

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

Mailelailii Vickery Ah Sam

Mailelailii Vickery Ah Sam (Jan 23, 2026 13:27:37 HST)
AUTHORIZED SIGNATURE

Mailelailii Ah Sam, Executive Director

PRINT NAME AND TITLE

January 23, 2026

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: HUI MALAMA O KE KAI FOUNDATION

DBA/Trade Name: Hui Malama O Ke Kai Foundation

Issue Date: 01/21/2026

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#:

UI#: No record

DCCA FILE#: 201137

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, 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.

Hui Mālama O Ke Kai Foundation

(Typed Name of Individual or Organization)

Mailelailii Vickery Ah Sam

Jan 23, 2026

Mailelailii Vickery Ah Sam (Jan 23, 2026 13:57:57 HST)

(Signature)

(Date)

Mailelailii Ah Sam

Executive Director

(Typed Name)

(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

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

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

2. Declaration Statement

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

3. Public Purpose

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

Grant funds received for this request shall be used for a public purpose pursuant to Section 42F-102 of the Hawaii Revised Statutes.

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

The Hui Mālama O Ke Kai Foundation (HMK) was created as a grass-roots effort in 1998 by volunteer community members of Waimanalo, Hawaii who were concerned about keiki being without supervision in the after-school hours and the need for positive extracurricular activities and ocean safety skills. Today, HMK delivers culturally grounded programs for youth, family, and the community to approximately 100 Waimānalo families. Our purpose is to facilitate positive youth development by ensuring caring communities, supportive schools, and strong families. Drawing deeply from Hawaiian culture, our programs address all aspects of youth development: physical fitness and skills, health & nutrition, academic achievement, self-esteem, and cultural understanding and pride. They also recognize the key role of family cohesion and community involvement in caring for youth and helping them to develop.

HMK has met its program objectives in every year since the program was established in 2002, and—as measured by a professional external evaluator—HMK's after-school program outcomes have consistently exceeded all target outcomes. Our success lies in an experienced, motivated team, many of whom were born and raised in Waimanalo and still call it home. It takes a village, however, and longstanding relationships with community partners have also supported our success. HMK works closely with DOE area schools Blanche Pope Elementary, Waimanalo Elementary & Intermediate, Mālama Honua Public Charter School, and Kailua High School to recruit participants into HMK programs and ensure their academic development and success. We also partner with numerous local organizations which serve as sites for HMK students to increase their understanding of 'aina-based STEM careers.

In the 2025-2026 program year, well over 100 of Waimanalo's children and families are receiving intensive HMK after-school youth development and family strengthening programming. The HMK system of programs consists of the Keiki After-school Youth Development Program (4th-6th grades), the `Opio After-school Leadership Program (7th-12th grades), and the `Ohana Family Strengthening/Kaiāulu Community Building Programs. This comprehensive system provides over twenty-five hours per week of intensive programming at no cost to participating families. The academic program consists of a series of three 8-week intensive sessions from September to June (10 months) from 2:15-6:00 pm, as well as a 4-week summer session is also offered).

2. The goals and objectives related to the request;

The goal of this project is: **To increase ocean safety for our community members through swim lessons, ocean safety education, and culture-based learning experiences.**

The project empowers families in Waimānalo to safeguard their health, well-being, and cultural identity by equipping them with life-saving skills and knowledge tied directly to their unique coastal environment and cultural heritage. Waimānalo is a coastal community with one of the highest concentrations of Native Hawaiians in the state, yet it suffers from a disproportionately high rate of ocean-related emergencies and a lack of basic infrastructure like swimming pools. As described below, Native Hawaiian children are particularly vulnerable. In this context, ocean safety is not purely a recreational concern—it is a matter of public health and cultural preservation.

This project will bring culturally responsive ocean safety education directly into the community through partnerships with local schools, families, and ocean practitioners. It will enhance community coordination and control by engaging residents in the design and delivery of programs and will support cultural continuity by integrating ancestral ocean knowledge and place-based learning. The emphasis on culture-based learning addresses the community's overwhelming interest in programs that connect traditional practices with modern safety training, as the results from the community survey conducted by Hui Mālama O Ke Kai in June-July of 2025 show.

Objectives:

- **Objective 1:** 15 youth participants will increase their ocean safety skills by two levels using our Ocean Competency Assessment. Native Hawaiian and other local youth in Waimānalo will develop essential life-saving skills in an accessible, culturally grounded environment. Increasing ocean safety competency means more than just learning how to swim—it includes understanding ocean currents, recognizing hazards, practicing safe behaviors, and learning cultural protocols for engaging with the sea. These skills are rooted in traditional knowledge systems and historically passed down through family and community networks. However, they are increasingly absent due to socio-economic pressures and generational disconnection from the ocean. This measurable improvement will not only reduce their risk of drowning and enhance their preparedness for real-life ocean situations, but also prepare them for roles as peer leaders and community safety advocates. By building ocean safety skills and awareness, this effort contributes to long-term intergenerational safety and leadership within the community.
- **Objective 2:** 10 community members will become certified lifeguards through a nationally accredited certification program. Certification through a nationally recognized program, such as the American Red Cross or the United States Lifesaving Association, equips participants with advanced rescue and first-aid skills. It also creates pathways to employment in lifeguarding, youth mentorship, and safety education, thereby fostering long-term self-sufficiency. This will not only help to improve beach safety, but also provide long-term benefits such as job readiness and local leadership, thereby reducing reliance on external resources. These lifeguards will serve as role models, reinforcing a culture of safety and kuleana (responsibility) across the community.

Together, these two objectives support community-based, culturally rooted efforts that foster self-sufficiency and well-being. By increasing both youth competency as well as junior and adult lifeguard certification, the project creates an intergenerational model of safety, leadership, and cultural stewardship.

3. The public purpose and need to be served;

In Waimānalo, a rural coastal community where the ocean is a significant part of daily life, residents experience a high-rate of ocean-related emergencies, including injuries and near drownings. Moreover, Native Hawaiian youth are particularly vulnerable. Currently, Native Hawaiian children face a drowning death rate more than three times higher than the state average—11.4 versus 3.2 deaths per 100,000 children. According to the Hawai‘i Department of Health, drowning is now the leading cause of death for children ages 1 to 15 statewide, and roughly half of Hawai‘i’s children do not know how to swim. This high risk is compounded by limited access to sustained water safety education, especially for low-income Native Hawaiian youth.¹

¹ Hawai‘i Department of Health and *2025 Hawai‘i Water Safety Plan* from the Hawai‘i Water Safety Coalition (HWSC).

As a coastal community with a large Native Hawaiian population, Waimānalo’s children are particularly vulnerable to drowning death. Waimānalo has one the highest concentrations of Native Hawaiians in Hawai‘i: 65.0% (6,349 individuals) of Waimānalo residents are Native Hawaiian, compared with 21.4% (310,789 individuals) statewide. Moreover, Waimānalo’s three area elementary and middle schools have large populations of Native Hawaiian youth: Blanche Pope Elementary, 88.0% (177 of 201 students); Waimānalo Intermediate & Elementary, 65.4% (231 of 353 students), and Mālama Honua Public Charter School, 68.4% (113 of 165 students).²

Native Hawaiian and Pacific Islander Population Disproportionately Impacted

John Kaleimakali‘i Thorton Clark’s 2024 master’s thesis, *Resident Drowning Accidents in Hawai‘i: A Descriptive Analysis*, highlights the significant disparities in drowning rates affecting Native Hawaiian and Pacific Islander (NH/PI) populations. Analyzing 447 drowning cases from 2014 to 2022, Clark found that NH/PIs accounted for 36% of drowning deaths despite comprising only 27% of the state’s population. The disparities are most severe among children ages 1–17, who faced a drowning death rate more than three times higher than their peers from other ethnic groups. Overall, the NH/PI drowning mortality rate was 42 per 100,000 residents compared to 27 per 100,000 for other groups. In addition, pediatric-aged victims made up 16% of NH/PI drowning deaths, versus 5% among other ethnicities. Clark also documented a rise in drowning incidents over time and found most occurred in Honolulu County, with swimming, freediving, and accidental immersion being the leading causes. As an epidemiologist with the Hawai‘i Department of Health’s Office of Health Equity, Clark now works to translate his findings into culturally informed, community-based prevention strategies. His recommendations include integrating swim education into school curricula, expanding junior lifeguard programs, and investing in culturally competent public health interventions.³

Waimānalo Suffers from a Severe Lack of Infrastructure

As far as ocean safety is concerned, Waimānalo and its Native Hawaiian population are under-served. The community faces a severe lack of recreational and athletic infrastructure. Waimānalo has no swimming pools. In contrast, the adjacent and more affluent communities of Kailua and Hawaii Kai have multiple swimming pools (Kailua: the Kailua District Swimming Pool managed by the City & County of Honolulu’s Department of Parks & Recreation and the Windward YMCA; Hawaii Kai: The Oahu Club offers both an Olympic-sized and a 25-yard heated pool. Additionally, The Peninsula at Hawaii Kai has a pool and wading pool for residents.). Swim lessons are typically held at swimming pools, so the lack of a pool in Waimānalo creates transport, cost, and scheduling barriers for Waimānalo families.

