

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:

Susan Thaddeus

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

Susan Maddox

Susan Maddox, Executive Team Leader

January 16, 2025

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: **FRIENDS OF THE FUTURE***

DBA/Trade Name: **FRIENDS OF THE FUTURE***

Issue Date: **01/09/2025**

Status: **Compliant**

Hawaii Tax#: 40444216-01

New Hawaii Tax#:

FEIN/SSN#: XX-XXX6604

UI#: No record

DCCA FILE#: 85992

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'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 lobby 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, ensuring 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'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.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii'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.

Pursuant to Section 42F-103, Hawaii'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 simply 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.

Friends of the Future

(Typed Name of the Individual or Organization)

(Signature)

Susan Maddox

(Date)

1.13.25

Susan Maddox
(Typed Name)

Executive Team Leader
(Title)

STATEMENT OF PUBLIC PURPOSE USE

Friends of the Future confirms all funds approved as a result of this Grant-In-Aid application will be used for public purposes in keeping with its 501c3 nonprofit mission.

Funds will be used exclusively for the Project No Ke Ola O Nā Keiki expansion.

Based on Hawai'i Island, Project No Ke Ola Pono O Nā Keiki is a dynamic initiative that targets the health, wellness, and educational needs of over 10,000 students in 19 K-12 schools across the Department of Education's West Hawai'i Complex Area. The project is designed to help schools rebound from the lingering negative effects of the Covid 19 pandemic by increasing capacity for quality health and physical education in Title I schools, where approximately 79% of students qualify for free or reduced-price lunch. These schools represent a high-needs population requiring targeted support to enhance their overall well-being and educational outcomes.



Susan Maddox, Executive Team Leader
Friends of the Future

1.13.25
Date

Grant-In-Aid (GIA) Application Outline: Project No Ke Ola Pono O Nā Keiki

Submitted by: Friends of the Future

I. Certification – Please attach immediately after cover page

1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that are dated no earlier than December 1, 2024.

Attached

[HCE Certificate of Vendor Compliance : Attached](#)

2. Declaration Statement

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

[Declaration Statement: Attached](#)

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-103, Hawaii Revised Statutes.](#)

[Statement of Public Purpose: Attached](#)

II. Background and Summary

Overview of Friends of the Future: Founded in 1991, Friends of the Future, a 501(c)(3) nonprofit organization, has a long history of fostering impactful health and education initiatives in Hawaii. Since its inception, the organization has collaborated with schools, communities, and partners to address systemic inequities and promote wellness.

1. A brief description of the applicant's background

Based in Waimea on Hawai'i Island, Friends of the Future serves as fiscal sponsor for Project No Ke Ola Pono O Nā Keiki. Established in 2020 to help schools rebound from the lingering negative effects of the COVID-19 pandemic by building capacity for quality health & physical education, through establishing annual school based wellness events, innovative professional development models, and through various project based learning (PBL) initiatives. Since its inception the program has experienced remarkable growth. Initially funded through private, local and federal grants, including a Federal Earmark Grant and a state GEER Grant, the program has garnered significant financial support from multiple sources, including three (3) private foundation grants and five (5) Hawai'i County (CRF) Resolutions. This backing has enabled the program to expand its services, including the acquisition of a new passenger van, a full time employee and to scale its impact across the West Hawai'i Complex Area. In the current year, the program will serve over 10,000 students across 19 schools in West Hawai'i, demonstrating its broad reach and commitment to community wellness. The program has evolved as a unique hybrid program essentially operating as a HIDOE program, with the fiscal flexibility of a non-profit.

One of the primary and most impactful components of the program is its Wellness Events and Health & Fitness Field Days, which has seen impressive growth. As one of the first programs holding whole school wellness events under strict COVID protocols, a single event was held in the 2020-2021 school year, the program expanded to 20 events in 2022-2023, benefiting over 6,700 students. In SY 2023-2024 25 events were held reaching over 9,000 students. This year, 35 events are scheduled across 15 schools, with a goal to reach more than 10,000 students. Besides bringing the joy of movement and exposure to new activities/sports to students, these field days serve as a platform for professional development, modeling and providing practical lessons for teachers that integrate physical activity into the curriculum, which enhances their ability to foster wellness and academic behaviors in the classroom.

The program has also made significant strides in professional development for educators, offering over 35 events that have impacted more than 256 teachers across over 19 schools. These sessions have included workshops, teacher field days and events, wellness programs, as well as participation in state and national conferences. One of the most recent impactful activities was the offering of five (5) free PDE3 (*graduate level professional development courses that teachers take to reclassify to higher pay brackets*) 3-credit courses. Last year, the program successfully launched a PE & SEL PDE3 course. Over 38 teachers completed the course and received \$500–\$1,000 each for classroom equipment to sustain the units they developed during the training.

This year, the program continued to offer PDE3 courses, provide scholarships for paid professional development, and offer stipends to encourage teacher engagement in training. Teachers will also earn credits for reclassification through these opportunities. The overarching goal is to retain and incentivize educators, ensuring they are supported and empowered to lead the next generation of learners in West Hawai'i.

Additionally, the program has introduced the "Each One Teach One" initiative and is currently being piloted with Konawaena High School students. This mentorship model involves older students guiding younger peers in health and wellness activities during events.. This initiative aims to foster leadership, community engagement, and positive behavior, while also developing student-led instructional units for wellness events. With plans to expand, the "Each One Teach One" initiative represents a significant step forward in promoting student-driven health and wellness leadership. There are currently 10 students in the program with a plan to double that number in the coming year.

In addition to its current initiatives, Project No Ke Ola Pono O Nā Keiki is actively seeking to expand its services into the realm of early childhood education and special education within the West Hawai'i Complex Area. Recognizing the critical need for health and wellness programs in these often underserved populations, the program aims to expand its professional development and wellness event services to more directly support the unique needs of younger children and students with disabilities. By tailoring wellness events, professional development, and fitness activities/resources to these groups, the program intends to foster inclusion, improve physical health, and promote overall well-being. This expansion will ensure students who face additional challenges have access to the same high-quality resources and opportunities, ultimately contributing to their academic and personal growth.

2. The goals and objectives related to the request ;

Goal 1: Expand Services, Professional Development, and Events to Support SPED & Early Childhood Education

Deliver Professional Development Workshops

- Offer professional development workshops and in-service sessions for SPED, early childhood, general education, PE, and health teachers. These sessions will equip educators with tools and strategies for high-quality, evidence-based Tier 1 instruction, adaptive physical education methods, and early childhood movement programs.

Ensure Accessibility for Participants

- Fund substitute teachers, provide educator stipends, and supply resources for hands-on training to ensure widespread participation without disruption to classrooms.

Enhance Classroom and Wellness Strategies

- Provide educators with effective resources to foster inclusive education and support diverse learners, including content-based resource kits, adaptive PE guides, sensory activity cards, and laminated visual schedules.

Host Inclusive Wellness Events

- Organize sensory-friendly wellness events with adaptive programming for SPED and early childhood populations. Such as activities like Pre-K Playdays, tailored field day stations, and family engagement zones to foster early learning readiness and social-emotional development.

Support Teacher Retention and Engagement

- Provide stipends to encourage teacher participation in project initiatives, including professional development, field days, and event planning. These efforts will recognize and reward teachers' contributions while strengthening program capacity.

Measure Impact

- Utilize metrics such as teacher participation logs, training surveys, feedback on classroom and event implementation, and improvements in wellness program effectiveness to assess program success.

Goal 2: Maintain and Enhance Current Program Growth and Outreach

Fund a Director of Secondary Programs & Operations

- Secure funding to sustain the critical role of this position in overseeing program growth, coordinating mentorship initiatives, leading wellness events, and fostering collaboration with schools and community partners.

Sustain and Expand Wellness, Fitness, and Field Day Events

- Support ongoing wellness and fitness programs to engage students across schools in the West Hawai'i Complex Area, with adaptations for SPED and early childhood learners.

Develop the "Each One-Teach One" Mentorship Program

- Expand this initiative to connect secondary and elementary students for academic, athletic, and wellness support. Secondary mentors will lead health and wellness field days, provide tutoring, and foster leadership through collaborative activities and incentives.

Bolster After-School Sports Programs

- Invest in existing middle school sports programs and community club teams, such as Konawaena lacrosse, to help them grow and perpetuate their impact. Support will include funding, equipment grants, professional development for coaches, and partnership-building with community organizations.

3.The public purpose and need to be served ;

Regular physical activity is essential for youth health, academic achievement, and long-term well-being. However, the latest SAWS (Hawai‘i Department of Health Safety and Wellness Guidelines Survey) data reveals significant disparities in wellness metrics across the West Hawai‘i Complex Area, particularly within the HKKK (Honoka'a- Kohala- Kealakehe- Konawaena) district, which consistently underperforms compared to state averages. These gaps underscore an urgent need for comprehensive, community-focused initiatives to address physical activity, nutrition, and overall wellness challenges, with an increased focus on students with special needs (SPED) and early childhood populations.

Extensive research underscores the critical role of physical activity in fostering not only physical health but also cognitive development, academic achievement, and social-emotional well-being. Regular movement improves concentration, memory, and problem-solving skills, all of which are essential for academic success. Conversely, sedentary behaviors and a lack of physical activity are strongly correlated with behavioral challenges, increased anxiety, and lower academic performance. For students with disabilities, these issues are magnified, as they often face additional barriers to participation in physical activity. Early childhood is a particularly critical time to instill healthy habits and support developmental milestones, as physical activity in these formative years is closely tied to long-term outcomes in literacy, numeracy, and social skills.

Despite these clear benefits, the West Hawai‘i Complex Area lacks the necessary infrastructure, training, and services to meet these needs, leaving many students at a disadvantage. Schools in rural communities are particularly affected, often operating without dedicated physical education teachers and providing less than 60 minutes of physical activity per week—a fraction of what is recommended for optimum health and academic performance.

