

Application Submittal Checklist

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

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



AUTHORIZED SIGNATURE

Camille Hampton, Executive Director 1/20/2026

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: HO`OMAHUA FOUNDATION

Issue Date: 01/13/2026

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#:

UI#:

XXXXXX6633

DCCA FILE#:

310835

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

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

The undersigned authorized representative of the applicant certifies the following:

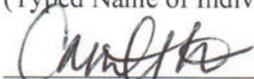
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Hoomahua Foundation

(Typed Name of Individual or Organization)



(Signature)

1/20/2026

(Date)

Camille Hampton

(Typed Name)

Rev 8/30/23

Executive Director

(Title)



HO'OMĀHUA FOUNDATION

Our Vision: To inspire and nurture learning environments where teachers, students, and communities thrive

Our Mission: To collaboratively create and foster meaningful, authentic teaching and learning experiences

Board of Directors

Daphne Tong-Pave

Board President

Paul Ka'awa-Flores

Board Vice-President

Kapela Eli

Board Secretary

Niralyn Okuna

Board Treasurer

Executive Team

Camille Hampton

Executive Director

Lei Aken

Associate Director

January 20, 2026

Re: Public Purpose Statement

To Whom It May Concern:

Ho'omāhua Foundation confirms that this grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Sincerely,

Camille Hampton
Executive Director

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](#).

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;

Ho‘omāhua Foundation is a community-based nonprofit organization rooted in Wai‘anae on the island of O‘ahu. Founded and led by lifelong Wai‘anae educators, the organization is dedicated to strengthening Native Hawaiian youth, families, and communities through culturally grounded, place-based education that integrates leadership development, workforce readiness, and ‘āina-based learning. The Foundation’s work is guided by Native Hawaiian values and a commitment to cultivating ‘āina momona—thriving, self-sustaining communities grounded in ‘ike kupuna (ancestral knowledge).

Ho‘omāhua Foundation is deeply embedded in the Wai‘anae Coast, a region facing long-standing educational and economic disparities that disproportionately impact Native Hawaiian youth. Drawing on over 50 years of combined experience in teaching, program design, and grant management, the organization has developed and implemented youth programs that connect students to land, culture, and meaningful career pathways. Past initiatives have engaged high

school students in culturally responsive leadership training, service-learning, and community-based projects in partnership with local schools, farms, and community organizations.

Through its programs, Ho‘omāhua Foundation serves Native Hawaiian youth, along with their ‘ohana and community partners, providing opportunities for mentorship, hands-on learning, and career exploration that are often inaccessible in traditional educational settings. The Foundation’s leadership team brings proven capacity in managing federal, state, and local grants, building strong community partnerships, and delivering high-quality educational programming that is both culturally relevant and outcomes-driven.

2. The goals and objectives related to the request;

The goal of this one-year request is to strengthen culturally grounded leadership capacity and workforce readiness skills among Native Hawaiian youth on the Wai‘anae Coast through a structured, place-based youth development program. Building on proven program design from the Pua ‘Ama initiative, this request will support one annual cohort of approximately 25 high school students in developing the skills, values, and confidence needed to contribute to their communities and pursue post-secondary education or employment pathways.

- **Objective 1: Culturally-Grounded Leadership Development**
During the one-year grant period, participating youth will engage in culturally grounded leadership workshops, ‘āina-based service-learning, and mentorship experiences rooted in Native Hawaiian values such as alaka‘i (leadership), kuleana (responsibility), pono (ethical behavior), laulima (collaboration), aloha, and mālama. By the end of the program year, at least 90% of participants are expected to demonstrate measurable growth in their understanding and application of Native Hawaiian leadership values, as evidenced by improvement on a culturally responsive leadership assessment rubric and advisor observations.
- **Objective 2: Workforce Readiness Skill Growth**
Throughout the grant year, participants will build essential workforce readiness skills through hands-on, real-world learning experiences, including collaborative projects with community partners and applied service-learning activities. Skills emphasized include communication, teamwork, problem-solving, time management, professionalism, and career awareness. By the end of the program year, at least 90% of participants are expected to show growth in four or more workforce readiness skill areas, as measured by pre- and post-program self-assessments and staff evaluations using a workplace readiness skills rubric adapted for local and cultural relevance.

Together, these objectives support the State’s interest in youth workforce development, leadership cultivation, and community resilience by preparing Wai‘anae youth to become capable, culturally grounded contributors to Hawai‘i’s social and economic future.

3. The public purpose and need to be served;

The proposed project serves a critical public purpose by addressing persistent educational and workforce gaps affecting Native Hawaiian youth on the Wai‘anae Coast, a region with

consistently lower post-secondary enrollment, higher absenteeism, and reduced workforce participation compared to statewide averages. These conditions directly impact the State's ability to develop a skilled, locally rooted workforce and increase reliance on external labor pipelines. Many youth in this community report limited access to career exploration, mentorship, and work-based learning opportunities that connect education to viable employment pathways, highlighting a clear need for early, structured workforce development interventions aligned with State education and labor priorities.

This project advances State workforce and education goals by strengthening the education-to-career pipeline through culturally grounded leadership development and workforce readiness skill-building during critical out-of-school hours. Participants develop essential employability competencies, such as communication, teamwork, professionalism, and problem-solving, identified by the State as foundational to workforce success, while gaining exposure to local career pathways through service-learning and community partnerships. By preparing youth to transition successfully into post-secondary education, training, or employment, the project supports Hawai'i's long-term workforce sustainability, reduces barriers to local employment, and contributes to the development of a resilient, community-based workforce that benefits the State's economy and public well-being.