² Hawai‘i Department of Education.

³2025 *Hawai‘i Water Safety Plan* from the Hawai‘i Water Safety Coalition (HWSC).

In addition, the Waimānalo District Park gym was abruptly closed in June 2016 due to structural issues (rusted ceiling bolts) and, as of today, has yet to re-open. This infrastructure void means that Waimānalo residents—especially youth, elders, and lower-income families—have very limited access to safe physical activities including swimming. The gym’s lengthy shutdown removes a critical “safe haven” and community hub, while the absence of a pool hinders essential swimming and safety education. A resident quoted in a local newspaper described the shutdown as leaving the community “a ghost town,” removing a safe place for kids and displacing programs like sports and after-school care.

Waimānalo: A Community Facing a Disproportionate Rate of Ocean-Related Emergencies

Waimānalo is a rural coastal community that spans over 25 miles of shoreline and encompasses four popular beach parks. For this reason, the lives of Waimānalo residents are deeply intertwined with the ocean both in terms of livelihood and cultural traditions. Every day, hundreds of residents and visitors engage in ocean-related activities such as fishing, diving, surfing, canoe paddling, and gathering resources that sustain our families and honor ancestral practices. Despite the presence of eight lifeguard towers, chronic staffing shortages can mean that not all towers are fully staffed, leaving stretches of coastline unmonitored. As a result, our community experiences a disproportionately high rate of ocean-related emergencies, including an average of 60 rescues and 40 near drownings annually, along with numerous injuries from strong surf and hazardous currents. Although Waimānalo is less busy than beaches in Waikīkī, it has 37 preventative actions per 1,000 visitors, compared with only 17 per 1,000 at busy Waikīkī beaches. This suggests lifeguards in Waimānalo intervene more per beachgoer than those in Waikīkī. In terms of physical rescues, Waimānalo has about 0.14 rescues per 1,000 beachgoers, while Waikīkī has only about 0.052 per 1,000 beachgoers. These challenges underscore the urgent need for enhanced safety resources and education to protect those who rely on and cherish our coastline every day.⁴

Not Just Tourists; Hawai‘i Residents Equally Vulnerable to Drowning Death

Contrary to what even many lifeguards have thought, it is not only tourists who experience problems in the ocean or drown. Nearly half of the 800 people who drowned in the ocean in Hawai‘i over the last decade—and more than half of people on O‘ahu and Hawai‘i Island—were not inexperienced out-of-towners, but people who call the islands home. In fact, Hawai‘i has the second highest per-capita rate of resident drownings in the country, with the lives of 187 residents lost in the ocean between 2020 and 2024 alone. According to official statistics, Hawai‘i residents of all ages are more likely to drown than to die in a car crash.⁵

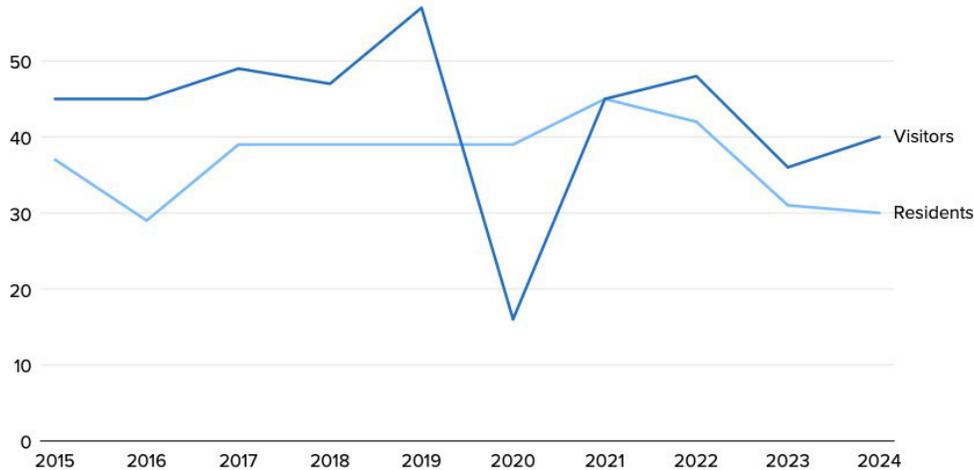
⁴ City & County of Honolulu, Ocean Safety Department.

⁵ Hawai‘i Department of Health and *2025 Hawai‘i Water Safety Plan* from the Hawai‘i Water Safety Coalition (HWSC).

About half of the people who drown in the ocean are Hawai'i residents

Ocean drowning rates statewide

In the last decade, 370 Hawai'i residents drowned in the ocean. On two islands — O'ahu and the Big Island — residents make up more than 50% of ocean drownings in the the last decade.



*Data is from 2015 to 2024. Data from last year is preliminary.
Chart: Caitlin Thompson • Source: Hawai'i Department of Health

Drowning is also getting worse. Two decades ago, Hawai'i set a goal to reduce resident drowning deaths to 0.9 per 100,000 people, which would have required cutting the rate by two-thirds. However, the state did not invest enough resources in prevention efforts like swimming lessons and safety campaigns. Instead, the drowning rate increased. By 2022, the death rate was four times the state target and three times the national average, with 60 residents dying that year. In the case of Native Hawaiians and Other Pacific Islanders (NH/PI), drownings have increased from 44 cases in the 2014-2016 period, to 64 cases in the 2020-2022 period, an increase of 45%, while the NH/PI population has grown by no more than a few percentage points over the same period. In addition, for every drowning death, at least two more people experience severe health issues from near-drownings, which can cause lasting brain or organ damage.⁶

Ocean Safety Education is More than Just Learning How to Swim

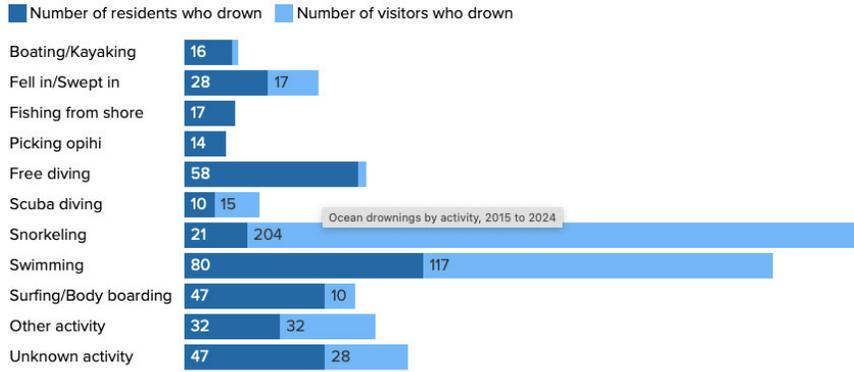
Aside from impacting locals even more than tourists, drowning or near drowning also impacts experienced ocean goers as much as novices, as well as those engaging in ocean activities outside of the water. One particularly risky activity is free diving, which involves a diver holding their breath for minutes at a time to go deep below the surface, often armed with a speargun for catching fish or octopus. Free diving—which is practiced by many strong and experienced swimmers—has claimed the lives of more Hawai'i locals in the ocean than almost any other ocean activity, surpassed only by swimming and people who fall or are swept into the ocean by accident, also known as “unintended immersions.” Fifty-eight people died while free diving between 2015 and 2024, according to health department data, although last year’s data is provisional. Often, the cause is shallow water blackout, a condition in which people lack enough

⁶ Hawai'i Department of Health.