For over 15 years, the Hawai‘i DOE, DOH, and community partners have worked collaboratively to integrate health and wellness programs and policies into the school day, striving to improve both the health and academic achievements of students. A 2013 Hawai‘i Department of Health report affirmed, "A growing number of studies have found that a healthy and physically active student is more likely to be academically motivated, alert, and successful" (Implementing Wellness Policy in Hawai‘i Public Schools: School Year 2010-2011 Report). Building on this foundation, the 2021 Department of Health report reiterated the goal of "improving the health and well-being of Hawai‘i's children, adolescents, and young adults by supporting the connections between positive health outcomes and academic achievement."

Project No Ke Ola Pono O Nā Keiki: Bridging the Gap

Project No Ke Ola Pono O Nā Keiki recognizes these critical challenges and has been instrumental in addressing the gap in physical activity and wellness education across the West Hawai'i Complex Area for the past five years. By delivering evidence-based programs and curricula, the project has provided opportunities for regular physical activity, leading to measurable improvements in student health, well-being, and academic outcomes.

Expanding the project to include SPED and early childhood education is not only timely but essential to ensuring equitable access to these benefits for all students, regardless of age or ability. This expansion aims to:

- Provide tailored programs to address the unique needs of SPED students, removing barriers to participation and fostering inclusion.
- Instill healthy habits in early childhood populations, supporting developmental milestones and laying the foundation for lifelong wellness.
- Strengthen community partnerships to maximize the impact of physical activity and wellness initiatives across underserved schools.

In rural and underserved schools, where resources for physical education are scarce and student needs are high, Project No Ke Ola Pono O Nā Keiki fills a vital role. With a proven track record and a focus on evidence-based approaches, the project aligns with statewide goals to improve student health and achievement, making it a crucial investment for this grant. This funding will enable the program to expand its reach, address critical disparities, and continue providing transformative opportunities for Hawai'i's keiki.

4. Describe the target population to be served ;

The Honoka‘a-Kohala-Kealahou-Konawaena (HKKK) district within the West Hawai‘i Complex Area serves over 10,000 students across 19 K-12 Title I schools. These schools represent a high-needs population, with approximately 79% of students qualifying for free or reduced-price lunch, reflecting significant socio-economic challenges and high poverty levels. The district includes a substantial Native Hawaiian and Pacific Islander population, with approximately 32% of students identifying as such. Additionally, 14% of the student body receives Special Education (SPED) services, a figure significantly higher than the Hawai‘i state average, highlighting the need for enhanced support for this underserved group.

This demographic profile emphasizes the critical need for targeted, inclusive, and adaptive programming to address systemic inequities, improve academic success, foster social-emotional development, and promote overall well-being. Many families in the region face barriers such as limited access to healthcare, recreational facilities, and wellness programs, exacerbating health disparities. By expanding services to include Pre-K students, the project aims to raise kindergarten readiness, build foundational skills, and create equitable opportunities for the youngest learners, ensuring a strong start in their educational journey. These efforts are designed to provide meaningful and sustainable support to students of all abilities and backgrounds while addressing the unique challenges faced by this community.

5. Describe the geographic coverage ;

The West Hawai‘i Complex Area spans a diverse geographic region from Pa‘auilo to Ho‘okena and includes Kohala. This area covers over 1,000 square miles of Hawai‘i Island, characterized by rural and semi-urban communities. The geographic remoteness presents significant logistical challenges, as it can take over three (3) hours to drive from one end of the region to the other. This vast coverage underscores the critical need for localized, school-based wellness initiatives that are accessible to students and families across this wide-ranging district. As the ONLY entity that brings wellness events to these schools, the project proactively addresses these geographic challenges, *Project No Ke Ola Pono O Nā Keiki* ensures equitable access to programs that promote health, wellness, and academic/behavioral success.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

Goal 1: Expand Services, Professional Development, and Events to Support SPED & Early Childhood Education

1.1 Professional Development Workshops, Classroom Strategies, and School Wellness Programs

- **Objective:** Deliver a minimum of four(4) professional development workshops and in-service sessions designed for SPED, early childhood, general education, PE, and health teachers, equipping them with tools and strategies to enhance inclusive education and school wellness programs.
 - **Focus Areas:** High-quality, evidence-based Tier 1 instruction, adaptive physical education methods, early childhood movement programs, and enhancing school wellness programs, such as integrating sensory-friendly spaces, adaptive activities, and inclusive fitness initiatives.
 - **Training Includes:** Sessions on:
 - Utilizing content-based resource kits tailored for diverse learners.
 - Implementing adaptive PE guides.
 - Developing classroom tools such as laminated visual schedules and sensory activity cards.
 - Designing school wellness programs with activities focused on improving SAWS (Hawai'i DOH Safety and Wellness Survey) criteria, including mindfulness sessions, adaptive games, and inclusive physical fitness challenges.
 - **Substitute Teacher Coverage:** Fund substitute teachers for at least ten (10) educators to enable participation without disrupting classroom operations.
 - **Expected Reach:** At least fifty (50) educators across nine (9) schools.
 - **Metrics:**
 - Teacher participation logs.
 - Reports on resource allocation and training surveys.
 - Feedback on classroom, wellness, and event implementation.
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1.2 Establish and Expand Inclusive Wellness Events in West Hawai'i

- **Objective:** Host ten (10) inclusive wellness events featuring sensory-friendly spaces and adaptive programming to engage SPED, early childhood, general education, PE, and health student populations, while piloting Pre-K Playdays to promote early childhood readiness through movement and play.
- **Expected Reach:** Eight thousand (8,000) participants across ten (10) schools.
- **Features:**
 - Events such as fitness challenges, intramural games, cross-curricular activities, collaborative wellness fairs, and Pre-K Playdays.

- Adaptive sports stations, family engagement zones, and nutrition education activities.
 - **Essentials Provided:**
 - Supply water, sanitation supplies, snacks, consumables, and lunches for student volunteers.
 - Ensure resources are accessible and beneficial to all participating schools.
 - **Community Partnerships:**
 - Collaborate with experts such as fitness instructors, occupational therapists, early childhood specialists, and nutritionists.
 - Tailored services at a minimum of five (5) events, benefiting at least two hundred (200) students with SPED or early childhood needs.
 - **Incentives:**
 - Prizes, merit awards, and motivators for one hundred (100) students and fifty (50) teachers.
 - **Sustainability:**
 - Allocate funds or provide athletic gear to at least ten (10) schools to sustain future events.
 - **Metrics:**
 - Attendance records and participant surveys.
 - Feedback from educators and Pre-K Playday participants.
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1.3 Fund for-Credit Professional Development Courses

- **Objective:** Provide or sponsor one (1) credit-bearing professional development course focused on collaboration, student engagement, and inclusive practices.
 - **Target Audience:** SPED, early childhood, general education, PE, and health teachers.
 - **Expected Reach:** A minimum of twelve (12) teachers.
 - **Course Features:**
 - Actionable strategies for fostering collaboration and improving student engagement.
 - Integration of inclusive practices for diverse learners.
 - Opportunities for sharing best practices.
 - **Metrics:**
 - Course enrollment and completion rates.
 - Participant reflections and feedback.
 - Observable instructional improvements reported by participants.
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1.4 Foster Collaboration and Build Retention

- **Objective:** Strengthen project capacity and teacher retention by providing stipends at the Part-Time Teacher (PTT) rate of \$47/hour for contributions to Project No Ke Ola Pono O Nā Keiki initiatives.
 - **Activities Supported:**
 - Supplementing additional hours to fund Project Director
 - Planning, execution, and organization for field days, conferences, and professional development sessions.
 - Development of resources and event coordination.
 - Teacher mentoring and team building activities
 - **Target Participants:** A minimum of five (5) teachers, including SPED, early childhood, general education, PE, and health teachers.
 - **Impact Goals:**
 - Encourage participation in project initiatives.
 - Recognize and reward teachers for professional growth.
 - **Metrics:**
 - Stipend records and teacher retention data.
 - Feedback on collaborative opportunities.
-

Goal 2: Maintain and Enhance Current Program Growth and Outreach

2.1 Director of Secondary Programs & Operations

Objective: Secure funding for the Director of Secondary Programs & Operations for a second year to ensure the continued growth, coordination, and sustainability of Project No Ke Ola Pono O Nā Keiki initiatives. The success and expansion of wellness events, mentorship programs, and professional development are contingent upon the leadership, expertise, and oversight provided by this critical role.

Focus Areas:

- **Lead Wellness Events:**
 - Coordinate and manage large-scale wellness initiatives, including field days, inclusive events, and Pre-K Playdays.
 - Ensure these events meet the needs of SPED, early childhood, and general education populations through adaptive programming and resource allocation.
 - Oversee logistics, partnerships, and participation to maintain high attendance and engagement across 19 schools and thousands of students annually.
- **Expand Mentorship Programs:**
 - Oversee the "Each One-Teach One" mentorship initiative to connect secondary and elementary students through academic, athletic, and wellness-focused activities.
 - Provide mentorship training and guidance to secondary students, ensuring consistency and quality in program delivery.

- Foster opportunities for mentors to take leadership roles and create lasting program impact.
- **Enhance Professional Development:**
 - Develop and implement professional development workshops and for-credit courses to equip SPED, early childhood, PE, and general education teachers with effective strategies and resources.
 - Collaborate with schools to identify PD needs, ensuring training aligns with their specific goals and challenges.
 - Monitor and evaluate the effectiveness of PD offerings to ensure measurable improvements in teaching practices and student outcomes.
- **Collaborate with Schools and Build Community Partnerships:**
 - Work closely with school leaders, educators, and community experts to implement sustainable wellness and fitness initiatives tailored to their unique needs.
 - Establish and maintain partnerships with local organizations, fitness instructors, occupational therapists, and other specialists to enhance programming and provide specialized services.
 - Facilitate the integration of community-based resources into school environments, increasing access and reducing barriers for underserved populations.
- **Sustain and Scale Programs:**
 - Strategically plan for the long-term sustainability of programs, including identifying funding opportunities, building operational capacity, and guiding schools toward self-sufficiency in wellness programming.
 - Ensure existing services for over 10,000 students annually are maintained while identifying opportunities for growth and service enhancement.

