



James & Abigail Campbell  
Family Foundation

Fellowship  
with others in  
West O'ahu,  
and local  
stories of  
inspiration,  
resilience,  
and hope.



STRENGTHENING THE COMMUNITY

2022 ANNUAL REPORT



# James & Abigail Campbell Family Foundation



James Campbell  
1826-1900



Abigail Kuaihelani  
Maipinepine Campbell  
1859-1908

*James Campbell was one of Hawai'i's foremost business pioneers and believed in the wise stewardship of land. He knew that caring for the land's resources wisely and efficiently would provide a better environment for growth and a better quality of life for Hawai'i's people. Mr. Campbell's wife, Abigail, was a kind woman whose generosity touched the lives of many elderly Hawaiians and other people in need.*

Established in 1980, the James & Abigail Campbell Family Foundation (Family Foundation) embraces the values and beliefs of James and Abigail Campbell by investing in Hawai'i's people and the communities that nurture them.

Over the years, the Family Foundation has had a great return on this investment – in the form of stronger families, more effective educational programs and an improved quality of life for the people of Hawai'i. In 2005, the Family Foundation, which is funded primarily by Campbell family members, was renamed the James & Abigail Campbell Family Foundation to reaffirm the family's commitment to Hawai'i and its future well-being. It is dedicated to continuing the Family Foundation's work in memory of James and Abigail Campbell.

Thanks to the support of Campbell family members and friends, the Family Foundation's assets have grown to \$22,774,223 (audited).

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## James & Abigail Campbell Family Foundation Board of Directors and Officers

<b>President</b>	Wendy B. Crabb
<b>Vice President</b>	Alice F. Guild
<b>Secretary</b>	Marion Philpotts-Miller
<b>Treasurer</b>	Juliette K. Sheehan

Mahealani K. Campbell  
Katherine K. Growney  
Bailey K. Ledesma  
Jonathan E. Staub  
Donald E. Huffner Jr.

# Strengthening Communities



The Family Foundation remains committed to supporting the Hawaiian community and families experiencing the greatest need, particularly those in West O‘ahu. We are profoundly grateful to all donors for their steadfast support of the Family Foundation and our partners in West O‘ahu.

Our priorities include:

**Food Sustainability.** The Family Foundation’s response to the food insecurity challenges brought about by various factors is unwavering. We directed many of our recent grants toward emergency food assistance in Kapolei and West O‘ahu. This support included expanding local farming operations and distributing food supplies along the Wai‘anae Coast.

**Education Initiatives.** In the upcoming year, the Family Foundation intends to invest in a different type of harvest as we plant proverbial seeds for the future by investing in educational initiatives. We acknowledge the importance of educating the next generations for the future.

**Grant Allocations.** In 2022, the Family Foundation allocated a total of \$1,182,613 in grants. The majority of these grants, totaling \$552,296 were directed toward programs that support children and families in West O‘ahu. This included anti-bullying efforts, creating meal kits for shelters along the Leeward coast, and supporting the development of sports facilities and medical clinics. Educational programs received \$280,817, emphasizing childhood literacy, teaching the Hawaiian language to keiki, and providing increasing opportunities for high school students, from coding and robotics to college scholarships for tomorrow’s educators.

**Partnerships.** We honor our ongoing work with many regional partners and their services to our communities. The Family Foundation recognizes and highlights the contributions of four local nonprofit organizations that work tirelessly to uplift the community:

- ‘Aha Pūnana Leo: Producing the next generation of Hawaiian language speakers.
- DreamHouse: Focus on Educational Innovation and the opening of a new high school in Kapolei.
- The Hawai‘i Agricultural Foundation: Encouraging careers in agriculture by building a pipeline of future farmers and encouraging careers in agriculture with extracurricular farming programs for K-12 students.
- The Wai‘anae Economic Development Council: Offering leadership and education for Financial Sustainability, while assisting Hawaiian cultural practitioners with an online platform and resources to preserve and share local culture and history.

Each of these nonprofits, in their own way, is stepping up for West O‘ahu; I hope you find their stories inspiring.

On behalf of the Board of Directors, I wish to express my sincerest gratitude to all our family members and supportive donors who continue to donate to the good and important work we do in honor of James and Abigail Campbell. We are committed to continuing our mission of helping communities in great need. Your generosity is deeply appreciated and remains crucial during these challenging times.