CO₂ in their blood to signal to the brain that they need oxygen, leading them stay down too long and pass out as they rise to the surface.

Hawai'i residents interact with the ocean — and drown — in all sorts of ways

Visitors drown while living out an idyllic Hawai'iian vacation — snorkeling in Haunama Bay, swimming in the warm waters in Waikīkī. Residents are more likely to die while doing things that are part of life on an island in the middle of an unpredictable ocean — spearfishing to provide for their family; surfing or kayaking; picking opihi on a remote stretch of rugged coastline.



*Data is from 2015 to 2024. Data from last year is preliminary.
 Chart: Caitlin Thompson • Source: Hawai'i Department of Health

The risky activities are not just beneath the waves or *in* the water. Accidentally ending up in the ocean—either by falling or getting pulled in by a wave—was the second highest cause of resident drownings between 2015 and 2024. Some got into trouble on a kayak. Others fell or were swept out by a rogue wave while fishing from shore or picking ‘opihī. ‘Opihī (*Cellana exarata*) or Hawaiian blackfoot is a species of edible true limpet. They are known as the “fish of death” because they can be incredibly dangerous to harvest due to their intertidal habitat. In the last decade, apart from 58 residents who died while free diving, 59 residents died after being swept into the sea. All of this points to the need not only for swim lessons, but also for increased ocean safety awareness and training—a comprehensive approach is required.⁷

Insufficient Action

Despite the high risk of drowning, there have been few sustained, coordinated efforts to provide comprehensive water safety education in schools, and little agreement on who should lead such initiatives. Only about eight Hawai'i schools have pools on campus, and there are no public pools on O‘ahu’s Westside or in Waimānalo. While some elementary schools include brief lessons, access to formal training remains limited, especially for low-income students, and a recent bill proposing a pilot program has seen little support from the Hawai'i Department of Education. A major statewide effort in the 1980s by the nonprofit Sea Trek reached thousands but ended due to financial and institutional challenges. There is a critical need for ocean safety education rooted in culture and place.

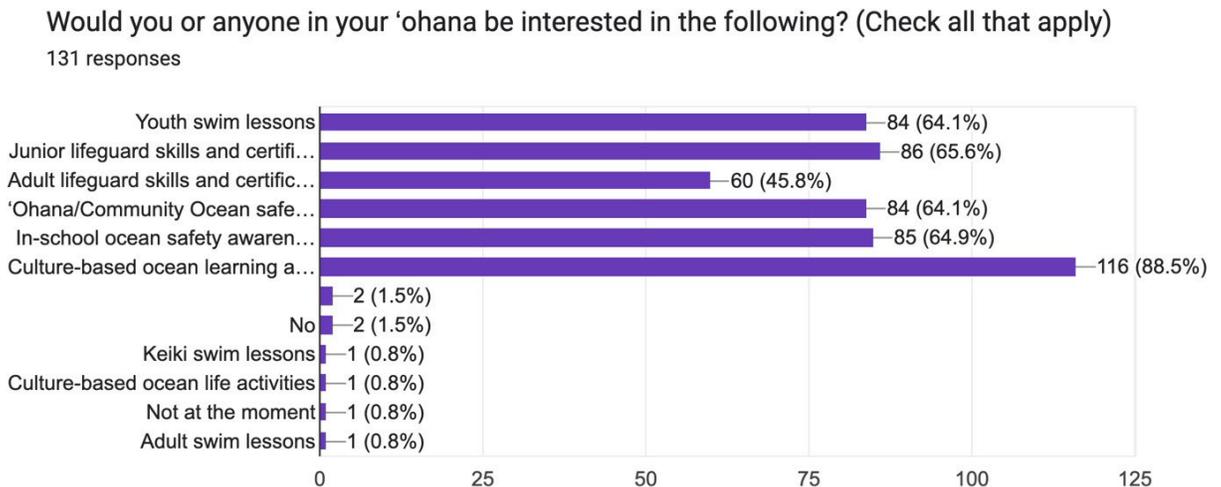
⁷ Hawai'i Department of Health.

Vox Populi: The Waimānalo Community Values Ocean Safety Education

Hui Mālama O Ke Kai conducted a survey in June-July of 2025 to gauge interest in ocean safety education. Of 132 respondents, nearly 70% were from Waimānalo, over 90% said that they have family or cultural ties to Waimānalo, and 90.9% self-identified as Native Hawaiian. A large proportion (84.8%) learned swimming from their family or community, while a surprisingly high one-third (33.3%) were self-taught. Only 41.7% were fortunate enough to be able to learn how to swim by taking swimming lessons.

A similar picture emerges in response to the question: “How were you and your family taught ocean safety and awareness?” Nearly ninety percent (87.9%) were taught ocean safety and awareness by their family or community, while again a surprisingly high 36.4% were self-taught. A little over one-third (35.6%) learned in school or through a program.

While swim lessons and ocean safety education appear **not** to be universally available, the need for them is nearly universal. Nearly half (47.7%) of respondents said that they had experienced a personal or community water-related incident or close call and nearly 60% had concerns about ocean safety for their keiki or community. Not surprisingly, then, nearly three out of four (72.0%) people said they were interested in improving their ocean awareness, two out of three (68.2%) were interested in improving their swimming skills, and 58.3% were interested in learning or teaching ocean safety skills. Although the need and motivation for increased access to swim and ocean safety education exist, barriers remain. Half of respondents (50.8%) said that they are unable to or have difficulty accessing affordable swim lessons, and 54.5% have no nearby public pool. Given this situation, as Table 1 shows, there is strong interest in swim and ocean safety & awareness education.



There is strong interest in youth swim lessons, as well as junior and adult lifeguard skills and certification. In terms of education and awareness, large proportions of respondents expressed interest in ‘Ohana/community or in-school ocean safety awareness workshops or information sessions.

The Importance of Culture and Place in Ocean Safety Programming

The community is interested in much more than just technical education and training; culture-based ocean learning activities are extremely desirable. In fact, interest in culture-based ocean learning activities exceeds interest in technical swim or ocean safety education by more than twenty percentage points. Among this majority Native Hawaiian population, 88.6% of respondents said that they or their 'ohana (family) would be interested in culture-based ocean learning activities. Similarly, large percentages chose culture (76.5%) or place-based (81.8%) programming as reasons for them or their 'ohana to participate in any ocean safety program. In addition, more than three fourths of respondents found no cost programs attractive, and 30.3% said that transportation assistance would help them or their 'ohana to participate in this program.

Direct Anecdotal Feedback from the Community

Community interest is perhaps best illustrated by some of the many comments that HMKF has received from community members, a selection of which are presented below.

“We live on an island; this is an important skill to learn. I've had my close calls surfing. Regarding one of the questions about it being free, I left it unmarked as I'm willing to pay but how much 😅 I don't have that much money 😅 I sure no cost would be the greatest benefit for all and the less privileged.”

“Living so close to the ocean, everyone should know how to swim.”

“I think a program-based ocean activity and education program would be amazing and very much needed in the Waimanalo Community.”

“So needed! We often think about this for our 4-year-old and would like to also keep building community.”

“Know your limits when going in the ocean. Ask locals before going in. Don't be tarantaran! Just 'cause you can swim in the pool, no mean you can handle the ocean. The [ocean] is unpredictable and does not discriminate.”

“A study has recently surfaced in the media about local people being harmed in the ocean, just as much as visitors. This is a critical issue that can be resolved through community education.”

“The ocean provides our community with food and recreation. It is important for us to learn about ocean safety and increase our awareness of this amazing resource so we can interact with it in a safe manner. All of our family should know ocean safety and awareness.”

