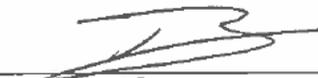


Applicant Ke Kula 'O Pi'ilani

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

Bryce Thayer, President
PRINT NAME AND TITLE

1-23-26
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: KE KULA O PIILANI

Issue Date: 01/19/2026

Status: **Compliant**

Hawaii Tax#: [REDACTED]
New Hawaii Tax#: [REDACTED]
FEIN/SSN#: [REDACTED]
UI#: No record
DCCA FILE#: 260498

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, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Ke Kula 'O Pi'ilani
(Typed Name of Individual or Organization)


(Signature) 1-23-26
(Date)

Bryce Thayer
(Typed Name) President
(Title)



KE KULA 'O PI'ILANI

STATEMENT OF PUBLIC PURPOSE

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

Ke Kula 'o Pi'ilani will use State Grant-In-Aid funding for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes. The grant will be used for the public purpose of preserving and perpetuating Hawaiian culture through the education of children and families.

Ke Kula 'O Pi'ilani

Independent Hawaiian Immersion Elementary School

875 'Īao Valley Road, Wailuku, Maui, Hawai'i 96793 P.O. Box 1934, Wailuku, Maui, Hawai'i 96793

Office: (808) 214-5006 | admin@kekulaopiilani.com

Visit our website at www.kekulaopiilani.com

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.

The Ke Kula 'o Pi'ilani Certificate of Vendor Compliance from Hawaii Compliance Express is attached.

2. Declaration Statement

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

The Ke Kula 'o Pi'ilani Declaration Statement affirming compliance with Section 42F-103HRS is attached.

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.

The grant will be used for the public purpose of preserving and perpetuating Hawaiian culture by building up the workforce of educators who provide Hawaiian language immersion education for children and families of Maui.

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;

Ke Kula 'O Pi'ilani (Pi'ilani) is a 501c3 nonprofit, independent Hawaiian culture and language immersion school in 'Iao Valley, Maui, that educates from a Hawaiian perspective through Hawaiian language and cultural practices. Our mission is to nurture lifelong learners and passionate community leaders by cultivating an enriching environment of academic excellence grounded in Hawaiian culture and values. Our

vision is an enriched modern education with engaged communities nurtured and fluent in Hawaiian wisdom, knowledge, and language.

Ke Kula 'o Pi'ilani has been providing Hawaiian medium education to elementary school students, their families, and the broader Maui community since 2016. In our 10th year of operation (school year 2025/2026), we enrolled 59 students, aged 5-11, in grades K-5, for 35 hours a week, fully immersed in Hawaiian language and culture.

Our elementary school program focuses on immersion benchmarks adapted from Hawaii's Common Core State Standards, which are tailored to emphasize a Hawaiian cultural worldview. Our academic school year follows a quarterly schedule that highlights four pillars or thematic units: Wai (Freshwater), Lani (Atmosphere, Space, Ali'i), 'Āina (Land), Kai (Ocean). These thematic units create the framework through which we disseminate language and cultural education to our students and their families.

Through practices like oli (chant) and mele (song), we help students build their capacity for memorization and use recitation to reinforce vocabulary and pronunciation. As our language learners advance, we help them develop grammar, sentence structure, and the ability to express their thoughts and feelings both verbally and in writing. We use a multifaceted language approach that addresses a scaffolded set of standards, laying the foundation for language acquisition through our established curriculum. This blend of Common Core and Hawaiian language and culture establishes language progression markers, allowing us to ensure that achieving language proficiency and fluency is the ultimate goal of our immersion education experience.

Our programs foster harmony with the environment and relationships that sustain us; this harmony contributes to the mental, physical, and spiritual well-being of our students, their families, and the community. Our 'āina-based curriculum prioritizes the wisdom of our ancestors as an integral component of academic excellence. Peer and multi-generational learning are built into all programs. Alongside traditional academic subjects, our students learn Hawaiian song, chant and hula, lei and featherwork, mahi'ai and ku'i 'ai (kalo cultivation to poi), and more, directly from Hawaiian practitioners. Our Ka Piko Kaiāo program engages parents, 'ohana, and supporters in Hawaiian language classes and various hana no'eau in parallel with their children. We follow the guidance of our ali'i Pi'ilani, who professed that safe and open connections between people are central to a thriving and prosperous community.

