

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:

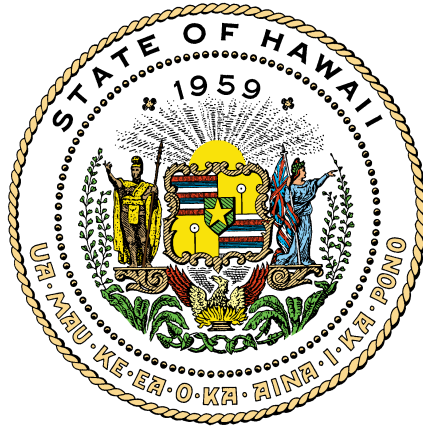
Phone:

Matthew Kauwe

Authorized Signature

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

NĀ KAMA KAI

was incorporated under the laws of Hawaii on 01/25/2008 ;
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 16, 2025

Director of Commerce and Consumer Affairs



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: Na Kama Kai

DBA/Trade Name: Na Kama Kai

Issue Date: 01/15/2025

Status: Compliant

Hawaii Tax#: 93774681-01
New Hawaii Tax#: GE-1625927680-01
FEIN/SSN#: XX-XXX4996
UI#: XXXXXX9846
DCCA FILE#:

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



pa'akai

"Hold steadfast to the knowledge of the ocean"

January 11, 2025

Nā Kama Kai
PO Box 1803
Waianae, HI 96792
808-372-2813
www.nakamakai.org

To Whom It May Concern:

As a representative and officer of Nā Kama Kai I have read and understand section 42F-103 of the Hawaii Revised Statutes.

Nā Kama Kai meets all the requirements of the section 42F-103 of the Hawaii Revised Statutes:

§42F-103 Standards for the award of grants.

(a) Grants shall be awarded only to individuals who, and organizations that:

- (1) Are 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;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow 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.

(b) In addition, a grant may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and



pa'akai

"Hold steadfast to the knowledge of the ocean"

- (2) 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.
- (c) Further, a grant may be awarded to a nonprofit organization only if the organization:
- (1) Has been determined and designated to be a nonprofit organization by the Internal Revenue Service; and
 - (2) Has a governing board whose members have no material conflict of interest and serve without compensation.
- (d) If a grant is used by an organization 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. This restriction shall be registered, recorded, and indexed in the bureau of conveyances or with the assistant registrar of the land court as an encumbrance on the property. Amounts received from the repayment of a grant under this subsection shall be deposited into the general fund. [L 1997, c 190, pt of §3; am L 2007, c 184, §1; am L 2014, c 96, §7]

Respectfully,

Matthew Kauwe

Matthew K. Kauwe
Chief Operations Officer
Nā Kama Kai

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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

(Typed Name of Individual or Organization)

Matthew Kauwe

(Signature)

(Date)

(Typed Name)

(Title)

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.

Attached.

2. Declaration Statement

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

3. Public Purpose

Attached.

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

This grant will be used for public purposes.

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;

Nā Kama Kai is an inspiring organization that reflects the deep-rooted Hawaiian values of ocean stewardship, community, and personal growth. Founded by Duane DeSoto and Mālia Ka‘aihue in 2008, its mission is centered on empowering youth through programs that combine cultural education with ocean safety and stewardship. The program aims to cultivate a deep appreciation and understanding of the ocean as an integral part of the natural world, while teaching keiki (children) the skills necessary to thrive in both the ocean and their communities.

Nā Kama Kai is an exceptional example of how cultural heritage, environmental stewardship, and personal development can be woven together in meaningful ways. By teaching youth to be “ocean intelligent,” it ensures that the next generation not only respects and protects the ocean but also

gains the confidence, leadership skills, and cultural grounding needed to thrive in an ever-changing world.

2. The goals and objectives related to the request;

Reduce the drowning rate of youth in the State of Hawai‘i focusing first on counties with the highest rates of incidence.

Inspire Hawai‘i’s keiki (children) and kumu (teachers) to become "ocean intelligent".

Guide Hawai‘i’s keiki to grow physically and emotionally connected to the ocean, empowering them both in and out of the water.

Provide the knowledge required for State of Hawai‘i teachers to teach Ocean Safety in their classrooms.

Provide Ocean Safety curriculum and engaging resources for State of Hawai‘i teachers to use in their classrooms.

Provide access to safe, culturally based environments for ocean education.

Combine culture, ocean safety, stewardship/conservation, and personal kuleana (responsibility) into a comprehensive and accessible program.

3. The public purpose and need to be served;

Nā Kama Kai’s commitment to addressing the disconnect between Hawai‘i’s keiki (children) and the natural world, particularly the ocean, is incredibly timely and crucial. The rising concerns over ocean conservation and ocean safety education in Hawai‘i reflect larger global challenges, and Nā Kama Kai is at the forefront of taking action. Here's how the organization is responding to these challenges and why its efforts are so essential:

1. Reconnecting Keiki to Nature

- Many of Hawai‘i’s keiki, despite living in close proximity to the ocean, are growing up without a meaningful connection to nature. This detachment from the natural world, including the ocean, has implications not just for their physical health, but for their mental and emotional well-being.
- Nature Deficit Disorder—a term coined by author Richard Louv—describes the growing trend where children, especially in urbanized areas, are increasingly disconnected from the natural environment. This lack of connection reduces children’s understanding of nature’s value and their role in protecting it.
- Nā Kama Kai works to reverse this trend by immersing children in the ocean and teaching them to appreciate its significance through hands-on experiences. By fostering ocean intelligence—where keiki learn about the ocean's ecosystems, how to protect them, and their vital role in ocean stewardship—Nā Kama Kai is equipping the next generation with the knowledge and appreciation needed to protect the environment.

2. Addressing the Ocean Safety Crisis

- Hawai‘i has one of the highest youth drowning rates in the United States. With many keiki growing up in a coastal environment, the dangers of drowning become a significant concern. According to recent statistics, while some drownings are related to tourists, a disturbing 55% of drownings involve Hawai‘i residents, underscoring the need for local communities to be better educated about ocean safety.
- The fact that Hawai‘i is one of the top states for youth-related drowning deaths is a critical issue that needs immediate action. Nā Kama Kai’s efforts to educate youth about ocean safety directly address this public safety concern, helping children gain the skills and knowledge they need to stay safe in and around the water.

3. The Department of Education Partnership

- In response to this urgent issue, Hawai‘i’s Department of Education (DOE) has taken important steps to integrate Ocean Safety education into the curriculum for elementary students. This is a significant development, with the DOE mandating that at least one grade (K-5) at every public elementary school must receive Ocean Safety education by May 26, 2022.
- The partnership with Nā Kama Kai is essential in meeting this educational responsibility. The organization’s expertise in ocean safety and its culturally grounded curriculum make it an ideal partner for the DOE to ensure that keiki receive high-quality, effective training on ocean safety.