4. Describe the target population to be served; and

The target population for this project is high school students in grades 9–12 residing on the Wai'anae Coast of O'ahu, where over 60% of students identify as Native Hawaiian and schools consistently perform below state averages in academic proficiency and post-secondary enrollment. Many youth in this community face economic pressures that limit access to career exploration, leadership development, and structured out-of-school learning opportunities, increasing the risk of disengagement from education and the workforce. Without targeted intervention, these students are less likely to pursue post-secondary pathways or develop essential workforce skills. This project addresses these needs by providing structured, culturally grounded leadership and workforce readiness programming that extends learning beyond the classroom and prepares students to successfully transition into education, training, or employment within Hawai'i's local workforce.

5. Describe the geographic coverage.

The primary geographic coverage of this project is the Wai'anae Coast of O'ahu, including the communities served by Wai'anae High School, Nānākuli High & Intermediate School, and surrounding areas within the Wai'anae–Nānākuli complex. Program activities will be based in Wai'anae, with a central hub at Kahumana Farms in Lualualei Valley, a community-rooted learning site aligned with the program's cultural and educational goals. While the project is anchored on the Wai'anae Coast, select huaka'i (field experiences) and service-learning activities may take place at culturally and economically significant sites across O'ahu and, when appropriate, other islands to expose participants to diverse career pathways and community-based workforce opportunities.

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 Pua 'Ama Project is a culturally grounded, place-based youth leadership and workforce readiness program serving Native Hawaiian high school students on the Wai'anae Coast. This one-year Grant-in-Aid request will support the implementation of the program for approximately 25 youth, focusing on leadership development, workforce readiness skill-building, and community-based service learning.

Scope of Work

During the grant period, Ho'omāhua Foundation will plan, implement, and evaluate a coordinated set of culturally responsive educational activities that integrate Native Hawaiian values, 'āina-based learning, and real-world workforce preparation. Program services will be delivered primarily during out-of-school hours and will include monthly workshops, huaka'i (field experiences), service-learning projects, and individualized mentoring and advising.

The scope of work includes the following core components:

- **Culturally-Grounded Leadership Development**
Youth will participate in leadership workshops and 'āina-based learning experiences grounded in Native Hawaiian values such as alaka'i (leadership), kuleana (responsibility), pono (ethical behavior), laulima (collaboration), aloha, and mālama. These experiences strengthen cultural identity, build leadership capacity, and reinforce positive community engagement.
- **Workforce Readiness and Skill Development**
Participants will engage in hands-on, project-based learning activities that develop essential workforce skills, including communication, teamwork, time management, problem-solving, professionalism, and career awareness. Youth will apply these skills through collaborative service-learning projects and interactions with community partners, reinforcing the connection between education, work, and community contribution.
- **Community Engagement and Service Learning**
Youth will work in small groups with local community organizations to plan and support service-learning activities and community events. These experiences provide authentic leadership practice, strengthen civic responsibility, and allow participants to contribute directly to the well-being of their community.

Tasks and Responsibilities

Ho'omāhua Foundation staff will be responsible for the following tasks:

- Recruit and enroll approximately 25 eligible Wai'anae Coast high school students.
- Coordinate and facilitate monthly leadership and workforce readiness workshops.
- Plan and supervise huaka'i (field experiences) and 'āina-based service-learning activities.
- Provide ongoing mentoring, advising, and individualized student support.
- Coordinate partnerships with community organizations and cultural practitioners.

- Track participation, document services delivered and collect outcome data.
- Monitor program quality and make continuous improvements based on evaluation findings.

Executive Director responsibilities include fiscal oversight, grant compliance, reporting, and overall program accountability. The Program director will oversee day-to-day implementation, curriculum delivery, partner coordination, and data collection. Program Advisors will facilitate workshops, mentor youth, and support service-learning and career exploration activities.

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

The Pua 'Ama program calendar follows the school year and will engage participants after school, on weekends, or during school breaks. The calendar may need to be adjusted based on the start date for the grant activities. Ideally, the start of the project will align as closely as possible to the start of the school year to maximize the number of workshops and field experiences that happen before the end of the school year.

The tables on the pages that follow detail the project activities, measurable outputs, staff responsible, and monthly timeline for each objective. Included below each Work Plan is a table indicating resources needed for each activity.

