

Applicant Ho'omāhua Foundation

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


AUTHORIZED SIGNATURE

Camille Hampton
PRINT NAME AND TITLE

1/16/2025
DATE

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

Type of Grant Request:



Operating



Capital

Legal Name of Requesting Organization or Individual: Db:

Ho'omāhua Foundation

Amount of State Funds Requested: \$ 245,910

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

Lei Kaiāulu is an educational program where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness of and address the issues. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being. The program goal is to increase the number of students actively engaged in the community to build leadership skills and increase preparedness for post-secondary pathways (college/career).

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ 53,600 (6,000 pending)

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

\$ 160,000

Unrestricted Assets:

\$ 1,994.52

New Service (Presently Does Not Exist): ☐

Existing Service (Presently in Operation): ☒

Type of Business Entity:



501(C)(3) Non Profit Corporation



Other Non Profit



Other

Mailing Address:

PO Box 423

City:

Waianae

State:

HI

Zip:

96792

Contact Person for Matters Involving this Application

Name:

Camille Hampton

Title:

Executive Director

Email:

champton@hoomahua.org

Phone:

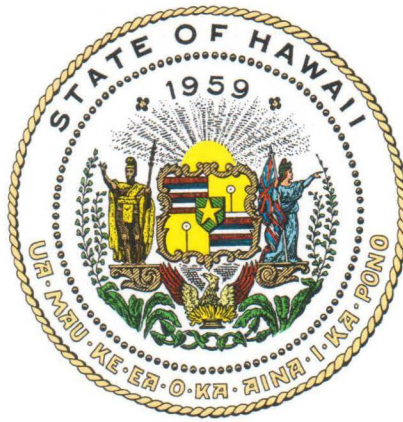
808-229-4029

Authorized Signature

Camille Hampton, Executive Director

Name and Title

Date Signed



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

HO`OMAHUA FOUNDATION

was incorporated under the laws of Hawaii on 09/12/2019 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



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

Dated: January 13, 2025

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

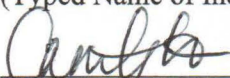
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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

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

Ho'omāhua Foundation

(Typed Name of Individual or Organization)



(Signature)

1/16/2025

(Date)

Camille Hampton

(Typed Name)

Executive Director

(Title)



HO'OMĀHUA FOUNDATION

Our Vision: To inspire and nurture learning environments where teachers, students, and communities thrive

Our Mission: To collaboratively create and foster meaningful, authentic teaching and learning experiences

Board of Directors

Daphne Tong-Pave

Board President

Paul Ka'awa-Flores

Board Vice-President

Kapela Eli

Board Secretary

Niralyn Okuna

Board Treasurer

Executive Team

Camille Hampton

Executive Director

Lei Aken

Associate Director

January 12, 2025

Re: Public Purpose Statement

To Whom It May Concern:

Ho'omāhūa Foundation confirms that this grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Sincerely,

Camille Hampton
Executive Director

Application for Grants

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

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 is dated no earlier than December 1, 2024.

2. Declaration Statement

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

3. Public Purpose

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

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

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

Ho'omāhua Foundation is a 501(c)(3) organization started in September 2019. Our mission is to collaboratively create and foster meaningful, authentic teaching and learning experiences. As educators with over 50 years of collective experience, we believe engaging students with the community and helping them discover how they can contribute to the community mo'olelo of the community can result in meaningful and last learning and leadership skills.

Lei Kaiāulu is an educational program where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness of and address the issues. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being.

2. The goals and objectives related to the request;

Our goal is to increase the number of students actively engaged in the community to build leadership skills and increase preparedness for post-secondary pathways (college/career). In doing so, our long-term goal is to build a skilled workforce that is positively contributing to a thriving

Wai'anae community. The central topic of program activities is knowledge and leadership skills to address the pressing issue of climate change within the Wai'anae community. By focusing on a concrete issue in our community and equipping young people with knowledge and tools needed to understand the issue, specifically climate science and its impacts, we are preparing a generation of informed citizens who are ready to act on other pressing community issues.

We offer two programs that allow students to engage in these experiences based on their level of understanding and the amount of time they can commit to the program. This grant request is specially aimed at our introductory program, Pua 'Ama, for students who are new to place-based learning and want to explore. We were awarded a 3-year grant (Oct 2024-Sept 2027) to support our more intensive program, Pua 'A'ali'i, for students wanting a more rigorous experience.

Below are the program goals and objectives specific to the Pua 'Ama program.

Program Goals

- Utilize the community as an extension of the classroom to better engage students and get them excited about learning
- Better prepare students for future endeavors, including college and careers
- Foster an active and engaged community by helping students become lifelong community contributors

Objectives

1. Increase the number of students actively engaged in the community through place-based learning opportunities and community partnerships
2. Increase awareness about environmental issues and community resources through projects designed and implemented by students
3. Increase student preparedness for post-secondary pathways (college/career) through implementation of integrated, place-based curriculum
4. Increase in student positive perception of self

3. The public purpose and need to be served;

As stated in the most recent version of Ka Huaka'i: Native Hawaiian Educational Assessment (Kana'iaupuni et al., 2021), Native Hawaiians have disproportionately high rates of financial instability, unemployment, chronic illness, and incarceration. Disparities are even greater on the Wai'anae coast where nearly 60% of the population is Hawaiian/part-Hawaiian. The Neighborhood Deprivation Index (NDI), a measure of factors that are associated with lack of employment, health, and other opportunities, ranks Wai'anae as the most deprived community on the island of O'ahu (Kaiser Permanente, 2022). The percentage of people living in poverty is 19.9% compared to 10.2% statewide (Census, 2022). In UH Mānoa Center on the Family's most recent community profile (2019), Wai'anae ranked near the bottom (40 out of 42) in community well-being.

