

House District 2nd
Senate District 5,6,7

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

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):

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
HUI MALAMA LEARNING CENTER
Dbas:

Street Address: 375 MAHALANI ST.

Mailing Address: 375 MAHALANI ST, WAILUKU, HI 96793

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DEANNA KRAMER

Title FINANCE MANAGER

Phone # 808-244-5911

Fax # 808-242-0762

e-mail : deannahmrc@gmail.com

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

EFFECTIVE WORKFORCE DEVELOPMENT TRANSITION PROGRAM FOR AT-RISK YOUTH.

4. FEDERAL TAX ID #

5. STATE TAX ID #

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 250,000.00

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 \$ 192,323

FEDERAL \$ 67,500

COUNTY \$ 274,606

PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]

AUTHORIZED SIGNATURE

V. PUALANI ENOS, EXECUTIVE DIRECTOR

NAME & TITLE

1/28/2015

DATE SIGNED



RECEIVED

1/29/2015

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

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. Please include the following:

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

Hui Malama Learning Center (hereinafter Hui Malama) is requesting funding in the amount of \$250,000 to provide holistic educational programs for Maui's at-risk youth. Since 1973, Hui Malama has provided educational services to more than 26,000 Maui County residents, more than half of them at-risk youth (ages 11-24). In 2009, Hui Malama conducted a community assessment and determined that in order to fill a critical gap of services in Maui County, Hui Malama would focus its resources on youth and their families. Hui Malama serves students and families from all backgrounds in Maui County. About 70% of the students have learning, emotional, cognitive, social or physical issues that have not been identified or properly addressed by other educational providers. About 50% of our students have been displaced from their biological home due to abuse and neglect, health and mental health issues, violence, criminal behavior and/or homelessness. Only about 5% of our students come from stable two-parent households. All of our students have school experiences that lack structure, guidance and support associated with high academic expectations and performance. Due to their alienation in other educational and group settings they have not acquired any of the life or social skills that ensure success in school or work. All of our students have a history of chronic absenteeism which is attributed to feeling unsafe at school, degrading interactions with teachers, behavioral issues, and/or lack of fundamental numeracy and literacy skills.

Hui Malama provides a rigorous, full-time school to Middle School and High School students from August-May and part-time academic, life skills, career development and workforce preparedness programs in June and July.

Hui Malama's Vision is that all Maui youth have access to effective and meaningful learning experiences that prepare them to positively contribute to Maui's social, economic, cultural, and environmental condition.

Hui Malama's Mission is to inspire, nurture, and empower students to pursue careers that bolster our islands' economy, increase self-reliance, and provide for future generations. Emphasizing project-based learning and youth engagement strategies that develop the whole person, Hui Malama cultivates students' unique talents, intelligences and character. Through a social-

entrepreneurial approach and leveraging resources through partnerships, Hui Malama demonstrates a Non-Profit Social Impact Model that is organizationally sound, fiscally responsible, and sustainable.

HMLC employs 10 salaried employees and 2 hourly employees. To accomplish our ambitious vision, Hui Malama employs a team model including coordinating operations and program staff to ensure accountability and quality assurance. Hui Malama's board of directors, management and administration and staff are committed to ensuring that our programs and operations are driven by and consistent with our Organizational Values: *Capacity to Learn and Contribute, Responsibility and Accountability, Valuing Individuality and Difference, Respect for self and others, Community Service and Commitment to our Environment.* Staff are trained, supported and supervised to exemplify, at all times, behavior that is consistent with our community values. Hui Malama leverages expertise and resources through developing new and expanding existing working partnerships with experts throughout Hawaii.

2. The goals and objectives related to the request;

Hui Malama's Middle and High School operates from 8am-3pm Monday through Thursday, and Job/College exploration/preparation activities on Fridays. All students participate in additional activities during non-school hours and on weekends. GED, Workforce/Career Development and Tutoring are offered daily for 1-2 hour class periods with additional activities offered after school and on weekends.

Hui Malama provides informational counseling, assessments, and referral services to 200 students and their families. Hui Malama will provide assessments, advice, parent resources, and registration and enroll 125 youth, specifically, 40 in GED, and 35 in High School, 15 in Middle School, 50 in Tutoring and 80 in workforce preparation/career development activities. 10 Students who are suspended or unable to attend DOE due to health, mental illness or social circumstances will receive additional services to complete DOE homework in order to receive credit for classes missed during the semester.

By the end of FY16, 80 youth will successfully complete our rigorous academic and co-curricular programs, 32 students will successfully pass GED tests or remain in program, 20 will complete the High School Program, and 10 will complete the Middle School, 45 will complete tutoring program and 30 will complete Workforce Development Program.

The 10 Outcomes for these 80 Youth include:

1. 100% will have increased their attendance to school and related activities.
2. 100% will have improved academic skills. 100% will have exhibited improved behavior and positive participation.
3. 100% will have increased completion of class and homework assignments.
4. 100% will return to DOE or private school, pass the GED or remain in Hui Malama having progressed to the next grade level. 100% will have increased work readiness skills.
5. 100% will have participated in unpaid or paid internships.
6. 90% of graduates will be employed or in a workforce program.

7. 40% will be enrolled in part-time college.
8. 100% will have increased physical activity.
9. 100% will have increased knowledge and participation in healthy, whole foods eating.
10. 90% will have healthier relationships with peers, family and adults in the community.

Each year, Hui Malama assesses the needs presented by students and the community during the academic year to provide summer activities not offered by other programs. All Hui Malama programs offer students with diverse learning experiences where students can build a growth mindset, “the belief that your basic qualities are things you can cultivate through your own efforts regardless of circumstance.” This includes the passion for stretching one’s self, and sticking to it, even when something is not going well. Regardless if initial talent, aptitude, interest or temperament – everyone can change and grow through application and experience. (Dweck, Mindset p.7) By achieving improvement through devotion of time, effort and training/support from others, students build attributes and values that enable them to achieve their definition of success in all aspects of their life -- school, work, family and community. Hui Malama utilizes integrated and project-based curriculum that emphasizes not only core academics but also life skills, character development, art, physical activity, health and wellness, and workforce preparedness.

Hui Malama is the only organization that is continually identifying and developing new ways to support high needs students to make the most out of other community resources and opportunities. FY16 funding at the requested level will allow Hui Malama to continue building the relationships initiated through FY15 funding with six industries that are primary economic drivers in Maui: Construction, Tourism, Hospitality, Social Service, Caregivers and Technology. Hui Malama provides students with extensive preparation and ongoing intensive support and mentoring to ensure that these high needs students successfully transition to and graduate from other post-secondary educational, workforce, certification, and apprentice programs that have significant resources but have had difficulty attracting and retaining high needs students. This will create a more robust and reliable entry level workforce, as well as, groom future managers for local businesses on Maui. GIA funding will enable Hui Malama to collect the data and build the relationships needed to use this funding to leverage long-term funding commitments from the private sector, social investors and federal sources.

3. The public purpose and need to be served;

Since 1973, Hui Malama has provided educational services to more than 26,000 Maui County residents, more than half of them at-risk youth (ages 11-24). In 2009, Hui Malama conducted a community assessment and determined that in order to fill a critical gap of services in Maui County, Hui Malama would focus its resources on youth and their families. As educational professionals, Hui Malama has four decades of experience in designed programming that responds to the critical gaps that exist in the educational offerings on Maui. A few years ago, Hui Malama conducted an extensive community assessment of Maui residents and found that Maui families are looking for educational options that not only educate their children, but develop the “whole person”. Concerns identified included the lack of attention to building

students' life skills, character, and employment skills. Meaningful experiences through hands-on learning activities set in the community were deemed as important but missing in available educational offerings. Lack of physical activity, healthy eating habits, positive social activities and high risk behaviors related to bullying, violence, drug use and unsafe sexual behaviors were also identified as high concerns.

