

**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:

'Ohana100, the Daniel Kahikina Akaka Family Foundation 'Ohana100, DKAFF

Amount of State Funds Requested: \$192,502.00

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

'Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF) is requesting funds to scale its culturally rooted service model to promote literacy, foster family engagement, and strengthen community cohesion in Hawai'i. Dedicated to supporting underserved children and Native Hawaiian and Pacific Islander communities, the Foundation drives its mission through cornerstone programs like Aloha Books, GO!READ, DKAFF Originals, and the Youth Leadership Service Camp. These initiatives integrate peer-to-peer and intergenerational volunteerism, weaving literacy and cultural values into the fabric of homes, classrooms, and broader communities. Over a decade, DKAFF has cultivated trust-based relationships, distributed over 300,000 books, and engaged thousands of children and volunteers.

Amount of Other Funds Available:

State: \$0

Federal: \$0

County: \$0

Private/Other: \$21,699

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

\$0

Unrestricted Assets:

\$117,213.30

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:

1200 Queen Emma Street #1206

City:

Honolulu

State:

HI

Zip:

96813

Contact Person for Matters Involving this Application

Name:

David M.K. Mattson, Jr., MD

Title:

President

Email:

davidmattsonmd@danakaka.org

Phone:

716-601-8287



Authorized Signature

David M.K. Mattson, Jr., MD, President

Name and Title

January 17, 2025

Date Signed

## Application Submittal Checklist

*The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.*

- ☒ 1) Hawaii Compliance Express Certificate (If the Applicant is an Organization)
- ☒ 2) Declaration Statement
- ☒ 3) Verify that grant shall be used for a public purpose
- ☒ 4) Background and Summary
- ☒ 5) Service Summary and Outcomes
- ☒ 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- ☒ 7) Experience and Capability
- ☒ 8) Personnel: Project Organization and Staffing



David M.K. Mattson, Jr, MD, President  
PRINT NAME AND TITLE

January 17, 2025  
DATE



STATE OF HAWAII  
STATE PROCUREMENT OFFICE

**CERTIFICATE OF VENDOR COMPLIANCE**

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

**Vendor Name:** OHANA 100, THE DANIEL KAHIKINA AKAKA FAMILY FOUNDATION

**DBA/Trade Name:** Ohana 100, DKAFF

**Issue Date:** 01/13/2025

**Status:** Compliant

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#: XX-XXX2375

UI#: No record

DCCA FILE#: 247631

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                 |

## Application for Grants

*If any item is not applicable to the request, the applicant should enter “not applicable”.*

### **I. Certification – Please attach immediately after cover page**

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

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

#### **2. Declaration Statement**

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

#### **3. Public Purpose**

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

**Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF) confirms that the requested 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;**

Founded as a 501(c)(3) by Dr. David and Elizabeth Mattson, ‘Ohana100 has been supporting youth literacy and gifting books to elementary classrooms and social services programs in Hawaii and New York since its founding in 2015. Named ‘Ohana’ to reflect its origin as a family project, and “100” referring to the family’s promise to dedicate 100% of their effort and donated resources to advance their social impact. In 2018, the Foundation was renamed “‘Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF)” honoring the legacy of David’s grandfather, Hawaii Senator Daniel Akaka. Since then, DKAFF has broadened their educational and community services integrating seniors and young adults, and expanding its footprint in six countries, including the Philippines and Republic of the Marshall Islands.

DKAFF’s mission centers on fostering educational opportunities across generations, with a focus on youth literacy, community engagement, and values-driven community service. Operating statewide and internationally, the Foundation has expanded to include initiatives for seniors, young adults, and children, embedding cultural and cross-generational elements into its programming.

## **PROGRAMS**



**ALOHA BOOKS** leverages decade-old partnerships in the publishing industry to purchase children's books at exceptional bulk discounts. The stories are read aloud by volunteers to hundreds of students in the GO!READ sessions each month. Over a decade, the Foundation has gifted over 300,000 new books to students and youth in classrooms, school libraries, community centers, hospitals, homeless shelters, even refugee camps. In 2015, DKAFF launched Aloha Books on Oahu in an inaugural partnership at Pohakea Elementary in Ewa Beach commemorating the school's first principal, Daniel Akaka. With the help of community volunteer staff and pilots, the Foundation now reaches Kauai, Maui, Molokai, Lanai and Hawai'i island.



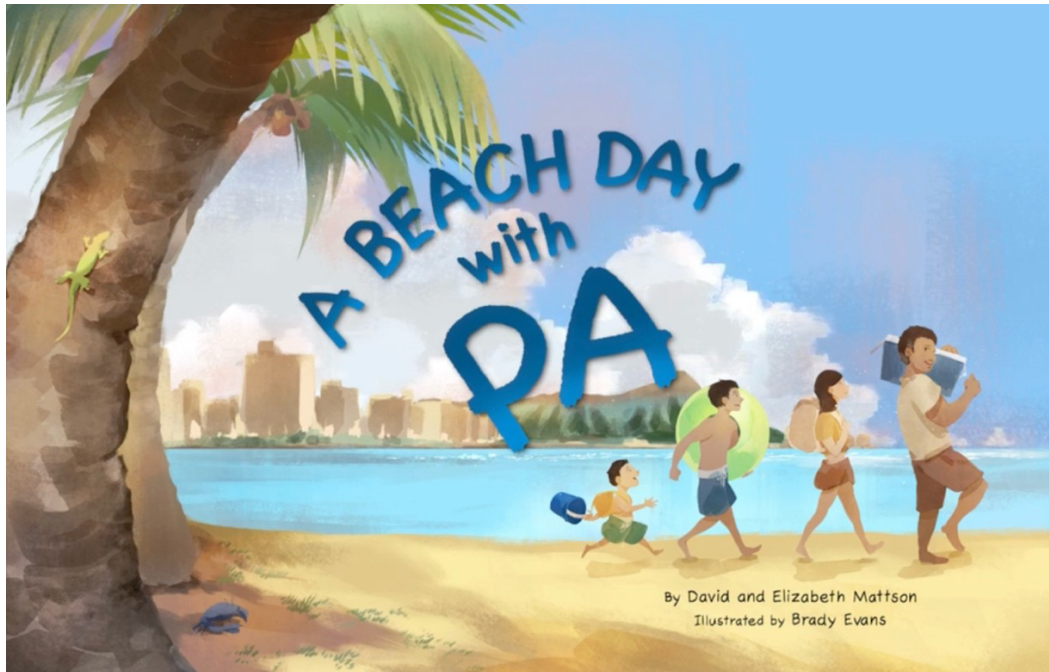
**GO!READ** As many as 20 volunteer readers visit pre-K through elementary school classrooms up to four times each month, reading several stories at each visit. GO!READ serve approximately 400 children each month resulting in more than 450 monthly volunteer-child interactions every month.

These read aloud activities at schools and in homes, reinforces the importance of reading as a daily habit. Research supports this dual approach, showing that children who have access to books at home and are read to regularly exhibit higher literacy skills and cognitive development (Sikora et al., *Social Science Research*, 2019). At the end of each semester, volunteers gift book sets, starting or building students' home libraries, encouraging them to continue reading with their parents, siblings or kupuna over the summer and winter breaks. Ultimately, each student receives as many as 20 books to bring home, launching their childhood libraries bringing the joy of reading to generations to come.





**DKAFF Originals** are unique children's stories and activity books inspired by the values championed by "Pa Akaka" (Sen Akaka). The Foundation conceives, authors and publishes the stories steeped in local values and traditions. This is a collaborative effort of experienced children's book authors and animators supported by local educators and students providing mentoring opportunities for all highlighting Hawai'i-based artist Brady Evans. Family literacy programs have been shown to significantly improve children's reading proficiency while fostering stronger parent-child relationships (Weiss et al., *Harvard Family Research Project*, 2016).