2. The goals and objectives related to the request;

Goals

- Sustain and strengthen the Hawaiian language immersion educational workforce with meaningful career opportunities serving children and families on Maui.

- Preserve and perpetuate Hawaiian culture and language through formal education and community engagement.
- Increase access to high-quality Hawaiian medium education for local families regardless of income.

Objectives

- Maintain full staffing of qualified kumu, kumu kāko‘o, and cultural practitioners.
- Deliver a minimum of 35 hours per week of Hawaiian medium instruction across grades K–5.
- Engage ‘ohana through structured parallel community language and cultural learning opportunities.
- Support student language proficiency growth and cultural competency aligned with program benchmarks.

3. The public purpose and need to be served;

Hawaiian language revitalization and cultural perpetuation are recognized public priorities of the State of Hawai‘i. Ke Kula ‘o Pi‘ilani addresses a critical need for accessible, community-based Hawaiian medium education on Maui, particularly for families who may not otherwise have access to immersion programs.

By integrating language, culture, and ‘āina-based learning, Ke Kula ‘o Pi‘ilani contributes to the long-term social, cultural, and educational well-being of Hawai‘i’s communities while strengthening cultural identity, academic success, and intergenerational knowledge transfer.

4. Describe the target population to be served; and

The primary population to be served through this grant consists of elementary-aged children (ages 5–11) enrolled in grades K–5 at Ke Kula ‘o Pi‘ilani. These students receive full-time Hawaiian language immersion education grounded in ‘ike kūpuna, ‘āina-based learning, and culturally responsive instruction that supports academic development, cultural identity, and social-emotional well-being.

A secondary population includes families and ‘ohana participating in parallel community language and cultural programming, which reinforces student learning outcomes through intergenerational engagement and strengthens family capacity to support Hawaiian language acquisition and cultural continuity. The broader Maui community

also benefits through cultural engagement, stewardship activities, and practitioner-led programming that contributes to collective healing and cultural preservation.

Maui's cost of living is among the highest in the nation, and economic precarity has intensified due to housing instability, wage stagnation, and the compounding impacts of natural disasters, including wildfire. These conditions disproportionately affect Native Hawaiian families and significantly limit access to culturally grounded educational options.

The demographics of Ke Kula 'o Pi'ilani's student population reflect this reality:

- **95% of students require tuition assistance**
- **79% of families qualify as HUD-defined low-income households**
- **42% qualify as very-low income and 16% as extremely low income**
- **40% of families receive public assistance**
- **30% of enrolled students are from fire-affected families**

These data demonstrate that the majority of students served are from households experiencing economic hardship and ongoing instability. While tuition assistance is provided, families must re-qualify annually, navigate uncertainty, and absorb ongoing financial stress in order to access Hawaiian language immersion education. This creates a structural barrier to participation that disproportionately impacts families most in need of culturally grounded, stabilizing educational environments.

For Native Hawaiian communities, culture and language function as protective factors that support mental, emotional, and social well-being—particularly in times of crisis and displacement. Access to Hawaiian language immersion education serves not only an academic purpose, but also a public health and community resilience function by strengthening identity, belonging, and intergenerational connection.

Grant support will reduce financial barriers and improve access equity for families seeking Hawaiian-medium education, ensuring that participation is not limited by income or circumstance. By serving low-income and fire-affected families, this program advances the State's interest in promoting equitable access to education, preserving Hawaiian culture, and supporting community recovery and long-term resilience.

5. Describe the geographic coverage.

Services are provided primarily at our school campus in 'Īao Valley, Maui. Our current student body and community participants include families from all regions of the island.

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;

Ke Kula 'O Pi'ilani proposes to use FY 2027 Grants-in-Aid funding to provide full-time Hawaiian language immersion education for elementary students in grades K–5 in 'Īao Valley, Maui. The primary service supported through this request is the direct delivery of consistent, high-quality instructional programming that advances Hawaiian language proficiency, academic development, and cultural knowledge for enrolled students. A secondary but essential component of the program is targeted professional development and mentorship for instructional staff, ensuring program continuity and long-term service capacity in the context of a statewide shortage of Hawaiian-medium educators.

