

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



Brian Goldstein, Executive Director

01/21/2026

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

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: HAWAII MOBILE MUSEUM OF TOLERANCE

Issue Date: 12/30/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#:



UI#: No record

DCCA FILE#: 328264

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Exempt
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, 2025.

2. Declaration Statement

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

Response: The applicant declares, under penalty of perjury, that it is in 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](#).

Response: The GIA grant from the State of Hawai'i will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes

II. Background and Summary

1. Brief description of the applicant's background;

Response: The Hawai'i Mobile Museum of Tolerance (HMMOT) is a free traveling mobile education center ("MEC"), utilizing innovative technology and interactive lessons to bring messages of respect, acceptance, and tolerance directly to schools and communities across the state of Hawai'i. HMMOT is inspired by existing Mobile Museum of Tolerance (mmot.com) operating in Illinois, New York, California, and Florida. These mobile education centers (MECs) are designed as innovative learning environments housed in converted RVs. They use interactive technology and lessons to teach about tolerance, human rights, and the history of events such as Japanese Internments Camps. The Mobile Museums of Tolerance have reached thousands of students and community members, imparting lessons on historical and contemporary issues of racism, intolerance, and the importance of diversity and democracy.

HMMOT plans to initially offer three workshops:

1. **The Hawaii Experience** - In this workshop, participants explore pivotal moments in Hawaii's history that illustrate the impact of prejudice, courage, and resilience. Topics include the internment of Japanese Americans during World War II, the story of the 442nd Regimental Combat Team, the lynching of Joseph Kahahawai and the Massie Trial, and modern issues such as the discrimination faced by Micronesian communities. Through this historical lens, participants engage in discussions on contemporary challenges like bullying, hate crimes, and systemic intolerance, fostering a deeper understanding of the importance of equity and inclusion in today's world.

2. **Combat Hate** - Designed for students in grades 7–12, this 45-minute digital media literacy workshop equips participants with tools to identify and analyze potentially harmful media, combat hate online, and create a positive social media presence. Working in small groups and using tablet computers, students apply the Center for Media Literacy's Five Key Questions to evaluate carefully curated examples of online hate. The workshop also covers the concept of a digital footprint, strategies for reporting hate online, and fostering responsible digital behavior. Students conclude the session with a reflective exercise, considering actionable ways to make a positive difference.

3. **The Anne Frank Story** - is specifically geared toward students in grades five through eight. This immersive experience takes place aboard a 32-seat, high-tech traveling classroom where students view a short film detailing Anne Frank's life and the immense struggles she faced during the Holocaust. Following the film, a trained educator facilitates a guided discussion on sensitive topics such as anti-Semitism, prejudice, and stereotypes, while highlighting the historical role of "upstanders" who resisted injustice. The program aims to empower participants to recognize modern-day examples of intolerance and inspires them to take an active role in promoting human dignity within their own communities.

2. The goals and objectives related to the request

Response: The goal of the \$200,000 GIA request is to help fund the final payments for the Hawai'i MEC, which has been ordered from Mobility Resource Associates, Inc. (MRA) in Detroit, MI. The Hawai'i MEC was ordered and is scheduled for delivery in late 2026 or early 2027. The total cost of the Hawai'i MEC is being funded through a combination of private donations and this requested Grant-in-Aid (GIA) funding.

3. The payment structure for the Hawai'i MEC is as follows:

- Deposit: \$250,000 (Paid via private donations)
- Payment 2: \$174,870 (Pending, sourced from private donations)
- Payment 3: \$265,000 (Pending, sourced from private donations)
- Final Payment: \$249,571 (Pending, partially funded through GIA funding)

4. The public purpose and need to be served

Response: The public purpose served by this initiative is to provide accessible, interactive education on tolerance and human rights directly to public schools and communities across Hawai'i, which may otherwise have limited access to such resources. The need addressed is the increasing importance of fostering understanding and respect among diverse populations, combating intolerance, and equipping young people with knowledge and critical thinking skills to confront prejudice and hate.

5. Population to be served

Response: The target population includes students from elementary to high school levels, educators, and community leaders across Hawai'i. Special attention may be given to communities that are typically underserved by traditional educational resources, ensuring inclusivity and a broad impact.

6. Geographic coverage.

Response: The geographic coverage of HMMOT will span the entire state of Hawai'i. Given the archipelago's unique geography, the design will consider the logistical challenges of transporting the MEC between islands, ensuring that the reach includes not just the main urban centers but also the more remote and rural areas, thus providing equitable educational access state-wide.

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:

Describe the scope of work, tasks and responsibilities;

Response: The Hawai'i Mobile Museum of Tolerance (HMMOT) project involves creating a traveling mobile education center (MEC) tailored to Hawai'i's unique needs and geography. The scope of work includes:

- Partnering with Mobility Resource Associates, Inc. ("MRA") in Madison Heights, MI for the design and manufacturing of the MEC. The MEC was ordered in late 2024, with initial payments made. GIA funding will be used to make the final payments and take delivery of the MEC.