**O100 GO!READ YouTube Channel** was born when the Covid pandemic put a hold on face-to-face reading in classrooms, and the Foundation began offering virtual readings. They were so successful that even as the pandemic restrictions relaxed, the Foundation continued reading this way with children on the island of Molokai and even reading from Hawai'i to children in Western New York. Reading virtually also prompted the creation of a YouTube channel, O100 GO!READ, in 2020, which enables the Foundation to provide stories being read for young learners through online videos. To date the channel has more than 200 stories, 1,300 followers and 546,000 views reaching 50 countries worldwide. These virtual readings helped keep the volunteers engaged through reading and doing meaningful and purposeful work, particularly the seniors for whom social engagement has a strong impact on their quality of life. The Channel is now an established source of local, grassroots Hawaii-based content promotion on the Internet. *[This is an advertising-free channel. The Foundation is NOT seeking funding for this program but includes it here to demonstrate the extended use of their digital content and their expanded digital footprint]*



**Youth Leadership Service Camp** is a week-long summer program designed to inspire and activate the next generation of community change agents. Students hear from community leaders who share their wisdom and experiences in social change. Project-based service opportunities provide 6-8 students per group with immersive learning experiences involving them in everything from processing and sorting to reading and gifting the books. They are challenged with developing and carrying out a service project of their own. These have included sewing pillows to accompany books gifted to infants and early Head Start students and visiting Fisher House to spend time with and entertain children with cancer and their families. The Camp emphasizes peer-to-peer mentorship with youth leaders from the prior year returning as peer-mentors, compounding our impact. This model enhances leadership skills, encourages collaborative problem-solving, and reinforces literacy learning through teaching others. Peer-to-peer learning is recognized as an effective strategy for improving academic outcomes and social-emotional skills, as it fosters collaboration and mutual accountability (Topping, *Educational Psychology Review*, 2019). Students accumulate community service hours toward a DKAFF and Points of Light Foundation volunteer recognition. Exceptional DKAFF awardees are eligible for a Presidential Volunteer Service Award.

2. The goals and objectives related to the request;

| <b>Aloha Books</b> |                                                                                                                                                                                              |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal:              | Gift at least 20 books per child, establishing their own children's home library                                                                                                             |
| Objectives:        | <ul style="list-style-type: none"> <li>• Procure more than 30,000 total existing and DKAFF original children's books</li> <li>• Increase and diversify book gifting opportunities</li> </ul> |

| <b>GO!READ</b> |                                                                                                                                                                                                                                                                                             |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal:          | Inspire greater literacy engagement among more than 600 participating youth                                                                                                                                                                                                                 |
| Objectives:    | <ul style="list-style-type: none"> <li>• Sustain volunteer readings at no less than 400/month</li> <li>• Sustain at least 20 volunteer readers</li> <li>• Expand and diversify volunteer literacy building activities</li> <li>• Establish new school and community partnerships</li> </ul> |

| <b>DKAFF Originals</b> |                                                                                                                                                                                                                                                                                                                       |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal:                  | Perpetuate values espoused by the DKAFF character "Pa Akaka" through stories                                                                                                                                                                                                                                          |
| Objectives:            | <ul style="list-style-type: none"> <li>• Author, illustrate and publish 2 new Hawaii storybooks</li> <li>• Highlight (employ) local authors, illustrators and musicians</li> <li>• Generate a video story for each new storyline</li> <li>• Share stories with at least 600 youth and the world writ large</li> </ul> |

| <b>Youth Leadership Service Camp</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal:                                | Inspire youth community service and volunteerism                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Objectives:                          | <ul style="list-style-type: none"> <li>• Host weeklong camp for 6- 8 participants</li> <li>• Provide speakers and mentors</li> <li>• Organize participatory service activities</li> <li>• Support and actualize youth generated service activities</li> <li>• Provide at least 30 hrs of service, generating \$1,000 of labor value per youth leader (Independent Sector volunteer pay rate)</li> <li>• Ensure enough hrs to qualify for DKAFF and Points of Light Foundation recognition</li> </ul> |

3. The public purpose and need to be served;

***‘Ohana100, the Daniel Kahikina Akaka Family Foundation (DKAFF) confirms that the requested grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.***

The public purpose of the Foundation’s programming is to close the achievement gap in literacy skills between socio-economically distressed, Native Hawaiian and Other Pacific Islander (NHOPI) and other student demographics throughout the islands. And to do so through the power of grassroots, intergenerational and peer-to-peer delivery systems that strengthen family and community cohesiveness.

Hawai‘i’s 4<sup>th</sup> and 8<sup>th</sup> graders have shown significant and steady growth in reading proficiency over the last decades. Between 2005 and 2015, National Assessment of Educational Progress (NAEP) Hawaii 4<sup>th</sup> grade scores increased by 16 points and 8<sup>th</sup> grade by 12 points, outpacing national average growth rates. Since then (2017, 2019 & 2022 NAEP) Hawaii has plateaued generally remaining on par with national averages. Despite its average performance, Hawai‘i continues to face an urgent need in literacy skills. Significant disparities persist among socio-economically distressed and NHOPI students. More recent data reveals that only 18% of NHOPI students achieve 4<sup>th</sup> grade reading proficiency, highlighting a learning gap demanding persistent attention. Furthermore, the plateauing of literacy gains since 2022 underscores the need for sustained interventions to prevent vulnerable populations from falling further behind.



Literacy, in its myriad forms, is not merely an academic benchmark. It is intricately linked to the social determinants of health and a cornerstone of lifelong learning. Research underscores the link between literacy and life outcomes, showing those with stronger literacy skills are better positioned for professional attainment, financial stability, and active participation in civic and cultural life. In Hawai‘i, literacy also plays a critical role in preserving and perpetuating cultural identity, reinforcing intergenerational connections, and fostering resilient communities. Addressing these literacy challenges is essential to ensuring equitable opportunities and strengthening the social fabric of Hawai‘i.

DKAFF’s form of literacy learning is comprehensive, seamlessly embedded into schools, homes, digital platforms, and community spaces, ensuring that every child experiences it as a natural and continuous part of their lived experience. The approach is guided by four pillars: 1) Building confidence and competencies in core literacy skills; 2) Creating inclusive and safe literacy learning spaces; 3) At-home reading through family strengthening resources and activities; 4) Literacy through community strengthening peer-to-peer and intergenerational engagement. Together, these pillars form an ecosystem designed to inspire children as learners, storytellers, and leaders while fortifying the cultural and social cohesion of families and communities.



4. Describe the target population to be served; and

Working primarily through public and charter schools, the Foundation's principal populations are children (aged 5–11) with an emphasis on NHOPI and socio-economically distressed and underserved communities and elders (65 and over) from Waimanalo to Makaha. The summer service camp targets students aged 4th grade through high school. 2020 Census estimates suggest that under 14 year-olds represent just under 20% of our population. An estimated 13% live in poverty. In 2023, our 65 and over constituted about 21% of total population.

5. Describe the geographic coverage.

DKAFF serves children and elderly statewide. DKAFF delivers services in every Complex Area across the 6 main islands. In its history, DKAFF programming and volunteers have touched at least one school in every Complex on these islands. That is at least half of our over 170 public elementary schools. (see attached)

### **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 Service Summary outlines the comprehensive methodology and approach of the Foundation's work. This includes clearly defined results, outcomes, and measures of effectiveness for each program, ensuring the successful implementation and evaluation of initiatives. The scope of work, tasks, and responsibilities are structured as follows:

## METHODOLOGIES

The Foundation exemplifies the tried and true "small and mighty" model of service delivery. While they maintain a minimal, entirely volunteer administrative footprint, there is no corresponding limitation on capacity, competence or reach. Quite the opposite: this streamlined structure, and their catalytic approach reflects exceptional family and board leadership, drawing out our community's own energies and resources. This model, grounded in culturally authentic forms of volunteerism, peer-to-peer support represents a proven practice for scalable, sustainable grassroots service delivery.

The Foundation's decade-long growth demonstrates its insight that trust is not built. It is earned—and grows at the pace of trust. By consistently delivering quality products and services and remaining present and humble, the Foundation has accumulated invaluable social capital. This resource, more than financial capital, is the Foundation's primary asset, enabling it to thrive even with a minimal administrative structure. By empowering youth, families, and communities to rise up as their own heroes, the Foundation achieves a level of impact that far exceeds its size. It is a testament to the power of social capital, cultural alignment, and community-driven action. The Foundation's approach—built on trust, humility, and disciplined service—has created a dynamic and self-sustaining ecosystem of more than 80 volunteers.

The family's leadership ensures that donated financial resources are directed toward tangible goods and services, such as books, educational tools, and multimedia resources, rather than administrative overhead. This prioritization not only reflects fiscal responsibility but also signals to the community that their contributions are being put directly to work for maximum impact.