Objective 1 Work Plan

Objective #1: Culturally-Grounded Leadership Development														
At least 90% of participants will demonstrate an increased understanding of Native Hawaiian leadership values and practices as measured by at least 1 area of growth in the Hawaiian Leadership Values rubric from pre- to post-program assessments														
Outcome Strengthened cultural identity, confidence, and leadership capacity among Wai'anae youth rooted in Native Hawaiian values and practices														
Outputs														
<ul style="list-style-type: none"> • 25 student interns enrolled • 6 culturally grounded leadership workshops delivered • 5 huaka'i (community exploration field experiences) organized deepen cultural learning • 25 completed pre-, mid-, and post-program leadership assessments using the Native Hawaiian Leadership Values rubric • Monthly professional development sessions for advisors to ensure culturally responsive instruction • 75 individual mentoring sessions per year (3 per intern) providing coaching related to leadership values 														
Activities	Project Staff	Timeline												
		Month												
		1	2	3	4	5	6	7	8	9	10	11	12	
Hire and onboard advisors	Executive Director	X												
Conduct program staff orientation	Executive Director	X												
Recruit and enroll 25 Interns	Executive Director, Program director, Advisors	X												
Coordinate sites and partners for huaka'i, service learning, and workshops	Program director, Executive Director	X	X											
Conduct intern/advisor pre-assessment	Executive Director	X	X											
Conduct intern and 'ohana orientation session (workshop)	Program director, Advisors	X												
'Ohana pre-program questionnaire (data collection)		X												
Conduct monthly advisor meetings/professional development	Executive Director, Program director	X	X	X	X	X	X	X	X	X	X	X	X	X
Deliver 6 workshops	Advisors		X	X	X		X	X	X					
Implement 5 huaka'i	Advisors, Program director			X	X		X	X	X					
Conduct intern mid-assessment	Advisors						X							
Collect, evaluate, and analyze project data quarterly	Executive Director			X			X			X				X
Revise curriculum and advising based on feedback and intern progress	Executive Director, Program director, Advisors			X	X	X	X	X	X	X	X	X	X	X
Conduct individual coaching/feedback sessions with interns	Advisors			X	X	X	X	X	X	X	X	X	X	X
Conduct Intern/Advisor Post-assessment	Executive Director													X
Conduct 'Ohana post-program survey	Program director, Executive Director													X

Objective 1 – Resources Needed

Objective #1: Culturally-Grounded Leadership Development			
At least 90% of participants will demonstrate an increased understanding of Native Hawaiian leadership values and practices as measured by at least 1 area of growth in the Hawaiian Leadership Values rubric from pre- to post-program assessments			
Outcome Strengthened cultural identity, confidence, and leadership capacity among Wai'anae youth rooted in Native Hawaiian values and practices			
Outputs			
<ul style="list-style-type: none"> • 25 student interns enrolled • 6 culturally grounded leadership workshops delivered • 5 huaka'i (community exploration field experiences) organized deepen cultural learning • 25 completed pre-, mid-, and post-program leadership assessments using the Native Hawaiian Leadership Values rubric • Monthly professional development sessions for advisors to ensure culturally responsive instruction • 75 individual mentoring sessions per year (3 per intern) providing coaching related to leadership values 			
Activities	Project Staff	Resources Needed	~Time Required
Hire and onboard advisors	Executive Director	Tech, Job descriptions, Gusto	15 hours
Conduct program staff orientation	Executive Director	Tech, Training materials, Space	15 hours
Recruit and enroll 25 Interns	Executive Director, Program director	Recruitment materials, Registration forms, Sites/Contacts, Space	30 hours
Coordinate sites and partners for huaka'i, service learning, and workshops	Program director, Executive Director	Tech, Program one-pager, Partnership agreement docs, Sites/Contacts, Space	75 hours
Conduct intern/advisor pre-assessment	Executive Director	Assessment tools, Space	10 hours
Conduct intern and 'ohana orientation session (workshop)	Program director, Advisors	Questionnaire, Presentation slides, Program handouts/waivers, Food, Space	25 hours
'Ohana pre-program questionnaire (data collection)	Program director, Executive Director	Assessment tools, Space	10 hours
Conduct monthly advisor meetings/professional development	Executive Director, Program director	Tech, Program data, Agenda, Training materials, Space	150 hours
Deliver 6 workshops	Advisors, Program director	Tech, Agenda, Curriculum materials/supplies, Space	120 hours
Implement 5 huaka'i	Advisors, Program director	Transportation, Agenda, Materials/Equipment/Supplies	125 hours
Conduct intern mid-assessment	Program director	Assessment tools, Space	10 hours
Collect, evaluate, and analyze project data quarterly	Executive Director	Assessment data, Staff meeting minutes, Assessment tools	80 hours
Revise curriculum and advising based on feedback and intern progress	Executive Director, Program director, Advisors	Program data, Staff meeting minutes, Curriculum materials	140 hours
Conduct individual coaching/feedback sessions with interns	Advisors	Assessment data, Intern reflections, Space	150 hours
Conduct Intern/Advisor Post-assessment	Executive Director	Assessment tools, Space	10 hours
Conduct 'Ohana post-program survey	Program director	Questionnaire, Presentation slides, Program handouts/waivers, Food, Space	15 hours

Objective 2 Work Plan

Objective #2: Workforce Readiness Skill Growth
 At least 90% of participants will demonstrate measurable growth in workforce readiness skills, improving by at least one performance level in one or more skill areas on the Workplace Readiness Skills Rubric (e.g., communication, problem-solving, professionalism), as evaluated through staff observations, project-based assessments, and self-assessments.