2. Projected annual timeline for accomplishing the outcomes of the service;

Response: The intended outcome of the Hawai'i Mobile Museum of Tolerance project is

the successful launch and operation of a fully functional Mobile Education Center delivering tolerance, anti-bullying, anti-hate, and human rights education to public schools and communities across Hawai'i. The projected annual timeline reflects the progression from final production through initial deployment and early statewide service.

Months 1-3

Final manufacturing milestones are completed and the Mobile Education Center is delivered. During this period, the MEC is inspected, commissioned, and prepared for service, including final testing of interactive exhibits, audiovisual systems, and learning technologies. Operational readiness activities are completed in coordination with local partners to ensure the MEC is prepared for use in Hawai'i's school and community environments.

Months 4-6

The project transitions from delivery to initial service readiness. Educators are onboarded and trained, curriculum is finalized and adapted for Hawai'i specific audiences, and deployment schedules are confirmed with schools and community hosts. Initial educational programming begins, allowing the project to move from launch into active service delivery.

Months 7-9

Regular deployment of the Mobile Education Center expands, with the MEC visiting public schools and community sites and delivering workshops aligned with the project's tolerance, media literacy, and human rights objectives. Operational processes are refined based on early experience, and planning advances for broader geographic reach.

Months 10-12

The Mobile Education Center operates in a steady state, delivering programming to a growing number of students and community members. Participation levels, scheduling efficiency, and program delivery are reviewed to assess early impact and inform planning for the following year. By the end of the year, the project outcome is a fully operational Hawai'i Mobile Museum of Tolerance actively serving schools and communities and positioned for continued statewide expansion.

3. Quality assurance and evaluation plans for the request.

Response: Quality assurance and evaluation plans include, but are not limited to;

- Regular Communication: Establishing a routine of regular Zoom calls and on-site visits with MRA to ensure adherence to quality standards and project timelines.
- Continuous Evaluation: HMMOT staff will actively monitor the manufacturing process, making adjustments as necessary to align with project goals and timelines.
- Post-Delivery Evaluation: After delivery of the MEC, a comprehensive evaluation will be conducted to assess the vehicle's readiness and effectiveness before deployment to schools.

4. Measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency).

Response: Measures of effectiveness include, but are not limited to;

- Completion and Operational Readiness - Successful delivery, commissioning, and certification of the Mobile Education Center, with all exhibits, technology, and safety systems fully operational and ready for public use.
- Service Deployment and Utilization - The number of deployment days completed during the reporting period and the number of schools and community sites served by the Mobile Education Center.
- Participation and Reach - The number of students and community members who participate in HMMOT workshops, disaggregated by school level where feasible.
- Program Delivery - Successful delivery of HMMOT's core workshops, including The Hawai'i Experience, Combat Hate, and The Anne Frank Story, in alignment with the project's educational objectives.
- Ongoing Readiness and Reliability - The Mobile Education Center's ability to maintain a consistent deployment schedule, including minimal downtime due to technical or operational issues.

IV. Financial

Budget

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

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$150,000	\$50,000			\$200,000

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

Response: HMMOT is actively seeking additional private funding for fiscal year 2027 and beyond and anticipates raising approximately \$1,000,000 from a combination of local corporate, foundation, and individual philanthropic sources. This includes outreach to all major Hawai'i based banks to secure matching grants modeled on the \$250,000 commitment from Bank of Hawaii, as well as ongoing solicitation of corporate support from local transportation and logistics partners, including Young Brothers and Matson. HMMOT is also pursuing additional grants from the ALTRES Foundation, McInerney

Foundation, Edmund C. Olson Trust, and other Hawai'i based foundations, along with continued engagement of high net worth individuals with strong ties to Hawai'i. These efforts are intended to fully support the launch and early operation of the Mobile Education Center while reducing long term reliance on Grant in Aid funding.

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.

Response: NONE

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.

Response: NONE

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

Response: \$1,169,225

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.

Response: The Hawai'i Mobile Museum of Tolerance (HMMOT) is led by a team that brings a wealth of skills, abilities, knowledge, and experience to the project, ensuring its success and relevance.

- Brian Goldstein, Executive Director– Brian brings over two decades of senior management experience, specializing in the growth of technology-based organizations. His diverse background, ranging from medical technology to consumer internet, and his leadership in deploying Hawai'i's largest EV charging network highlight his capacity for managing innovative projects with logistical and technological complexities. Additionally, his experience in raising venture capital and leading a company to an IPO demonstrates his ability to navigate the financial aspects critical to the HMMOT's success.

