff
Provide teacher training for district-wide implementation of the curriculum.	Q4 2027	Teacher Training Coordinator

Objective 3: Secure and Prepare a Permanent Site for the K-12 Kula Kaiapuni School

This objective focuses on ensuring the long-term sustainability of the Kula Kaiapuni school in ‘Ewa by securing and preparing an existing school-appropriate facility to support a full K-12 Hawaiian immersion program. Rather than developing a new site, this initiative will leverage existing educational infrastructure within ‘Ewa Moku to expedite implementation, minimize costs, and align with community needs.

By the end of 2028, the initiative will formalize agreements with the Hawai‘i Department of Education (HIDOE) and other stakeholders to identify, secure, and adapt a suitable existing facility for Hawaiian language immersion education. This process will follow a phased approach, including stakeholder engagement, feasibility studies, environmental and zoning compliance, infrastructure modifications, and community validation.

The selected facility will reflect the cultural and educational priorities of the ‘Ewa Moku community, ensuring it serves as a hub for Hawaiian immersion while integrating sustainability and cultural preservation. Community input—particularly from ‘Ewa Moku education leaders, families, and cultural practitioners—will play a pivotal role in shaping the adaptation of the site to meet the unique needs of the program.

Key Phases of Work

Phase 1: Stakeholder Engagement and Site Evaluation (2025–2026)

- Identify and engage key stakeholders, including HIDOE officials, ‘Ewa Moku education leaders, school administrators, and potential funders.
- Form a **Site Planning Task Force** to evaluate and recommend suitable existing facilities.
- Conduct public meetings and listening sessions to gather input on required modifications, accessibility considerations, and cultural priorities for the selected facility.
- Assess potential sites based on existing infrastructure, classroom capacity, location, and adaptability to immersion education.

Phase 2: Feasibility and Environmental Assessments (2026–2027)

- Conduct feasibility studies to evaluate the viability of identified facilities, considering factors such as location, building condition, classroom capacity, and necessary renovations.
- Collaborate with environmental consultants to ensure compliance with state and local environmental regulations.
- Develop preliminary adaptation plans, including classroom modifications, cultural learning spaces, and sustainability upgrades such as native landscaping and renewable energy integration.

Phase 3: Formalize Agreements and Community Validation (2027)

- Negotiate and finalize a **Memorandum of Agreement (MOA)** with HIDOE and other relevant entities to secure access to the selected facility.
- Host additional community workshops to validate the chosen site and gather input on necessary modifications, including outdoor learning spaces, cultural gardens, and sustainability practices.
- Secure letters of support from key stakeholders, including community organizations, elected officials, and educational leaders, to demonstrate widespread backing for the project.

Phase 4: Site Preparation and Infrastructure Modifications (2027–2028)

- Begin adaptation work, including renovations, infrastructure upgrades, and compliance with permitting and zoning requirements.
- Collaborate with architects and planners to enhance the facility with cultural elements, such as spaces for makahiki celebrations, hālau for cultural practices, and classrooms that reflect Hawaiian values.
- Finalize funding commitments to support renovations and long-term facility maintenance.

Phase 5: Transition and Implementation (2028)

- Oversee necessary upgrades to ensure the facility meets the program’s needs, including technology integration, classroom reconfigurations, and outdoor learning enhancements.
- Develop a **phased transition plan** to minimize disruption as students and staff move from temporary spaces to the newly adapted facility.
- Establish long-term maintenance and sustainability strategies to ensure the site remains a thriving educational space for generations to come.

Tasks and Timeline

Task	Timeline	Responsibility
Identify key stakeholders and form a Site Planning Task Force.	Q1 2025	Project Director
Host initial community engagement sessions to assess facility needs and priorities.	Q2 2025	Community Engagement Specialist

Evaluate existing school-appropriate facilities for potential use.	Q3–Q4 2025	Task Force, HIDOE Officials
Conduct feasibility studies and renovation plans for top candidate sites.	Q1–Q2 2026	Facility Planner, Environmental Consultants
Develop preliminary adaptation plans and infrastructure requirements.	Q3 2026	Facility Planner
Finalize a Memorandum of Agreement (MOA) with HIDOE for site use.	Q4 2026–Q1 2027	Legal Advisors, Project Director
Validate site plans through community workshops and public consultations.	Q2 2027	Community Engagement Specialist
Secure final funding commitments for site adaptation and renovations.	Q3 2027 - Q2 2028	Administrative Staff
Transition students and staff to the adapted facility.	Q3–Q4 2028	School Administration

Quality Assurance and Evaluation Plans

To ensure the initiative achieves its objectives and delivers meaningful and sustainable outcomes, a comprehensive quality assurance and evaluation framework will be employed. This approach will focus on monitoring, evaluation, and continuous improvement, with clear measures of effectiveness to assess program success.