Hui Malama's experience and observations identified these same concerns, especially with regards to high needs students. Hui Malama continues to address the needs articulated by our community by enhancing and integrating our programs to educate our students in a way that addresses the whole person. Hui Malama is transitioning from functioning as a safety net that ensures survival, to providing a bridge to ensure that each student is thriving, establishing a sense of purpose, and ultimately contributing to the betterment of our community. Hui Malama has identified, implemented and continued to analyze innovative teaching initiatives to provide essential but otherwise lacking education services to Maui County youth as they transition to young adults. Meetings and collaborations with community organizations, public officials, family court/drug court, youth corrections and local high schools and middle schools have revealed the significant need for reaching students who do not attend school and who have a history of behavioral problems.

Hui Malama has a record of success in these youth by providing intensive services during and after school hours – through group and one-on-one activities that are impossible to duplicate in the larger educational system due to the time and character of such intensive services. Critical components to our approach and design are working extensively with caregivers, informal supports, community-based resources, mental health professionals, social service providers and government agencies to provide effective, seamless, wrap around services.

Due to the complexity of personal, social and community issues presented by high needs students who exhibit these severe behavioral issues and academic deficits, Hui Malama continues to work diligently to develop methods that best serve the life-long development of these students. Hui Malama has demonstrated that our most high needs students, previously invisible, ignored or rejected from other educational systems, are just as or even more capable than high achievers at other schools. Hui Malama has demonstrated that these students can be nurtured, inspired and empowered to be capable students, contributing community members and outstanding employees.

Funding from GIA will enable Hui Malama to continue the work of identifying patterns presented by students with high needs, carefully assessing, quantifying and analyzing innovative execution of science-based teaching methodology and sharing program designs that effectively lever adversity, diversity and hidden potential in students who are current ignored, overlooked or excluded. This funding will provide the data and experience necessary for Hui Malama to secure more long-term funding that is essential to continue this critical work.

4. Describe the target population to be served; and

Hui Malama serves students and families from all backgrounds in Maui County. About 70% of the students have learning, emotional, cognitive, social or physical issues that have not been identified or properly addressed in other school settings. About 50% of Hui Malama's students have been displaced from their biological home due to abuse and neglect, health and mental health issues, addiction, violence, criminal behavior and/or homelessness. Only about 5% of students come from stable two-parent households. All students have school experiences that lack structure, guidance and supports associated with high academic expectations and performance. Due to their alienation in other educational and group settings they have not acquired any of the life or social skills that ensure success in school or work. All students enter Hui Malama with a history of chronic absenteeism which is attributed to feeling unsafe at school, degrading interactions with teachers, behavioral issues, and/or lack of fundamental numeracy and literacy skills.

Public school drop-out rates on Maui continue to hover at nearly 25%. There are many more students who do not attend school regularly or who achieve such low performance that they are not able to graduate with their class. Once students fall behind in course work due to poor attendance or fall behind grade level in any core subject, barriers to graduation build. Maui is seeing more and more student absenteeism beginning in the 5th and 6th grade. While the Maui School for Adults is an alternative option for students who have dropped out of traditional systems, youth under the age of 16 or those testing below the 10th grade, are ineligible to attend. Hui Malama is the only organization in Maui County that will accept these highest of the highest need students.

It is critical that we are able to continue to serve these at-risk youth who, for various reasons, are no longer in school and who face many serious life challenges which include poor educational outcomes, poverty, homelessness, substance abuse, criminal behavior, physical and sexual abuse, mental illness, and physical or educational disabilities. Without the support that Hui Malama provides, these high needs youth are far more likely to be experience chronic unemployment, underemployment, and/or low-paying jobs, which impact the quality of overall family and community life. For example, national statistics indicate that students without a high school diploma or GED ultimately earn 42% less than their peers with degrees over the course of their working careers. The OHA Criminal Justice Data Report Native Hawaiians reports that Native Hawaiians are disproportionately represented in the criminal justice system and recognize the prevention programs for children are significantly underfunded and are critical to breaking the this intergenerational cycle. In addition, studies show that in Hawai'i, two primary indicators linked to incarceration are substance abuse and/or poor educational outcomes. With inmates costing the State as much as \$60,000 per year, it is extremely cost-effective to ensure Maui's at-risk youth are equipped with opportunities to educational preparation, credentials, and post-secondary support to ensure they are capable of contributing positively and productively to the economic, social, cultural and environmental health of our community. Moreover, when these youth earn diplomas and secure employment, they contribute to Maui's local economy. For these reasons, support for Hui Malama's educational and work readiness programs is essential.

The number of students enrolled in Maui public schools is approximately 178,000; of those 20% will not graduate with their class. Truancy in Maui middle schools and high schools is chronic

and most schools no longer have alternative learning centers for students who struggle behaviorally. The Department of Education spent \$12,024 per public school student in 2013. The cost of educating our students in Middle School, High School and GED averages about \$9,000 per student. Hui Malama is the only Maui County organization that has successfully served at-risk students whose needs are not addressed at public schools by providing a significantly less expense for taxpayers than the other all too likely alternatives for school drop-outs and behavior problems (Residential Substance Abuse-\$47,450 per year; Detention Facility [Family Court]-\$54,750 per year; and Hawaii Youth Correctional Facility-\$72,885 per year).

Hui Malama's core competencies are leveraged through partnerships and shared skills and knowledge among staff. We have also leveraged state funding and contracts with larger nonprofit agencies to deliver services to underserved, vulnerable populations which also offer training, professional development opportunities, program supplies, materials, software and hardware, and other educational resources. These programs provide an important post-secondary (education and employment) value-added components to the academic work accomplished by teacher and student in the classroom.

5. Describe the geographic coverage.

Hui Malama serves 11-24 years old and their families living in Central, East, Upcountry, West and South Maui. More than one-third of our students and their families come from central Maui. Hui Malama serves clients from upper and lower public Housing in what is known as Happy Valley in Wailuku. Students also live in the Hawaiian Homesteads in Central and Upcountry Maui. Almost half of our students live in subsidized housing. Hui Malama also serves students from Molokai, Hawaii Island and Oahu through it service contract with the Salvation Army Kanehoalani Safe Home for Boys.

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. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Hui Malama's core curriculum is aligned with educational core standards and is aimed at developing the "Whole" person through innovatively executing youth development, education and business research and strategies to lever the diversity and potential of our high needs students to the benefit of our people, organizations and community.

Hui Malama's Core Curriculum Includes:

- Language Arts
- Mathematics
- Science, Technology, Art and Engineering

- Whole Foods Nutrition/Garden/Culinary Arts:
- Hawaiian Studies: Includes oli, mele, language, protocols and history.
- Compassion and Character Development
- Life Skills and community service learning and education
- Physical Fitness
- Workforce 101 and Work Placements
- Japanese and Chess Clubs

Hui Malama assists youth to increase their proficiency in reading, math, writing and oral presentation skills so they may successfully obtain their high school diploma with DOE, obtain their GED, secure and maintain part- or full-time employment, and enroll in post-secondary education, training, apprentice or certificate programs that will assist them in short- and long-term career and personal goals.

