

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

Alison Masutani
Alison Masutani (Jan 23, 2025 09:17:26 UTC)
AUTHORIZED SIGNATURE

Alison Masutani, President & CEO
PRINT NAME AND TITLE

01/23/2026
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: CONSORTIUM FOR HAWAII ECOLOGICAL ENGINEERING EDUCATION*

DBA/Trade Name: Malama 'Aina Foundation

Issue Date: 01/20/2026

Status: **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: [REDACTED]

UI#: XXXXXX7164

DCCA FILE#: 112928

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	Compliant
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

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

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED 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.

Consortium for Hawaii Ecological Engineering Education dba Malama 'Aina Foundation
(Typed Name of Individual or Organization)

Alison Masutani
Alison Masutani [Jan 23, 2025 09:12:56 HST]
(Signature)

01/23/2026
(Date)

Alison Masutani
(Typed Name)

President & CEO
(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

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

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2025.

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](#).

Please see grant narrative below. Section II.3.

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;

Over the past two decades in the State of Hawai'i, the Consortium for Hawai'i Ecological Engineering Education dba Mālama 'Āina Foundation (MAF), an IRS Section 501(c)(3), public not-for-profit, Native Hawaiian Educational Organization, has developed and delivered community-based programming to at-risk Native Hawaiians living predominantly in rural areas. MAF has successfully incubated programs that target the needs of Native Hawaiians because we are embedded and active in Native Hawaiian communities. The core program, Mahope o ke Kula ke A'o Mau Ana, is an in-class support and out-of-school time program for middle school students. To address the broader cultural-historic trauma and the lingering socio-emotional impacts of the pandemic, MAF engages students through culturally relevant experiences that are trauma-informed. MAF is uniquely equipped to partner with community stakeholders to fill gaps in educational service and develop effective, community-based programs that have measurable outcomes.

2. The goals and objectives related to the request;

The goal of this grant is to equip students from Hilo Intermediate School to achieve academic success through culture-, place-, and inquiry-based learning and the experience of Hawaiian cultural values and practices implemented with hands-on learning during class, after school hours, and over intersession and summer breaks.

Objective One: Increase student knowledge of STEM content as aligned to Common Core Math and Next Generation science standards by adapting and delivering an integrated culture- and place-based curriculum that is taught through Native Hawaiian traditions and practices.

Objective Two: Increase place-based learning resources that embed trauma-informed care (TIC) and social emotional learning (SEL) for students, schools, and community partners through in-service workshops, summer and intersession field trips, and demonstrations.

3. The public purpose and need to be served;

According to a 2014 study by the University of Chicago, the middle school years offer a key predictor of high school graduation rates and college attendance.¹ The report points out that high school outcomes are better for students who started high school at the same achievement levels as their peers in subjects of English language arts (ELA), math, and science. However, for middle school students entering the 9th grade in school districts where large achievement gaps exist, their chances of school success and college attendance significantly dwindle. The report concludes that students “who are at risk of 9th grade failure can be identified as early as 6th grade, although some fall into this group as their attendance declines through the middle grade years.”² Ill-equipped middle schools hinder disadvantaged students during key educational years, expanding the ELA, math and science achievement gaps into high school.

The chart below demonstrates the proficiency of disadvantaged learners compared to all students³ and the achievement gaps between non-high needs and high needs student in the fields of ELA, math, and science at Hilo Intermediate School based on the Smarter Balanced Assessment (SBA):

2023-2024 School Year	Disadvantaged	All Students	Achievement Gap⁴
English Language Arts	45%	57%	42%
Math	29%	40%	36%
Science	50%	60%	n/a
Chronic Absenteeism	34%	29%	n/a

¹ Allensworth, Elaine, Julia Gwynne, Paul Moore, and Marisa de la Torre. “Middle Grade Indicators of Readiness in Chicago Public Schools.” University of Chicago Consortium on School Research. November 2014.

² Allensworth, Elaine, Julia Gwynne, Paul Moore, and Marisa de la Torre. “Middle Grade Indicators of Readiness in Chicago Public Schools.” University of Chicago Consortium on School Research. November 2014.

³ Every Student Succeeds Act Report. School Year 2023-2024

⁴ STRIVE HI Report Data. School Year 2024-2025.

The long term proficiency goals that the State would like to achieve by the 2026-2027 school year for disadvantaged students for ELA and math are 70% and 66%, respectively.⁵

Despite Hawai'i having the 4th highest median household income of \$83,102 compared to the national average of \$65,712, it is 39th in the nation for public school spending.⁶

By the State not investing in public education, it results in less programming that can support the whole child. After the pandemic, chronic absenteeism (15 or more days) doubled from 15% in 2018 to 30% in 2023 statewide.⁷ At Hilo Intermediate, the chronic absenteeism was 12% in 2018 compared to 30% in the 2024-2025 school year.⁸ The social emotional needs of students have also increased.⁹ Statewide, 35% of teens reported being depressed, and over 50% of middle and high schoolers said that they never or rarely had help or support with processing feelings of sadness, hopelessness, anxiety or anger. Research indicates that support services can improve absenteeism and address students' social and emotional problems, but they require investment.¹⁰

In order to address the above, there is an urgent need to provide a suite of programming that is trauma-informed, Hawaiian culture based and promotes social emotional and STEM/ELA learning. The Mahope program will provide the following:

- Mobile STEAM van that will bring Hawaiian culture-based STEM education to the seven feeder elementary schools to Hilo Intermediate School;
- Culture-based, Trauma Informed Care (TIC) School Faculty/Staff Workshops;
- Sharing of curriculum that integrates cultural content and STEAM lessons;
- Out-of-school time STEAM/ELA program that will be trauma-informed and project-based to meet Next Generation Science standards and promote Native Hawaiian culture.