Monitoring

Regular Benchmarks and Tracking:

- **Teacher Training:** Track enrollment, attendance, and progress of educators participating in the Kumu Kaiapuni Teacher Training Program. Monitor the completion rate of training modules and the number of participants who successfully transition to teaching positions in Hawaiian immersion programs.
 - **Curriculum Development:** Establish milestones for drafting, piloting, and finalizing the K-12 'Ewa Moku-specific curriculum. Use a task tracking system to ensure timely completion of curriculum components, such as lesson plans, teacher guides, and student materials.
 - **Site Preparation:** Create a timeline with milestones for key activities such as feasibility studies, site agreements, environmental assessments, and infrastructure development. Regularly assess progress to ensure site preparation remains on schedule.
 - **Quarterly Progress Reports:** Generate detailed reports summarizing accomplishments, challenges, and next steps. Share these reports with key stakeholders, including 'Ewa Moku EAducation, the University of Hawai'i - West O'ahu, and community partners.
-

Evaluation

Quantitative and Qualitative Data Collection:

- **Teacher and Student Feedback:** Collect surveys, interviews, and focus group data from Kumu Kaiapuni educators and students. Evaluate satisfaction with training programs and curriculum content, as well as the perceived effectiveness of instructional methods.
- **Enrollment Metrics:** Track enrollment growth in Hawaiian immersion programs within the 'Ewa District. Compare annual enrollment data to baseline figures to measure program impact.
- **Community Engagement Levels:** Assess community participation in workshops, listening sessions, and curriculum validation activities. Track the number of stakeholders actively contributing to the initiative.
- **Curriculum and Site Impact:** Use pre- and post-pilot testing assessments to evaluate curriculum effectiveness. Measure student outcomes, such as language proficiency and cultural understanding, to ensure alignment with project goals.

Third-Party Evaluation:

Engage an independent evaluator to conduct a midterm and final assessment of the initiative. This will provide an objective review of progress, challenges, and overall effectiveness.

Continuous Improvement

Stakeholder Feedback Integration:

- Regularly engage community stakeholders through focus groups, advisory board meetings, and public forums. Gather actionable insights to refine teacher training, curriculum development, and site preparation processes.
- Use stakeholder feedback to adjust program elements in real time, ensuring responsiveness to emerging needs or challenges.

Iterative Refinement:

- After each phase of the program (e.g., training pilot, curriculum pilot, site preparation), review evaluation data and stakeholder feedback to make targeted improvements.
- Develop versioned updates to training modules and curriculum content based on identified areas of improvement.

Adaptation to Scale:

As the initiative grows, use data insights to scale successful practices while addressing any scalability challenges. For example, adjust the teacher training program to accommodate larger cohorts or expand curriculum topics based on classroom demand.

Measures of Effectiveness

The following metrics will provide a clear and objective means to evaluate the program's success:

- 1. Number of Kumu Kaiapuni Educators Trained and Retained:**
 - Target: Train at least 20 educators by the end of 2026.
 - Measure retention rates by tracking how many trained educators remain in Hawaiian immersion teaching roles over a 3-year period.
- 2. Completion and Adoption of the 'Ewa Moku-Specific Curriculum:**
 - Target: Develop and implement a K-12 curriculum that is adopted across all grade levels by the end of 2027.
 - Evaluate the effectiveness of curriculum implementation through teacher feedback, student performance metrics, and classroom observations.
- 3. Growth in Student Enrollment in Hawaiian Immersion Programs:**
 - Target: Achieve a 50% increase in enrollment in Hawaiian immersion programs within the 'Ewa District by the end of 2028.
 - Use enrollment data to track trends and measure progress toward this goal.
- 4. Progress in Securing a Permanent Site for the School:**
 - Target: Finalize a permanent site agreement with the Hawai'i Department of Education and complete initial site preparations by the end of 2028.