Kana'iaupuni et al. (2021) note gains made in areas like preschool and college enrollment, but educational disparities still exist for Native Hawaiian students. College enrollment increased to 31% as of 2017, but it is still the lowest of all other ethnic groups and lower than the state average of 35%. College completion is also much lower with only 17% earning bachelor's degrees or higher compared to the state average of 32% (Kamehameha Schools Strategic Planning and Implementation Division, 2021). On the Leeward coast of O'ahu, the number of Native Hawaiians with bachelor's degrees drops to only 7%.

In Waiʻanae, more children live in poverty with less favorable educational outcomes than the state (Azuma et al, 2019). Over 60% of students qualify for free and reduced lunch. In the 2021-2022 school year, the average daily absences along the coast were over 37 days compared to the state average of 9. Students in 11th grade performed below the state on ELA (32% compared to 60%), math (9% compared to 26%), and science (22% compared to 35%) tests. Schools on the Leeward coast have a higher percentage of students in special education programs and the achievement gap is wider for special education and English language learner students (Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, 2022).

Improving educational outcomes is closely tied to other domains of well-being, including health, socio-emotional, economic, and cultural. Higher levels of education correlate with higher salaries, better health, and improved well-being (OECD, 2023). According to the Social Security Administration (2015), men with bachelor's degrees will earn about \$900,000 more and women over \$630,000 more in lifetime earnings than a high school graduate. Increasing access to culture-based education can positively impact educational outcomes for all students. Despite progress that has been made in education, including the growing value in Hawaiian culture-based education (CBE), challenges remain. The capacity of our public school system to provide these types of experiences for all students is limited.

Implementing culturally relevant practices can address some of the needs not being met. Students often must separate themselves from their culture to experience academic success. Mainstream instructional practices often lack cultural relevance which results in students' lack of excitement about learning. In contrast, culture/place-based strategies capitalize on strengths of students, teachers, and community and can be employed to positively impact student outcomes. Engaging students with the community and helping them see how they contribute to positive outcomes also benefits the community at large. Growing students as engaged community leaders will result in a positive future impact on the overall health of the community.

4. Describe the target population to be served; and

The target population of the project is students in grades 9-12 from the Waiʻanae coast. Over 60% of students in schools on the coast are Native Hawaiian. Indigenous students are often the most underprivileged in the public school system, with low test scores and graduation rates, and high rates of grade retention, special education, and absenteeism.

When the community becomes the site for learning, it has a positive impact on students academically and socially (Melaville et al., 2006). It also has a positive impact on the teachers interacting with students. These benefits can flow over into the mainstream classroom. Grades, attendance, and dropout rates improved at schools where place-based and/or work-based learning strategies were implemented.

5. Describe the geographic coverage.

Lei Kaiāulu will primarily serve the Leeward coast of Oʻahu. Student participants and advisors will be sought initially from Waiʻanae and Nānākuli High Schools. Community engagement events will be open to the general public, space and resources permitting. Programming will be open to students from across the island if space is available. One of the long-term goals is to develop a program that is sustainable and can serve as a model for programming to be implemented in other communities.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Relevant, place-based, and engaging learning experiences have been shown to result in higher student achievement and deeper student learning. Ho'omāhua staff and partners have learned through previous programming that these types of learning experiences also encourage students to take on more leadership roles and continue to pursue educational opportunities. Encouraging more students to stay involved in the community and lead positive changes has a positive ripple effect on other areas of the community like health and socio-economic status.

Improving well-being and educational outcomes for students will impact the well-being of the community over time. Engaging students in the community, particularly to develop ideas that address important issues, makes learning relevant. It also helps students to feel empowered to have a positive impact on a community that is disadvantaged in so many ways.

The Pua 'Ama program goals that help support the mission of the organization include:

- Increase the # of youth actively engaged in community and/or leadership roles;
- Increase the # of youth successfully pursuing post-secondary pathway (college/career); and,
- Increase community awareness and engagement.

The measurable outcomes of the Pua 'Ama program to achieve these goals are:

1. Minimum of 25 student participants (Interns) from the Wai'anae coast enrolled in the Lei Kaiāulu program
2. Minimum of 5 participants from previous cohort will serve as peer mentors
3. Minimum of 6 workshops offered over the course of the program to teach necessary concepts related to climate resiliency and build targeted skills
4. Minimum of 1 meeting each month for kumu (advisors) to provide professional development and training for student workshops/service learning/project development
5. Minimum of 10 hours each month of service learning for students to practice applying the skills presented in the student workshops
6. All Lei Kaiāulu participants will participate in two 2-day intensive camps to go through the project development process and coordinate community engagement projects
7. All Lei Kaiāulu participants will participate in a minimum of five (5) community exploration huaka'i (field experiences) to strengthen connection to community and deepen their understanding of issues facing communities
8. Ten (10) student coordinated projects completed and presented to the community
9. Minimum of 300 community members will participate community engagement events

Building academic, workplace readiness, and leadership skills so they are lasting requires significant support, especially because many are not having meaningful learning experiences in school. While there are a relatively small number of active student participants, the reach of the project is much larger. As students participate in the program activities and design their projects, they will engage with other students and community members, including their families. Skills and

knowledge the student participants gain as they go through the program will be passed on to those they interact with.

