

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

Niki Shishido, Executive Director
PRINT NAME AND TITLE

1/17/2025
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:

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:



Authorized Signature

Name and Title

Date Signed

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.

Please see attached.

2. Declaration Statement

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

Applicant, Pacific & Asian Affairs Council affirms its compliance with Section 42F-103, Hawaii Revised Statutes. Please see attached.

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](#).

Applicant, Pacific & Asian Affairs Council attests 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;

The Pacific & Asian Affairs Council (PAAC) is a Hawai'i based 501(c)(3) nonprofit global education organization established in 1954 with a mission to promote youth understanding of, and engagement in, global and international issues; in particular, Hawai'i's role in the Asia-Pacific region. PAAC programs prepare the next generation of Hawai'i leaders for an increasingly interconnected world, promoting citizen diplomacy and global competence in our youth. Our programs

build bridges from Hawai'i to the world, inspire young leaders, and develop global citizens one handshake at a time.

Throughout PAAC's 71-year history, more than 100,000 high school students statewide have participated in the flagship, award-winning High School Global Education Program, in which students develop 21st century skills through a menu of engaging activities and robust curriculum designed to teach youth the complexities of global issues and ways they can be addressed, developing 21st century skills required to thrive as adults in an increasingly global community, career, and life.

During a typical year, 1,000 students statewide, on average, participate in PAAC programming comprised of Clubs, an interschool conference, and Study Tours, among other non-traditional, experiential learning opportunities, to support development of students' critical thinking, leadership, empathy, and cross-cultural collaboration skills.

Over the past 21 years, more than 400 youth from across the state have participated in PAAC Study Tours, an immersive learning opportunity in which students travel to a country in the Asia-Pacific for 10 days on average, regardless of ability to pay. The trip differs from other typical youth travel programs since the itinerary is shaped by learning objectives, includes career exploration elements, mixes Hawai'i students from a variety of schools and backgrounds to form this travel community, and offers significant financial aid scholarships. Since 2004, PAAC has awarded more than \$1.4 million in scholarships for over 70 Study Tours in Japan, China, South Korea, Vietnam, the Philippines, Indonesia, New Zealand, and Tahiti.

Schools currently engaged in PAAC programming include:

*Farrington High School
Hawai'i Preparatory Academy
Hawai'i Technology Academy -
Kona
Hawai'i Technology Academy –
O'ahu
*Hilo High School
'Iolani School
James Campbell High School
*Kaimuki High School
Kalani High School
Kapa'a High School
*Kealakehe High School
*King Kekaulike High School

*Konawaena High School
*Leilehua High School
Maui High School
Mililani High School
Moanalua High School
*Nanakuli High School
Punahou School
Radford High School
Roosevelt High School
St. Andrew's Schools – The Priory
Waiākea High School
Waialua High School
*Waimea High School
*Waipahu High School

** Title I schools, a federal education program to support low-income students.*

2. The goals and objectives related to the request;

PAAC requests \$175,000 for seed funding to establish a **State of Hawai'i Sister-State Youth Explorers Program** which will select students from public high schools (targeting Title I schools) to participate in a program that develops their self identity, leadership skills, and understanding of global issues through participation in a Study Tour to a Sister-State of the State of Hawai'i. Funding support ensures students statewide are not limited by inability to pay.

Specifically, the goals and objectives of this request are as follows:

Goal 1: Support the personal and career development of students from Hawai'i public schools, specifically those from low-income families and/or Title I High Schools.

Objective 1a: At least 14 Student Explorers will participate in the program with the aim of having Title I Schools represented.

Objective 1b: Student Explorers will explore the culture of the Study Tour destination, learn about our host culture (Hawai'i), learn more about their leadership styles, and gain a better understanding of the country they will visit.

Objective 1c: Student Explorers will experience first-hand the people, culture, history, economy, education system, every day life, challenges and successes of the country they visit.

Objective 1d: Student Explorers will meet with organizations related to their country destination and/or the Sister-State relationship.

Goal 2: Student Explorers will share their experience with their communities to inspire others to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action.

Objective 2a: Student Explorers will create an e-portfolio consisting of an e-portfolio and/or video recap of their program journey to share with the community.

Goal 3: PAAC will provide global education to a greater number of students in more areas of our islands.

Objective 3a: In addition to the 14 Student Explorers, PAAC anticipates that after the completion of this program (after the end of the grant period) at least 10 additional students from each of the explorers' schools will participate in PAAC programs.

