

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

Niki Shishido, Executive Director

PRINT NAME AND TITLE

01/23/2026

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: PACIFIC AND ASIAN AFFAIRS COUNCIL*

DBA/Trade Name: Pacific and Asian Affairs Council

Issue Date: 01/23/2026

Status: **Compliant**

Hawaii Tax#: [REDACTED]
New Hawaii Tax#: [REDACTED]
FEIN/SSN#: [REDACTED]
UI#: XXXXXX5924
DCCA FILE#: 4457

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

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

The undersigned authorized representative of the applicant certifies the following:

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

Niki Shishido, Pacific and Asian Affairs Council
(Typed Name of Individual or Organization)

 January 23, 2026
(Signature) (Date)

Niki Shishido 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.

Please see attached.

2. Declaration Statement

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

Applicant, Pacific and Asian Affairs Council affirms its compliance with Section 42F-103, Hawaii Revised Statutes. Please see 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](#).

Applicant, Pacific and Asian Affairs Council attests the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

II. Background and Summary

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

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

The Pacific and Asian Affairs Council (PAAC) is a Hawai'i based global education nonprofit organization established in 1954 with a mission to promote understanding of and engagement in global and international issues for Hawai'i's youth. PAAC programs

prepare our next generation of leaders to be global citizens who can successfully navigate our interconnected world.

Throughout PAAC's 72-year history, more than 100,000 Hawai'i high school students have participated in our award-winning High School Global Education Program in which students practice 21st century skills through a menu of engaging activities. Annually, more than 1,000 students participate in PAAC programming comprised of Clubs and leadership, an interschool conference, global issues trivia competition, service-learning projects, and Study Tours. PAAC programs introduce youth to global issues – their importance, complexities, and connections to home. PAAC also provides students opportunities to employ skills such as communication, critical thinking, and collaboration which aid in solving issues on global and local levels and which will support their success in community, career, and life.

PAAC has had the privilege of providing more than 500 Hawai'i youth the life-changing experience of travel abroad through **PAAC Study Tours**, an immersive learning opportunity in which students travel to a country in the Asia-Pacific for 10 days or more. PAAC has implemented Study Tours for over 22 years, thanks to the generous support of private foundations who understand the high-impact of this experience and believe in PAAC's enduring high quality, experience, and results. This funding allows PAAC to provide travel scholarships to reduce barriers for participation. The trip is unique from other youth travel programs as the itinerary is shaped by learning objectives/themes, includes college/career exploration, mixes Hawai'i students from different schools and backgrounds to form travel communities, offers significant scholarships, and is developed specifically for Hawai'i high school students. Since 2004, PAAC has awarded more than \$1.5 million in scholarships for over 70 Study Tours in Japan, China, South Korea, Vietnam, the Philippines, Indonesia, New Zealand, and Tahiti. In March 2026, Student Ambassadors will represent 43 Hawai'i public high schools on a PAAC organized Sister-State Study Tour to Ilocos (Philippines), Jeju (South Korea), or Okinawa (Japan) to advance Sister-State relationships and gain a better understanding of economic development, people, and leadership abroad and at home.

2. The goals and objectives related to the request;

PAAC requests \$500,000 to fund the Sister-State Study Tours Program which offers one student from EVERY HAWAI'I PUBLIC HIGH SCHOOL the chance to serve as their school's Student Ambassador on this immersive experience. In total, 45 students will be offered the opportunity to travel to a Sister-State of Hawai'i to accomplish the following goals and objectives:

Goal 1: Strengthen Hawai'i's Sister-State Relationships

- a) Increase friendship between youth through cultural exposure and understanding
- b) Demonstrate Hawai'i's commitment to the Sister-State relationship
- c) Promote and strengthen Hawai'i's profile as a unique island-state within the USA

- d) Encourage Hawai'i's private sector to actively participate in Sister-State relationships by attending the program's Community Presentation to learn about the students' experience and by asking businesses to sponsor future Sister-State Study Tours