Hui Malama's Holistic Design includes six outcome areas:

1. To build students foundation of attribute, values, knowledge, and skill across core academic subjects. Program execution is designed to do whatever it takes to increase student attendance, positive participation and improved academic performance over time.
2. To deliver a variety of innovative character building, life skills and interpersonal development programs that increase protective factors and reduce risk factors utilizing research-based methodology including school connectedness, youth engagement and experiential learning models. Students will demonstrate increased participation in applied learning community-based activities, social skills, and ability to contribute and work positively in group projects/activities.
3. To provide HMLC's Middle School, High School and GED students with workforce preparedness, career development, and diverse employer mentor and community service learning activities throughout the year. Students will leave Hui Malama with a foundation of attributes, values, knowledge and skills that assist them to be competitive in entry-level positions in any industry.
4. To provide intensive, comprehensive support services to parents and caregivers, including coordinating and leading a team service model with varying community services, resources and activities. To work with and participate in family support service, probation, court and other systems based meetings and activities. Students will be able to access and benefit from services more fully.
5. To provide a comprehensive health, nutrition and physical fitness program which ensures that each student eats a balanced, nutritious breakfast and lunch that incorporates foods proven to enhance academic performance, learning and cognitive development, and improve behavior in the classroom and during standardized testing. Using a family model, students will develop life skills related to planning, preparing, serving, safe food handling, and food storage/waste reduction and learn the benefits of buying locally produced food in language arts, social studies, science, math, and co-curricular classes. Students will have increased ability to apply this knowledge in other contexts, teach others and will exhibit more positive attitude, improved behaviors in class and out.
6. Hui Malama provides short-term services through rolling enrollment to students who have been suspended from public high schools in order to assist them to complete

necessary coursework, identify root causes for behavioral challenges at school, including remedial needs in math and English. Through working closely with family members to identify community supports students will build positive attitude, increased skills, and motivation to re-integrate successfully and graduate from their home school.

Hui Malama frames its processes and programs around the three elements. The process begins by discerning an individual's unique situation, needs, and strengths. It provides its students with hope and motivation by framing their situation as a point in a marathon or triathlon as opposed to a sprint. It fulfills hope and motivation by connecting the ecosystem (e.g. through jobs). It lastly sustains success by engaging all stakeholders in dynamic learning, continual improvement and innovation.

Hui Malama's platform is the commitment to help people and organizations lever diversity and potential by building the foundational elements of potential. Three decades of scientific research that is highly recognized by social science, education, public health, economics and business sectors identified the following as *foundational elements of Potential*:

- Grit (Duckworth, 2013 MacArthur Fellow)
- Courage, humility & gratitude (Brown, The gifts of Imperfection 2010)
- Compassion (Huffington, Thrive 2014),
- Self-awareness of how one learns (Dweck, Mindset 2008),
- Motivation (Oettingen, Rethinking Positive Thinking 2014),
- Overall wellness and balance
- Turning perceived disadvantages into strength, wisdom and accomplishment (Gladwell, David and Goliath 2013), and;
- Finding meaning and purpose in contributing to a greater good.

Hui Malama recognizes that there are different learners, and that challenges to learning in academic, social and behavioral contexts are most often effectively addressed by lifestyle choices at home and improved, individually tailored teaching in different learning environments (Healy, Different Learners 2010) Learning goes beyond knowledge and skills acquisition, testing and products and grows over a continuum over a lifetime. Students experience how to act upon and use knowledge and skills for a larger purpose. Hui Malama helps students to build habits and practices to behave intelligently when confronted with problems, the answers to which are not immediately known. Students learn to recognize and build on their strengths while managing limitations (Rath, Strengthfinder 2.0 2007.) Students tap into their different intelligences to create and contribute to the greater rather than accepting defeat and turning to destructive behaviors. All activities, assessments and outcomes are aimed to ensure student develop and employ habits of the mind (Costa and Kallick), Higher Skills (Shim and Horikami), and Mindfulness (Le & Shim.)

Hui Malama establishes challenges for students so they may develop learning, being and doing in a real life context. Students from traditional programs are often able to re-produce or regurgitate knowledge during the course period in the protected confines of the classroom but are subsequently unable to apply the knowledge to a real life setting to build meaningful, lasting learning experiences. Hui Malama dynamically develops and fosters connections at

every level of the ecosystem – students, learning experiences, service providers and industries. For Hui Malama’s targeted students who have been isolated and alienated, these connections serve as a lifeline and exemplify health habits, work ethic and discipline that has never been witnessed by these students.

Hui Malama programs seeks to “close the gap” by ensuring that all students participate in part-time/entry level jobs not only for the experiential learning but as a transition platform that allows students the ability and means to pursue the next step in their journey, whether it be part time college, promotions or other job opportunities. These experiences also provide students with the understanding that each business is in itself a sustainable ecosystem that is part of a larger community ecosystem through learning about organizations, innovation, collaboration, leadership development, measurement systems, and sustainable designs.

Scope of Services Activities Time Line

ACTIVITY	July	Aug	Sept, Oct, Nov, Dec	Jan, Feb, March	April/May	June
Program Staff will provide academic and behavioral assessments, counseling, & advice, registration, and enrollment to high needs Youth from DOE middle and high schools, private schools and home school settings.	X	X	X	X	X	X
Teaching and Program staff will provide integrated academic, work preparedness, life skills and character-building classes and activities during school days and support and supervise applied learning and service activities during non-school hours.		X	X	X	X	
Teaching and program staff will conduct comprehensive 6-week assessments for all students to identify specific learning strengths and reading, math gaps in learning, behavior, and classroom skills needs/deficits. Subsequently, two weeks will be spent finalizing the student’s Individual Learning Plan (ILP) with the student, caregiver and other community supports to include necessary support services and community activities.		X	X	X	X	X
Behavioral Specialist and Principal, with support from teachers and program staff, will provide intensive caregiver support services and guidance to facilitate meaningful, consistent support to student in academic, work, and life skills building activities and effective and consistent utilization of support and community resources.	X	X	X	X	X	X
Program staff, with support from teachers, will have regular and frequent communications with all support, specialized learning/behavioral services, and community-based services to discuss student progress, concerns, and challenges to align and adapt plans and services as needed.	X	X	X	X	X	X
Program Staff and Teachers will track Student attendance, preparedness, positive participation, behavioral issues, class and homework completion, academic progress and life and work skills development across all subjects and measure against ILP goals on a weekly basis.	X	X	X	X	X	X
Teacher and Program staff will assess student participation, work completion and progress in	X	X	X	X	X	X

reading and math in weekly & monthly basis utilizing a combination of computer based analytics, standardized testing and teacher assessments based on math applications to real life situations.						
Teacher and Program staff meetings will be held weekly to discuss student attendance, preparedness, participation, performance and progress and assess effectiveness of execution of	X	X	X	X	X	X
Program Staff will recruit and provide Registration, Instruction, Placement, Support and Evaluation for Employer Mentor Program on a daily basis for all students	X	X	X	X	X	X
<i>Major Activities:</i>	Recruit Mentors Schedule Mentoring Activities	Open house	Ho'ike Open House Mentor Luncheon	Civic Duty Open house	Ag Fest Commencement	Place and support summer interns
Registrar and Principal, with support from teaching and program staff, will work closely with DOE counselors and registrars to facilitate successful transition students back to DOE or work with other alternative educational services to support students obtaining their GED, and successfully enrolling in residential work/training programs, part- and full-time employment and enrollment in part-time post-secondary education.	X	X	X	X	X	X
All-agency programs evaluation and reporting. Program Staff and Administration will use data for monthly meetings to discuss improvements and enhancements needed to achieve optimum outcomes with all students.	X	X	X	X	X	X