3. The public purpose and need to be served;

Public Purpose

The public purpose served by the proposed project is of great benefit to communities throughout the state. The Sister-State Youth Explorers Program aims to be a powerful experience where student participants develop their global competence, support connections between the State of Hawai'i's Sister-States, and inspire those in their communities through their experience. In addition, the potency of travel, and traveling together, will help these students build bonds and lasting relationships between each other.

Why does global competence matter? According to Asia Society Education's article, "Five Reasons Why Global Competence Matters":

1. Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.
 - Global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.
2. A new generation of students requires different skills from the generations that came before.
 - The world is changing fast. Boundaries—literal as well as figurative—are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.
3. More than ever before, individual actions reach around the globe.
 - Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict can seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.
4. Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.

- Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits like critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behavior and world events.
5. Success in career and life will depend on global competence, because career and life will play out on the global stage.
- Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future.

The program also aims to support the State of Hawai'i's Sister-State program. By traveling to countries with Sister-State status our Student Explorers will help to raise Hawai'i's profile internationally, which can support future dynamic cooperative programs which could help to stimulate Hawai'i's economy. Prospective Sister-State Study Tour destinations include: Bali, Indonesia; Taiwan; Okinawa, Japan; Hokkaido, Japan; Jeju, South Korea; Hainan, China; Cebu, Philippines.

Student Explorers will share their experiences with their communities, which will undoubtedly inspire family, community members, peers, and educators to look at life through a global lens. Based on past experiences, PAAC highly anticipates that after completing the program, Student Explorers will be motivated to partake more in school (and life) and take the lead to get more students engaged in PAAC. Many students who travel with PAAC return and start a PAAC Club at their high schools. This provides greater numbers of students in more communities throughout Hawai'i a valuable out of school time experience which will hone their global competence.

Need

PAAC continues to be the only organization to fund and implement year-round global education programs, including Study Tours, to Hawai'i youth regardless if they attend public, private, charter or home school. In addition, PAAC provides scholarships to support students participating on study tours to make it affordable for Hawai'i families exhibiting financial need or who have demonstrated commitment to PAAC. When analyzing the family income through tax returns (as part of current PAAC study tour applicants) it is very clear that Hawai'i families are struggling financially. According to United for ALICE (Asset Limited, Income Constrained, Employed), 44% of Hawai'i households were below the ALICE Threshold. With limited assets, these 44% of households would not be able to

afford to send their child on a Study Tour without the support of financial aid scholarships.

The importance of youth studying abroad include:

Enhanced Intercultural Competence: Students who participate in study abroad programs develop a deeper understanding of different cultures, leading to improved communication skills and greater cultural sensitivity.

Personal Growth: Living and studying in a foreign country challenges students to adapt to new environments, fostering independence, resilience, and self-confidence.

Academic and Career Advantages: Exposure to diverse educational systems and global perspectives can enrich academic learning and make students more competitive in the job market.

When looking at the education landscape in Hawai'i, many high schools, including private high schools, offer opportunities for students to travel overseas. The abundance of these programs underlines the perceived value of providing Hawai'i youth these experiences overseas. However, many schools, especially public schools, do not have the resources to design their own travel programs and therefore utilize companies like EF Tours or travel to take part in an overseas competition. PAAC serves as this resource to develop a specialized curriculum and curate experiences for students to have a truly valuable overseas experience while connecting students with peers outside of their own communities.

When looking at the importance of global education and development of global competence it is rare to see Hawai'i public schools find the capacity to focus on these areas. However, at Punahou School, one of Hawai'i's highest regarded secondary educational institutions, there is a designated center, the Wo International Center, which is designed to "support[s] programs, curriculum and pedagogy to promote globally competent learners who know their world, skillfully interact with their world, and have a disposition for action." Most Hawai'i public high schools do not have the resources to provide this kind of support, which is what PAAC can provide.

Global education prepares youth who are inheriting an increasingly interdependent environment (Goren et al., 2019). More than half of new Hawai'i high school graduates are perceived to be ill-prepared for the rigors of Hawai'i's current economy and for the future changing economy, according to a survey conducted by the Hawaii P-20 Partnerships for Education, among 123 Hawai'i employers (2012).

