

House District 40

Senate District 19

THE TWENTY-SIXTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 64-C

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"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.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

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

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): BED-120

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

 MALAMA LEARNING CENTER

Db/a:

 MALAMA LEARNING CENTER

Street Address:

 91-5007 Kapolei Parkway, Kapolei, HI 96707

Mailing Address:

 P.O. Box 75467, Kapolei, HI 96707

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name PAULA NAGAO

Title: ADMINISTRATIVE COORDINATOR

Phone # 808-351-9465

Fax # NONE

e-mail PAULA@MALAMALEARNINGCENTER.ORG

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

 MALAMALEARNING CENTER: CONSTRUCTION OF A "GREEN" LEARNING CENTER IN WEST/LEEWARD O'AHU

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 800,000.00

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 \$

FEDERAL \$

COUNTY \$ 30,000.00

PRIVATE/OTHER \$ 218,159.00

SIGNATURE:

 Executive & Program Director
NAME & TITLE

 1/30/12
DATE SIGNED

Application for Grants and Subsidies

I. 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. Include the following:

1. A brief description of the applicant's background

Mālama Learning Center (MLC) evolved out of a public-private partnership between two organizations seeking solutions to area needs: Kapolei High School (KHS), which wanted a performing arts auditorium for the community, and an environmental conservation group, which wanted a conservation learning center. The resulting vision was a place in West O'ahu that would bring art, science, conservation and culture together to promote sustainable living throughout Hawai'i. This vision gave rise to MLC, a private, non-profit, 501(c)(3) organization founded in 2004. Its mission is to teach and inspire communities to create healthy living environments.

MLC fulfills its mission by engaging youths and adults in hands-on learning about sustainable lifestyles, "green" careers, and creative expression that are in tune with Hawai'i's host culture. By getting area residents involved in nurturing each other and their environment, MLC strives to unify West O'ahu and neighboring communities around the Native Hawaiian principles of *mālama* (to care for/protect) and *ho'okuleana* (to take responsibility).

2. The goals and objectives related to the request

Mālama Learning Center requests a \$800,000 capital grant from the State of Hawai'i for the construction of a "green" learning center that will engage West/Leeward O'ahu residents in creating healthy lifestyles in a sustainable environment. (Please note that \$775,000 was appropriated by the Legislature during the Lingle Administration but was not released.) The center, which will serve as MLC's permanent home, will be situated on a three-acre site on the grounds of Kapolei High School. It will be a LEED Gold certified facility exemplifying energy conservation and use of renewable energy, among other conservation features. The facility will include a green roof, native/cultural plant gardens and nursery, exhibit space, wet-labs/classrooms, gathering hall, multi-purpose resource room, offices, and outdoor gathering areas spread over 20,000 square feet. MLC has raised approximately \$1 million in private donations to match public funding for this center, and continues to seek more private funds to build this "shovel-ready" project.

The new center will enable MLC to help students and educators in West/Leeward O'ahu, including those in the Nānākuli-Wai'anae **Zone of School Innovation**, achieve Hawaii's **Race to the Top** goals. The center's state-of-the-art design will serve as a three-dimensional textbook; classes will be able to study sustainable technology in action and

learn about the features that qualify the facility for LEED (Leadership in Energy & Environmental Design) certification at the Gold level. Physically and programmatically, the center will promote STEM (science, technology, engineering and mathematics) competencies, career exploration, conservation, horticulture, and cultural and artistic expression. These fields of study will be integrated into project- and culture-based learning that applies academia to real-world situations. Students and educators will learn first-hand from local experts—sustainable business owners, people in “green” professions, land managers, cultural practitioners, and artists—who understand Hawai‘i’s culture and job market. Participants will also visit job sites and volunteer at restoration projects in the regions’ various natural areas. All of these learning experiences will be aimed at encouraging students to strive for “College- and Career-Readiness.”

Further, the center’s hands-on approach to learning will support the Hawai‘i Department of Education (HIDOE) in “Closing Achievement Gaps.” People who may not excel in typical academic settings will be welcomed into a friendly, interactive environment that engages all five senses. Experimentation, practical application, and real-life demonstrations will be the norm. These are the kinds of learning opportunities that can motivate students who are not doing well in school, adults who are under/unemployed, and families that need to adopt healthier lifestyles.

When completed, the center will equip MLC to fulfill the following goals:

- Support the achievement of Hawaii’s Race to the Top goals among students and educators in West/Leeward O‘ahu, including those in the Nānākuli-Wai‘anae Zone of School Innovation;
- Introduce students to Hawaii’s growing variety of “green collar” careers and encourage them to explore local sustainable industries and sustainable business practices;
- Educate West/Leeward O‘ahu communities about the importance of environmental stewardship, with emphases on indigenous species and island ecosystems;
- Advocate healthy lifestyles and artistic expression that honor the host culture;
- Become a venue for community-based workshops and cultural and entertainment events;
- Showcase the talents of West/Leeward O‘ahu artists and performers.

3. State the public purpose and need to be served

The residents of West/Leeward O‘ahu need this learning center to help them address many serious challenges, from high unemployment, traffic congestion, and health risks to polluted streams and beaches and degraded natural habitats. According to a 2009 report by the Department of Hawaiian Home Lands (DHHL), “High unemployment rate has been a major problem in Wai‘anae....the unemployment rate has been much higher in Wai‘anae than the State average and the gap has widened over the past twenty years.”¹

¹ *The Regional Plan for the Traditional Native Trust Lands of the Ahapua`a of Nānākuli*, Department of Hawaiian Home Lands, December 2009, page 14.

The same report states that residents of the larger Wai‘anae District and Kapolei desire increased job opportunities in their communities to reduce traffic and commute time. It also cites residents’ concerns about balancing the creation of local jobs with the preservation of the area’s rural landscape and lifestyle.