**Targeted Literacy Interventions:** Programs such as Aloha Books and GO!READ focus on delivering high-quality, age-appropriate reading materials and immersive literacy experiences. These initiatives are

designed based on evidence linking access to books and literacy-rich environments to improved academic outcomes (Sikora et al., *Social Science Research*, 2019).

**Inclusive and Safe Learning Environments:** The creation of judgment-free spaces in classrooms and community settings promotes equitable access to literacy opportunities. Research demonstrates that inclusive environments enhance student engagement, collaboration, and academic achievement (Walton et al., *Annual Review of Psychology*, 2020).

**Bringing Literacy Home:** Programs like Aloha Books and GO!READ are structured to ensure that learning doesn't stop at the classroom door. By sending books home and creating virtual resources like the YouTube channel, the Foundation empowers families to participate actively in their children's literacy journeys. Family engagement has been shown to positively influence children's emotional well-being and educational success (Weiss et al., *Harvard Family Research Project*, 2016). Research further highlights the importance of home literacy environments, showing that parental involvement significantly enhances children's reading skills and academic success (Silinskas et al., *Frontiers in Psychology*, 2020).

**Self-Service as a Marker of Community Prioritization:** When individuals and families actively participate in programs—whether by reading with their children, volunteering, or mentoring others—it signals a community's recognition of the program's value. This form of participation demonstrates a collective prioritization of literacy and cultural preservation, underscoring the community's commitment to addressing its own needs. Self-service also serves as a feedback mechanism for the Foundation, indicating the relevance and efficacy of its programs. As community members take ownership, the programs evolve from being externally provided services to internalized practices that are sustained organically.

**Cultural Authenticity as the Foundation's Core Strength:** The Foundation's 'ohana-based approach has been deeply embraced for its cultural authenticity. People who knew Senator Akaka recognize the family's approach as genuinely of and from this place. Programs like Aloha Books, GO!READ, and the Youth Leadership Service Camp resonate deeply with Hawai'i's cultural values. The use of mo'olelo (stories) in literacy programs, the inclusion of kupuna as mentors, and the emphasis on 'ohana and kuleana all reflect a profound respect for Hawai'i's heritage. This cultural alignment has been a critical factor in the Foundation's ability to build trust and sustain engagement over time. By honoring the values of humility, resilience, and mutual support, the Foundation ensures that its work is both impactful and enduring.

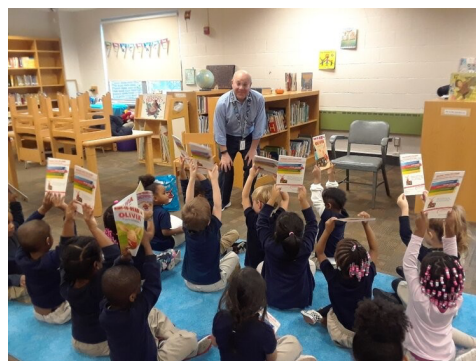


**Peer-to-Peer Learning and Empowerment:** Peer-to-peer support is a proven best practice in education and social programs. Youth volunteers gain leadership skills and empathy by participating in the Youth

Leadership Service Camp, returning as peer mentors to guide others. Studies indicate that peer-led initiatives enhance both academic performance and social-emotional development, as they create relatable role models and foster collaboration (Topping, *Educational Psychology Review*, 2019). Within the Foundation, youth participants in leadership camps not only learn but teach, designing and implementing service projects that address community needs. This dual role empowers them to become their own heroes, reinforcing the idea that sustainable change comes from within the community itself.

**Volunteerism as a Force Multiplier:** Volunteerism extends the reach and scalability of the Foundation's programs. With kupuna (elders), youth, and families actively engaged in service delivery, the Foundation maximizes its impact while keeping administrative costs minimal. Research from Generations United (2021) shows that intergenerational volunteer programs strengthen community ties, reduce elder isolation, and enhance youth resilience. Kupuna volunteers, for instance, bring cultural wisdom and life experience, enriching literacy programs like GO!READ.

**Intergenerational Volunteerism:** The integration of kupuna and youth in shared volunteer activities creates a powerful dynamic that strengthens social bonds and perpetuates cultural values. Intergenerational learning not only benefits individuals but also enhances the cohesion of the community as a whole. By bridging generational divides, these programs create shared experiences that foster mutual respect and understanding. Research by Jarrott and Smith (*Journal of Applied Gerontology*, 2011) indicates that communities with strong intergenerational programs report higher levels of social trust and cooperation. Kaplan and Sánchez (*Journal of Intergenerational Relationships*, 2014) found that such programs enhance empathy and communication skills in youth while providing kupuna with a sense of purpose and fulfillment.



Active participation in volunteer programs offers profound benefits for kupuna, particularly in combating social isolation. According to a study by Fried et al. (*The Journals of Gerontology Series B*, 2004), seniors who engage in meaningful activities, such as mentoring youth, experience improved mental health, cognitive function, and overall well-being. The same study highlights that elders involved in intergenerational programs report a sense of purpose and fulfillment that contributes to their longevity and quality of life. In addition to emotional benefits, kupuna engaged in youth-centered activities often experience improved physical health. Programs like Experience Corps, which recruit seniors to tutor children, have shown significant health outcomes for participants, including lower levels of physical inactivity and better mobility (*The Gerontologist*, 2013). For Hawai'i's kupuna, these benefits align with cultural values of remaining active and contributing to the 'ohana (family) and broader community.

### Testimonials

DKAFF volunteers have been recognized for their service. DKAFF volunteer Rose Leong, a retired Ewa Beach Elementary school teacher who taught when Senator Akaka was Vice Principal, was recognized for her service with a Presidential Volunteer Services Award and the 2021 Outstanding Older American Award by



the Retired Senior Volunteer Program (RSVP) program of the City & County of Honolulu, Elderly Affairs Division.



*"I enjoy reading to children because of the radiating positive energy that I get to be surrounded by... The expressive love we receive is insurmountable by any others... If it wasn't this opportunity, I would have never realized that I absolutely love children. This ... had shaped my aspirations of becoming a pediatrician ... I am very thankful for Ohana 100 for providing benefits to multiple corners of the community."* - **EMILY KANG**- Roosevelt HS Alum and DKAFF volunteer

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*The name summarizes it all: Ohana. I feel like I joined a family rather than a volunteer organization...I am also a private pilot... When Liz asked me ...to go to Molokai and Maui to deliver some books and read there, I said yes right away. How could I say no to combining two great passions of mine...It was one of the best experiences I've had since I joined Ohana100 and I am looking forward to so many more.* - **LORRAINE (FRENCHIE) COFFINET SMITH** - Pilot, Physician and DKAFF volunteer

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*I have a wonderful life here and volunteering with OHANA 100 is part of that happiness...My favorite part of volunteering is interacting with the children and getting to know them ... I'm always in awe of how quickly they mature and learn from one visit to the next... As I read to them I see everything: surprise, amazement, sadness, recognition, joy and curiosity...when we talk about the stories I hear the empathy and kindness, the excitement and imagination, and the wonder they experience while hearing me read to them.* - **PATRICIA MUNOZ**- Retired Navy Commander, Teacher and DKAFF volunteer



*I was introduced to 'Ohana 100 ...and had no idea how this program was going to fill so much more than just my time. This program has filled my heart with so much joy, especially when the children respond to me with loving hugs and excitement to hear more stories.... Some of my fondest memories is snuggling and reading books to my children as part of our daily bedtime routine. ... It is so satisfying to see the older listeners show interest as I spark their imagination and curiosity with a good book. Even the babies respond with looks of interest and alertness as I read. ...my heart ...melts when the refugee mothers respond with body language that demonstrates excitement to my reading even though they can't speak English... I love being an 'Ohana 100 volunteer! It is very satisfying and rewarding to be able to share the gift of reading with all the precious children and their families!* - **MARIE WOLF** - DKAFF volunteer

## SCOPE & RESPONSIBILITIES

### ALOHA BOOKS

#### Approach:

- Collaborate with publishers to receive notifications on available book titles and purchase suitable ones for children.
- Utilize local printing partners in Honolulu for self-published books (DKAFF Originals).
- Establish logistics for book inventory, including receiving, processing, and storage.
- Conduct outreach to schools and community programs to gauge interest and confirm participation in

book distribution events.