Global competence is also positively correlated with community socioeconomic stability, mobility, and health (Organisation for Economic Cooperation and Development 2018). It is also a pathway to increased opportunity for low- to moderate-income (LMI) families – of which this program focuses on supporting through Title I schools – disrupting intergenerational socioeconomic disadvantage, as well as supporting economic stability across our diverse statewide communities, paving the path to more equitable access to fast-growing and high-paying 21st century careers and building non-cognitive skills such as self-efficacy, interest and curiosity, problem-solving, and collaboration (Fredericks, 2017).

Research shows global education and global competence are significant precursors for success in the 21st century workforce for youth worldwide (Organisation for Economic Cooperation and Development, Asia Society, 2018). Characteristics of global competence include leadership and socioemotional skills, active listening, civic learning, critical thinking, and tolerance for cultural diversity and differing views, among others. These skills have been identified as critical to students’ – and Hawai’i’s – short and long-term success and sustainability by Hawai’i educational stakeholders, such as the Hawai’i Department of Education (HIDOE) and Hawai’i P-20 Partnerships for Education.

In an increasingly interdependent world, Hawai’i has an opportunity to empower its youth to be the next leaders of a global tomorrow. Support for this project will ensure youth from around the state have access to the experiential educational opportunities and international topics that are overwhelmingly attributed to better outcomes for youth and the communities in which they reside (Organisation for Economic Cooperation and Development 2018).

In addition, according to the National Center for Education Statistics, “87% of public schools reported that the COVID-19 pandemic has negatively impacted student socio-emotional development during the 2021–22 school year”. Additionally, 84% of public schools agreed or strongly agreed that students’ behavioral development has also been negatively impacted. High school youth who have lived through the unexpected and isolating pandemic can greatly benefit from a transformative experience such as an organized study tour with peers which allows them to explore the world, challenge themselves to reach beyond their boundaries and comfort zones, and build new relationships for social and emotional wellbeing.

4. Describe the target population to be served; and

The proposed project serves youth in grades 9-12 who attend Hawai’i public high schools with the aim to serve students from Hawai’i’s public Title I High Schools.

5. Describe the geographic coverage.

The program aims to serve students from public high schools including Title I High Schools which would cover six islands (Hawai'i, Kaua'i, Lana'i, Maui, Moloka'i, and O'ahu) in 15 HIDOE complex areas.

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;

The Sister-State Youth Explorers Program will consist of five major parts: 1) promotion of opportunity, 2) selection of participants, 3) pre-study tour programming, 4) Study Tour and reflection, and 5) storytelling. All participants will be asked to pay \$500 as a guarantee for the program.

Promotion of Opportunity:

In partnership with the HIDOE, PAAC will promote the opportunity through dissemination of information to all Hawai'i public high schools, through television news, and online social media platforms.

Selection of Participants:

PAAC's Study Tours Director (STD) will steer the applications and selection of the 14 Student Explorers. The Study Tours Intern, High School Global Education Program Director (HSGEPD) and High School Global Education Program Coordinator (HSGEPC) will support as needed.

Pre-Study Tour Programming:

PAAC will create a curriculum for the Student Explorers that will incorporate elements such as: identity (understanding their culture, understanding our host culture in Hawai'i), knowledge (learning about the country they will travel to, learning about global issues such as through the lens of the United Nations Sustainable Development Goals), community building, and networking with organizations (businesses, chambers of commerce, cultural groups, etc.) related to the destination country. Curriculum development will be co-developed by the STD, HSGEPD, and HSGEPC.

Student Explorers will meet prior to travel, both in-person and virtually for these workshops. A meeting with parents will also be conducted to provide an

overview of the program, review safety policies and ensure students and parents understand goals, expectations, and logistics.

Study Tour and Reflection

The Study Tour is anticipated to take place in either March or June for approximately 9-12 days. Tasks are primarily facilitated by the STD and include:

- Conceptualizing and planning the Study Tours and working with a travel agent/international partner to secure flights, hotel and other logistics.
- Conduct inspection trip to meet with local partners, coordinate logistics, map out the schedule, etc.
- Reviewing applications and conducting student interviews with the Study Tour committee to select participants.
- Selecting and preparing co-chaperone(s) for the trip (four to five teachers/adults).
- Serving as the lead chaperone on at least one of the Study Tours; ensuring the safety of students as well as managing trip logistics and funds to ensure the educational components are met.
- Assisting students in sharing their experience and reflection through an e-portfolio which will be a continuous work through the project period. This will consist of an e-portfolio and recap video done by each Student Explorer.