Grant-in-Aid operational funds will primarily support faculty and staff compensation and associated instructional support costs necessary to deliver these services over a 165-day academic year with a minimum of 35 instructional hours per week of Hawaiian-medium education to elementary students. Instruction is conducted fully in 'ōlelo Hawai'i and integrates academic subjects with culturally grounded, 'āina-based learning. Students receive daily classroom instruction from qualified kumu (teachers), supported by kumu kākō'o (teacher's aides) and supplemented by regular instruction from Hawaiian cultural practitioners in areas such as mele, oli, hula, mahi'ai, and other traditional practices.

To ensure continuity of student services and instructional quality, the program incorporates an in-house teacher training and mentorship component embedded within the school year. This component responds to the documented shortage of qualified Hawaiian-medium teachers by supporting new and developing educators while they remain in the classroom serving students.

New kumu or kumu kākō'o with Hawaiian language proficiency are paired with experienced mentor teachers for a full academic year. Mentorship includes co-teaching, supervised lesson planning, classroom management training, and instructional coaching. Trainees receive structured, job-embedded professional development, allowing students to benefit from consistent classroom staffing while instructional capacity is strengthened. Returning teachers also participate in ongoing professional development focused on language proficiency, instructional strategies, and culturally grounded pedagogy.

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

Grant-in-Aid operational funding will support Ke Kula 'o Pi'ilani's faculty and staff throughout the full fiscal year to ensure continuity of Hawaiian language immersion instruction, student support services, and school operations.

- **Months 1–3:**
Begin fiscal year with full staffing in place to support classroom instruction, cultural programming, student services, and administration. Faculty and staff deliver daily Hawaiian immersion instruction and 'āina-based learning aligned with the academic calendar. Administrative staff manage payroll, compliance, and program coordination.
- **Months 4–6:**
Continue uninterrupted instructional services and cultural programming. Faculty engage in collaborative planning, student assessment, and family communication. Staff support school operations, professional development, and community engagement activities.
- **Months 7–9:**
Maintain instructional continuity through the second half of the school year, including implementation of thematic curriculum units and assessment of student progress in language proficiency, academic development, and social-emotional growth.
- **Months 10–12:**
Complete the academic year and conduct program evaluation, staff performance review, and planning for the subsequent school year. Administrative staff complete fiscal reporting and compliance requirements associated with the Grant-in-Aid award.

Throughout the year, staffing levels supported by this request will ensure a stable learning environment for students and families and allow the school to retain qualified Hawaiian immersion educators and essential support staff.

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

Ke Kula 'o Pi'ilani will ensure high-quality program delivery and responsible use of operational funds through established governance, administrative oversight, and instructional monitoring practices.

Quality assurance measures include:

- Oversight by the school's administration and Board of Directors, which provides fiduciary and strategic guidance.
- Clear role definitions and performance expectations for faculty and staff supported by GIA funds.
- Ongoing supervision and evaluation of instructional staff, including classroom observation, curriculum review, and student progress monitoring.
- Regular staff meetings and professional development to support instructional quality, cultural integrity, and student well-being.
- Financial oversight systems to ensure that grant funds are used solely for approved operational purposes, including payroll, benefits, and related staffing costs.

Program effectiveness and fiscal compliance will be reviewed periodically throughout the year, with corrective actions taken as needed to maintain high standards of instruction, accountability, and service delivery.

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 effectiveness of this operational Grant-in-Aid request will be measured by the following outcomes, which reflect both program delivery and organizational stability:

1. **Continuity of Hawaiian Language Immersion Instruction**
 - Retention of qualified faculty and staff throughout the school year.
 - Delivery of full-time Hawaiian language immersion instruction to enrolled students without interruption.
2. **Student Engagement and Educational Support**

- Consistent student attendance and participation in instructional and cultural learning activities.
- Demonstrated student progress in Hawaiian language acquisition, academic development, and social-emotional learning, as measured through classroom assessments and teacher observations.

3. Support for ‘Āina-Based and Culture-Based Programming

- Ongoing implementation of ‘āina-based learning, cultural practices, and ‘ike Hawai‘i within the school curriculum.
- Engagement of families and community members through school activities that reinforce Hawaiian language and cultural continuity.

4. Organizational Stability and Accountability

- Timely payment and retention of faculty and staff.
- Compliance with all Grant-in-Aid reporting, fiscal management, and documentation requirements.

Progress toward these measures will be documented through staffing records, attendance data, instructional assessments, and required fiscal and programmatic reports.