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

PROGRAM OUTCOMES (Goals)	PROGRAM OUTPUTS (Activities to Achieve Outcomes) for FY 2016
<p>By the end of each quarter (October 2015, January, April and June 2016) Of the high needs students who participated in Hui Malama activities:</p> <p>100% will have increased their attendance to school and related activities.</p> <p>100% will have improved academic skills.</p> <p>100% will have exhibited improved behavior and positive participation.</p> <p>100% will have increased completion of class and homework assignments.</p> <p>100% will return to DOE or private school, pass the GED or remain in Hui Malama having progressed to the next grade level.</p> <p>100% will have increased work readiness skills.</p> <p>100% will have participated in unpaid or paid</p>	<ol style="list-style-type: none"> 1. By June 2016, Hui Malama will provide information, assessments and referrals to 200 students and their families. 2. Hui Malama will provide assessments, parent resources, register and enroll 125 students in our programs: 40 GED students, 35 High School students, 15 Middle School students, 50 Tutoring students, and 80 students in Career Development. 3. In October, November and June, at the end of each quarter, Hui Malama will record, tabulate and report the number of students we have registered/serviced. 4. By May 2016, 80 students will have completed their respective programs; 32 youth will receive their GED, 20 High School youth, 10 Middle School, 45 Tutoring students and 30 workforce development. Students will have completed their program or progressed to the next grade level or successfully re-integrate to their home school. 5. By June 2016, Hui Malama will collaborate with 20 agencies to strengthen student community connections. 6. By June 2016, Hui Malama will collaborate with 30 mentors to develop career development activities. 7. Each quarter ending we will record, tabulate and report the number of parents/guardians/caregivers who have participated in their students' activities

<p>internships. 90% of graduates will be employed or in a workforce program. 40% will be enrolled in part-time college.</p> <p>100% high needs students will have increased physical activity.</p> <p>100% will have increased knowledge and participation in healthy, whole foods eating.</p> <p>90% of Students will have healthier relationships with peers, family and adults in the community.</p>	<p>or utilized training resources. At the end of the year, 45 parent/guardian/caregivers will have participated with their students.</p>
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3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results;

The executive director regularly participates in professional development activities, trainings, and reviews scientific research, academic publications, nationally recognized professional periodicals and web-based professional and academic lectures to ensure that Hui Malama has the most current science-based information to inform its methods. Efficacy is analyzed through review of monthly, quarterly and annual observations program execution, student performance and products, standardized testing, and other forms of qualitative and quantitative data pertaining to students, teachers and community partners. The executive director, with support and input from the finance manager, operations manager, and lead teacher, ensures that all aspects of program execution is consistent with the practice of higher skills, Hui Malama’s organizational values and in furtherance of individually identified student learning and growth goals of each student. This team works with individual teachers and program staff to ensure they have the resources, guidance, support and feedback needed to continually improve the outcomes of students. Teachers are encouraged to continually stretch their own capacities through ongoing learning and trainings. All program staff is included in all data collection and analysis of outcomes in order to ascertain efficacy and efficiency of programming. Findings are shared quarterly and annually with the board of directors, parents, funding agencies, partners and mentors. The executive director also has the benefit of volunteer mentoring from experienced professionals, academics and community members to allow for objective perspectives are included when analyzing methods, outcomes and necessary changes. The executive director also participates in Maui and statewide working groups that have members from all industries who lend critical business, organizational, and financial expertise to improve the results for Hui Malama students.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

In order to accomplish Output and Outcomes Measurement and Evaluation we will: track and record student attendance, number of students who participate in class, and show progress in our GED, High School, Middle School, Tutoring and Work Force Development Programs. We will record, tabulate and report student progress in several specific areas of programming; record, student’s progress on Individual Learning Plan on a monthly basis; track academic progress and performance on all tutoring assignments; evaluate project-based learning products; review and evaluate staff observations related to students oral presentation and class participation; and evaluate performance and involvement at different worksites and community serving learning activities. Outcomes will include successful completion of GED, High School, Middle School, Tutoring and increased knowledge and skills, participation in community service activities, consistent participation in physical fitness, health and wellness activities, character development, cultural, life skills and career development activities, and student’s successful completion of Individual Learning Plans. We will track the number of job shadowing, internships, and hours of work performed for our Work Force Development Program. The Executive Director with input from key staff will work with the Finance Manager to analyze progress, suggest changes to processes and program improvements on a monthly, quarterly and annual basis.

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 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
62,500	62,500	62,500	62,500	250,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016.

For fiscal year 2016 we are requesting funding from the County of Maui \$274,606, Hawaii Youth Services Network \$67,500, Office of Youth Services \$66,000, and Office of Hawaiian Affairs \$250,000.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable.

5. The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.

For the current fiscal year 7/1/2014-6/30/2015 we have been awarded the following:

County of Maui \$274,606

Office of Youth Services \$66,000

Hawaii Youth Services Network \$67,500

State of Hawaii Grant-In-Aid awarded \$125,000, reduced \$106,323

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

\$332,962

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.

Hui Malama has earned its reputation for excellent service delivery from Federal, State, County, and private funders as well as program auditors who have noted our commitment and ability to provide an integrated continuum of services that is measured by clearly defined outcomes. Hui Malama has over 12 years of experience in delivering teen pregnancy, violence and substance abuse prevention classes and related activities to youth ages 10-18 through service contracts with OYS and BESSD. During that time we have successfully met anticipated milestones and outcomes, and most importantly have learned significant lessons from working with a diverse population of vulnerable youth from central, upcountry and south Maui. We have been trained in a number of culturally-based, values driven curricula that is research-based and integrates best practices.

Hui Malama has over forty years' experience educating and working with at-risk youth. The primary personnel who will be responsible for administering this program are the Executive Director, who also performs the function of Programs Director), and the Finance Manager. The Executive Director, Pualani Enos, is an attorney who has over 13 years' experience as a teacher and also has experience in managing large educational and service programs for families and at-risk youth. She holds leadership positions in Statewide Networks focused on the continuous improvement of educational, social service and work force development programs for youth. In addition, Ms. Enos was a member of the Maui County Energy Alliance, who has expressed their full support of our teaching initiatives which will continue to integrate the theme of sustainability throughout our curriculum. In 2013, Ms. Enos successfully graduated from the Ka Ipu Kukui

Fellows program in 2013 and is currently the Vice-Chair of the Steering Committee. Through this community she has been able to expand Hui Malama's connection to businesses and business leaders in Maui County. Earlier this year, she was invited to participate in the first cohort of the Higher Skills Leadership Academy with Pono Shim and Mel Horikami to continue building her skills to incorporate the Aloha Spirit paradigm throughout programs and operations.

Deanna Kramer, the Finance Manager, has over 20 years of accounting experience, including work in the private sector, education, non-profit, and grants management. She also has several years of experience overseeing facilities management and residential landscaping projects.

All teachers and tutors must meet minimum Hui Malama teaching requirements, including graduation from an accredited four year college, training and/or experience in teaching in appropriate subject areas, and a commitment to innovative teaching and assessment methods that meet the diverse learning and developmental needs of our students. Teaching staff have and continue to develop their ability to establish and maintain rapport with youths of varied backgrounds and needs; to assess youth educational skills and needs; and to plan, implement and evaluate individualized learning plans (ILP) and progress. Annual background checks are conducted on all staff and volunteers, and TB tests are required.

Volunteers are utilized to assist program development & delivery, program assessment and improvement, fund development, public relations, and business strategic planning. Volunteer Employer Mentors act as speakers, and assist students in exploring local job opportunities, offer job shadowing and internship opportunities. These volunteers have impeccable credentials and reputation within the community and statewide for their high character, expertise and contribution to their industry.