“The ocean has been an integral part of my upbringing in Waimānalo and has made a positive impact on lots of local Waimānalo families. As we rely less on

fishing and work longer hours to support the cost of living there is less kupuna with the level of ocean knowledge then there were in previous generations.”

“Do you have classes on the moon phases and tides or even seasons for fishing?”

“I would love to see partner programs with Waimānalo Canoe Club, Makapu‘u Surf Club, etc., even discussions about ocean safety with coast guard. Tips on how to be found if lost etc. I think a lot about the Kamehameha Schools kayaker who was lost while out during school practice. It makes me really think about who I allow to make safety decisions based on daily conditions for my keiki. A huge amount of trust in coaches.”

4. Describe the target population to be served; and

The primary beneficiaries of this project are Native Hawaiian youth and adult community members who live, work, or study in Waimānalo, a rural coastal community on the island of O‘ahu with one of the highest concentrations of Native Hawaiians in Hawai‘i—65% of residents identify as Native Hawaiian, compared to 21.4% statewide. These participants are among those most affected by the disproportionate risk of ocean-related emergencies, limited access to swim instruction, and a severe lack of aquatic infrastructure.

The Native Hawaiian community of Waimānalo continues to face deeply rooted disparities in health, education, and economic opportunity. Nearly 75% of students in the area’s elementary and intermediate schools are Native Hawaiian, and these youth contend with disproportionately high rates of obesity (27%), suicidal ideation (31%), substance use (36%), and child abuse and neglect (38%). Among the most urgent public health concerns is the drowning death rate of Native Hawaiian children. Despite living in close proximity to the ocean, many Native Hawaiian youth do not know how to swim, largely due to financial hardship and a lack of access to sustained aquatic education.⁸

In Waimānalo, economic pressures further limit opportunities for families to access swim lessons or water safety training. Eight percent of local families live below the poverty line, compared to 6.6% statewide. Nearly 20% of households rely on SNAP benefits (compared to 6.6% statewide), and among Native Hawaiian and Other Pacific Islander households, that number nearly doubles to 39.7%. All local public schools are classified as high-poverty under the Department of Education, reflecting the widespread economic hardship in the community.

Beyond economic barriers, Native Hawaiian families in Waimānalo grapple with a complex web of challenges that stem from historical trauma and systemic inequities. Youth in the community face elevated risks for mental and physical health issues, academic setbacks, and behavioral challenges. Obesity alone affects nearly three in ten

⁸ Hawai‘i Department of Health, Youth Risk Behavior Survey (YRBS).

Native Hawaiian children, a condition linked to high blood pressure, low self-esteem, and social stigmatization.⁹

Together, these factors paint a picture of a community in urgent need of targeted, culturally grounded interventions. Addressing these challenges—especially the life-threatening issue of drowning—requires more than technical instruction; it calls for programs that restore access, rebuild trust, and reconnect youth with the cultural knowledge and practices that once kept communities safe and strong.

Table 1: Health and Behavior Risks of Native Hawaiian Youth

	Native Hawaiian	State
Youth obesity	27%	13%
Teens with suicidal thoughts	31%	28%
Teens who ever used illicit drugs	36%	27%
Teens who vape/use e-cigarettes	21%	14%
Drowning death rate of children (deaths per 100,000)	11.4	3.2
Child abuse and neglect (proportion of all cases)	38%	
Juvenile arrests (proportion of all arrests)	28%	

Source: Hawaii Health Matters (2021), Hawaii Department of Health

5. Describe the geographic coverage.

The project will focus on Waimānalo, a rural coastal community that spans over 25 miles of shoreline and encompasses four popular beach parks.

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 Hui Mālama O Ke Kai Ocean Safety Project is multi-tiered program—youth swim lessons, junior and adult lifeguard certification, ocean safety awareness workshops, and culture-based learning sessions—that unfolds over a phased timeline. These services will be delivered in collaboration with experienced staff and community-based organizations with strong ties to Waimānalo. Extensive community input and interest, as reflected, for example, in our recent survey, further ensures strong participation and impact. Measurable outcomes, including increased swim proficiency, greater awareness

⁹ Hawai'i Department of Health, 2023 Lifestyle and Wellness report.

of ocean safety practices, and reduced community risk, will be tracked through pre- and post-program assessments.

The Ocean Safety Project will be executed in five discrete phases. Note that the youth ocean safety component (Objective #1) and the community lifeguard component (Objective #2) of this project proceed in parallel although they are distinct components of the same overall program.

- **Phase 1, Project Initiation:** During the project initiation phase which kicks off on 9/30/2026, HMKF project staff will engage in activities including onboarding key staff, concluding MOAs with instructors/experts and project consultants, developing and confirming the project timeline, and conducting a staff orientation. We will also establish the grant file and develop community outreach and recruitment plans.
- **Phase 2, Outreach & Project Setup:** During this phase, we will begin outreach and recruitment activities as well as setup the project site and procure the necessary equipment and supplies.
- **Phase 3, Enrollment:** During this phase, we will enroll 15 youth participants in the program using the Youth Enrollment Packet and 10 community participants for the lifeguarding program with signed MOUs.
- **Phase 4, Implementation:** Project implementation will begin on 2/15/2027 and consist of eight weeks of afterschool programming followed by a summer session in May-June of four weeks. Data will be collected and evaluated during this time and include pre/post surveys, observations, attendance records, testimonials, and enrollment packets. For the community lifeguarding component of the Ocean Safety Project, 10 Lifeguarding with CPR/AED and First Aid certifications will be obtained.
- **Phase 5, Closeout & Review:** During this phase, project progress will be evaluated, and improvements to the program made as needed.

How it will be achieved:

- Youth will participate in structured programming through after-school and summer sessions at the Hui Mālama O Ke Kai site and partner locations.
- Participants will be placed in one of two tracks based on swim ability: beginner swim instruction or Junior Lifeguard preparation.
- Each participant will complete a pre- and post-program Ocean Competency Assessment to measure progress across key skills such as water safety, situational awareness, cultural ocean knowledge, and swimming proficiency.
- Sessions will integrate swim instruction, ocean-based activities, and cultural learning, including traditional Hawaiian ocean practices, moon phases, and marine stewardship.
- Regular attendance, mentoring, and culturally grounded teaching will ensure youth feel confident, supported, and motivated.
- Community members will be recruited through outreach, events, and referrals from partner organizations.

- Training courses will be scheduled based on community availability and hosted in collaboration with accredited providers.
 - All costs associated with certification (e.g., fees, materials, transportation) will be subsidized or waived.
 - To support retention and success, we will provide preparatory classes in physical readiness, CPR, and ocean-specific scenarios, and we will strive to place participants in the appropriate level given their current capabilities, skills, and experience.
 - Insofar as possible, those certified will be connected to local job opportunities and volunteer roles, ensuring they contribute to ongoing community safety.
2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

Phase 1: Project Initiation (October–December 2026):

- Establish Grant File (*Project Director: by 11/15/2026*)
- Hire (Additional) Key Staff (*Project Director: by 11/15/2026*)
- Sign MOAs with Instructors and Consultants (*Project Director: by 11/15/2026*)
- Team Orientation and Role Assignments (*Project Director & Project Manager: 11/15–12/15*)
- Review and Finalize Management Plan (Training, Fiscal, Data, Curriculum) (*Project Team & Consultants: 11/15–12/15*)
- Confirm Project Timeline & Youth Programming Hours (250 hrs.) (*Project Manager: 11/15–12/15*)
- Develop Outreach, Recruitment & Communications Plan (*Project Manager: 11/15–12/15*)
- Announce Project to Community (Board Meeting, Social Media, Email) (*Project Manager: 11/15–12/15*)

Phase 2: Outreach & Project Setup (December 2026–January 2027):

- Kick-Off Community Outreach and Recruitment (*Support Staff & Project Manager: 12/15–01/15*)
- Set Up Project Sites; Secure Equipment & Supplies (*Support Staff & Project Manager: 12/15–01/15*)

Phase 3: Enrollment (January–February 2027)

- Enroll Initial Cohort of 15 Youth Participants (*Support Staff & Project Manager: 01/15–02/15*)

Phase 4: Implementation (February–June 2027)

- **Begin Program Implementation (Swim & Ocean Safety Sessions Begin)**
(*Support Staff, Project Manager, Instructors: 02/15–06/30*)

- Deliver approx. **250 hours** of youth activities
- Collect baseline assessments and track attendance

Phase 5: Closeout & Review Quarterly (June–July 2027)

- Conduct Stakeholder Check-ins and Curriculum Feedback Reviews
- Finalize Assessments and Compile Evaluation Data
- Adjust Curriculum Based on Evaluation Feedback

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

To monitor the various project activities and overall project progress, a detailed project plan with clear milestones will be established at the outset of the project. HMKF will use a mixed-methods evaluation approach to track both quantitative and qualitative data related to each objective. Regular team meetings will be held weekly to review implementation benchmarks, assess risks, and adapt strategies as needed. Project activities and outcomes will be tracked against a detailed implementation plan with predefined milestones.