Rationale:

The Director of Secondary Programs & Operations is the linchpin of the project's success. Without this position:

- The coordination of wellness events, professional development, and mentorship programs would suffer, leading to a decline in service quality and participation numbers.
- The ability to effectively support the unique needs of SPED and early childhood populations would be significantly reduced.
- Opportunities for collaboration with schools and community partners would diminish, limiting access to vital resources and expertise.
- The substantial growth achieved through the program's first year, including expanded service numbers and increased impact across schools, would be at risk of stagnation or regression.

Metrics:

- **Progress Reports:** Regularly assess and document growth areas, program achievements, and operational efficiencies achieved under the Director's leadership.
- **Stakeholder Feedback:** Collect qualitative and quantitative input from educators, students, families, and community partners to evaluate program effectiveness and identify areas for improvement.

- **Program Impact:** Track improvements in program reach, engagement metrics, and service delivery quality, with a focus on maintaining or surpassing the current service numbers of over 10,000 students annually.
-

2.2 Inter-School Mentorship Programs

- **Objective:** Expand the "Each One-Teach One" initiative, connecting secondary and elementary students for academic and wellness support through structured mentorship and leadership opportunities.
 - **Expected Reach:** Five (5) elementary schools and twenty (20) secondary mentors annually.
 - **Focus Areas:**
 - **Health and Wellness Field Days:** Secondary student mentors lead health and wellness field days by running interactive stations, facilitating lessons, and modeling leadership skills for their younger peers.
 - **Academic and Athletic Mentoring Programs:** Mentors provide tutoring and skill-building in core academic subjects and athletics, fostering confidence and improving elementary students' academic and physical development.
 - **Collaborative Wellness Activities:** Joint activities, such as mindfulness exercises, team-building games, and shared fitness challenges, build relationships and enhance social-emotional learning.
 - **Mentor Motivation:** Incentivize mentors through service hour certifications, leadership recognition, contests, prizes, and other tangible rewards to encourage active participation and commitment.
 - **Training for Mentors:** Provide orientation and training sessions for mentors, focusing on communication skills, activity facilitation, and effective support strategies.
 - **Metrics:**
 - **Logged Mentorship Hours:** Track hours spent mentoring, including individual and group activities.
 - **Pre- and Post-Program Evaluations:** Assess mentees' progress in academic performance, wellness engagement, and social-emotional development.
 - **Mentor Feedback:** Collect feedback from mentors on their experiences, training effectiveness, and areas for program improvement.
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2.3 After-School Sports Clubs and Health Outreach

Objective: Support and invest in bolstering established after-school sports programs and club teams, such as middle school sports programs and community teams like Konawaena lacrosse, to help them perpetuate, grow, and increase student participation.

Expected Reach: Two hundred (50) students annually across participating schools and community-based programs.

Features:

- **Support for Established Programs:**
 - Provide resources and funding to strengthen middle school after-school sports programs and community club teams, ensuring sustainable growth and enhanced participation.
 - Collaborate with existing programs to expand their offerings, such as equipment grants, facility upgrades, and operational support.
- **Enhanced Programming:**
 - Partner with school teams and clubs to implement additional training sessions, skill development workshops, and organized scrimmages.
 - Facilitate collaboration between schools and community programs to build stronger connections and expand opportunities for students.
- **Community and School Engagement:**
 - Create pathways for students in established programs to participate in larger inter-school tournaments, wellness events, and sports expos.
 - Support programs in promoting inclusivity by developing initiatives to engage underrepresented student populations.
- **Professional Development for Coaches and Mentors:**
 - Offer workshops and resources to equip coaches, PE teachers, and mentors with advanced coaching strategies, leadership skills, and wellness integration techniques.

Sustainability Initiatives:

- Develop funding mechanisms, such as grant-writing workshops and partnership opportunities, to enable programs to secure long-term support.
- Provide leadership development opportunities for students to take active roles in team operations, fostering program ownership and continuity.

Oversight by Director of Secondary Programs & Operations:

- Guide resource allocation to ensure equitable support for established programs.
- Facilitate partnerships with community organizations, schools, and local leaders to build program capacity and visibility.

Metrics:

- **Program Support Impact:** Track the number of programs supported, types of resources provided, and resulting enhancements to team operations.
- **Student Participation Data:** Monitor growth in student involvement across supported programs.
- **Feedback from Stakeholders:** Collect input from coaches, mentors, and students to assess the effectiveness of investments and identify areas for continued improvement.
- **Program Longevity:** Measure sustainability outcomes, such as new funding sources secured and the continuation of programs over multiple years.

2.4 Operational and Administrative Support

Objective:

Provide comprehensive operational and administrative support to ensure the seamless execution of Project No Ke Ola Pono O Nā Keiki initiatives, including grant management, compliance, professional development logistics, and essential project operations.

Scope of Services:

1. Friends of the Future Fiscal Sponsorship Administrative Support:

- **Purpose:** Manage all fiscal aspects of the grant to ensure compliance with state and federal guidelines.
- **Activities:**
 - Oversee financial reporting, audits, and fund disbursement.
 - Manage payroll, vendor payments, and grant tracking.
 - Provide administrative support for progress reporting and stakeholder communications.

2. Travel & Capacity Building:

- **Purpose:** Enable staff participation in professional development opportunities to enhance project outcomes.
- **Activities:**
 - Coordinate travel logistics for staff attending workshops, conferences, or training sessions.
 - Facilitate access to relevant professional development resources to build team capacity and align with project goals.

3. Basic Operational Support:

- **Purpose:** Ensure day-to-day project operations run smoothly and effectively.
- **Activities:**
 - Provide office supplies, equipment, and materials essential for project implementation.
 - Support logistical needs, including shipping, postage, and general office management.
 - Maintain and repair critical project tools, such as printers and laminators.

4. Technology Upgrades:

- **Purpose:** Equip the project team with reliable and efficient technology to manage and execute program deliverables.
- **Activities:**
 - Provide updated tools, such as laptops and software, for effective project coordination and reporting.

5. Instructional Material Development:

- **Purpose:** Enhance the quality and durability of teaching tools provided to educators.
- **Activities:**
 - Utilize a laminator to produce visual schedules, sensory activity cards, and classroom charts.
 - Develop reusable instructional materials tailored to SPED, early childhood, and general education needs.

Impact Goals:

- **Efficiency:** Streamline project operations and management through comprehensive administrative support.
- **Professional Development:** Empower staff with the resources and opportunities needed for continuous growth.
- **Resource Availability:** Ensure necessary tools and materials are accessible to educators and schools.
- **Transparency:** Maintain clear and compliant financial practices through Friends of the Future's fiscal sponsorship.
- **Instructional Support:** Provide high-quality, reusable teaching materials that align with project objectives.

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

Project No Ke Ola Pono O Nā Keiki: Grant Initiation Timeline (July 1, 2025 to September 30, 2026)	
KEY: Friends of the Future (FOF); Project Director (PD); <i>Director of Secondary Programs</i> (DSP); Partner Schools (PS); Community Partners (CP); The Each One Teach One Initiative (EOTO)	
ONGOING: Implement Management Plan; Weekly Grant Team Meetings; Monthly Progress Monitoring Evaluation Updates;	
YEAR 1 (Launch all Layers of Project Design and Evaluation)	
Quarter 1 2025 7/15 – 10/04	<ol style="list-style-type: none"> 1. Finalize hiring grant personnel and conduct orientation sessions. [FOF, PD] 2. Draft and promote professional development course plans focusing on collaboration, student engagement, and inclusive practices. [PD, PS] 3. Develop the comprehensive project implementation plan, aligning all initiatives with service goals. [PD, DSP] 4. Begin planning and coordination for wellness events, including Pre-K Playdays. [PD, DSP, PS] 5. Train and onboard all staff for SY 2025–26. [FOF, PD, DSP] 6. Update the "Each One-Teach One" mentorship program plan to include leadership workshops and wellness activities. [DSP, PD] 7. Conduct a professional development needs assessment to align training with educator priorities. [PS, DSP] 8. Engage community partners for collaborative wellness events and mentorship program support. [FOF, DSP, PD, CP] 9. Designate pilot schools for health-focused Project-Based Learning (PBL) initiatives. [PD, PS] 10. Commence tracking program deliverables and expenditures to ensure transparency and accountability. [PD, DSP] 11. Seek additional funding to sustain the Director of Secondary Programs position in future years. [FOF, PD, DSP]
Quarter 2 10/4 – 12/31	<ol style="list-style-type: none"> 1. Launch initial wellness events in the West Hawai‘i Complex Area, ensuring inclusive programming for SPED and early childhood populations. [PD, DSP] 2. Distribute resources and funding to support wellness event sustainability, including athletic gear and consumables. [FOF, PD, DSP] 3. Host in-service training events for non-traditional sports and adaptive physical education. [DSP] 4. Implement the "Each One-Teach One" mentorship program at designated schools. [PD, DSP] 5. Facilitate professional development events focused on Tier 1 instruction, adaptive PE, and wellness strategies. [PD, DSP, CP, PS] 6. Begin PBL initiatives, integrating health, wellness, and PE standards into classroom activities. [PD, DSP]