- Finalize logistical details for giving ceremonies, including volunteer assignments, event signage, and venue readiness.
- Deliver books during coordinated ceremonies that include community involvement.
- Distribute evaluation surveys to teachers and program coordinators to assess the program's impact.

**Results and Outcomes:**

- Increase access to high-quality books for underserved children.
- Strengthen literacy engagement in homes and schools.

**Measures of Effectiveness:**

- Track the number of books distributed, recipients reached, and events conducted.
- Analyze survey feedback from educators and coordinators to measure program impact.



**GO!READ**

**Approach:**

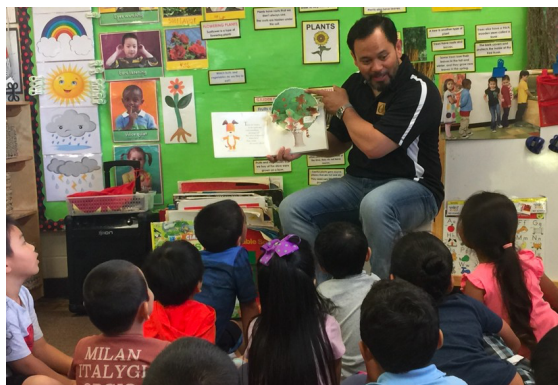
- Recruit and confirm volunteers for semester-long reading engagements; new volunteers shadow experienced ones.
- Partner with schools and programs to match volunteers to classes based on grades and schedules.
- Volunteers coordinate directly with schools to finalize schedules and visit details.
- At the semester's end, volunteers distribute book sets to participating students.
- Collect volunteer hour logs and administer surveys to readers, teachers, and schools.

**Results and Outcomes:**

- Foster a love of reading through regular storytime sessions.
- Enhance literacy skills by building students' home libraries.

**Measures of Effectiveness:**

- Record volunteer hours, number of students and classrooms served, and books distributed.
- Assess qualitative survey responses for engagement levels and areas for improvement.



**DKAFF ORIGINALS**

**Approach:**

- Develop original story concepts through collaboration between authors, illustrators, and educational specialists.
- Design complementary activity pages, such as puzzles and quizzes, to enhance engagement.
- Finalize layouts, ensure technical accuracy, and include legal credits and ISBN.
- Print completed books through local partners and distribute them via the Aloha Books program.
- Create complimentary videos to be shared worldwide on YouTube

**Results and Outcomes:**

- Provide culturally relevant, principled stories to support literacy and life skills.
- Empower local artists and educators through collaborative projects.

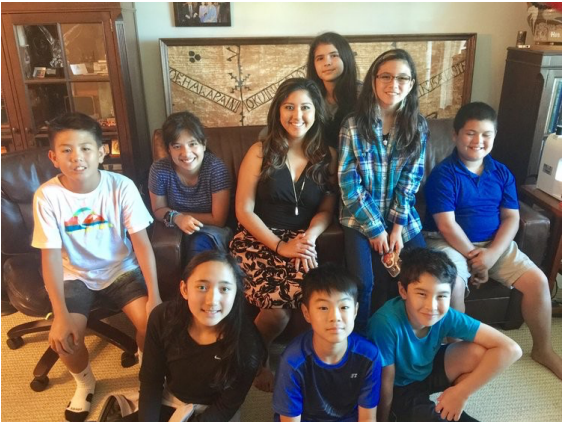
**Measures of Effectiveness:**

- Track production and distribution numbers for DKAFF Originals.
- Collect feedback from readers and educators on content relevance and impact.

**YOUTH LEADERSHIP SERVICE CAMP/KDWT SUMMER SERVICE CAMP**

**Approach:**

- Plan and promote a five-day summer camp focusing on literacy, community service, and leadership.
- Recruit volunteers and secure speakers with expertise in social change and youth engagement.
- Partner with community organizations to provide immersive, on-site service activities.
- Finalize an activity schedule that incorporates hands-on projects and leadership training.
- Conduct the camp, log volunteer and student hours, and distribute surveys for program evaluation.



**Results and Outcomes:**

- Inspire youth to take active roles in their communities.
- Provide practical leadership experiences and literacy-building opportunities.

**Measures of Effectiveness:**

- Record participant numbers, service hours logged, and volunteer feedback.
- Evaluate survey responses for program strengths and areas for improvement.

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

|             | First Quarter | Second Quarter         | Third Quarter | Fourth Quarter         |
|-------------|---------------|------------------------|---------------|------------------------|
| Aloha Books |               | Distribute 2,500 books |               | Distribute 2,500 books |

|                                  |                                                  |                                                                             |                                                  |                                                                            |
|----------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------|
| <b>GO!READ</b>                   | >450 volunteer reader-child interactions monthly | >450 volunteer reader- child interactions monthly<br>Distribute 2,500 books | >450 monthly volunteer reader-child interactions | >450 volunteer reader-child interactions monthly<br>Distribute 2,500 books |
| <b>DKAFF Originals</b>           |                                                  | 1 Published new story                                                       |                                                  | 1 Published new story                                                      |
| <b>Youth Leader Service Camp</b> |                                                  |                                                                             |                                                  | Host the Youth Leadership Service Camp                                     |

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 Foundation employs a robust quality assurance and evaluation framework to systematically monitor, evaluate, and improve. Quantitative and qualitative data are collected, analyzed, and compared against historical benchmarks and current objectives. This iterative process ensures accountability, measures progress and identifies opportunities for refinement.

The Foundation uses Key Performance Indicators (KPIs) to produce actionable insights that guide program adjustments and strategic planning. Regular reporting to stakeholders, including funders and community partners, ensures transparency and alignment with the Foundation’s mission. Feedback loops, derived from surveys and participant interactions, drive refinements to enhance program effectiveness and sustainability. By integrating these comprehensive evaluation practices, the Foundation remains adaptable, ensuring long-term impact across Hawai‘i and beyond.

#### **ALOHA BOOKS, GO!READ & DKAFF ORIGINALS**

Target Goals and Metrics:

- Children Served: Monitor the number of children reached through book distributions and reading sessions (tracked monthly, quarterly, and annually).
- Books Distributed: Compare projected versus actual numbers of books delivered to children, classrooms, and community programs (tracked monthly, quarterly, and annually).
- Participating Classrooms, Schools, and Programs: Evaluate the geographic reach across complexes, counties, and islands (tracked monthly, quarterly, and annually).
- Stories Read: Record the number of stories read during in-person and virtual sessions (self-reported monthly, quarterly, and annually).
- Visits Conducted: Track the number of reading sessions and duration of visits, whether in-person or virtual (tracked and self-reported monthly, quarterly, and annually).
- Educator and Program Coordinator Surveys: Assess program impact and gather improvement suggestions through surveys (conducted quarterly and annually).

Volunteer Metrics:

- Number of activities supported.
- Instances of involvement and total hours contributed.
- Effectiveness evaluations and growth highlights (self-reported quarterly and annually).

#### **YOUTH LEADERSHIP SERVICE CAMP**

Target Goals and Metrics:

- Participant Engagement: Measure the number of students participating, hours of service completed, and service projects initiated.
- Volunteer Feedback: Collect qualitative feedback from peer mentors and community partners on camp outcomes.
- Survey Metrics: Evaluate the impact of leadership development activities and identify areas for refinement (conducted annually).

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.

| PROGRAM/ACTIVITY              | TARGET GOALS AND METRICS                                                                                           | EVALUATION METHODS                                                                          |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| ALOHA BOOKS                   | Children served, books distributed, participating classrooms, geographic reach, educator surveys.                  | Monthly, quarterly, and annual tracking of books distributed, and children served; surveys. |
| GO!READ                       | Children served, stories read, visits conducted (adult-child interactions), volunteer feedback, books distributed. | Self-reported monthly and quarterly metrics; educator and volunteer surveys.                |
| DKAFF ORIGINALS               | Books produced, distributed, and educator/reader feedback on cultural and literacy content.                        | Analysis of feedback from educators and readers; distribution tracking.                     |
| YOUTH LEADERSHIP SERVICE CAMP | Participants engaged, service hours completed, leadership activities conducted, peer mentor feedback.              | Participant surveys, peer mentor feedback, community partner evaluations.                   |

#### **IV. Financial**

##### **Budget**

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

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-----------|-----------|-----------|-----------|-------------|
| - \$0     | \$95,001  | - \$0     | \$97,501  | \$192,502   |

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

**\$21,699 from private donations**

- 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.