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$100,000	\$100,000	\$100,000	\$75,252	\$375,252

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

First Nations Development Institute
Fred Baldwin Foundation
Kamehameha Schools
Kimoeko Foundation
Office of Hawaiian Affairs
County of Maui Department of Oihi Resources
County of Maui Department of Agriculture

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.

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.

County Of Maui Department of Economic Development FY 24: \$40,000.00
County Of Maui Department of Economic Development FY 25: \$100,000.00
County Of Maui Department of Economic Development FY 26: \$67,500.00
County of Maui Department of Oihi Resources FY 25: \$50,000.00
County of Maui Department of Oihi Resources FY 26: \$50,000.00
County of Maui Department of Agriculture FY 26: \$133,017.00

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

As of December 31, 2025, Ke Kula 'o Pi'ilani's unrestricted current assets are \$147,703

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.

Ke Kula 'o Pi'ilani has demonstrated the skills, experience, and organizational capacity necessary to successfully deliver Hawaiian language immersion education and responsibly manage public operational funding.

Founded in 2016, Ke Kula 'o Pi'ilani began as a small, community-based Hawaiian immersion program serving six students in grades K and 1 with one teacher. Over the past nine years, the school has grown steadily and sustainably in response to increasing community need. Today, Ke Kula 'o Pi'ilani serves approximately 60 elementary students in grades K through 5 and employs a team of 10 faculty and staff, with six contracted Hawaiian cultural practitioners, who provide instruction in 'ike Hawai'i, 'āina-based learning, and cultural practices alongside the core academic program.

Throughout this growth, Ke Kula 'o Pi'ilani has maintained full-time Hawaiian medium instruction, strengthened academic and cultural programming, and expanded administrative systems to support staffing, payroll, compliance, and program delivery. The school has demonstrated its ability to recruit, retain, and supervise qualified Hawaiian immersion educators and practitioners in a challenging workforce environment, particularly on Maui, where cost-of-living and housing pressures impact educator retention.

Ke Kula 'o Pi'ilani has extensive experience managing public and philanthropic operational grant funding, including multiple grants from the County of Maui Office of Economic Development and local and national funders and foundations. These funds have supported staffing, program delivery, and organizational stability and have required consistent compliance with reporting, fiscal management, and documentation requirements. The organization has maintained good standing with funding agencies and has successfully met all grant obligations.

The school is governed by an engaged Board of Directors that provides fiduciary oversight and strategic guidance. Day-to-day operations are managed by an experienced administrative team responsible for staff supervision, budgeting, payroll, grant compliance, and coordination of educational programs. Together, school leadership ensures that operational funds are used effectively to support faculty stability, instructional quality, and student success.

This demonstrated record of growth, fiscal stewardship, and program delivery positions Ke Kula 'o Pi'ilani to effectively manage the requested operational Grant-in-Aid funding and continue providing high-quality Hawaiian language immersion education to Maui students and families.

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.

Since 2017, Ke Kula ‘o Pi‘ilani has operated out of the campus at 875 ‘Īao Valley Road, Wailuku, Maui (TMKs (2)3-3-003:006 and (2)3-3-003:008). This property was under the ownership of the Hawaii Nature Center until the County purchased the property and executed a 50-year affordable lease to Ke Kula ‘o Pi‘ilani on August 15, 2023. The campus consists of three existing buildings constructed between 1957 and 1981, along with outdoor learning areas including māla (gardens) that are used daily for instruction, cultural practice, and community engagement.

The facilities have supported the school’s Hawaiian language and culture immersion programs; however, due to the age of the structures, their original design for non-educational (commercial hospitality) use, and decades of deferred maintenance prior to the County of Maui’s acquisition of the property in 2023, the campus requires extensive improvements to support the school’s vision for long-term, safe, and culturally enriching educational use. Thus far, the school has only been using Buildings 1 and 2, as the deteriorated condition of Building 3 rendered it unusable.

Over the past three fiscal years, Ke Kula ‘o Pi‘ilani has undertaken a phased approach to stabilizing and improving these facilities through County of Maui Office of Economic Development grants. These projects have addressed urgent repairs and site safety needs while maintaining uninterrupted school operations and have provided valuable insight into building conditions, system limitations, and long-term infrastructure requirements.