	<ol style="list-style-type: none"> 7. Monitor and evaluate ongoing activities to measure effectiveness and ensure alignment with program goals. [PD, DSP] 8. Collect initial feedback from educators and community stakeholders to inform adjustments to programming. [PD, DSP, FOF]
Quarter 3 2026 1/01 – 3/14	<ol style="list-style-type: none"> 1. Continue hosting wellness events with added focus on sustainability and Pre-K Playdays. [PD, DSP, CP, PS] 2. Deliver additional professional development events, emphasizing actionable classroom strategies. [PD, DSP, PS, CP] 3. Launch the Professional Development Educate, Empower, and Excel (PDE3) course, providing credit-bearing opportunities for educators. [PD, DSP, PS] 4. Provide incentives for secondary student mentors participating in "Each One-Teach One" and wellness initiatives. [PD, DSP, PS, CP, FOF] 5. Expand mentorship activities to include more structured wellness-focused collaborations between secondary and elementary students. [PD, DSP, PS, CP] 6. Conduct evaluations to measure program impact and refine strategies as necessary. [PD, DSP, FOF] 7. Collect and analyze data on program outcomes, focusing on teacher retention, student engagement, and expanded reach. [PD, DSP, PS]
Quarter 4 3/15 – 6/30	<ol style="list-style-type: none"> 1. Finalize all wellness events for the academic year, emphasizing inclusivity and family engagement. [PD, DSP, CP, PS] 2. Assess overall project outcomes, aligning achievements with initial performance targets. [PD, DSP, FOF] 3. Compile data for comprehensive annual progress reports, highlighting successes and areas for improvement. [PD, DSP, FOF] 4. Host stakeholder meetings to present progress, gather feedback, and strengthen partnerships. [PD, DSP, CP, PS, FOF] 5. Develop sustainability plans for all project initiatives, ensuring longevity and future funding opportunities. [PD, DSP, FOF, PS] 6. Prepare for a seamless transition into the next academic year, refining project plans and objectives for continued growth. [PD, DSP, FOF] 7. Evaluate and adjust the project implementation plan based on feedback and performance metrics. [PD, DSP, FOF] 8. Continue seeking funding opportunities to secure the Director of Secondary Programs position for future years. [FOF, PD, DSP]

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

Quantitative Metrics

Quantitative data will be [tracked on this form which includes various metrics](#) and measure adherence to service goals as outlined in [Section III: Service Summary & Outcomes](#). This includes metrics such as the number of field days conducted, participant attendance, professional development workshop participation, completion rates of PDE3 courses, and mentorship hours logged. Qualitative feedback will also be gathered from participants. Performance measures include resources allocated to schools, increased impact and services as highlighted in “Goals, Objectives and Enabling Activities,” and enhanced wellness program effectiveness. **Quantitative Metrics**

1. Quantitative data will be [tracked on this form which includes various metrics](#) and measure adherence to service goals as outlined in [Section III: Service Summary & Outcomes](#). Project No Ke Ola Pono O Nā Keiki employs robust quantitative and qualitative evaluation processes to measure success, inform decisions, and refine programs. These processes ensure alignment with grant objectives and maximize impact. For more specifics on individual deliverable metrics please refer to [“Scope of Work, Tasks, & Responsibilities.”](#)

Metrics for Success:

- **Quantitative Metrics:** Track the number of field days conducted, participant attendance, professional development workshop participation, PDE3 course completion rates, and mentorship hours logged through the Each One Teach One initiative.
- **Qualitative Metrics:** Collect participant feedback through surveys, focus groups, and stakeholder interviews to evaluate program satisfaction and impact.
- **Performance Outcomes:** Monitor resources allocated to schools, assess increased impact and services aligned with “Goals, Objectives, and Enabling Activities,” and evaluate improvements in wellness program effectiveness.

Feedback Mechanisms and Responsibilities

Key Stakeholders: Friends of the Future (FOF), Project Director (PD), Director of Secondary Programs (DSP), Partner Schools (PS), Community Partners (CP), and the Each One Teach One Initiative (EOTO).

1. Project Director

- **Stakeholder Engagement:**
 - Facilitate regular meetings with DSP, FOF, PS, and CP to ensure alignment with program goals and outcomes.
 - Solicit feedback on program operations, events, and overall impact.
- **Feedback Collection and Dissemination:**
 - Gather feedback from stakeholders, compile evaluation data, and share results across all involved parties.
 - Use data to drive informed, targeted decision-making to enhance program delivery.

2. Director of Secondary Programs

- **Data Collection and Reporting:**
 - Record feedback from students, educators, and community partners during site visits and program events.
 - Share insights with the Project Director to integrate findings into strategic planning.
- **Site Support:**
 - Conduct regular visits to schools to observe program implementation and gather on-the-ground feedback.

3. Educators

- **Participation and Feedback:**
 - Serve as integral members of Project No Ke Ola Pono O Nā Keiki by attending relevant training and meetings.
 - Participate in annual surveys to provide detailed feedback on project quality and operations.
 - Offer timely input during and after project events to refine implementation.

4. Partners, Students, Parents, and Community Members

- **Engagement and Input:**

- Act as active participants in Project No Ke Ola Pono O Nā Keiki by attending training, meetings, and events.
- Complete annual surveys to share perspectives on operational quality and project outcomes.
- Provide real-time feedback during project activities to ensure continuous improvement.

Utilizing Feedback for Continuous Improvement

- Feedback collected from all stakeholders will be analyzed and integrated into decision-making processes to ensure the program evolves to meet changing needs.
- Performance measures will guide resource allocation, programming enhancements, and long-term sustainability planning.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Measures of Effectiveness for Project No Ke Ola Pono O Nā Keiki

The following measures of effectiveness will be reported to the State agency to provide an objective assessment of the program's accomplishments and alignment with grant objectives. These measures will be updated if the level of appropriation differs from the requested amount.

- Quantitative data will be [tracked on this form which includes various metrics](#) and measure adherence to service goals

1. Program Delivery Metrics

- Number of wellness events conducted, including inclusive field days and Pre-K Playdays.
- Participant attendance at wellness events, professional development workshops, and mentorship initiatives.
- Completion rates of PDE3 credit-bearing professional development courses for educators.

2. Educational Impact Metrics

- Logged mentorship hours through the Each One Teach One initiative, reflecting peer-to-peer and cross-age collaboration.
- Number of schools actively participating in Project No Ke Ola Pono O Nā Keiki initiatives.
- Increased availability and utilization of adaptive wellness resources, such as sensory-friendly tools and resource kits.

3. Stakeholder Engagement Metrics

- Educator participation in professional development sessions, including the number of SPED, early childhood, general education, PE, and health teachers involved.
- Feedback collected from educators, students, parents, and community members through annual surveys and event evaluations.

4. Program Improvement and Sustainability Metrics

- Enhanced wellness program effectiveness, as measured by qualitative feedback and alignment with SAWS (Hawai'i DOH Safety and Wellness Survey) criteria.

- Funds or resources allocated to schools to support long-term capacity-building and wellness programming.
- Progress in securing alternative funding sources or partnerships to sustain the program beyond fiscal year 2026.

5. Comprehensive Reporting

- Submission of annual progress reports detailing quantitative and qualitative achievements, lessons learned, and improvements implemented.
- Compilation of stakeholder feedback to guide program evolution and future decision-making.

IV. Financial

Budget Overview (1 Year)

Goal 1: Expand Services, Professional Development, and Events to Support SPED & Early Childhood Education

1.1 Professional Development Workshops and Classroom Strategies

- **Allocation:** \$20,000
- **Details:** Includes prizes, refreshments, consumables, adaptive (SPED/Early Childhood) PE equipment, and resource kits for educators (e.g., laminated schedules, sensory activity cards).

1.2 Inclusive Wellness Events

- **Allocation:** \$10,000
- **Details:** Covers event supplies (water, sanitation supplies, snacks), Pre-K Playdays equipment, and adaptive sports stations.

1.3 Fund for-Credit Professional Development Courses

- **Allocation:** \$10,000
- **Details:** Supports PDE3 courses, including enrollment fees, course materials, and instructor fees.

1.4 Teacher Retention and Collaboration

- **Allocation:** \$27,000
- **Details:** Provides stipends at \$47/hour for teachers contributing to wellness initiatives and professional development sessions.

Goal 2: Maintain and Enhance Current Program Growth and Outreach

2.1 Director of Secondary Programs & Operations

- **Salary:** \$73,755
- **Fringe Benefits:** \$25,853
- **Details:** Full-time role responsible for program coordination, mentorship initiatives, wellness events, and professional development oversight.

2.2 Inter-School Mentorship Programs (Each One-Teach One)

- **Allocation:** \$7,000
- **Details:** Includes incentives for secondary student mentors (e.g., prizes, service hours, leadership recognition) and training workshops.

2.3 After-School Sports Clubs and Health Outreach

- **Allocation:** \$7,000
 - **Details:** Supports equipment grants, operational costs for after-school sports, and professional development for coaches.
-

Other: Operational and Administrative Costs

Friends of the Future Fiscal Sponsorship Administrative Fee

- **Allocation:** \$10,000
- **Details:** Covers fiscal sponsorship services, including grant management and compliance.

Travel & Capacity Building

- **Allocation:** \$5,000
- **Details:** Covers professional development travel, including airfare, lodging, and enrollment for staff attending relevant workshops.

Basic Operational Costs

- **Allocation:** \$4,392
 - **Details:** Includes office supplies, equipment, and other logistical support.
-

1.1 Professional Development Workshops and Classroom Strategies

Allocation: \$20,000

Overview and Rationale:

This initiative focuses on equipping SPED, early childhood, PE, and health educators with tools and strategies to foster inclusive education and support diverse learners. Workshops will

emphasize evidence-based Tier 1 instruction, adaptive physical education, and early childhood movement strategies. By integrating content-specific materials, adaptive equipment, and incentives, these sessions ensure meaningful, hands-on learning experiences for educators.