**None**

- 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.

**2023-24 State Grant in Aid for \$50,000 – Youth Literacy**

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

**\$117,213.30**

## **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.

#### **Aloha Books**

Over 10 years, the Foundation has gifted more than 300,000 new books to children and program partners primarily in Hawaii and New York.

- DKAFF has a team of volunteers across the state who help receive, inventory, process and package, then distribute books to children and programs across the islands of Hawaii.
- The Foundation has 2 active volunteer pilots who help transport small quantities of books to neighbor islands. Interisland shippers and retailers have also transported large shipments of books to Kauai (Līhu'e), Maui (Kahului) and Kona for distribution to neighbor island and rural programs.
- DKAFF has had collaborative relationships with hundreds of schools and community programs across the state of Hawaii over the years, many of whom continue a partnership with the Foundation today.
- DKAFF has a years-long relationship with the Simon and Schuster Publishing Company in which bulk quantities of books can be purchased, sometimes discounted for non-profits and other partnership opportunities.

#### **GO!READ**

GO!READ volunteers have been reading to children in Hawaii classrooms and gifting them with free books since 2014. The GO!READ project, has been a part of the Foundation's services from the beginning and has complemented the Aloha Books project over the years thanks to volunteer readers and all the local Hawaii schools and community partners. Currently the volunteer readers are reading to over 450 students every month with hopes of reading to many more.

- DKAFF has a team of volunteer readers that visit schools once a month, and sometimes more frequently than that. They read to children in their classrooms, sometimes in a larger auditorium or library setting, and other times in less formal venues like meeting rooms at community centers.
- A special part of this project is when the readers give a stack of books to the children at the end of the semester before they go off to winter break or summer break. These books are ordered from publishing partners such as Simon and Schuster publishing company (as above).
- With virtual meeting capabilities volunteer readers can continue reading remotely, over the internet to classes they otherwise wouldn't be able to visit in person.
- Some of the neighbor island partners whose programs are serviced by the Foundation include Maunaloa EL on Molokai, Lihikai EL on Maui, Kaunualii EL on Kauai, and Kapunahala EL, Hau'ula EL and Kaneohe EL on Oahu just to name a few.

#### **DKAFF Originals**

DKAFF is fortunate to have partnered with a production team with years of experience producing and publishing children's storybooks. The Team includes:

- Illustrators, some local to Hawaii.
- Video Animator with years of experience.
- Music and audio engineer, Hawaii born and raised
- A roster of voice actors available to read the stories for videos.
- Early childhood reading public school teacher to help with story development.
- Hawaii College students majoring in education to develop learning activities.
- A local printer located in downtown Honolulu available for printing copies of the books.
- IT technician and webmaster responsible for managing online accounts and uploading content.

### **Youth Leadership Service Camp/KDWT**

Since 2017 DKAFF has held a week-long summer service camps for students in Hawaii, free of charge. Having partnerships with Fisher House, the veteran's center, preschools and other schools and programs students have had the opportunity to engage in a variety of volunteering activities including reading to children and gifting them with books. We also have a list of volunteer speakers to share their experiences in service with the students.

- Camp participants are recruited from Roosevelt HS, Punahou HS, Moanalua HS, Kalani HS, Campbell HS, Mililani HS and Leeward Community College academic offices.
- The Foundation has downtown Honolulu meeting space that serves as the summer camp workshop.
- Fisher House partnership
- Volunteer speakers included Patricia Munoz (retired Navy officer), Lacy Deniz - Journalist/ News Reporter who talked about the importance of service, giving back, helping others.,
- Volunteer mentors (such as DKAFF alumni and University students) provide support by supervising the service week, providing transportation to reading sites and senior centers.
- Volunteers are rewarded with a certificate of Completion, accumulating service hours required by school and/or by the Presidential Volunteer Service Award (PVSA).

## **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.

The Foundation will have use of 700ft<sup>2</sup> rental space in downtown Honolulu to serve as headquarters, office and workspace, with one dedicated parking stall. The space has a main and a side room that can be used for storage as well as a recording studio. The main room is continuous with the entry and a kitchen. There is a full bathroom and an in-unit washer/dryer. The space will be configured to store books and supplies. There is space for an office desk work area and an activity area where youth activities including group meetings, lectures and talk story interviews can take place. It has been used for these sorts of activities in prior years and has comfortably accommodated these activities. If more space is needed, the building has other areas available that can be reserved for larger gatherings.

To manage budget-risk and financial exposure, the rental agreement will be on a quarterly basis.

## **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.

#### **Board of Directors**

Qualifications, Experience & Responsibilities. Comprised of members with familiarity with Senator Akaka's values and priorities. The board ensures alignment with the Foundation's mission, overseeing all operations and projects. Members bring expertise in non-profit governance, community engagement, and educational initiatives

Line of supervision. Articles of incorporation, by laws, relevant Hawaii and IRS statutes

#### **President and Board Chair**

Qualifications, Experience & Responsibilities. Requires extensive leadership experience, a deep understanding of Senator Akaka's values, and a strong ability to oversee activities. The President sets strategic direction, represents the Foundation, and ensures organizational sustainability.

Line of supervision. Reports to Board of Directors

#### **Vice President**

Qualifications, Experience & Responsibilities. Requires experience in managing multi-faceted projects, overseeing logistics, and coordinating partnerships. Responsible for ensuring efficient operation of all programs, identifying opportunities for synergy, and supervising project leads.

Line of supervision Reports to Board of Directors

#### **Treasurer**

Qualifications, Experience & Responsibilities. Should have experience in non-profit financial management, including compliance with IRS and local tax requirements. Tracks and records financial transactions, coordinates with accountants, and ensures fiscal responsibility.

Line of Supervision: Reports to Board of Directors.

#### **Secretary**

Qualifications, Experience & Responsibilities. Manages records, minutes, and documentation. Requires strong organizational skills and attention to detail. Supports governance by maintaining the Foundation's compliance with statutory and operational requirements.

Line of supervision Reports to Board of Directors

#### **Youth Literacy Coordinator.**

Qualifications, Experience & Responsibilities. Requires experience working with schools, volunteers, and literacy programs. Oversees projects like Aloha Books, and GO!READ. Manages book inventory, community outreach, and project execution.

Line of supervision. Reports to Vice President.

#### **Youth Service Camp, Activities and Volunteer Coordinator**

Qualifications, Experience & Responsibilities. Experience in youth engagement, volunteer coordination, and program logistics. Manages the Youth Leadership Service Camp, including speaker recruitment, activity planning, and volunteer supervision.

Line of supervision. Reports to Vice President.

#### **Volunteers**

Qualifications, Experience & Responsibilities. From diverse backgrounds, including educators, retirees, and community members, volunteers assist with reading sessions, book distributions, and event support. Their contributions enhance program reach and impact.

Line of supervision Report to volunteer coordinator



## **Contracted Services**

### **Accountant**

Qualifications, Experience & Scope: Certified Public Accountant (CPA) or equivalent.

Minimum 5 years of experience in non-profit accounting, grant management and financial reporting.

Expertise in tax compliance, budget preparation, and financial audits.

Scope: Oversees financial record-keeping, prepares annual reports, ensures compliance with state and federal regulations, and provides guidance on fiscal matters.

Line of Supervision: Reports to Treasurer and coordinates with the Board of Directors.

### **Lawyer**

Qualifications, Experience & Scope: Licensed attorney with non-profit, contract and IP expertise in law.

Minimum 7 years of legal experience, preferably with foundations or community organizations.

Scope: Reviews contracts, ensures compliance with state and federal regulations, provides counsel on governance and operational policies, and supports intellectual property protection.

Line of Supervision: Reports directly to President and coordinates with the Board of Directors.

### **Video Editor**

Qualifications, Experience & Scope: Proficiency in video editing (e.g., Adobe, Final Cut Pro).

Minimum 3 years of experience in production, storytelling and digital content creation.

Scope: Edits videos for multimedia projects. Ensures quality production and alignment with the Foundation's branding.

Line of Supervision: Reports to Vice President

### **IT Technician**

Qualifications, Experience & Scope: Certified IT professional with expertise in network administration, hardware/software troubleshooting, and cybersecurity.