Hui Malama has worked over the past two years, through alternative education, prevention and community-based educational pilot programs, to develop innovative teaching initiatives that address emerging community needs that uniquely position Hui Malama as a leader in providing essential but otherwise lacking education services to the youth and young adults of Maui. To prepare our staff for this task, we have participated in several trainings and professional training projects to implement youth engagement learning opportunities. Research published by Youth Service America concluded that youth who have the fewest individual resources live in neighborhoods with the fewest common resources. Youth in these areas often lack adequate supports and opportunities to live, work and play. Findings showed that people struggling with issues like drugs, violence, poor education and lack of jobs, want to be engaged as change makers in their community. The report also suggested change happens fastest when youth are afforded the tools, training and trust to apply their creativity and energy to effect meaningful change in their own lives and the future of their community. There are no other programs that currently exist that fully integrate cultural teachings and practices that address mind, body and well-being in a holistic way into environmental and economic sustainability. Research in the area of school connected also shows that youth connected to an adult who they trust and can talk exhibit increased protective factors and reduced risk factors. This need for increased connection and sense of belonging is also reinforced by our experience with students as they are yearning for individualized attention from an adult whom they respect. While financial and product related

incentives are often associated with honors or recognition, what we have realized in our work with students is that they seek to have personal connections and time shared with an adult who cares for them. Simple in-person activities such as sharing or preparing a meal together, working on a common activity, or traveling together to an event are the types of activities that are lacking and most wanted by high needs youth. Youth are often directed or delegated task, which they may avoid, but it is rare that deliberate activities dedicated to adult-youth interaction are offered due to the busyness of modern day life.

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.

Hui Malama Learning Center is located in Wailuku, Maui, Hawaii. The facility is a 2 story building with approximate 3000 square footage; containing 3 classrooms, a multi-purpose conference room, front office, staff offices, kitchen, ADA lift, 2 restrooms along with ADA ramps in front and rear of the building. There is 2000 square feet of usable landscape surrounding the building where the school/community garden is located. Through partnership with Lokahi Pacific, Hui Malama utilizes 500 square feet of shaded outdoor space where a small lele, native garden and rock contemplation area has been built. This space is used for Morning Oli, guest lecturers, cultural demonstrations and student time outs.

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.

Pualani Enos, Executive Director, will lead and oversee all aspects of program design, planning, execution, assessment, data analysis and reporting. Due to the comprehensive scope of this grant, all teachers, program and administrative staff will be working on this project (Job Descriptions and Resumes are provided). Due the high volume of partners, volunteers, and mentors who support implementation, the Registrar and Operations Manager will coordinate scheduling and tracking services delivered by volunteers and mentors in conjunction with teaching staff. Pualani was previously a clinical law professor where she developed and directed several interdisciplinary litigation, teaching and research programs. Working with Board Members & staff to build school connectedness to increase protective factors and reduce risk factors and thus build resiliency. Hui Malama has engaged consultants Community Wealth Ventures and Youth Forum to execute science based methods. As a leader in statewide and county provider networks, Pualani has access to experienced providers across the state. Professional development activities also enable her to incorporate learning and research to ensure high quality service delivery. She is a 2013 Ka Ipu Kukui Fellow Program and is currently participating in Pono Shim's Higher Skills Academy and being mentored by Mel Horikami, Optimum Business Solutions, LLC. Pualani combines community resources and expertise to ensure optimal and effective coordination of resources, thereby ensuring students' attendance, increased participation and ultimately improved performance at school. Hui Malama has over forty years' experience educating and working with at-risk youth. Continually working with and training staff to develop innovative teaching initiatives that address emerging community needs and will uniquely position HMLC as a leader in providing missing education services to the youth and young adults of Maui Nui, such as careers in the emerging green economy. In addition, Ms. Enos is a member of the Maui County Energy Alliance, who has expressed their full support of our teaching initiatives which will integrate the theme of sustainability throughout our curriculum.

Deanna Kramer, the Finance Manager, has over 20 years of accounting experience, including work in the private sector, education and non-profit, grants management, and facilities management.

All teachers and tutors must meet minimum Hui Malama teaching requirements, including graduation from an accredited four year college, training and/or experience in teaching in appropriate subject areas, and a commitment to innovative teaching and assessment methods that meet the diverse learning and developmental needs of our students. Teaching staff have and continue to develop their ability to establish and maintain rapport with youths of varied backgrounds and needs; to assess youth educational skills and needs; and to plan, implement and evaluate individualized learning plans (ILP) and progress. Annual background checks are conducted on all staff and volunteers, and TB tests are required.

Volunteers are used, as appropriate, to assist as classroom aides, tutors, and office support. Volunteer Employer Mentors to act as speakers, assist students in exploring local job opportunities, offer job shadowing and internship opportunities to our high school students. We have recruited retired small business owners with strong ties to Maui to assist us in continuing to strengthen and develop this program.

The Aloha Spirit standard is the foundation for all programming, operations and development. Through shared wisdom, diligence, care and rigorous assessment of what best serves their students, their families and their community, staff and board practice the following values:

- To seek and acquire knowledge/be prepared to contribute: 'Apo mana'o a ho'ike aku
- To carry one's responsibility: 'Auamo Kuleana
- To behave with grace, kindness and modesty: Akahai /Ha'aha'a
- Respect for self and others: Ho'ihi aku, ho'ihi mai
- Commitment to their Environment: Malama Ke Kaiaulu / Aloha 'aina
- Working in harmony with others, recognizing and honoring difference: Lokahi
- Acting with pleasantness: Olu'olu

Two years of rigorous screening, assessment, training and team development, resulted in gathering a diverse group of talented and committed teachers who are willing to work as a team, coordinate and cooperate to integrate curriculum, and significantly expand the career development program through excursions, the meal program, garden, and participation in community service learning and community-based educational events. Curriculum development and implementation will be led by Pualani Enos and Tamara Tanaka, and guided by Hui Malama's board member, Derek Snyder, a Language Arts Professor at UHMC.

Volunteer Advisors include Mel Horikami, Optimum Business Solutions LLC, Pono Shim, Enterprise Honolulu, Leiohu Ryder, master intermediate social science teacher, and entertainer, Joy Gaston, Master Science and Math teacher, Teacher of the Year, have and will continue to support curriculum development. Support from DOE training and MEDB trainings provide teacher training and curricula support that is aligned with state and federal core standards.

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 organization chart that illustrates the placement of this request.

Attached.

C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Executive Director, V. Pualani Enos \$70,000

Finance Manager, Deanna Kramer \$48,000
Tammy Tanaka, Lead Teacher \$44,000

VI. Other

A. Litigation

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

Not Applicable.

B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Not applicable.

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

Attached.

D. Private Educational Institutions

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

Yes. Hui Malama is a Not-for-profit private nonsectarian secondary school contained in Article X, Section 1 (1) of the Hawaii State Constitution. Although we are not yet pursued formal accreditation, we have effectively served students who have been referred to us from public and private schools for over 40 years.

E. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2015-16 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2015-16, but

- (2) Not received by the applicant thereafter.