Itemization:

Workshops (4 Sessions)

1. Venue Rentals:

- Facilities such as Mana Christian Ohana, Kahilu Theatre, or comparable venues to support interactive workshops.
- Cost: \$500 per session x 4 = \$2,000.

2. Refreshments:

- Lite coffee service, granola bars, chips, and beverages.
- Cost: \$5 per participant x 50 participants x 4 sessions = \$1,000.
- Catered working lunches from vendors such as Earl's, L&L Hawaiian Barbecue, or Just-In-Thyme.
- Cost: \$17 per participant x 50 participants x 4 sessions = \$3,400.

3. Instructional Materials and Resource Kits:

- General Materials: Laminated schedules, sensory activity cards, classroom charts, and interactive tools for hands-on training.
 - Cost: \$2,500.
- Content-Specific Items:
 - Adaptive PE tools such as tactile mats and balance equipment.
 - Early childhood sensory kits, including fidget tools, communication boards, and play-based learning materials.
 - Cost: \$4,000.

4. Prizes and Incentives:

- Take-Home Basics: Program-branded tote bags, pens, hats, and reusable water bottles.
 - Cost: \$20 per participant x 50 participants = \$800.
- Themed Raffle Items: Larger instructional supplies, such as mindfulness kits, adaptive sports equipment, and classroom resource bundles.
 - Cost: \$200 per item x 4 workshops = \$800.

5. Event Logistics:

- General supplies such as sticky notes, markers, chart paper, and other collaborative materials.
 - Cost: \$500.
-

Metrics:

- Workshops Delivered: 4 professional development sessions.
- Participants Reached: 50 educators per session, across 9 partner schools.
- Resources Distributed: Adaptive instructional tools, program-branded items, and raffle incentives.

1.2 Inclusive Wellness Events**Allocation:** \$10,000**Overview and Rationale:**

Inclusive Wellness Events aim to engage SPED, early childhood, general education, PE, and health student populations through sensory-friendly and adaptive programming. These events address health and wellness disparities while promoting social-emotional growth and early childhood readiness. By integrating activities like Pre-K Playdays, adaptive sports stations, color runs, and culturally significant Makahiki games, the initiative fosters health awareness and builds school capacity for future events.

Itemization:**1. Athletic Gear and Resource Allocations for Schools:**

- Equip schools with resources to independently host Health & Fitness Field Days tailored to each event's focus.
- Options by Event (Price Ranges):
 - Gear Packs: Gopher Recess Equipment Packs or similar (e.g., balls, cones, jump ropes).
 - Cost: \$650 per pack x 2 events = \$1,300.
 - Color Run Powder: Supplies for engaging student participation in colorful challenges.
 - Cost: \$1 per student x 400 students x 2 events = \$800.
 - Makahiki Equipment: Traditional Hawaiian game kits (e.g., ulu maika, moa pahe'e).
 - Cost: \$500 per event x 2 events = \$1,000.
- Total: \$3,100.

2. Event Consumables and Essentials:

- Provide water, snacks, and essentials to support participant engagement and event logistics.
- Breakdown (per event):
 - Water: 2 cases x \$10 = \$20.

- Snacks: 6 boxes of apples x \$70 = \$420.
 - Ice: 2 bags x \$5 = \$10.
 - Student Volunteer Lunches: 10 lunches x \$15 = \$150.
 - Prizes: 10 hats (or similar items) x \$13 = \$130.
 - Total per event: \$730.
 - Total for 5 events: \$3,650.
- 3. Adaptive Equipment for Sensory-Friendly Programming:**
- Items such as tactile mats, portable obstacle courses, and sensory tools for Pre-K Playdays and adaptive sports activities.
 - Cost: \$500 per event x 5 events = \$2,500.
- 4. Transportation and Fuel Costs:**
- Gas for transporting supplies in the project van.
 - Cost: \$14 per gallon x 50 miles per event x 5 events = \$350.
-

Metrics:

- Events Hosted: 5 inclusive wellness events featuring adaptive programming, sensory-friendly activities, and culturally significant games.
 - Participants Reached: Estimated 800 students per event, totaling 4,000 participants across 5 schools.
 - Sustainability Supported: Gear packs, color run supplies, or Makahiki equipment provided to 5 schools for future event implementation.
-

Total Budget for 1.2: \$10,000

1.3 Fund for-Credit Professional Development Courses

Allocation: \$10,000

Overview and Rationale:

In response to the anticipated educational climate within the Hawai'i Department of Education (HIDOE) next year, this initiative provides professional development opportunities tailored to address evolving needs and priorities. Educators can choose between two flexible models: a scholarship-supported credit course or a project-driven facilitated course. These options ensure accessibility, adaptability, and sustained application of strategies, equipping teachers to implement inclusive, engaging practices that align with state and district goals. Both models also aim to bolster teacher retention and professional growth by incentivizing participation through tangible benefits, such as credit subsidies or instructional equipment.

Itemization:

Model 1: Sponsored Scholarships

- Vendor: Preferred vendor For Teachers By Teachers in partnership with UMASS Global.
- Course Offering: Three-credit professional development courses focused on topics such as inclusive education, adaptive PE, and wellness programming.
- Participant Incentive: Fully subsidized enrollment for SPED, early childhood, general education, PE, and health teachers.
- Cost: \$350 per participant x 20 participants = \$7,000.

Model 2: Project-Driven Course with Instructional Equipment

- Facilitated Course Content:
Topics include strategies such as Tier 1 instruction, early childhood movement programs, adaptive PE methods, and science-integrated movement lessons.
- Instructor Support:
Facilitator stipend at the PTT rate of \$50 per hour for up to 20 hours of course delivery and planning.
 - Cost: \$50/hour x 20 hours = \$1,000.
- Participant Incentive:
Instructional equipment valued at \$500 per participant, contingent upon successful course completion and submission of a PD portfolio.
 - Examples of Equipment: Such as numbered poly spots, digital protractors, measuring tools, rocket launchers, trajectory measurement supplies, stopwatches, and timers for STEM-based movement lessons.
 - Cost: \$500 per participant x 4 participants = \$2,000.

Logistics and Support for Both Models:

- Materials for Facilitated Course:
Such as printed guides, digital resources, and activity kits tailored to course content.
 - Cost: Included in instructional equipment allocation.
- Course Delivery for Model 2:
In-person or hybrid delivery in accessible locations, such as school libraries or training rooms.
- Refreshments for In-Person Sessions:
Such as coffee, water, and light snacks for participants.
 - Cost: \$5 per participant x 4 participants x 2 sessions = \$40.

Participation Numbers:

- Model 1 (Scholarships): 20 participants.
 - Model 2 (Facilitated Course with Equipment): 4 participants.
 - Total Participants Across Both Models: 24 educators.
-

Metrics:

- Courses Delivered: Both scholarship-supported and facilitated course models implemented.
- Participants Reached: 24 educators across SPED, early childhood, PE, and general education.
- Resources Distributed: Instructional equipment kits, such as STEM and movement tools, provided to 4 educators and digital resources shared with all participants.
- Sustainability Supported: Participants equipped with tools such as sensory kits and adaptive PE resources to sustain lessons in their classrooms.

Total Budget for 1.3: \$10,000

1.4 Teacher Retention and Collaboration

Allocation: \$27,000

Overview and Rationale:

This allocation strengthens project capacity and fosters teacher retention through stipends at the Part-Time Teacher (PTT) rate of \$47/hour. Stipends incentivize contributions to planning, execution, and organization of Project No Ke Ola Pono O Nā Keiki initiatives, including wellness events, professional development sessions, and resource development. Funding also supplements the Project Director's role, ensuring seamless coordination and school support. By engaging a diverse group of educators, this initiative aims to encourage professional growth, collaboration, and sustained program success.

Itemization:

1. Teacher Stipends:

- Purpose: Encourage teacher participation and recognize contributions to program initiatives.
- Rate: \$47/hour in alignment with the PTT rate.
- Activities Supported:
 - Such as planning and organizing field days, conferences, and professional development sessions.
 - Developing instructional resources, such as lesson plans, visual aids, and activity guides.
 - Mentoring and team-building activities to foster collaboration among educators.
- Target Participants: At least five (5) teachers across SPED, early childhood, general education, PE, and health disciplines.
- Budget: 127 hours x \$47/hour ≈ \$6,000.

2. Project Director Support:

- Purpose: Supplement the Project Director's hours to manage program growth, provide direct school support, and oversee deliverables.
- Activities Supported:
 - Grant writing and project operations during summer and vacation periods
 - Such as coordinating field days, wellness events, and professional development sessions.
 - Ensuring alignment of project goals with HDOE objectives and tracking progress.
- Budget: 319 hours x \$47/hour ≈ \$15,000

3. Collaborative Initiatives and Team Building:

- Purpose: Facilitate collaboration and professional growth among educators.
 - Activities Supported:
 - Such as team-building workshops, peer mentoring programs, and collaborative planning sessions.
 - Hosting reflection and feedback meetings to share best practices and improve program delivery.
 - Budget: 127 hours x \$47/hour ≈ \$6,000
-

Metrics:

- Teachers Engaged: At least five (5) educators actively participating in collaborative initiatives and receiving stipends.

- Hours Funded: 570 total hours allocated across teacher stipends and Project Director support.
- Activities Completed:
 - Planning and execution of at least five (5) major events.
 - Development of instructional resources and delivery of professional development sessions.
 - Facilitation of team-building workshops and mentoring programs.
- Impact on Retention and Collaboration:
 - Stipend distribution records to ensure transparency.
 - Teacher retention data to measure engagement impact.
 - Feedback surveys to assess collaborative opportunities' value.