Residents’ concerns about balanced growth are closely related to two other issues in the region—protecting Oahu’s largest drinking water aquifer and preserving wildlife habitats. Honouliuli Forest Reserve and the Wai‘anae Mountains Watershed Partnership are supported by broad coalitions of groups seeking watershed and habitat protection. Protecting habitats is also a priority along the West/Leeward O‘ahu coast in places such as the Pearl Harbor National Wildlife Refuge and the U.S. Fish & Wildlife Service’s restoration area at Kalaeloa. These diverse ecosystems shelter some of the hundreds of endangered and threatened plants and animals in the State. Honouliuli Forest Reserve itself sustains 35 threatened or endangered species, including 16 found nowhere else on earth. Unfortunately, the region’s natural resources must struggle to survive along side landfills near capacity, contaminated streams, shoreline run-off from degraded beaches, illegal and toxic dumps, and industrial pollution.

In order to address both environmental and economic issues simultaneously, people in West/Leeward O‘ahu need to maximize opportunities in the island’s rapidly expanding green workforce and sustainable industries. According to a report by Hawai‘i’s Department of Labor and Industrial Relations (DLIR), “Hawai‘i businesses anticipate solid growth of green jobs to the year 2012.... employment in green-related occupations is expected to grow from 11,145 in 2010 to 14,048 in 2012, an increase of 26 percent over two years.”² This is much higher than the 1 percent growth projected for statewide employment during the same period. Clearly, West/Leeward O‘ahu could reap big benefits by harnessing this trend. Sustainability could be applied in innumerable ways to the region’s large and small-scale agriculture, industrial plants, conservation lands, and residential/commercial developments. MLC’s new learning center will help prepare the up-and-coming workforce to lead these efforts in their community.

Further, the new center will address the needs of West/Leeward O‘ahu residents to improve their personal sustainability in terms of health and emotional well-being. Health risks along the Leeward Coast are well-documented. According to the 2005 Hawai‘i Department of Health Primary Care Needs Assessment Databook, the Wai‘anae “rational service area” had the undesirable rank of #1 within the entire State in the socio-economic risk score. The same area ranked #1 in percent of adult smokers, adult obesity, and chronic heart disease mortality in 2000-2003.

These risks extend to school-age residents, especially those belonging to Hawaii’s Native Hawaiian population, which is most concentrated in West/Leeward O‘ahu. According to the Hawai‘i Department of Health, the percent of non-Hawaiian high school students who were overweight or at risk of becoming overweight rose from 24.7% in 2003 to 25.7% in 2007, while the percentages for Hawaiian students rose from 35.1% to 37.4%

² *Hawaii’s Green Workforce, A Baseline Assessment*, State of Hawai‘i Department of Labor and Industrial Relations Research and Statistics Office, December 2010, page 25.

during the same period. Hawaiian students also fared worse than their non-Hawaiian counterparts in terms of teen births, childhood asthma, engaging in high-risk behaviors, and attempting suicide.³ In Leeward District Schools, the HIDOE reported that students of Hawaiian ancestry were over-represented in the special education and free/reduced lunch programs, and their math and reading test scores were significantly and consistently lower than that of their non-Hawaiian peers.⁴ Such findings are particularly troubling in light of the fact that students of Hawaiian ancestry account for 28% of the enrollment at Leeward District Schools, with an upward trend expected as DHHL completes several large developments in West/Leeward O‘ahu. These schools undoubtedly need support in creating culturally affirming learning experiences to help Native Hawaiian students close the achievement gap.

Although no one agency can resolve the broad range of issues in West/Leeward O‘ahu, the Mālama Learning Center will offer residents and businesses a cohesive approach to addressing their many concerns. MLC will use its center to integrate science, art, and culture into sustainable approaches to local problems. Innovative programs will bolster the island’s green workforce and businesses, HIDOE goals, conservation efforts, and individual well-being. With a state-of-the-art facility designed for hands-on learning, MLC will provide people in West/Leeward O‘ahu with much-needed resources and inspiration to improve their lives and communities.

4. Describe the target population to be served

One of MLC’s priorities is to serve the schools in West/Leeward O‘ahu, which includes the Nānākuli-Wai‘anae Zone of School Innovation. These Zones have been created by the HIDOE to turn around the lowest-achieving schools as part of its Race to the Top Five-Point Plan. Each Zone is comprised of a Priority School (one that falls in the State’s lowest-performing 5 percent) and neighboring/feeder schools.

In addition to schools, MLC will serve the general population of West/Leeward O‘ahu, which is estimated at 131,000. More than 37% of this population is comprised of Native Hawaiians/part-Hawaiians—a group that is particularly hard hit by health problems, low academic achievement, low family income, high incarceration rates, and high percentages of youth who engage in high-risk behaviors. Other significant ethnic groups in the region are Asian, Multi-Ethnic, Hispanic/Latino, White, and Other Pacific Islander. The age distribution reported in the 2010 Census was as follows: under age 5 (8.4%), ages 5-9 (8.2%), ages 10-14 (8.2%), ages 15-19 (8.1%), ages 20-24 (6.9%), ages 25-54 (41.8%), and ages 55 and over (18.4%). The distribution between males and females was even. While MLC does not expect to serve every resident in the region, it does anticipate reaching more than 7,000 people per year once the new facility is completed.

³ *Native Hawaiian Educational Assessment Update 2009: A Supplement to Ka Huaka‘i 2005*, Kamehameha Schools, (Data Source: Hawai‘i Department of Health, YRBS 2003-2007).

⁴ *DOE Update 2006-2007: Native Hawaiian Performance Characteristics in Public Schools*, Hawai‘i Department of Education. The DOE Leeward District includes the following school complexes: Campbell, Kapolei, Wai‘anae, Nānākuli, Pearl City, Waipahu

Economically, much of the region falls within Enterprise Zones that are defined as areas where 25% of the population has incomes below 80% of the county's median family income or where the unemployment rate is 1.5 times the state average. The Leeward Coast makes up Zone 5, while parts of 'Ewa, Kunia, and Campbell Industrial Park along with all of Kapolei fall under Zone 3. Factors like the EZ designations and the push to expand Kapolei as Oahu's "Second City" have begun to stimulate tremendous and diverse growth on this side of the island. The University of Hawai'i is building a West O'ahu campus in Kapolei. DHHL has also completed substantial housing developments in Kapolei, with more on the way. Additionally, a private developer is creating a large senior living community in Kapolei and Disney has completed 'Aulani, an elaborate resort in Ko 'Olina, while homeless shelters are springing up along the Wai'anae Coast. The resulting economic profile of the region thus spans the broadest range, from snowbirds vacationing in resort condominiums to middle-income families in housing developments to destitute families camping on beaches.