Data Collection Tools and Processes:

Objective 1: *Improve ocean safety skills among 15 Native Hawaiian youth*

- **Pre- and Post-Program Ocean Competency Assessments** (custom tool): Measures swim proficiency, situational awareness, and cultural ocean knowledge.
- **Observation Rubrics:** Used by staff and youth to assess growth in skill, confidence, and leadership.
- **Attendance Logs & Participant Journals:** Track engagement, consistency, and participation over time.

Objective 2: *Certify 10 community members as lifeguards*

- **Training Completion & Certification Records:** Monitor participant progress through American Red Cross or USLA-certified lifeguard programs.
- **Pre- and Post-Training Surveys:** Assess changes in knowledge, confidence, and preparedness.
- **Employment/Volunteer Tracking Forms:** Monitor connections to job placement or volunteer roles post-certification.

Cross-Cutting Tools:

- **Excel Spreadsheets & Outcome Trackers:** Used for quantitative tracking of participation and skill growth.
- **Focus Groups & Individual Interviews:** Conducted annually to gather qualitative feedback on program strengths, challenges, and participant experiences.
- **Logic Models:** Guide program design and track alignment between inputs, activities, outputs, and outcomes.

Tool Development and Customization:

All tools will be developed collaboratively by the evaluator, consultants, and HMKF staff. The Ocean Competency Assessment and observation rubrics will be culturally tailored to include traditional Hawaiian ocean knowledge alongside technical swim and safety competencies. Pre/post surveys will be reviewed annually for relevance and clarity.

Timeline for Data Review and Use:

- **Monthly:** Internal review of attendance, participation, and assessment data by project staff.
 - **Quarterly:** Evaluation team and project leadership meet to review data trends and adjust programming as needed.
 - **Annually:** Formal analysis of all qualitative and quantitative data by the evaluator, with a report provided to staff, partners, and the community.
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.

The project is designed to create measurable improvements in ocean safety knowledge, skills, and leadership capacity among Native Hawaiian residents of Waimānalo. It directly responds to well-documented community needs, including disproportionately high drowning rates, limited access to swimming instruction, and a strong demand for culturally grounded education.

Objective 1: 15 youth participants will increase their ocean safety skills by two levels using our Ocean Competency Assessment.

Outcome: Increased ocean safety for our community members

Key measurable changes:

- Increased technical swimming ability and ocean safety knowledge
- Improved cultural awareness of traditional ocean practices
- Greater confidence and participation in ocean-based activities
- Enhanced peer mentorship and leadership readiness

Objective 2: 10 community members will be certified lifeguards through a nationally accredited certification program.

Outcome: Increased ocean safety for our community members

Key measurable changes:

- Increased number of trained responders available for emergencies
- New employment and volunteer opportunities in ocean safety
- Stronger local leadership in health and public safety
- Expanded capacity to mentor youth and lead educational efforts

Cumulative impact:

- Decreased risk of drowning and near-drowning incidents
- Greater public awareness of ocean safety protocols
- Increased access to culturally responsive and no-cost safety programming
- Strengthened intergenerational bonds through shared learning and cultural stewardship

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](#))

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$57,500	\$57,500	\$57,500	\$57,500	\$230,000

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

See "Budget Request by Source of Funds"

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

N/A

- 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.

See "Government Contracts, Grants, and/or Grants in Aid."

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

\$75,000

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.

The Hui Mālama O Ke Kai Foundation (HMKF) brings extensive experience in implementing successful community-based projects. HMKF itself was created as a grass-roots effort in 1998 by volunteer community members of Waimānalo, who were concerned about specific keiki (in this case Native Hawaiian children in the 5th & 6th grades) being without supervision in the after-school hours and the need for positive extracurricular activities and ocean safety skills. HMKF's after-school program was a

direct response to the community's needs and lack of resources identified through the Vision Waimānalo Empowerment Zone Strategic Plan put together by the community, for the community, in 1998.

As a grassroots nonprofit rooted in the Waimānalo community, for over 25 years HMKF has consistently designed and delivered culturally grounded, place-based programs that serve the evolving needs of Native Hawaiian youth and families. The intensive HMKF Keiki and 'Ōpio After-school Youth Development & Leadership Programs serve 4th-12th graders from 2:00 pm-6:00 pm each day after school, over the course of three, 8-week sessions. Since assuming responsibility for the after-school program in 2008, HMKF has expanded its reach from 20 to over 100 students annually and integrated the culture- and place-based *E Kūkulu I Nā Alaka'i Hawai'i* curriculum to strengthen health & wellness, leadership, cultural identity, and academic development. HMKF's community-based after-school program has delivered positive outcomes and consistently exceeded all target outcomes in every year since the program was established in 2002. In a recent program year, for example, 98% of students reported increased self-esteem and 93% showed gains in pro-social behaviors.

HMKF also leads the 'Ohana Family Strengthening and Kaiāulu Community-building Program, which organizes monthly, culture-based workshops that deepen family bonds and support community well-being. The 'Ohana Program serves more than 250 individuals from among after-school program students and their families as well as the broader community. Activities include traditional poi board and stone carving classes (*papa kālai papa me pōhaku ku'i 'ai*) with well-respected cultural practitioners such as Earl Ka'awa, quarterly activities at Waimānalo's first modern-day traditional canoe house (*hale wa'a*), and workdays in HMKF's community garden (*māla*). These activities strengthen family involvement and provide culturally relevant spaces for parents and caregivers to engage more deeply in their children's development both in and out of school. Substantial research supports the link between meaningful family engagement and improved student outcomes, such as better attendance, behavior, and academic achievement. HMKF incorporates these findings into practice by requiring participating families to attend regular weekend and evening events that reflect and reinforce the cultural lessons shared with youth. These gatherings help foster a safe, supportive, and tightly woven community environment, while also building professional yet culturally appropriate relationships between staff and families and encouraging supportive peer networks among participants.

Community Partners:

As a community-based organization, HMKF partners with Mālama Honua Public Charter School, Waimānalo Elementary & Intermediate School, and Blanche Pope Elementary to recruit participants into HMKF programs and ensure their academic development and success.

The Mālama Honua Public Charter School was birthed from the world-wide voyage of the Hōkūle'a and Hikianalia traditional voyaging canoes in 2014. The school is now an award-winning, project-based learning center and Hawaiian-focused community charter

school dedicated to serving the Waimānalo community. MHPCS provides a rigorous learning environment guided by the Hawaiian cultural values shared with educational partner, the Polynesian Voyaging Society.

Located on Hawaiian homestead land in Waimānalo, Blanche Pope Elementary serves approximately 200–211 students in Pre-K (special needs) through grade 6. The school is named after Della Blanche Romick Pope—a pioneering educator and former State Commissioner of Education—and the school embodies her legacy of public-school development in Hawai‘i. A 2013 National Blue Ribbon School, Blanche Pope is distinguished by its culturally responsive environment, integrating Hawaiian values, language, and traditions into curriculum through practices like Hawaiian Studies (K–3) and frequent Hui class meetings, character development, and school-wide events like *Hō‘ike* (song and dance showcases). The school also supports family engagement through the Na Pono No Na ‘Ohana program.