4. Describe the target population to be served; and

The target population to be served will be Hilo Intermediate School's faculty/staff and its students and the students of the feeder elementary schools.

⁵ Every Student Succeeds Act Report. School Year 2023-2024

⁶ Hawai'i Department of Education (2021). The budget FY 2021. <https://www.hawaiipublicschools.org/DOE%20Forms/budget/Budget1sheet.pdf>

⁷ Hawai'i Department of Education (2024).

⁸ STRIVE HI Report Data. School Year 2024-2025.

⁹ Hawai'i Health Matters (2024). Health/adolescent health: State of Hawai'i. <https://www.hawaiihealthmatters.org/indicators/index/indicatorsearch?doSearch=1&grouping=1&subgrouping=1&ordering=1&resultsPerPage=150&l=14&s%5B0%5D=407&showSubgroups=0&showOnlySelectedSubgroups=1&primaryTopicOnly=&sortcomp=0&sortcompIncludeMissing=0&show>

¹⁰ Godek, D., Miller, A.A., Tucker A., & Steele, L. (2022). State Bright Spots: SEL and the American Rescue Plan: Promoting SEL for students. CASEL

5. Describe the geographic coverage.

This project will serve the Hilo/Waiākea Complex intermediate and elementary schools which are as follows:

- Hilo Intermediate School
- Hilo Union Elementary School
- Kapi'olani Elementary School
- Kalaniana'ole Elementary School
- Ha'aheo Elementary School
- Ka'ūmana Elementary School
- Keaukaha Elementary School
- E.B. DeSilva Elementary School

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 proposed program will inspire students from the Hilo community to achieve academic success by offering resources that are grounded on Hawaiian cultural values and practices with hands-on learning during class, after school hours, and over intersession and summer breaks.

The focus of Mahope will be Hawaiian culture-based education (CBE) as regardless of the student's ethnicity, they are connected Hawai'i and it can be used as a unifier that inspires learning. According to Kana'iaupuni et al. they describe a study which found that culture-based education strategies were linked to student educational outcomes, whereby culture-based education positively impacted socioemotional well-being.¹¹ Research indicates that creating an educational environment that is relevant to and reflective of student's cultural and ethnic identity will "mitigate negative experiences, increasing self-confidence, self-esteem, and resiliency among both children and adults."¹²

In addition to fostering resilience, culture-based learning can also have a positive impact on mental health. A report from the Society of Clinical Psychology highlights the importance of cultural identity as a protective factor in minority mental health, particularly for children and families. The report emphasizes that interventions that incorporate cultural elements and are sensitive to the unique needs and values of diverse

¹¹ Kana'iaupuni, Shawn Malia, Wendy M. Kekahio, Kā'eo Duarte, and Bandon C. Ledward, with Sierra Malia Fox and Jenna T Caparoso. 2021. *Ka Huaka'i: 2021 Native Hawaiian Educational Assessment*. Honolulu: Kamehameha Publishing.

¹² USDHHS and USDOE (May 5, 2016). *Policy Statement on Family Engagement from the Early Years to the Early Grades*. Retrieved from: <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>

populations can be more effective in promoting psychological well-being.¹³ Furthermore, a study published in the *International Journal of Environmental Research and Public Health* found that cultural engagement can help enhance self-esteem, reduce substance abuse, and decrease rates of depression and suicide, particularly among Indigenous populations.¹⁴

When combined with a trauma-informed approach, culture-based learning can serve as a protective factor for individuals, particularly among minority populations, by promoting resilience, strengthening cultural identity, and fostering a sense of belonging. According to a report from the Substance Abuse and Mental Health Services Administration (SAMHSA), protective factors are characteristics associated with a lower likelihood of negative outcomes or reduce the impact of a risk factor, which may be seen as positive countering events. SAMSHA adds that cultural practices, values, and traditions can play a crucial role in prevention efforts and contribute to the overall well-being of communities.¹⁵ However in a 2018 briefing to Congress, SAMHSA pointed out that the lack of protective factor programming in rural and remote communities was due to funding issues and a lack of qualified, TIC-trained personnel. Trauma-sensitive school personnel who are trained in TIC are key to having the schools be the center of the community and a protective factor for students. By engaging in educational cultural activities that are rooted in trauma-informed care, individuals develop a strong sense of identity and community connections that buffer against stressors.