West/Leeward O'ahu is also a hotbed for the State's rapidly expanding green industries. Green businesses in the region now include solar farms, bio-fuel processing plants, recycling centers, a green waste composting facility and natural resources conservation sites. Also on the rise are green employment opportunities within a wide range of industries. The DLIR's 2010 report on Hawaii's green workforce identified green jobs in 203 occupations across 19 major industry groups. It listed the following industries as the top five for green jobs: (1) construction, (2) administrative & support & waste management & remediation services, (3) professional, scientific, & technical services, (4) wholesale trade, and (5) retail trade. The same report stated that "Businesses anticipate green employment to grow faster than the overall labor market in Hawai'i."⁵ MLC's programs will support these businesses by encouraging students to enter Hawaii's green workforce and by cultivating green buying habits among consumers.

5. Describe the geographic coverage

MLC's immediate geographic coverage encompasses the communities of West O'ahu: Kapolei, Honokai Hale, Makakilo, Kalaeloa, Barbers Point, 'Ewa Beach, 'Ewa Gentry, 'Ewa Villages, and Iroquois Point. MLC also directs its services along the Leeward Coast to the communities of Ma'ili, Mākaha, Mākaha Valley, Nānākuli and Wai'anae.

When MLC's new learning center is built, it will serve as a sustainable building and landscaping model for O'ahu, the State of Hawai'i, and communities worldwide that have similar environmental conditions.

II. 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.

⁵ *Hawa'i's Green Workforce, A Baseline Assessment*, State of Hawai'i Department of Labor and Industrial Relations Research and Statistics Office, December 2010, page 5.

1. Describe the scope of work, tasks and responsibilities

This project involves the development of a state-of-the-art learning center on a three-acre site on the northwest corner of Kapolei High School's campus. MLC is in final negotiations with the DOE to lease the site for 50 years at \$1.00/year. MLC will build the facility, and DOE students will enjoy use of the facility with DOE covering utility costs and providing maintenance services.

The new learning center will be customized for scientific discovery, cultural presentations, artistic expression, and horticulture. It will include a gathering hall, green roof, exhibit space, native/cultural/edible plant gardens and nursery, wet-labs/classrooms, multi-purpose room, offices, xeriscaping, and outdoor gathering areas spread over 20,000 square feet. Its award-winning design will incorporate green features that will qualify the building for LEED Gold certification. These features will be explained via signage and volunteer guides.

Energy conservation and use of renewable energy will be central to the design of the learning center, which is consistent with Hawaii's Clean Energy Initiative as overseen by the State Energy Office. A unique aspect of the learning center will be the emphasis on creating a model to teach sustainable ways of living to the entire community, with energy conservation and use of renewable energy as key components of the design and programmatic instruction. As a partner of KHS, MLC will also work in consultation with the State Energy Office to seek assistance for energy efficiency for the entire campus.

The center also will support MLC's partnership-building and community outreach efforts. Private businesses that demonstrate "best practices" in a sustainable industry will be invited to showcase their products/services in the multi-purpose resource room on a rotating basis. Local artists and cultural practitioners will be invited to display their work in the exhibit space. These areas also will be used to display inspiring images of projects that MLC has conducted in other parts of West/Leeward O'ahu; the center will serve as a staging area for off-site activities such as natural area restoration projects. Just outside of the learning center will be the weekly farmers' and green market, Mākeke Kapolei, which MLC, KHS, and Wai'anae Coast Comprehensive Health Center joined together to create and implement as of fall 2010.

There are four basic stages to developing the center: planning, design, pre-construction/construction of Phase I, and pre-construction/construction of Phase II. The planning, design, and Phase I pre-construction stages have been completed. This proposal addresses the construction of Phase I, which includes furnishing the facility and opening it to the public. (Please see attached renderings.)

The Building Committee is responsible for the overall vision and leadership for this project. The Committee has selected Pankow Builders as the General Contractor, which has provided pre-construction services related to cost estimating, materials selection, and

consulting with the Design Team on planning and design issues. The other contractors hired for pre-construction work include RM Towill, Austin Tsutsumi Associates, Shinsato Engineering, and Independent Third Party Review. Fundraising is the responsibility of the Capital Campaign Cabinet, which, along with the Building Committee, reports to the MLC Board of Directors. (Please see Section V for further details.)

2. The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service

MLC is preparing for ground-breaking for Phase I, which is anticipated during 2013, with construction expected to take 9 months. (Please see the attached Construction Timetable for Phase I.)

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

MLC will use the following measures to evaluate its progress in constructing the facility:

- Following the timeline and modifying it as needed
- Remaining within budget
- Obtaining LEED Gold certification
- Meeting ADA requirements

MLC will evaluate its new center according to feedback from its many users:

- Participants and instructors for programs offered at, or launched from, the facility
- Performers and audience members for performances held at the facility
- Cultural and community groups who use the center for meetings and gatherings
- Local artisans and producers of sustainable products who exhibit their wares at the center
- Schools, businesses, non-profit organizations and government officials who tour the facility to learn about sustainable buildings and landscaping and study MLC as a model

MLC will collect, monitor, and evaluate a variety of measurements for each user group:

- The number of users, number of people placed on wait-lists, and users' demographic data or type of organization
- User satisfaction with the programs, facility, and MLC services
- Indications that users learned something valuable/useful
- Indications that users plan to apply their newly gained knowledge in their school work, businesses, family life, etc.
- The number of individuals and groups who would recommend MLC's programs and facility to others
- The number of visitors representing schools, businesses, non-profit organizations and government who study MLC as a model

- User suggestions for improving programs and services

MLC will collect these measurements through various methods: printed evaluation forms that are distributed to participants and presenters at the conclusion of activities; on-line surveys; pre and post-tests; meetings with project partners; reservation requests and facility usage by groups; and interviews with teachers, community practitioners, volunteer leaders, and key stakeholders.