The project has three core components designed to achievement of these goals:

- ***Integrated, place-based learning.*** Research and experience suggest that students are more successful when they feel a sense of belonging and when learning is relevant. As they build relationships and gain confidence, students are better able to understand and apply skills they are learning. Students will learn about environmental issues, culture, and leadership through workshops and place-based experiences within the community. The workshop curriculum will focus on issues related to environmental science because it is an important topic within the community, and it addresses the need to improve outcomes related to STEM (science, technology, engineering, and math). Students will develop a project related to climate resiliency to increase awareness within the community.
- ***Professional development.*** Research suggests that teachers have more impact on student achievement than any other school related factors (Oppen, 2019). Teachers who employ effective strategies that are research-based, such as culturally relevant pedagogy, are integral to positive student outcomes. While the benefits have been researched for several decades, implementation in classrooms is not as widespread as we would hope, especially in schools with large populations of indigenous students. Providing professional development as a component of training for advisors in our program will help them develop skills to implement effective, culturally relevant pedagogy as they work with our students. Ideally, this will positively impact students beyond the program as the program teacher incorporate these strategies into their own classroom practice.
- ***Community engagement.*** By extending learning beyond the school into the community the program aims to build students into leaders who are well prepared to be the future workforce. We will reach out to the community to serve as experts and guides as well as participants. Students will connect with industry experts and partners to learn about community issues, how they are being addressed, and potential careers. Students will then help these community experts or organizations coordinate events to increase awareness within the community. Students will gain confidence, experience, and valuable employability skills that can be applied toward future educational and career goals. Having a positive impact on their own community, even simply by encouraging their own families to be stewards, will empower students and we hope to see positive change not just in academic outcomes but also throughout the community.

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

The Pua 'Ama program calendar follows the school year and will engage participants after school, on weekends, or during school breaks. The calendar may need to be adjusted based on the start date for the grant activities. Ideally, the start of the project will align as closely as possible to the start of the school year to maximize the number of workshops and field experiences that happen before the end of the school year. The calendar of activities for the proposed 12-month grant period will be:

Month 1

- Participant and peer mentor recruitment
- Student and family orientation meetings
- Advisor professional development

- Onboarding peer mentors
- Curriculum material preparation
- Monthly meeting with community partners
- Weekly program staff meetings
- Pre-assessment data collection
- Quarterly advisory board meeting

Month 2

- Advisor professional development
- 2-day intensive camp #1 – building community and intro to project development (to include huaka'i)
- 10 service-learning hours
- Monthly meeting with community partners
- Weekly program staff meetings
- Data collection to assess student progress
- Advisor and community partner feedback

Month 3-6

- Monthly student workshop
- Monthly huaka'i
- 10 service-learning hours
- Monthly meeting with community partners
- Weekly program staff meetings
- Data collection to assess student progress
- Advisor and community partner feedback
- Quarterly advisory board meeting
- Program mid-term progress evaluation

Month 7

- 2-day intensive camp #2 – project planning (to include huaka'i)
- 10 service-learning hours
- Monthly meeting with community partners
- Weekly program staff meetings
- Data collection to assess student progress
- Advisor and community partner feedback
- Quarterly advisory board meeting

Month 8

- Monthly workshop - Project poster presentation (interns share project proposals and receive feedback)
- 10 service-learning hours
- Monthly meeting with community partners
- Weekly program staff meetings
- Data collection to assess student progress
- Advisor and community partner feedback

Month 9-11

- Monthly workshops - project design and implementation
- 10 service-learning hours
- Community engagement events
- Monthly meeting with community partners
- Weekly program staff meetings
- Data collection to assess student progress
- Advisor and community partner feedback
- Quarterly advisory board meeting

Month 12

- Community engagement events
- Program Hō'ike
- Post-program data collection
- Final program evaluation – data collection from participants, families, advisors, and community partners

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

Ho'omāhua Foundation understands the importance of developing and implementing an evaluation framework and process that measures project impacts. It is important to create a process that supports our inclusive culture and creates safe spaces for students and the community to share their thoughts in a culturally safe space. Measurement instruments and an evaluation schedule will be developed at the start of the project. Results from regularly scheduled data collection will be used to determine the efficacy of program activities. An advisory board, comprised of project staff, community partners, and participating teachers, will meet quarterly to review project results and make recommendations for improvements or adjustments. Program staff will also evaluate data monthly during scheduled staff meetings to refine programming based on feedback from advisors and community partners. In addition to feedback from program stakeholders and Ho'omāhua's board of directors will serve as an additional layer of oversight by providing input regarding program improvements during quarterly board meetings. Collaboration of multiple stakeholder groups is essential to capture various perspectives contributing to a more successful project.

Hawaiian culture-based education is best viewed in holistic terms, requiring both quantitative and qualitative measures to convey a complete story of project outcomes. Different types of data will need to be collected to adequately represent student learning and growth. This project will use diverse methods and instruments, both pre-existing and to be developed, for data collection. For those project objectives best evaluated using qualitative measures, data collection methods will include interviews, focus groups, and observations. Quantitative data will be collected from student artifacts assessed using developed rubrics, teacher reports, and questionnaires. A tracking system will be used to follow student progress through the project pathway. Pre- and post-assessments will be used to measure transformations in attitude, perspectives, knowledge, and skills because of participation in the project. Within the evaluation plan there will be processes for collecting both formative and summative data aligned to project objectives. The table below outlines evaluation milestones aligned to grant objectives, data collection interval, data collected, and primary staff responsible.