- Seymour Kazimirski, Chairman and Director - Seymour brings extensive business acumen to the role with over three decades of experience in Hawai'i. He has a strong entrepreneurial background, having founded and expanded companies in the retail and supply sectors, notably to the military. Seymour's expertise extends globally with his company, Global Consulting Company, which specializes in international acquisitions, mergers, and real estate development, including high-profile projects in Hawai'i. His commitment to community service is evident through his leadership in local causes, educational outreach, and his innovative program using music for healing called Make em Smile.
- Barron Guss, Director - Barron is renowned for his philanthropic initiatives and the establishment of the ALTRES Foundation. As the President and CEO of simplicityHR by ALTRES, he has been instrumental in transforming the company into a technology leader while maintaining a deep commitment to community service. His vision for the ALTRES Foundation is innovative, aiming to redefine philanthropic giving through leadership development and leveraging technology. Barron's dedication to various local and national boards reflects his engagement with critical issues such as education, public health, and economic development. His strategic approach to charity through the ALTRES Foundation emphasizes sustainable impact and the empowerment of community leaders.
- Melissa Ching Benjamin, Director - Melissa has been a dedicated community volunteer since returning to Hawai'i in 1992 to raise her children. Her philanthropic efforts focus on women's issues, youth programs, conservation, and the visual arts. Melissa co-chaired the creation and launch of two signature initiatives for the Junior League of Honolulu: a women's conference that evolved into the Wahine Forum and a program for at-risk adolescent girls, which operated for 12 years before transitioning to the Domestic Violence Action Center. Melissa is a graduate of Punahou School. She earned her Bachelor's degree in English and American Literature from Brown University and her MBA from Harvard Business School. Her leadership and commitment have left a lasting impact on vital community programs.
- Pamela Sakamoto, Ph.D., Educational Advisory Board – Pamela is a special education advisor and a member of the HMMOT Educational Advisory Board. Pamela Phi Beta Kappa graduate of Amherst College and holds a doctorate from the Fletcher School at Tufts University. Pamela has worked offsite as an expert consultant on Japan-related projects for the United States Holocaust Memorial Museum in Washington, D.C. and has taught in the University of Hawai'i System. She is on the Social Studies faculty at Punahou School in Honolulu, where she coordinates the Davis Democracy Initiative.
- Ke'alohe M. Reppun, Educational Advisory Board - Ke'alohe is a lead cultural advisor and member of the HMMOT Educational Advisory Board. She is the director of the Kaihelani Learning Center for 'Ike Hawai'i (Hawaiian Knowledge) at Punahou School, where she has developed and delivered Hawaiian language and culture curriculum for grades K–12 since 2018. Her work reaches over 3,000 students, and her efforts to implement Hawaiian language proficiency assessments at the elementary and middle school levels are now being adopted across immersion schools statewide. Beyond Punahou, she co-founded Kauluwao, Incorporated, a nonprofit that supports teachers in deepening the cultural origin of their language and pedagogy.

- Amber Makaiau, Educational Advisory Board – Amber is a member of the HMMOT Educational Advisory Board. Dr. Makaiau is an Associate Specialist at the University of Hawaii at Manoa College of Education Institute for Teacher Education Secondary Program. She is also the Director of the Hanahau’oli School Professional Development Center and the Director of Curriculum and Research at the University of Hawai’i Uehiro Academy for Philosophy and Ethics in Education.

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.

Response: HMMOT intends to partner with Roberts Hawaii, a well-established tour bus operator, to utilize local infrastructure for the Mobile Education Center (MEC). This partnership will provide essential facilities for maintaining the MEC, along with skilled personnel, including drivers and service staff, to support its operation. Partnering with a local operator ensures the MEC is properly serviced and housed in facilities designed for its care. Additionally, this collaboration highlights HMMOT’s commitment to community involvement and the strategic use of local resources.

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.

Response: The Hawai’i Mobile Museum of Tolerance (HMMOT) staffing plan is crafted to ensure a high-quality, educational experience with a lean operational approach. The team will consist of an Executive Director with experience in leadership and fundraising, an Office and Logistics Manager adept in administrative and logistical coordination, and two Hawai’i-licensed educators with curriculum development expertise. The Executive Director, already onboard, will oversee all aspects of HMMOT, including coordination with the Simon Wiesenthal Center in Los Angeles.

The Office and Logistics Manager, slated for part-time hire in Q2 2027 and transitioning to full-time by Q3 2027, will manage office functions and the scheduling logistics of the MEC. This role is critical for the seamless operation and movement of the MEC across Hawai’i.

The licensed educators, to be recruited approximately four months prior to the MEC’s arrival, will focus on curriculum development, customization, and delivery. Supervision and training will be hands-on, with direct reporting to the Executive Director, who will ensure that staff are supported, performance is monitored, and the educational objectives are met consistently.