Additionally, restoration and landscaping projects will record the numbers of volunteers, the numbers of hours worked, and the tasks accomplished. The data also will include the numbers, types, and sources of native plants used in each project, and photos taken before, during, and after project work.

MLC will analyze the data from its various user groups to improve its programs and activities that are held at, or originate from, the center. Input from teachers and principals in West/Leeward O‘ahu will help MLC devise even better ways to help schools achieve Race to the Top goals. Feedback from program participants, volunteers, and audiences along with registration enrollment/wait-list figures will guide MLC in selecting topics that are most appealing and designing activities that are most conducive to learning and enjoyment. Evaluation responses from instructors, performers, exhibitors, and groups who use the center for gatherings will influence decisions to upgrade/change things like supplies, equipment, staff accessibility, and program dates and times. Data on program attendance, facility usage, and expenses will help determine whether the user fees and logistics are satisfactory or in need of adjustment.

Further, MLC will seek feedback from community stakeholders to continually improve its services. Input from local green businesses will help ensure that career exploration programs stay focused on the types of professions that are most in demand. Suggestions from program partners, including school nurseries, local landowners, and conservation groups, may spur better working relationships and increase learning opportunities for MLC participants. Neighbors such as DHHL, UH West O‘ahu, Campbell Industrial Park, and Ko ‘Olina may be able to provide valuable advice about tailoring MLC’s programs to their constituents. Improvements also may be inspired by comments from organizations like Neighborhood Boards and the City Department of Parks and Recreation that witness the impact of MLC’s restoration projects.

At each step in community-building, MLC will weigh the input it receives to ensure that it grows with the people it serves. As applicable, feedback will be given to program activity leaders outside of MLC so that they may improve their presentations. Summaries of the gathered data will be shared with MLC’s Program Committee and the Board of Directors. Program funders will also receive summary evaluations as required and upon request.

- 4. The applicant shall 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 or 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.

Regarding construction of Phase I of the facility, MLC will measure its effectiveness based on its ability to:

- Complete the construction on time and within budget
- Obtain LEED Gold certification
- Meet ADA requirements

MLC will consider the programs held at, or launched from, its center successful if:

- Programs average 80% capacity, receive participant ratings of "satisfactory" or higher, and if the majority of participants indicate that they learned something valuable/useful and they would recommend the program to others.
- MLC will also look for anecdotal evidence such as participants describing how they plan to apply their newly gained knowledge to improve their schoolwork, class curricula, careers, businesses, and family lives.

In terms of performers, artists, community groups, and others making use of the new facility, MLC will consider this project successful if:

- At least one of the facility's public spaces (not including MLC's office and general landscaping) is occupied for program/community activities on days that the center is open to the public.
- First-time users give ratings of "satisfactory" or higher for the center's design/amenities and the service they received from MLC's personnel.
- At least 80% of users indicate that they would use the center again, and would recommend the center to others.

Additionally, restoration and landscaping projects launched from the facility will be evaluated by the extent to which work plans have been implemented (e.g. clearing of invasive species, planting of native plants, and survival of plants) as well as by the level of community participation.

- MLC will strive for completion of work plans barring unexpected circumstances such as extreme weather and other impairments out of its control.
- An average of 10% of the volunteers per work trip will be new to MLC.

III. Financial

Budget

- 1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**
- 2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2012-2013.**
- 3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2012-2013.**

IV. Experience and Capability

A. 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.

MLC's staff and Board of Directors are experienced professionals who are highly respected in their fields. The Board includes the president of the Kapolei Community Development Corporation, the co-founder/program director of the Cultural Learning Center at Ka'ala, representatives from three large employers/landowners in the region, and the current principal of Kapolei High School, **Elden Esmeralda**, who is the Board Chair. This leadership ensures strong cooperation from KHS and surrounding public schools. (Please see attached Board of Directors.)

MLC's staff is led by Executive and Program Director **Pauline Sato**, who has dedicated the past 25 years to environmental preservation. Ms. Sato has worked for organizations such as The Nature Conservancy, Bishop Museum, and Moanalua Gardens Foundation. Her skill-set has enabled her to assume various positions, from environmental educator and teacher trainer to volunteer coordinator, natural resources program manager, and public awareness coordinator. A strong believer in working with partners to accomplish shared goals, Ms. Sato has also served on several boards and councils, including the Hawai'i Environmental Education Association, North American Association for Environmental Education, Mālama Hawai'i, Mālama Learning Center, Hawai'i Academy of Science, and the State of Hawai'i Environmental Council. Ms. Sato's extensive career in conservation in Hawai'i has helped her build a broad network among natural and cultural resources throughout the State.

In developing its new facility, MLC has assembled a Design Team, Building Committee, and Capital Campaign Cabinet whose members bring a wealth of expertise and community support to the project. Pankow Builders, which has been selected as the General Contractor, has offices in Hawai'i and California and has been developing projects since 1963. The topographic survey, soil testing, and third-party review are being conducted by other highly qualified contractors. (Please see names in Section V. below.)

Further, it is important to note that this project began with an international design competition that resulted in a world-class, award-winning design. The competition was funded by a \$75,000 "New Public Works" grant from the National Endowment for the Arts, which was matched by contributions from local businesses, foundations, and individuals. Applicants in more than 38 countries submitted 230 entries. The winner was Eight, Inc., which has offices in Honolulu, San Francisco, and New York. Among

other local awards, Eight, Inc.'s design won first place at the 2009 World Architecture Festival in Barcelona, Spain, in the Future Education category.