4. Curriculum Development and Teacher Training

- Nā Kama Kai’s involvement in developing an Ocean Safety Curriculum is pivotal. The organization has been awarded three rounds of State of Hawai‘i GIA (Grant in Aid) awards to facilitate professional development courses for teachers to create student curriculum that will for their elementary school classrooms.
- The first round of the program trained 83 teachers to incorporate ocean safety into their classrooms. The second cohort of teachers and classrooms across Hawai‘i are currently enrolled and will allow Nā Kama Kai to scale its efforts and have a wider impact, ensuring that the message of ocean safety and conservation is disseminated statewide.

5. Empowering Teachers and Communities

- By training teachers and giving them the tools to integrate ocean safety into their lessons, Nā Kama Kai ensures that ocean safety education becomes an ongoing, sustainable part of Hawai‘i’s educational system. Teachers are critical in shaping young minds, and by empowering them with the right knowledge and resources, Nā Kama Kai is expanding the impact of its program beyond the immediate scope of its own activities.
- Through this collaborative effort, Nā Kama Kai is also fostering a community-wide understanding of ocean safety. As students learn these essential skills, they take that knowledge home to their families, thereby creating a ripple effect of ocean safety awareness throughout the state.

6. Long-Term Impact on Ocean Stewardship and Safety

- This program does more than teach ocean safety—it instills an understanding of ocean stewardship. As keiki grow up with an appreciation for the ocean’s beauty and importance, they are more likely to engage in protective actions that ensure the long-term health of marine ecosystems. Nā Kama Kai is planting the seeds for a generation that will both understand and act on the critical need to protect Hawai‘i’s oceans, coral reefs, and marine life.
- As these youth grow into adults, they will have the tools to advocate for ocean policy, participate in environmental activism, and contribute to sustainable practices that protect Hawai‘i’s unique natural resources.

7. Strengthening Hawaiian Cultural Values

- Nā Kama Kai’s work also strengthens Hawaiian cultural values, such as Aloha ‘Āina (love of the land), Kuleana (responsibility), and Malama ‘Āina (care for the land). By integrating these values into their ocean safety and conservation programs, Nā Kama Kai ensures that youth not only learn to be safe in the ocean but also understand the importance of treating the ocean with respect and care. This cultural connection is essential for the long-term preservation of both the environment and the Hawaiian way of life.

4. Describe the target population to be served; and

The target population will include a fourth cohort of keiki and teachers in DOE schools at or near the 4th grade across the State of Hawai‘i. Counties will be prioritized based on the most recent drowning data from the State of Hawai‘i Department of Health.

5. Describe the geographic coverage.

The State of Hawai‘i will be targeted with this request impacting all DOE elementary schools on all islands.

III. Service Summary and Outcomes

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

PDE3 Credit Course for State of Hawai‘i DOE Teachers – Ocean Safety Education

Nā Kama Kai will utilize the PDE3 Course designed in 2023 (and update as necessary) as a basis to certify teachers in Ocean Safety and equip them with the materials needed to teach the content in their classrooms. The courses will include location-specific content by county/region to encourage buy-in and ownership of content and place. The courses will be administered by each county to focus on the highest drowning rates based on the most recent State of Hawai‘i drowning data.

Implementation in FY 2026 will include the facilitation of one course per county. This course is designed as a 2-day synchronous, immersion experience for up to 30 educators in or near Grade 4, taught by Nā Kama Kai staff, regional ocean and swim safety experts, and education facilitators. We envision that the core team of Nā Kama Kai staff and a representative from the education support team will be present at all clinics (in person events) in addition to regional/local ocean experts, and therefore require travel support.

Each 2-day experience will be followed by 2, half-day synchronous virtual meetings focused on curriculum development, as well as office hours for teachers to make appointments to review the content they are developing to support the building of ocean and swim literacy. Portfolio requirements will include a demonstration of professional learning related to increased ocean intelligence for teachers, as well as the design and implementation of lesson plans that reflect a goal of increasing ocean intelligence in students. Classroom sets of Nā Kama Kai resource materials will be provided for each participating teacher to utilize in their implementation. Nā Kama Kai will build and update additional content to add to the library available from its 2023, 2024 and 2025 PDE3 Courses.

Nā Kama Kai will continue its successful partnership with Education Incubator in 2026, a local Hawai‘i non-profit known to be a leading expert in place-based, innovative teacher professional development, and curriculum design.

Ocean Safety Resources and Materials – Nā Kama Kai Activity Book and Animated Videos

Nā Kama Kai Activity Book

- Nā Kama Kai Activity Books will be provided at \$4.50 per unit to all DOE schools.
- The Activity Book graphics and text will be updated once during the contract period to include the most recent and relevant Cultural, Ocean and Marine information.

“Maka‘ala Bay: Lessons from the Sea” Animated Videos

- Nā Kama Kai has completed the production of 5 animation videos teaching the 5 learning stations offered at our Ocean Clinics. These include our Ocean Safety Station, Way-Finding Station, Ocean Experience Station, Outrigger Canoe Paddling Station, and our Stewardship and Conservation Station.
- Each video is approximately 8 minutes and can be used as resources for teachers as they build their lesson plans for their PDE3 course and classroom implementation.
- In 2025 Nā Kama Kai will produce additional content for the Maka‘ala Bay Animated Series to share more knowledge and offer additional learning opportunities through this effective platform.
- Twiddle Productions, Inc. created all of the animated content in partnership with Nā Kama Kai.
- The series is also available in ‘Ōlelo Hawai‘i.

Here is a description of the Nā Kama Kai learning stations whose concepts are included in the resources and materials listed above.

These "Learning Stations" (LS) create a rich, hands-on educational environment where Hawai'i's keiki can engage with both **ocean safety** and **cultural knowledge**, providing them with essential tools to not only navigate the waters safely but also develop a profound connection to their natural environment. Here's how each of these stations can work together to form a comprehensive, impactful learning experience:

LS 1: Kai Palekana (Ocean Safety) Station

This station emphasizes **ocean safety** as the foundation for everything that follows. Understanding one's limits and the environment are essential for keeping keiki safe while enjoying the ocean.

Key Elements:

- **K.A.I. Ocean Safety Principles:**
 - **Know your limits** – Encourage keiki to trust their instincts and listen to their na‘au (**gut feeling**). This is rooted in traditional Hawaiian wisdom, where intuition and **awareness** of one's body and environment are highly valued.
 - **Ask a lifeguard or responsible adult** – Stress the importance of never swimming **alone** and always seeking guidance from lifeguards, trained adults, or peers when in doubt.
 - **Identify the hazards** – Teach keiki to assess their surroundings before entering the water. Encourage them to take 5-10 minutes to analyze:
 - Wind direction and speed
 - Wave direction and size
 - Current direction and speed
 - Nearby vessels and surfers
 - Other beachgoers who could pose safety risks.
 - **Safety signs and warnings** – Keiki will learn about various beach safety signs and their meanings, helping them recognize potential risks and take appropriate action.