- Monitor milestones such as site selection, environmental assessments, community validation, and infrastructure development.

5. Community Engagement and Support:

- Measure the number of community workshops held and the level of stakeholder participation.
- Collect qualitative feedback on community satisfaction and perceived program value.

Impact

This framework reflects a holistic approach to Hawaiian immersion education by addressing teacher training, curriculum development, and facility sustainability simultaneously. The robust monitoring and evaluation strategies ensure that the initiative remains aligned with the community's cultural, educational, and operational needs. With these measures of effectiveness, the initiative will deliver impactful and sustainable outcomes for the 'Ewa Moku community, supporting Hawaiian language revitalization and cultural preservation for generations to come.

IV. Financial

Budget

1. Personnel (\$30,000 per year)

This category covers administrative costs related to financial oversight and program management.

- **Executive Director \$10,000 per year:** Responsible for approving expenditures and reports. Authorizes and manages payments and contractual obligations.
- **Fiscal Officer \$20,000 per year:** Responsible for financial management, including grant compliance, budget tracking, and fund disbursement.

Both positions are critical for maintaining transparency and ensuring financial accountability.

Travel (\$5,000 per year) Total Cost for Three Years: \$15,000

Travel expenses will support community outreach, professional development, and partnership meetings. This includes:

- **Local Travel for Stakeholder Meetings:** To engage with educational leaders, DOE officials, and community organizations.
- **Site Visits:** Evaluating potential school locations and ensuring readiness for student enrollment.

The initiative will also include administrative staff to manage day-to-day operations and financial oversight. Training will be provided to all staff on culturally responsive practices, project management, and program evaluation to ensure consistency and quality.

Supplies (\$5,000 per year) Total Cost for Three Years: \$15,000

This category funds essential teaching and administrative materials:

- **Curriculum Development Materials:** Books, digital resources, and teaching aids for place-based learning.
- **Technology (Laptops, Tablets, Projectors):** Necessary for curriculum delivery and program coordination.
- **Office and Administrative Supplies:** Printing materials, paper, and software for project operations.

Contractual Services (\$225,000 Annually) Total Cost for Three Years \$765,000

Since program operations require specialized expertise, contractual costs will cover the following positions:

- **Project Director:**
 - Responsible for overall project management, ensuring milestones are met, and acting as the primary liaison with partners and stakeholders.
 - **Qualifications:** Minimum of a bachelors degree in education or public administration and 10+ years of experience managing educational initiatives, with specific expertise in Hawaiian immersion education.
 - **Responsibilities:** Supervision of all project activities, resource allocation, and coordination with the Hawai'i Department of Education and other partners.
- **Curriculum Development Specialist:**
 - Leads the design and implementation of the 'Ewa Moku-specific K-12 curriculum.
 - **Qualifications:** Bachelor's or master's degree in curriculum design, Hawaiian language, or related fields, with at least 5 years of experience developing place-based curricula.
 - **Responsibilities:** Collaborates with educators, cultural practitioners, and the Community of Practice to create and refine curriculum content.
- **Teacher Training Coordinator:**
 - Oversees the Kumu Kaiapuni teacher training program, ensuring alignment with project goals.
 - **Qualifications:** Bachelor's or master's degree in teacher education or a related field and experience in professional development for Hawaiian immersion educators.
 - **Responsibilities:** Designs and delivers training modules, supervises pilot cohorts, and provides mentorship to participants.

- **Community Engagement Specialist:**
 - Facilitates listening sessions, community workshops, and stakeholder collaboration.
 - **Qualifications:** Bachelor's degree in communications, social work, or a related field with 3–5 years of experience in community engagement.
 - **Responsibilities:** Ensures consistent communication and alignment with community needs and cultural priorities.
- **Facilities Planner**
 - Work with the Department of Education on securing appropriate school facilities.
 - **Qualifications:** Bachelor's degree in planning, architecture or engineering or experience in school facilities renovation and management.
 - **Responsibilities:** Identify and plan any renovations to selected site(s).
 - Implement plan for teachers, administrators and students to occupy Department of Education facilities.