Total Budget for 1.4: \$27,000

Goal 2: Maintain and Enhance Current Program Growth and Outreach

2.1 Director of Secondary Programs & Operations

Allocation: Salary: \$73,755 | **Fringe Benefits:** \$25,853

Overview and Rationale:

The Director of Secondary Programs & Operations is the cornerstone of Project No Ke Ola Pono O Nā Keiki's success, ensuring the seamless coordination and sustainability of its initiatives. This full-time position leads wellness events, mentorship programs, and professional development, directly supporting the program's objectives to enhance educational outcomes for SPED, early childhood, PE, and general education students. The role also prioritizes building partnerships, scaling programs, and providing critical oversight to maintain service quality and engagement across 19 schools and thousands of students annually.

Without this leadership, the project risks stagnation, reduced service quality, and limited reach, particularly for underserved SPED and early childhood populations. By securing funding for this position in its second year, the project ensures its continued growth and impact, maintaining alignment with HDOE's strategic goals.

Responsibilities and Activities:

1. Lead Wellness Events:

- Coordinate and manage large-scale wellness initiatives such as field days, inclusive events, and Pre-K Playdays.

- Ensure these events meet the needs of SPED, early childhood, and general education populations through adaptive programming.
 - Oversee logistics, partnerships, and resource allocation to maintain high attendance and engagement across 19 schools.
2. **Expand Mentorship Programs:**
- Oversee the "Each One-Teach One" mentorship initiative, connecting secondary and elementary students through academic, athletic, and wellness-focused activities.
 - Train and guide secondary mentors to ensure consistency and quality in program delivery.
 - Foster leadership roles among mentors, creating a lasting impact on both mentors and mentees.
3. **Enhance Professional Development:**
- Develop and implement professional development workshops and credit-bearing courses for SPED, early childhood, PE, and general education teachers.
 - Collaborate with schools to identify professional development needs, ensuring alignment with specific goals.
 - Monitor and evaluate PD effectiveness to drive measurable improvements in teaching practices and student outcomes.
4. **Collaborate with Schools and Build Community Partnerships:**
- Work with school leaders, educators, and community experts to implement sustainable wellness and fitness initiatives.
 - Build partnerships with local organizations, such as fitness instructors and occupational therapists, to enhance programming.
 - Integrate community-based resources into schools, reducing barriers for underserved populations.
5. **Sustain and Scale Programs:**
- Plan for long-term sustainability by identifying funding opportunities and building operational capacity.
 - Guide schools toward self-sufficiency in hosting wellness events and implementing mentorship programs.
 - Maintain services for over 10,000 students annually while identifying opportunities for growth.

Metrics:

- **Progress Reports:** Regularly document growth areas, program achievements, and operational efficiencies under the Director's leadership.

- **Stakeholder Feedback:** Collect input from educators, students, families, and community partners to evaluate program effectiveness.
- **Program Impact:** Track improvements in reach, engagement, and service delivery quality, focusing on maintaining or surpassing current service numbers of over 10,000 students annually.

2.2 Inter-School Mentorship Programs (Each One-Teach One)

Allocation: \$7,000

Overview and Rationale:

The "Each One-Teach One" mentorship initiative bridges the gap between secondary and elementary education by fostering leadership, academic growth, and wellness engagement. Secondary student mentors are trained to support younger students through structured academic, athletic, and wellness activities. This program not only builds the leadership and confidence of secondary mentors but also enhances the social-emotional and academic development of elementary students. Incentives and training ensure active participation, motivation, and impactful mentorship.

Itemization:

1. Mentor Incentives and Recognition:

- **Purpose:** Motivate mentors to participate actively and reward their leadership contributions.
- **Examples of Incentives:**
 - Service hour certifications.
 - Leadership recognition awards.
 - Tangible rewards, such as medals, reusable water bottles, or program-branded apparel (e.g., hats, shirts).
- **Cost: \$2,500.**

2. Training and Development Workshops for Mentors:

- **Purpose:** Equip mentors with skills in communication, activity facilitation, and effective support strategies.
- **Activities Supported:**
 - Orientation sessions for new mentors.
 - Training workshops focused on lesson delivery, leadership skills, and conflict resolution.
- **Examples of Supplies:**
 - Training materials such as printed guides, notebooks, and interactive kits.
 - Snacks and refreshments for participants.

- **Cost: \$1,500.**
- 3. **Field Day and Mentorship Support Materials:**
 - **Purpose:** Provide necessary resources for mentors to lead health and wellness field days and academic mentoring activities.
 - **Examples of Materials:**
 - Station supplies for activities, such as cones, jump ropes, and team-building games.
 - Visual aids, scoreboards, and handouts to support instruction.
 - **Cost: \$2,000.**
- 4. **Transportation Stipends for Mentors (Optional):**
 - **Purpose:** Support mentors traveling to elementary schools or event locations.
 - **Cost: \$1,000.**

Metrics:

- **Mentors Engaged:** Twenty (20) secondary students serving as mentors annually.
- **Schools Reached:** Five (5) elementary schools benefiting from the program.
- **Activities Delivered:**
 - At least five (5) health and wellness field days facilitated by mentors.
 - Multiple academic and athletic mentoring sessions conducted in partner schools.
- **Impact Evaluation:**
 - Track logged mentorship hours, pre- and post-program evaluations, and mentor feedback.
 - Measure mentees' progress in academic performance, wellness engagement, and social-emotional development.

2.3 [After-School Sports Clubs and Health Outreach](#)

Allocation: \$7,000

Overview and Rationale:

This initiative supports the growth and sustainability of after-school sports programs and health outreach activities in West Hawai'i schools. By providing equipment grants, covering operational costs, and offering professional development opportunities for coaches, the program ensures that students have continued access to quality physical education and wellness activities. These efforts enhance teamwork, physical fitness, and community engagement while fostering sustainable sports programs across schools.

Itemization:

1. Equipment Grants for After-School Programs:

- **Purpose:** Equip schools and community teams with resources to expand and sustain sports programs.
- **Examples of Equipment:**
 - General athletic supplies, such as balls, cones, and agility ladders.
 - Sport-specific gear, such as lacrosse sticks, soccer goals, or basketball nets.
- **Cost: \$3,000.**

2. Operational Costs for After-School Clubs:

- **Purpose:** Support logistical and operational needs for running after-school sports programs.
- **Examples of Expenses:**
 - Facility rentals for practices and games.
 - Maintenance costs for existing equipment.
 - Event logistics, such as referees, scorekeepers, or field preparation.
- **Cost: \$2,000.**

3. Professional Development for Coaches:

- **Purpose:** Train and equip coaches with strategies for effective sports instruction, wellness integration, and student engagement.
- **Activities Supported:**
 - Workshops on coaching techniques, team-building, and health promotion.
 - Content-specific training, such as injury prevention or integrating social-emotional learning into sports.
- **Examples of Supplies:**
 - Training materials, such as manuals, digital resources, and workshop kits.
 - Snacks and refreshments for attendees.
- **Cost: \$1,000.**

4. Community Partnerships for Outreach Events:

- **Purpose:** Collaborate with local organizations to host sports outreach events and tournaments.
- **Activities Supported:**
 - Coordination of inter-school tournaments or community sports expos.
 - Partnering with fitness instructors or athletic professionals to enhance event offerings.
- **Cost: \$1,000.**

Metrics:

- **Schools Supported:** At least two (2) schools benefiting from equipment grants and operational support.

- **Programs Enhanced:** Increased participation in after-school sports clubs and outreach activities.
- **Events Conducted:** At least two (2) community outreach events or tournaments.
- **Impact Evaluation:**
 - Feedback from coaches on training effectiveness and program improvements.
 - Participation data from after-school programs and outreach events.
 - Reports on the utilization of equipment and operational resources.

Other: Operational and Administrative Costs

Overview and Rationale:

Operational and administrative costs are integral to the successful implementation of Project No Ke Ola Pono O Nā Keiki. These funds ensure effective grant management, enhance professional development opportunities, and support the acquisition of essential tools and technology to streamline project operations. The inclusion of a new laminator will provide educators with the resources needed to create durable instructional materials.

Itemization:

1. **Friends of the Future Fiscal Sponsorship Administrative Fee**
 - **Allocation:** \$10,000
 - **Purpose:** Friends of the Future takes a **5% fiscal sponsorship fee**, ensuring proper management of funds, compliance with grant requirements, and transparent reporting.
 - **Activities Supported:**
 - Oversight of financial management in alignment with state and federal guidelines.
 - Preparation of financial reports, audits, and disbursements.
 - Administrative support for payroll, vendor payments, and grant tracking.
2. **Travel & Capacity Building**
 - **Allocation:** \$4,000
 - **Purpose:** Supports professional development opportunities for staff to enhance program effectiveness and delivery.
 - **Examples of Expenses:**
 - **Airfare:** Roundtrip flights for staff attending workshops or training sessions.
 - **Lodging:** Hotel accommodations during professional development events.
 - **Enrollment Fees:** Registration costs for relevant workshops, conferences, or training sessions.

- **Ground Transportation:** Rental cars or mileage reimbursement for travel to local events or meetings.

3. Basic Operational Costs

- **Allocation:** \$3,892
- **Purpose:** Provides resources for day-to-day project operations and logistical needs.
- **Examples of Expenses:**
 - **Office Supplies:** Paper, pens, printer ink, and other consumables necessary for daily use.
 - **Equipment Maintenance:** Repairs or replacements for essential office tools, such as printers and projectors.
 - **Miscellaneous Costs:** Shipping, postage, and general operational expenses.

4. Technology Upgrade

- **Allocation:** \$2,500
- **Purpose:** Purchase of a new MacBook Pro to support the Project Director and team with updated technology for project management, data tracking, and reporting.
- **Justification:** Enhanced efficiency and reliability in managing large-scale wellness events, mentorship programs, and professional development initiatives.

5. New Laminator

- **Allocation:** \$1,000
- **Purpose:** Acquisition of an electric laminator and laminating rolls to create durable, reusable instructional materials for educators and students.
- **Justification:** Supports the production of high-quality teaching tools, such as visual schedules, sensory activity cards, and classroom charts.