*With Aloha & Mahalo,*  
Wendy B. Crabb  
President

## ‘Aha Pūnana Leo

‘Aha Pūnana Leo (‘APL) was established in 1983, five years after Hawaiian was made an official language of the state, by a group of parents and educators in the hopes of revitalizing Hawai‘i’s native (and highly endangered) language. To carry out the organization’s mission—“E ho‘oulu i ke kaiā‘ōlelo Hawai‘i no ko Hawai‘i nei i mau ‘o Hawai‘i he ‘āina aloha,” which means, “Drive and inspire change to ensure a living Hawaiian language in Hawai‘i and beyond”—Pūnana Leo preschools bring children together with fluent Hawaiian speakers so that the next generation may learn Hawaiian, as well as Hawaiian cultural perspectives and approaches. ‘APL was the first accredited early education program in the world to be conducted through an endangered and Indigenous language, under World Indigenous Nations Higher Education Consortium guidelines.

From 2015 to 2020, Hawai‘i saw a 41% increase in Hawaiian language immersion program enrollment statewide, illustrating the demand for this type of specialized education. ‘Aha Pūnana Leo is recognized as being at the forefront of Hawaiian language revitalization efforts; today, there are 13 Pūnana Leo preschools serving more than 75 zip codes throughout the Islands. Upwards of 300 students are enrolled at any given time; these children range in age from nearly 3 years old to age 6 and 95% of students are Native Hawaiian.

Part of the school’s success comes from ‘APL’s exclusive Hakalama literacy method, which involves chanting consonant vowel pairs (“ha ka, la ma, na pa, wa ‘a,” for example) while reading from a wall chart to allow for memorization of terminology, and application of syllabary to learn words and sentences. This process allows most children to speak ‘ōlelo Hawai‘i (the Hawaiian language) within three to four months. Program graduates also often have advanced Hawaiian reading and writing skills. “Whereas English has a lot of outliers that may go against other English rules,”



‘Aha Pūnana Leo photo credit: Courtesy of ‘Aha Pūnana Leo  
DreamHouse kids photo credit: Courtesy of DreamHouse Charter School

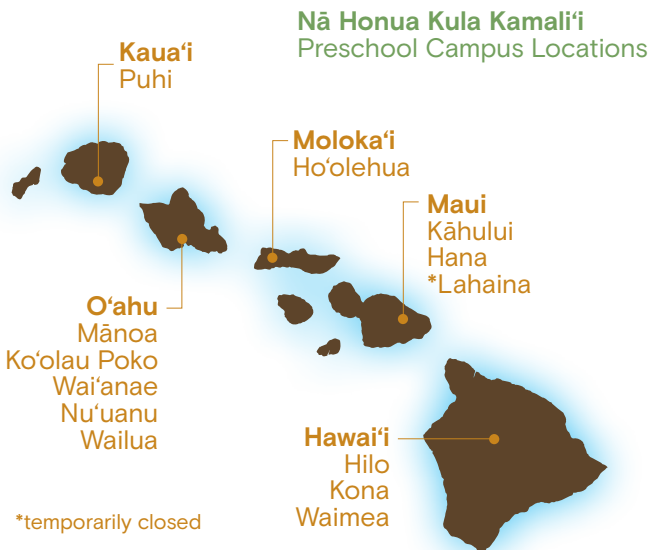
says ‘Aha Pūnana Leo Chief Operating Officer K. Sean Kekina, referring to rules like “I before E, except after C” (which also have exceptions). “With Hawaiian, there are less curveballs, so to speak. Getting the rhythm down is a good way to get started, which is why I think the Hakalama method is so successful.”