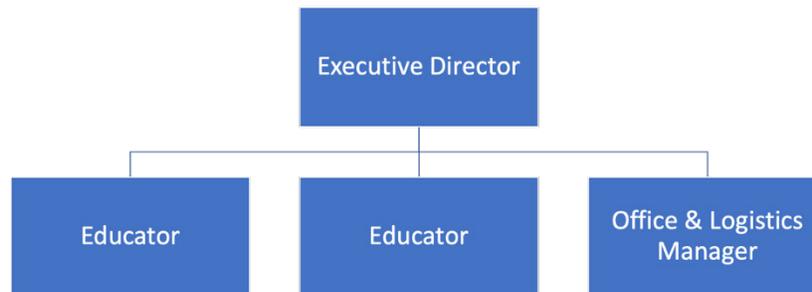
2. Organization Chart

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.

Response: The organization chart for HMMOT is straightforward, reflecting its streamlined operation:

- Executive Director
- Office and Logistics Manager
- Licensed Educators (2)

Each team member reports directly to the Executive Director, who provides supervision and direction.



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.

Response: HMMOT offers competitive salaries to attract and retain qualified professionals. The annual salary range for the three highest-paid positions are:

- Executive Director: \$138,000
- Office and Logistics Manager: \$50,000 (part-time to full-time transition noted)
- Licensed Educators: \$65,000 to \$85,000

These figures reflect the commitment to maintaining a high standard of educational programming and operational excellence.

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.

Response: There is no pending litigation to which HMMOT is a party.

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.

Response: There are no special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

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.

Response: The grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

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
- (b) Not received by the applicant thereafter.

Response: The Hawai'i Mobile Museum of Tolerance has a clear and sustainable plan to support continued operations beyond fiscal year 2027, regardless of whether additional Grant in Aid funding is received after that period.

If Grant in Aid funding is received for fiscal year 2027, those funds will support the launch and early operation of the Mobile Education Center while private fundraising efforts continue to build long term financial stability. If Grant in Aid funding is not received thereafter, HMMOT will rely on a diversified base of private philanthropic support to sustain ongoing operations.

Leadership and Community Commitment: The HMMOT Board of Directors and Steering Committee, comprised of established Hawai'i business and civic leaders, are actively engaged in securing long term funding. Their continued financial and strategic involvement provides a stable foundation for the organization.

Foundation, Corporate, and Individual Support: To date, HMMOT has raised more than \$3 million in funding and multi-year commitments, including a \$1 million cash gift from an anonymous donor, a \$1 million four year commitment from the Weinberg Family Foundation, a

\$250,000 four year commitment from Bank of Hawaii, a \$250,000 grant from the ALTRES Foundation, and initial grants of \$100,000 each from the Weinberg Foundation and the McInerny Foundation. Additional support from local foundations, corporations, and individual donors is anticipated.

Board & Leadership Financial Contributions: The HMMOT Board of Directors and Steering Committee have already committed a significant amount of \$600,000 to the project, demonstrating strong internal support and confidence in the viability and importance of HMMOT.

High Net Worth Individual Fundraising: The organization is actively engaging high net worth individuals with strong ties to Hawai'i, including those with second homes in the state, as a core component of its long term fundraising strategy. This strategy has so far secured over \$1 million in gifts

Reduced Dependence on GIA Funding: A central objective of HMMOT's financial strategy is to minimize dependence on Grant in Aid funding for ongoing operations. This approach is intended to ensure long term financial independence, resilience, and sustainability.

Through strong leadership, diversified private funding, and a deliberate focus on financial self-sufficiency, HMMOT is well positioned to sustain operations beyond fiscal year 2027.

**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, Hawai'i 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, Hawai'i 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, Hawai'i 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, Hawai'i 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.

Hawaii Mobile Museum of Tolerance
(Typed Name of Individual or Organization)

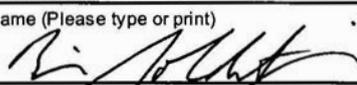
 January 21, 2026
(Signature) (Date)

Brian Goldstein Executive Director
(Typed Name) (Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Hawaii Mobile Museum of Tolerance

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				204,510
2. Payroll Taxes & Assessments				40,902
3. Fringe Benefits				
TOTAL PERSONNEL COST				245,412
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				21,000
2. Insurance				2,000
3. Lease/Rental of Equipment				12,000
4. Lease/Rental of Space				5,750
5. Staff Training				4,750
6. Supplies				2,400
7. Telecommunication				24,000
8. Utilities				28,022
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES				99,922
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	200,000			
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000			345,334
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Brian Goldstein		808-234-4658
(b) Total Federal Funds Requested		Name (Please type or print)		Phone
(c) Total County Funds Requested				January 20, 2026
(d) Total Private/Other Funds Requested	489,441			Signature of Authorized Official
TOTAL BUDGET	689,441	Brian Goldstein, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Hawai'i Mobile Museum of Tolerance

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
N/A	N/A	N/A	N/A	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				