Hui Malama staff and board continue to follow our sustainability 5-year plan to diversify without increasing tuition for our target student population and increasing our ability to provide financial assistance to families in need. We will continue to implement, assess and develop our new programming through leveraging funding from GIA funds. As a result of Hui Malama's capability to execute on its integrated approach, the organization prides itself on being able to optimize its resources and results. However, the expanded service has created an upward financial pressure due to the severity of those cases. For this reason, we continue to build relationships with organizations, funders and local businesses that recognize and seek to invest in building the foundation for once high need students to be competitive and positive contributors to our local economy. As a part of our 5-year plan, we have already initiated and received positive feedback from businesses and venture capitalists that support our vision & mission and have voiced their willingness to garner financial and in-kind support from other businesses and private investors. With FY16 funding at the requested amount, Hui Malama will be able to demonstrate to local businesses how annual contributions to Hui Malama will serve to bolster the current entry-level workforce and over the next 10 years build the type of managers and leaders that will increase the productivity and profits of their business.

We are currently incorporating social media tools in an effort to create brand awareness, entice new customers, increase awareness in our community, and utilize as a lead tool to intercept potential financial prospects. In addition, the Executive Director and Finance Manager, with support from the board, continually identify new grant opportunities and attend fund development and fundraising strategy trainings throughout the year.

F. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

Attached.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2015 to June 30, 2016)

App HUI MALAMA LEARNING CENTER

BUDGET CATEGORIES	Total State Funds Requested (a)	County (b)	OYS (c)	HYSN (d)	OHA (e)
A. PERSONNEL COST					
1. Salaries	151,000	162,472	35,450	39,350	151,000
2. Payroll Taxes & Assessments	15,000	20,068	3,500	4,580	15,000
3. Fringe Benefits	14,000	17,383	3,500	4,000	14,000
TOTAL PERSONNEL COST	180,000	199,923	42,450	47,930	180,000
B. OTHER CURRENT EXPENSES					
1. Airfare, Inter-Island	1,000			900	1,000
2. Insurance	3,000	2,500		1,000	3,000
3. Lease/Rental of Equipment		1,500		600	
4. Lease/Rental of Space		1,500	1,000		
5. Staff Training	5,000	500			5,000
6. Supplies	10,000	20,000	2,500	1,000	5,000
7. Telecommunication	3,000	3,500	1,600	500	3,000
8. Utilities	3,000	4,000	3,000	2,500	1,000
9 Contract Services	5,000	5,000	1,200	3,000	5,000
10 Program Activities	10,000	11,000	13,050	7,750	10,000
11 Repair & Maintenance	5,000	4,500	1,100	1,000	1,000
12 Student Stipends/Tuition Assistance	25,000	15,000			20,000
13 Mileage		500			500
14 Misc expense: postage, printing, fees		4,683	100	820	15,000
15 Vehicle Fuel		500		500	500
16					
17					
18					
19					
20					
TOTAL OTHER CURRENT EXPENSES	70,000	74,683	23,550	19,570	70,000
C. EQUIPMENT PURCHASES					
D. MOTOR VEHICLE PURCHASES					
E. CAPITAL					
TOTAL (A+B+C+D+E)	250,000	274,606	66,000	67,500	250,000
SOURCES OF FUNDING			Budget Prepared By:		
(a) Total State Funds Requested	250,000		Deanna Kramer		
(b) County	274,606		Name (Please type or print)		Phone
(c) OYS	66,000		[Redacted Signature]		808-244-5911
(d) HYSN	67,500		Signature of Authorized Official		Date
(d) OHA	250,000		V. Pualani Enos, Executive Director		1/28/2015
TOTAL BUDGET	908,106		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: HUI MALAMA LEARNING CENTER

Period: July 1, 2015 to June 30, 2016

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
EXECUTIVE DIRECTOR	1	\$70,000.00	40.00%	\$ 28,000.00
FINANCE MANAGER	1	\$50,000.00	40.00%	\$ 20,270.00
OPERATIONS MANAGER	1	\$40,000.00	40.00%	\$ 16,270.00
NUTRITION SPECIALIST	1	\$30,000.00	33.00%	\$ 9,900.00
BEHAVIOR SPECIALIST/REGISTRAR	1	\$34,000.00	33.00%	\$ 11,220.00
PROGRAM ASSISTANT	1	\$30,000.00	33.00%	\$ 9,900.00
LEAD TEACHER	1	\$46,000.00	33.00%	\$ 15,180.00
STEM TEACHER	1	\$42,000.00	33.00%	\$ 13,860.00
SOCIAL STUDIES TEACHER	1	\$35,000.00	33.00%	\$ 11,550.00
CAREER DEVELOPMENT TEACHER	1	\$45,000.00	33.00%	\$ 14,850.00
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				151,000.00

JUSTIFICATION/COMMENTS:

Requesting 40% of salaries for Administrative Staff, as these salaries are underfunded, and most grants will not cover administrative salaries. All other staff listed requesting 33% are for direct program services.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hui Malama Learning Center

Period: July 1, 2015 to June 30, 2016

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: NOT APPLICABLE				

BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: Hui Malama Learning Center

Period: July 1, 2015 to June 30, 2016

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: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: <p style="text-align: center; font-size: 1.2em;">NOT APPLICABLE</p>						

GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: Hui Malama Learning Center

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1.	Holistic Educational Services	7/1/2014-6/30/2015	County of Maui	County of Maui	\$274,606
2.	Youth Life Skills Development	7/1/2014-6/30/2015	Office of Youth Services	State of Hawaii	\$66,000
3.	Teen Pregnancy Prevention	9/1/2014-8/31/2015	Hawaii Youth Services Network	US Dept of Health	\$67,500
4.	Workforce Development	7/1/2014-6/30/2015	Dept of Education/GIA	State of Hawaii	\$106,323
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	\$514,429

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy 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 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.

- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy 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, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants or subsidies 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.

Hui Malama Learning Center

(Typed Name of Individual or Organization)