Learning Outcomes:

- Empower keiki to evaluate their surroundings and make informed decisions.
- Instill the importance of safety awareness and community responsibility.

LS 2: Ho'okele (Wayfinding) Station

This station connects traditional Hawaiian navigation with the ocean, using ancient knowledge of the stars, currents, wind patterns, and natural signs to safely navigate the waters.

Key Elements:

- **Traditional Navigation with Star Compass** – Keiki will be introduced to the star compass, a tool used by ancient Hawaiian navigators. Through this hands-on activity, they'll learn how Polynesian explorers used the stars to guide them across vast distances in the Pacific Ocean.
- **Environmental Awareness:** Teach keiki to recognize the importance of:
 - Wind patterns and how they influence travel.
 - Currents and swells, both critical for navigation.
 - Birds and stars as natural indicators of direction.

Learning Outcomes:

- Help keiki understand the deep connection between nature and navigation.
- Foster a sense of cultural pride and respect for the ocean's role in traditional Hawaiian wayfinding.

LS 3: Holo Kai (Ocean Experience) Station

At this station, keiki will engage with the ocean directly, participating in ocean sports that will enhance their understanding of both water safety and the joys of ocean recreation.

Key Elements:

- **One-on-one Ocean Mentorship:** Experienced mentors guide keiki through surfing or stand-up paddling, providing personalized instruction and ensuring safe practices.
- **Safe Use of Ocean Equipment:** Teach keiki the correct techniques for using surfboards, **paddles**, and other equipment, ensuring they are comfortable in the water while promoting safety.
- **Health Benefits:** Discuss the numerous physical and mental health benefits of spending time in the ocean, such as improved fitness, mental clarity, and stress relief.

Learning Outcomes:

- Build self-confidence and comfort in the water.
- Develop an understanding of the health benefits of engaging with the ocean, both physically and emotionally.

LS 4: Wa'a (Outrigger Canoe Paddling) Station

Outrigger canoe paddling offers a unique perspective of Hawai'i's coastline and ecosystem, while emphasizing teamwork, leadership, and self-reliance.

Key Elements:

- **Island Perspective from the Ocean:** Teach keiki about the land-water relationship. From the ocean, they will identify the valleys where rivers carry both freshwater and pollution into the ocean. This will deepen their understanding of how land-based activities impact the ocean.
- **Building Confidence in Deep Water:** Keiki will have the opportunity to swim in deep water with life vests, building self-confidence while under the careful supervision of instructors.
- **Teamwork:** Through paddling as a team, keiki will learn about the importance of working together to achieve a common goal, fostering a sense of unity and shared responsibility.

Learning Outcomes:

- Instill a deeper appreciation for the interconnectedness of land and sea.
- Build confidence and teamwork skills while fostering a strong connection to Hawaiian traditions of paddling.

LS 5: Mālama Kai (Conservation/Stewardship) Station

This station focuses on the principles of ocean conservation and stewardship, empowering keiki to see themselves as caretakers of the ocean and instilling a sense of kuleana (responsibility).

Key Elements:

- **Papahānaumokuākea Education:** Introduce keiki to the Papahānaumokuākea Marine National Monument, a UNESCO World Heritage site that represents the importance of Hawai‘i’s oceans. This will include:
 - Understanding the Kupuna Islands as part of Hawai‘i’s cultural and environmental heritage.
 - Exploring Hawai‘i’s role as the endangered species capital of the world, emphasizing the need to protect vulnerable marine life.
 - Discussing the issue of marine debris, which affects oceans worldwide, including Hawai‘i’s shores.
- **Geography and Location:** Teach keiki about Hawai‘i’s central location in the Pacific Ocean (Oceania), highlighting its unique environmental and ecological importance.
- **Personal Kuleana:** Instill the belief that caring for the ocean is a personal responsibility. “It is **MY kuleana** to mālama ‘āina / mālama kai” encourages keiki to take action in protecting their environment.

Learning Outcomes:

- Develop a sense of ownership and responsibility for the ocean and its ecosystems.
- Instill a mindset of conservation, encouraging keiki to become stewards of the land and sea.

Overall Program Integration:

Each station will not only teach valuable skills but will also be interconnected to provide a holistic learning experience. Together, they will:

- Reinforce the importance of safety through knowledge and practical experience.
- Encourage physical, emotional, and cultural connection to the ocean.
- Foster a deep sense of stewardship and responsibility for Hawai‘i’s marine and land resources.

By blending traditional Hawaiian knowledge with modern safety practices, this program will offer keiki the tools they need to navigate the ocean safely, understand its ecological importance, and act as responsible stewards of their environment. Through these five stations, Nā Kama Kai will empower a new generation of ocean intelligent Hawaiians who understand both the safety and cultural significance of the ocean in their lives.

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

PDE3 Credit Course for State of Hawai‘i DOE Teachers – Ocean Safety Education

Summer 2026 is the target implementation for all synchronous course meetings, with portfolio deadlines aligned to a Fall 2026 implementation schedule (e.g. portfolios due November and December 2026). This will allow for a Spring 2027 showcase and recruitment for a scaled round of PDE3 and educator involvement in Summer 2027 to create an opportunity to continue this work.

Milestone	Timeline
Design/Update PDE3 Credit Course	May 2026 – April 2026
Implement PDE3 Course with In-Person Ocean Clinic Events	May 2026 – October 2026
- Honolulu County	August 2026
- Hawai‘i County	October 2026
- Maui County	January 2027
- Kauai County	September 2026
Teacher Portfolios Due	April and May 2027

Ocean Safety Resources and Materials – Nā Kama Kai Activity Book and Animated Videos

Nā Kama Kai will begin production of additional animated videos aligned with the learning objectives of its 5 learning stations once under contract if awarded. The goal would be to be under contract by May 2026 and produce an additional full 30 minutes video by April of 2027. Additionally, we have laid out the milestones for the Activity Book update below. We must maintain the most current and relevant information in this important resource.