JUSTIFICATION/COMMENTS: No funds are being requested for personnel salaries and wages

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: **Hawai'i Mobile Museum of Tolerance**

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A	N/A		\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
The Hawai'i Mobile Museum of Tolerance an upfitted and specialized RV that is converted into a mobile education vehicle	1.00	\$939,441.00	\$ 939,441.00	\$ 200,000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 939,441.00	\$ 200,000
JUSTIFICATION/COMMENTS: Requesting \$200,000 in GIA funding to cover the fourth and final payment for the acquisition of an upfitted and converted RV, which will serve as a free, traveling mobile education center.				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2026 to June 30, 2027

Applicant: **Hawai'i Mobile Museum of Tolerance**

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:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
PLANS	N/A		N/A		N/A	N/A
LAND ACQUISITION	N/A		N/A		N/A	N/A
DESIGN	N/A		N/A		N/A	N/A
CONSTRUCTION	N/A		N/A		N/A	N/A
EQUIPMENT	N/A		N/A		N/A	N/A
TOTAL:						
JUSTIFICATION/COMMENTS: No funding requested for above items						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: HAWAII MOBILE MUSEUM OF TOLERANCE

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	NONE		N/A	N/A	
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HAWAI'I MOBILE MUSEUM of TOLERANCE

A collaboration with the Simon Weisenthal Center



The Hawai'i Mobile Museum of Tolerance (HMMOT) is a free traveling mobile education center, utilizing innovative technology and interactive lessons to promote messages of respect, tolerance, and acceptance across communities in the state of Hawai'i. HMMOT inspires people of all ages and backgrounds to raise their voices against bullying, racism, antisemitism, hate, and intolerance.

The Power of Education

HMMOT takes an inventive approach to outreach and education within Hawai'i's communities. Workshops cover highly relevant topics including civil rights, racism, issues facing Native Hawaiians, Holocaust history, bullying, Japanese American internment, and the dangers posed by online hate. Students and educators engaging with these interactive lessons will emerge not only more informed, but empowered and inspired to drive positive social change themselves.

Prior to the arrival of HMMOT, teachers receive Teacher's Guides to prepare students for the workshops. Additional post-visit materials solidify and extend student learning on the topics covered in the HMMOT program.

HMMOT functions as a mobile field trip, traveling to schools, libraries, community centers, and events on the islands of O'ahu, Maui, Hawai'i, and Kaua'i to deliver engaging educational programming directly to students and the community.



Hawai'i Mobile Museum of Tolerance
a Hawaii 501c3 nonprofit corporation

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Teacher's Guide



COMBAT HATE: A DIGITAL MEDIA LITERACY WORKSHOP

SUPPLEMENTAL LESSONS

CONTENTS

A Note About This Teacher’s Guide	3
Glossary of Digital Media Terms	4
Before the MMOT Visit	6
HANDOUT: DIGITAL FOOTPRINT QUESTIONNAIRE	7
Post MMOT Visit	8
HANDOUT: COMBAT HATE ACTION PLAN	9
HANDOUT: “READING” YOUR SOCIAL MEDIA	11
HANDOUT: THINK BEFORE YOU POST	12
Additional Resources	13

A NOTE ABOUT THIS TEACHER'S GUIDE

Dear Educators,

On behalf of the Simon Wiesenthal Center's Mobile Museum of Tolerance (MMOT), thank you for booking our *Combat Hate: A Digital Media Literacy Workshop* and for inviting us to visit your school. The MMOT is based on the Museum of Tolerance in Los Angeles (MOTLA), a recipient of the Global Peace and Tolerance Award from the Friends of the United Nations. The MOTLA is a human rights laboratory and education center dedicated to challenging visitors to understand the Holocaust in both historic and contemporary contexts as well as confronting all forms of prejudice and discrimination in our world today.

The *first-of-its-kind* in the United States, the MMOT is a free traveling human rights education center, which brings a message of tolerance directly to schools and communities across the state of Illinois. The MMOT's 32-seat wheelchair accessible vehicle serves as a self-contained classroom in which an Illinois licensed educator teaches students from all different backgrounds about the dangers of dehumanization in historical times. It connects the past to the present and its relevance in the United States. This workshop is in alignment with Illinois Standards. (<https://mmot.com/wp-content/uploads/2023/09/Standards-crosswalk-Combat-Hate-Combat-Hate.pdf>)

Aimed at students grades 7-12, this 45 minute digital media literacy workshop provides students with the tools to identify and analyze potentially harmful media, stand up against hate online, and develop strategies to create a positive social media presence. Using tablet computers and put in small groups, students will review the *Center for Media Literacy's Five Key Questions* to analyze carefully curated examples of online hate. Students will further discuss the concept of a digital footprint and learn how to report hate online. Students will complete the workshop with a reflection piece to consider how they can make a difference.