Evaluation Criteria	Data Collection Interval	Data Collected & Method	Staff Responsible
Interns successfully complete project requirements	Ongoing End of Program	Rubrics, Reflections, Google form evaluation	Advisors, Program Director
Professional development results in effective implementation of program activities	Ongoing	Google form evaluation, Advisor feedback	Program Director
Intern evaluations of program activities (workshops, huaka'i, service learning) will: <ul style="list-style-type: none"> • have an average rating of satisfactory or higher (average above 4 on 1-5 scale) • show an understanding of workshop concepts 	Ongoing	Google form reflections	Advisors, Program Director
Intern surveys administered at the end of the program will: <ul style="list-style-type: none"> • have an average rating of satisfactory or higher (average above 4 on 1-5 scale) • show an increase in knowledge and skills (project development, leadership) 	End of program	Google form questionnaire	Advisors, Program Director
Family surveys administered at the end of the program will have an average rating of satisfactory or higher (average above 4 on 1-5 scale)	End of program	Google form questionnaire	Program Director
Community participant surveys will show an increase in knowledge about topic presented in intern project(s)	After community engagement project events	Google form questionnaire	Program Director

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.

- Minimum of 25 student participants (Interns) from the Wai'anae coast enrolled in the Lei Kaiāulu program
- Minimum of 6 workshops offered over the course of the program
- 10 hours each month of service learning
- Two 2-day intensive camps
- Minimum of 5 community exploration huaka'i (field experiences)
- Ten (10) student coordinated events to engage community
- Minimum of 300 community members will participate community engagement events

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$61,447.50	\$61,447.50	\$61,447.50	\$61,447.50	\$245,910

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

The James and Abigail Campbell Family Foundation
 Hawaii Pacific Foundation
 Administration for Native Americans (ANA)

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

Not Applicable – Ho'omāhua Foundation has not received any 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.

State GIA	\$160,000	Apr 2024 – Mar 2025 (FY2022)
City GIA	\$150,000	Oct 2024 – Sep 2025 (FY2025)
Federal Kapahuliau Grant	\$938,050	Oct 2024 – Sep 2027

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

Unrestricted Current Assets as of Dec 31, 2024 - \$1,994.52

V. Experience and Capability

1. Necessary Skills and Experience

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

Founders Lei Aken and Camille Hampton completed doctoral research on factors that affect student success, specifically in schools in this community. Both have extensive experience researching, developing, and implementing culturally relevant, place-based learning experiences. They are research practitioners applying theory to improve outcomes for students, teachers, and community.

Both also have significant experience with projects of this nature and have established partnerships that allow for addressing program goals. In addition to extensive experience in education, the organization's leaders have significant experience with project management. As the Career and Technical Education (CTE) coordinator at Wai'anae High School for over 10 years, Lei Aken managed the Carl Perkins grant funding for the CTE department. This included managing yearly grant requests for more than 15 teachers, budgets and purchases, and yearly grant reporting. Camille Hampton served as the project director of a Title III grant project at University of Hawai'i West O'ahu where she managed a budget over \$800,000 and ensured objectives were successfully met on time. The success of the project led to the acquisition of additional funding to extend the work of the grant.

Beyond the experiential capacity needed to successfully accomplish the project goals, the Foundation has already established key relationships with other organizations and community members. These partnerships support access to important facilities, program supplies, and community experts. These partnerships will continue to support our projects going forward. These programs are the proof of concept that will inform the design of this project.

Another non-financial asset of the organization is relationships with experienced and effective teachers. All five (5) advisors working on year 1 of the Lei Kaiāulu project are teachers from Wai'anae coast schools who have extensive experience and have successfully implemented place-based learning strategies. The organization's staff and leadership have established networks of community partners, teachers, and industry experts that can be accessed to support student learning and growth.

Ho'omāhua Foundation is committed to returning Wai'anae to 'āina momona via youth empowerment and leadership, workforce development, community awareness and engagement.

Ho'omāhua Foundation has the capacity to continue beyond the grant period through: Staffing. The organization's staff are currently less than 1.00FTE or volunteers, so as programming and funding grow, there is an opportunity to move staff from part-time to full-time. In addition, with each new cohort of participants the number of potential staff members increases. Past participants have re-enrolled and taken mentor positions.

- **Partnerships and Community Engagement.** Ho'omāhua Foundation has strong ties with the community that will provide ongoing support for programming. These relationships offer resources, expertise, and potential funding avenues. Continued community engagement also encourages sustaining interest and involvement.
- **Evaluation and Adaptation.** Ho'omāhua Foundation's leaders are experienced educational researchers. A continuous improvement process is used to evaluate the program's effectiveness and impact. Ho'omāhua Foundation is able to identify areas of success and growth and develop strategies to meet evolving educational and community needs and to ensure relevance and engagement.
- **Capacity Building and Training.** Ho'omāhua Foundation's staff has significant experience providing developing curriculum and providing professional development. Beyond programs directly serving students, the organization has the capacity to expand the reach by training educators to implement curriculum in classrooms.