Schools have limited access to quality STEAM (Science, Technology, Engineering, Art, and Mathematics) education, which combined with insufficient exposure to Hawaiian culture-based learning experiences and TIC training, creates an educational gap that hinders the growth and development of these students, ultimately affecting their future educational and professional opportunities. In order to fill this educational gap, the proposed program will offer robust curriculum/activities that promote STEAM learning in a cultural context, incorporating the 'āina as a living classroom. Opportunities for hands-on and engaging learning experiences are essential to fostering interest and competence in these fields. By offering these opportunities, the Mahope program bridges this gap and improves students' academic performance and interest in STEAM subjects.

The Mahope program will provide the following:

- Mobile STEAM van that will bring Hawaiian culture-based STEM education to 5th and 6th grade students at the seven feeder elementary schools to Hilo Intermediate School;
- Culture-based, Trauma Informed Care (TIC) School Faculty/Staff Workshops;
- Sharing of curriculum with Hilo Intermediate School that integrates cultural content and STEAM lessons;
- Out-of-school time STEAM/ELA program that will be trauma-informed and project-based to meet Next Generation Science standards and promote Native Hawaiian culture.

¹³ Society of Clinical Psychology. "Harnessing Cultural Identity as a Protective Factor in Minority Mental Health: Applications to Children and Families." Society of Clinical Psychology Division 12, 2021.

¹⁴ Gone, Joseph P., and Joseph E. Trimble. "American Indian and Alaska Native Mental Health: Diverse Perspectives on Enduring Disparities." *International Journal of Environmental Research and Public Health*, vol. 9, no. 1, 2012, pp. 388-406, doi:10.3390/ijerph9010388.

¹⁵ SAMHSA. "Culture Is Prevention: Strengthening the Circle of Care." Substance Abuse and Mental Health Services Administration, 2018

The Mobile STEAM van also known as Ke Ka'a 'Enehana (KKE) will serve the 5th and 6th grade students from the seven feeder elementary schools to Hilo Intermediate School which have limited access to quality STEAM education. Based on the enrollment for the 2025-2026 school year, it is estimated that 800 unduplicated students will be served. The activity focus and the frequency of events at each school will be determined with the respective school administration; however, it is estimated that the KKE/Curriculum Coordinator will go to each school at least two times during the school year.

The KKE/Curriculum Coordinator will bring STEAM resources and opportunities directly to the school to better prepare the elementary students with the skills and knowledge needed to transition into middle school. It should be noted the KKE/Curriculum Coordinator is also a Native Hawaiian Cultural Practitioner which enables her to create culturally rich STEAM curriculum and activities. This mobile program will provide immersive, place-based learning experiences that incorporate local culture, history, and context into their activities, helping to make STEAM education more engaging and meaningful for students. For example, in the Seed Bomb lesson, students create their own seed bombs while exploring why native species are essential to healthy ecosystems. The lesson encourages 'āina stewardship, responsibility, and an understanding of how small actions can make a meaningful impact on native ecosystems.

In order to support the school faculty and staff and larger community, MAF's TIC-certified trainer will lead at least two workshops with middle school faculty and staff with Native Hawaiian culture and project/place-based pedagogy that embeds trauma-informed care and social emotional learning (SEL). The educators will learn and reflect on the "two-eye seeing" approach. Topics will include the effects of toxic stress and trauma on the body, mind and spirit of both educators and students. Western research indicates that early trauma and toxic stress interrupts brain architecture and 85% of the human brain is formed in the first 1,000 days of life. From a kānaka lens, early trauma affects the piko po'o in the young child's connection to their kupuna, ancestral wisdom and knowledge. In a "two-eye seeing" approach, teachers will learn of the western approach to self-regulation, but also tie in the wellness of the educator, their connection to 'āina (place) and their students.

To increase the availability of high quality, STEAM-based curriculum at Hilo Intermediate, the Education Specialist will share MAF curriculum by teaching science and/or math classes once a quarter for one or two weeks. It will align with what is currently being taught and will benefit teachers who do not have a strong background in Hawaiian culture-based education, are new to teaching or are new to Hawai'i.

The Education Specialist will provide an out-of-school time program for students that will expand upon content covered in class. The Hawai'i Island Site Manager and Education Specialist will coordinate with school administrators at the beginning of the project and to identify potential participants and to schedule the program activities. The program can support up to 12 students and will also hire two students from Hilo High School who will be Peer Mentors. The Peer Mentors will provide tutoring, assist the Education Specialist in the learning activities and take a lead role in the planning of the five hō'ike that will be held for the student's families and community members every quarter and before the end of the summer program. The hō'ike will be an opportunity for the students to practice their public speaking by sharing what they are learning and for the staff to explain how the families can continue to encourage and support their children.