Minimum 5 years of experience managing IT for non-profits or small organizations.

Scope: Manages and maintains IT systems, supports digital events, ensures data security, and troubleshoots technical issues.

Line of Supervision: Reports to Vice President

### **Webmaster/Web Designer**

Qualifications, Experience & Scope: Proficient in web development languages (e.g., HTML, CSS, JavaScript) and platforms like WordPress.

Minimum 3 years of experience in web design, optimization and digital accessibility compliance.

Scope: Maintains and updates the Foundation's website, ensures functionality and user engagement, and integrates multimedia content from various programs.

Line of Supervision: Reports to Vice President

## **Community Partners**

‘Ohana100 provides support to existing community programs as well as providing direct services. Their impact can be seen in local communities, seen in the faces of the children and teachers visited, volunteers and from Thank you messages. Pre-K and Kindergarteners in public and charter schools throughout the State of Hawaii receive books as well, as Head Start programs and social services programs, we support received books from ‘Ohana100.

### **Servicing those living below poverty level, rural communities with limited access:**

- Child & Family Services- Kauai
- Child & Family Services- Healthy Families Program on Oahu

- Hawaii Literacy- Kuhio Park Terrace & Mayor Wrights
- Maunaloa Elementary (Molokai)
- Hawaii Public and Charter State of Hawaii (Hawaii, Kauai, Lanai, Maui & Molokai)

**Servicing Early Childhood Education Programs** (Early head Start and Head Start programs) **Head Start and Early Head Start** are federally funded community-based programs for low-income families that enhance the development of very young children (6 weeks to 5 years) and helps children prepare to enter Kindergarten.

- CFS Child and Family ServicesKauai
- HCAP Honolulu Community Action Program - Oahu
- Early Child Care- Kahuku School and Public Library- Ko'olau Coast
- Family Support Hawaii- Island of Hawaii
- MEO- Maui Economic Development Early Childhood Center (Maui, Molokai & Lanai)
- MFSS- Maui Family Support Services
- PACT- Parents & Children Together -Oahu and Island of Hawaii

### **Supporting Literacy Activities**

- Battle of the Books - Kahuku School and Public Library- Ko'olau Coast
- Family Reading Night - Aliiolani Elementary in St. Louis Heights/Kaimuki
- Family Reading Night - Kaewai Elementary in Kalihi
- Family Literacy Night - Webling Elementary in Aiea
- Reading Shelf - Heeia Elementary School in Kaneohe
- Family Reading Night & AR Program
- Kalakaua Middle School in Kalihi AR Program
- Jefferson Middle School in Palolo Valley

### **Supporting Women & Children**

- Women's Way/Women in Need Nursery Program & Therapeutic - Salvation Army of Hawaii
- Tripler Medical Center Pediatrics and PICU Units Reading with Seniors
- Ronald McDonald House HUGS

### **Supporting Military Families/Programs**

- Fisher House @ Tripler Medical Center
- Mokapu Elementary
- Nimitz Elementary
- Fort Shafter Elementary
- Daniel Inouye Elementary
- Pearl Harbor Elementary
- Tripler Army Medical Center Pediatrics and PICU Units

### **Building Libraries** - Helping children build their program libraries

- Hawaii Literacy- Kuhio Park Terrace & Mayor Wright
- Hawaii National Guard- Youth Academy
- Maunaloa Elementary (Molokai)

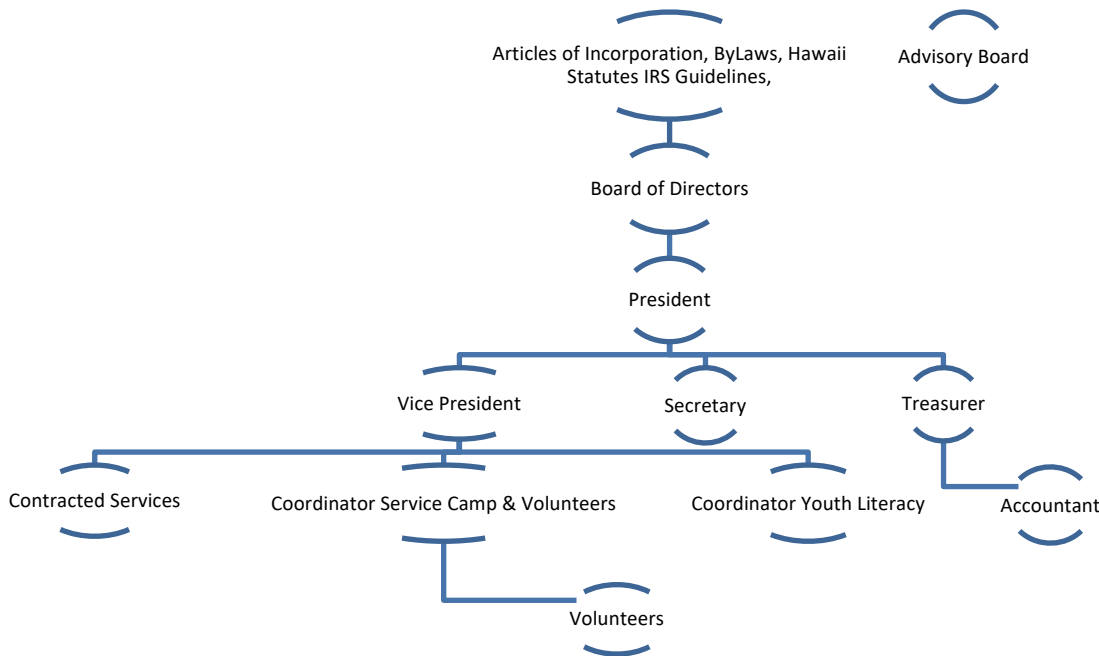
### **HOSTED: Make A Difference Day**

- Public Libraries on Oahu (Kapolei, Salt Lake, Waimanalo, Liliha, and Waipahu)
- YMCA Community Outreach April 2024

- DKAFF Literacy & Educational Fair 07/2024
- Participating Senior Centers - Working to secure senior readers.

## 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.



## 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.

**DKAFF is volunteer based; there are currently no paid positions.**

## **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.

**No pending litigation**

### **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.

**'Ohana100, the Daniel Kahikina Akaka Family Foundation is certified by Points of Light Foundation and authorized to recommend recipients for the Presidential Volunteer Service Award. DKAFF has awarded more than 20 service awards to volunteers over the years.**

### **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.

**'Ohana100, the Daniel Kahikina Akaka Family Foundation does not intend to use this grant to support any sectarian or non-sectarian 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.

DKAFF is fortunate to have been able to provide a range of services to local communities in Hawaii through a combination of; donations from a small group of benefactors; generous gifts-in-kind and services from local businesses, collaborative businesses partnerships and community organizations, and a group of dedicated volunteers. Their volunteer administration and program delivery mean sustainability is not an issue. Rather, DKAFF is designed to be nimble and resource responsive. Program services fluctuate based on demand and available resources.

The Foundation's goal for 2025-26 is to strengthen and expand this service portfolio by applying for grant funding, broadening the donor base and establishing an annual fundraiser. In addition, the Foundation is open to new collaborative community partnerships with businesses and organizations, schools and programs. DKAFF will also apply for grants that align with the Foundation's various projects.



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

The undersigned authorized representative of the applicant certifies the following:

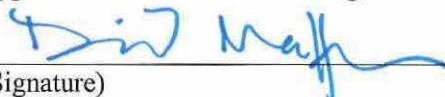
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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.