Once the new facility is completed, MLC is well-qualified to carry out the services described in this proposal. The following examples highlight MLC's experience in conducting educational programs that encourage healthy living in a sustainable environment:

- **Hawai'i Green Collar Institute (HGCI):** MLC launched the HGCI in partnership with Leeward Community College's (LCC) Native Hawaiian Student Support Program in October 2010. The first pilot session educated 22 high school and college students about local environmental challenges/resources and encouraged students to pursue careers in conservation and green technology. Since then, three more Institute sessions have been conducted for students as well as teachers, reaching a total of approximately 85 individuals in just over a year. At least two more sessions are committed in 2012. Funding for the HGCI has been provided by a variety of sources, including U.S. Environmental Protection Agency; the Ka Papa O Kakuhihewa Fund at the Hawai'i Community Foundation; Nā Lei Aloha Foundation; and the State Department of Business, Economic Development, and Tourism.
- **Hawai'i Environmental Education Alliance (HEEA):** MLC is working with the State Department of Land and Natural Resources (DLNR) and approximately 20 other organizations to start this Alliance by developing an on-line resource database that will support networking, professionalism, and increased effectiveness in environmental education (EE).
- **Hawai'i Environmental Literacy Plan:** In partnership with HEEA, MLC authored the Hawai'i Environmental Literacy Plan, which will be launched in February, 2012. This document provides a "roadmap" toward improving EE and achieving environmental literacy among Hawaii's students. The development of the Plan required careful coordination with the HODOE and many stakeholders throughout the State. The Plan could make Hawai'i eligible for significant federal dollars to support EE.
- **Monthly Hands-On Workshops:** These half-day, low-cost workshops promote healthy living, sustainability, and the connection between nature and culture (e.g. growing/using Hawaiian medicinal plants). MLC recruits community practitioners to teach the classes. Previous and very popular instructors have included Ka'iulani DeSilva (kapa making) and Bernice Akamine (making natural dyes from traditional Hawaiian plants). MLC has extended the sites for these workshops beyond KHS, to farmers' markets in the West/Leeward O'ahu area. Since July 2009, when these workshops began, MLC has taught 730 participants in hands-on workshops, with nearly 100 people on workshop waiting lists.

- **Community Events:** MLC has participated as a presenter in numerous community events such as Keiki Fest at Wai‘anae Park, Hawaiian Electric Company’s “Live Energy Lite” fairs, Bishop Museum’s Grow Hawaiian Festival, ‘Āina Ho‘ōla Food Sovereignty Conference, and Hawai‘i Green Workforce Conference. In 2011, approximately 2,200 attendees learned from MLC, with nearly 75% of participants being students.
- **School Sustainability Projects:** MLC provided technical and financial support to teachers whose students conducted projects that demonstrated sustainability in today’s context and cultural practices. In 2011, this program involved 7 teachers and more than 240 students from KHS, Wai‘anae High, Nānākuli High and Intermediate, Pearl City High, and Leeward Community College who learned about constructing and operating native plant nurseries and/or aquaponics (aquaculture + hydroponics). Their projects culminated at a hands-on Sustainability Fair at KHS in November, 2011, where students shared their acquired knowledge with their peers and community members.
- **Site Restoration and Beautification Projects:** To make a tangible and important impact in the community, MLC has led and participated in natural resources restoration projects along the Leeward Coast. By working with the City Parks Department, MLC has formally adopted Piliokahe (Tracks) Beach Park and has developed and begun implementing a plan to beautify sections of the park with native Hawaiian coastal plants. To date, more than 100 volunteers from the community, especially schools, have been instrumental in transforming these sections. More site restoration projects have been implemented in the Wai‘anae Mountains with landowner partners and will be continued.
- **Mākeke Kapolei:** As a bold move to blend sustainability, education, and business, MLC partnered with Wai‘anae Coast Comprehensive Health Center and KHS to start a new, weekly farmers’ and green market in Kapolei called Mākeke Kapolei. Vendors include small businesses and students that sell locally grown and made fresh vegetables, baked goods, prepared foods, fresh fish and beef, plants, and products that connect to sustainability messages. Educational demonstrations and booths are also featured. Begun on October 20, 2011, this market has consistently attracted about 40 vendors and 500-900 customers every week and has filled a void in the community.

B. 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. Also describe how the facilities meet ADA requirements, as applicable.

MLC currently has a temporary office at Kapolei High School, where it plans to build its new facility. Construction of the new facility (the focus of this proposal) will take place on a three-acre site on the northwest corner of KHS’s campus and will fulfill ADA

requirements. MLC is in final negotiations with the DOE to lease the site for 50 years at \$1.00/year. MLC will build the facility, and DOE students will enjoy use of the facility with DOE covering utility costs and providing maintenance services.

The new learning center will embody MLC's mission to teach and inspire communities to create healthy living environments. Its green features, which will be tailored to the environmental conditions of West O'ahu, will demonstrate conservation principles and technology in action and will qualify the center for LEED Gold certification. Designated spaces, both interior and exterior, will be customized for cultural presentations, artistic expression, horticulture, and scientific discovery. These purposes will be incorporated into the building's design, which will include the following:

- **Two wet-lab classrooms** with sliding walls that open onto a courtyard will accommodate a variety of activities such as artwork, cooking, and experiments
- **Multi-purpose resource room** equipped with computers, a library, and rotating displays of sustainable building designs, services and products
- **Nursery and shadehouse** for raising native and cultural plants that can be used for restoration and landscaping projects
- **Outdoor meeting areas** for workshops, community gatherings and performances
- **Demonstration gardens** for native, cultural, and edible plants
- **Gathering hall** for performances and large meetings
- **Exhibition area** for photos of restoration projects as well as artwork and cultural/sustainable products made by local artisans
- **Green roof** for insulating the building, absorbing rainwater, lowering surrounding air temperature, and creating a habitat for native species
- **Photovoltaic systems** for renewable energy
- **Other features that will demonstrate sustainable practices in action:** diffused natural daylight and shade, natural cross-ventilation, water conservation features, recycled/sustainable building materials, and native plant landscaping

This new center will be constructed in two Phases. Ground-breaking for Phase I is anticipated during 2013, with construction expected to take 9 months. The cost for Phase I is \$5.0 million, of which \$1.5 million has been raised to date. Phase II is expected to cost an additional \$5.0 million.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

The Building Committee is providing the overall vision and leadership for this project. Assisted by MLC staff members Paula Nagao (Project Coordinator) and Pauline Sato

(Executive and Program Director), the Committee is comprised of the following volunteers:

- Lloyd Haraguchi, MLC Board member, Public Land Development Corporation
- Lori Hoo, MLC Treasurer, Hawaiian Electric Company
- Al Nagasako, MLC Founder, Hawai'i State Teachers Association
- Kathy Inouye, Kobayashi Group

The Building Committee worked with Cooper & Cooper, LLC, as the Pre-Construction Project Managers. MLC Project Coordinator Paula Nagao currently manages project details.