It is always important to acknowledge the sensitivity of the topics we are discussing in this workshop. The MMOT provides a space for respectful discourse and understands that the topics may trigger difficult feelings. For educators who wish to prepare students for the visit, or delve further into these topics post-visit, we have created this Teacher's Guide with the hope that participating teachers might use them as a catalyst for inquiry and action. This guide contains definitions relevant for the workshop, dialogue starters, handouts, and additional resources.

Sincerely,

The Mobile Museum of Tolerance Staff



GLOSSARY OF TERMS

ANTI-SEMITISM: A certain perception of Jews which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed towards Jewish or non-Jewish individuals and/or their property toward Jewish community institutions and religious facilities.

BULLYING: Unwanted, aggressive behavior among people that involves a real or perceived power imbalance. The behavior is repeated over time. Bullying includes: making threats, spreading rumors, physical or verbal attacks, and intentional exclusion.

BYSTANDER / BYSTANDER EFFECT: A passive witness to an event or problem, such as bullying. By not taking action, they may allow the situation to continue or become worse. The bystander effect is a theory that states that an individual's likelihood of helping a victim decreases the more people there are to witness the crime.

CYBERBULLYING: Using computers, smartphones, and/or other connected devices to embarrass, hurt, mock, threaten, or be mean to someone online. The act of repeatedly harassing someone online by sending or posting mean messages, usually anonymously.

DEHUMANIZATION: The act of regarding, representing, or treating a person or group as less than human; the process of depriving a person or population of human qualities or attributes such as compassion, dignity, individuality, etc.

DIGITAL CITIZENSHIP: Citizenship means membership in a community and the rights and responsibilities that go along with being a member of that group. Digital citizenship refers to the responsible use of technology by anyone interacting with other people in virtual spaces.

DIGITAL FOOTPRINT: A person's unique set of digital activities, actions, and communications that leave a data trace on the internet, a computer, or other digital device and can identify a particular user or device.

DIGITAL LITERACY: The practice of reading information online, understanding what it means, where it originated from and whether it is accurate.

DISCRIMINATION: Action based on prejudice and/or racist beliefs that results in unfair treatment of individuals or groups; unjust conditions in areas such as employment, housing, and education.

MEDIA LITERACY: The ability to apply critical thinking skills to the messages, signs, and symbols transmitted through mass media.

OTHERING: Othering is not about liking or disliking someone. It is based on the conscious or unconscious assumptions that a certain identified group poses a threat to a favored group and is largely driven by politicians and the media as opposed to personal contact.

PREJUDICE: A prejudgment (opinion or feeling), usually negative, formed without adequate knowledge or reason.

GLOSSARY OF TERMS (CONTINUED)

PROPAGANDA: The deliberate spreading of ideas or information, true or untrue, with the purpose of manipulating public opinion to gain support for one's cause or to discourage support for another.

RACISM: A set of beliefs based on perceived racial superiority and/or inferiority; a system of domination that is played out in everyday interactions, and the unequal distribution of privilege, resources, and power.

STEREOTYPE: The unfair, simplistic, firmly held belief, often negative, that all people who share a common background possess particular characteristics.

TOLERANCE: A fair and objective attitude towards those whose opinions and practices differ from one's own. The commitment to respect human dignity.

BEFORE THE MMOT VISIT

FRONTLOADING

You and your students will soon visit the MMOT and be immersed in a lesson about combating hate online. This short lesson is an opportunity to frontload ideas and themes that will be discussed on the MMOT. Talking about these themes beforehand will help students maximize their time in the MMOT by giving them a head start on information, so they will understand more deeply and will be able to grasp the information being presented. More importantly, it can help reduce stress when students are in an immersive experience.

ACTIVITY: MEDIA PRESENCE AND ONLINE INTERACTIVITY

Print (or [share digitally](#)) the **Digital Footprint Questionnaire** handout. Have your students complete the questionnaire. This worksheet will help your students think about their social media presence and how they interact online. After the students complete the questionnaire, use the questions below to help them reflect on their answers.

REFLECTION

Here are some starter questions. However, you know your students best, so feel free to come up with questions that will resonate with your students even more.

- Do you think about what you post on social media?
- How do you decide what to share, and with who?
- Could your social media presence have an impact on your future? For example: jobs and college applications.
- How important are “likes” or “followers” for you? Does this influence the content you create and share?
- Can digital media be manipulated or changed without you knowing?

You are going to be experiencing a workshop on the MMOT about digital media literacy and, especially, on how we can combat hate in online platforms. Hate is spread online in many different ways and impacts how people think and feel about themselves and others. This workshop will help you reconsider how you interact in the online world and the impact your words and messages can have on yourself, the communities around you, and help you create a positive digital footprint.