Ke Kula Kaiapuni o Waimānalo is a Hawaiian immersion program located at Blanche Pope Elementary. The program opened its doors to its first class of Papa Mālaa‘o & Papa ‘Ekahi (K & 1) in August 2019. Since then, the school has grown to offer M - 5 (K-5), as well as a preschool class. At Ke Kula Kaiapuni o Waimānalo, ‘ohana are asked commit to learning ‘ōlelo Hawai‘i as an ‘ohana. This commitment to the Hawaiian language is imperative to the success of the haumana (student) and the life of ‘ōlelo Makuahine (the “mother tongue”) in homes and the community.

The City & County of Honolulu Ocean Safety Division, East O‘ahu Lifeguard Association, and the Waimanalo Canoe Club have been long standing partners specializing in ocean safety education. HMKF now plans to deepen our collaboration with these partners to create an expanded and comprehensive ocean safety curriculum.

Other partners such as Ho‘o‘kua‘āina, Ka Papa Lo‘i o Kānewai, Paepae‘o He‘eia, Ulupo Hei‘au and Papahana Kualoa serve as sites for HMKF students to increase their understanding of ‘āina-based (place-based) STEM careers with a focus on economic sustainability, resource management, and environmental restoration from a Native Hawaiian perspective.

Through strong partnerships, culturally rich programming, and a deep commitment to holistic family and community engagement, HMKF continues to be a trusted and impactful presence in Waimānalo, uplifting youth and building collective strength.

Community Involvement in Identifying Need for and Design of Project

The need for this project was identified through direct engagement with the Waimānalo community, particularly Native Hawaiian residents, who voiced urgent concerns about ocean safety and the lack of access to swim instruction. As noted above (see “Community Condition”), Hui Mālama O Ke Kai Foundation (HMKF) conducted a comprehensive community survey in June–July of 2025 to assess local needs, experiences, and priorities. Of the 132 respondents—most of whom identified as Native Hawaiian and had deep family or cultural ties to Waimānalo—nearly 60% expressed

concern about ocean safety for their keiki (children) and community. Almost half (47.7%) had experienced a water-related incident or near-drowning themselves, underscoring the urgency and relevance of the issue.

Community feedback revealed that while many acquired ocean safety skills or knowledge from family or were self-taught, very few had access to formal instruction. The survey also showed overwhelming interest in culturally grounded ocean safety education, with over 88% expressing a desire for culture-based programming, including traditional knowledge such as moon phases, tides, and fishing seasons. Respondents called for accessible, no-cost instruction and highlighted transportation and infrastructure challenges, such as the lack of a community pool.

The above input directly informed the project's design. The proposed program thus combines technical swim instruction, culturally relevant ocean safety education, and lifeguard certification to meet the community's clearly expressed needs. Programming will be delivered locally, incorporate traditional knowledge, and remove key barriers such as cost and transportation. The project was further shaped through consultations with school staff, parents, local practitioners, and long-standing partners such as the Waimānalo Canoe Club and the East O'ahu Lifeguard Association.

HMKF's deep roots in the community and its two-decade history of culture- and place-based programming positioned it to lead this effort. Since its founding in 1998, HMKF has maintained an active partnership with community stakeholders, including local schools, cultural practitioners, and families. The organization's board of directors includes Native Hawaiian members with deep connections and roots in the Waimānalo community, ensuring that local voices and values remain central to program governance and implementation.

In summary, this ocean safety project was born from community-driven insight and designed in collaboration with the very individuals it aims to serve—ensuring cultural relevance, broad accessibility, and meaningful impact.

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.

Many of the hands-on instructional activities for this project will take place in the ocean at Kaiona and Waimānalo Beach Parks. For classroom instruction and other activities, HMK has an 11-acre site located at 41-477 Hihimanu Street (TMK 4-1-009: 265) in the ahupua'a of Waimānalo, moku of Ko'olaupoko, on the Island of O'ahu. Hui Mālama o Ke Kai Foundation (HMK) has a 65-year lease agreement (General Lease No. S-5468) with the Department of Land and Natural Resources (DLNR) which expires in 2061.

The general land uses proposed for the HMK site are: Educational/Gathering, Aquaponics, Craft Plant Grove, Animal Husbandry, Income Producing Agriculture, and Community Gardens. The most recent site plan, which is partially funded by the USDA Rural Development Agency and private foundations and currently being implemented in phases, includes approximately 11,000 square feet (s.f.) of new building space. It will include the following facilities and uses:

- Renovated multi-purpose building to provide space for indoor classroom, offices/meeting room, recreational room, certified kitchen, restrooms, and outdoor covered programs.
- Renovated barn to provide space for equipment storage, indoor workshop space, and outdoor covered workshop space.
- A two-story structure consisting of a 1,200 square foot shower and locker facility with private shower and restroom stalls on the first floor and a 1,200 s.f. caretaker's hale atop the shower and locker facility for 24-hour live-in surveillance of the property.
- An agricultural education complex to include two 450 s.f. greenhouses and an aquaponics system with raised garden beds.
- A 1,200 s.f. maintenance shed for general site maintenance and agricultural work equipment and supplies with additional 600 s.f. of outdoor covered working space.
- A 4,000 s.f. hālau to serve as a multi-use gathering and learning space with its own storage, kitchen and restrooms.
- A 1,200 s.f. maintenance shed to support the agriculture/income producing area.
- Community gardens and a composting toilet.
- 28,000 s.f. craft plant grove to support cultural education programs
- A hale wa`a to store the wa`a and for program use.
- A 2,500 s.f. enclosed area for animal husbandry.
- Open space for program use.

Mālama Hōnua Public Charter School, one of HMK's local school partners, is currently developing their new campus on the 11-acre site. As they are a major partner, being on the same campus will provide new opportunities for collaboration and make the flow of students to the after-school program more seamless.

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.

The Hui Mālama O Ke Kai Foundation (HMKF) will implement the Ocean Safety Project through a team of experienced staff, committed board leadership, and dedicated

community partners. Our staffing model ensures continuity, accountability, and culturally competent program delivery.

Job Descriptions of Key Staff:

- **Principal Investigator/Program Director (PI/PD), Mailelaulii Ah Sam, Executive Director of HMKF:** The PI/PD has ultimate operational responsibility for the project. She will monitor project progress; data collection, tracking, and reporting; and be responsible for hiring decisions and managing staff and partners.
- **Program Manager (PM), Shalia Kamakaokalani:** The Program Manager is responsible for the day-to-day operations of the project. She will establish the project timeline, logistics, and contingency plan; monitor project progress; assist the external evaluator with data collection, tracking, and reporting; assist the project director with contracting; and coordinate with staff and partners. The PM will update the PI/PD on a weekly or daily basis as needed.
- **Project Support Staff, two vacancies:** Support staff will assist the Program Manager and Program Director. Their primary tasks will include recruiting, screening, and enrolling program participants; implementing the classes and workshops; assisting with data collection, tracking, and reporting; and securing project supplies. See Job Description attachment.

Bios of Key Staff:

- **Principal Investigator/Program Director (PI/PD), Mailelaulii Ah Sam, Executive Director of HMKF:** Born and raised in the Waimānalo community, Mailelaulii Ah Sam is a Native Hawaiian educator and nonprofit leader with deep roots in the Waimānalo community and a strong commitment to culturally grounded education and community empowerment. As Executive Director of Hui Mālama O Ke Kai Foundation (HMKF), Maile leads strategic planning, fundraising, program development, and external relations for the organization. She holds a BA in Hawaiian Studies from the University of Hawai'i at Mānoa and is pursuing her MA in the same field. Her academic experience includes serving as a Graduate Research Assistant with the Kū'oko'a Initiative, focused on Indigenous research and sustainability, and as a Graduate Teaching Assistant and lecturer at the Kamakakūokalani Center for Hawaiian Studies. Maile began her career in early childhood education as a Parent Child Educator for Parents and Children Together in Waimānalo and has also worked as a substitute teacher and community consultant. Her leadership extends to governance roles, having served as President of the Waimānalo Village Resident Corporation, where she played a key role in restoring nonprofit and tax-exempt status and managing affordable housing resources. Through her professional and personal commitments, Maile uplifts 'ohana, culture, and community in every facet of her work.