The table below outlines some of the programs that we have implemented.

Experience/Activity	Description
Lei Kaiāulu <i>2024-Present</i>	Lei Kaiāulu is an educational program where students learn about community and environmental issues, how those issues are being addressed, and develop a plan to engage community to increase awareness of and address the issues. This addresses the need for learning experiences that better engage youth on the Leeward coast and the need to increase community awareness, engagement, and well-being. The program goal is to increase the number of students actively engaged in the community to build leadership skills and increase preparedness for post-secondary pathways (college/career). In the first 2-years of the program, all program objectives were successfully completed or are on-track to be completed. 25 students are currently participating in the program and 25 successfully completed in the first year. Five participants from the first cohort are currently serving as peer mentors
Pua Kaiāulu <i>2020-2022</i>	In response to the impacts of COVID-19, a five-week summer program was created through collaboration between Ho'omāhua Foundation, Ka'ala Farms and PALS/PLACES. Ho'omāhua founders reached out to fellow community-based organizations in response to teacher requests and input. The result was an in-person program for 20 high school students from Wai'anae and Nānākuli High Schools during the Summer of 2021. The goals of the program were to: 1) reintegrate students into in-person learning through effective, relevant, and rigorous approaches; 2) develop community stewards through place-based learning; 3) better equip students for post-secondary advancement through workforce development and academic skills development. Students chose one of the following focus areas to guide their summer experience and field work: 1) fire mitigation; 2) water; 3) land use and policy; or 4) significance of ancestral practices. Within each area, students learned mo'olelo, politics and history, workforce development skills, culture significance and environmental science and how it ties into their focus, but ultimately how all the topics are intertwined with each other. At the end of the program, students shared their learning through hō'ike and demonstrated elevated understanding of their kaiāulu (community), self-identified kuleana, and

	career interests moving forward.
Teaching & Learning Academy (TLC) UHWO Education Pathway Program 2014-2017	<p>Teacher shortage is an on-going challenge, and West O'ahu is greatly impacted by the lack of highly qualified teachers, especially in schools on the Wai'anae Coast. Ho'omāhua founders, Lei Aken and Camille Hampton, were recruited by University of Hawai'i West O'ahu (UHWO) Pueo Scholars Director, Walter Kahumoku, to aid in the development of programming to address this issue. The two joined the Pueo Scholars team and the West O'ahu Education Pathway (WOEP) was created to include the Teaching and Learning Academy (TLA) and Teacher Leadership Cadre (TLC). Dr. Kahumoku changed roles after year 1 of the WOEP and Camille succeeded him as project director.</p> <p>The TLA was designed as a "grow your own" model to recruit and support high school students interested in pursuing a teaching career. Three West O'ahu high schools and their feeder schools elected to participate. The desired outcomes of the TLA were: 1) to encourage and support West O'ahu students, specifically Native Hawaiian students, to become teachers and return to West O'ahu.</p> <p>2) build internal capacity and efficacy of high school seniors, preservice teachers, and early career teachers to design and implement high-quality educational programs; and 3) help students, families, teachers, and communities to understand, appreciate, and integrate Nā Hopena A'o outcomes as integral parts of successful teaching and learning in Hawai'i.</p> <p>By the end of the grant period, all project objectives were met; 60 high school students enrolled in and 90% successfully completed the TLA program. TLA completers earned nearly 30 early college credits and completed a program of study in Career and Technical Education by the time they graduated high school. Students who continued to UHWO's education program, entered as Sophomores in their course of study. The scope of the TLA Director's duties included: providing PD for Education Pathway Teachers, scheduling high school and early college courses with DOE and UHWO, providing student support for TLA participants, creating tutoring schedules, hiring university instructors and tutors.</p> <p>The TLC was created to build internal capacity and support West O'ahu students and teachers. The desired outcomes of the TLC were: 1) To develop the capacities and efficacy of participants to design, integrate, and deliver culture- and place-based learning to realize the six HĀ outcomes in their professional practice; 2) Support principals and instructional</p>
Secondary Education Experience	<p>Both founders of Ho'omāhua are passionate, veteran educators within the West O'ahu (mainly Wai'anae) community. With nearly 50 years of combined experience, Camille Hampton and Lei Aken have served in multiple capacities within secondary and post-secondary education. Both took a leave from the DOE to work on the WOEP project at UHWO and returned to their previous roles at Wai'anae High School when the grant was completed.</p>

	<p>Camille taught Business, Culinary, and Math during her 12 years as full-time teacher and was one of the first teachers at Wai‘anae High School (WHS) to earn her National Board Teaching Certification over 10 years ago. She successfully renewed her certification in 2018. She served as the Business and IET Academy Chair for several years providing leadership and support for students and teachers in a smaller learning community setting. Her effective leadership and teaching practice led her to step out of the classroom to serve as an instructional coach for teachers in several departments across campus, which she has done for five years. Camille continues to deliver high quality instruction through Adult Education courses in Wai‘anae. She also teaches high school equivalency courses for adults to earn their diploma and has taught college courses.</p> <p>Lei Aken taught Agriculture, Natural Resources, and Science courses for 21 years as a full-time teacher. She too earned National Board Certification over 10 years ago and renewed in 2019. Lei currently serves full-time Career and Technical Education (CTE) Coordinator at Wai‘anae High School managing all the federal grant funds to support the CTE programs. Her duties include financial management of supplemental state and federal funds, coordinating work-based learning programming for WHS CTE programs, collaboration with post-secondary institutions and industry partners, and providing support for CTE students and teachers.</p>
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2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Pua ‘Ama is designed to immerse student interns in knowledge acquisition through intensive, community-based engagement across the entire Wai‘anae moku. Ho‘omāhua Foundation currently leases space at Kahumana Farms in Lualualei that serves as the home base for program activities. The leased area includes both meeting and garden space where participants can practice and apply skills. Because the program is place-based, activities will also occur throughout the Wai‘anae Coast and may extend to other moku on O‘ahu, and outer islands based on where the learning is most appropriately applied. Community facilities such as the Kalaniho‘okahā Learning Center and The Community Learning Center at Mā‘ili is also used for activities when more a traditional classroom space is needed.