Outcome
 Improved readiness of Native Hawaiian youth to enter and succeed in the workforce through the development of essential workplace competencies

- Outputs**
- 25 completed baseline assessments using the Workplace Readiness Skills rubric
 - 25 mid- and post-program assessments
 - 10 skill building workshops delivered
 - monthly service-learning activities to practice workplace readiness skills
 - individual intern self-assessments completed pre-, mid-, and post-program
 - feedback forms from advisors to document intern progress
 - four community events co-planned by interns with community partners

Activities	Project Staff	Timeline												
		Month												
		1	2	3	4	5	6	7	8	9	10	11	12	
Conduct intern workplace readiness pre-assessment	Advisors, Program director	X												
Deliver 10 skill-building workshops	Advisors		X	X	X	X	X	X	X	X	X	X	X	
Implement service learning	Advisors, Program director		X	X	X	X	X	X	X	X	X	X	X	X
Facilitate intern self-assessments (pre-mid-, post)	Advisors	X	X				X	X					X	X
Conduct intern workplace readiness mid-assessment	Advisors						X							
Coordinate with community partners for co-planning events	Executive Director, Program director		X	X		X	X	X	X	X	X	X	X	
Support interns with community organizations	Advisors, Program director						X	X	X	X	X	X	X	X
Conduct feedback sessions with interns	Advisors			X	X	X	X	X	X	X	X	X	X	X
Conduct intern workplace readiness post-assessments	Advisors												X	X
Collect, analyze, and report on project data quarterly	Executive Director			X			X			X				X
Revise workshops and advising based on feedback and intern progress	Executive Director, Program director, Advisors			X	X	X	X	X	X	X	X	X	X	X

Objective 2 – Resources Needed

Objective #2: Workforce Readiness Skill Growth			
At least 90% of participants will demonstrate measurable growth in workforce readiness skills, improving by at least one performance level in one or more skill areas on the Workplace Readiness Skills Rubric (e.g., communication, problem-solving, professionalism), as evaluated through staff observations, project-based assessments, and self-assessments.			
Outcome			
Improved readiness of Native Hawaiian youth to enter and succeed in the workforce through the development of essential workplace competencies			
Outputs			
<ul style="list-style-type: none"> • 25 completed baseline assessments using the Workplace Readiness Skills rubric • 25 mid- and post-program assessments • 10 skill building workshops delivered • monthly service-learning activities to practice workplace readiness skills • individual intern self-assessments completed pre-, mid-, and post-program • feedback forms from advisors to document intern progress • four community events co-planned by interns with community partners 			
Activities	Project Staff	Resources Needed	~Time Required
Conduct intern workplace readiness pre-assessment	Program director	Assessment tools, Space	10 hours
Deliver 10 skill-building workshops	Advisors, Program director	Tech, Agenda, Curriculum materials/supplies, Space	150 hours
Implement service learning	Program director, Executive Director	Transportation, Agenda, Materials/Equipment/Supplies	480 hours
Facilitate intern self-assessments (pre-mid-, post)	Program director	Assessment tools, Space	10 hours
Conduct intern workplace readiness mid-assessment	Program director	Assessment tools, Space	10 hours
Coordinate with community partners for co-planning events	Executive Director, Program director	Tech, Program one-pager, Partnership agreement docs, Sites/Contacts, Space	80 hours
Support interns with community organizations	Advisors, Program director	Project materials/supplies, Space	120 hours
Conduct feedback sessions with interns	Advisors, Program director	Assessment data, Intern reflections, Space	100 hours
Conduct intern workplace readiness post-assessments	Program director	Assessment tools, Space	10 hours
Collect, analyze, and report on project data quarterly	Executive Director	Assessment data, Staff meeting minutes, Assessment tools	60 hours
Revise workshops and advising based on feedback and intern progress	Executive Director, Program director, Advisors	Program data, Staff meeting minutes, Curriculum materials	120 hours

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

Ho‘omāhua Foundation recognizes the importance of implementing a clear and effective evaluation framework to measure project impact and ensure continuous improvement. The evaluation process is designed to align with the organization’s inclusive values and to create culturally safe spaces where students, families, and community members can share feedback openly. Evaluation tools and a data collection schedule will be established at the start of the

project. Data collected at regular intervals will be reviewed to assess program effectiveness and inform adjustments to program design and implementation.

Program oversight includes multiple levels of review. A project advisory group, consisting of program staff and community partners, will meet quarterly to review evaluation findings and recommend program improvements. Program staff will also review participation data, assessments, and feedback monthly during scheduled staff meetings to make timely refinements. The Ho'omāhua Foundations Board of Directors provides an additional layer of oversight through quarterly reviews of program progress and outcomes. Engaging multiple stakeholder perspectives strengthens accountability and supports program success.

Hawaiian culture-based education is best evaluated through a holistic approach that integrates both quantitative and qualitative measures. To capture student learning and growth, the project will use a combination of existing and project-developed evaluation tools. Qualitative data will be collected through interviews, focus groups, observations, and student reflections, while quantitative data will include rubric-scored student evaluations, surveys, and questionnaires. A participant tracking system will monitor student engagement and progress throughout the program. Pre-, mid-, and post-assessments will be used to measure changes in attitudes, knowledge, skills, and perspectives related to leadership and workforce readiness. Both formative and summative data will be collected and reviewed in alignment with project objectives to support ongoing program improvement. The table below outlines evaluation milestones aligned to grant objectives, data collection interval, data collected, and primary staff responsible.