Learning continues beyond the school day; ‘Aha Pūnana Leo also hosts weekly language and cultural classes called Hui Kīpaepae, which gathers children and parents together for a group activity, such as playing games, that incorporate Hawaiian language lessons. There are also Lā ‘Ohana family days, multigenerational events for everyone in the family, from keiki to kupuna, to become involved in service projects for the community, such as beach cleanups or repairing a lo‘i (fishpond). These events offer an opportunity to continue sharing the Hawaiian language while working together in a constructive and culturally mindful way. In 2022, a \$60,000 Campbell Family Foundation grant went towards providing tuition assistance



for families, equipment, supplies, teacher pay, and professional development at Pūnana Leo o Wai‘anae, one of the nonprofit’s larger education sites on O‘ahu. Although Pūnana Leo o Wai‘anae is licensed to provide care for up to 40 children, enrollment at the school dropped to 22 students due to the pandemic and the cost of tuition. Despite ‘APL subsidizing roughly

50% of the programming cost for families in need, approximately 85% of families at Pūnana Leo o Wai‘anae are living at or below 300% of the federal poverty level. “The Campbell Family Foundation has greatly helped us our ‘ohana in Wai‘anae, whose keiki may not have been able to attend preschool without their tuition assistance. Their support has also assisted with our staff training and preparation to ensure all our new educators are equipped with the appropriate cultural knowledge,” Kekina says.



“There is an ‘ōlelo no‘eau [proverb] that goes, ‘I ka ‘ōlelo nō ke ola, i ka ‘ōlelo nō ka make.’ Which means, ‘In language, there is life; in language, there is death.’ People are beginning to learn that a culture is not the same without the language. In fact, the culture doesn’t fully exist without the language,” says Kekina. “Our vision is ‘E Ola Ka ‘Ōlelo Hawai‘i,’ or ‘the Hawaiian language shall live.’ The Hawaiian language is necessary for Hawaiian culture, which is essential to the future of Hawai‘i. And language is for everyone.”

## DreamHouse

In 2012, a group of parents, community members, and former Teach For America educators came together to ask a question: What would it take to create a new type of school that could change the lives of children? Their goal was to create a place to empower the next generation of home-grown leaders who could make a difference in their local Hawai'i communities, as well as help alleviate overcrowding and offer families another option at the secondary level. In 2019, DreamHouse 'Ewa Beach welcomed its first class of 100 sixth graders. As those students moved up to seventh grade in 2020, a new class of sixth graders enrolled. By 2025, DreamHouse is expected to reach a capacity of close to 700 from grades 6 to 12.

However, these students need room to learn. DreamHouse's middle school space in Kalaeloa and a temporary ninth grade classroom in Kapolei Marketplace is unable to accommodate all 700 students. Luckily, thanks to a partnership with Avalon Development Company as well as a grant from the Campbell Family Foundation, DreamHouse found a new home for its high school

in the top two floors of the three-story Kapolei Pacific Center, a 3-acre master-planned site currently in construction in Kapolei. "Construction on the new building has begun. We're now determining logistics in terms of what this new facility is going to look and feel like, and planning for a smooth launch next year," says DreamHouse Chief Education Officer Ryan Mandado. "This isn't a conventional classroom but DreamHouse isn't a conventional school."

DreamHouse's experiential educational curriculum is anchored with the L.E.A.D. approach—incorporating Leadership, Empowerment, Agency, and Development—which allows students to practice teamwork, build confidence, and develop solutions for real-world problems. Less than a year into DreamHouse's inaugural school year, COVID required educators to move their classes online and create distance programming for the remainder of the school year. DreamHouse students, equipped with L.E.A.D. skills, decided to create their own service projects as ways to help their West O'ahu community during this time. They spoke to local residents, assessed needs, and presented their solutions to the community—





such as creating COVID-19 mask donation kits and organizing meals for families that faced food insecurity, which students worked with educators and parents to make happen. This type of service-learning education helps address community needs as well as facilitate emotional and ethical skill-building that benefits students both inside and outside the classroom.

“When it’s finished, the DreamHouse High School will be a space where children can learn from teachers and community members, and where everyone can learn from each other. It’s a space where people can come together to think about ways of solving local issues and growing our community,” Mandado says. To help offset the cost of the site’s lease, the ground floor of Kapolei Pacific Center will be rented to retailers, which allows students to take field trips to learn about business operations and local organizations that are located just downstairs. Recently, DreamHouse ninth graders met with Honolulu Councilwoman Andria Tupola to discuss homeless outreach initiatives. “Education at DreamHouse involves authentic learning experiences for students that engage business leaders and community partners,” Mandado says. “We ask students, what issues do you feel passionate about? What are problems that exist in our community that we can develop new ideas to address? We want them to feel empowered to make the changes they wish to see in the world.”