(Signature)
V. Pualani Enos

1/28/2015

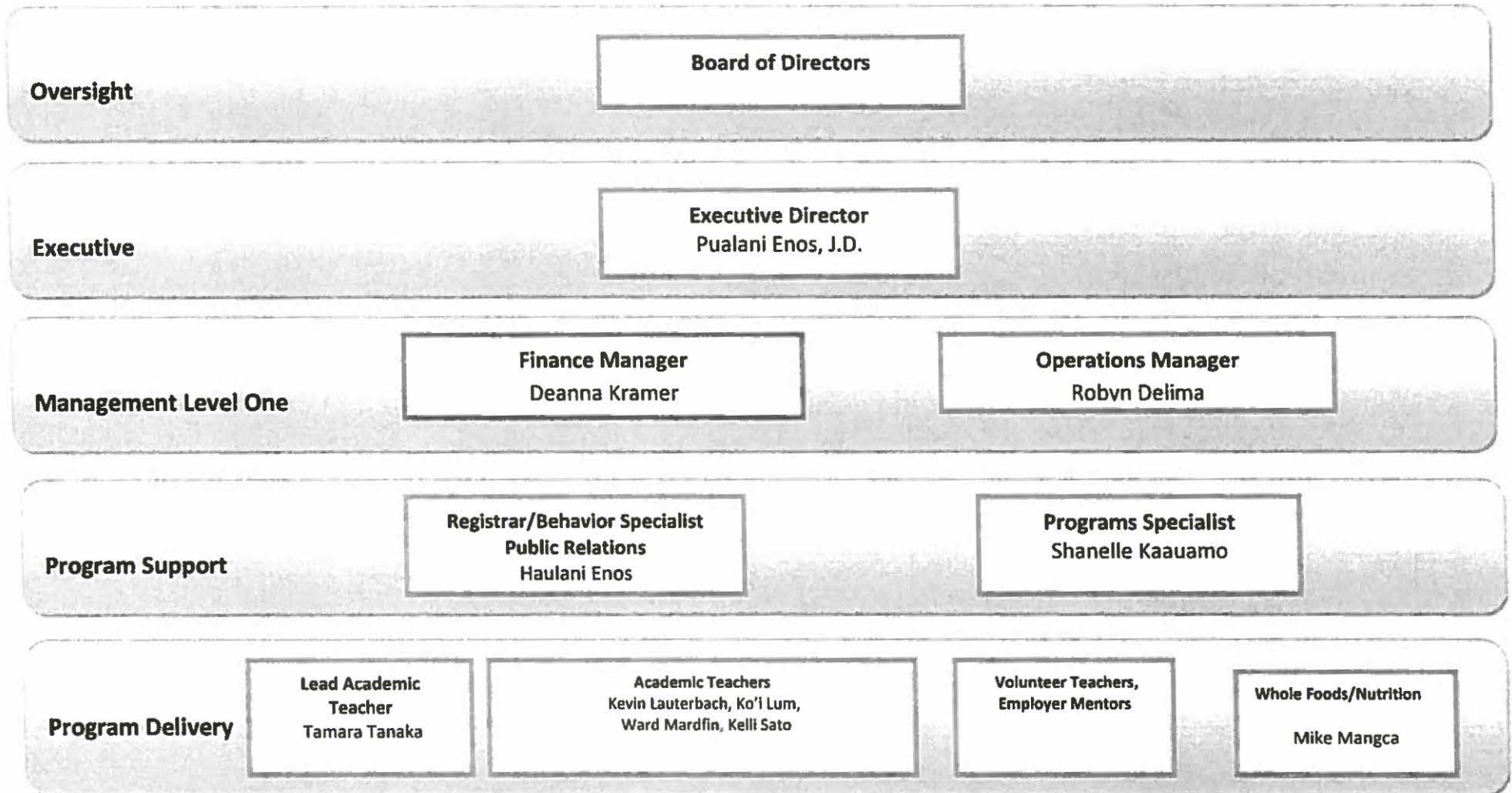
(Date)
Executive Director

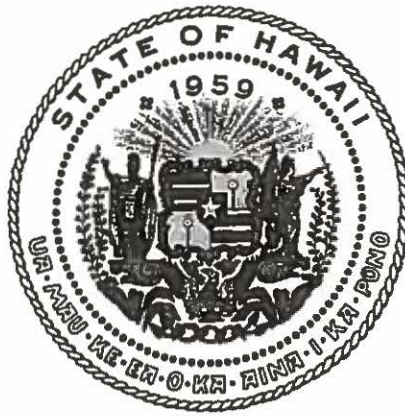
(Typed Name)

(Title)



**Hui Malama Learning Center
Organizational Chart 2014-2015**





Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

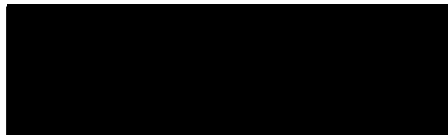
I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

HUI MALAMA LEARNING CENTER

was incorporated under the laws of Hawaii on 06/15/1973 ; 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 27, 2015



Interim Director of Commerce and Consumer Affairs





Hui Malama Learning Center

Position Description

Position Title:	Executive Director	Human Resource Use	
Department:	Administration	Job Code:	FT_Temp:Exempt
Location:	HMLC	Salary Grade:	\$70,000
Reports to:	Board of Directors	Start Date:	5/1/2006

Position Summary:

Under the direction of the Board of Directors, responsible for the overall administration of the agency's programs, staff and facilities at Hui Malama. Major responsibilities include Personnel Management, Fund Development, Fiscal Administration, Program Administration, Curriculum Development, Public Relations, and Board of Director Relations Functions. Assist staff members as needed and perform other duties as assigned by the Board of Directors, necessary for the operation of the agency.

Essential Position Responsibilities

Order	Essential Responsibilities	% of Time
1	Personnel Management Functions; include hiring staff, supervise and evaluate staff performance, implement Board approved personnel policies, foster open, honest and cooperative staff relationships, build unity and commitment to the mission and vision of Hui Malama.	15
2	Fund Development Functions; attend meetings, represent the agency's grant/fund application, research fund sources, communication and coordination with various staff, Board members, and community members to plan and implement fund raising activities or special events.	15
3	Fiscal Administration Functions; coordinate and assist with implementation of the agency's operating and other budgets, ensure proper accounting and recording of all agency receipts and expenditures, monitor the agency's fiscal status on an ongoing basis per Board approved plans and policies. Ensure proper and timely submittal of required fiscal and or program reports to funding sources, ensure proper and timely submittal of all federal and state income tax reports, and all other required reports.	15
4	Program Administration and Curriculum Development; Ensure agency's goal and objectives are achieved, coordinate ongoing program services and activities, develop and coordinate program services and materials.	15
5	Takes part in: <ul style="list-style-type: none"> A. Professional development opportunities that focus on promising practices necessary to acquire additional skills sets to better facilitate the duties. B. Attend staff, curriculum, Board or other departmental meeting as necessary. 	10

Equipment/Machinery: Position may require the use of the following equipment		
Various office machines	Rarely	Often
Photocopier		X
Computer, printer		X
Printer, scanner		X
Software		X
Work Location		
	Rarely	Constantly
Indoors		X
Outdoors	X	
Travel	Rarely	At times
Inter-island		X
Out of State	X	

V. PUALANI ENOS
2731 Aina Lani Drive
Pukalani, HI 96768

Work: 808.244.5911 Cell: 808.268.9184 e-mail: pualanienos@gmail.com

EMPLOYMENT HISTORY:

- 2006 - Present **Executive Director, Hui Malama Learning Center.** Responsible for oversight of all operations and programs including hiring and supervising 8 teachers, 3 program staff, and administrative staff. Also, Acting Program Director, responsible for day-to-day management of all educational and support services. Performs research and development and oversees and assists in developing programs and curriculum in all subject areas. Teaching areas include career development, language arts, science, nutrition, financial literacy, violence, pregnancy & substance abuse prevention, and Literacy through Parenting, at Maui County Correctional Center.
- 2006 - 2011 **Faculty, American Bar Association, Domestic Violence Section.** Provided training workshops for Judges and Attorneys at National Continuing Legal Education Conferences by present findings from interdisciplinary advocacy projects, train on culturally competent legal representation, and effectively use medical documentation in family violence cases.
Lecturer, Women Studies, University of Hawaii Outreach College Maui. Taught semester long upper-level college classes in the areas of criminal justice and women's studies.
- 2005 - 2006 **Project Director, Hale 'Ohana at the Neighborhood Place of Wailuku.** Developed, implemented and operated a family resource center to increase access to educational, social and health services to families living in low-income housing developments. Responsible for recruiting service providers and scheduling programs to operate from 8 am- 9 pm on weekdays and weekends. Supervised one staff, and performed data collection, analysis and grant reporting and grant writing to support the organization.
- 2002 - 2005 **Research Faculty, University of Hawai'i, Manoa, School of Social Work.** Responsible for working with service providers from various sectors to implement all aspects of a three-year evaluation funded by the National Institute of Justice evaluating the effectiveness of a culturally-based batterer's intervention program and victim's support services for Native Hawaiians in

selection, training and operations of multidisciplinary education, advocacy and research project located at in the Emergency Department of Boston Medical Center, Massachusetts's leading trauma center.