Evaluation Criteria	Data Collection Interval	Data Collected & Method	Staff Responsible
Interns successfully complete requirements	Ongoing End of Program	Rubrics, Reflections, Google form evaluation	Advisors, Program Director
Intern growth as measured by program rubrics evaluated by advisors	Pre-, mid-, end of program	Rubrics	Advisors
Professional development results in effective implementation of program activities	Ongoing	Google form evaluation, Advisor feedback	Program Director
Intern evaluations of program activities (workshops, huaka'i, service learning) will: <ul style="list-style-type: none"> • have an average rating of satisfactory or higher (average above 4 on 1-5 scale) • show increased understanding of leadership and workforce readiness skills 	Ongoing	Google form reflections	Advisors, Program Director
Intern surveys administered at the end of the program will: <ul style="list-style-type: none"> • have an average rating of satisfactory or higher (average above 4 on 1-5 scale) • show an increase in knowledge of leadership and workplace readiness skills 	End of program	Google form questionnaire	Advisors, Program Director
Family surveys administered at the end of the program will have an average rating of satisfactory or higher (above 4 on 1-5 scale)	End of program	Google form questionnaire	Program Director
Community participant surveys will show increased knowledge about focus of event	Post community events	Google form questionnaire	Program Director

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.

Objective 1: Culturally-Grounded Leadership Development

- 25 student interns enrolled
- 6 culturally grounded leadership workshops delivered
- 5 huaka'i (community exploration field experiences) organized deepen cultural learning
- 25 completed pre-, mid-, and post-program leadership assessments using the Native Hawaiian Leadership Values rubric
- Monthly professional development sessions for advisors to ensure culturally responsive instruction
- 75 individual mentoring sessions per year (3 per intern) providing coaching related to leadership values

Objective #2: Workforce Readiness Skill Growth

- 25 completed baseline assessments using the Workplace Readiness Skills rubric
- 25 mid- and post-program assessments
- 10 skill building workshops delivered
- monthly service-learning activities to practice workplace readiness skills
- individual intern self-assessments completed pre-, mid-, and post-program
- feedback forms from advisors to document intern progress
- four community events co-planned by interns with community partners

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](#))

Please see budget forms attached.

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
\$119,515	\$44,515	\$44,515	\$44,514	\$253,059

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

The James and Abigail Campbell Family Foundation
 Hawaii Pacific Foundation
 Administration for Native Americas (ANA)

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

Not Applicable – Ho‘omāhua Foundation has not received any credits

- 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.

State of Hawai‘i – Grants-in-Aid

Contract #OCS-GIA-23-25
Operations of a Community and Environmental Educational Program on Leeward Coast O‘ahu
 April 1, 2023 – March 31, 2025
 \$160,000

City & County of Honolulu – Grants-in-Aid

Contract #CT-DCS-2500030
Lei Kaiāulu – Student Designed Community Engagement Project
 October 20, 2024 – January 19, 2026
 \$150,000

U.S. Department of the Interior – Office of Native Hawaiian Relations

Grant #D24AP00220
Lei Kaiāulu – Empowering Youth in the Wai‘anae Moku to Engage Community and Impact Climate Resiliency
 October 1, 2024 – September 30, 2027
 \$938,050

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

Unrestricted Current Assets as of December 31, 2025 - \$35,765.01

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.

Ho‘omāhua Foundation possesses the necessary skills, abilities, knowledge, and experience to successfully implement the services proposed in this application. The organization’s leadership combines deep expertise in education, culturally responsive and place-based learning, project management, fiscal oversight, and community-based program implementation on the Wai‘anae Coast.

Founders Lei Aken and Camille Hampton are experienced research practitioners who completed doctoral research focused on factors affecting student success in this community. Both have extensive experience designing, implementing, and evaluating culturally grounded, place-based educational programs that integrate academic learning, workforce development, community engagement, and ‘āina-based practices. Their combined backgrounds ensure that programs are not only theoretically sound, but also operationally effective and responsive to community needs.

In addition to educational expertise, Ho‘omāhua Foundation demonstrates strong organizational and administrative capacity. Organizational leadership has successfully managed complex public grants, including state, county, and federal funding, with demonstrated compliance in budgeting, reporting, implementation, and performance outcomes. Camille Hampton previously served as project director for a federally funded Title III grant exceeding \$800,000, ensuring timely completion of objectives and securing additional funding due to demonstrated success. Lei Aken currently manages federal and state grant funding in her role as Career and Technical Education (CTE) Coordinator at Wai‘anae High School, overseeing budgets, reporting, and program implementation across multiple departments.

Beyond leadership capacity, Ho‘omāhua Foundation’s work is strengthened by long-standing partnerships with educators, community organizations, cultural practitioners, and public agencies. The organization maintains strong relationships with Wai‘anae Coast schools, experienced teachers, and community-based organizations that provide access to facilities, program resources, and subject-matter expertise. These partnerships support high-quality programming and long-term sustainability beyond individual grant periods.

Over the most recent three years, Ho‘omāhua Foundation has successfully implemented and continues to implement multiple publicly funded projects that are directly relevant to this request, demonstrating both experience and appropriateness for providing the proposed services.