Educational Software (\$33,333 Annually) Total Cost for Three Years \$100,000

A total of **\$100,000** is allocated over three years for educational software to support the implementation of the Hawaiian immersion K-12 curriculum. These funds will be used for:

- **Language Learning Platforms** (\$40,000): Interactive software to enhance Hawaiian language acquisition through digital tools, assessments, and pronunciation aids.
- **Curriculum Integration Software** (\$30,000): Digital resources that align with the K-12 curriculum, incorporating place-based learning, cultural storytelling, and historical archives.
- **Classroom Technology Tools** (\$20,000): Software for student engagement, such as online learning management systems, educational apps, and multimedia teaching aids.
- **Teacher Training & Professional Development Software** (\$10,000): Platforms that support ongoing educator training, collaboration, and culturally responsive teaching practices.

The amount requested on Page 6 Budget Form indicates the total amount requested for three years.

2. Based on the **annual total of \$328,333**, the anticipated quarterly funding requests are calculated as follows:

Quarter	Funding Request
Q1 (July – Sept 2025)	\$82,083

Q2 (Oct – Dec 2025)	\$82,083
Q3 (Jan – March 2026)	\$82,083
Q4 (April – June 2026)	\$82,084
Total Grant	\$328,333

(Note: The total is evenly distributed across four quarters, with Q4 slightly adjusted to ensure the full amount is allocated.)

1. Changemakers will provide the following other sources of funding.
2. Changemakers has not utilized any state or federal credits over the last three years.
3. Changemakers has received the following funding from federal, state and county government:

V. Experience and Capability

1. Necessary Skills and Experience

The ‘Ewa Moku EAducation initiative, in partnership with the University of Hawai‘i - West O‘ahu and community organizations, brings a wealth of experience, expertise, and cultural knowledge to this effort. The applicant has demonstrated the ability to address systemic challenges in Hawaiian immersion education through strategic planning, community engagement, and program development.

Key qualifications include:

- **Proven Leadership in Hawaiian Education Advocacy:** The ‘Ewa Moku EAducation, a leading partner in this initiative, successfully advocated for the establishment of Ke Kula Kaiapuni ‘o Kapolei, which opened in 2023 with a middle school program and has already shown significant enrollment growth.
- **Cultural Expertise and Community Engagement:** The applicant has extensive experience conducting listening sessions, focus groups, and needs assessments with ‘Ewa Moku stakeholders to ensure that programs align with the cultural and educational needs of the community.
- **Program Design and Implementation:** Over the past three years, the applicant has led efforts to develop culturally relevant curricula and training programs. This includes collaborations with the University of Hawai‘i - West O‘ahu to co-design teacher training frameworks and integrate ‘Ewa Moku-specific content into the classroom.
- **Project Management and Collaboration:** The applicant has successfully managed multi-stakeholder initiatives, including partnerships with local and national organizations, to mobilize resources and support for Hawaiian immersion education.

Verifiable Experience:

- **2023–Present:** Successful launch of Ke Kula Kaiapuni ‘o Kapolei, starting with 7th-grade students and expanding enrollment by 128% in the second year.
- **2021–2023:** Conducted community advocacy campaigns and secured commitments from the Hawai‘i Department of Education to establish a self-contained K-12 immersion school.
- **2021–2024:** Secured partnerships in support of Ke Kula Kaiapuni o Kapolei to design place-based curriculum content for Hawaiian immersion programs.

2. Facilities

Currently, Ke Kula Kaiapuni ‘o Kapolei operates at a temporary site to serve its growing middle and approaching high school program. While adequate for current needs, the facility lacks the capacity to accommodate a full K-12 program or meet long-term objectives.

Plan to Secure Permanent Facilities:

- **Partnership with the Hawai‘i Department of Education:** The applicant is actively working with HDOE to finalize a permanent site by 2028, with plans to meet all environmental and infrastructure requirements.
- **Community-Driven Design Process:** Public workshops and listening sessions will guide the design of facilities to ensure alignment with cultural and community priorities.
- **Site Preparation and Development:** Feasibility studies and site preparation work are scheduled for FY 2026–2027, with construction anticipated to begin shortly after securing the location.