Mālama ‘Āina Foundation has developed curriculum from previous programs that have proven to be successful, project-based classroom activities. As part of developing an integrated program, the KKE/Curriculum Coordinator will update existing curriculum and adapt it into four themed out of school time program units a year (one per quarter), and one summer intersession unit, and each of the themed Units includes six lessons, with 30 lessons total with various activities. Each activity will run for a period of one hour throughout the quarter, and all the Units will be project-based to meet Next Generation Science standards and promote an aspect of the Native Hawaiian culture. This curriculum design gives students an array of activities and will teach students about specific Hawaiian cultural practices such as the kilo or observation. In one of the modules found in unit two, “Kai” (Sea), students apply observational skills to study coral samples. Below is a sample overview of the curriculum:

Ke Ka‘a ‘Enehana Curriculum - Units and Standards

Topics	Objective	Next Generation Science	Mathematics	Language Acquisition
Wai (Water)	Students learn about how humans have negatively impacted the quality of the water in these areas. Testing water samples based on significant sites on Hawai‘i island.	Minimizing Human Impacts (MS-ESS3-3)	The Number System (7/8.NS.A), functions (8.F.A/B), Geometry (7.G.A/B)	Key ideas and Details (CCSS.ELA-Literacy.RST.6-8.1-3)
Kai (Sea)	Students learn how to kilo (closely observe) sand samples from different sites in Hawai‘i.	Changes in the Earth’s surface (MS-ESS2-2); Minimizing Human Impacts (MS-ESS3-3)	Ratios and Proportional Relationships (7.RP.A), Statistics and Probability (7.SP.A.1)	Range of Reading and Level of Text Complexity (CCSS.ELA-Literacy.RST.6-8.10)
Mauka (Upland)	Students learn about the different types of lava and eruptions.	Earth’s Systems (2-ESS1-1); Plate Tectonics and Large-Scale System Interactions. (4-ESS2.B);	Expressions and Equations (8.EE.A/B/C), Geometry (8.G.A/B)	Craft and Structure, Integration of Knowledge and Ideas (CCSS.ELA-Literacy.RST.6-8.7-9)
Māla	Students learn about life and	Life Science (MS-LS1-6), Matter and	Statistics and Probability	Range of Reading and Level of Text

(Garden)	photosynthesis through traditional Hawaiian cultivating practices.	Energy Flow in Organisms (LS1.C)	(8.SPA), Geometry (8.G.B/C)	Complexity (CCSS.ELA-Literacy.RST.6-8.10)
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Pre- and post-knowledge tests at the unit level will consist of fifteen multiple choice questions modeled after the Hawai'i State Assessment released items and will align with a State standard.

The afterschool program will be conducted from Monday to Thursday from the end of school to 4:30pm. A typical day on Monday/Tuesday/Thursday will be as follows:

- 2:00 – 3:00pm Snack and homework
- 3:00 – 4:00pm Learning activity, e.g., cooking, gardening, lei making demonstration
- 4:00 – 4:30pm Reflections for the day and clean up

On Wednesdays, school ends at 1:05pm so the students can go off the school campus as MAF has a 15-passenger van for transport. The students can go to places such as the Richardson Ocean Center where students can explore and have hands-on learning at the tidepools, fish pond and ocean.

For the fall and spring one-week intersessions, MAF will conduct programming for at least three days over each week. The Education Specialist will take up to 12 students on excursions and because school is not in session, they will have the additional time to go to places like the Kahikina Learning Center in Laupāhoehoe where they will learn about the history of the area, significance of native plants such as 'ōhi'a and even plant Rapid 'Ōhia Death (ROD) resistant 'ōhia in the grove.

The summer program will be for up to 12 students and will be held from Monday through Thursday for three weeks from 8:30am to 2:00pm which will enable the students to do more in-depth learning. The dates and the subject focus will be determined with the school's input.

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

The table below outlines the annual timeline to accomplish the outcomes of this grant proposal:

Key: EPD- Executive Project Director; PBC – Project Budget Compliance team; DO – Director of Operations; CC – KKE/Curriculum Coordinator/Native Hawaiian Cultural Practitioner; TC - TIC Trainer; ES- Education Specialist; PS - Program Specialist; PE- Project Evaluator; SM – Hawai'i Island Site Manager; PM – Peer Mentor

Objective One: Increase student knowledge of STEAM content as aligned to Common Core Math and Next Generation science standards by adapting and delivering an integrated culture- and place-based curriculum that is taught through Native Hawaiian traditions and practices.			
Task	Person(s) Assigned	Timeline	Milestone
Staff in-service, goal planning, team planning and communication with schools and partners.	EPD, DO, SM, TC, CC, and ES	Month 1-2	Completed plans and MOU & MOA in place with partners signed
Curriculum development process begins.	DO, SM, CC, and ES	Month 1-2	Four units completed; Unit 1&2 in mo. 1 and Units 3&4 in mo. 2.
Curriculum training	SM, CC, and ES	Months 1, 3, 6, and 9	ES trained on curriculum for the upcoming quarter
Curriculum supplies and materials procurement	SM, CC, ES, and PS	Month 1/ongoing	Required supplies and materials ready for program delivery
Culture based lessons taught in-class at Hilo Intermediate School	CC and ES	Month 2/ongoing quarterly	CBE curriculum shared to 65 students.
Surveys are distributed and a baseline is created.	DO, SM, CC, PS, PE and ES	Month 2	All program participants are surveyed. Data is collected and analyzed.
Unit is completed, and next unit training conducted and delivery begins.	SM, CC, ES, PS	Months 4, 7, and 10	Staff are trained in the next curriculum unit that will be shared.
Weekly team meetings will include: goal setting, provide feedback and review curriculum and activities leading to milestone achievement.	SM, CC, ES	Month 1/ongoing	Minutes for each meeting will be submitted to EPD/DO
Review and revise curriculum.	DO, SM, CC, ES, PE	At the conclusion of unit.	Unit pre/post-tests analyzed, ES feedback collected and curriculum unit revised (if needed).
Conduct the first of five Hō'ike Showcase Nights.	SM, CC, ES, PS	Quarterly and after summer	Students able to share what they have learned with their families and community.
Final report will be completed	EPD, DO, SM, PBC, PE	July	Outcomes of the grant to be documented.