Milestone	Timeline
Animation Videos Production –	May 2026 – April 2027

Design Activity Book Updates	June 2026
Update Activity Book	July 2026
Activity Book and Animation Videos Complete and Ready for Teacher Use & Implementation	April 2027

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

The success of Nā Kama Kai's programs, particularly in the context of the PDE3 course for teachers, can be effectively measured using a combination of quantitative and qualitative assessment tools. These measures help ensure that the programs are meeting the Department of Education (DOE) standards, effectively engaging teachers and students, and ultimately achieving the program's goals of ocean safety education and cultural stewardship. Below is a breakdown of how these tools can be implemented to evaluate the program's success:

1. Quantitative Tools

These tools will focus on gathering data that can be objectively analyzed, providing insights into program participation, progress, and outcomes.

a. Participation Tracking

- **Goal:** Measure the extent of teacher participation and engagement across the four counties.
- **Metrics:**
 - **Enrollment Numbers:** Track the total number of teachers enrolled in the PDE3 course and compare it to the target (up to 120 teachers).
 - **Attendance:** Record and monitor attendance rates for each session and module, ensuring teachers are consistently engaged in the program.
 - **Completion Rate:** Track how many teachers complete the course and the certification process.
 - **County Representation:** Measure the distribution of participants across the four counties to ensure geographic coverage.

b. Knowledge Acquisition

- **Goal:** Assess how effectively the teachers are gaining knowledge about ocean safety, Hawaiian culture, and curriculum implementation.
- **Metrics:**
 - **Pre- and Post-Course Assessments:** Implement assessments before and after the course to measure knowledge gain. These assessments should cover topics like ocean safety practices, Hawaiian cultural traditions, and the PDE3 standards.
 - **Quiz Results:** Periodic quizzes during the course to check comprehension and track knowledge retention.
 - **Practical Skills Evaluation:** Assess teachers' ability to apply the knowledge in real-world scenarios (e.g., teaching ocean safety in classrooms).

c. Progress Monitoring

- **Goal:** Ensure that teachers are progressing through the course at an appropriate pace and achieving key milestones.
- **Metrics:**
 - **Module Completion:** Track which modules teachers have completed and whether they are on schedule.
 - **Interactive Engagement:** Monitor participation in discussions, group work, and practical sessions (e.g., simulations or classroom activities).
 - **Feedback Submission:** Collect data on how many teachers are providing input during feedback sessions and how actively they are engaging with the content.

d. Program Completion and Certification

- **Goal:** Ensure that the course meets the DOE framework standards and that teachers are properly certified.
- **Metrics:**
 - **Certification Rate:** Track how many teachers complete the course and receive certification.
 - **Timeliness of Completion:** Ensure that the course is completed within the DOE's required timeframes.
 - **Documentation of Accomplishments:** Keep a record of certificates of completion and other necessary documentation for DOE requirements.

2. Qualitative Tools

While quantitative data provides a clear picture of participation and outcomes, qualitative tools capture the personal experiences, feedback, and perceived impact of the program. This helps identify areas for improvement and deepen the understanding of how the program affects both teachers and students.

a. Teacher Feedback

- **Goal:** Collect feedback from teachers about their experiences in the course, the relevance of the material, and the impact on their teaching.
- **Tools:**
 - **Surveys:** After the course, distribute detailed surveys to collect feedback on course content, delivery methods, and overall effectiveness.
 - **Focus Groups:** Conduct focus groups with a representative sample of teachers to gather deeper insights into how they felt about the course's content and its application in the classroom.
 - **Interviews:** One-on-one interviews with teachers to understand their personal journey through the program and how it influenced their approach to teaching ocean safety.
- **Key Questions:**
 - How did the course meet your professional development needs?
 - What aspects of the course were most beneficial for your teaching?

- How confident are you in teaching ocean safety and Hawaiian culture in your classroom after completing the course?

b. Student Feedback (Keiki)

- **Goal:** Understand the impact of teacher training on students' learning and engagement with ocean safety and cultural stewardship.
- **Tools:**
 - **Student Surveys:** After the teachers implement the curriculum in the classroom, solicit feedback from students about their experiences learning ocean safety and Hawaiian culture.
 - **Observation:** Conduct classroom observations to assess how well teachers are able to integrate ocean safety practices and cultural elements into their teaching.
- **Key Questions:**
 - How much did you learn about staying safe in the ocean?
 - Do you feel more confident about being in the water after this lesson?
 - What cultural aspects of Hawai'i did you learn about and enjoy?

c. Teacher Reflection

- **Goal:** Encourage teachers to reflect on how they can incorporate ocean safety and cultural learning into their classrooms and future lessons.
- **Tools:**
 - **Reflective Journals:** Ask teachers to maintain a journal throughout the course, reflecting on their learning and how they plan to implement the lessons in their classrooms.
 - **End-of-Course Reflection:** At the end of the course, ask teachers to write a reflection on their experience and what they plan to change in their teaching practices moving forward.
- **Key Questions:**
 - What new teaching strategies or knowledge have you gained that you will use in your classroom?
 - How do you plan to engage students in ocean safety and Hawaiian cultural practices in the future?
 - What challenges did you face in applying what you learned, and how can these be overcome?

d. Program Facilitator Feedback

- **Goal:** Collect insights from those responsible for designing and delivering the PDE3 course to evaluate its overall effectiveness and identify areas for improvement.
- **Tools:**
 - **Facilitator Debriefs:** After each cohort of teachers completes the course, hold debrief sessions with the facilitators to discuss what went well and what could be improved.
 - **Observation of Teaching Sessions:** Have facilitators observe teachers as they deliver the curriculum in their classrooms and provide feedback based on their observations.

3. Continuous Improvement Based on Data

Once the quantitative and qualitative data are collected, Nā Kama Kai can use this information to make **data-driven decisions** for **improving the program** in future cohorts. Specifically:

- **Identifying Gaps:** Use participant feedback and knowledge assessments to identify areas where teachers may need further support or training.
 - **Curriculum Adjustments:** Based on teacher and student feedback, adjust the curriculum to address any gaps or challenges. This might include simplifying content, adding more hands-on activities, or improving cultural components.
 - **Improved Delivery Methods:** Analyze teacher engagement data and feedback to refine teaching methods, ensuring that the material is delivered in the most effective way possible.
 - **Scalability:** If certain methods are particularly effective, consider expanding them to more teachers or counties in future years.
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.