Paula Nagao has over 25 years of executive administration and organizational experience implementing change initiatives within corporate and not-for-profit organizations. Her wide-ranging experiences include: implementing training programs for Liberty Bank; producing marketing materials and events for The Shidler Group; coordinating strategic planning meetings and other projects for The Nature Conservancy; implementing organizational change programs for Hawai'i Community Foundation; supporting community-based economic development efforts through the Hawai'i Alliance for Community-Based Economic Development; and serving as a project coordinator for several cultural and environmental organizations. Ms. Nagao holds a Bachelor's degree in Business Management from the University of Hawai'i and is currently pursuing a Masters degree in Organizational Change from Hawai'i Pacific University.

The Design Team's responsibilities include decisions about layout, security, materials, and fulfilling requirements for the LEED Gold standard. The Team meets regularly with MLC's Board, Building Committee, and Capital Campaign Cabinet to keep everyone apprised of major planning and design milestones. The following professionals make up the Design Team:

- Architect – Eight Inc.
- Civil/Design – Doug Schwarm
- Civil/Construction – Sato & Associates
- Structural – Martin Chock
- Mechanical & Electrical – Lincolne Scott
- Landscape – Umemoto Cassandro Design
- Audio Visual – Theatrix Hawai'i
- Furniture, Fixtures & Equipment – Camp Contract Furnishings

Attorney Robert Takamatsu of Watanabe Ing, LLP, has developed MLC's lease with the HIDOE for the building site at KHS.

The General Contractor selected for the project is Pankow Builders, which has 47 years of experience in the industry. Pankow has been retained as the Design Assist Contractor to provide pre-construction services related to cost estimates, materials selection, and consultation with the Design Team on planning and design issues.

Pre-construction work has been completed by the following contractors:

- Topographic survey – RM Towill
- Additional topographic work – Austin Tsutsumi Associates
- Soil testing – Shinsato Engineering
- Third-party review – Independent Third Party Review

Fundraising is the responsibility of the Capital Campaign Cabinet, which is made up of the MLC Board and other distinguished community members.

B. 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 organizational chart that illustrates the placement of this request.

As illustrated on the bottom half of the attached Organizational Chart, MLC's current organizational structure encompasses the construction of its new facility. Once the facility is completed, MLC will transition into the operational structure shown at the top of the Chart.

VI. Other

A. Litigation

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

There is no outstanding litigation pending.

B. Licensure or Accreditation

Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

Not applicable.

ATTACHMENTS mentioned in narrative:

1. Budget Justification Capital Project Details
2. Budget Request by Source of Funds
3. Organizational chart
4. Renderings of Phase 1
5. Phase 1 Project Schedule
6. 2012 Board of Directors
7. Declaration Statement

BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: MALAMA LEARNING CENTER_____

Period: July 1, 2012 to June 30, 2013

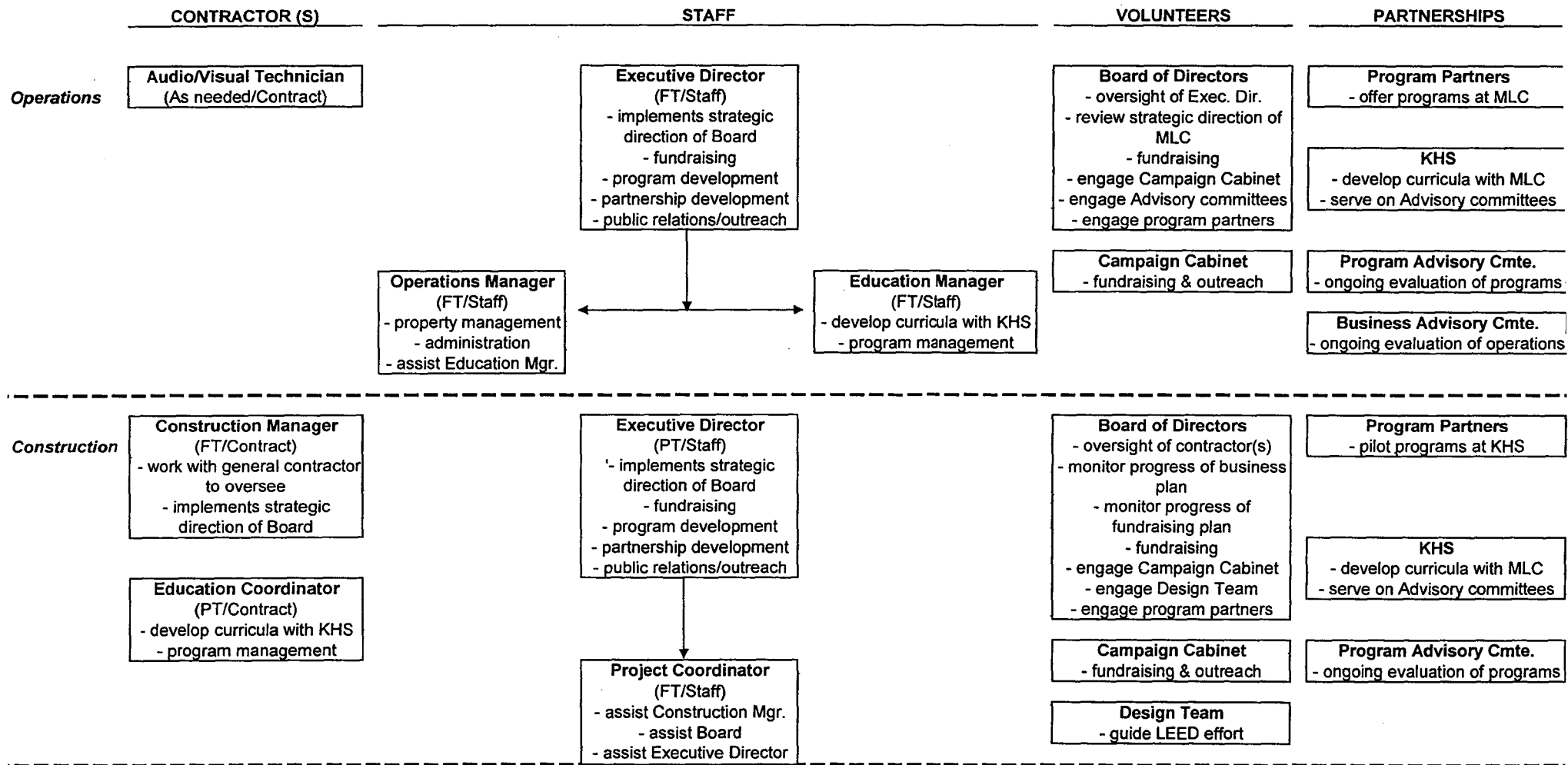
FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
PLANS	500000					
LAND ACQUISITION						
DESIGN	620000					
CONSTRUCTION	300000	115000	800000	2000000	1000000	
EQUIPMENT						
TOTAL:	1420000	115000	800,000	2,000,000	1,000,000	
<p>JUSTIFICATION/COMMENTS: Plans & Design phases completed in Sept. 2010 with privately raised funds. Permitting phase started in 2011, expected completion in 2012. General Contractor has been secured. Private fundraising for Construction phase has secured \$1,000,000, with \$1,000,000 in proposals pending and another \$1,000,000 in proposals to be submitted in 2012. Pre-application package also submitted for access to \$3,200,000 in USDA Rural Development Community Facility Loans.</p>						