Storytelling

Student Explorers will receive training and guidance on e-portfolio and video creation from PAAC's Events & Communications Coordinator and/or other experts. This content will be shared through social media and pitched to news media (print, radio, and television) locally, domestically, and internationally (in the destination country). PAAC will also pursue opportunities for students to speak on Hawai'i local news programs and/or make presentations at their schools or in their communities.

The Study Tours Intern, Executive Director, Events & Communications Coordinator, HSGEPD, and HSGEPC will support with all program elements as needed.

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

JULY - OCTOBER
Project period begins with recruitment planning and finalizing the project work plan with staff and project partners. Initial communication outreach can begin to school administrators.
Begin developing pre-Study Tour curriculum which will be a work-in progress through December.

Inspection trip is made to the destination country by the Study Tours Director.
Finalize the application process and selection criteria. Begin drafting Study Tour itinerary.
NOVEMBER - DECEMBER
Applications open and remain open until early January.
JANUARY
Applications close. Study Tour committee determines who will advance to an interview. Interviews are conducted. Student Explorers are selected and confirm their participation.
FEBRUARY – MAY
In-person workshops (online and in-person): introduction to the program, community building, covering knowledge (learning about the destination country and global issues), identity, and networking with organizations related to the destination country, training to develop e-portfolio and video documentation element which is a requirement for each Student Explorer.
Begin promoting Student Explorer journeys on social media and pitching to print/radio/television media.
Parent meeting is held.
JUNE
Pre-travel orientation – covering the itinerary, expectations, safety, logistics, etc.
The Study Tour takes place.
Before the end of the month, Student Explorers complete final reflections in their e-portfolios which will be provided to school administrators and funders.
Student videos and content finalized for promotion and celebration of the completion of Student Explorer’s journeys.
Final assessment of all student evaluation forms and development of the final report for the funder.

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

Quality of the proposed project, the Sister-State Youth Explorers Program, is assured through student program evaluation, which takes place at the conclusion of each component; as well as regular project staff meetings and assessment conducted with partner organizations and facilitators.

PAAC staff will adjust programs in response to feedback from evaluations and direction from the PAAC Board of Governors.

Student program evaluations collect qualitative data (depth of experience for individual participants as reflected by their comments, quotes, and stories) and also affirms quantitative (numbers of students participating in each activity). Evaluations are assessed by project staff, as well as PAAC’s Executive Director

and Board of Governors. In particular, PAAC's Board of Governors' Executive Committee are responsible for assessing whether project objectives have been achieved, timeline followed, and the actual budget remains in line with the proposed budget.

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.

PAAC will provide data on the following measures of effectiveness for the program:

- Number of youth participants.
- Number of schools represented.
- Number of counties represented.
- Number of youth participants eligible for Free and Reduced-Price Meal program or attending Title I schools.
- Number of e-portfolios completed.

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
\$43,750	\$43,750	\$43,750	\$43,750	\$175,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.
 - City & County of Honolulu, Grants in Aid
 - Freeman Foundation

- Atherton Family Foundation
 - McInerny Foundation
 - G.N. Wilcox Trust
 - Hawaiian Electric Industries Charitable Foundation
 - Clarence T.C. Ching Foundation
 - Mamoru & Aiko Takitani Foundation
 - Longview Foundation
 - Fundraisers
 - Private donors
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
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.
- 2023 State Grant in Aid - \$175,000 High School Global Education Program
 - City & County of Honolulu, Grants in Aid 2021 and 2024, awarded \$125,000 and \$150,000 respectively
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

Unrestricted Current Assets as of September 30, 2024, was \$596,159. December 31, 2024 figures will be emailed upon receipt from our Bookkeeper.

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.

Since 1954, PAAC has made global education accessible to over 100,000 high school students statewide and is the only organization in the State of Hawai'i that provides year-round, global educational opportunities for youth. With seven decades of

experience leading Hawai'i in addressing critical global issues with high school students, our programs have become a pillar of the community. The HDOE, schools, teachers, students, families, and countless PAAC alumni spanning generations have provided positive feedback and expressed their appreciation for PAAC's work. Many alumni, among them, U.S. Senator Mazie Hirono and U.S. Representative Ed Case, have credited part of their current professional achievement and success to their high school involvement with PAAC.

PAAC has over 21 years of successful study tours to countries in the Asia-Pacific providing life changing experiences to over 400 Hawai'i high school youth. Although PAAC's offices are based on O'ahu, staff will travel to Hawai'i, Kaua'i, Lana'i, Maui, and Moloka'i to promote the program and build relationships with school administrators.

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.