List of Measures:

- # of Teachers who enroll in the PDE3 Course
- # of Teachers who successfully complete the PDE3 Course
- # of Activity Books Distributed
- # of Animation Video Views
- # of Keiki Participants in Teacher designed lesson plans

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
\$81,200.00	\$81,200.00	\$81,200.00	\$81,200.00	\$324,800.00

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

Bill Healy Foundation, Portland, OR

Ama OluKai Foundation, Honolulu, HI

Atherton Family Foundation, Honolulu, HI

Hawaiian Electric, Honolulu, HI

Hawaiian Airlines, Honolulu, HI

NOAA, National Marine Fisheries Service, Pacific Islands Regional Office, Honolulu, HI

McPhail Family Trust

Hawaiian Native Corporation

Nike

The Foundation for Global Sports Development, Los Angeles, CA

Atherton Family Foundation, Honolulu, HI

City & County of Honolulu, Hawai'i

Matson Foundation, Honolulu, HI

Pamela K. Omidyar Trust, Honolulu, HI

Kamehameha Schools, Honolulu, HI

First Hawaiian Bank, Honolulu, HI

FCH Enterprises, Inc. Honolulu, HI

James & Abigail Campbell Family Foundation, Honolulu, HI

WSL Pure, Santa Monica, CA

VF Services, Irvine, CA

Patagonia, Ventura, CA

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.

Nā Kama Kai has not received any state or federal tax credits within the prior three years nor is it in the process of applying or has applied for any.

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.
 - a. City and County of Hawaii GIA 2022 and 2023
 - b. State of Hawaii GIA 2023, 2024, 2025
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.
 - a. \$423,829.52

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.

Nā Kama Kai, established in May 2008, has provided Ocean Safety and Conservation Awareness Clinics to approximately 41,000 keiki over the past 17 years. In 2024, they completed their first round of PDE3 courses and clinics for Kumu (teachers), with 83 educators across the state successfully completing the program and submitting student work portfolios. Additionally, Nā Kama Kai conducted 14 Ocean Safety and Conservation Awareness Clinics, serving 750 keiki on O‘ahu, Kaua‘i, and Hawai‘i Island at no cost. These events were supported by 1,975 volunteer hours. Their headquarters, Hālau Nā Kama Kai at Pōka‘ī Bay, provided services to 2,100 keiki and offered 200 days of meals to the community.

In 2023, Nā Kama Kai held 15 Ocean Safety and Conservation Awareness Clinics, reaching 1,045 keiki across O‘ahu, Kaua‘i, and Hawai‘i Island for free, with the assistance of 1,970 volunteer hours. They also launched a daily after-school program at Hālau Nā Kama Kai, offering meals, tutoring, ocean safety education, and participation in ocean sports such as surfing, canoe paddling, and stand-up paddling. This program aims to serve an additional 4,000 keiki in the Wai‘anae area.

In 2021, Nā Kama Kai initiated the Maka‘ala Bay: Lessons from the Sea Animated Series project, partnering with Education Incubator to develop ocean safety curriculum for classrooms. This collaboration provided insights into the formal education environment for keiki.

During the COVID-19 pandemic in 2020, Nā Kama Kai collaborated with Wai‘anae Coast Comprehensive Health Center to provide meals to keiki affected by school closures, distributing 84,800 meals, 46,930 lbs of pantry bags, 40,873 lbs of local produce, and 14,200 take-home meals. They also facilitated traditional Hawaiian surfboard making for 20 Alaka‘i Program participants and produced original songs to reinforce ocean clinic learning objectives.

In 2019, Nā Kama Kai conducted 12 Ocean Safety and Conservation Awareness Clinics, serving 735 keiki on O‘ahu at no cost, supported by 9 professional service workers and 40–75 volunteers per clinic. They secured a 1.25-acre lot with a two-bedroom house at Pilila‘au Army Recreation Center in Wai‘anae, establishing their first home base of operations. An exchange program with Brazil allowed Alaka‘i participants to share cultural practices and conduct an Ocean Clinic abroad, resulting in a documentary film showcasing this partnership.

Looking ahead, based on current enrollment rates, approximately 1,200 children are expected to attend ocean clinics in 2025. Despite primarily advertising through word of mouth, demand continues to exceed capacity, highlighting the unique and vital role Nā Kama Kai plays in providing ocean safety and conservation education to youth in Hawai‘i and beyond.

ABOUT EDUCATION INCUBATOR:

Education Incubator is a Hawai‘i-based nonprofit dedicated to creating opportunities for youth and educators to be agents of change for a more positive world through place-based social impact entrepreneurship and innovation, curriculum development, and professional development. EI works with kids and community to design and implement unique place-based, solution-oriented initiatives based on the core value of Innovation With Aloha. EI has worked with hundreds of youth and adults through in- and out-of-school programs to approach community problem-solving and solution-generating through the lens of passion, purpose, and positive-change, serving dozens of clients in local communities with authenticity and aloha. We are committed to ‘āina-based education and indigenizing innovation and entrepreneurship for societal good, and work to support various community organizations to develop approaches and stances in their programs to embrace culture, place, and purpose.

Listed below is a sampling of our projects and services, please feel free to contact us for a complete listing:

- Foundations of ALOHA, funded by various organizations, focusing on anchoring self, family, home, classroom and community to place-based, culture-based learning. Integration of mindfulness/SEL, STEM + creativity, Hawaiian cultural values, and technology explorations for development of kilo skills. This program and its derivatives serve 1000+ families, individuals and youth from various organizations and communities, and has been on-going since March 2020. Derivatives include home-based, family-focused learning workshops sponsored by Office of Hawaiian Education, as well as professional development courses for educators and government employees.
- Hawai‘i Online Portal for Education (HOPE), funded by the Governor’s Emergency Education Relief Fund via RCUH. Focused on digital technology integration and curriculum development supports for public, private, charter, and alternative education teachers and leaders across Hawai‘i; focus is on building capacity and empathy of digital

and online tools and their effect on student learning, and creation of an online repository of Hawai‘i-focused, Hawai‘i-created materials across various content areas and grade levels. EI is the project architect and manager for this \$5M project in service of HAIS, UH, HIDOE, and State of Hawai‘i. 2020-2021.