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.

Positions and Duties/Responsibilities
<p>Executive Director (ED) – 1.0 FTE (.2 FTE allocated to GIA)</p> <p>Ho'omāhua Foundation's executive director is responsible for overseeing that program objectives are met and ensuring that the program continues to align to the mission of the organization. The ED will also handle the administrative duties such as reporting and budget management. 10hrs/week (20%) of the Executive Director's time is included in the budget for this program.</p> <p>Below are the current responsibilities of the ED that impact program outcomes:</p> <ul style="list-style-type: none"> • Oversee the day-to-day operations of the organization and ensure its overall successful long-term operations • Assure that the organization makes consistent and timely progress in achieving its mission and target programmatic impact • Actively engage in complex fiscal management through hands-on budgetary development and oversight; routinely report performance and financial activities to the Board • Attend all Board meetings and provide reports and updates on staff as well as all current work, project timelines, and project and organizational progress • Establish goals, objectives, and operational plans in collaboration with the Board of Directors, staff, and other leaders • Communicate effectively with the Board by providing members with all information necessary to continually function properly and make informed decisions in a timely and accurate manner • Effectively represents the organization and promote a positive organizational image to ensure adequate community representation • Organize, motivate, and mentor internal team leaders to strategically grow the organization's impact, programs, and fundraising, and to effectively fulfill its important mission • Continually foster a culture that encourages collaboration and recognizes positive contributions • Manage and motivate staff, overseeing processes such as hiring, separation, ongoing staff development, performance management, and compensation and benefits
<p>Program Director (PD) – 0.75FTE (0.375 allocated to GIA)</p> <p>The program director is primarily responsible for coordinating this program to include providing oversight to project activities and supporting project staff. The PD will manage day-to-day program operations and ensure that activities fulfill program objectives. The program director requires 30 hours each month, 15 hours (50%) of the time is allocated to this grant project.</p> <p>Below are the duties/responsibilities of the program director:</p> <ul style="list-style-type: none"> • Manage, facilitate, and deliver experiential, culturally relevant educational programming • Maintain adherence to timelines and performance measures to meet project outcomes • Develop and manage partner relationships • Recruit, train, coach, and manage advisors/facilitators to work with interns • Oversee program activities and communication with interns • Design curriculum and advisor/facilitator training materials

- Implement evaluation and continuous improvement processes
- Serve as a liaison to relevant board committees
- Produce annual and monthly work plans
- Contribute to outreach, communication, and recruiting materials

Advisors (5) – 0.125 FTE

Advisors are primarily responsible for delivering curriculum and overseeing student interns. The time requirement will require an average of 20 hours each month ($0.125 \times 40\text{hrs/wk} \times 4 \text{ weeks/mo}$) based on program activities that will be implemented each month. Budget is based on advisors being on board for 8 out of 12 months. Advisors currently teaching in schools on the Wai‘anae coast will be sought to allow for implementation of best practices that are developed in the Pua ‘Ama program activities within their own classrooms.

Duties/responsibilities of advisors include:

- Implement program curriculum
- Design, execute, and evaluate activities to support student learning
- Foster relationships with program staff, students, families, and community stakeholders
- Work with program staff to schedule and coordinate program activities
- Monitor and evaluate student intern activities to ensure program objectives are met
- Produce monthly work plans aligned to program outcomes
- Contribute to outreach and communication materials

Key Project Personnel

The founders of Ho‘omāhūa Foundation, who will oversee the project as the Program Director and Executive Director of the organization, are Native Hawaiian women, lifelong residents of the Wai‘anae and have nearly 50 years of combined experience as educators on the Leeward coast. Board members also bring a wealth of experience and knowledge in education, organizational management, and grant administration. Both have extensive experience researching, developing, and implementing culturally relevant, place-based learning experiences. They are research practitioners applying theory to improve outcomes for students, teachers, and community.

Dr. Lei Aken, Program Director – Dr. Aken is a Native Hawaiian, lifelong resident of the Wai‘anae community and has a master’s and doctorate in education from the University of Hawai‘i at Mānoa. She is a National Board-certified teacher with twenty-five years of experience as an educator and program coordinator. She is a former agriculture teacher and began serving as the CTE Coordinator at Wai‘anae High School (WHS) in 2005. Her experience as a classroom teacher includes pioneering the Hawaiian Studies program in 1997 where first began implementing culture-based education. After earning her doctorate, she also accepted a position at UHWO as a program coordinator on the same Title III grant as Dr. Hampton. She was also passionate about doing more to have a positive impact on students in the Wai‘anae community and realized that creating a pathway for students to earn a degree and return to teach in the community was a promising and innovative approach. While at UHWO, she continued in her role as CTE coordinator to ensure support was provided for teachers and students at WHS. She returned to WHS and is still serving as the CTE coordinator. She will contribute her knowledge of CTE, experience with culture-based education, and program management expertise to the success of this project.