PAAC's office has been located in the East-West Center (EWC) adjacent to the University of Hawai'i at Mānoa campus for over twenty years. Program events will be hosted in EWC conference rooms at minimal costs as a result of the strong relationships forged with the EWC. Virtual program meetings will be held online either through high-speed internet connectivity in the PAAC office or via PAAC hotspots.

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.

All PAAC staff implementing this proposal are listed below. They are professionally qualified to carry out the duties expected of them in order to fulfill the goals identified.

Study Tours Director, Ms. Carol Li, (1 FTE, 40% time allocated to proposal)

oversees PAAC Study Tours and is responsible for overseeing all tasks related to the study tour's planning, coordination, curriculum, implementation, and evaluation. Ms. Li has held positions in various sectors including as an educator, as a communications creator, and within a nonprofit thinktank. She has experience leading projects, directing colleagues, interns, and volunteers and was responsible for planning group travel to

Asia for Pacific Forum's Young Leaders Program. She holds a Master's in Asian International Affairs from the University of Hawai'i at Mānoa with a Graduate Certificate in Conflict Resolution. Also, at the University of Hawai'i, she has successfully completed the course: "Cultural Diversity and Education". Ms. Li has traveled extensively throughout Asia, living in China, Hong Kong, and South Korea.

Executive Director, Ms. Niki Shishido, (1 FTE, 18.59% time allocated to proposal) has led PAAC for eight years overseeing all programs, supervising and guiding staff, and managing the organization's finances under the guidance of PAAC's Board of Governors. In total, Ms. Shishido has been with the organization for 11 years, providing her great understanding of PAAC's programs, operations, and youth served. She leads weekly staff meetings, conducts weekly individual check-ins with staff, and provide further guidance and direction when necessary to the team. She holds a China-focused MBA from the University of Hawai'i at Mānoa Shidler College of Business and has worked for the Hawai'i Department of Business, Economic Development and Tourism's Beijing office. She is conversant in Mandarin Chinese and has lived in Beijing, Hong Kong, and Shanghai for a combined 10+ years.

High School Global Education Program Director, Ms. Roya Maroufkhani Dennis, (1 FTE, 15% time allocated to proposal) oversees PAAC's Clubs and Global Vision Summit conducting statewide program outreach for these initiatives and overseeing all tasks related to their planning, coordination, implementation, and evaluation. She directs the High School Global Education Program Coordinator. Ms. Dennis has 15+ years' experience in education including roles such as teaching, program development and coordination, career pathways and workforce education, and curriculum development. She has prior experience managing staff, interns, and volunteers and uses weekly check-ins and asynchronous communication on Google Docs to provide guidance. She holds a Master of Education from the University of Hawai'i at Mānoa and has worked in Hawai'i high schools and community colleges. She is fluent in Farsi and has lived in Bali, Indonesia.

High School Global Education Program Coordinator, Ms. Cheyenne Prater, (1 FTE, 15% time allocated to proposal) supports the Study Tours Director with curriculum development for the pre-Study Tour workshops, provides input for the Study Tour itineraries, and supports the program events as needed. Ms. Prater has worked in international education and as a communications manager. She has experience leading projects, directing colleagues, interns, and volunteers and began working with PAAC as a Graduate Assistant in January 2023. Ms. Prater holds a Masters' in Asian International Affairs from the University of Hawai'i at Mānoa. She has lived and traveled to Japan and South Korea on multiple occasions.

Events and Communications Coordinator, Ms. Colleen Barrett, (1 FTE, 25% time allocated to proposal) is responsible for events logistics and communications. Ms. Barrett supports promotion of Study Tours and storytelling during and after the Study Tours. She holds a Bachelor of Arts in Design, Minor in Asian and Pacific American

Studies from the University of San Francisco. Ms. Barrett has traveled to Vietnam (during high school with PAAC) and Japan and has extensive experience with design and UX design.

Study Tours Intern, (to be hired), (0.375 FTE, 30% time allocated to proposal) will be responsible to support the Study Tours Director in any aspect of the Sister-State Study Tour, including but not limited to creating templates, schedules for deadlines, spreadsheets for interviews, social media captions, recruitment content and correspondence, press release drafting, concept notes, etc. They will likely be a current undergraduate or graduate student at a local Hawai'i university.

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.

Please see attached.

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.

The highest paid employees of the organization are as follows:

- Executive Director: \$70,000-\$80,000
- High School Global Education Program Director: \$60,000-\$70,000
- Study Tours Director: \$60,000-\$70,000

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.