## DreamHouse Core Competencies for Students

### » VOICE

I know, own, and believe in my voice. My words and the way I speak and communicate are grounded in the identity I have chosen for myself, and I communicate from a place of knowledge, purpose, and humility.

### » IDENTITY AFFIRMATION

I know and live my values and beliefs in a way that shapes my identity. I speak for and respect myself and know that I am the person I choose to be. I am committed to exploring differences and navigating change while leaning on these values and beliefs.

### » SERVANT LEADERSHIP

I am a leader. I am responsible for making a positive impact on people and situations and see my leadership as an integral part of my life. I am committed to continuously reflecting and improving to be the best, most authentic version of myself, in service to my community.

### » COMMITMENT TO COMMUNITY

I am committed to knowing, serving, and affecting positive change in my local community. I believe that all challenges and obstacles have solutions, and I see myself as a local leader who is responsible for being part of these solutions.

### » CONSCIOUSNESS

I am awake and mindful of the very real issues in our community, islands, and world; I speak and act to shed light on and address injustice and inequity in a solutions- and partnership-oriented manner.

## Hawai'i Agricultural Foundation

Initially created in 2007 as a way to promote agriculture and farming, the Hawai'i Agricultural Foundation (HAF) is a nonprofit dedicated to addressing the needs of local farmers in an effort to support and sustain Hawai'i agriculture. This includes better connecting the farming industry with the greater Hawai'i community through a variety of outreach programs. In 2014, HAF created an educational curriculum for students from kindergarten through grade 12 to teach young people about agriculture while encouraging careers in agriculture and building a pipeline of future farmers who can help meet the state's future food supply needs.

"The number of farmers in Hawai'i is dwindling as people age out. We want to get children interested and excited about farming at a young age so they'll consider going into a career in agriculture when they grow up," says Liz Stanton-Barrera, director of grants and education at HAF. "It's important for students to understand that agriculture encompasses many fields, from environmental engineers to food scientists. There are many opportunities in this industry."

In 2022, the Campbell Family Foundation provided a grant of \$20,000 to support the Hawai'i Agricultural Foundation's education programs in Title I schools throughout the Leeward coast. These include:

- » Where Would We Be Without Seeds, where K-2 students learn about seeds, plant cycles, and how plants are grown for food. Through a lesson plan that integrates science, technology, engineering, and mathematics (STEM), more than 4,800 kindergarteners, first, and second graders have learned about agriculture since this program's inception in 2016.
- » Veggie U Hawai'i, a standards-based curriculum that combines science, math, health, and language arts into an engaging experience for third, fourth, and fifth graders. Using a garden kit, students learn about plant life from planting seeds to harvesting produce through a hands-on approach. This program was HAF's inaugural agriculture program and has impacted more than 10,300 students in Hawaii since 2014.
- » S.O.I.L. (Sustainability, Observations through Investigative Learning), where fourth graders learn the basics of restorative agricultural practices by growing 'uala (sweet potato). Working with the Hawai'i Agricultural Research Center (HARC), students begin by germinating 'uala using jars of water in the classroom, then planting the sprouted seeds in soil at HARC, then monitoring plant growth while learning about the benefits of organic fertilization practices, crop diversity, vermicast, and seed saving. When plants mature, students are able to harvest, cover crops, and enjoy a value-added product.
- » Aquapono Aquaponics, for middle school students to learn about growing plants and farming techniques using a water-based nutrient solution instead of traditional soil. More than 2,600 students have been introduced to aquaculture and hydroponics since the program was created in 2015.
- » In The Fields allows high school students to learn about different careers in agriculture at various traditional, organic, and high-tech agricultural facilities around the island, as well as paid work study opportunities at local agriculture sites.





Photos courtesy of Hawai'i Agricultural Foundation

» Additionally, the Young Entrepreneurs Program guides middle and high school students through the creation of a real-world small business with the goal of creating locally-sourced agricultural products. Student teams build their own businesses, from an initial business plan to production to marketing, sales, and fulfillment. More than 1,000 students have participated in HAF's Young Entrepreneurs Program, raising nearly \$25,000 through their own businesses with profits remitted back to the school.