Objective Two: Increase place-based learning resources that embed trauma-informed care (TIC) and social emotional learning (SEL) for students, schools, and community partners through in-service workshops, out-of-school-time program field trips, and demonstrations.

Task	Person(s)	Timeline	Milestone
Team planning for KKE outreach events, field trips and intersession breaks.	SM, CC, and ES	Month 1- 6	Plans complete
Meet with cultural practitioners and community members to determine/secure field trips and in-class speakers/demonstrations for out-of-school time program activities.	SM, CC, ES	Month 1/ongoing	MOU & MOA in place with partners signed
STEAMobile van for Ke Ka'a 'Enehana lesson delivery.	SM, PS, and CC	Month 1	Vans prepared with equipment and supplies for lesson delivery.
Conduct workshops on Native Hawaiian culture and project/ place-based pedagogy that embeds trauma-informed care (TIC) and social emotional learning (SEL) at Hilo Intermediate(Hilo)	TC	Month 2/ongoing	30-40 middle school faculty/staff (unduplicated) receive at least two professional development workshops
Schedule and conduct KKE outreach events at the seven feeder elementary schools ages 5 th and 6 th grade.	NHCS, CC, EC, and ES	Month 2/ongoing	800 5th and 6th grade students (unduplicated) will participate in KKE Outreach culture-based events.
Satisfaction surveys are distributed at each outreach event and major field trip for out-of-school time programming.	PM, CC, PS, PE, and ES	Years 1-3	All program participants are surveyed. Data is collected and analyzed.
Implement the out-of-school-time programming.	ES and CC	Month 2/ongoing	12 students will participate.
Surveys, pre/post tests and informal focus groups conducted for quality assurance and improvement.	DO, SM, CC and ES	Month 2/ongoing	Program able to understand impact and make adjustments, as needed.
Final report will be completed	EPD, DO, SM, PBC, PE	July	Outcomes of the grant to be documented.

Evaluation

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

KKE Mobile STEAM van – Students and their teachers will complete a brief satisfaction survey following each event to assess engagement, relevance, and overall experience.

In-class curriculum sharing/delivery - MAF will maintain strong communication with the teachers who we will work with. The Education Specialist will share the lessons beforehand and will obtain feedback from the teacher after each lesson and make any adjustments, as needed. The Hawai'i Island Site Manager will also check in with the Hilo Intermediate teachers quarterly to ensure that the program meets the needs of the school and teachers.

Culture-based TIC workshops – The faculty and staff will be asked to do a pre/post survey to indicate the knowledge gained from the workshop. Results will be analyzed and changes made as needed.

Out-of-School-Time Activities – MAF will work with the Project Evaluator to create a survey for students that will indicate if participation in the program has increased their sense of self, belonging, Hawaiian culture and connection to the 'āina. We will also conduct informal focus groups quarterly with the students and make adjustments, as needed.

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.

MAF will report the following measures of effectiveness to the State agency which will provide objective evidence of program implementation and effectiveness and will be used to assess progress toward achieving intended outcomes:

ACTIVITY	MEASURE
For Ke Ka'a 'Enehana Events	At least 2/school or 14 events/year
	800 Unduplicated students Served
	At least 70% of students and teachers expressed satisfaction with the event.
Culture-based TIC Workshops	Statistically significant increase in Pre- and post-survey in knowledge gained.
Out-of-School Time Activities	At least 12 students served Statistically significant increase in Pre- and post-survey in knowledge gained.
Qualitative Feedback	Feedback from the schools, teachers and students regarding program impact and relevance will be reported.

IV. Financial

Budget

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

SEE ATTACHMENT #1 FOR COMPLETED BUDGET FORMS

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

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$96,072	\$101,322	\$95,572	\$110,317	\$403,283

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.

Private Foundations and any Federal, State and County grants that are available and applicable to MAF.

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

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2027 for program funding.

Federal-Native Hawaiian Education Act-Ke Ka'a 'Enehana (STEAMobile) grant effective 9/1/23-8/31/26, \$5,374,437. Total estimated to be received in fiscal year 2027, \$2,016,965.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.

\$3,327,310

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.