Recent Projects

- **State of Hawai‘i – Grants-in-Aid**
Contract #OCS-GIA-23-25

Operations of a Community and Environmental Educational Program on Leeward Coast O'ahu

April 1, 2023 – March 31, 2025

\$160,000

- **City & County of Honolulu – Grants-in-Aid**

Contract #CT-DCS-2500030

Lei Kaiāulu – Student Designed Community Engagement Project

October 20, 2024 – January 19, 2026

\$150,000

- **U.S. Department of the Interior – Office of Native Hawaiian Relations**

Grant #D24AP00220

Lei Kaiāulu – Empowering Youth in the Wai'anae Moku to Engage Community and Impact Climate Resiliency

October 1, 2024 – September 30, 2027

\$938,050

Demonstrated Outcomes

100% of State of Hawai'i GIA project (Contract #OCS-GIA-23-25) contractual objectives were met, including:

- 22 student participants, exceeding the minimum requirement of 20
- Delivering 6 of 6 student workshops (100%)
- Completing 2 of 2 multi-day intensive camps (100%)
- Conducting 5 of 5 community exploration field experiences (100%)
- 10 student-designed community projects, all completed and presented
- 200 community members engaged in community events, meeting the full target

Students collectively prepared and restored community garden spaces, removed invasive species, improved soil conditions, and supported future community workshops through hands-on 'āina-based service learning.

100% of City & County of Honolulu GIA project (Contract #CT-DCS-2500030) objectives were met, and Ho'omāhua Foundation has demonstrated sustained implementation and growth thru:

- 25 students enrolled
- 5 peer mentors trained
- 19 monthly activities completed
- 570 community participants engaged across multiple community events

For its federally funded DOI Office of Native Hawaiian Relations Kapapahuliau project (Grant #D24AP00220), Ho'omāhua Foundation successfully met or remained on track for the majority of Year 1 milestones despite a federal funding freeze :

- 25 student interns enrolled in Cohort 1
- 31 student interns enrolled in Cohort 2
- 12 of 12 semi-monthly workshops completed (100%)
- 3 of 3 huaka'i completed (100%)
- 72 of 72 required service and māla work hours completed (100%)

- Establishment of a native Hawaiian plant māla, with 25+ native plants prepared for out-planting
- Completion of a Hō'ike to display student learning
- 10 students trained as alaka'i (peer leaders)

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.

Pua 'Ama is designed to immerse student interns in knowledge acquisition through intensive, community-based engagement across the entire Wai'anae moku. Ho'omāhua Foundation currently leases space at Kahumana Farms in Lualualei that serves as the home base for program activities. The leased area includes both meeting and garden space where participants can practice and apply skills. Because the program is place-based, activities will also occur throughout the Wai'anae Coast and may extend to other moku on O'ahu, and outer islands based on where the learning is most appropriately applied. Community facilities such as Wai'anae High School, Kalaniho'okahā Learning Center, and the Community Learning Center at Mā'ili are also used for activities when more a traditional classroom space is needed.

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.

Proposed Staffing

Ho'omāhua Foundation proposes a staffing structure that is appropriate in scale, cost-effective, and sufficient to ensure successful implementation of the proposed services. The staffing pattern leverages experienced leadership, dedicated program management, and qualified advisors to deliver high-quality programming while maintaining strong administrative oversight and fiscal accountability. Program implementation will be supported by the following positions:

Positions and Duties/Responsibilities
<p>Executive Director (ED) – 0.25 FTE (10 hours/week) Ho'omāhua Foundation's executive director is responsible for overseeing that program objectives are met and ensuring that the program continues to align to the mission of the organization. The ED will also manage the administrative duties such as reporting and budget management. 10hrs/week (25%) of the Executive Director's time is included in the budget for this program.</p> <p>Below are the current responsibilities of the ED that impact program outcomes:</p>

- Oversee the day-to-day operations of the organization and ensure its overall successful long-term operations
- Assure that the organization makes consistent and timely progress in achieving its mission and target programmatic impact
- Actively engage in complex fiscal management through hands-on budgetary development and oversight; routinely report performance and financial activities to the Board
- Establish goals, objectives, and operational plans in collaboration with the Board of Directors, staff, and other leaders
- Communicate effectively with the Board by providing members with all information necessary to continually function properly and make informed decisions in a timely and accurate manner
- Effectively represents the organization and promote a positive organizational image to ensure adequate community representation
- Organize, motivate, and mentor program staff to fulfill program and organizational goals
- Continually foster a culture that encourages collaboration and recognizes positive contributions
- Manage and oversee processes such as hiring, separation, ongoing staff development, performance management, and compensation and benefits

Program Director (PD) – 0.5FTE (20 hours/week)

The program director is primarily responsible for coordinating this program to include providing oversight to project activities and supporting project staff. The PD will manage day-to-day program operations and ensure that activities fulfill program objectives. The program director will allocate 20 hours each week to this grant project.

Below are the duties/responsibilities of the program director:

- Manage, facilitate, and deliver experiential, culturally relevant educational programming
- Maintain adherence to timelines and performance measures to meet project outcomes
- Develop and manage partner relationships
- Recruit, train, coach, and manage advisors/facilitators to work with interns
- Oversee program activities and communication with interns
- Design curriculum and advisor/facilitator training materials
- Implement evaluation and continuous improvement processes
- Serve as a liaison to relevant board committees
- Produce annual and monthly work plans
- Contribute to outreach, communication, and recruiting materials

Advisors (3) – 0.20 FTE (8 hours/week)

Advisors are primarily responsible for delivering curriculum and overseeing student interns. The time requirement will require an average of 32 hours each month (0.20 x 40hrs/wk x 4 weeks/mo) based on program activities that will be implemented each month. Advisors currently teaching in schools on the Wai‘anae coast will be sought to allow for implementation of best practices that are developed in the Pua ‘Ama program activities within their own classrooms.