**'Ohana100, the Daniel Kahikina Akaka Family Foundation**

(Typed Name of Individual or Organization)



(Signature)

January 17, 2025

(Date)

David M.K. Mattson, Jr., MD

President

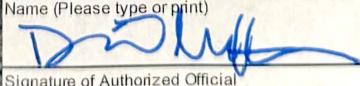
(Typed Name)

(Title)

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: 'Ohana100, the Daniel Kahikina Akaka Family Foundation

| BUDGET CATEGORIES                            | Total State<br>Funds Requested<br>(a) | Total Federal<br>Funds Requested<br>(b)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total County<br>Funds Requested<br>(c) | Total Private/Other<br>Funds Requested<br>(d) |
|----------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------|
| <b>A. PERSONNEL COST</b>                     |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 1. Salaries                                  | 0                                     | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0                                      | 0                                             |
| 2. Payroll Taxes & Assessments               | 0                                     | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0                                      | 0                                             |
| 3. Fringe Benefits                           | 0                                     | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0                                      | 0                                             |
| <b>TOTAL PERSONNEL COST</b>                  |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| <b>B. OTHER CURRENT EXPENSES</b>             |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 1. Accounting Services                       | 1,225                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 2. Lease/Rental of Space, Utilities          | 33,600                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | 11,100                                        |
| 3. Website, Zoom, Captivate, etc.            | 1,718                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 4. Aloha Books for Children, 10,000 books    | 52,050                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 5. DKAFF Originals author, illustrate, video | 44,000                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 6. DKAFF Originals printing, 20,000 books    | 48,282                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 7. DKAFF volunteer book bags, apparel        | 9,127                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | 9,899                                         |
| 8. Youth Summer Service Camp                 | 2,500                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | 700                                           |
| 9                                            |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 10                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 11                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 12                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 13                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 14                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 15                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 16                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 17                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 18                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 19                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| 20                                           |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| <b>TOTAL OTHER CURRENT EXPENSES</b>          | <b>192,502</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | <b>21,699</b>                                 |
| <b>C. EQUIPMENT PURCHASES</b>                | -                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| <b>D. MOTOR VEHICLE PURCHASES</b>            | -                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| <b>E. CAPITAL</b>                            | -                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |
| <b>TOTAL (A+B+C+D+E)</b>                     | <b>192,502</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        | <b>21,699</b>                                 |
| <b>SOURCES OF FUNDING</b>                    |                                       | Budget Prepared By:<br><div style="display: flex; justify-content: space-between;"> <div>                         (a) Total State Funds Requested 192,502<br/>                         (b) Total Federal Funds Requested -<br/>                         (c) Total County Funds Requested -<br/>                         (d) Total Private/Other Funds Requested -                     </div> <div>                         David M.K. Mattson, Jr., M.D. 716-601-8287<br/>                         Name (Please type or print) Phone<br/> <br/>                         Signature of Authorized Official January 17, 2025<br/>                         Date<br/>                         David M.K. Mattson, Jr., M.D., President<br/>                         Name and Title (Please type or print)                     </div> </div> |                                        |                                               |
| <b>TOTAL BUDGET</b>                          | <b>192,502</b>                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |                                               |

**BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES**

Period: July 1, 2025 to June 30, 2026

Applicant: 'Ohana100, the Daniel Kahikina Akaka Family Foundation

| POSITION TITLE                                |  | FULL TIME<br>EQUIVALENT | ANNUAL SALARY<br>A | % OF TIME<br>ALLOCATED TO<br>GRANT REQUEST<br>B | TOTAL<br>STATE FUNDS<br>REQUESTED<br>(A x B) |
|-----------------------------------------------|--|-------------------------|--------------------|-------------------------------------------------|----------------------------------------------|
|                                               |  |                         |                    |                                                 | \$ -                                         |
|                                               |  |                         |                    |                                                 | \$ -                                         |
|                                               |  |                         |                    |                                                 | \$ -                                         |
| TOTAL:                                        |  |                         |                    |                                                 | 0.00                                         |
| JUSTIFICATION/COMMENTS: <u>NOT APPLICABLE</u> |  |                         |                    |                                                 |                                              |

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant: 'Ohana100, the Daniel Kahikina Akaka Family Foundation

| DESCRIPTION<br>EQUIPMENT                      | NO. OF<br>ITEMS | COST PER<br>ITEM | TOTAL<br>COST | TOTAL<br>BUDGETED |
|-----------------------------------------------|-----------------|------------------|---------------|-------------------|
| None                                          |                 |                  | \$ -          |                   |
|                                               |                 |                  | \$ -          |                   |
|                                               |                 |                  | \$ -          |                   |
| TOTAL:                                        |                 |                  |               | 0                 |
| JUSTIFICATION/COMMENTS: <u>NOT APPLICABLE</u> |                 |                  |               |                   |

| DESCRIPTION<br>OF MOTOR VEHICLE               | NO. OF<br>VEHICLES | COST PER<br>VEHICLE | TOTAL<br>COST | TOTAL<br>BUDGETED |
|-----------------------------------------------|--------------------|---------------------|---------------|-------------------|
| None                                          |                    |                     | \$ -          |                   |
|                                               |                    |                     | \$ -          |                   |
|                                               |                    |                     | \$ -          |                   |
| TOTAL:                                        |                    |                     |               | 0                 |
| JUSTIFICATION/COMMENTS: <u>NOT APPLICABLE</u> |                    |                     |               |                   |



## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: 'Ohana100, the Daniel Kahikina Akaka Family Foundation

| FUNDING AMOUNT REQUESTED                             |                                                 |              |                          |                                     |                                         |              |
|------------------------------------------------------|-------------------------------------------------|--------------|--------------------------|-------------------------------------|-----------------------------------------|--------------|
| TOTAL PROJECT COST                                   | ALL SOURCES OF FUNDS<br>RECEIVED IN PRIOR YEARS |              | STATE FUNDS<br>REQUESTED | OTHER SOURCES<br>OF FUNDS REQUESTED | FUNDING REQUIRED IN<br>SUCCEEDING YEARS |              |
|                                                      | FY:2023-2024                                    | FY:2024-2025 | FY:2025-2026             | FY:2025-2026                        | FY:2026-2027                            | FY:2027-2028 |
| PLANS                                                |                                                 |              |                          |                                     |                                         |              |
| LAND ACQUISITION                                     |                                                 |              |                          |                                     |                                         |              |
| DESIGN                                               |                                                 |              |                          |                                     |                                         |              |
| CONSTRUCTION                                         |                                                 |              |                          |                                     |                                         |              |
| EQUIPMENT                                            |                                                 |              |                          |                                     |                                         |              |
| TOTAL:                                               | 0                                               | 0            | 0                        | 0                                   | 0                                       | 0            |
| JUSTIFICATION/COMMENTS: <b><u>NOT APPLICABLE</u></b> |                                                 |              |                          |                                     |                                         |              |

## GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: 'Ohana100, the Daniel Kahikina Akaka Family Foundation

Contracts Total: 50,000

|   | CONTRACT DESCRIPTION                            | EFFECTIVE DATES | AGENCY | GOVERNMENT ENTITY<br>(U.S./State/Hawaii/<br>Honolulu/ Kauai/<br>Maui County) | CONTRACT VALUE |
|---|-------------------------------------------------|-----------------|--------|------------------------------------------------------------------------------|----------------|
| 1 | Aloha Books, GO!READ & DKAFF Originals Projects | 2024 - 2025     |        | State Grant-In-Aid                                                           | 50,000         |
| 2 |                                                 |                 |        |                                                                              |                |
| 3 |                                                 |                 |        |                                                                              |                |
| 4 |                                                 |                 |        |                                                                              |                |
| 5 |                                                 |                 |        |                                                                              |                |