- Moonshot Laboratory Hawai‘i, funded by Kamehameha Schools, benefitting Native Hawaiian and Pacific Island students of Roosevelt High School, Hālau Kū Māna Public Charter School, Voyager Public Charter School, and University Laboratory Public Charter School through indigenizing innovation and entrepreneurship. 2017-2019.
 - XLR8YOUTH Community and Youth Innovation Programs, funded by Castle Harold KL Castle Foundation, benefitting youth, working professionals, community organizations and leaders in a series of workshops, design sprints, and talk-stories to explore innovation and entrepreneurship towards a Thriving Hawai‘i. Serving over 300 participants ages 8-80 across all Counties of Hawai‘i. 2018-2020.
 - Innovation Academy, funded by Kāne‘ohe Elementary School, benefitting Kāne‘ohe Elementary School Grades 4-6 inclusion classrooms in place-based, purpose-based, problem- and project-based learning focused on restoring health to Kāne‘ohe ‘āina and communities. 2017-2021.
 - Innovation Program, funded by Central Middle School, benefitting Central Middle School Grades 7-8 through project- and problem-based learning focused on place, purpose, and passion. 2019-2020.
 - Innovation Program, funded by Kamehameha Schools, benefitting Kinai ‘Eha (alternative education program located at Kawaiola, campus of Hawai‘i Youth Correctional Facility). Focus on integrating technology and ‘olelo Hawai‘i into construction academy. 2018.
 - Innovation, Entrepreneurship, and Purpose Development programs and curriculum development variations, funded by and created for Liliuokalani Trust, benefitting kamali‘i ages 10-24, and staff members of Kipuka statewide. 2019-2021.
 - Social and Business Entrepreneurship programs and curriculum development funded by and created for Council for Native Hawaiian Advancement, focused on indigenizing innovation and entrepreneurship in service of ‘āina and lāhui. 2020-2021.
 - Innovation Program, UH Maui College, Early College Course; focused on collaborations between greenhouse technologies, creative media, and product-based learning. 2019.
 - Professional Development, Maryknoll High School; purpose, passion, and PBL. 2019.
 - Professional Development, Hawai‘i Technology Academy; purpose and belonging. 2018-2020.
 - Professional Development, Campbell High School; purpose, passion, innovation and entrepreneurship. 2019.
 - Professional Development, Laupahoehoe Public Charter School, STEM + SEL. 2019.
 - Professional Development, St. Mark Lutheran School; purpose development. 2019.
 - PDE3 Course on Innovation and Invention in Elementary School classrooms, benefitting teachers from Pearl Harbor Elementary, Kalihi Kai Elementary, Kamiloiki Elementary; STEM + SEL. 2020.
 - Strategic Visioning Facilitation, Mō‘ili‘ili Community Center. 2019-2020.
 - Strategic Visioning Facilitation, Hawai‘i Pacific Parks Association. 2021.
- Strategic Visioning Facilitation, KEY Project. 2020.

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.

In order to gain access to the water for Ocean Safety and Awareness clinics, Nā Kama Kai utilizes state and city beach parks for their training venue. An extensive safety and emergency protocol has been implemented to ensure all keiki involved in clinics are kept out of harm's way (Safety and Emergency Protocol will be made available on request). On site locations for training will occur at event sites in preparation of each activity. The on site Director of each project ensures maximum accessibility, safety, and support for service delivery. The Director implements the Safety Protocol at each event to ensure all activities are conducted safely. Event sites owned by the State of Hawai'i or the City and County of Honolulu all have accessible restrooms and doorways.

PDE3 Course participants will be provided virtual content and meeting resources to complete and review course work.

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.

Position Title	# of Positions	FTE	% funded by this proposal	Primary Responsibilities
CEO	1	1	25%	Contract oversight, program management and staff supervision, program planning, design and development, budget approval and management, completion of reporting requirements, designs safety protocols
COO	1	1	25%	Program management and staff supervision, program planning, design and development, budget design and management, completion of reporting requirements, responsible for day to day operations
NKK Kapena (Captain)	1	1	25%	Execution and coordination for daily programming across Nā Kama Kai programs. Schedules staff, preps and maintains equipment, communicates with program participants
Administrative Assistant	1	1	25%	Maintains financial records, coordinates schedule of events and activities, ensures correspondence is done in a timely manner
Operations	1	1	25%	Assists in all phases of program

Coordinator				implementation,
Program Coordinator	1	1	25%	Assists in all phases of program implementation,
Ocean Clinic Director	2	n/a	Contract	Oversees all ocean clinic activities, ensures clinic activities are completed in a timely manner, program management and staff supervision, ensures safety protocols are in place
Ocean Clinic Professional Services	9	n/a	Contract	Provides specialized guidance and instruction to participants
PDE3 Course Administrator and Education Content Designer	1	n/a	Contract	Designs/Updates PDE3 Ocean Safety Course, Designs/Updates K-12 Curriculum in partnership with Ocean experts, program management and staff supervision, accountable to PDE3 standards and results
PDE3 Course Instructor	2	n/a	Contract	Facilitates PDE3 course with participants across the State of Hawai‘i,

Staff Qualifications

Position	Minimum Position Requirements	Education and Experience
CEO	CPR Certified, USLA Lifeguard Certified, and First Aid Certified, PWC Rescue	Duane DeSoto: High School Grad, Professional Surfer, and CEO/Co-founder of Nā Kama Kai
COO	CPR Certified, First Aid Certified, Red Cross Lifeguard Certified, PWC Rescue	Matthew Kauwe: Bachelor of Arts in Economics at the University of Hawai‘i at Mānoa, 24 years Business Operations and Organization Management, 29 years surfing,
NKK Kapena (Captain)	CPR Certified, First Aid Certified, Red Cross Lifeguard Certified; Merchant Mariner Credential	Maleko Lorenzo: AA in Applied Science (small vessel fabrication and repair), 12 years Voyaging Experience with Polynesian Voyaging Society.
Operations Coordinator	Strong organizational skills, understands the internet, skilled use of Microsoft Word, Excel, Graphic design and event booking software	Philamer Perlas-Felicitis: MS in Digital Audience and BA in Graphic, Highly skilled administrative assistant
Administrative Assistant	Strong organizational skills, understands the internet, skilled use of Microsoft Word, Excel, Graphic design and	Currently Hiring Position

	event booking software	
Program Coordinator	Skilled waterman, CPR Certified, First Aid Certified, Red Cross Lifeguard Certified, PWC Rescue	Micah Liana: High School Grad, 20 years surfing, Ocean Rescue Certified, Professional Surfer
Ocean Clinic Coordinator	Strong Leadership Skills, CPR Certified, First Aid Certified, Red Cross Lifeguard Certified	Anthony Aurely: High School Grad, 27 years surfing, 10 year Nā Kama Kai volunteer, Surf Coach Certified
Ocean Clinic Assistant	Skilled waterman, CPR Certified, First Aid Certified, Red Cross Lifeguard Certified	Dean Marzol: High School Grad, 28 years City and County of Honolulu Lifeguard (retired), Ocean Rescue Certified, Professional Body Boarder
Ocean Clinic Professional Services	Practitioner in their respective fields	Noland Keaulana: Lifeguard since 2009, Bruce DeSoto: Canoe specialist since 1980, Scott McPhail: SUP expert and experienced waterman, Nā Kama Kai volunteer since 2008
PDE3 Course Administrator	Experience in design and facilitation of Teacher Professional Development courses, Strong background in Education	Miki K. Tomita: B.S.E. in Biosystems Engineering at the University of Hawai‘i at Mānoa, and a Ph.D. in Education at Stanford University, Founder and CEO of Education Incubator, Worked in education for 20 years as a teacher/administrator/curriculum developer/researcher, curriculum developer of place-based/culture-based programs and content, Polynesian Voyaging Society and Hōkūle‘a education director and assistant to Pwo Navigator Nainoa Thompson
PDE3 Course Instructor	Experience facilitating Teacher Professional Development courses, Strong background in Education	Hye Jung Kim: Bachelor of Science in Pure Mathematics at University of Central Florida, Master’s Degree in Mathematics the University of Hawai‘i at Mānoa, Chief Program Officer and Lead Instructor of Education Incubator, Worked with youth in public, charter, and independent K-12 schools including Aka‘ula School, ‘Iolani School, Noelani Elementary School, and University Laboratory School, Worked at the University of Hawai‘i West O‘ahu and Kapiolani Community College as a mathematics and mathematics education instructor, Volunteer crew member of the Polynesian Voyaging Society, Fellow at the National Science Foundation’s GK-12 program Logan Narikawa, Masters in Theological