With the County’s acquisition of the property and execution of a long-term lease, Ke Kula ‘o Pi‘ilani is now positioned to move beyond short-term repairs and toward comprehensive capital planning. To this end, Pi‘ilani is submitting a corresponding Grant-in-Aid application for CIP funds to support the full suite of critical repairs and renovations.

Through this GIA for operations, coupled with the GIA for capital improvements, Ke Kula ‘o Pi‘ilani will be well positioned for long-term success by creating a school campus intentionally designed to support high-quality Hawaiian language immersion, ‘āina-based learning, and Hawaiian culture–based education for students and families across Maui.

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.

Ke Kula 'O Pi'ilani maintains a staffing structure appropriate to support the delivery of full-time Hawaiian language immersion education for elementary students while ensuring adequate instructional oversight, administrative capacity, and continuity of services. The proposed staffing pattern reflects the school's current enrollment, instructional hours, and programmatic scope and is sufficient to carry out the services described in this request.

The instructional team consists of qualified classroom teachers (kumu) assigned to grades K–5, supported by kumu kāko'o (teacher aides) and Hawaiian cultural practitioners who provide specialized instruction. Classroom teachers possess a combination of classroom teaching experience, Hawaiian language proficiency or fluency, and demonstrated ability to deliver culturally grounded instruction. Cultural practitioners are recognized practitioners in their respective disciplines and provide instruction aligned with curriculum goals and age-appropriate learning outcomes.

Program supervision and instructional leadership are provided by the Po'okula (Head of School/Executive Director) and the Po'okumu (Lead Teacher/Vice Principal). Together, they are responsible for curriculum oversight, staff supervision, instructional quality, and administrative direction. This leadership structure ensures clear lines of responsibility, accountability, and decision-making for both instructional and operational matters.

In response to the limited availability of trained Hawaiian-medium educators statewide, Pi'ilani has established an in-house training and mentorship model to support new and developing teachers while maintaining service capacity for students. New kumu or kumu kāko'o with Hawaiian language skills are embedded in classrooms under the supervision of experienced mentor teachers and school leadership. Training includes co-teaching, lesson planning support, classroom management guidance, and ongoing instructional coaching. This approach allows the school to meet immediate instructional needs while building internal capacity and supporting long-term staff retention.

Ongoing professional development is provided to all instructional staff and includes Hawaiian language support, instructional skills development, and culturally grounded pedagogy. Staff performance and development are monitored through classroom observations, supervisory meetings, and documented training activities. Administrative functions, including payroll, compliance, and reporting, are supported by designated administrative staff under the direction of the Po'okula.

This staffing and supervision model provides adequate service capacity to meet current student needs, ensures consistent instructional quality, and supports the sustainability of the program through structured training and leadership oversight.

Lani Eckart-Dodd
Po'okula (Head of School / Executive Director)

- Bachelor's Degree
 - Extensive experience in nonprofit leadership, youth development, and education
 - Cultural practitioner in 'āina-based learning, mahi'ai, ku'i kalo, and oli
 - Hawaiian Language Fluency: Proficient
 - Provides overall administrative leadership, fiscal oversight, compliance, and program direction
 - Supervises instructional leadership and staff; responsible for strategic planning, personnel supervision, and grant compliance
-

Leimana Pu'u
Po'okumu / Lead Teacher – Papa 'Ehā & Papa 'Elima

- Master's Degree in Curriculum Development with emphasis on integrating traditional knowledge into STEM education (2023)
 - Bachelor's Degree in Hawaiian Studies (Mālama 'Āina), University of Hawai'i at Mānoa (2021)
 - Extensive experience in Hawaiian-medium instruction, place-based curriculum development, and teacher mentorship
 - Hawaiian Language Fluency: Fluent
 - Provides instructional leadership, curriculum oversight, staff supervision, and professional development
 - Leads in-house teacher training and mentorship initiatives
-

Leo Waia'u II

Lead Teacher – Papa Mālaa'o (Kindergarten)

- Montessori Teaching Diploma, North American Montessori Center (2024)
 - Continuing postsecondary studies at UH Maui College
 - Experience in early childhood education and family-centered learning environments
 - Hawaiian Language Fluency: Proficient
 - Provides Hawaiian-medium kindergarten instruction in a culturally grounded setting
-