Over the past two decades, MAF successfully managed and implemented multiple private and Federal grants serving communities in Hawai'i with its free programs. The Board and executive management monitor the progress of each program in meeting its goals and objectives. Each year MAF orders an extensive audit of its financials to ensure proper compliance with Government Auditing Standards, accounting principles generally accepted in the USA, OMB Uniform Guidance, and ERISA. Embedded in all MAF programs is the use of a cultural approach with a commitment to integrate relevant Hawaiian cultural content for its activities to effectively reach those served. For this reason, the mission of MAF is to empower people to be grounded in their identity and heritage, transform mindsets and foster healthy growth of communities.

MAF has supported Hilo Intermediate School since 2013 and has always strived to pivot to meet their needs. For example, during the extended school closures during COVID-19, MAF offered virtual field trips to allow students to explore rainforests and cultural sites from their Zoom classrooms, STEAM kits to allow students to continue hands-on learning from home, and virtual STEAM fairs that allowed youth to interact with STEAM professionals.

Since 2023, MAF has received 28 grants from the federal and state government and private foundations totaling \$15,817,360. Many of the grantors have repeatedly given MAF funding which affirms their confidence in our ability to effectively implement, manage and report on MAF goals and objectives.

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.

Hilo Intermediate School allows MAF to use a classroom afterschool and during intersessions for its programming. The school also allows MAF to use the cafeteria or auditorium for the hō'ike. Every year, MAF enters into an MOU with the school for such privileges.

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.

Alison Masutani will serve as the Executive Project Director (EPD), providing strategic planning and oversight for the program. She has worked in the development, financing, and implementation of non-projects for over 25 years and has extensive experience in project administration and financial management. Alison has worked with numerous community, education, and economic development projects in Hawai'i, nationally, and internationally. She has been responsible for the overall vision and direction of the organization since becoming the President and CEO in 2023.

Kerri Mokulehua, Director of Operations, will oversee operations and organizational efficiency of the program; Kerri will supervise the Hawai'i Island Site Manager. She will review program reporting and provide updates to the Officers and Board of Directors. Kerri has been with MAF since 2021 and has overseen operations since 2023. She has extensive experience in project management, including her roles at PacificBasin Communications, which provide her with a strong foundation in communication, coordination, and relationship-building.

Tabetha (Tabby) Block, Hawai'i Island Site Manager, will oversee Hawai'i island program personnel, be a liaison with the schools and lead the staff to accomplish its goals and objectives. Tabby has over 15 years of experience in conservation, education, and research administration and has worked for Kupu and most recently, with the USDA Forest Service where she served as an active team member of the Executive Safety Committee.

Christopher (Topher) Fast, Education Specialist, will facilitate the culture-based STEAM lessons for middle school students and conduct the out-of-school-time activities. Topher received his certification in Secondary Teaching with a science emphasis on Hawaiian culture through the Kaho'iwai Teacher Education Program and taught science in the Hawai'i State DOE system from 2017 to 2025. He is currently a board member of E Mau Nā Ala Hele and the Three Mountain Alliance.

Two Peer Mentors will be hired from Hilo High School. They will work 12 hours a week and will assist the Education Specialist during the out-of-school-time activities. They will provide tutoring and support for the Mahope students and take the lead in planning the hō'ike events. The Peer Mentors will be supervised by the Education Specialist and the Hawai'i Island Site Manager.

Heitiare (Kawehi) Kammerer, Ke Ka'a 'Enehana/Curriculum Coordinator/Native Hawaiian Cultural Practitioner, has over 15 years of experience in teaching and developing educational curricula and resources. She is responsible to train the Education Specialist on the curriculum

and conducts observations and provides feedback to improve delivery. Kawehi received her Master's of Education degree in Curriculum Studies – eLearning from Concordia University in Portland, Oregon and prior to joining MAF, was the Hawaiian Culture-Based Education Coordinator for Kamehameha Schools Kapālama Campus from 2022 to 2024.

Randi Maunakea-Kalahiki, the TIC Coordinator, is a Native Hawaiian who is a certified TIC trainer by the Community Resilience Initiative and employs MAF's "two-eye seeing" approach. She has over nine years of classroom experience. Her background in early childhood education as a home visitor helps with TIC approaches in understanding the importance of early brain development, caregiver/child attachment theory and the protective factors.

Loki Vares, Program Specialist, has been with MAF since October 2024 and coordinates and tracks the specific programmatic tasks needed to achieve the goals and objectives of the program. She ensures that the team has the needed supplies and materials, maintains the program data and is responsible for staff meeting minutes.

The Program Budget Compliance team is lead by Chief Financial Officer, Stephanie Nishimura. She is a certified public accountant and has more than 37 years of accounting and auditing experience with a special focus on non-profit accounting and audits. She works closely with Executive and Program Management teams to ensure budgetary and financial compliance. Stephanie has been with MAF since 2010 and is supervised by the Executive Project Director.

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.

SEE ATTACHMENT #2

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.

President and CEO - \$209,133.00

Chief Financial Officer – \$201,707.00

Director of Operations/Program Manager – \$99,940.00

VII. Other

1. Litigation

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

There is 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.