This proactive approach ensures that the facilities will be fully equipped to support the establishment of a permanent K-12 Kula Kaiapuni school, providing a culturally rich and sustainable educational environment for future generations.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision, and Training

The ‘Ewa Moku Education initiative’s staffing plan is designed to ensure effective implementation of the project, with roles dedicated to curriculum development, teacher training, community engagement, and administrative oversight. The following key positions and their qualifications support the viability of this request:

This budget narrative provides a detailed explanation of the costs associated with the establishment of a permanent K-12 Hawaiian language immersion school in the ‘Ewa district. The budget aligns with the project’s key objectives, including teacher training, curriculum development, and securing a permanent site. Below is a breakdown of each budget category.

2. Organization Chart

The project's organizational structure will ensure clear lines of responsibility and supervision:

- **Project Director (Top-Level Management):** Oversees all staff and reports to the 'Ewa Moku EEducation board and key partners.
 - Reports: Curriculum Development Specialist, Teacher Training Coordinator, Community Engagement Specialist, Administrative Staff.
- **Curriculum Development Specialist:** Manages curriculum-related tasks and collaborates with the Teacher Training Coordinator.
- **Teacher Training Coordinator:** Reports directly to the Project Director and works closely with the Curriculum Development Specialist and Community Engagement Specialist.
- **Community Engagement Specialist:** Supports all community-facing activities and provides feedback to other staff based on stakeholder input.
- **Administrative Staff:** Reports to the Project Director and handles operational tasks like scheduling, finances, and reporting.



3. Compensation

These positions will be annual contracted amount through Changemakers in partnership with Ewa Moku 'EEducation.

1. **Project Director:** \$50,000
2. **Curriculum Development Specialist:** \$55,000
3. **Teacher Training Coordinator:** \$65,000

4. **Community Engagement Specialist:** \$35,000
5. **Facilities Planner:** \$50,000

Changemakers will provide in .5 FTE salaries its fiscal manager and Executive Director to ensure all reports and financial management are completed appropriately.

These salaries are competitive within the field and appropriate for attracting and retaining qualified professionals with the expertise required for this initiative.

VII. Other

1. Litigation

The applicant, 'Ewa Moku EAdducation, confirms that there is no pending litigation or outstanding judgments to which it is a party.

2. Licensure or Accreditation

'Ewa Moku EAdducation is a recognized educational advocacy organization with partnerships that can include the University of Hawai'i - West O'ahu and the Hawai'i Department of Education. While it does not independently operate as a licensure or accreditation body, it collaborates with accredited institutions and qualified educators to meet state and federal educational standards.

3. Private Educational Institutions

The grant will not be used to support or benefit any sectarian or non-sectarian private educational institution. The proposed initiative is focused on public Hawaiian immersion education within the 'Ewa Moku and aligns with Article X, Section 1, of the State Constitution, emphasizing public education.

4. Future Sustainability Plan

To ensure sustainability beyond this funding, the following plan has been developed:

(a) If the grant is received: The initial funding will be used to launch key phases of the initiative, including:

- Developing the Kumu Kaiapuni teacher training program.
- Beginning the design and pilot of the 'Ewa Moku-specific curriculum.
- Conducting feasibility studies and stakeholder engagement for the permanent school site.

(b) If the grant is not received thereafter:

The initiative will focus on securing alternative funding and leveraging partnerships to maintain momentum. This includes:

- Applying for additional grants through federal programs, such as Title III (Language Instruction for Limited English Proficient Students) and private foundations supporting Indigenous education.
- Establishing long-term partnerships with community organizations, 'Ewa Moku EAducation, and local businesses to provide financial and in-kind support.
- Engaging stakeholders in fundraising campaigns to cover operational costs and ongoing program needs.
- Collaborating with the Hawai'i Department of Education to integrate the program into its existing budget for long-term support.

This sustainability plan ensures that the activity funded by the grant can continue to serve the community even without subsequent state funding.

**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, Hawai'i 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, Hawai'i 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, Hawai'i 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, Hawai'i 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.