Josephine Kamaka-Keli'iliki

Lead Teacher – Papa 'Ekahi (Grade 1)

- Over 20 years of experience in childcare and youth development
 - Promoted internally from Kumu Kāko'o to Lead Teacher
 - Certified youth sports coach; instructor for Ho'oikaika Kino (Physical Education)
 - Currently pursuing coursework in elementary education at UH Maui College
 - Hawaiian Language Fluency: Proficient
 - Provides full-time Hawaiian-medium instruction for Grade 1 students
-

Kalani Librando-Souza

Lead Teacher – Papa 'Elua (Grade 2)

- Graduate of Ke Kula Kaiapuni o Maui
- Certificate, Institute of Hawaiian Music, UH Maui College
- Over 10 years of experience as a professional Hawaiian musician

- Extensive experience working with youth through athletics and community programs
 - Hawaiian Language Fluency: Proficient
 - Integrates Hawaiian language, music, and cultural knowledge into instruction
-

Lahela Mata-Goldmann

Lead Teacher – Papa ‘Ekolu (Grade 3)

- Upper Elementary (Grades 3–8) Teaching Diploma, North American Montessori Center
 - Academic background and experience in Hawaiian Language and Culture
 - Training through hula, oli, and traditional Hawaiian crafts
 - Hawaiian Language Fluency: Proficient
 - Provides culturally grounded Hawaiian-medium instruction at the upper elementary level
-

Instructional Support Staff (Kumu Kāko‘o)

Wehilani Aki

Kumu Kāko‘o – Papa Mālaa‘o

- Over 20 years of experience in early childhood education
- Third year serving as Kumu Kāko‘o at Ke Kula ‘o Pi‘ilani
- Hawaiian Language Fluency: Proficient
- Provides classroom support, supervision, and family engagement

Ka'ililauokekoa Pu'u
Kumu Kāko'o – Papa 'Ekahi

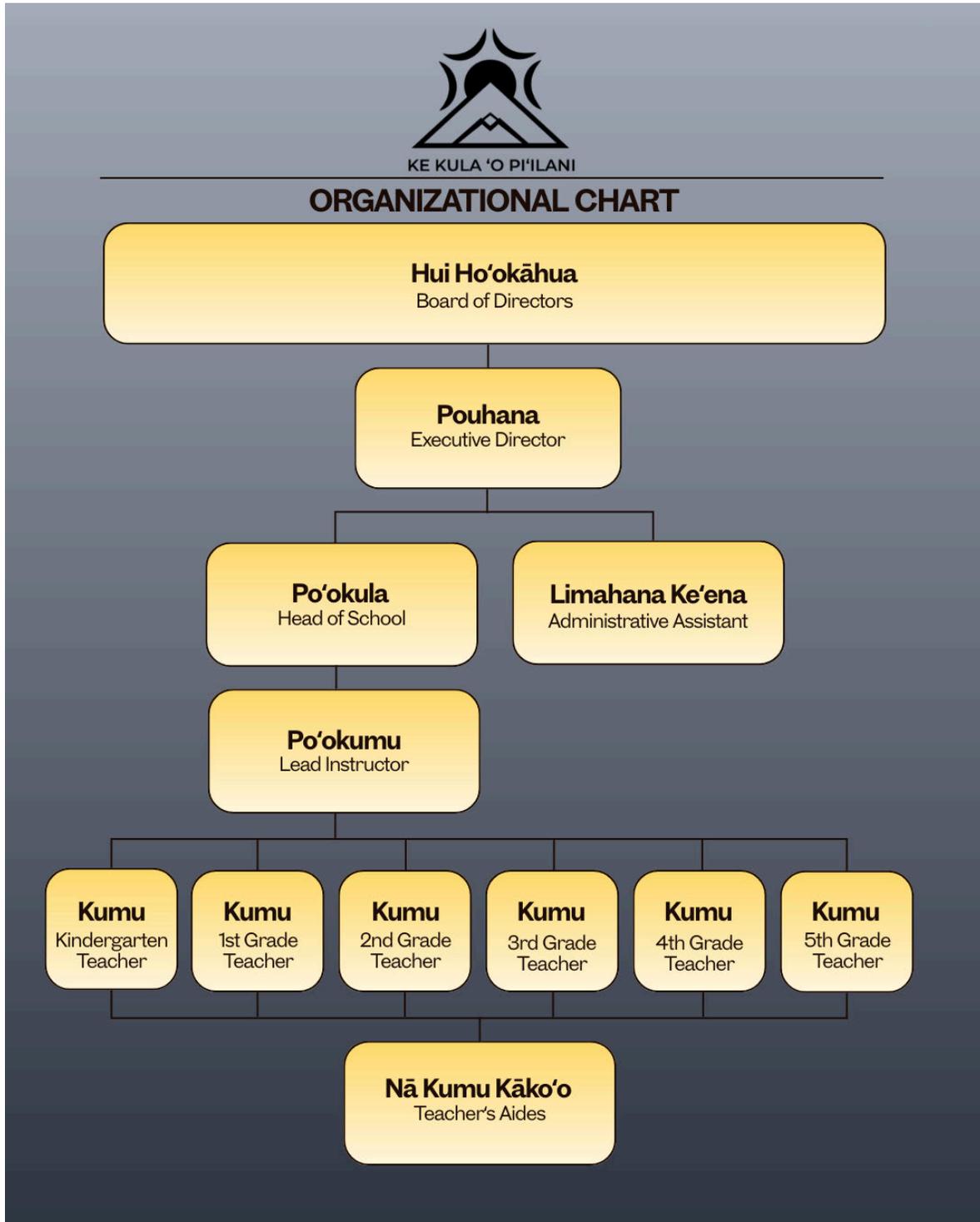
- Bachelor's Degree in Hawaiian Studies (Mālama 'Āina), UH Mānoa (2025)
 - Associate's Degree in Hawaiian Studies and Liberal Arts, UH Maui College
 - Experience in classroom instruction, summer programs, and afterschool programming
 - Hawaiian Language Fluency: Fluent
 - Supports Hawaiian-medium instruction and 'āina-based learning
-