Dr. Camille Hampton, Executive Director – Dr. Hampton is a Native Hawaiian, lifelong resident of the Wai‘anae community and has a master’s and doctorate in education from the University of

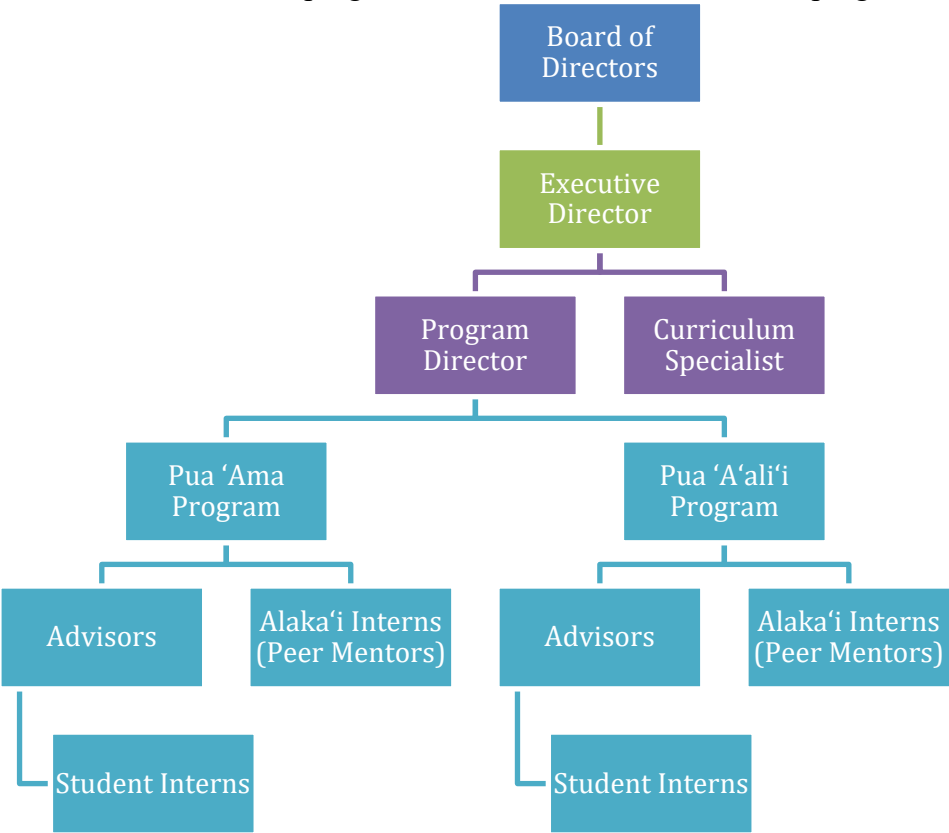
Hawai'i at Mānoa. She is also a National Board-certified teacher. She began her career in education as a business teacher at Wai'anae High School after earning a bachelor's degree in accounting. After being in the classroom for 13 years, she became an instructional coach where she provided curriculum and instruction support. After earning her doctorate degree, she accepted a position as project director at University of Hawai'i at West O'ahu (UHWO) overseeing a Title III grant aimed at addressing the growing teacher shortage by developing a pathway for "growing our own" teachers from schools on the leeward coast of O'ahu. The project was an opportunity to further develop her leadership and project management skills. Upon completion of the grant project, she returned to Wai'anae High School (WHS) where she currently serves as an instructional coach and supports CTE teachers.

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.

Ho'omāhua Foundation is a small organization that currently focuses on two programs. The focus of this grant request is the Pua 'Ama program, which is aimed at providing opportunities for students to explore learning through community engagement. The Pua 'A'ali'i program is currently funded through a 3-yearKapapahuliau Program grant administered through the Office of Native Hawaiian Relations within the US Department of Interior.

The Executive Director provides high level oversight over both programs as well as organizational duties to allow for growth and fulfilling the mission of the organization. The Program Director oversees both programs and allocates .50FTE to each program.



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.

Executive Director	\$120,000
Program Director	\$90,000
Advisors	\$80,000 - \$90,000

The Executive Director salary is based on the salary for an Executive Director of an organization with a budget of \$1-4.9M as reported in the 2022 Salary & Benefits Report produced by the Hawaii Alliance of Nonprofit Organizations (HANO). The salary is approved by the Board of Directors of the organization.

The Program Director annual salary is based on the average salary for a Program Director of an organization with a budget of \$1-4.9M as reported in the 2022 Salary & Benefits Report produced by the Hawaii Alliance of Nonprofit Organizations (HANO). The salary is approved by the Board of Directors of the organization.

Advisors will possess at least a bachelor's degree and be licensed to teach in Hawaii. The rate of \$42 is based on the current Part-Time Teacher (PTT) hourly rate in Hawaii Department of Education.

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.

Not Applicable – Ho'omāhua Foundation has no litigation pending.

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.

No special qualifications are related to this request. However, advisors will be fully licensed teachers in the State of Hawai'i. Camille Hampton and Lei Aken, the organization's executive team, are both Nationally Board-Certified teachers who hold State of Hawai'i teaching licenses and doctoral degrees.