HANDOUT:
DIGITAL FOOTPRINT QUESTIONNAIRE

NAME: _____

1. I use social media (circle one):

Yes No Not sure

2. I've used social media for _____ years

3. My favorite activity online is

4. My favorite social media platform is

5. I have seen hateful or offensive content online (circle one)

Yes No Not sure

6. How do you respond when you see something hateful or offensive online?
(circle one)

Ignore it Comment on it Report it

Something else: _____

7. What concerns you most about the online world right now? (circle one)

Fake news Hate It's addictive People can be anonymous

Something else: _____

8. What does the term "hate speech" mean to you?

AFTER THE MMOT VISIT

DEEPENING YOUR EXPERIENCE

After your visit to the MMOT, students may still be processing what they've experienced. It is important to follow up to ensure that the experience continues well beyond the MMOT visit. After all, the whole idea of going to a museum (or in our case, having a museum come to you) is to learn something new and expand your mind. If your students reflect on what they have learned and talk about it after, they'll have a much richer experience.

PUT IT INTO ACTION

Encourage the students to complete the **Action Plan** handout on the following page and put into action what they have learned. **HANDOUTS: Action Plan, Before You Post THINK!**

HOMEWORK ACTIVITY: "READING" YOUR SOCIAL MEDIA POSTS

Have your students complete the **"READING" YOUR SOCIAL MEDIA POSTS** handout activity at home to discuss in class the next day. Encourage the students to use the questions adapted from the ones used on the MMOT (*Center for Media Literacy's 5 Key Questions for Deconstructing Media*) to assess the last 5 posts of the social media account they will be exploring.

- Who created it, and why?
- What techniques do you/they use to attract attention?
- How might different people interpret (understand) this message?

HANDOUTS: "Reading" Your Social Media Posts, Before You Post THINK

FOLLOW-UP DISCUSSION:

- Do adults make too much of this or are they onto something?
- Did you reconsider the posts you might share in the future after these conversations?
- Moving forward, what is important for you to consider when you interact on social media or online?
- Why does your digital footprint matter?





Choose the options that are right for you and add your own:

TAKE CARE AND TALK

- Practice self-care and take a break when needed
- Reach out to adults at school if you feel uncomfortable or have questions about something you saw
- Let parents, guardians, siblings, and others who care know when you need to talk about something upsetting online
- Discuss with friends when you feel that hateful speech is being used around you

DIGITAL CONTROL

- Report offensive posts to social media platforms directly – every report counts!
- Block users from your feed if they are being inappropriate
- Avoid clicking on harmful sites to help limit traffic and views of content
- Document images that are offensive and flag it to **@combat_hate**

COUNTER SPEECH

- Respond to harmful speech with posts or private messages like — *“This is a stereotype”, “I’m not okay with this” or “This is harmful language”*
- Insert fact checks, questions, and credible links into conversations that promote falsehoods
- Explore and use hashtags like #silencehate #erasehate #combathate #bekind #digitalwellbeing to show that you’re against hate speech

GET INVOLVED

- Support a victim or community member on their wall or message to let them know you care
- Follow/like anti-hate, human rights and social justice organization social media feeds
- Join or create an anti-hate group at your school or in the community
- Participate in viral campaigns for change



"READING" YOUR SOCIAL MEDIA POSTS



You've learned a lot about how to combat hate, the digital footprints we all leave, and hate online. This activity is an exercise for us to consider what we post and what it actually says about us.

DIRECTIONS

1. Choose one of the social media platforms you use, or the account of a well-known person on a platform you are interested in, and view/read the 5 latest posts.
2. Use the following questions adapted from the ones used on the MMOT (*Center for Media Literacy's 5 Key Questions for Deconstructing Media*) to assess the last 5 posts you or the account you are exploring shared:
 - Who created it, and why? (Was it original content or a reshare? Why did you/they choose to share it?)
 - What techniques do you/they use to attract attention?
 - How might different people interpret (understand) this message?
3. Then label each post "**positive**" or "**negative**", and explain why you made that conclusion.
4. Once you've reviewed all 5 posts, assess whether the digital footprint for the account is positive or negative.

The social media platform I am viewing is:

View the 5 newest posts and make notes as suggested in the ideas above.

- 1.
- 2.
- 3.
- 4.
- 5.

Circle one: Does this person have a **NEGATIVE** or **POSITIVE** digital footprint. Why?

THINK Before You Post!

T - is it **TRUE**?

H - is it **HELPFUL**?

I - is it **INSPIRING**?

N - is it **NECESSARY**?

K - is it **KIND**?

ADDITIONAL RESOURCES

Consider using these resources prior to, and following the MMOT experience to spark students' curiosities, enrich their skills and knowledge of topics covered during the lesson, and to highlight potential sources of action.

Simon Wiesenthal Center – Digital Terrorism & Hate www.digitalhate.net

The Simon Wiesenthal Center has been monitoring the proliferation of extremism online since 1986, before the advent of the internet. Since 1998, the Center has released an annual report called Digital Terrorism and Hate that explores how the internet is used by extremists to promote their ideologies and recruit individuals, often on the cutting edge of digital advances. Our research is shared with law enforcement, educators, government officials and policy makers around the world, and we regularly meet with social media platforms to provide insight on exploitation of their services by extremists and advise on responses.