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2012 to June 30, 2013)

Applicant: MALAMA LEARNING CENTER

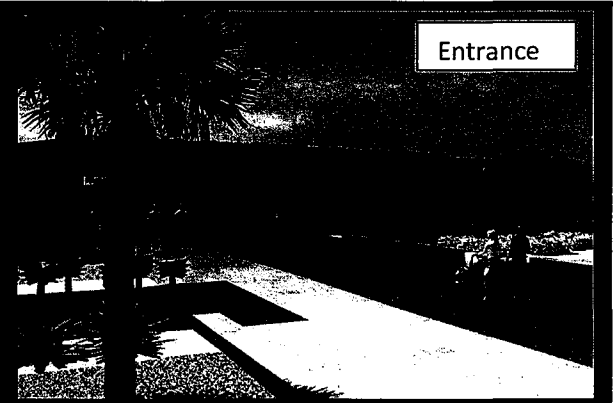
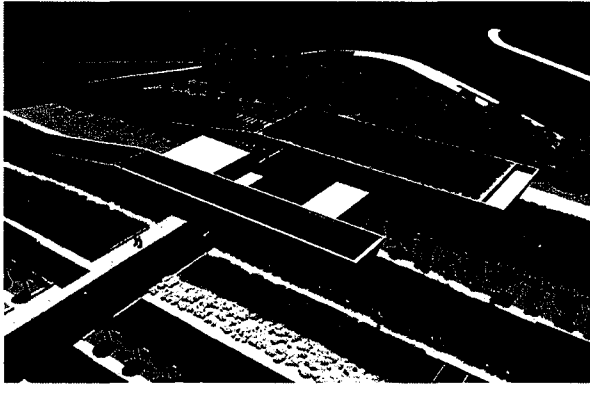
BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	0	0	0	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	0	0	0	
C. EQUIPMENT PURCHASES	0	0	0	
D. MOTOR VEHICLE PURCHASES	0	0	0	
E. CAPITAL	800,000			
TOTAL (A+B+C+D+E)	800,000	3,200,000	1,000,000	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	800,000	Paula Nagao Name (Please type or print)		
(b) Privately Raised	3,200,000	808-351-9465 Phone		
(c) Other Government	1,000,000	[Redacted Signature] Signature of Authorized Official		
(d)		1/30/12 Date		
TOTAL BUDGET	5,000,000	Pauline Sato, Executive & Program Director Name and Title (Please type or print)		