Metrics:

- **Fiscal Oversight:** Ensure seamless fund management and compliance through Friends of the Future's fiscal sponsorship.
- **Professional Development:** Track participation in workshops and conferences attended by staff, demonstrating enhanced capacity-building efforts.
- **Operational Efficiency:** Monitor office supply usage, equipment functionality, and the utilization of upgraded technology to ensure optimal performance.
- **Instructional Material Production:** Measure the number of materials produced using the laminator and their impact on classroom strategies and wellness initiatives.

Budget Oversight: The budget was designed to meet the program goal and objectives, as well as ensure equal access and maximize student, teacher and school impact. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for comprehensive programming. The Project Director (PD) and

Friends of the Future (FOF) Executive Team Leader will manage expenditures in accordance with Hawai'i and US Department of Education regulations and will prioritize allocations to ensure completion of the project. The PD and DSP will identify complementary school / partner programming and funds that expand the reach of *Project No Ke Ola Pono O Nā Keiki* and sustain strategies initiated during the grant period.

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

- a. Budget request by source of funds([Link](#))
- b. Personnel salaries and wages ([Link](#))
- c. Equipment and motor vehicles ([Link](#))
- d. Capital project details ([Link](#))
- e. Government contracts, grants, and grants in aid ([Link](#))

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App

Friends of the Future

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	73,755			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	25,853			
TOTAL PERSONNEL COST	99,608			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	5,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	44,000			10,000
7. Telecommunication				
8. Utilities				
9. Motor Vehicle Maintenance		2,000		
10. Friends of the Future Administrative Fee:	10,000			
11. Other Admin/Operational Costs	10,792			
12. Contracted Services: PTT Stipends	27,000			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	96,792	2,000		10,000
C. EQUIPMENT PURCHASES	3,600			
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000	2,000		10,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Joel Matsunaga (808)647-0449		
(b) Total Federal Funds Requested	2,000	Name (Please type or print) Phone		
(c) Total County Funds Requested		Susan Maddox 1.16.2025		
(d) Total Private/Other Funds Requested	10,000	Signature of Authorized Official Date		
TOTAL BUDGET	212,000	Susan Maddox Executive Team Leader		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Friends of the Future

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Director of Secondary Operations		1	\$73,755.00	100.00%	\$ 73,755.00
TOTAL:					73,755.00

JUSTIFICATION/COMMENTS: This Position is imperative to project growth and implementation of this grant.

Applicant: __Friends Of The Future_____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST
Apple 2024 MacBook Pro Laptop with M4 Pro	1.00	\$2,600.00	\$ 2,600.00
Professional Grade Laminator	1	\$1,000.00	\$ 1,000.00
			\$ -
			\$ -
			\$ -
TOTAL:	2		\$ 3,600.00

JUSTIFICATION/COMMENTS:

Laptop needed for expanded administrative duties and media production of Program Director; Laminator needed for worksh

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST
no motor vehicle expenses for this request			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
TOTAL:			

JUSTIFICATION/COMMENTS:

Applicant: Friends of the Future

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	No capitol improvement costs with this request					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENT: No capitol improvement costs with this request						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Apf

Friends Of The Future

Contracts Total: 12,254,259

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Bond Library	7/1/22-6/30/23	State of Hawaii GIA	State of Hawaii GIA	200,000
2	Bond Library	7/1/22-6/30/23	Hawaii County (Evans)	Hawaii County (Evans)	5,000
3	Grab n Go	7/1/22-6/30/23	Hawaii County (Evans)	Hawaii County (Evans)	5,000
4	Grab n Go	7/1/22-6/30/23	Hawaii County (Evans)	Hawaii County (Evans)	5,000
5	Grab n Go	7/1/22-6/30/23	Hawaii County (Richard)	Hawaii County (Richards)	3,900
6	Tool Library	7/1/23-6/30/24	Hawaii County (Evans)	Hawaii County (Evans)	3,000
7	No Ke Ola	7/1/22-6/30/23	Hawaii County (Inaba)	Hawaii County (Inaba)	3,000
8	No Ke Ola	7/1/22-6/30/23	Hawaii County (Villegas)	Hawaii County (Villegas/Richa)	4,000
9	No Ke Ola	7/1/22-6/30/23	Hawaii County (Kimball)	Hawaii County (Kimball)	1,500
10	Early Childhood	7/1/22-6/30/23	Hawaii County	Hawaii County	100,000
11	Chaperone	7/1/23-6/30/24	Hawaii County	Hawaii County	10,000
12	Summer Enrichment	7/1/22-6/30/23	Hawaii County	Hawaii County	39,722
13	Malama Pono	7/1/22-6/30/23	Hawaii County (Evans)	Hawaii County (Evans)	5,325
14	Neighborhood Place	7/1/22-6/30/25	DHS Subrecipient Blue	DHS Subrecipient Blueprint	418,508
15	Neighborhood Place	7/1/22-6/30/25	DHS Family Strengthen	DHS Family Strengthening	511,596
16	Bond Library	7/1/22-6/30/24	State of Hawaii	State of Hawaii	204,853
17	Sustainability Summit	7/1/23-6/30/24	Hawaii County	Hawaii County	48,000
18	No Ke Ola	7/1/23-6/30/24	Dept of Education	Dept of Education	14,900
19	Neighborhood Place	7/1/23-6/30/24	Dept of Education	Dept of Education	4,853
20	Hokupaa	7/1/23-6/30/24	Dept of Education	Dept of Education	24,500
21	No Ke Ola	7/1/22-6/30/23	Dept of Education	Dept of Education	13,601
22	Aloha OHIA	7/1/22-6/30/23	U.S. Department of Edu	U.S. Department of Education	1,189,012
23	Aloha ALOHA	7/1/22-6/30/25	U.S. Department of Edu	U.S. Department of Education	2,266,794
24	Aloha KOA	7/1/22-6/30/25	U.S. Department of Edu	U.S. Department of Education	2,269,980
25	Aloha HAPA	7/1/23-6/30/25	U.S. Department of Edu	U.S. Department of Education	1,561,555
26	Aloha SHAKA	7/1/23-6/30/25	U.S. Department of Edu	U.S. Department of Education	1,480,660
27	Early Childhood	7/1/25-6/30/25	Hawaii County	Hawaii County	1,100,000
28	College Scholarships	7/1/23-6/30/24	Hawaii County	Hawaii County	450000
29	Family Engagement	7/1/24-6/30/25	P-3 PDG B5	P-3 PDG B5	310,000
30					

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.

In fiscal year 2026 Project No Ke Ola Pono O Nā Keiki will be seeking funding from:

- Federal Earmark Grant (Hirono/Schatz)
- Roberts Foundation

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

Applicant Friends of the Future

Friends of the Future has not/does not receive tax credits

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2026 for program funding.

Friends of the Future: 3-Year County, State, Federal Grant-Contract History				
Date Range of Grant Funding		7/1/22-6/30/23	7/1/23-6/30/24	7/1/24-6/30/25
Funder	Program	2022-23	2023-24	2024-25
State of Hawaii GIA	Bond Library	200,000		

Hawaii County (Evans)	Bond Library	5,000		
Hawaii County (Evans)	Grab n Go	5,000		
Hawaii County (Evans)	Grab n Go	5,000		
Hawaii County (Richards)	Grab n Go	3,900		
Hawaii County (Evans)	Tool Library		3,000	
Hawaii County (Inaba)	No Ke Ola	3,000		
Hawaii County (Villegas/Richards)	No Ke Ola	4,000		
Hawaii County (Kimball)	No Ke Ola	1,500		
Hawaii County	Early Childhood	100,000		
Hawaii County	Chaperone		10,000	
Hawaii County	Summer Enrichment	39,722		
Hawaii County (Evans)	Malama Pono	5,325		
DHS Subrecipient Blueprint	Neighborhood Place	119,241	144,267	155,000
DHS Family Strengthening	Neighborhood Place	143,211	168,385	200,000
State of Hawaii	Bond Library	200,000	4,853	
Hawaii County	Sustainability Summit		48,000	
Dept of Education	No Ke Ola		14,900	
Dept of Education	Neighborhood Place		4,853	
Dept of Education	Hokupaa		24,500	
Dept of Education	No Ke Ola	13,601		
U.S. Department of Education	Aloha OHIA	1,189,012		
U.S. Department of Education	Aloha ALOHA	1,080,251	1,036,441	150,101
U.S. Department of Education	Aloha KOA	1,090,772	1,045,313	133,895
U.S. Department of Education	Aloha HAPA		846,299	715,256
U.S. Department of Education	Aloha SHAKA		799,258	681,402
Hawaii County	Early Childhood			1,100,000
Hawaii County	College Scholarships		450,000	
P-3 PDG B5	Family Engagement			310,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

As of December 31, 2024 Friends of the Future has an unrestricted asset balance of \$1,906,970.38

V. Experience and Capability

1. Necessary Skills and Experience

Demonstration of Capacity and Experience

Partnership Overview

Project No Ke Ola Pono O Nā Keiki has established a strong and effective partnership with Friends of the Future, a nonprofit organization dedicated to fostering healthier communities through innovative programs and collaborative solutions. This partnership has been instrumental in securing critical funding and delivering impactful services to communities across West Hawai‘i. This has resulted in a distinguished and action oriented partnership between a non profit and HIDOE.

Funding Achievements

Over the past three years, the partnership has successfully secured over \$300,000 in funding through various sources, demonstrating our ability to attract and manage significant financial resources. These include:

- **Three Contracts for Services** with the Hawai‘i Department of Education (HIDOE), supporting programmatic initiatives and operational excellence.
- **Five Hawai‘i County Resolutions**, which have provided vital local government support to expand wellness and educational programs.
- **One Federal Earmark Grant**, showcasing recognition and trust at the national level for our program's objectives and outcomes.
- **Two Grants from the Roberts Foundation**, enabling targeted interventions and programmatic growth.

This diverse funding portfolio reflects the trust and confidence placed in our program by government entities, foundations, and the community.

Track Record of Success

Project No Ke Ola Pono O Nā Keiki has consistently exceeded expectations, serving over 10,000 students annually across 19 schools. Our ability to manage large-scale wellness initiatives, mentorship programs, and professional development workshops highlights our commitment to excellence. These efforts have positively impacted student wellness, teacher retention, and overall school capacity for inclusive education. Notably, this year the program will surpass **100 lifetime professional development and student wellness events**, a milestone that underscores its significant and sustained impact.

Key Personnel

The strength of Project No Ke Ola Pono O Nā Keiki lies not only in its innovative programming but also in the expertise and dedication of its leadership team:

1. Program Director: Joel Matsunaga

Joel Matsunaga founded Project No Ke Ola Pono O Nā Keiki and has been its sole health

and physical education resource teacher in the West Hawai'i complex area. With 10 years of teaching experience in elementary classrooms at Waimea and Waikoloa Elementary Schools, Matsunaga demonstrated his leadership and innovation early on by founding the Waikoloa Future Foresters program. His commitment to student and community wellness earned him the **District Teacher of the Year Award**, recognizing his exceptional efforts and professional growth through this project.

Under Matsunaga's leadership, the program has grown significantly, expanding its reach to include schools across the region and achieving critical milestones such as hosting over 100 professional development and student wellness events. His vision and dedication have laid the foundation for this program's success and positioned it for continued growth.

2. **Acting Director of Secondary Programs: Dan Curran**

Dan Curran has dedicated over 15 years to promoting health and wellness in West Hawai'i schools, with a particular focus on underserved and Title 1 communities. As a certified K-12 Physical Education teacher, Curran has been instrumental in establishing sustainable wellness initiatives that continue to benefit students and educators alike.

Curran's leadership includes co-founding Konawaena High School's first wellness committee, where he developed a collaborative framework to enhance the health and well-being of students and staff. He also founded Kona's first club lacrosse program, introducing the sport to the region and creating opportunities for students to engage in physical activity and teamwork. As a mentor for the Ka Hana No'eau Health and Wellness Program, Curran has worked directly with students to inspire healthier, more active lifestyles. His certification as an OPEN (Online Physical Education Network) teacher reflects his dedication to implementing innovative and effective strategies in physical education.

Verifiable Experience

In the past three years, Project No Ke Ola Pono O Nā Keiki has successfully executed multiple projects that are directly relevant to the services proposed in this application, including:

- Coordinating **inclusive wellness events** that integrate adaptive physical education for SPED and early childhood students.
- Developing and delivering **professional development workshops** for educators across disciplines, with a focus on Tier 1 instruction and inclusive practices.
- Implementing mentorship programs that connect secondary and elementary students, promoting leadership and academic growth.

Each of these initiatives reflects our commitment to equity, inclusivity, and measurable outcomes, demonstrating our capability to fulfill the objectives outlined in this application.

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2. Facilities: *Project No Ke Ola Pono O Nā Keiki* utilizes HIDOE facilities in 19 school campuses within the West Hawaii Complex Area as well as at Waimea Middle School PCCS

where the Project Director's Office and equipment storage is located. The Director of Secondary Programs has a desk space in Holualoa EI, and on Konawaena High campus. The project will strictly adhere to all necessary Department of Education (DOE) guidelines and safety protocols to ensure the health and well-being of students, staff, and participants throughout its implementation.

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.

Proposed Staffing				
Position Title	# of Positions	FTE	% Funded by this proposal	Primary Responsibilities
Program Director	1	0.25	100	<ul style="list-style-type: none"> • Oversee all project operations, manage budgets, and track deliverables. • Lead planning and execution of elementary-level initiatives. • Ensure alignment of project activities with grant goals and objectives. • Develop and sustain partnerships to enhance program reach and impact.
Director of Secondary Programs	1	1	100	<ul style="list-style-type: none"> • Support PE and Wellness Initiatives: Provide in-service lessons, collaborate with secondary PE teachers to sustain the Each One Teach One initiative, and expand wellness events to include Early Childhood and Special Education. • Event Coordination and Supervision: Help plan and execute wellness events, coordinate field day

				<p>activities with the program director, supervise high school students, and organize intramural activities for Konawaena High School and other schools.</p> <ul style="list-style-type: none"> • Community Partnerships and Grant Management: Partner with community members to offer extracurricular activities promoting health and fitness, and assist with grant management to ensure compliance and effective resource use.
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<u>Staff Qualifications</u>		
Position	Minimum Position Requirements	Education and Experience
Program Director	Bachelor's Degree, HI state teacher certification	Joel Matsunaga: BA interdisciplinary studies, UH Hilo Teacher Education Program, Certified K-6 Teachers, Ten (10+) years in the classroom (grades k-5), Current: District Health & PE Teacher & Program Director for Project No Ke Ola Pono O Nā Keiki
Director of Secondary Programs	Bachelor's Degree, HI state teacher certification	Dan Curran: Bachelors of science in education, certified Physical Education teacher grades K-12, former physical education teacher and TA VP at Konawaena High, current director of secondary programs for Project No Ke Ola Pono O Nā Keiki
PTT (contracted at \$47 per hour)	Bachelor's Degree, HI state teacher certification	Current or former certified teacher within the Hawaii

		State Department of Education; able to contribute in professional capacity to help meet a minimum of 2 project objectives.
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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.

Project No Ke Ola Pono is a Unique Partnership Between the Non-profit Friends of the Future (FOF) and the HIDOE West Hawaii Department of Education. The Project is fiscally and operationally managed entirely through FOF. Program Director Joel Matsunaga is a full time HIDOE District Resource Teacher and part time (0.25) employee of FOF. The scope of services of the project are aligned with HIDOE objectives in the area of health education, physical education and wellness.

<i>Project No Ke Ola Pono O Nā Keiki Management Procedures and Mechanisms</i>	
Initiate Grant	<ul style="list-style-type: none"> FOF will hire or designate staff and host briefing with partners to launch <i>Project No Ke Ola Pono O Nā Keiki</i>.
Implement Records Protocol	<ul style="list-style-type: none"> Project Director & DSP will maintain records to document implementation, evaluation, fiscal milestones - grant award through completion.
Implement Fiscal Protocol	<ul style="list-style-type: none"> FOF Executive Team Leader will manage the system of accounting, cost management, reporting, auditing to promote efficient expenditure of funds across partner schools.
Implement Purchasing Protocol	<ul style="list-style-type: none"> FOF will oversee protocol to procure goods / services and manage acquisitions in compliance with applicable policies and regulations.
Disseminate Results	<ul style="list-style-type: none"> PD & DSP will present outcomes / data / progress to stake-holders through reports / presentations / outreach to increase support and replicate efforts.
Sustain Programs	<ul style="list-style-type: none"> FOF and program personnel will maximize and leverage impact to form a sustainability plan to ensure continuation of effective strategies and replicability in other settings beyond funding.

Friends of the Future

- **Susan Maddox Executive Team Leader**
 - **Joel Matsunaga Project Director**
 - **Dan Curran Director of Secondary Programs**

3. Compensation

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

\$60,000-\$80,000 range Friends of the Future Program Leader; MAP
\$60,000-\$80,000 range Friends of the Future Program Leader; OLA
\$40,000-\$50,000 range Neighborhood Place of Kona Executive Director

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

The applicant does not have any pending litigation to disclose, nor is it a party to any legal actions or outstanding judgments.

2. Licensure or Accreditation

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

The applicant does not require or possess any special licensure or accreditation relevant to this grant request.

3. Private Educational Institutions

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

4. Future Sustainability Plan:

The applicant shall provide a plan for sustaining after fiscal year 2026 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2026, but
- (b) Not received by the applicant thereafter.

YEAR 2 (Review Year 1 data to improve Year 2 programs; Implement all Layers; Initiate Sustainability Plan)	
YEAR 3 (Review data to improve Year 3; Implement all Layers; Implement Sustainability Plan)	
Year 2 Milestones	Year 3 Milestones
<p>YEAR 2 (Fiscal Year 2026)</p> <ul style="list-style-type: none"> • Review Year 1: Evaluate outcomes, identify improvements, and align programming with needs. • Strengthen Partnerships: Deepen collaboration with community organizations for funding and support. • Expand Reach: Increase participation to 15 schools and host 15 wellness events. • Enhance Professional Development: Offer 5 new workshops tailored to evolving needs. • Develop Sustainability Plan: Secure funding for key positions and explore revenue-generating activities. • Innovate Delivery: Pilot new approaches to health, PE, and wellness education. • Foster Collaboration: Host peer networking events to strengthen teacher connections. • Measure Progress: Track deliverables and compile annual reports on achievements and lessons learned. 	<ul style="list-style-type: none"> • Implement Sustainability Plan: Secure long-term funding and formalize partnerships. • Expand Impact: Engage 20 schools and host 20 wellness events with innovative programming. • Refine Programs: Use evaluation data to scale and improve initiatives. • Strengthen Development: Introduce additional training and leadership opportunities for educators. • Evaluate and Adapt: Continuously assess and refine strategies to meet changing needs. • Celebrate Success: Recognize achievements and compile comprehensive progress reports. <hr/> <p>Long-Term Viability</p> <ul style="list-style-type: none"> • Diversify Funding: Secure grants, sponsorships, and partnerships to sustain initiatives. • Build Capacity: Empower schools to independently continue wellness initiatives. • Maintain Momentum: Engage stakeholders and leverage successes to ensure sustained support.

VIII. Attachments

- [HCE Certificate of Vendor Compliance : Attached](#)
- [Declaration Statement: Attached](#)
- [Statement of Public Purpose: Attached](#)
- [Budget Overview & Narrative: Attached](#)