## DKAFF SCHOOLS SERVED

| name                       | city      | complex     | complex_area                        | island |
|----------------------------|-----------|-------------|-------------------------------------|--------|
| Aiea Elem School           | Aiea      | Aiea        | Aiea-Moanalua-Radford               | Oahu   |
| Ala Wai Elem School        | Honolulu  | Kaimuki     | Kaimuki-McKinley-Roosevelt          | Oahu   |
| Aliamanu Elem School       | Honolulu  | Radford     | Aiea-Moanalua-Radford               | Oahu   |
| Aliiolani Elem School      | Honolulu  | Kaimuki     | Kaimuki-McKinley-Roosevelt          | Oahu   |
| August Ahrens Elem School  | Waipahu   | Waipahu     | Pearl City-Waipahu                  | Oahu   |
| Barbers Point Elem School  | Kapolei   | Kapolei     | Campbell-Kapolei                    | Oahu   |
| Enchanted Lake Elem School | Kailua    | Kailua      | Kailua-Kalaheo                      | Oahu   |
| Ewa Beach Elem School      | Ewa Beach | Campbell    | Campbell-Kapolei                    | Oahu   |
| Ewa Elem School            | Ewa Beach | Campbell    | Campbell-Kapolei                    | Oahu   |
| Fern Elem School           | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Haleiwa Elem School        | Haleiwa   | Waialua     | Leilehua-Mililani-Waialua           | Oahu   |
| Hanalei Elem School        | Hanalei   | Kapaa       | Kapaa-Kauai-Waimea                  | Kauai  |
| Hauula Elem School         | Hauula    | Kahuku      | Castle-Kahuku                       | Oahu   |
| Heeia Elem School          | Kaneohe   | Castle      | Castle-Kahuku                       | Oahu   |
| Helemano Elem School       | Wahiawa   | Leilehua    | Leilehua-Mililani-Waialua           | Oahu   |
| Hickam Elem School         | Honolulu  | Radford     | Aiea-Moanalua-Radford               | Oahu   |
| Hokulani Elem School       | Honolulu  | Kaimuki     | Kaimuki-McKinley-Roosevelt          | Oahu   |
| Holomua Elem School        | Ewa Beach | Campbell    | Campbell-Kapolei                    | Oahu   |
| Honowai Elem School        | Waipahu   | Waipahu     | Pearl City-Waipahu                  | Oahu   |
| Iliahi Elem School         | Wahiawa   | Leilehua    | Leilehua-Mililani-Waialua           | Oahu   |
| Inouye Elem School         | Wahiawa   | Leilehua    | Leilehua-Mililani-Waialua           | Oahu   |
| Kaahumanu Elem School      | Honolulu  | McKinley    | Kaimuki-McKinley-Roosevelt          | Oahu   |
| Kaala Elem School          | Wahiawa   | Leilehua    | Leilehua-Mililani-Waialua           | Oahu   |
| Kaelepulu Elem School      | Kailua    | Kailua      | Kailua-Kalaheo                      | Oahu   |
| Kaewai Elem School         | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Kahala Elem School         | Honolulu  | Kalani      | Farrington-Kaiser-Kalani            | Oahu   |
| Kahaluu Elem School        | Kaneohe   | Castle      | Castle-Kahuku                       | Oahu   |
| Kahuku Elem School         | Kahuku    | Kahuku      | Castle-Kahuku                       | Oahu   |
| Kahului Elem School        | Kahului   | Maui        | Baldwin-Kekaulike-Kulanihako-i-Maui | Maui   |
| Kailua Elem School         | Kailua    | Kalaheo     | Kailua-Kalaheo                      | Oahu   |
| Kaimiloa Elem School       | Ewa Beach | Campbell    | Campbell-Kapolei                    | Oahu   |
| Kainalu Elem School        | Kailua    | Kalaheo     | Kailua-Kalaheo                      | Oahu   |
| Kaiulani Elem School       | Honolulu  | McKinley    | Kaimuki-McKinley-Roosevelt          | Oahu   |
| Kaleiopuu Elem School      | Waipahu   | Waipahu     | Pearl City-Waipahu                  | Oahu   |
| Kalihi Elem School         | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Kalihi-Uka Elem School     | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Kalihi-Waena Elem School   | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Kamehameha III Elem School | Lahaina   | Lahainaluna | Hana-Lahainaluna-Lanai-Molokai      | Maui   |
| Kaneohe Elem School        | Kaneohe   | Castle      | Castle-Kahuku                       | Oahu   |
| Kapaa Elem School          | Kapaa     | Kapaa       | Kapaa-Kauai-Waimea                  | Kauai  |
| Kapalama Elem School       | Honolulu  | Farrington  | Farrington-Kaiser-Kalani            | Oahu   |
| Kapolei Elem School        | Kapolei   | Kapolei     | Campbell-Kapolei                    | Oahu   |
| Kapunahala Elem School     | Kaneohe   | Castle      | Castle-Kahuku                       | Oahu   |
| Kauluwela Elem School      | Honolulu  | McKinley    | Kaimuki-McKinley-Roosevelt          | Oahu   |

## DKAFF SCHOOLS SERVED

|                               |            |            |                                     |         |
|-------------------------------|------------|------------|-------------------------------------|---------|
| Kaumualii Elem School         | Lihue      | Kauai      | Kapaa-Kauai-Waimea                  | Kauai   |
| Kilauea Elem School           | Kilauea    | Kapaa      | Kapaa-Kauai-Waimea                  | Kauai   |
| Kipapa Elem School            | Mililani   | Mililani   | Leilehua-Mililani-Waialua           | Oahu    |
| Koko Head Elem School         | Honolulu   | Kaiser     | Farrington-Kaiser-Kalani            | Oahu    |
| Lanakila Elem School          | Honolulu   | McKinley   | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Lehua Elem School             | Pearl City | Pearl City | Pearl City-Waipahu                  | Oahu    |
| Lihikai Elem School           | Kahului    | Maui       | Baldwin-Kekaulike-Kulanihako-i-Maui | Maui    |
| Likelike Elem School          | Honolulu   | McKinley   | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Linapuni Elem School          | Honolulu   | Farrington | Farrington-Kaiser-Kalani            | Oahu    |
| Maemae Elem School            | Honolulu   | Roosevelt  | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Maili Elem School             | Waianae    | Waianae    | Nanakuli-Waianae                    | Oahu    |
| Makaha Elem School            | Waianae    | Waianae    | Nanakuli-Waianae                    | Oahu    |
| Manana Elem School            | Pearl City | Pearl City | Pearl City-Waipahu                  | Oahu    |
| Manoa Elem School             | Honolulu   | Roosevelt  | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Maunaloa Elem School          | Maunaloa   | Molokai    | Hana-Lahainaluna-Lanai-Molokai      | Molokai |
| Maunawili Elem School         | Kailua     | Kailua     | Kailua-Kalaheo                      | Oahu    |
| Mililani Mauka Elem School    | Mililani   | Mililani   | Leilehua-Mililani-Waialua           | Oahu    |
| Mililani Uka Elem School      | Mililani   | Mililani   | Leilehua-Mililani-Waialua           | Oahu    |
| Mokapu Elem School            | Kailua     | Kalaheo    | Kailua-Kalaheo                      | Oahu    |
| Nanakuli Elem School          | Waianae    | Nanakuli   | Nanakuli-Waianae                    | Oahu    |
| Nimitz Elem School            | Honolulu   | Radford    | Aiea-Moanalua-Radford               | Oahu    |
| Noelani Elem School           | Honolulu   | Roosevelt  | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Palolo Elem School            | Honolulu   | Kaimuki    | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Parker Elem School            | Kaneohe    | Castle     | Castle-Kahuku                       | Oahu    |
| Pauoa Elem School             | Honolulu   | Roosevelt  | Kaimuki-McKinley-Roosevelt          | Oahu    |
| Pearl City Elem School        | Pearl City | Pearl City | Pearl City-Waipahu                  | Oahu    |
| Pearl Harbor Elem School      | Honolulu   | Radford    | Aiea-Moanalua-Radford               | Oahu    |
| Pearl Ridge Elem School       | Aiea       | Aiea       | Aiea-Moanalua-Radford               | Oahu    |
| Pohakea Elem School           | Ewa Beach  | Campbell   | Campbell-Kapolei                    | Oahu    |
| Puuhale Elem School           | Honolulu   | Farrington | Farrington-Kaiser-Kalani            | Oahu    |
| Salt Lake Elem School         | Honolulu   | Moanalua   | Aiea-Moanalua-Radford               | Oahu    |
| Solomon Elem School           | Wahiawa    | Leilehua   | Leilehua-Mililani-Waialua           | Oahu    |
| Sunset Beach Elem School      | Haleiwa    | Kahuku     | Castle-Kahuku                       | Oahu    |
| Wahiawa Elem School           | Wahiawa    | Leilehua   | Leilehua-Mililani-Waialua           | Oahu    |
| Waianae Elem School           | Waianae    | Waianae    | Nanakuli-Waianae                    | Oahu    |
| Waiau Elem School             | Pearl City | Pearl City | Pearl City-Waipahu                  | Oahu    |
| Waipahu Elem School           | Waipahu    | Waipahu    | Pearl City-Waipahu                  | Oahu    |
| Webbing Elem School           | Aiea       | Aiea       | Aiea-Moanalua-Radford               | Oahu    |
| Waikoloa School               | Waikoloa   | Kealahou   | Honokaa-Kealahou-Kohala-Konawaena   | Hawaii  |
| Waimanalo Elem & Inter School | Waimanalo  | Kailua     | Kailua-Kalaheo                      | Oahu    |