N/A

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.

N/A

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2027 the activity funded by the grant if the grant of this application is:

(a) Received by the applicant for fiscal year 2027, but

MAF will continue to research federal, state, county and private funding sources and apply for monies to continue our programming beyond the term of this grant.

(b) Not received by the applicant thereafter.

If MAF does not receive a subsequent grant, MAF will continue to research federal, state, county and private funding sources and apply for monies to continue our programming beyond the term of this grant.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Consortium for Hawaii Ecological Engineering Education

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	232,124			
2. Payroll Taxes & Assessments	23,049			
3. Fringe Benefits	34,982			
TOTAL PERSONNEL COST	290,155			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	3,000			
2. Insurance	8,500			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	12,000			
7. Telecommunication	2,232			
8. Utilities				
9. Per Diem	480			
10. Contractual	12,500			
11. Transportation	6,764			
12. Field Trips	6,000			
13. Honorariums	6,000			
14. Other Expenses	3,050			
15. Indirect Expense	52,602			
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	113,128			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	403,283			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	403,283	Stephanie Nishimura	808-368-5917	
(b) Total Federal Funds Requested		Name (Please type or print)		Phone
(c) Total County Funds Requested		<u>Alison Masutani</u>		01/23/2026
(d) Total Private/Other Funds Requested		Signature of Authorized Official		Date
TOTAL BUDGET	403,283	Alison Masutani, President and CEO		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Consortium for Hawaii Ecological Engineering Education

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Project Director	1	\$209,140.00	5.00%	\$ 10,457.00
Director of Operations	1	\$102,940.00	5.00%	\$ 5,147.00
Hawai'i Island Site Manager	1	\$72,800.00	20.00%	\$ 14,560.00
Education Specialist	1	\$60,000.00	100.00%	\$ 60,000.00
Peer Mentors (2)	2	\$37,440.00	24.04%	\$ 18,000.00
Ke Ka'a 'Enehana and Curriculum Coordinator and Native Hawaiian Practitioner	1	\$91,052.00	100.00%	\$ 91,052.00
Trauma Informed Care Trainer and Executive Assistant	1	\$69,620.00	5.00%	\$ 3,481.00
Program Specialist	1	\$47,133.00	20.00%	\$ 9,427.00
Program Budget Compliance	1	\$100,000.00	20.00%	\$ 20,000.00
				\$ -
TOTAL:				232,124.00
JUSTIFICATION/COMMENTS:				
<p>Executive Project Director-Provide oversight to ensure that the goal of the project is accomplished.</p> <p>Director of Operations-Ensures that the project goals and objectives are achieved. Collects and analyzes data and implements improvement strategies with the input of partners.</p> <p>Hawai'i Island Site Manager-Provides supervision and direction for Hawai'i island team. Maintains close contact with the school administration to ensure that programming meets their needs.</p> <p>Education Specialist-Will provide in-class support, plan activities and implement curriculum.</p> <p>Peer Mentors-Assist Education Specialist and serve as peer mentors for youth.</p> <p>Ke Ka'a 'Enehana and Curriculum Coordinator and Native Hawaiian Practitioner-Develops the culturally appropriate, 'āina-based curriculum, provides training and supports the Education Specialist in the program implementation.</p> <p>Trauma Informed Care Trainer and Executive Assistant-Position will incorporate Trauma Informed care components into the Curriculum.</p> <p>Program Specialist-Provides administrative program support for the project.</p> <p>Program Budget Compliance-Provides financial management and oversight.</p>				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Consortium for Hawaii Ecological Engineering Education

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
None.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
None.			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Consortium for Hawaii Ecological Engineering Education

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
Not Applicable						
TOTAL:						
JUSTIFICATION/COMMENTS:						