"It was beneficial for my students to see the variety in [plant] growth and growing patterns ... It also allowed them to see the relationship plants and beneficial garden creatures have," one teacher from Wai'anae Elementary School says, about the Hawai'i Agricultural Foundation's education programs. Students participating in HAF's S.O.I.L. program were able to plant seeds at a farm, harvest sweet potatoes, and even enjoy potato



chips made from their sweet potatoes thanks to an air fryer at the farm. "Many [students] had never been exposed to these types of ingredients and tools. It was eye opening and added to their understanding of agriculture and culinary arts. It was a full circle moment, from soil to table."

"I don't know if there are many children today who can say their parents or even their grandparents are farmers. In the countryside, sure. But a lot of kids, especially those living in urban areas, may not have a backyard, may have never before planted anything before, or even touched soil," Stanton-Barrera says. "These programs are designed to introduce students to agriculture and the environment. As the population gets bigger, how do we produce more food with less space and limited resources? We want to get kids thinking about how they can get involved, and what the next steps might be."



Photos courtesy of the Wai'anae Economic Development Council

## Wai'anae Economic Development Council

According to Census data from 2015 to 2019, the four Census Designated Places (CDPs) of the Wai'anae coast—Mā'ili, Makaha, Nānākuli, and Wai'anae—were all under the U.S. Department of Housing and Urban Development (HUD)'s designed low-income level of \$93,000 for an individual living on O'ahu (which is already nearly double the national average income). This economic disparity is also exacerbated by low rates of employment, particularly among Native Hawaiian communities. The Wai'anae coast experienced the lowest employment rate for Native Hawaiians in Hawai'i, 9% behind the state, according to 2015 Census data.

However, this data doesn't factor in informal cash businesses and other home-based fundraising efforts. Nor does this data consider other community efforts employed by innovative and resilient artists and artisans, food vendors, cultural practitioners, and others on the Wai'anae coast. In order to support these communities, the Wai'anae Economic Development Council (WEDC)—an economic development agency whose goal is to

develop the Wai'anae coast's rich natural, cultural, historical, and human resources—has created a variety of educational programming that helps provide the knowledge and tools needed to increase employment opportunities for individuals and small businesses in West O'ahu.

“Our curriculum approaches financial literacy and business development through an Indigenous lens,” says Nainoa Logan, project director at WEDC. “Money is just another resource. In the Native Hawaiian culture, we understand resource management. So when we teach people to look at money through that perspective, it can make a big difference in their understanding of how to handle money.”

A grant of \$25,000 from the Family Foundation helped fund one such program, E Mau Ke A'o, which is designed to preserve and perpetuate Hawaiian culture. Many modern Hawaiian cultural practitioners have difficulty supporting themselves solely through cultural work, due to insufficient experience with technology or business acumen. These revered authorities on Hawaiian history, language, and culture may sometimes move off-island for a cheaper cost of living. Older kupuna may pass away before passing their sacred knowledge to the next generation.

E Mau Ke A'o utilizes an online platform to help cultural practitioners build a business, create marketing materials to promote their services, and earn revenue, as well as digitize their teachings for posterity. “During COVID, we helped cultural experts with live classes on Zoom and realized they could make master classes that would last a lifetime on topics, from learning Hawaiian to the history of hula to lei making. As we set out to film practitioners, we integrated a calendar feature to allow for booking experiences, that's where everything began,” Logan says. “In addition to sharing their knowledge, local cultural experts can also learn the logistics of running a business,

***“[I] Wanted to create an income stream and learn how to build credit. WEDC provides a unique way of teaching financial literacy through the Hawaiian culture, values, and stories. Having access to one on one coaching is priceless.” -Malia H.***

revenue streams, and other skills necessary to succeed.” For example, at an E Mau Ke A’o workshop, Logan’s team might ask those in attendance if it would be wise to catch every single fish in the ocean. Locals would say no; in ancient times, fish was used for food, trading, bartering, preserving for travel, or saving for emergency purposes. It was important to have a healthy supply of fish available in the ocean for

future use. Then Logan’s team would ask what those in attendance would do if they suddenly received \$1,000. Teenagers often responded by saying they would buy a Playstation or new sneakers. Adults would talk about paying bills.