- **Program Manager (PM), Shalia Kamakaokalani:** Shalia Kamakaokalani is an experienced cultural educator and program manager with a strong background in Hawaiian studies, youth programming, and community engagement. A graduate of the University of Hawai'i at Mānoa with a Bachelor's degree in Hawaiian Studies and a certificate in 'Ōlelo Hawai'i, she is passionate about passing on the values, knowledge (ʻike), and stories (mo'olelo) of our kūpuna through hands-on learning and cultural practice. Currently serving as Project Manager at Hui Mālama O Ke Kai Foundation, Shalia oversees program planning and execution, curriculum development, event coordination, and community outreach. Her previous roles include Program Coordinator at HMKF and Program Guide at Ka Papa Lo'i o Kānewai, where she led educational tours, developed learning tools, and maintained cultural sites in Kānewai and Punalu'u. Shalia also brings experience in onboarding, data collection, and managing digital communications, and is a certified First Aid/CPR provider. A lifelong hula practitioner and Miss Aloha Hula 2018, she embodies a deep commitment to preserving and sharing Hawaiian culture with future generations.

Recruitment and Hiring Process:

Recruitment for support staff will follow HMKF's equity-based hiring practices. Job descriptions will be posted via our website, social media, local schools, and partner networks. HMKF prioritizes hiring from within the Waimānalo community, especially among individuals with experience in youth programming, ocean safety, or Hawaiian cultural education. All candidates will be screened for alignment with our mission and a demonstrated commitment to community service.

In the event of staff vacancies, HMKF will implement the following continuity measures:

1. **Cross-training:** All staff will be trained to understand the basic duties of other team members to allow seamless coverage during temporary absences.
2. **Task Documentation:** Core responsibilities will be clearly documented, ensuring smooth handovers and institutional knowledge transfer.
3. **Succession Planning:** HMKF leadership regularly reviews internal talent to identify staff or volunteers who may step into key roles if needed.

If any key position, such as PI/PD or PM, becomes vacant, HMKF's Board and Executive Team will assign interim coverage immediately and begin recruitment to fill the position within 45 days.

Partnerships and Consultants:

To efficiently and effectively execute this project, HMKF has assembled a team of top-notch experts in ocean safety, swimming instruction, evaluation, IT/data management, and financial management. HMKF also has longstanding relationships with key partners that will support the implementation of this initiative.

Consultant Bios and Roles:

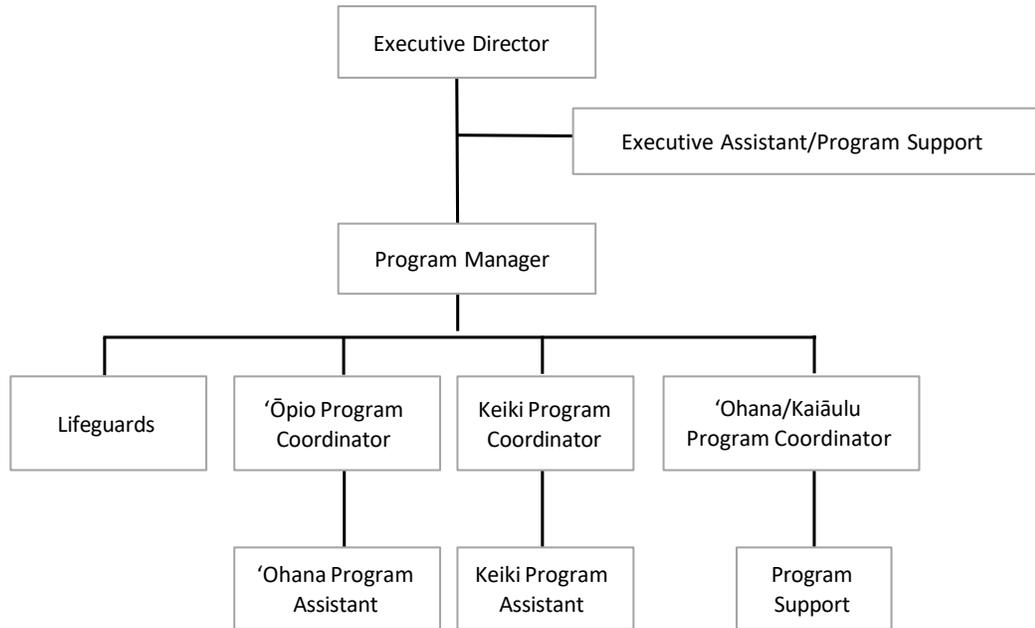
- **Ian ‘Akahi Masterson, Chief Ocean Safety Instructor:** Ian ‘Akahi Masterson, widely known as “The Surf Professor,” is a Native Hawaiian scholar, educator, waterman, and cultural practitioner dedicated to elevating ocean literacy and Indigenous Knowledge through surf science and education. With over two decades of teaching experience at Windward Community College, the University of Hawai‘i at Mānoa, and Hawai‘i Pacific University, Masterson has developed pioneering curricula in surf culture, Hawaiian environmental history, and ocean safety. A certified lifeguard, surf instructor, and published author, he bridges academia and ocean recreation, mentoring students while promoting sustainable practices and cultural stewardship. Masterson has surfed over 200 spots worldwide and is a longtime contributor to the Eddie Aikau Big Wave Invitational. Mr. Masterson will support the design and implementation of the community lifeguard certification component of this project, as well as work collaboratively with HMKF staff to ensure training meets national standards while remaining grounded in Hawaiian values and respectful of the ocean as a cultural space.
- **Captain Jimmy Barros, Ocean Safety Advisor:** Captain Jimmy Barros is a distinguished District Captain with nearly 30 years of dedicated service in Honolulu’s Ocean Safety Division. He currently leads a 21-member lifeguard team at Hanauma Bay Nature Preserve—one of O‘ahu’s premier and busiest beach sites. As a certified EMT instructor, Captain Barros’ vast experience in emergency response and lifeguard operations is instrumental to community safety. Deeply committed to youth and family education, he will support the Hui Mālama O Ke Kai Foundation Ocean Safety initiative by advising on lifeguard training, emergency protocols, and the culturally grounded ocean safety curriculum. Captain Barros regularly engages in community outreach to reinforce prevention through education and collaborates closely with HMKF to enhance access to vital resources. Through his leadership and expertise, he strengthens cultural resilience and collective kuleana (responsibility) to care for one another in and around the ocean.
- **Melanie “Mel” Loo, Swim & Ocean Safety Instructor:** Melanie “Mel” Loo is a dedicated educator and counselor with nearly a decade of service to the Waimānalo community and over ten years of experience teaching swim lessons to children as young as three. As a licensed lifeguard and seasoned swim instructor, Mel emphasizes water safety and confidence—critical skills for keiki growing up in Hawai‘i. Her deep roots in the islands and background in school counseling and special education empower her to connect with students and families across a wide range of learning and developmental needs. Whether in the classroom or the ocean, Mel is committed to nurturing safe, respectful, and empowered learners through culturally grounded and student-centered approaches. Ms. Loo will support the design and implementation of the swim lesson component for youth participants. She will collaborate with HMKF staff to ensure that instruction is developmentally appropriate, culturally sensitive, and aligned with the program’s goal of reducing ocean-related emergencies.