Duties/responsibilities of advisors include:

- Implement program curriculum
- Provide individual feedback and coaching to program interns
- Design, execute, and evaluate activities to support student learning
- Foster relationships with program staff, students, families, and community stakeholders
- Work with program staff to schedule and coordinate program activities
- Monitor and evaluate student intern activities to ensure program objectives are met
- Produce monthly work plans aligned to program outcomes
- Contribute to outreach and communication materials

Key Personnel Qualifications

The project is led by the founders of Ho‘omāhua Foundation, both of whom are Native Hawaiian women, lifelong residents of Wai‘anae, and veteran educators with nearly 50 years of combined experience serving the Leeward Coast.

Dr. Lei Aken, Program Director, is a National Board-certified teacher with over 25 years of experience in education. She holds a master’s and doctorate in education from the University of Hawai‘i at Mānoa and currently serves as Career and Technical Education (CTE) Coordinator at Wai‘anae High School. Her expertise includes program coordination, grant management, culture-based education, workforce development, and partnership building. She brings extensive experience managing public funds, supervising educators, and implementing place-based learning programs.

Dr. Camille Hampton, Executive Director, is a National Board-certified teacher with more than 20 years of experience as an educator, instructional coach, and project director. She holds a bachelor’s degree in accounting and master’s and doctorate degrees in education. Dr. Hampton has managed large-scale public grants, including serving as project director for a federally funded Title III grant exceeding \$800,000. Her expertise includes fiscal management, reporting compliance, staff supervision, curriculum development, and evaluation.

Advisors hired to support the program will be experienced educators and facilitators with demonstrated success working with youth in culturally responsive, community-based settings. Advisors will receive training and ongoing support to ensure consistency and quality across program activities.

Supervision and Training

The Executive Director provides overall administrative direction and supervises the Program Director. The Program Director directly supervises Advisors and facilitators, providing regular check-ins, guidance, and performance feedback. Clear lines of responsibility and supervision ensure accountability and effective communication. Training for staff includes:

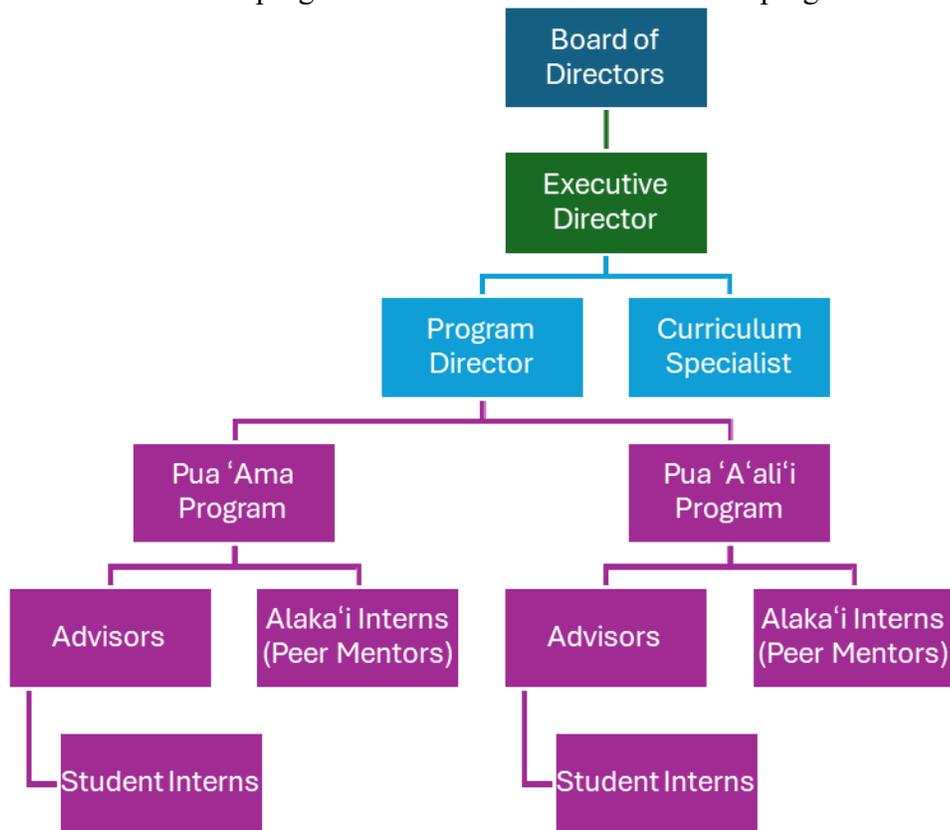
- Orientation to program goals, curriculum, and performance measures
- Ongoing coaching and professional development led by organizational leadership
- Guidance on culturally responsive and place-based instructional practices
- Support with documentation, reporting, and participant supervision requirements

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.

Ho‘omāhua Foundation is a small organization that currently focuses on two programs. The focus of this grant request is the Pua ‘Ama program, which is aimed at providing opportunities for students to explore learning through community engagement. The Pua ‘A‘ali‘i program is currently funded through a 3-year Kapapahuliau Program grant administered through the Office of Native Hawaiian Relations within the US Department of Interior.

The Executive Director provides high level oversight over both programs as well as organizational duties to allow for growth and fulfilling the mission of the organization. The Program Director oversees both programs and allocates .50FTE to each program.



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.