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but
- (b) Not received by the applicant thereafter.

PAAC plans to heavily promote the benefits and success stories that develop throughout the project period to the community in order to raise funds and awareness for future Sister-State Youth Explorers Program to take place, specifically serving mid-to-low-income students or those attending Title I schools. Students will be required to create and/or support PAAC's content creation to relay their stories on media platforms as a key element of securing funding from the community.

If PAAC does not receive State GIA funding after fiscal year 2025-26, the organization will seek other foundational support to keep the program running. If necessary, PAAC may have to make adjustments to the program such as reducing the number of workshops or participants, or think of another funding model to make the trip affordable for students.

PAAC's Board of Governors and Executive Director will continue to cultivate relationships with businesses, organizations, and individuals to garner additional financial and in-kind support to sustain and grow the impact of this program.

Additionally, PAAC will discuss opportunities for greater partnership with the HIDOE to explore how PAAC can support its goals of creating youth who can succeed in college, careers and communities locally and globally.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: Pacific & Asian Affairs Council (PAAC)

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	78,000			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	78,000			
B. OTHER CURRENT EXPENSES				
1. Staff Transportation - outreach	1,500			
2. Pre-study tour workshops/orientation	5,000			
3. Country inspection trip	4,000			
4. Parent meeting	1,000			
5. Travel insurance	4,500			
6. Study Tours	81,000			
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	97,000			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	175,000	0	0	0
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	175,000	Niki Shishido 808-944-7781		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	1.16.2025		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official Date		
TOTAL BUDGET	175,000	Niki Shishido, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Pacific & Asian Affairs Council (PAAC)

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Study Tours Director (STD)	1	\$65,000.00	40.00%	\$ 26,000.00
Executive Director (ED)	1	\$78,000.00	18.59%	\$ 14,500.00
High School Global Education Program (HSGEP) Director	1	\$68,000.00	15.00%	\$ 10,200.00
HSGEP Coordinator	1	\$62,000.00	15.00%	\$ 9,300.00
Events & Communications Coordinator	1	\$60,000.00	25.00%	\$ 15,000.00
Study Tours Intern	0.375	\$10,000.00	30.00%	\$ 3,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				78,000.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant: Pacific & Asian Affairs Council (PAAC)

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: Pacific & Asian Affairs Council (PAAC)

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:			N/A			
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Pacific & Asian Affairs Council (PAAC)

Contracts Total: 1,159,917

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Grants in Aid: CT-DCS-2500048	10/01/24-9/30/25	Dept of Community Services	Honolulu County	150,000
2	Grant-in-Aid: High School Global Education Program	7/01/23-6/30/24	Department of Business, Economic Development, and Tourism	State of Hawai'i	175,000
3	Grants in Aid: CT-DCS-1700041	10/01/16-3/31/18	Dept of Community Services	Honolulu County	124,917
4	Grants in Aid: CT-DCS-1800048	4/01/18-3/31/19	Dept of Community Services	Honolulu County	125,000
5	Grants in Aid: CT-DCS-1900050	4/01/19-3/31/20	Dept of Community Services	Honolulu County	125,000
6	Grants in Aid: CT-DCS-2000067	8/01/20-7/31/21	Dept of Community Services	Honolulu County	125,000
7	Grants in Aid: CT-DCS-2100065	8/01/21-7/31/22	Dept of Community Services	Honolulu County	125,000
8	Grants in Aid: CT-DCS-2200048	8/1/22-7/31/23	Dept of Community Services	Honolulu County	190,000
9	Small Business Relief and Recovery Fund (CARES Act), I	Received June 2020	CARES Act	Honolulu County	10,000
10	Small Business Relief and Recovery Fund (CARES Act), II	Received Sept 2020	CARES Act	Honolulu County	10,000
11					
12					
13					
14					
15					
16					
17					
18					
19					



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: **PACIFIC AND ASIAN AFFAIRS COUNCIL***

DBA/Trade Name: **Pacific and Asian Affairs Council**

Issue Date: **01/16/2025**

Status: **Compliant**

Hawaii Tax#: 40519846
New Hawaii Tax#: GE-1946292224-01
FEIN/SSN#: XX-XXX3501
UI#: XXXXXX5924
DCCA FILE#: 4457

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

(Typed Name of Individual or Organization)

(Signature)

(Date)

(Typed Name)

(Title)



PAAC Organization Chart – FY26