Common Sense Media www.commonsensemedia.org

Since 2003, Common Sense has been the leading source of entertainment and technology recommendations for families and schools. Every day, millions of parents and educators trust Common Sense reviews and advice to help them navigate the digital world with their children. Common Sense Media rates movies, TV shows, books, games, and more so parents can feel good about the entertainment choices they make for their kids..

Commonsense.org www.commonsense.org

Commonsense.org helps kids fight cyberbullying and other mean online behavior. Most kids will encounter mean behavior at some point in their digital lives. Kids can learn how to dodge the drama and stand up for others. Find out more at <https://www.commonsense.org/education/family-tips/k-12-cyberbullying-digital-drama-and-hate-speech>.

DoSomething www.dosomething.org/us/campaigns

DoSomething is the largest not-for-profit exclusively for young people and social change in the world. DoSomething's millions of members represent every US area code and 131 countries. Using their digital platform, DoSomething members join their volunteer, social change, and civic action campaigns to make real-world impact on causes they care about. Previous campaigns included: "No To Hate" – members flagged white nationalist and other hateful content online; "Disrupt Racism" - Step-by-step guides to start a conversation with friends and family about how to actively be anti-racist and disrupt racism in your communities.

Illinois Media Literacy Coalition <https://ilmlc.org/>

The Illinois Media Literacy Coalition is a group of educators, practitioners, and scholars dedicated to improving media literacy education in the state of Illinois. We do so through the study of the wide variety of media literacy models and materials available to teachers to identify best practices and core competencies that are part of media literacy and its various subdomains. We offer guidance and training on core media literacy competencies to enable educators and administrators to take full advantage of the variety of materials available for building skills in mindful media consumption and creation.

Illinois Civics Hub – Media Literacy Toolkit <https://www.illinoiscivics.org/standards/media-literacy-toolkit/>

The Illinois Civics Hub provides toolkits on a variety of different topics, including Media Literacy.

ADDITIONAL RESOURCES

ISBE – Social and Emotional Learning

<https://www.isbe.net/Pages/School-Wellness.aspx>

<https://www.isbe.net/Pages/Anti-Bias-Anti-Hate.aspx>

<https://www.isbe.net/Pages/SELHubs.aspx>

Illinois State Board of Education (ISBE) has a variety of resources on various topics including wellness, anti-hate and social emotional learning.

How to Combat Online Antisemitism: Fight online bad guys, make a real-world impact (\$9.99 Kindle), by Online Hate Prevention Institute, is a guide for discussing and reporting antisemitic hate content on social media, including definitions and resources relating to different types of antisemitism.

The Bullied Button: Counting Incidents of Bullying to Counter Bullying (website) is a youth-led group of advocates working for a world without bullying and their campaign aims to engage teens, to elevate the issue of race-based bullying, and become anti-bullying advocates and activists in their schools and networks. Find out more at https://rightourstory.com/?utm_medium=paid&utm_source=googlesearch&utm_campaign=woa_engagement&utm_term=mental%20help%20for%20teenager.

Teen Cyberbullying Investigated: Where Do Your Rights End and Consequences Begin? (\$6.99), by Judge Thomas A. Jacobs, presents a collection of landmark court cases involving teens and charges of cyberbullying, which includes: sending threatening and insulting emails, text, or instant messages; spreading hateful comments about someone through emails, blogs, or chat rooms; stealing passwords and sending out threatening messages using a false identity; and building a website to target specific people.

Bullying and Cyberbullying: What Every Educators Need to Know (\$22.00), by Elizabeth Kandel Englander, dispels pervasive myths and misconceptions about peer cruelty, bullying, and cyberbullying. The author puts a special emphasis on “gateway” behaviors – those subtle actions that, unchecked, can quickly escalate into more serious misbehavior.

Cyberbullying & Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress (\$20.00), by Nancy E. Willard and Karen Steiner, is a serious look the cruel and vicious online communication. The author provides school counselors, administrators, teachers, and parents with cutting-edge information on how to prevent and respond to digital hate.

For more Illinois Combat Hate resources visit the MMOT website:

<https://mmot.com/wp-content/uploads/2023/09/2023-Illinois-Combat-Hate-Resources.pdf>

Short on resources? Don't forget the power of partnering with your school librarian! Ask them which resources they have on this topic. Also, your local public library is another source of wisdom with easy-to-check-out resources!

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This Teacher's Guide was created by Simon Wiesenthal Center/Museum of Tolerance Staff with the assistance of the Friends of the Simon Wiesenthal Center and consultants Dr. Asif Wilson and Dr. Jeff Sapp.