		Studies from Harvard Divinity School, Ph. D. candidate in the American Studies department at the University of Hawai‘i at Mānoa, Program Assistant of Education Incubator, Worked with youth and adults in various in and out of school settings, through his time with Teach For America, Polynesian Voyaging Society, and KAHEA
--	--	---

Supervision – Nā Kama Kai ensures robust supervision in all youth programs with a logical chain of command. The CEO supervises the COO, who oversees Program Directors and supports Program Coordinators as needed. Program Directors manage Coordinators and Special Project Instructors, while the Program CEO reports to the Board of Directors. Open communication is encouraged through an “Open Door Policy,” providing access to supervisors at all levels. Monthly feedback and mentorship training ensure continuous improvement in program offerings.

Training - Nā Kama Kai has developed a two-level training program designed to meet the needs of the organization and ensure the highest standards of safety during its activities. The primary and foremost priority is the safety and well-being of all participants, staff, and volunteers involved in Nā Kama Kai ocean clinics.

To uphold this commitment to safety, Nā Kama Kai requires that at least four certified CPR and First Aid staff or volunteers are present at every ocean clinic. This standard ensures that trained individuals are always on hand to respond promptly and effectively to any medical emergencies that may arise during activities.

To facilitate this, Nā Kama Kai actively provides opportunities for staff and volunteers to obtain or renew their CPR and First Aid certifications. All team members are promptly notified when training sessions are available, ensuring accessibility and convenience. These training programs are conducted by qualified professionals and include hands-on practice to build confidence and competence in emergency response.

In addition to CPR and First Aid training, Nā Kama Kai promotes a culture of safety through regular communication, pre-clinic safety briefings, and the use of appropriate safety equipment. Volunteers and staff are educated on ocean safety protocols, environmental awareness, and risk management to create a secure and enjoyable experience for all participants.

By maintaining a well-trained and safety-conscious team, Nā Kama Kai ensures that its mission to connect keiki (children) with the ocean is carried out in a manner that prioritizes care and responsibility for everyone involved.

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.

Visual Organization Chart included in attachments

Board of Directors

- Duane DeSoto CEO
 - Matthew Kauwe COO
 - Miki Tomita PDE3 Course Administrator
 - Hye Jung Kim PDE3 Course Instructor
 - Logan Narikawa PDE3 Course Instructor
 - Maleko Lorenzo NKK Kapena
 - Philamer Perlas-Felicitas Operations Coordinator
 - Micah Liana Program Coordinator
 - Anthony Aurely Ocean Clinic Coordinator
 - Dean Marzol Ocean Clinic Assistant
 - Bruce DeSoto Ocean Clinic Professional Services
 - Scott McPhail Ocean Clinic Professional Services

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.

CEO	\$110,000.00
COO	\$105,000.00
NKK Kapena	\$75,000.00
Program Coordinator	\$70,000.00
Operations Coordinator	\$60,000.00
Administrative Assistant	\$55,000.00

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

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.

Not Applicable

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.

This grant will support the statewide system of public schools and not any sectarian or nonsectarian private educational institution.

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.

Upon receiving the Grant in Aid (GIA) funding for fiscal year 2026, Nā Kama Kai will continue to work diligently to strengthen our programs and fund development strategies. Our approach to fund development is built on five key components: the annual Pa‘akai Gala fundraiser, merchandise sales, individual donor cultivation, major gifts, and grants.

Pa‘akai Gala

The Pa‘akai Gala serves as our signature annual fundraising concert and dinner. To date, we have successfully hosted 13 Galas, with each event surpassing expectations and demonstrating growth in both participation and revenue.

The first Pa‘akai Gala, held at the Pacific Club, netted a profit of \$24,000. In 2020, due to COVID-19 restrictions, we transitioned from an in-person format to a broadcast event, which proved to be

our most successful fundraiser at the time, netting \$78,000. In 2024, we returned to an in-person format at the prestigious Royal Hawaiian Monarch Room, shattering previous records with a net profit of \$208,000. The success of the Pa‘akai Gala underscores its importance as a cornerstone of our fund development strategy.

Merchandise Sales

Merchandise sales are a growing component of Nā Kama Kai’s fundraising and marketing efforts. In 2021, we expanded our merchandise offerings through our website, allowing us to reach national and international markets. This initiative complements sales at our events and increases our visibility. Moving forward, we aim to continue growing this revenue stream, leveraging our brand to connect with supporters near and far.

Individual Donor Cultivation

Cultivating relationships with individual donors is critical to our long-term success. Across the United States, nonprofit organizations receive approximately 60% of their funding from individual donors. Currently, Nā Kama Kai receives less than 10% of its funding from this source, highlighting significant potential for growth. By engaging with our community and clearly communicating the purity and impact of our mission, we aim to expand this essential funding base.

Major Gifts

Nā Kama Kai has had some success securing major gifts, and we believe the strength and authenticity of our mission have the potential to attract even more significant contributions. Building trust and long-term relationships with major donors remains a priority in our fundraising strategy.