Executive Director \$120,000

Program Director \$67,500
Advisors \$84,000

The Executive Director salary is based on the salary for an Executive Director of an organization with a budget of \$1-4.9M as reported in the 2022 Salary & Benefits Report produced by the Hawaii Alliance of Nonprofit Organizations (HANO). The salary is approved by the Board of Directors of the organization.

The Program Director annual salary is based on the average salary for a Program Director of an organization with a budget of \$1-4.9M as reported in the 2022 Salary & Benefits Report produced by the Hawaii Alliance of Nonprofit Organizations (HANO). The salary is approved by the Board of Directors of the organization.

Advisors will possess at least a bachelor's degree and be licensed to teach in Hawaii. The rate of \$42 is based on the current Part-Time Teacher (PTT) hourly rate in Hawaii Department of Education.

VII. Other

1. Litigation

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

Not Applicable – Ho'omāhua Foundation has no litigation pending.

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.

No special qualifications are related to this request. However, advisors will be fully licensed teachers in the State of Hawai'i. Camille Hampton and Lei Aken, the organization's executive team, are both Nationally Board-Certified teachers who hold State of Hawai'i teaching licenses and doctoral degrees.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

Not Applicable

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 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.

Sustaining programs like Lei Kaiāulu is a challenge because the resources needed to are relatively high per capita. Narrowing the deficit gap for our students requires considerable time and energy to develop relationships and help students feel safe to learn. The return on investment can seem low compared to other business models. Fundraising is also especially challenging in a community where most residents have limited discretionary income to support non-essential items. However, the impact of the investment in the youth on the community can be exponential and last well beyond a student’s participation in the program.

Funding for this and other programming has come primarily from grants, both from government and private entities. Despite funding challenges, funding has successfully been secured to support programming each year. The organization has also collaborated with partners to ensure implementation of programing when funding was limited.

The following strategies ensure financial sustainability in the future:

- Fundraising Diversification
 - Seek ongoing funding opportunities through corporate sponsorships, community donations, and partnerships with foundations aligned with educational initiatives.
 - Strengthen the organization’s online presence through a dedicated website and social media platforms to attract donors and supporters.
- Long-Term Partnerships
 - Establish partnerships with local schools to support integration of the program activities within classrooms.
 - Collaborate with universities for research, expertise, and potential funding opportunities.
- Communication
 - Maintain transparent and consistent communication with stakeholders, showcasing success stories, impact reports, and future plans through newsletters, social media, and community meetings.

Ho‘omāhua will continue to facilitate this important work through partnerships and collaborative efforts with the community to provide resources and support and create a sustainable model to meet long-term goals. Ho‘omāhua will continue to seek additional support through private, state, and federal grant opportunities beyond the grant period.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Ho'omāhua Foundation

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	125,400			
2. Payroll Taxes & Assessments	10,659			
3. Fringe Benefits	5,000			
TOTAL PERSONNEL COST	141,059			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island (Huaka'i)				
2. Insurance	1,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	6,000			
5. Staff Training				
6. Supplies	5,000			
7. Telecommunication				
8. Utilities				
9. Student Stipends	25,000			
10. Huaka'i Lodging				
11. Huaka'i Meals				
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19.				
20.				
TOTAL OTHER CURRENT EXPENSES	37,000			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES	75,000			
E. CAPITAL				
TOTAL (A+B+C+D+E)	253,059			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	253,059	Name (Please type or print) _____ Phone _____		
(b) Total Federal Funds Requested		Signature of Authorized Official _____ Date _____		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested				
TOTAL BUDGET	253,059	Name and Title (Please type or print) _____		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Ho'omāhua Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$120,000.00	25.00%	\$ 30,000.00
Program Director	1	\$90,000.00	50.00%	\$ 45,000.00
Advisor	0.2	\$84,000.00	20.00%	\$ 16,800.00
Advisor	0.2	\$84,000.00	20.00%	\$ 16,800.00
Advisor	0.2	\$84,000.00	20.00%	\$ 16,800.00
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TOTAL:				125,400.00
<p>JUSTIFICATION/COMMENTS: Annual salary figure for the executive and program director are based on the 2022 Salary and Benefits Report produced by the Hawaii Alliance of Nonprofit Organizations (HANO) for organizations with a budget of \$1-4.9M. Advisory salaries are based on the current Part-Time Teacher (PTT) hourly rate in the Hawaii Department of Education. Advisors will be licensed to teach in Hawaii and possess at least a bachelor's degree.</p>				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: Ho'omāhua Foundation

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

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15-Passenger Van	1.00	\$75,000.00	\$ 75,000.00	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 75,000.00	75,000

JUSTIFICATION/COMMENTS:
 We provide transportation to field experiences (huaka'i) and service learning to minimize barriers for participation. Currently, we use our own vehicles or rent vans for each huaka'i which is a challenge because the nearest rental location is the Honolulu airport. Having at least one van will allow us to transport haumāna more easily.

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ho'omāhua Foundation

Contracts Total: 1,088,050

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Lei Kaiāulu – Empowering Youth in the Wai‘anae Moku to Engage Community and Impact Climate Resiliency	10/01/2024 - 09/30/2027	US Dept of the Interior - Office of Native Hawaiian Relations	US	\$ 938,050.00
2	Lei Kaiāulu - Student Designed Community Engagement Project	10/20/2024 - 1/19/2026	Dept of Community Services - Office of Grant Management	City & County of Honolulu	\$ 150,000.00
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