3. Private Educational Institutions

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

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.

Sustaining programs like Lei Kaiāulu is a challenge because the resources needed to are relatively high per capita. Narrowing the deficit gap for our students requires significant time and energy to develop relationships and help students feel safe to learn. The return on investment can seem low compared to other business models. Fundraising is also especially challenging in a community where most residents have very limited discretionary income to support non-essential items. However, the impact of the investment in the youth on the community can be exponential and last well beyond a student's participation in the program.

Funding for this and other programming has come primarily from grants, both from government and private entities. Despite funding challenges, funding has successfully been secured to support programming each year. The organization has also worked with partners to ensure implementation of programming when funding was limited.

The following strategies ensure financial sustainability in the future:

- Fundraising Diversification
 - Seek ongoing funding opportunities through corporate sponsorships, community donations, and partnerships with foundations aligned with educational initiatives.
 - Strengthen the organization's online presence through a dedicated website and social media platforms to attract donors and supporters.
- Long-Term Partnerships
 - Establish partnerships with local schools to support integration of the program activities within classrooms.
 - Collaborate with universities for research, expertise, and potential funding opportunities.
- Communication
 - Maintain transparent and consistent communication with stakeholders, showcasing success stories, impact reports, and future plans through newsletters, social media, and community meetings.

Ho'omāhua will continue to facilitate this important work through partnerships and collaborative efforts with the community to provide resources and support and create a sustainable model to meet long-term goals. Ho'omāhua will continue to seek additional support through private, state, and federal grant opportunities beyond the grant period.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: Ho'omāhua Foundation

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	57,750			
2. Payroll Taxes & Assessments	6,350			
3. Fringe Benefits	2,310			
TOTAL PERSONNEL COST	66,410			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				18,000
2. Insurance	1,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	6,000			
5. Staff Training				
6. Supplies	5,000			5,000
7. Telecommunication				
8. Utilities				
9. Student Stipends	22,500			
10. Accounting Services	10,000			
11. Ground transportation for field experiences				6,000
12. Contract - Advisors	24,000			
13. Lodging - Interisland travel				12,000
14. Meals - Interisland travel				10,800
15. Alaka'i Intern (Peer Mentor) Stipends	6,000			
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	74,500			51,800
C. EQUIPMENT PURCHASES	30,000			7,800
D. MOTOR VEHICLE PURCHASES	75,000			
E. CAPITAL				
TOTAL (A+B+C+D+E)	245,910			59,600
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	245,910	<div style="display: flex; justify-content: space-between;"> <div> <i>Camille Hampton</i> Name (Please type or print) </div> <div> 808-780-7852 Phone </div> </div>		
(b) Total Federal Funds Requested		<div style="display: flex; justify-content: space-between;"> <div> <i>Camille Hampton</i> Signature of Authorized Official </div> <div> 1/16/2025 Date </div> </div>		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	59,600			
TOTAL BUDGET	305,510	<i>Camille Hampton, Executive Director</i> Name and Title (Please type or print)		

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ho'omāhua Foundation

Contracts Total: 1,248,050

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Operations of a Community and Environmental Education	4/1/2023 - 3/31/2025	Office of Community Service	State	\$ 160,000.00
2	Lei Kaiāulu - Empowering Youth in the Waianae Moku to	10/1/2024 - 9/30/2027	Dept of the Interior	US	\$ 938,050.00
3	Lei Kaiāulu - student designed community engagement p	10/20/2024 - 10/19/202	Dept of Community Services	C&C of Honolulu	\$ 150,000.00
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BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: Ho'omāhua Foundation

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						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0					
JUSTIFICATION/COMMENTS:						

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant: Ho'omāhua Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Farm Utility Vehicle	1.00	\$30,000.00	\$ 30,000.00	\$ 30,000.00
Tiller	1	\$3,000.00	\$ 3,000.00	0
Weed Trimmer	2	\$600.00	\$ 1,200.00	0
Pressure Washer	1	\$500.00	\$ 500.00	0
EZ Corner for Greenhouse	1	\$2,100.00	\$ 2,100.00	0
Generator	2	\$500.00	\$ 1,000.00	0
TOTAL:	8		\$ 37,800.00	\$ 30,000.00

JUSTIFICATION/COMMENTS Place-based learning is an integral component of the Lei Kaiāulu program. Interns help to take care of a mala space at Kahumana farms. The equipment will be used to aid work on the farm.

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15-Passenger Van	1.00	\$75,000.00	\$ 75,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 75,000.00	

JUSTIFICATION/COMMENTS We provide transportation to field experiences to minimize barriers for participation. Renting vans is a challenge because the nearest rental location is at the Honolulu airport. Having at least one van will allow us to transport students to field experiences more easily.

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Ho'omāhua Foundation

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director		0.75	\$67,500.00	50.00%	\$ 33,750.00
Executive Director		1	\$120,000.00	20.00%	\$ 24,000.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
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					\$ -
					\$ -
TOTAL:					57,750.00
JUSTIFICATION/COMMENTS: The program director is a .75 FTE (~30 hours each week). The position is partly funded by a federal grant. Annual Salary (A) is based on 75% of \$90,000 for 1.0FTE. % of time allocated (B) is based on 50% of the 30 hours (.75FTE). The program director works closely with the executive director in overseeing the Pua ‘Ama and Pua ‘A’ali‘i programs.					