Kahakea Morton
Kumu Kāko'o – Papa 'Ehā & Papa 'Elima / Mahi'ai Instruction

- Bachelor's Degree in Hawaiian Studies with a minor in Sustainable Agriculture, UH Hilo
- Graduate of Kamehameha Schools Maui
- Experience in Hawaiian language instruction, 'āina-based education, and sustainability programming
- Hawaiian Language Fluency: Fluent
- Supports upper elementary instruction and leads school farm projects

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.

Po'okula (Head of School)/Executive Director \$75,000

Po'okumu (Lead Teacher) \$60,000

Kumu (Kindergarten Teacher) \$42,000

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.

Not applicable.

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.

Ke Kula 'o Pi'ilani has maintained licensure as an independent school with the Hawaii Council of Private Schools since 2024.

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.

Ke Kula 'O Pi'ilani is a non-sectarian independent educational institution.

4. Future Sustainability Plan

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

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

If Grant-in-Aid operational funding is received for fiscal year 2027, Ke Kula 'o Pi'ilani will use the funds to support faculty and staff essential to delivering full-time Hawaiian language immersion education, student services, and school operations throughout the year. State support will allow the school to maintain staffing stability, instructional continuity, and program quality during the grant period. Importantly, given that three-quarters of enrolled families are at or below the low-income threshold, and that 95% of them require assistance to afford tuition, the GIA operational funding would go far towards reducing the tuition burden placed on local families.

If Grant-in-Aid funding is not received after fiscal year 2027, Ke Kula 'o Pi'ilani will continue operations through a combination of alternative revenue sources and responsible program adjustments. The school sustains its operations through a diversified funding model that includes tuition, private philanthropy, foundation grants, County support, and community-based fundraising. This diversification reduces reliance on any single funding source and provides flexibility to respond to changes in public funding.

While a tuition increase is a potential measure to help cover costs, this is not a feasible option as the majority of enrolled families fall into low-income brackets. A more feasible alternative is increasing enrollment to bring in more revenue without increasing tuition. Critical to this measure is the capital improvements envisioned under the parallel Grant-in-Aid CIP application to support campuswide renovations that will expand the school's physical capacity to bring in more students.

In the absence of continued State operational funding, Ke Kula 'o Pi'ilani would prioritize:

- Maintaining core instructional services and Hawaiian language immersion classrooms;
- Retaining key faculty positions to the extent possible;
- Increasing private fundraising and foundation support to offset reduced public funding;
- Adjusting staffing levels, contracts, or program components in a measured and responsible manner to align with available resources.