Changemakers Community Economic Development Corporation
(Typed Name of Individual or Organization)


(Signature)

1/7/2025
(Date)

Joel Olani Lilly
(Typed Name)
Rev 8/30/23

Founder/Executive Director
(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2028

Appimmunity Economic Development Corporation

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	90,000			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	90,000			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	15,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	15,000			
7. Telecommunication				
8. Utilities				
9 Contractual	765,000			
10. Educational Software	100,000			
11				
12				
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14				
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19				
20				
TOTAL OTHER CURRENT EXPENSES	895,000			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	985,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	985,000	Olani Lilly 808-960-5732		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		<i>Joel Olilly</i> 1/16/25		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	985,000	Olani Lilly Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Changemakers Community Economic Development (CCEd)

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Finance Director		1	\$70,000.00	30.00%	\$ 21,000.00
Executive Director		1	\$50,000.00	25.00%	\$ 12,500.00
					\$ -
					\$ -
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					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
TOTAL:					33,500.00
JUSTIFICATION/COMMENTS:					

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Changemakers CEDC

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: _Changemakers Hawai'i Ewa Moku

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Changemakers Community Economic Development (CCEd)

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Finance Director		1	\$70,000.00	30.00%	\$ 21,000.00
Executive Director		1	\$50,000.00	25.00%	\$ 12,500.00
					\$ -
					\$ -
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					\$ -
					\$ -
					\$ -
					\$ -
TOTAL:					33,500.00
JUSTIFICATION/COMMENTS:					

Applicant: ChangeMakers Hawai'i Ewa Moku

Contracts Total: 3,501,820

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	ANA - 'Ainapreneurs	07/24 - 06/28	Dept. of Health and Human Services	U.S.	1,085,457
2	Office of Hawaiian Affairs - Philanthropono training	Negotiating Contract 3 year contract	OHA	State	400,000
3	ANA - Raising Change	10/22 - 09/24	Dept. of Health and Human Services	U.S.	866,363
4	RCCP - Biochar	10/24 - 9/29	USDA, NRCS	U.S.	1,000,000
5	USDA Rural Facility Capacity Building	10/23 - 09/26	USDA, NRCS	U.S.	150,000
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SENATOR MIKE GABBARD

21ST DISTRICT

KAPOLEI, MAKAKILO,
KALAELOA, AND PORTIONS OF
FERNANDEZ VILLAGE AND EWA



The Senate
Ka 'Aha Kenekoa

STATE CAPITOL
HONOLULU, HAWAII 96813

CHAIRMAN
AGRICULTURE & ENVIRONMENT

MEMBER
JUDICIARY

MEMBER
GOVERNMENT OPERATIONS

January 13, 2025

Chair, Ways and Means Committee
Hawaii State Capitol, Room 208
Honolulu, Hawaii 96813

Dear Senator Donovan M. Dela Cruz,

I'm pleased to write this letter of support for the 'Ewa Moku Education and their initiative to establish a Hawaiian immersion K-12 school in the 'Ewa Moku. This endeavor is essential for addressing the significant demand for culturally relevant education for Native Hawaiian students in this rapidly growing region.

The 'Ewa Moku Education coalition, in partnership with the University of Hawaii - West Oahu and community organizations, has laid out a comprehensive and visionary plan that includes teacher training, curriculum development, and the establishment of a permanent site for the Kula Kaiapuni school. These efforts will significantly contribute to the preservation and revitalization of Hawaiian culture and language in the community.

The goals of this initiative are aligned with the increasing need for Hawaiian immersion education in 'Ewa, as the district has seen a 60% increase in enrollment in Hawaiian language immersion programs over the last decade. With no permanent K-12 immersion school in the region, families are forced to travel outside the district, which presents significant challenges for continuity in education. This project will help address that gap by providing local, accessible, and culturally grounded educational opportunities for students.

I strongly support the 'Ewa Moku Education initiative to establish a Hawaiian immersion K-12 school and the broader goals of this project. This school will provide invaluable educational opportunities for students while supporting Hawaiian language revitalization and cultural sustainability. Your favorable consideration of this initiative will be greatly appreciated, and I look forward to supporting its continued development.

Me ke aloha pumehana,

A handwritten signature in black ink, appearing to read "Mike Gabbard".

Mike Gabbard
State Senator, District 21