“We’d say, that doesn’t sound like what an ancient Hawaiian might do and everyone takes pause. Because that’s the equivalent of eating all the fish in the ocean, if your fish are dollars and the ocean is your bank. In this scenario, people didn’t save any money or grow any money, which is true resource management from a kanaka lens,” Logan says. “When people hear this, they have a kind of epiphany and realize, maybe their relationship with money needs to change.”

One of Logan’s personal missions is to create more Native Hawaiian millionaires, simply to ensure that Native Hawaiians can stay in Hawai’i. For Logan, this process begins with changing people’s mindsets. “At Nānākuli Elementary [School], our program manager Ka’iulani Kauihou asked a classroom of 30 students, their parents, and teachers, ‘How many of you want to be millionaires?’ Only six students raised their hands. Basically she said, soon only you six will be able to live in Hawai’i because the average cost of a house is \$1.1 million. If you’re not a Hawaiian millionaire, you statistically cannot afford to live here,” says Logan. “That really hit home, no pun intended. But we have to change this mentality of what a millionaire is, how to be an effective business owner, and how to share knowledge in Hawai’i.”



## 2022 Grants

### EDUCATION

'Aha Pūnana Leo	\$60,000
American Heart Association	\$33,000
DreamHouse	\$9,000
Hawai'i Creative Media Foundation	\$7,000
Hawai'i Literacy	\$15,000
Helping Hands Hawai'i	\$10,000
Reading is Fundamental	\$15,000
Teach For America	\$50,000
University of Hawai'i Foundation, Mānoa	\$38,000
University of Hawai'i Foundation, West O'ahu	\$43,817
<b>Subtotal</b>	<b>\$280,817</b>

### CULTURE & ARTS

Kalihi Palama Culture & Arts Society	\$50,000
National Pacific American Leadership Institute	\$10,000
Searider Productions Foundation	\$48,000
Wai'anae Economic Development Council	\$25,000
<b>Subtotal</b>	<b>\$133,000</b>

### CHILDREN & FAMILIES

Adult Friends for Youth	\$27,296
Aloha Harvest	\$50,000
Blood Bank of Hawai'i	\$100,000
Boys & Girls Club of Hawaii	\$100,000
Hawai'i Foodbank	\$25,000
Special Olympics Hawai'i	\$100,000
Wai'anae Coast Comprehensive Health Center	\$50,000
YMCA of Honolulu	\$100,000
<b>Subtotal</b>	<b>\$552,296</b>

### SUSTAINABILITY

808 Cleanups	\$50,000
Hawai'i Agricultural Foundation	\$20,000
Ka'ala Farms	\$40,000
<b>Subtotal</b>	<b>\$110,000</b>

### MULTI-YEAR GRANTS

Hawai'i Conference Foundation (3 of 3)	\$6,500
Wai'anae Coast Comprehensive Health Center (4 of 5)	\$100,000
<b>Subtotal</b>	<b>\$106,500</b>

### TOTAL

**\$1,182,613**



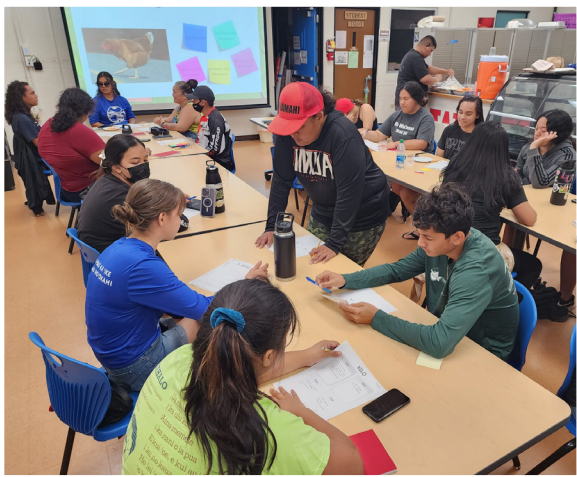
## James & Abigail Campbell Family Foundation 2022 Members