MALAMA LEARNING CENTER
Organizational Chart
January 2012

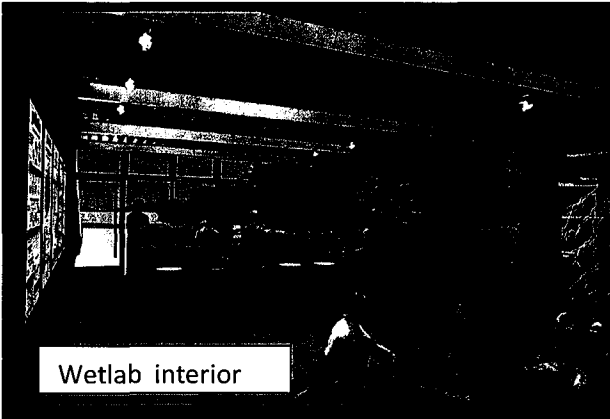


Mālama Learning Center

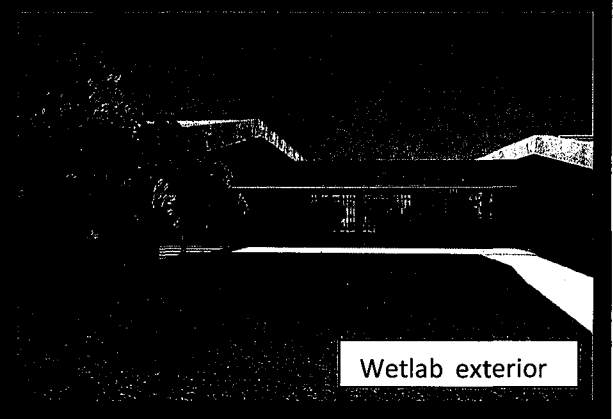
Kapolei, O'ahu



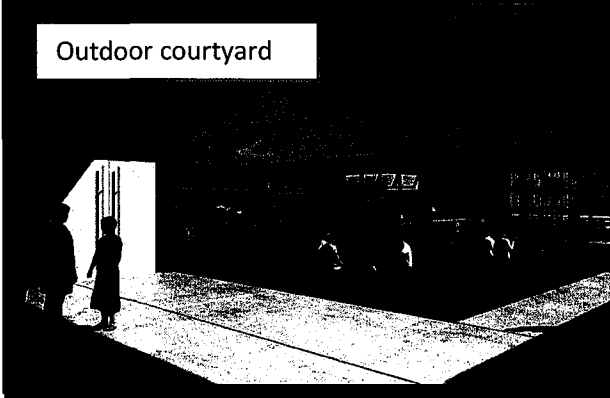
Entrance



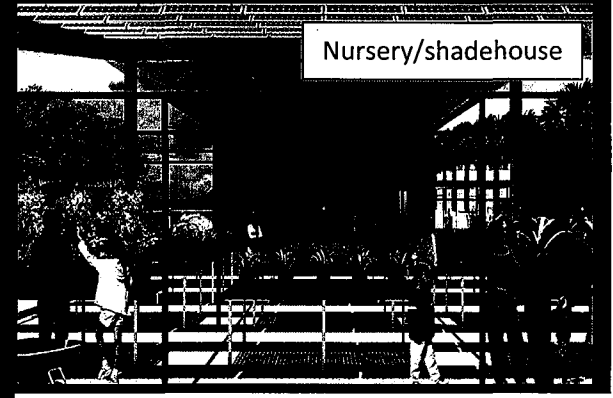
Wetlab interior



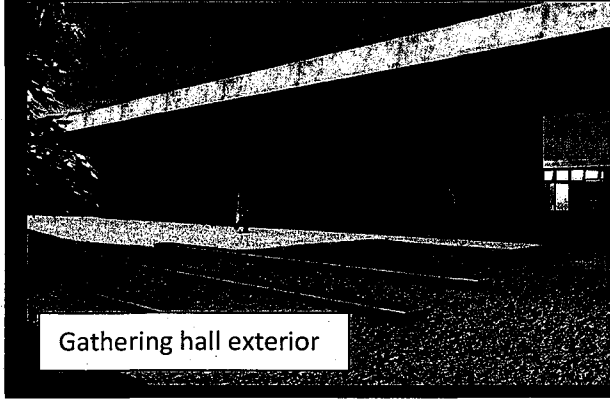
Wetlab exterior



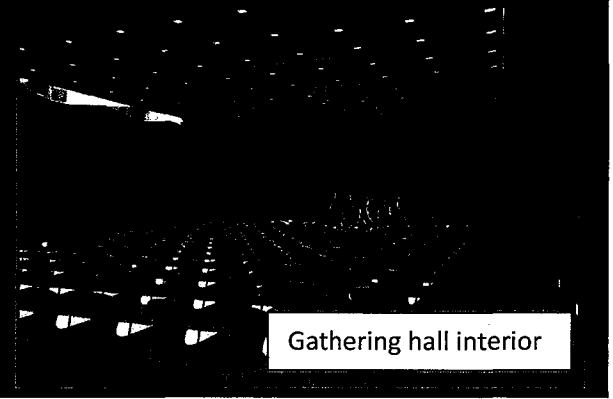
Outdoor courtyard



Nursery/shadehouse



Gathering hall exterior



Gathering hall interior

MALAMA LEARNING CENTER
Project Schedule
January 27, 2012

Activity Name	Start Date	Finish Date	Duration (Work Weeks)	2009				2010				2011				2012				2013			
				First Quarter	Second Quarter	Third Quarter	Fourth Quarter	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	First Quarter	Second Quarter	Third Quarter	Fourth Quarter	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
1 DESIGN	3/16/09	10/11/13	238.80	[Gantt bar spanning from 3/16/09 to 10/11/13]																			
2 PRECONCEPT ...	3/16/09	8/28/09	24.00	[Gantt bar spanning from 3/16/09 to 8/28/09]																			
14 PROGRAMMING...	7/1/09	8/5/09	5.00	[Gantt bar spanning from 7/1/09 to 8/5/09]																			
19 SCHEMATIC DESIGN DESIGN...	8/29/09	10/19/09	16.00	[Gantt bar spanning from 8/29/09 to 10/19/09]																			
26 SCHEMATIC DESIGN ESTIMATE...	10/19/09	11/20/09	5.00	[Gantt bar spanning from 10/19/09 to 11/20/09]																			
31 DESIGN DEVELOPMENT...	10/26/09	5/14/10	29.00	[Gantt bar spanning from 10/26/09 to 5/14/10]																			
43 CONSTRUCTION DOCUMENTS...	5/3/10	6/18/10	6.80	[Gantt bar spanning from 5/3/10 to 6/18/10]																			
49 BIDDING / NEGOTIATION...	1/3/11	2/11/11	6.00	[Gantt bar spanning from 1/3/11 to 2/11/11]																			
51 BUILDING PERMIT PROCESS...	4/9/10	6/29/12	116.20	[Gantt bar spanning from 4/9/10 to 6/29/12]																			
57 CONSTRUCTION - PHASE I				[Gantt bar spanning from 4/9/10 to 6/29/12]																			
58 CONSTRUCTION ADMINISTRATION...	1/7/13	10/7/13	39.20	[Gantt bar spanning from 1/7/13 to 10/7/13]																			
67 GRAND OPENING	10/11/13	10/11/13	0.00	[Gantt bar spanning from 10/11/13 to 10/11/13]																			
			T: 247.20																				

Mālama Learning Center 2012 Board of Directors

President

Elden Esmeralda

Principal

Kapolei High School

(Term 2007 – 2013)

Vice President

Shirley Swinney

President

Kapolei Community Development Corporation

(Term 2007 – 2013)

Secretary

Georgette Stevens

Community Volunteer

(Term 2005 – 2014)

Treasurer

Lori Hoo

Director, Community Relations

Hawaiian Electric Company

(Term 2006 – 2012)

Eric Enos

Executive Director

Cultural Learning Center at Ka`ala

(Term 2006 – 2012)

Lloyd Haraguchi

Asset Manager

James Campbell Company LLC

(Term 2006 – 2012)

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawai'i Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy 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 or subsidy 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.

Mālama Learning Center

(Typed Name of Individual or Organization)



(Signature)

1/30/12

(Date)

Pauline M. Sato

(Typed Name)

Executive & Program Director

(Title)