Goal 2: Stimulate Student Growth & Leadership

- a) Increase participants knowledge and understanding of the Sister-State destination and relationship with Hawai'i
- b) Participants will practice and develop important skills such as communication, critical thinking, time-management, teamwork, follow-through, relationship building, risk taking to step outside their comfort zones, etc.
- c) Participants will develop a deep network within their travel cohort and with contacts abroad

Goal 3: Foster Hawai'i's Economic Future

- a) Participants will learn more about the economic landscape of Hawai'i and their Sister-State destination
- b) Participants will think critically about ways to sustainably develop our island economy based on their program experience and share their resolutions at the Community Presentation and within their communities

Goal 4: Provide Equitable Access to Global Learning Opportunities

- a) Ensure that one student from each Hawai'i public high school is offered the chance to participate in a Sister-State Study Tour, providing statewide representation across all islands.
- b) Reduce financial and geographic barriers that limit access to international travel and global education for public school students.
- c) Extend program impact by supporting participants in sharing their experiences within their schools and communities upon return.

- 3. The public purpose and need to be served;

PUBLIC PURPOSE

The proposed Sister-State Study Tours Program serves a clear public purpose by strengthening Hawai'i's international partnerships, preparing globally competent youth, and supporting long-term economic, civic, and community well-being across the state.

Strengthening Hawai'i's Sister-State Relationships and Global Standing

Hawai'i's Sister-State program plays a vital role in promoting cultural ties, educational exchange, and economic cooperation with international partners. These relationships elevate Hawai'i's global profile and create sustained opportunities for collaboration that benefit the state's economy and communities (Invest Hawai'i, n.d.). Educational and cultural exchange have consistently been identified as key pillars of successful Sister-State relationships, including long-standing partnerships such as Hawai'i's 20-year

relationship with Ehime Prefecture (Department of Business, Economic Development & Tourism [DBEDT], 2024).

By engaging public high school students as ambassadors, the Study Tours Program strengthens people-to-people connections that underpin durable international partnerships. It also reinforces Hawai'i's unique role as a Pacific-facing state, demonstrating to global partners that Hawai'i values and maintains international relationships independent of changing federal conditions (Invest Hawai'i, n.d.).

Developing Globally Competent Youth and Future Leaders

International exchange experiences are strongly associated with positive youth development outcomes, including increased intercultural communication skills, adaptability, problem-solving ability, and resilience (AYUSA, n.d.). Participants develop greater empathy, global awareness, and cognitive flexibility — competencies essential for leadership in Hawai'i's diverse and interconnected society (AYUSA, n.d.; Nation of Moms, 2024).

Cultural exchange programs also foster a sense of global citizenship by encouraging youth to understand shared challenges, respect cultural differences, and recognize their role in contributing positively to their communities (Nation of Moms, 2024). These outcomes align directly with Hawai'i's need for informed, culturally competent leaders who can navigate complex local and global issues.

Supporting Workforce Readiness, Economic Awareness, and Tourism

Students who participate in international study experiences are more likely to pursue higher education and develop career-ready skills valued by employers, including communication, leadership, independence, and cross-cultural competence (Institute of International Education [IIE], 2022). These competencies support Hawai'i's long-term workforce development goals, particularly in sectors that rely on international engagement such as tourism, education, international business, and diplomacy.

Youth ambassadors also contribute to Hawai'i's economic and tourism interests through informal citizen diplomacy. By sharing firsthand experiences abroad, participants help promote Hawai'i as a safe, welcoming, and culturally diverse destination, complementing formal state tourism and economic development efforts as international visitation continues to recover (Invest Hawai'i, n.d.).

Exposure to Sister-States' economic systems further encourages students to think critically about Hawai'i's own economic landscape, strengthening analytical skills and long-term civic engagement (IIE, 2022). By planting these seeds of awareness and ambition early, the program helps cultivate future leaders who are prepared to contribute thoughtfully to Hawai'i's economic sustainability and global engagement.

Promoting Equity, Wellness, and Statewide Community Impact

By selecting one student from each public high school in Hawai'i, the program ensures equitable geographic and demographic representation, extending access to students from rural, neighbor island, and underserved communities. This inclusive approach maximizes public benefit and aligns with state priorities around equity and opportunity.

Research shows that immersive cultural exchange experiences support social-emotional development, increasing self-confidence, independence, and resilience while fostering meaningful peer relationships (AYUSA, n.d.). In a time when youth face increased stress and social isolation, these experiences provide healthy, real-world engagement that contributes to mental wellness and a sense of purpose (Nation of Moms, 2024).

Participants return to their schools and communities as ambassadors, sharing knowledge and experiences that inspire peers and strengthen statewide awareness of Hawai'i's global connections. These ripple effects extend the public impact of the program well beyond the individual participants (Invest Hawai'i, n.d.).

NEED

PAAC continues to be the only organization to fund and implement year-round global education programs, including Study Tours, to Hawai'i youth regardless if they attend public, private, charter or home school. In addition, PAAC provides scholarships to support students participating on study tours to make it affordable for Hawai'i families exhibiting financial need or who have demonstrated commitment to PAAC. When analyzing the family income through tax returns (as part of current PAAC study tour applicants) it is very clear that Hawai'i families are struggling financially. According to United for ALICE (Asset Limited, Income Constrained, Employed), 44% of Hawai'i households were below the ALICE Threshold. With limited assets, these 44% of households would not be able to afford to send their child on a Study Tour without the support of financial aid scholarships.

The importance of youth studying abroad include:

Enhanced Intercultural Competence: Students who participate in study abroad programs develop a deeper understanding of different cultures, leading to improved communication skills and greater cultural sensitivity.

Personal Growth: Living and studying in a foreign country challenges students to adapt to new environments, fostering independence, resilience, and self-confidence.

Academic and Career Advantages: Exposure to diverse educational systems and global perspectives can enrich academic learning and make students more competitive in the job market.

When looking at the education landscape in Hawai'i, many high schools, including private high schools, offer opportunities for students to travel overseas. The abundance of these programs underlines the perceived value of providing Hawai'i youth these experiences overseas. However, many schools, especially public schools, do not have the resources to design their own travel programs and therefore utilize companies like EF Tours or travel to take part in an overseas competition. PAAC serves as this resource to develop a specialized curriculum and curate experiences for students to have a truly valuable overseas experience while connecting students with peers outside of their own communities.

When looking at the importance of global education and development of global competence it is rare to see Hawai'i public schools find the capacity to focus on these areas. However, at Punahou School, one of Hawai'i's highest regarded secondary educational institutions, there is a designated center, the Wo International Center, which is designed to "support[s] programs, curriculum and pedagogy to promote globally competent learners who know their world, skillfully interact with their world, and have a disposition for action." Most Hawai'i public high schools do not have the resources to provide this kind of support, which is what PAAC can provide.

4. Describe the target population to be served; and

The proposed project targets youth in every Hawai'i public high school grades 9-12. Priority is given to 10-11 grade students as they are more likely to be ready for independent travel and able to give back to their school/community upon return.

5. Describe the geographic coverage.

The program aims to serve students from EVERY public high school which are located on seven islands (Hawai'i, Kaua'i, Lana'i, Maui, Moloka'i, Ni'ihau, and O'ahu).

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 Sister-State Study Tours Program will consist of three Study Tours, each with no more than 15 students and four chaperones, each traveling to one Sister-State. Each Study Tour will consist of five major parts: 1) promotion of opportunity, 2) selection of participants, 3) pre-study tour programming, 4) Study Tour and reflection, and 5) storytelling. All participants will be asked to pay \$500 as a guarantee for the program (waivers will be considered upon request).

Promotion of Opportunity:

In partnership with the HIDOE, PAAC will promote the opportunity through dissemination of information to all Hawai'i public high schools, through television news, and online social media platforms. The Executive Director (ED), supported by the Communications Director (CD), will lead promotions including correspondence with designated School Point of Contacts and HIDOE leadership.

Selection of Participants:

PAAC's Study Tours Director (STD) will steer the applications and selection of the 45 Student Ambassadors. The Curriculum & Program Officer (CPO), Study Tours Intern (STI), Clubs & Student Leadership Director (CSLD), and CD will support as needed.

HIDOE schools will support in the selection process by reviewing all of their school's applications and providing PAAC their top three finalists. PAAC will then decide on the Student Ambassador.

Pre-Study Tour Programming:

PAAC will create a curriculum for the Student Ambassadors that incorporates elements such as: identity (understanding their culture, understanding our host culture in Hawai'i), knowledge (learning about the country they will travel to including economic backgrounds of destination and Hawai'i), community building, and networking with organizations (businesses, chambers of commerce, cultural groups, etc.) related to the destination country. Curriculum development will be co-developed by the STD and CPO.

Student Ambassadors will meet prior to travel, both in-person and virtually for these workshops. A meeting with parents will also be conducted to provide an overview of the program, review safety policies and ensure students and parents understand goals, expectations, and logistics.

Study Tour and Reflection

The Study Tour is anticipated to take place in March for approximately 13 days. Tasks are primarily led by the STD, with support from the CPO and STI, and include:

- Conceptualizing and planning the Study Tours and working with a travel agent/international partner to secure flights, hotel and other logistics.
- STD and PAAC Staff Lead Chaperone to conduct inspection trip to meet with local partners, coordinate logistics, map out the schedule, etc. It is anticipated that the CSLD and CD will serve as the two other Lead Chaperones.
- Reviewing applications and conducting student interviews with the Study Tour committee to select participants.

- Selecting and preparing co-chaperone(s) for the trip (two to three teachers/adults per trip).
- Serving as the Lead Chaperone on one of the Study Tours; designating other experienced PAAC Staff as Lead Chaperones for two other Study Tours; ensuring the safety of students as well as managing trip logistics and funds to ensure the educational components are met.
- Designing and implementing a reflection program within the trip which includes prompts for daily journaling and assessments, group reflection sessions, and student interviews.

Storytelling

Student Ambassadors will use their daily assessments, journals, and interviews to create a presentation including their conclusions and resolutions per destination which will be shared at the Community Presentation. PAAC will also pursue opportunities for students to speak on Hawai'i local news programs and/or make presentations at local business congregations such as the Hawai'i Executive Conference, their schools, and/or in their communities.

Additionally, if funding allows, a private videographer will be hired to accompany the group throughout all elements of the program. A short video will be compiled and shown at the Community Presentation and also shared on social media and other media platforms.

The CPO, STI, ED, CD, and CSLD will support with all program elements as needed.

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

JULY - OCTOBER
Project period begins with recruitment planning and finalizing the project work plan with staff and project partners.
Communication outreach begins to HIDOE, schools, news outlets, social media, etc. Schools promote to their student body.
Begin developing pre-Study Tour curriculum which will be a work-in progress through December.
Inspection trips are made to the destinations by the Study Tours Director and Lead Chaperones.
Finalize the application process and selection criteria. Open applications in August; close applications at end of October. Each school reviews their applicants.

<p>Promote co-chaperone opportunities to educators.</p> <p>Begin drafting Study Tour itineraries.</p>
<p>NOVEMBER – DECEMBER</p>
<p>Schools provide PAAC with their top three finalists. PAAC selects one Student Ambassador from each school.</p> <p>Student Ambassadors are notified and asked to make their commitment to the Program.</p> <p>Chaperones are interviewed and selected.</p> <p>Online Parent Meeting is held. Families are given schedules to turn in required paperwork and \$500 contribution (in installments).</p>
<p>JANUARY</p>
<p>Study Tour itineraries continue to be developed.</p> <p>Orientation planning begins.</p> <p>Publicly announce the Student Ambassadors to the community via press release and social media platforms.</p>
<p>FEBRUARY</p>
<p>One online workshop is held prior to the in-person Orientation: introduction to the program, community building, covering knowledge (learning about the destination country, economies, and global issues), identity, and networking with organizations related to the destination country.</p> <p>Community Presentation planning begins.</p>
<p>MARCH</p>
<p>Sister-State Study Tours (3) take place simultaneously over the HIDOE Spring Break.</p>
<p>APRIL - JUNE</p>
<p>Community Presentation is held.</p> <p>Additional promotion of the Program is made via students, PAAC, and partners.</p>

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

Quality of the proposed project, the Sister-State Study Tours Program, is assured through student program evaluation, which takes place at the conclusion of orientation and the Study Tour; as well as regular project staff meetings and assessment conducted with partner organizations and facilitators.

PAAC staff will adjust programs in response to feedback from evaluations and direction from the PAAC Board of Governors.

Student program evaluations collect qualitative data (depth of experience for individual participants as reflected by their comments, quotes, and stories) and also affirms quantitative numbers (students participating in each activity, student ratings, etc.). Evaluations are assessed by project staff, as well as PAAC's Executive Director and Board of Governors. In particular, PAAC's Board of Governors' Executive Committee are responsible for assessing whether project objectives have been achieved, timeline followed, and the actual budget remains in line with the proposed budget.

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 the Sister-State Study Tours Program will be measured using the following objective and verifiable indicators, which will be reported to the State agency through which grant funds are appropriated:

Statewide Student Participation

- Number of Hawai'i public high schools represented in the program.
- Number of student participants completing the Study Tour.
- Percentage of total participants from neighbor island, rural, and Title I public high schools.

Student Learning and Skill Development

- Pre- and post-program student surveys measuring changes in:
 - Knowledge of the Sister-State destination and its relationship with Hawai'i
 - Self-reported growth in communication, leadership, teamwork, and cross-cultural understanding
- Completion of student reflection assignments demonstrating learning outcomes.

Community and Ambassador Impact

- Attendance at Community Presentations, including representation from families, schools, and private-sector partners.
- Number of schools or community groups reached through student sharing and presentations.

Equity and Access

- Distribution of participants by island and Title I status.
- Amount of program costs covered to reduce financial barriers to participation.
- Number of waivers granted.

Program Scalability and Sustainability

- Number of private-sector partners engaged through Community Presentations
- Documentation of follow-up interest from businesses or organizations in supporting Sister-State engagement.

If the level of appropriation differs from the amount included in this application, the above measures of effectiveness will be adjusted accordingly and transmitted to the expending agency to reflect the revised scope and scale of the program.

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
\$70,000	\$160,000	\$200,000	\$70,000	\$500,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.
 - City & County of Honolulu, Grants in Aid
 - Freeman Foundation
 - Atherton Family Foundation

- McInerny Foundation
- G.N. Wilcox Trust
- Hawaiian Electric Industries Charitable Foundation
- Mamoru & Aiko Takitani Foundation
- Fundraisers
- Private donors

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.

- 2023 State Grant in Aid - \$175,000 High School Global Education Program
- City & County of Honolulu, Grants in Aid 2022 and 2024, awarded \$190,000 and \$150,000 respectively

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

Unrestricted Current Assets as of September 30, 2025, were \$581,072.69. December 31, 2025 figures will be emailed upon receipt from our Bookkeeper.

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.

Since 1954, PAAC has made global education accessible to over 100,000 high school students statewide and is the only organization in the State of Hawai'i that provides year-round, global educational opportunities for youth. With over seven decades of experience leading Hawai'i in addressing critical global issues with high school students, our programs have become a pillar of the community. The HIDOE, schools,

teachers, students, families, and countless PAAC alumni spanning generations have provided positive feedback and expressed their appreciation for PAAC's work. Many alumni, among them, U.S. Senator Mazie Hirono and U.S. Representative Ed Case, have credited part of their current professional achievement and success to their high school involvement with PAAC.

PAAC has over 22 years of successful study tours to countries in the Asia- Pacific providing life changing experiences to over 500 Hawai'i high school youth.

In March 2025, 14 Hawai'i high school students traveled to Ilocos Norte & Ilocos Sur in the pilot Sister-State Study Tours Program. In March 2026, 43 Hawai'i high school students from 43 public Hawai'i high schools will travel to Ilocos Norte & Ilocos Sur, Jeju Island, and Okinawa in the 2026 Sister-State Study Tours Program. 2026 is the inaugural program offering spots to one Student Ambassador from every public high school. Much experience has been gained to successfully attain one student from 43 of 45 public high schools. Many efficiencies have been noted for future implementation of the program.

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.

PAAC's office is located in the East-West Center (EWC) which has many conference spaces and facilities on its campus. Program events will be hosted in EWC conference rooms at minimal costs as a result of the strong relationships forged with the EWC. If space is not available, program meetings will be held at the University of Hawai'i at Mānoa or at Chaminade University. Virtual program meetings will be held online either through high-speed internet connectivity in the PAAC office or via PAAC hotspots.

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.

All PAAC staff implementing this proposal are listed below. They are professionally qualified to carry out the duties expected of them to fulfill the goals identified.

Study Tours Director, Ms. Carol Li, (1 FTE, 50% time allocated to proposal)

oversees PAAC Study Tours and is responsible for overseeing all tasks related to the study tour's planning, coordination, curriculum, implementation, and evaluation. Ms. Li has held positions in various sectors including as an educator, as a communications creator, and within a nonprofit thinktank. She has experience leading projects, directing colleagues, interns, and volunteers and was responsible for planning group travel to Asia for Pacific Forum's Young Leaders Program. She holds a Master's in Asian International Affairs from the University of Hawai'i at Mānoa with a Graduate Certificate in Conflict Resolution. Also, at the University of Hawai'i, she has successfully completed the course: "Cultural Diversity and Education". Ms. Li has traveled extensively throughout Asia, living in China, Hong Kong, and South Korea.

Curriculum & Program Officer, Ms. Jaylin Petersen (1 FTE, 75% time allocated to proposal) supports the Study Tours Director with all tasks related to the program with special emphasis on curriculum development, program logistics, and correspondence with students and their families. She has eight years of teaching experience at the high school level in the Hawai'i Department of Education. She holds a Bachelor of Arts degree in Political Science and Bachelor of Science degree in Human Development and Family Studies from the University of Hawai'i. Ms. Petersen holds a Graduate Certification in Secondary Education from John Hopkins University. She has been involved in many community organizations including Japanese Culture Center of Hawaii, Cherry Blossom Festival Hawaii, and Teach for America.

Clubs & Student Leadership Director, Ms. Cheyenne Prater, (1 FTE, 15% time allocated to proposal) supports the Study Tours Director with curriculum development for the pre-Study Tour workshops, provides input for the Study Tour itineraries, and supports the program events as needed. She will likely serve as a Lead Chaperone on one of the Study Tours. Ms. Prater has worked in international education and as a communications manager. She has experience leading projects, directing colleagues, interns, and volunteers and began working with PAAC as a Graduate Assistant in January 2023. Ms. Prater holds a Masters in Asian International Affairs from the University of Hawai'i at Mānoa and is currently pursuing her Masters in Global Education. She has lived and traveled to Japan and South Korea on multiple occasions.

Communications Director, Ms. Colleen Barrett, (1 FTE, 30% time allocated to proposal) is responsible for all PAAC communications. Ms. Barrett supports promotion of Study Tours and storytelling during and after the Study Tours. She will likely serve as a Lead Chaperone on one of the Study Tours. She holds a Bachelor of Arts in Design, Minor in Asian and Pacific American Studies from the University of San Francisco. Ms. Barrett has traveled to Vietnam (during high school with PAAC) and Japan and has extensive experience with design and UX design. She served as a PAAC co-chaperone on the 2025 Summer Study Tour to Vietnam.

Study Tours Intern, (to be hired), (0.25 FTE, 100% time allocated to proposal) will be responsible to support the Study Tours Director in any aspect of the Sister-State

Study Tour, including but not limited to creating templates, schedules for deadlines, spreadsheets for interviews, social media captions, recruitment content and correspondence, press release drafting, concept notes, administrative tasks etc. They will likely be a current undergraduate or graduate student at a local Hawai'i university.

Executive Director, Ms. Niki Shishido, (1 FTE, 15% time allocated to proposal) has led PAAC for nine years overseeing all programs, supervising and guiding staff, and managing the organization's finances under the guidance of PAAC's Board of Governors. In total, Ms. Shishido has been with the organization for 13 years, providing her great understanding of PAAC's programs, operations, and youth served. She leads weekly staff meetings, conducts weekly individual check-ins with staff, and provide further guidance and direction when necessary to the team. She holds a China-focused MBA from the University of Hawai'i at Mānoa Shidler College of Business and has worked for the Hawai'i Department of Business, Economic Development and Tourism's Beijing office. She is conversant in Mandarin Chinese and has lived in Beijing, Hong Kong, and Shanghai for a combined 10+ years.

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.

Please see attached.

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.

The highest paid employees of the organization are as follows:

- Executive Director: \$75,000-\$85,000
- Study Tours Director: \$65,000-\$75,000
- Clubs & Student Leadership Director: \$60,000-\$70,000

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.

Not applicable.

3. Private Educational Institutions

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

Not applicable.

4. Future Sustainability Plan

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

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

PAAC plans to heavily promote the benefits and success stories that develop throughout the project period to the community to raise funds and awareness for future Sister-State Study Tours Programs to take place, specifically targeting local businesses in the communities where students hail from. Students will be required to create and/or support PAAC's content creation to relay their stories on media platforms as a key element of securing funding from the community.

If PAAC does not receive State GIA funding after fiscal year 2026-27, the organization will seek other support to keep the program running. If necessary, PAAC may have to make adjustments to the program such as reducing the number of students or workshops, or think of another funding model to have students pay for a greater portion of the trip.

PAAC's Board of Governors and Executive Director will continue to cultivate relationships with businesses, organizations, and individuals to garner additional financial and in-kind support to sustain and grow the impact of this program.

Additionally, PAAC will discuss opportunities for greater partnership with the HDOE to explore how they may support the continuation of this program at the department or individual school level.

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Pacific and Asian Affairs Council

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Study Tours Director	1	\$70,000.00	50.00%	\$ 35,000.00
Curriculum & Program Officer	1	\$65,000.00	75.00%	\$ 48,750.00
Clubs & Student Leadership Director	1	\$68,000.00	15.00%	\$ 10,200.00
Communications Director	1	\$67,000.00	30.00%	\$ 20,100.00
Study Tours Intern	0.25	\$15,000.00	100.00%	\$ 15,000.00
Executive Director	1	\$82,000.00	15.00%	\$ 12,300.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				141,350.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: Pacific and Asian Affairs Council

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Pacific and Asian Affairs Council

Contracts Total: 1,159,917

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui Countv)	CONTRACT VALUE
1	Grants in Aid: CT-DCS-2500048	10/01/24-9/30/25	Dept of Community Services	Honolulu County	150,000
2	Grant-in-Aid: High School Global Education Program	7/01/23-6/30/24	Department of Business, Economic Development, and Tourism	State of Hawai'i	175,000
3	Grants in Aid: CT-DCS-1700041	10/01/16-3/31/18	Dept of Community Services	Honolulu County	124,917
4	Grants in Aid: CT-DCS-1800048	4/01/18-3/31/19	Dept of Community Services	Honolulu County	125,000
5	Grants in Aid: CT-DCS-1900050	4/01/19-3/31/20	Dept of Community Services	Honolulu County	125,000
6	Grants in Aid: CT-DCS-2000067	8/01/20-7/31/21	Dept of Community Services	Honolulu County	125,000
7	Grants in Aid: CT-DCS-2100065	8/01/21-7/31/22	Dept of Community Services	Honolulu County	125,000
8	Grants in Aid: CT-DCS-2200048	8/1/22-7/31/23	Dept of Community Services	Honolulu County	190,000
9	Small Business Relief and Recovery Fund (CARES Act), I	Received June 2020	CARES Act	Honolulu County	10,000
10	Small Business Relief and Recovery Fund (CARES Act), II	Received Sept 2020	CARES Act	Honolulu County	10,000
11					
12					
13					
14					
15					
16					
17					
18					
19					



PAAC Organization Chart – FY26