Alice F. Guild 1998 Declaration of Trust  
 Cynthia C. Foster RLT Agreement  
 Darcie W. Gray Irrevocable Trust  
 Eliza K. Wilcox Irrevocable Trust  
 Flanders 2006 Dynasty Trust  
 Flanders–Staub 2007 Irrevocable Trust  
 Foster 2008 Irrevocable Trust  
 Georgia J. Allred Trust  
 Guild 2007 Irrevocable Trust  
 Kapiolani K. Marignoli Irrevocable Trust  
 Kapiolani K. Marignoli Trust Agreement

DTD 9-28-89

King 2008 Kapiolani K. Marignoli  
 Quentin K. Kawanakoa Trust  
 Revocable Trust of Gaylord Hart Wilcox  
 Ronald L. Olson RT of 2006  
 Suzanne M. Avina RLT DTD 3/2/2000  
 Wendy B. Crabb 2012 Irrevocable Trust  
 Wendy B. Crabb RLT




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Alice Guild	Katherine Growney
Alice K. Shingle	Lucas Linstrom
Becky Iglinski	Marion Philpotts–Miller
Blair Paterson	Nicole Pedersen
Cynthia Sorenson	Patricia Sheehan
Erik Linstrom	Priscilla Witt
G. H. Wilcox	Rici Guild
Helen Bailey Ledesma	Van Hare
Juliette Sheehan	Vikki L. Venable
Kari Jones	Wendy B. Crabb



# James and Abigail Campbell Family Foundation Grant Guidelines

## Policies

The Foundation will only consider requests from organizations which qualify as non-profit, tax-exempt “public charities” under Section 501(c)(3) and 170(b) of the Internal Revenue Code.

## Grant Guidelines

The Family Foundation supports projects in the following areas:

- Youth** Programs that address the challenges of young people.
- Education** Support for public schools, early childhood education and environmental stewardship.
- Hawaiian** Support for programs that promote values and the health and welfare of Hawaiians.

Priority is given to programs located in or serving communities in the following areas of West O’ahu: ‘Ewa/‘Ewa Beach, Kapolei, Makakilo and the Wai’anae Coast.

The following types of requests are eligible for consideration:

- Support for special projects that are not part of an organization’s ongoing operations.
- Program support when unforeseen circumstances have affected the financial base of an organization.
- Financial assistance to purchase items such as office equipment and to fund minor repairs and renovations.

The Foundation will not consider funding for: individuals, endowments, sectarian or religious programs, loans, political activities or highly technical research projects.

Requests from previous grantees will be evaluated competitively with other requests. Only one request per organization will ordinarily be considered in a calendar year. Funds are usually not committed for more than one year at a time.

## Applying for a Grant

Previous grantees must submit final reports before applying for new funding.

To apply for a grant, summarize the following information in a two- to three-page proposal letter:

- The nature and purpose of your organization.
- The objectives of your program. Please include the grant amount requested and the proposed use of funds.
- A brief outline on how you plan to accomplish your objectives.
- A statement of a community problem, need, or opportunity that this project will address.
- The duration for which Foundation funds are needed.
- Other sources of funding currently being sought and future funding sources.
- Methods used to measure the program’s effectiveness

In addition to the proposal letter, submit a copy of the following:

- Internal Revenue Service notification of tax-exempt status.
- Most recent annual financial statement.
- List of the current Board of Directors.
- The project’s proposed budget.

Our online system will require each of the documents to be submitted as a separate file.

## Written Report

If your grant is approved, the Family Foundation will require:

- A formal acknowledgment of receipt of the contribution.
- A written report summarizing the outcome of the project.

## Application Deadlines

Your grant application must be submitted online by:  
February 1 for the April/May meeting;  
August 1 for the October/November meeting.

How to Submit Your Grant Proposal:

To register for an online account for the first time, access the online application portal online at this link:  
[campbellfamilyfoundation.org](http://campbellfamilyfoundation.org)

For returning applicants, access the online application portal at this link: [https://www.GrantRequest.com/SID\\_6099?SA=AM](https://www.GrantRequest.com/SID_6099?SA=AM)

## For More Information

These guidelines are also available online at this link:  
[campbellfamilyfoundation.org](http://campbellfamilyfoundation.org)

## Or contact:

D. Keola Lloyd  
E-mail: [keolal@jamescampbell.com](mailto:keolal@jamescampbell.com)







James & Abigail Campbell  
Family Foundation

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