- **Anna Lydia Ah Sam, PhD, Program Evaluator, Researcher, and Educator:** Dr. Anna Lydia Ah Sam is a seasoned evaluator, grant writer, and researcher with over 20 years of experience advancing educational equity and culturally responsive evaluation in Hawai'i. She serves as Faculty Specialist and Coordinator of Grant Writing, Evaluation, and Assessment at the University of Hawai'i at Mānoa's SEED program, where she leads evaluation design, grant development, and research on diversity in higher education. Through her consulting work, she supports organizations such as Hau'oli Mau Loa Foundation, INPEACE, Pacific American Foundation, and the Boys & Girls Club of Hawai'i, focusing on programs related to 'āina-based (place-based) learning, youth development, and family support. She holds a PhD in Educational Psychology from UH Mānoa, a Masters in Public Health from Tulane University, and a BS in Child Development from Iowa State University. A published scholar and national leader in culturally responsive evaluation, she has contributed to major academic handbooks and journals and mentors emerging evaluators through initiatives like the Advancing Culturally-responsive and Equitable (ACE) Evaluation Network and Leaders in Equitable Evaluation and Diversity (LEEAD). Dr. Ah Sam is also a founding member of the Hawai'i-Pacific Evaluation Association and has served on several community boards, with a professional approach grounded in Native Hawaiian values and a commitment to equity, community voice, and systemic change. Ms. Ah Sam will partner with project staff to design and implement the evaluation, and analyze and disseminate evaluation findings.
- **Eloy Villalba, Financial Consultant & Accounting Manager:** Eloy Villalba is a seasoned accounting professional with over 20 years of experience in financial management, nonprofit accounting, and external consulting. He holds a Bachelor's degree in Business Administration with a concentration in Accounting from the University of Hawai'i at Hilo. Since 2005, he has served as Accounting Manager at Health Pacific Hawai'i (HPH), the largest nonprofit health care network in Hawai'i, spanning four major hospitals—Kapi'olani, Pali Momi, Straub Benioff, and Wilcox—alongside more than 70 clinics statewide. At HPH, Eloy was responsible for month-end closings, financial reporting, audits, and asset management. In addition, Eloy provides financial consulting services to several public charter schools and nonprofit organizations across Hawai'i, including Hui Mālama O Ke Kai Foundation, Mālama Honua PCS, Hakipu'u Academy, and Ke Kula 'O Samuel M. Kamakau Laboratory Public Charter School. In these roles, he manages budgets, prepares financial statements, ensures audit readiness, and supports overall fiscal oversight. With deep expertise in nonprofit finance and a strong commitment to community-based education and cultural preservation, Eloy is known for his accuracy, professionalism, and dedication to strengthening Hawai'i's mission-driven organizations.
- **Dr. James H. Busch, IT Consultant & Data Manager:** Dr. James H. Busch is the founder of Hand-made Software Design (HMSD) and brings over 30 years of expertise in database design, software development, and digital systems management to support the Hui Mālama O Ke Kai Foundation Ocean Safety Project. With extensive experience protecting sensitive data and architecting

efficient systems, Dr. Busch will provide critical consultation and technical assistance on data management, secure storage, and reporting systems. His work includes advising HMKF on best practices to safeguard confidential participant information, implementing secure and user-friendly databases, and enabling program staff to collect, track, and leverage data for continuous improvement. Deeply committed to initiatives that honor cultural relevance and foster community safety, Dr. Busch’s contribution ensures HMKF maintains the trust of participating families while strengthening the foundation’s capacity to deliver impactful, culturally grounded programs informed by data.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.



3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director	\$75,000-100,000
Program Manager	\$50,000-65,000
‘Ōpio Program Coordinator	\$45,000-48,000
Keiki Program Coordinator	\$45,000-48,000

VII. Other

1. Litigation

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

N/A

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

N/A

3. Private Educational Institutions

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

N/A

4. Future Sustainability Plan

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

- (a) Received by the applicant for fiscal year 2027, but
- (b) Not received by the applicant thereafter.

If grant funding is received for FY 2027 but not thereafter, Hui Mālama O Ke Kai Foundation (HMKF) has a robust and actionable plan to sustain the Ocean Safety Program beyond the grant period. Our strategy integrates financial planning, institutional commitment, community partnerships, and programmatic embedding to ensure long-term viability.

1. Institutionalization within Core Programming

Ocean safety has always been a part of HMKF’s programming. Through the Ocean Safety Program, however, ocean safety training will be expanded and more formally embedded within HMKF’s core programming, becoming a permanent fixture in our youth and community development offerings. We have already incorporated ocean safety as a strategic priority and are aligning it with our afterschool and summer youth programs, thereby ensuring it is included in annual budgets and staff roles beyond the life of the grant.

2. Strengthening School and Community Partnerships

We are actively deepening long-term partnerships with local schools—such as Mālama Honua Public Charter School, Blanche Pope Elementary, and Waimānalo Intermediate—to integrate ocean competency education into physical education and afterschool programs. These partnerships will enable cost-sharing, mutual staffing support, and program continuity, even without state funding.

3. Building Local Capacity and Leadership

A key sustainability strategy is developing a pipeline of trained local lifeguards and ocean safety educators. By certifying 10 community members as lifeguards and offering youth pathways to junior lifeguard certification, we are cultivating future instructors and role models who can carry the program forward. These individuals will be equipped not just with certifications, but with culturally grounded teaching skills that reflect Native Hawaiian values.

4. Diversifying Revenue Streams

HMKF has a successful track record of securing funding from a mix of public and private sources. We are actively implementing our Comprehensive Fund Development Plan, which includes growing support from private foundations, federal grants, individual donors, and community events. Our recent 25th anniversary fundraising gala is one example of our evolving donor engagement strategy, which now includes cultivating major donors and community supporters specifically interested in public health and cultural preservation.

5. Embedding Evaluation for Continuous Improvement

All program components include integrated evaluation tools—such as the Ocean Competency Assessment—to monitor impact and adapt programming in real time. These tools are now part of HMKF’s internal evaluation infrastructure, ensuring continuous quality improvement and providing evidence to support future funding proposals and community buy-in.

6. Leveraging Community Support and Ownership

Our deep roots in the Waimānalo community and our strong relationships with families,

schools, and cultural practitioners provide a foundation for sustained support. The program was designed with community input and is delivered through place-based, culturally relevant methods. This local ownership and alignment with community priorities increases the likelihood of continued participation and grassroots support, even in the absence of state funding.

7. Organizational Capacity and Stability

HMKF is a stable, mature organization with a strong leadership team, permanent staff, clear strategic plans, and well-established operational systems (HR, finance, evaluation). Our organizational infrastructure enables us to absorb and sustain high-impact programs such as Ocean Safety, and we have the capacity to reallocate internal resources if necessary to maintain key elements of the program post-grant.

In short, HMKF is committed to sustaining this life-saving, culturally grounded program through a combination of internal capacity, external partnerships, diversified funding, and deep community engagement. Even if state funding is not renewed after FY 2027, we are confident in our ability to continue delivering this critical service to the Waimānalo community.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

App

Hui Malama O Ke Kai Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested
A. PERSONNEL COST				
1. Salaries	135,500			
2. Payroll Taxes & Assessments	16,500			5,000
3. Fringe Benefits	15,500			2,500
TOTAL PERSONNEL COST	167,500			7,500
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	30,000			12,500
3. Lease/Rental of Equipment	2,500			
4. Lease/Rental of Space	0			
5. Staff Training	8,750			
6. Supplies	5,250			3,500
7. Telecommunication	8,000			2,500
8. Utilities	8,000			4,000
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	62,500			22,500
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	230,000			30,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	230,000	Mailelailii Ah Sam 808-256-9774		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	46,044		
(d) Total Private/Other Funds Requested	30,000	Signature of Authorized Official Date		
TOTAL BUDGET	260,000	Mailelailii Ah Sam, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: _____ Hui Malama O Ke Kai Foundatio

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2026 to June 30, 2027

Applicant: _Hui Malama O Ke Kai Foundation_

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						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS Not Applicable to this project						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Ap

Hui Malama O Ke Kai Foundation

Contracts Total:

-

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Not Applicable				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27		10			Application for Grants

1. 2026 GIA Checklist_HMKF

Final Audit Report

2026-01-23

Created:	2026-01-23
By:	Paul Arinaga (paul@growgoodhawaii.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAxCniH_6C1Rb0swW09f49g2ZfWAbDxTm

"1. 2026 GIA Checklist_HMKF" History

-  Document created by Paul Arinaga (paul@growgoodhawaii.org)
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