Grants

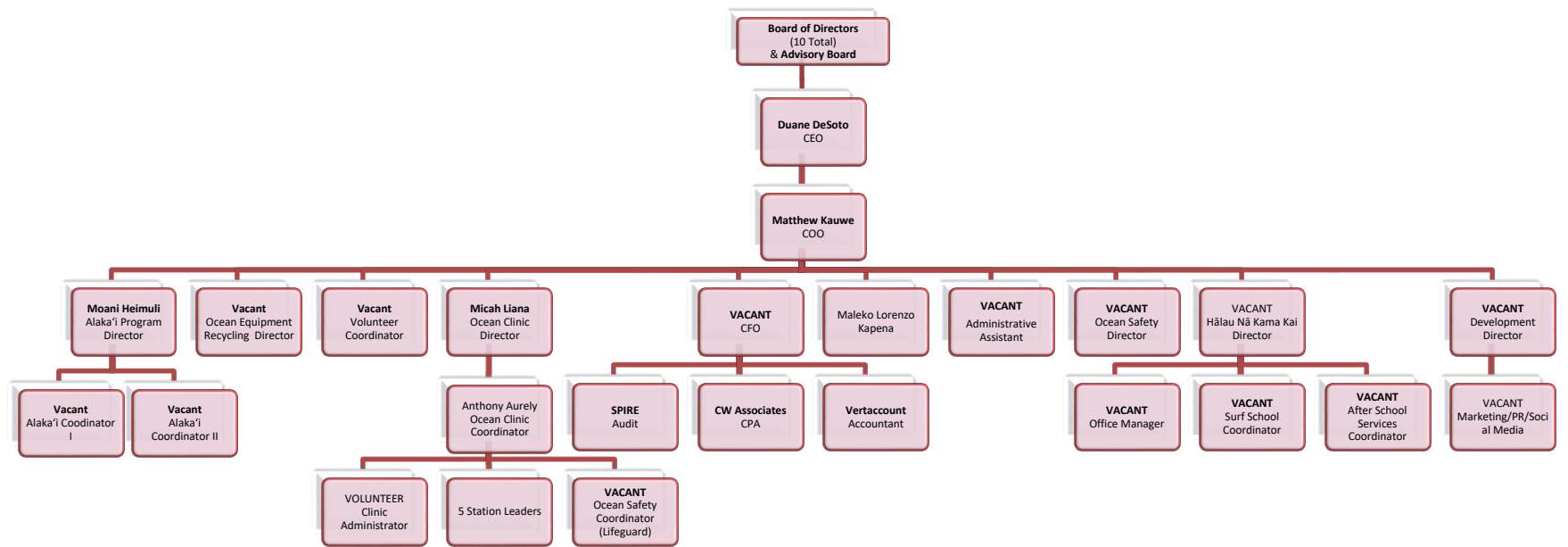
Grants are a vital component of Nā Kama Kai’s funding strategy. The GIA funding allows us to showcase our credibility to other funders by demonstrating support from diverse sources, including state, private, and federal sectors. This grant is instrumental in funding full-time positions, which enhances our capacity to secure additional program-focused grants. As a result, Nā Kama Kai can continue to improve and expand our services for the keiki of Hawai‘i.

Post-GIA Sustainability Plan

If Nā Kama Kai were to cease receiving GIA funding after fiscal year 2026, we would be stronger and more resilient due to the knowledge and experience gained from prior support. Our commitment to executing a well-rounded fundraising plan would provide the financial stability needed to sustain our current level of operations. We would carefully assess our program structure to ensure consistency and efficiency while limiting growth until new funding sources are secured. Nā Kama Kai is always actively pursuing grants and private funding to maintain and expand our services.

Looking Ahead

Nā Kama Kai began with humble beginnings and has achieved remarkable success through a steadfast commitment to our mission. We aim to position ourselves as a lasting legacy for Hawai‘i’s keiki, ensuring that our programs continue to thrive with or without GIA funding. With strategic planning and community support, Nā Kama Kai will remain a beacon of opportunity and inspiration for generations to come.



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Nā Kama Kai

Applicant: _____

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	118,750			
2. Payroll Taxes & Assessments	13,538			
3. Fringe Benefits	7,363			
TOTAL PERSONNEL COST	139,650			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	20,000			10,000
2. Insurance	3,500			
3. Rental/Transport of Equipment	6,000			6,000
4. Permits for Ocean Clinics	500			
5. NKK Activity Book Production	10,000			
6. NKK Printed Activity Books for Teachers	12,150			
7. Animation Expenses	50,000			
8. PDE3 and K-5 Curriculum Development	25,000			
9. PDE3 Clinic Instructional Staff Accommodations and Ground Transport	20,000			
10. PDE3 Education Materials Supplies	2,000			
11. PDE3 Teacher Portfolio Review	24,000			
12. PDE3 Office Hours for Teachers	12,000			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	185,150			16,000
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	324,800			16,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	324,800	Matthew Kauwe 808-372-2813		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		<i>Matthew Kauwe</i> 1/15/24		
(d) Total Private/Other Funds Requested	16,000	Signature of Authorized Official Date		
TOTAL BUDGET	340,800	Matthew Kauwe, COO Name and Title (Please type or print) _____		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Nā Kama Kai

Applicant: _____

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
CEO		1	\$110,000.00	25.00%	\$ 27,500.00
COO		1	\$105,000.00	25.00%	\$ 26,250.00
NKK Kapena (Captain)		1	\$75,000.00	25.00%	\$ 18,750.00
Ocean Clinic Coordinator		1	\$70,000.00	25.00%	\$ 17,500.00
Operations Coordinator		1	\$60,000.00	25.00%	\$ 15,000.00
Admin Assistant		1	\$55,000.00	25.00%	\$ 13,750.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
TOTAL:					118,750.00

JUSTIFICATION/COMMENTS: The staff listed on this schedule are required to successfully implement the program outlined in this grant request.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

NĀ KAMA KAI

Period: July 1, 2025 to June 30, 2026

Applicant: _____

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				
NONE REQUESTED				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

NĀ KAMA KAI

Applicant: _____

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:						
JUSTIFICATION/COMMENTS: <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> NONE REQUESTED </div>						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

NĀ KAMA KAI

Applicant: _____

Contracts Total: 1,104,490

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Hālau Nā Kama Kai Youth Community Center	10/1/2023-9/30/2024	Department of Community Services	Honolulu	200,000
2	Hālau Nā Kama Kai Youth Community Center	10/1/2022-9/30/2023	Department of Community Services	Honolulu	199,590
3	Nā Kama Kai Ocean Safety PDE3 Course FY25	awaiting contract	Office of Community Services	State of Hawai'i	150,000
4	Nā Kama Kai Ocean Safety PDE3 Course FY24	6/1/2024-5/30/2025	Office of Community Services	State of Hawai'i	250,000
5	Nā Kama Kai Ocean Safety PDE3 Course FY23	5/1/2023-4/30/2024	Office of Community Services	State of Hawai'i	257,500
6	Sustainable Fishing Practices - Lawai'a Pono	10/1/21-9/30/22	NOAA	U.S. Dept of Commerce	16,400
7	Awareness Clinics to Teach and Disseminate Information about the Status, Natural History and Conservation of the Critically Endangered Hawaiian Monk Seal	09/01/2019-08/31/2020	NOAA	U.S. Dept of Commerce	11,000
8	CARES Act Funding for small businesses	FY 2020	Office of the Mayor	C&C of Honolulu	20,000
9					
10					
11					
12					
13					
14					
15					

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

Matthew Kauwe

Matthew Kauwe, COO

January 16, 2025

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE