House Districts 1 & 6

Senate District 4

THE TWENTY-NINTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

☒ GRANT REQUEST – OPERATING ☐ GRANT REQUEST – CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT, AND TOURISM

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: Design Thinking Hawaii

Dba:

Street Address: 1340 Ainapua Street, Honolulu, HI 96819-1620

Mailing Address: 1340 Ainapua Street, Honolulu, HI 96819-1620

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name IAN KITAJIMA

Title President

Phone # (808) 226-8805

Fax # _____

E-mail designthinkinghawaii@gmail.com

3. TYPE OF BUSINESS ENTITY:

☒ NON PROFIT CORPORATION INCORPORATED IN HAWAII
☐ FOR PROFIT CORPORATION INCORPORATED IN HAWAII
☐ LIMITED LIABILITY COMPANY
☐ SOLE PROPRIETORSHIP/INDIVIDUAL
☐ OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PLANNING AND DEVELOPMENT OF THE WEB-BASED *SUSTAINABILITY EDUCATION TOOLKIT*

4. FEDERAL TAX ID: [redacted]

5. STATE TAX ID #: [redacted]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: $ 576,660.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

☒ NEW SERVICE (PRESENTLY DOES NOT EXIST)
☐ EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE $ 576,660.00
FEDERAL $ _____
COUNTY $ _____
PRIVATE/OTHER $ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[redacted] President [redacted] President

1/10/2017
DATE SIGNED

Rev 12/2/16

RECEIVED
1/19/17

Application for Grants

I. Background and Summary

The Stone Soup Leadership Institute was established in 1997 with the mission of providing educational tools, technical assistance, and leadership training to develop young people to become leaders towards a sustainable world. The Stone Soup Leadership Institute (The Institute) has worked in Hawaii since 2010 through its Hawaii chapter: Sustainable Hawaii Youth Leadership Initiative (SHYLI). Design Thinking Hawaii was also established in 2010 to promote and support the introduction, training, adoption and implementation of the design thinking process in organizations, governmental units, schools, not-for-profits and other corporations.

The Institute and Design Thinking Hawaii (DTH) both have a history of working in parallel with educational institutions and the DOE to create positive change in our communities, and they have now created a partnership to engage community in the development of a Sustainability Education Toolkit to fulfill the intent of **The Sustainability Resolution: HCR 178 & SCR 192.** Design Thinking Hawaii has worked with youth, educators, and administrators to solve challenging issues in Hawaii and create strategic change. Through the SHYLI program, The Institute has worked to empower Hawaii youth to envision and take initiative in their lives, their island, and their world. SHYLI has engaged over 100 non-profit organizations, schools, and companies to nominate young people with potential in their communities, and SHYLI connects those young people with strategic opportunities that contribute to Hawaii's culture, economy, and environment.

One of The Institute's first educational successes was publishing the ***Stone Soup for the World: Life-Changing Stories of Everyday Heroes*** book and educational curriculum to inspire, educate, and empower; the book and/or curriculum have been used in 120 communities throughout the world. The Institute has conducted 13 Summits on 3 islands and in 2 countries, and it developed 10 youth leadership community initiatives: inner cities of Holyoke, Oakland, Cincinnati, Baltimore and islands of Vieques, Puerto Rico, Virgin Gorda, BVI, Martha's Vineyard, and 3 Hawaii Islands (Lanai, Hawaii and Oahu). Our intensive year-long program has worked with over 200 students in youth leadership and sustainability.

The Sustainable Hawaii Youth Leadership Program (SHYLI) has worked in Hawaii for 6 years, graduating 20 students – and reaching 300 other students through our SHYLI Career Mentor & Job Shadow Day, SHYLI Design Sustainable Hawaii Forum, and Sustainability-In-Action Projects facilitating youth initiated project like **The Sustainability Resolution: HCR 178 & SCR 192.**

The Sustainability Resolution was created by Konawaena High School junior, Trevor Tanaka, after he had to write an essay on sustainability in conjunction with APEC 2011. Trevor realized he had little to no exposure to this concept. Once he gained an understanding of sustainability, he recognized the importance of educating Hawaii's youth on this critical concept because of its importance for current activities in Hawaii and the potential to shape a better future.

The Sustainability Resolution, HCR 178 and SCR 192, was unanimously passed by Hawaii State Legislature in 2013. This Sustainability Resolution amended the Board of Education's Sustainability Policy No. 6710 "to identify ways to incorporate sustainability education and/or environmental policy at the classroom level, specifically identifying the common core and content areas that may" be incorporated into classes.

Once the Resolution passed, SHYLI youth joined with Trevor to explore options for implementing it. SHYLI and its partners concluded the most accessible, affordable, inclusive, and effective option is to create a free web-based resource that functions as a clearinghouse for sustainability related opportunities, educational resources and curriculum materials for educators. The Institute's strategic partner for the Sustainability Education Toolkit is Design Thinking Hawaii.

Design Thinking is a highly effective approach to involving many stakeholders to solve a challenge or create a product integrating the variety of needs of these communities. "[Design Thinking] is a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible..." *Harvard Business Review, June 2008.* In this process, multiple rough prototypes will be created and tested and revised until the end of the session has one integrated design that the tech team will then begin to create. In 2014: SHYLI hosted a **Design Sustainable Hawaii Forum** to engage public/private school youth and educators to envision the implementation of Trevor's Sustainable Resolution.

In 2015 SHYLI youth worked with Trevor to design a simple **prototype** website with the **Castle High School's** Knights of the Roundtable Club to ensure that is it user-friendly from a youth perspective and will engage educators/administrators. In 2016, the prototype of a free and widely accessible web-based toolkit was presented at SHYLI 3rd Annual Job Shadow Day at Oceanit with schools, non-profit organizations, and companies. This prototype was a strong starting point that encouraged the development of the Sustainability Education Toolkit by involving all vested stakeholders and potential users of the site, like educators, administrators, youth, business people, and other organizations. Luis Salaveria, Director, Department of Business, Economic Development and Tourism (DBEDT) recommended we request a GIA grant to support the development of a robust web-based toolkit.

The Sustainability Education Toolkit already has broad support from Hawaii-based nonprofits active in sustainability programs, and it is actively supported by Hawaii's business sector, as they recognize the need to prepare our youth to fill the green jobs of the future. There is a bright future and substantial growth potential for green jobs. Hawaii State Department of Labor and Industrial Relations' *Hawaii's Green Workforce Will Become Greener, 2011* states that, "Results from the survey indicate that growth in Hawaii's green jobs sector will vastly outplace the total overall growth rate is mostly all private jobs statewide." It is imperative that Hawaii's youth are prepared to seek education that furthers their knowledge in these areas and meet the demands of this expanding industry.

This GIA request provides funding for:

1. Stakeholder planning and design sessions of this web-based Sustainability Toolkit; the research and compilation of content for the Toolkit;
2. The development of the website;
3. It supports educators to begin utilizing the toolkit resources within the classroom in a manner that fulfills Common Core standards while integrating lessons on sustainability.

The overarching goal and intention of the Sustainability Resolution and Trevor Tanaka's vision is for all students in Hawaii to learn about values, activities, and principles inherently linked to sustainability in particular the four main areas of: Food, Waste, Energy, and Water. The key objective and deliverable under this GIA request is the development and early implementation of a web-based sustainability toolkit for educators, students, and community to have the means take action on this vital goal.

The website will have three main pillars: Education, Connection, and Engagement.

1. **The Education Pillar:** a clearinghouse for sustainability related tools and curriculum.

2. **The Connection Pillar**: highlights other organizations working in green sector as well as creating a platform for educators and students to connect and share ideas and opportunities.

3. **The Engagement Pillar:** promotes sustainability challenge contests and award programs that engage youth in solving issues around sustainability that are timely and relevant in Hawaii (ex. clean energy goals). In this pillar, Hawaii's non-profit organizations can share volunteer, hands-on learning, and field trip opportunities.

These are some of the potential elements of the web-tool, but the tool will reflect the priorities and vision established during the stakeholder design sessions.

The objective of this web-based toolkit aligns with the intention of the Sustainability Resolution, that is to **prepare Hawaii's students to take on systemic challenges and lead Hawaii towards a more self-reliant, resilient, and sustainable future.** With the global challenges that currently exist and are expanding, we need to help our youth develop the knowledge, passion, and self-efficacy to take on these complex issues. Hawaii's isolation in the middle of the Pacific Ocean compounds these challenges and the need for sustainable solutions for the future. This starts by ensuring our youth are educated on these local and global issues as well as innovations and actions towards improved alternative. Lessons in sustainability can be designed to seamlessly integrate into Common Core Standards and State Standards for Science. That is a key goal in the development of this tool.

The Sustainability Resolution was clearly important to many people and organizations as it received broad support in the Hawaii Legislature and from the community and youth. However,

there has been no action nor options to enact the vision outlined in it. Creating a large and constrained requirement would likely be burdensome and ineffective, so we will focus on creating a model and set of tools that allows educators to tie lessons and hands-on opportunities on sustainability into their existing curriculum requirements.

Given the time, resource, and financial constraints of educators and educational institutions, they have limited opportunities to develop and implement new curriculum focused in this one area. The Institute and SHYLI in collaboration Design Thinking Hawaii are the ideal partners to work with the community and take on this challenge because of their collective skills and experience, and the instilled dedication to see the Sustainability Resolution enacted. Details of DTH, The Institute, and SHYLI's extensive experience are included in section *IV. Experience and Capability.*

The **Sustainability Education Toolkit** focuses on curriculum resources and materials that can be integrated into the Common Core Standards and State Standards required for DOE schools because the majority of schools in Hawaii are under the DOE system and those standards are relatively broad and inclusive of content covered in many charter and private schools as well. Those standards will help shape the curriculum and interpretations available through this program.

This **Sustainability Education Toolkit** creates a clearinghouse platform for sustainability related curriculum and for information from local organizations and projects about field trips, hands-on learning options, and volunteer opportunities. Hawaii has a plethora of dedicated nonprofit organizations, and this Toolkit creates an opportunity to bring their valuable contributions into the classroom or bring classes to them. This interaction brings sustainability lessons to life, and shows the relevance and real-world applications and benefits for Hawaii.

Educating Hawaii's youth on the multi-faceted concept of sustainability promotes a healthier future for Hawaii supported by citizens who understand implications of human interactions with the environment, and the importance of culture and societal well-being.

Since this is a web-based tool, the potential user group is open. **It will be targeted towards K-12 educators and students, as well as local businesses and nonprofits working in diverse sustainability related fields.** The Toolkit will begin by focusing on organizations and opportunities on Hawaii Island, and eventually, it will grow to be populated with information from throughout the state. In its function as a clearinghouse for sustainability-related education, the lessons and tools compiled and shared through the Toolkit will be useful statewide, nationally, as well as globally.

II. Service Summary and Outcomes

Scope of Work, Tasks, and Responsible Parties

The proposed project has two major components:

1. Fund the creation and launch of this web-based toolkit.

2. Fund an extensive process of community outreach and involvement in the planning and continual review and revision of the tool. Design Thinking Hawaii will develop the project in partnership with the Stone Soup Leadership Institute and the Sustainable Hawaii Youth Leadership Institute.

   Design Thinking is a highly effective approach ensuring that the end-result is user-friendly. It is also highly effective to involve many stakeholders to solve a challenge or create a product integrating the variety of needs of these communities. Involving diverse stakeholders from youth and educators to nonprofits, business leaders, and civil servants is key to creating a robust and useful tool for Hawaii to advance its sustainability goals and prepare future generations to take on challenges and create opportunities.

The work plan below outlines the implementation steps of this proposed project including a general timeline and the key positions that will manage these steps. This timeline was designed to work with the school calendar and is based on the July 1, 2017 start date in the GIA instructions.

Pre-Funding Activities: April - July **Responsibility: DTH, Institute Director (ID)**

- Upon contracting, DTH will engage The Institute and SHYLI. The Institute Director, Marianne Larned, will immediately begin to recruiting candidates for critical positions, starting with the Hawaii Project Director.

- Plan the facilitated DT session in August at the SHYLI Sustainability Forum. This may include beginning to invite specific stakeholders.

- Other internal planning begins: setting up accounting and management systems, completing GIA contracts, legal review, preparing roles and responsibilities to be listed and advertised, prepare tech team, and engagement with potential participating stakeholders.

7/1/17 – 7/15/17 **Responsibility: DTH, ID**

- The project begins by selecting and on-boarding the Project Director, and immediately executing contracts for the SHYLI Forum which will host the Design Thinking planning session.

7/1/17 – 8/1/17 **Responsibility: DTH, ID, Project Director (PD)**

- Advertise and select for the other roles to be filled by independent contractors.

- Invite all participants and finish planning the SHYLI Forum/Design Thinking Hawaii session. A primary goal of this proposed GIA project is to work with stakeholders to design the web-based sustainability toolkit. This will be accomplished though focused planning and design sessions that engage specific stakeholder groups like educators, youth, nonprofits, business leaders, and the project's tech designers.

Early - Mid August **Responsibility: DTH, ID, PD**

- Planning and design efforts begin with a Design Thinking Hawaii workshop bringing in a broad and diverse group of stakeholders to ensure its relevance and ability to meet the needs of all of these sectors. Involving a variety of stakeholders also encourages buy-in and use from by all of these critical parties, and primes the outcome to be a connector between these groups.

- The videographer and *Group Graphics* facilitator will document this process. *Group Graphics* is a documentation methodology for large and diverse sets of information to be represented visually as well. The videographer continuously captures the design and development process to capture the process and be able to share the story later.

- The further developed and revised through targeted review sessions with smaller working groups who will be a continual part of the development and modification of the toolkit.

Mid-Aug – 10/1/17 **Responsibility: DTH, ID, PD, Platform Coordinator**

- The information and outcome from the DT process will be synthesized into a clear concept and set of priorities for the website elements and the content (ex. downloadable curriculum, blog, calendar, etc.) including which areas of sustainability on which to focus (ex. environment, agriculture, water, waste, etc.).

- A clear work order for the tech team, some of whom will attend the SHYLI forum DT workshop. Including the prioritization of requested website features.

- **A few small working groups** (+10 people) are created from very committed participants from the DT process advocates. These will be significantly made up of educators, administrators, and other users of the tool who will be a part of incremental review of the web tool as it develops and provide feedback to continually modify and improve the usability of the toolkit. These participants will have exclusive access to the site as it's

under development via a login portal. Participants in the working groups will receive stipends to encourage ongoing involvement and dedication of time throughout the development process. There may be educators who want to integrate lessons, information, or hands-on learning opportunities from the Toolkit into their class, so this program will have stipends that they can use to purchase supplies or pay for other costs.

- **Scope of Work** for tech team is clearly outlined and contract(s) are executed with selected contractors. This includes the Website Design-Integration Coordinator and Web Development group. The Platform Coordinator works between the Project Director and Institute Director and the tech team to manage the creation of the website.

- **Graphic Designer** completes the visual layout of the platform homepage, and it is distributed to working groups for feedback. Feedback is synthesized by Project Director, Platform Coordinator, and Institute Director to continually develop a unified vision that is technically feasible. Feedback is then integrated to the final design (multiple iterations of these steps may occur). Other visual elements of the site are laid-out.

- **Research Coordinator and Project Director** continually works with stakeholders to gather information required to make this an innovative and effective tool. A critical responsibility of the Project Director for the Education Pillar is to work with DOE and local organizations to ensure the resources in the toolkit can be easily integrated into educators' lessons, fulfill *Common Core* requirements, and have a local relevance. They will also conceptually design features of the Connection and Engagement Pillars relationships.

For the Engagement Pillar, this may include designing Sustainability Challenge Contests, Award programs, and other opportunities to engage youth with real world sustainability scenarios that face our state, like strategies for meeting Hawaii's Clean Energy Goals, crafting testimony for initiatives in the legislature, PUC, EIS comment periods, etc. This Pillar aims to support informed and engaged citizenry.

The Connection Pillar, may include: highlighting community organizations' projects, studies, and data sets; sharing hands-on learning opportunities, volunteer options, internships, scholarships, and youth contests relating to sustainability; hosting a calendar to post community events and action projects. The Connection Pillar aims to feature nonprofits and local projects, share their good work, and get others involved. In the planning and design sessions, the stakeholders will determine the specific features of these toolkit elements. This will be an ongoing process throughout the development and modification of the toolkit.

- **Sustainability Consultants and Research Coordinator** begin compiling sustainability curriculum, tools, resources, information on local initiatives, best practices, and other content that will populate the website. The Project Director and Institute Director will sort through the gathered materials and prioritize the integration onto the website. This

continues throughout the site development and modification. The content will cover topics of sustainability that are relevant both in Hawaii and around the world.

- For example: renewable energy, native species, coral reef health, recycling, etc. The Education Pillar shares curriculum and tools from diverse sources both local and international, like Hawaii's School Garden Network curriculum and Living Ocean's Foundation curriculum, Global Footprint Network's Carbon footprint calculator.

- For tools and curriculum provided on the site the following elements will likely be provided: either a downloadable format or link to original curriculum or tool source (dependent of copyright stipulations), integration with Common Core and appropriate grade level, providing local context and relevance as well as connections to organizations/projects in Hawaii working in this area. Ideally, these will be searchable or sorted by topic and/or grade level.

- **The Writer** begins to craft the language and written content on the website, incorporating the content compiled. This continues throughout the site development and modification.

Early October **Responsibility: ID, PD, PC**

- Working groups will get together and review the BETA test website as a group to bounce ideas and provide feedback on the strengths and areas of improvement for the site. They will also have an opportunity to review and provide feedback on some of the content compiled to date to help shape the resources and presentation of these resources into the site.

- The Project Director, Institute Director, and Platform Coordinator will take this feedback and prioritize changes and improvements to the site, and the Platform Coordinator will communicate this feedback to the tech team.

10/15/17 – 12/31/17 **Responsibility: Platform Coordinator**

- The web development team continues to develop and populate the website.

- Access to the site is now available to the working group to continually review its progress and incrementally provide feedback on the development direction to the Project Director.

Early January 2018 **Responsibility: Tech Team, PD, Social Media**

- Elements of the Toolkit site will become publically available. Specific pillars will be determined during the prioritization process. This will likely include some opportunity or challenge project for classes to engage with a timely sustainability related question in Hawaii. For example, the close of the Sustainability Challenge Contest or announcement of Award could be significant events like Earth Day – or in conjunction with the DBEDT VERGE conference or DOE Sustainability conference.

- At this juncture, the Social Media Coordinator's role becomes much more active to spread enthusiasm and recruit involvement in the newly launched parts of the site and the challenge.

- The full site under development is still exclusively available to the working team via a login system; this allows continued feedback and incremental improvements on the larger development while also beginning to open some of these excellent resources to the community.

Mid-March 2018 **Responsibility: Tech team, PD, PC, Social Media**

- Tech team has integrated much of the incremental feedback given from the working groups on the BETA site. The working groups are given time to play with the BETA site then meet again to do a focused and comprehensive review of the Sustainability Web-based Toolkit as a group.

- Promotion of the portions of the site that are publically available continues, and feedback is requested from the larger group of users, in particular, people who participated in the Design Thinking SHYLI Forum.

3/15/17 – 5/1/17 **Responsibility: Tech team, PD, PC, ID**

- Tech team integrates BETA test feedback from the working group and prepares site for full launch.

- Research Coordinator and Sustainability Consultants optimize their research focus based on working group feedback.

- Writer modifies information format based on working group feedback.

5/1/17 – 6/1/17 **Responsibility: Tech team, PD, PC, ID**

- Additional elements of the Sustainability Toolkit are opened up on the publically available site.

- All participants from the Design Thinking SHYLI Forum and other selected parties are invited to visit the site, provide feedback, and report any errors or bugs found.

June 2018 **Responsibility: DTH, ID, PD, Social Media**

- SHYLI hosts an unveiling event. Though the site may not be 100% complete and populated, the initial publically available site will be open and feature the top elements identified throughout the design and development process.

Quality Assurance, Evaluation Plans, and Measures of Effectiveness

Quality Assurance and Evaluation Plans. Continuous feedback and revision is an integral part of the design and development process outlined in the scope of work, so the project will have significant qualitative data on the tool effectiveness and performance. This is an integral part of the community based design process in that the working groups and participants are providing feedback throughout the development of the Sustainability Toolkit. Feedback will be received in the form of surveys, incrementally submitted suggestions, and oral feedback during group review sessions. Not only will the working group participants provide feedback, but anyone using the site when it begins to be publically available will be asked to review it as well. Additionally, classes or individuals who participate in the Sustainability Challenge Contest will be asked to provide feedback that can be integrated to improve the experience for teachers, students, and any other stakeholders.

In terms of the effectiveness of the content and ability to expand youth knowledge of the topic of sustainability, the Project Director will design a survey and request teachers give the survey to their students at the beginning of the semester, before they begin integrating these lessons and tools in the Toolkit, and at the end of the semester. SHYLI cannot require that teachers to use these, but it will be suggested.

The quality assessment is the amount of sustainability content provided by this Toolkit. SHYLI estimates that 20 sustainability curriculum options and 40 other educational tools and resources like interactive websites, etc. will be integrated on the site in the first year of its launch.

This continues to expand by at least 20% per year. Additionally, an estimated 50 other organizations in Hawaii will use this platform to share information about their programs, field trip options, and volunteer opportunities

Another level of evaluation can be accomplished with Key Performance Indicators that are available through digital analytics tools, like Google Analytics. Example indicators for websites include:

- Unique visitors
- Average site duration
- Page views

- Click-through rate for checking out other pages and material linked on the website

Evaluation Plans. Survey based feedback is a key part of the design and development process, but additional measures will be used on an ongoing basis to assess the development and use of the tool.

To assess effectiveness of community engagement in the process, the number of participants from the Design Thinking workshop who volunteer to be a part of the ongoing working group will be tracked. For the working groups, continued engagement will be tracked by looking at the number of participants at the beginning, middle, and end of the year.

Measures of Effectiveness
These Measures of Effectiveness are relevant in the areas of community engagement in fulfilling deliverables of this project within the proposed timeline. These measures are broken up by quarter. The overall Measure of Effectiveness and fulfillment of the grant objectives is simply the creation and soft launch of the web-based Sustainability Education Toolkit.

Q1. The Design Thinking SHYLI Forum made up of around 150 participants from diverse backgrounds.

Q2. Working groups review of the initial web tool design, format, and proposed content. At least 2 working groups consisting of at least 10 participants in each, stay committed and engaged (are providing feedback) through the entire year of the project.

Q3. Completed the BETA test review by working groups. Publically available portion of the site is launched, and 10-15 classes participate in the Sustainability Challenge, which equals at least 200 students engaged with sustainability questions.

Q4. 10-15 educators in the BETA test review have integrated certain aspects of sustainability curriculum or resources into their lessons, which equals 200 students exposed to sustainability lessons. Larger portions of the Toolkit are made publically available at the larger public unveiling event in June.

III. Financial

Budget

1. All budget forms are enclosed detailing the project expenses.

2. 2017-2018 GIA Budget Request by Quarters.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
$171,760.00	$134,967.00	$134,967.00	$134,966.00	$576,660.00

This is a new project and has no sources of federal, state, and county government contracts or grants for this program.

3. Design Thinking Hawaii's balance sheet.

Design Thinking Hawaii				
Balance Sheet	Fiscal Year End	Fiscal Year End	Fiscal Year End	Fiscal Year End
As of 12-31-201X	**2013**	**2014**	**2015**	**2016**
Assets				
Current Assets				
Cash - FHB	$ 140,313.35	$ 64,313.35	$ 35,058.10	$ 574.91
Accounts Receivable				
Inventory				
Pre-paid Expenses	$ 37,124.17	$ -	$ 1,740.40	$ -
Other				
Total Current Assets	$ 177,437.52	$ 64,313.35	$ 36,798.50	$ 574.91
Fixed Assets				
Furniture & Equipment				
Leasehold Improvements				
Accumulated Depreciation				
Total Fixed Assets	$ -	$ -	$ -	$ -
Other Assets				
Other				
Total Other Assets	$ -	$ -	$ -	$ -
TOTAL ASSETS	$ 177,437.52	$ 64,313.35	$ 36,798.50	$ 574.91

Liabilities

Current Liabilities				
Accounts Payable				
Accrued Salaries & Wages				
Other				
Total Current Liabilities	$ -	$ -	$ -	$ -
Long-term Liabilities				
Loans				
Total Long-term Liabilities	$ -	$ -	$ -	$ -
Unrestricted Fund Balance	$ 140,313.35	$ 64,313.35	$ 35,058.10	$ 574.91
Restricted Fund Balance	$ 37,124.17	$ -	$ 1,740.40	$ -
TOTAL LIABILITIES	$ 177,437.52	$ 64,313.35	$ 36,798.50	$ 574.91

IV. Experience and Capability

A. Necessary Skills and Experience

The Design Thinking approach is an ideal methodology to bring together a diverse group of stakeholders to create a tool that is beneficial and useful to many segments of the community. Design Thinking Hawaii (DTH) has championed the introduction and use of this process in Hawaii. Since it began 6 years ago, DTH has taught 6 major training boot camps and facilitated over 100 workshops with a variety of companies, organizations, and agencies. One of the first to employ this process for strategic planning was the Superintendent of the Hawaii State Board of Education, Kathy Matayoshi, and now numerous State Departments and Divisions have worked with DTH to use the Design Thinking process. DTH has also assisted companies, organizations, and communities in addressing multi-faceted challenges and finding innovative solutions.

The Institute and Design Thinking Hawaii have partnered on youth sustainability initiatives since 2013. This partnership is taking a new direction engaging each partner's unique qualifications to create an implementation solution for the Sustainability Resolution.

The Institute was established in 1997 and has 20 years of experience in developing and implementing youth focused sustainability programs and curricula, researching and compiling a range of stories and lessons in sustainability, and in recent years, developing tech tools. Marianne Larned, The Stone Soup Leadership Institute founder and Director, has worked with communities around the world compiling stories and lessons of sustainability initiatives. The book and curriculum *Stone Soup for the World: Life-Changing Stories of Everyday Heroes* was published in 1998, and it was created and distributed under The Institute. It has been called a "handbook for humanitarians" and features 100 stories of people who show the power each one of us has to change the world. In conjunction with this book, Educational Curriculum was developed to share the lessons and stories of the book, and it has been utilized in over 120 communities in the US.

In the last 13 years, the Institute has gathered best practices on sustainability, and focused on working with island communities around the world, including creating Sustainable Youth Leadership Initiatives in 3 island communities. One of the most transformational parts of this program is the annual Summit to Martha's Vineyard where students connect with each other and inspirational leaders and are immersed in lessons of leadership, perseverance, sustainability, and much more.

The formation of the Sustainable Hawaii Youth Leadership Initiative (SHYLI), established an extensive network of relationships throughout the Hawaiian Islands. This program has graduated 20 students in its 6 years of existence. The Institute and SHYLI have worked closely with a wide variety of organizations, educators, civil servants, and business people in Hawaii to support the youth programs. This includes: businesses and elected officials who have mentored students during Job Shadow day; educators and administrators who have nominated and supported students through the SHYLI program; 75 community members who participated in the 2013 & 2014 SHYLI Forum which provides a platform for youth to share their individual projects and gain community support.

In recent years, the Institute adapted its curriculum for a digital platform and has supported the planning design, and development of numerous web-based sustainability tech tools. The Institute and its Martha's Vineyard Youth Leadership Initiative partnered with the Martha's Vineyard Commission and 20 other non-profit organizations to develop web-based sustainability maps, tools and sites including the youth designed Virtual Field Station: http://virtualfieldstation.com/. This has become an invaluable resource connecting young people with real-life science applications – leading to greater collaboration and sharing of data among non-profits as well as increased youth success with local and station Science Fairs. The Institute has also supported youth development of an online Dream Mapping tool, the Sustainability Education toolkit prototype, and the prototype TouchStone Leaders site.

The Institute is well prepared to manage the development of the Sustainability Education Toolkit as it has already established strong relationships with individuals and companies in the web development field and learned the details and constraints of digital development. These relationships include the Project Platform Coordinator, John Reine.

The Institute also has a long history of digitally documenting programs and youth projects, and being able to share these stories and projects with a wide audience. With their Educational Channel on YouTube, they have over 100 videos of young people around the world. **SHYLI Highlights 2010-2016 Video**: www.youtube.com/watch?v=E6JFbqCYbWM&feature=youtu.be

B. Facilities

The majority of the contractors working on this project will be distributed in a range of locations. There is no central office, so they will work out of their individual offices and rely mainly on digital communications and conferencing tools, with occasional in-person meetings. For larger meetings and planning sessions, larger facilities space will be rented. Most of the technical design work is accomplished by independent contractors and requires no facilities use as a part of this GIA request.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Design Thinking Hawaii and **The Institute** are partnered to implement the GIA and ensure compliance and timely reporting to the expending agency. DTH is responsible for the overall administration of the grant, and The Institute is responsible for programmatic administration of the grant. DTH will also provide its expertise for the planning, coordination, and facilitation of the Design Thinking Workshop for the Sustainability Education Toolkit. DTH's staff have experience managing Hawaii State GIAs and working with numerous State government agencies and Federal government agencies.

Design Thinking Hawaii (DTH) will provide grant administration and project oversight. DTH will support the development of all aspects of project work involving the design thinking process, and support the programmatic efforts of The Institute and SHYLI.

The **Institute Director**, Marianne Larned, serves as the overall grant manager responsible for delivery of and reporting on grant funded activities. She will oversee project implementation and help manage independent contractors, including the Project Director, to guide the project development and ensure the Toolkit meets the intended goals and the vision outlined in the Design Thinking workshop, and this requires working directly with the Platform Coordinator. A first implementation step will be recruiting and contracting expertise for the open positions. Most of the positions require a specific skill and knowledge set and will be filled by contractors and consultants. The Project Director will assist with recruiting. Ms. Larned is also the liaison to the high-level partners and will utilize her network of colleagues and collaborators in Hawaii to recruit key high-level stakeholders to be involved in the planning and design of the Sustainability Education Toolkit. The Institute also conducts orientations/trainings to keep everyone aligned and moving forward on one vision - at each step of the project.

The **Project Director,** TBD, is the most critical position that will need to be filled, as this is the primary person who will manage all contractors and be involved in the everyday design, development, and implementation of the Toolkit. This requires strong planning skills to keep the project timeline on track and strong communication skills to manage the team and involve stakeholders, including an ability to facilitate working group discussions, track feedback, and then work with the tech team on prioritizing design features and feedback. Since working with the DOE and educators is a critical part of effective design and alignment with Core Curriculum, and promoting use of the Toolkit, past experience working with Hawaii's education sector will serve this position well.

John Reine will function as the **Platform Project Coordinator**, working directly under the Project Director and Ms. Larned. He has the strong communication skills and the technical understanding to interface between all the parties. He will guide the designs and feedback from the project managers and community into technically feasible and timely solutions and translate those ideas and designs to the tech and web-development team. John has overseen the BETA prototype on Martha's Vineyard with young people testing the TouchStone Leaders Life Planning. These tools help them envision, plan and develop 5 year plans to realize their vision

for their lives. Mr. Reine has played a key role in creation of The Institute's other tech tools, ensuring the delivery of a quality project on budget within a reasonable timeline.

Working directly under the Platform Coordinator is the **Website Design-Integration Coordinator**, TBD, who oversees that the tech designs and output of the Website Development Team match the goals and stay on timeline. This Integration Coordinator develops specific web specifications that serve as the framework for the software developers. Once the drafts are submitted to be reviewed, (could be multiple editions) before presenting to the Platform Coordinator and then The Institute's Director for final approvals.

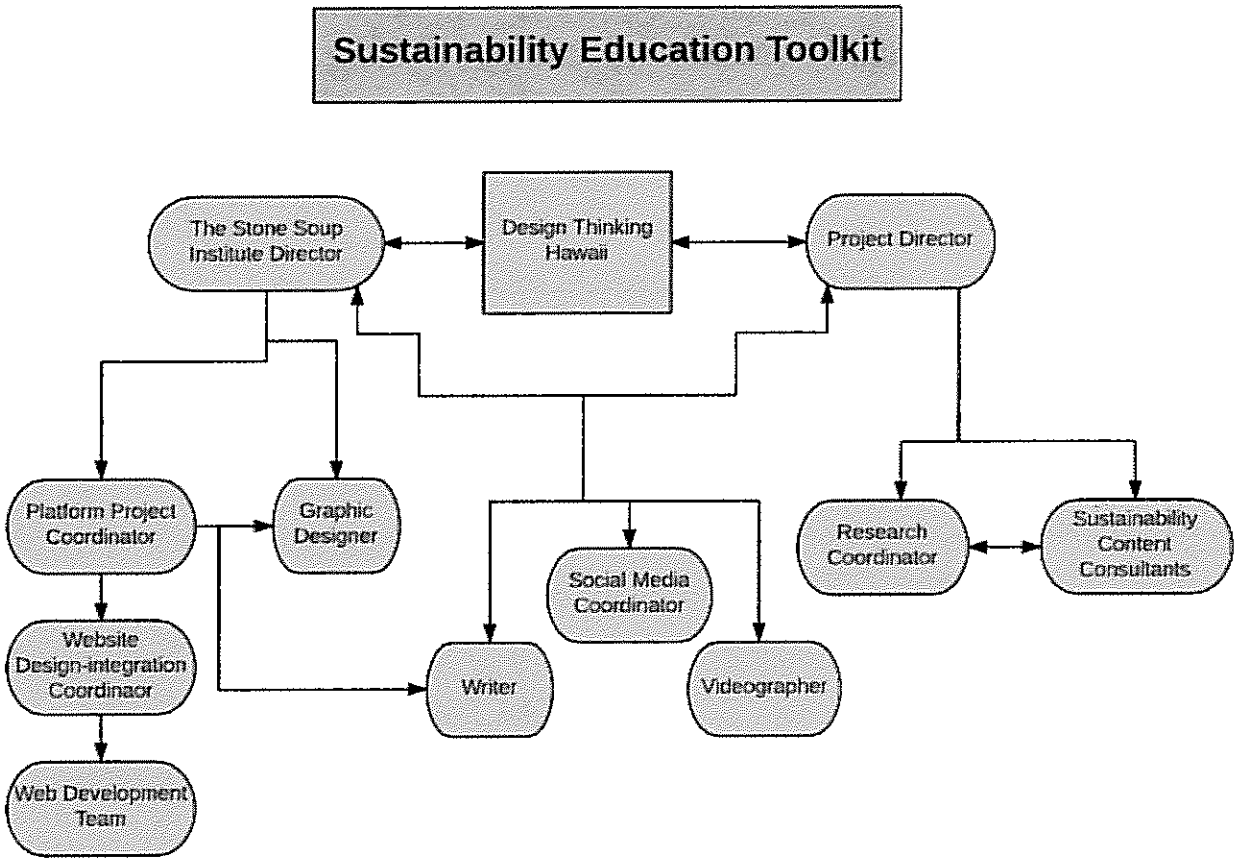
The **Research Coordinator,** TBD, serves as assistant to the Project Director. This role is charged with the development of a database of resources that can be assessed, prioritized, and selected to be featured on the site. This core task categorizes and ranks the research compiled by the Sustainability Consultants and matches it with sustainability priorities and core curriculum. Then, the Project Director works with the Writer to draft the language and content that will be included on the website. The *Writer*, TBD, will craft language for all website content and may assist with marketing materials. This position should have experience working with a similar written format that requires brevity.

There will be two **Sustainability Consultants**, TBD, who will compile curriculum, tools, best practices, and organizations involved with the key sustainability focus areas as determines in the DT workshop. One with knowledge spanning the national and international realms of sustainability, and one with a thorough knowledge of Hawaii based sustainability projects and organizations.

The **Graphic Designer** will need experience designing attractive and easy to use website format and layouts, as well as imagery that can represent different tools and lessons in the Toolkit. This position will work with the Project Director, Institute Director, and Platform Coordinator.

SHYLI has frequently worked with **Videographe**r, Luanne Ponder from Laupahoehoe. She will document the entire development process including DT workshop, and she may also create videos of project options or youth projects to be featured on the website. The *Outreach and Social Media Coordinator* will have a stronger role towards the soft launch and Sustainability Challenge Contest timing to promote these new opportunities. This position requires strong communication skills and an understanding of the education system and how best to communicate with educators, administrators, and youth from public schools, charter schools, private schools, and homeschool youth.

B. Organization Chart



C. Compensation

The Institute Director - $60,000 salary
DTH Administrator – 2016 independent contractor compensation - $95,435

VI. Other

A. Litigation

DTH, The Institute and SHYLI has no pending litigation.

B. Licensure or Accreditation

There are no Licensure of Accreditation requirements under this grant opportunity.

C. Private Educational Institutions

This project is independent of any educational institutions.

D. Future Sustainability Plan

The Institute will work with fund development consultants to ensure that matching funds are secured for the GIA. Through the Institute's TouchStone Leaders Platform, we are seeking major technology partners who will provide in-kind and financial support for this project, now and in the future. DTH will reach out to the local community to garner support for this project to match the GIA but also to support sustainability of the project as it benefits Hawaii's youth and future leaders of our community.

E. Certificate of Good Standing

A Certificate of Good Standing from the Department of Commerce and Consumer Affairs dated January 16, 2017. Also enclosed in a Certificate of Vendor Compliance from the State Procurement Office dated December 20, 2016.

Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

DESIGN THINKING HAWAII

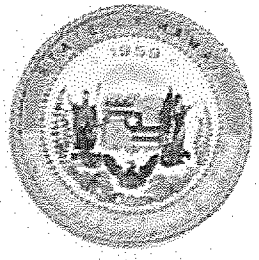
was incorporated under the laws of Hawaii on 04/29/2013 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 16, 2017

Director of Commerce and Consumer Affairs

To check the authenticity of this certificate, please visit: http://hbe.ehawaii.gov/documents/authenticate.html
Authentication Code: 269915-COGS_PDF-239002D2



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

Vendor Name: **DESIGN THINKING HAWAII**

DBA/Trade Name: **DESIGN THINKING HAWAII**

Issue Date: **12/20/2016**

Status: **Compliant**

Hawaii Tax#: W16707840-01
New Hawaii Tax#:
FEIN/SSN#: [redacted]
UI#: No record
DCCA FILE#: 239002

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
	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
Pending	The entity is compliant with DLIR requirement
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

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: Design Thinking Hawaii

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				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST				
B. OTHER CURRENT EXPENSES				
1. Travel: Airfare, Inter-Island/ mainland; Per dium	21,000			
2.. Contracted Services - Research Coordinator	35,000			
3. Contracted Services - Design Thinking Hawaii	10,300			
4. Contracted Services - Sustainability Consultants (2)	20,000			
5. Contracted Services - Writer	20,000			
6. Contracted Services - Videographer	10,000			
7. Contracted Services - Group Graphics Facilitator	10,000			
8. Contracted Services - Outreach and Social Media	7,000			
9. Contracted Services - Platform Project Coordinator	35,000			
10. Contracted - Website Designer-Integrator	75,000			
11. Contracted Services - Web Development	100,000			
12. Contracted Services - The Institute/SHYLI	137,500			
13. Stipends for working group and educators	25,000			
14. Server costs	2,500			
15. Contracted Services - Graphic Designer	15,000			
16. Computers/iPads/ Printer	2,800			
17. SHYLI Forum (Suplies, refreshments, rental space,	14,560			
18. Contracted: Legal, Contracts/IP/Copyrights	10,000			
19. Grant Adiminstration: Design Thinking Hawaii	24,000			
20. Printing/Office Supplies	2,000			
TOTAL OTHER CURRENT EXPENSES	**576,660**			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	**576,660**			

SOURCES OF FUNDING		Budget Prepared By:	
(a) Total State Funds Requested	576,660		
(b) Total Federal Funds Requested		Name (Please type or print)	Phone
(c) Total County Funds Requested			
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date
TOTAL BUDGET	**576,660**	Name and Title (Please type or print)	

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: Design Thinking Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
				$ -
TOTAL:				0.00

JUSTIFICATION/COMMENTS: Design Thinking Hawaii is staffed by an independent contactor who will be engaged as co-Project Director in charge of administration and oversight. Other positions will be provided by Design Thinking Hawaii's programmatic partner, Sustainable Hawaii Youth Leadership Initiative (SHYLI). SHYLI will be engaged through a sub-award agreement for the co-Project Director in charge of program and include other positions are provided for in the application.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

Applicant: Design Thinking Hawaii

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

JUSTIFICATION/COMMENTS:

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

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2017 to June 30, 2018

Applicant: Design Thinking Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2015-2016	FY: 2016-2017	FY:2017-2018	FY:2017-2018	FY:2018-2019	FY:2019-2020
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						

JUSTIFICATION/COMMENTS:

NOT APPLICABLE

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: Design Thinking Hawaii

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1					
2					
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4					
5					
6					
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30					

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

The undersigned authorized representative of the applicant certifies the following:

1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:

   a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;

   b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;

   c) Agrees not to use state funds for entertainment or lobbying activities; and

   d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:

   a) Is incorporated under the laws of the State; and

   b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

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.

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.

Design Thinking Hawaii
(Typed Name of Individual or Organization)

[redacted] 1/18/2017
(Date)

Ian Kitajima
(Typed Name)

President
(Title)