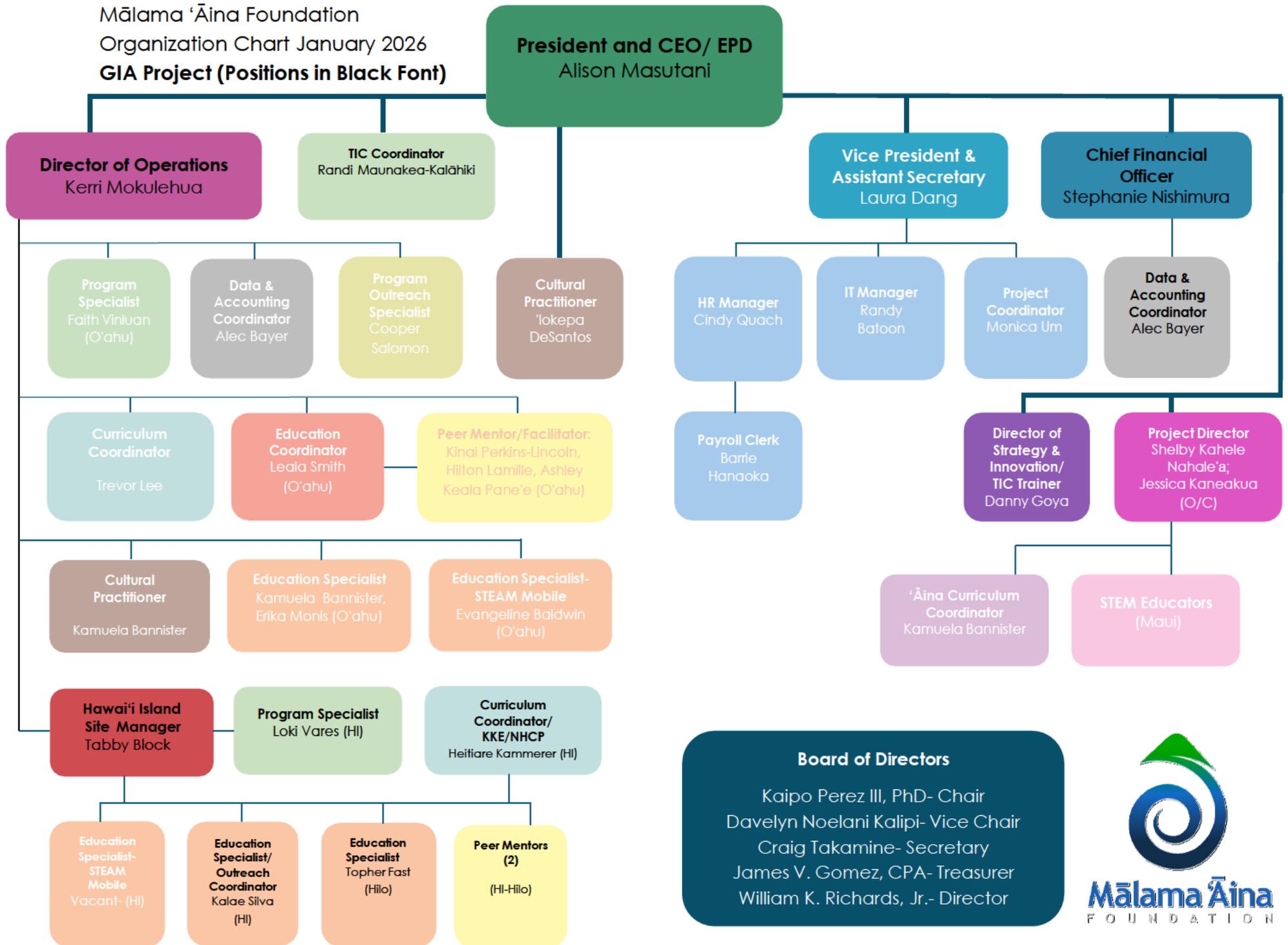
GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Consortium for Hawaii Ecological Engineering Education

Contracts Total: 5,374,437

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	NHEA-Ke Ka'a 'Enehana (STEAMobile)	9/1/23-8/31/26	U.S. Dept of Education	U.S.	5,374,437
2					
3					
4					
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30					

Mālama 'Āina Foundation
 Organization Chart January 2026
GIA Project (Positions in Black Font)



Board of Directors

Kaipo Perez III, PhD- Chair
 Davelyn Noelani Kalipi- Vice Chair
 Craig Takamine- Secretary
 James V. Gomez, CPA- Treasurer
 William K. Richards, Jr.- Director





STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
HILO-WAIĀKEA COMPLEX
75 AUPUNI STREET, RM. 203
HILO, HAWAII 96720

January 22, 2026

Hawaii State Legislature
415 South Beretania Street
Honolulu, HI 96813

RE: Mālama 'Āina Foundation
Letter of Support for Grants-In-Aid

To Whom It May Concern:

I am writing in strong support of Mālama 'Āina Foundation's request for funding through the Hawai'i State Legislature's Grants-in-Aid (GIA) program. Since 2013, Hilo Intermediate School has proudly partnered with Mālama 'Āina Foundation (MAF) to provide culturally grounded, hands-on STEM programming for our middle school 'ōpio during afterschool, intersession, and summer programs.

Through programs such as kalo cultivation, lā'au lapa'au, wai systems, and holoholona conservation, our haumāna have engaged in meaningful, place-based learning that strengthens academic skills, cultural identity, and stewardship of 'āina. These experiences deepen students' understanding of Hawaiian values, promote healthy lifestyles, and foster responsibility to care for their community and environment.

For over 25 years, Mālama 'Āina Foundation has demonstrated a strong commitment to serving Native Hawaiian communities through high-quality, culturally responsive education. Their programs have had a lasting and positive impact on our students.

We strongly urge the Legislature to support Mālama 'Āina Foundation's GIA request so that this vital work may continue.

Sincerely,

A handwritten signature in blue ink that reads "Kasie Kaleohano".

Kasie Kaleohano
Complex Area Superintendent

2Final GIA Application

Final Audit Report

2026-01-23

Created:	2026-01-23
By:	Alison Masutani (amasutani@malamaaina.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAtuOF8hwnJ8VEbVs4jXUAOyxLlwultAlk

"2Final GIA Application" History

-  Document created by Alison Masutani (amasutani@malamaaina.org)
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