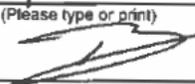
While the school would continue to operate, the loss of ongoing Grant-in-Aid support would place additional strain on faculty retention and program stability, particularly given Maui's high cost of living and limited educator workforce. Continued State investment therefore plays a critical role in sustaining high-quality Hawaiian language immersion education and ensuring equitable access for Maui students and families.

Ke Kula 'o Pi'ilani remains committed to long-term sustainability through prudent financial management, diversified revenue strategies, and continued collaboration with public and private partners to support the school's mission beyond fiscal year 2027.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Ke Kula 'O Pi'ilani

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	288,678		76,929	115,394
2. Payroll Taxes & Assessments	45,496		12,124	18,186
3. Fringe Benefits	41,079		10,947	16,420
TOTAL PERSONNEL COST	375,252		100,000	150,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
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TOTAL OTHER CURRENT EXPENSES				
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	375,252		100,000	150,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	375,252	Bryce Thayer 808.276.5293		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	100,000			
(d) Total Private/Other Funds Requested	150,000	Date 1-23-26		
TOTAL BUDGET	625,252	Signature of Authorized Official Date		
		Bryce Thayer, President		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Ke Kula 'O Pi'ilani

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Po'okula (Head of School/ Executive Director)	100	\$75,000.00	60.00%	\$ 45,000.00
Po'okumu (Lead Teacher/ Vice-Principal)/5th Grade Teacher	100	\$60,000.00	60.00%	\$ 36,000.00
Administrative Assistant	100	\$40,000.00	60.00%	\$ 24,000.00
Kumu Papa Mālaa'o (Kindergarten Teacher)	100	\$42,000.00	60.00%	\$ 25,200.00
Kumu Kāko'o Papa Mālaa'o (Teacher's Aide	100	\$34,000.00	60.00%	\$ 20,400.00
Kumu Papa 1 (1st Grade Teacher)	100	\$36,000.00	60.00%	\$ 21,600.00
Kumu Kāko'o Papa 1 (Teacher's Aide	100	\$36,000.00	60.00%	\$ 21,600.00
Kumu Papa 2 (2nd Grade Teacher)	100	\$36,000.00	60.00%	\$ 21,600.00
Kumu Papa 3 (3rd Grade Teacher)	100	\$36,000.00	60.00%	\$ 21,600.00
Kumu Papa 4 (2nd Grade Teacher)	100	\$36,000.00	60.00%	\$ 21,600.00
Hula Practitioner	Contractor	\$8,000.00	60.00%	\$ 4,800.00
Papa Limu Practitioner	Contractor	\$8,000.00	60.00%	\$ 4,800.00
Sign Language Practitioner	Contractor	\$8,000.00	60.00%	\$ 4,800.00
Weaving Practitioner	Contractor	\$8,000.00	60.00%	\$ 4,800.00
Olelo Hawaii Teacher (community classes)	Contractor	\$10,000.00	60.00%	\$ 6,000.00
Lomilomi practitioner	Contractor	\$8,000.00	60.00%	\$ 4,800.00
				\$ -
TOTAL:				288,600.00
JUSTIFICATION/COMMENTS: Grant funding will support essential program operations by partially covering salaries for teachers, cultural practitioners, and administrative staff who deliver and sustain Hawaiian language immersion education. This investment ensures instructional continuity, cultural integrity, and administrative capacity, allowing equitable access to high-quality education for low-income and fire-affected families.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES Period: July 1, 2026 to June 30, 2027

Applicant: __Ke Kula 'O Pi'ilani_____

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

JUSTIFICATION/COMMENTS: no equipment requested

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

JUSTIFICATION/COMMENTS: no motor vehicles requested

Applicant: ___Ke Kula 'O Pi'ilani_____

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: no capital projects requested						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ke Kula 'O Pi'ilani

Contracts Total: 300,517

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Space Lease	8/15/23-6/30/73		Maui County	n/a
2	Grant - repairs and maintenance	FY26	OED	Maui County	67,500
3	Grant - capacity building	FY25	Oiwi Resources	Maui County	50,000
4	Grant - professional development	FY26	Oiwi Resources	Maui County	50,000
5	Grant - mala (farming) program	FY26	Dept of Agriculture	Maui County	133,017
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