PROFESSIONAL AFFILIATIONS:

- 2013 - Present Steering Committee Member, Ka Ipu Kukui Fellows Program
- 2010 – Present Board of Directors, Vice-President, Hawaii Youth Services Network
 Nutrition & Physical Activity Coalition of Maui County
 Member, Hawaii School Gardens Network
 Member, Education and Workforce Working Group, Maui Energy Alliance
 Member, Maui Non-Profit Directors Association
- 2007 – 2011 Steering Committee, Member, Hawaii Youth Matters
 Member, Maui Non-Profit Directors Association
 Member, Maui's Hawaii Partnership to Prevent Underage Drinking
- 2005 – 2006 Board of Directors, Neighborhood Place of Wailuku, Wailuku, Hawai'i.
- 2003 – 2006 Board of Directors, Maui Youth and Family Services, Maui, Hawai'i
- 2004 - 2005 Board of Directors, Women Helping Women, Wailuku, Hawai'i
- 2001 – 2003 Working Group Member of the Massachusetts Statewide Health Care Awareness, Response, Resources and Education on Domestic Violence Project
 Advisory Board Member, Family Violence Prevention Fund National Health Care Standards Campaign
 Member, National Network on Behalf of Battered Immigrant Women
 Member, Domestic Violence Asian and Pacific Islander Institute
 Member, Clinical Legal Education Association, AALS
- 1998 – 2002 Dorchester Community Roundtable Advisory Board Member and Working Partner, Chair of Cultural Competency Capacity Building Subcommittee
 Board of Directors, Network for Battered Lesbians, Bisexual and Transgender people
 Working Member, Same Sex Domestic Violence Coalition
 Member, Boston Bar Association, Guardian Ad Litem Subcommittee
 Member, Legal Advisory Board, Aid to Incarcerated Mothers
- 1999 – 2000 Board of Directors, Massachusetts Women's Bar Association
 Co-Chair, Domestic Violence Council of Massachusetts
- 1997 – 1999 Massachusetts's Health Care Providers Group
 Dorchester Community Roundtable Teen Dating Violence Subcommittee
 Multi-Cultural Aids Coalition Conference on HIV/AIDS and Domestic Violence in Communities of Color, *Advisory Board*

COMMUNITY/CIVIC INVOLVEMENT:

- 2013 Member, The Rotary Club of Wailuku
- 2011-Present Member, Na Leo Kako'o
- 2004-Present Member, Halau Na Hanona Kulike o Piilani, Na Kumu Sissy-Lake Farm & Kapono'ai Molitau
- 2004-Present Member, Lae Ula O Kai Canoe Club
- 2002-2004 Member, Hawaiian Canoe Club

PROFESSIONAL DEVELOPMENT

- 2013 Ka Ipu Kukui Fellow, A Decisions Maui and Focus Maui Nui Initiative
- 2007-2009 Youth Matters Initiative, Hawaii Community Foundation

Position Summary:

Under the direction of the Executive Director, maintain, monitor and enforce the financial recordkeeping policies and procedures at Hui Malama, ensuring compliance with appropriate GAAP standards and regulatory requirements. Responsible for preparing annual budget, monthly financial statements, general journal entries, bank reconciliations, payroll processing, preparation and submittal of monthly, quarterly and annual taxes. Supervises the collection and maintenance of program fees, other cash receipts, and bank deposits. Supervises accounts payables and receivables. Prepare all financial records for annual audit. Monitor and maintain insurance for the agency. Assist with grant proposals/applications/budgets and grants management reporting. Assist Executive Director with human resources and personnel actions. Monitor inventory control practices. Assist in facility management. Assist staff members and Executive Director in planning special events or fundraising events.

Essential Position Responsibilities

Order	Essential Responsibilities	% of Time
1	Under the direction of the Executive Director, monitor and process daily financial operations, of accounts payable and receivables, recording of program fees, and other cash receipts, and bank deposits. Prepare monthly financial statements, bank reconciliations, and general journal entries. Collect, interpret, analyze and provide monthly financial statements to the Board of Directors.	20
2	Under the direction of the Executive Director, process payroll bi-monthly, prepare and submit monthly, quarterly and annual taxes for the agency. Complies with all federal and state requirements. Prepare and distribute W2 and 1099 forms	15
3	Under the direction of the Executive Director, preparation of all financial records for the annual audit and assist in preparation of 990 Federal tax return, serve as liaison with auditor and agency.	10
4	Under the direction of the Executive Director, assist with grant proposals, applications and preparation of budgets, manage grant budget expenses, and ensure compliance in generating monthly, quarterly, semi-annual, annual and final grant budget reports to various funding agencies.	15
5	Assist the Executive Director with preparation of personnel actions including new hire process, evaluations, terminations, position descriptions, medical and dental benefits, workers compensation, TDI, reference checks, background checks and other personnel file maintenance.	10
6	Takes part in: D. Professional development opportunities that focus on promising practices necessary to acquire additional skills sets to better facilitate the duties. E. Under the direction of the E.D., attend staff, curriculum, Board or other departmental meeting as necessary.	10
7	Under the direction of the Executive Director, monitor and maintain all insurance for the agency.	5
8	Under the direction of the Executive Director, monitor and maintain fixed asset inventory.	5
9	Under the direction of the Executive Director, assist in facility management.	5
10	Participate in Hui Malama functions and activities. Performs other duties as assigned or requested	5

Deanna Kramer
462 Kaiola Pl
Kihei, HI 96753
879-6486

Professional Experience:

Hui Malama Learning Center Feb 2013 – present
Finance Manager

- Responsible for all fiscal operations; accounts payable, accounts receivable, payroll, budget, general ledger, human resources, and grants management.

Lokahi Pacific August 2006 – Feb 2013
Accountant

- Responsible for all fiscal operations; accounts payable, accounts receivable, payroll, budget, general ledger, inventory control, and grants management.

Accounting Assistant/HR Manager

- Assistant to controller; perform daily operations, accounts receivable, accounts payable, general ledger, budget, spreadsheets, payroll, and human resources.

Ivey, Fosbinder, Fosbinder, LLC February 2009-July 2010
Finance Manager

- Responsible for all fiscal operations.

Mercer Island School District August 1992 – June 2006.
Business Specialist

- Provide daily assistance to Payroll Manager; input employee data, process timesheets for payroll, and employee benefit assistance.
- Implemented and maintain energy monitoring program.
- Provide daily assistance to Business Manager; prepare spreadsheets, bank deposits, accounts receivables, accounts payables, process purchase orders, budget projects, and month end.

ARA Leisure Services May 1991 – August 1992
Accounting Clerk

- Provide assistance to Office Manager; balance money room, accounts payables, accounts receivable, update daily inventory, and payroll

Quality Food Centers September 1975 – May 1991
Bookkeeper 1987-1991

- Process weekly payroll, count store receipts, make deposits, accounts receivable, and prepare daily cash reports.

Cashier/Stock Clerk 1975-1987

Education:

Associate Arts Degree with an Accounting Certificate, 2005
Shoreline Community College, Shoreline WA

References:

Available upon request.

Position Requirements		
Education		Related Work Experience
Less than High School	Specific Field Type (list):	six months
High School	Curriculum and Instruction	Over 1 year less than 2
Vocational Certification	Educational Psychology	Over 2 less than 3
Associates Degree		Over 3 less than 4
X Bachelors Degree		X More than 5 years
Masters Degree		
Doctorate (M.D, Ph.D, J.D.)		
Required Skills (List minimum characteristics required to perform this job		
<ul style="list-style-type: none"> • Knowledge of current theories and practices in K-12 curriculum instructional methodology (across all disciplinary areas, child development and staff development • Excellent working knowledge of educational assessment (to include qualitative and quantitative research methods) ability to analyze, interpret and present data to a wide range of audiences including administrators, teachers and general staff. • Initiative and ability to function independently to facilitate professional and curriculum development • Ability to work collaboratively and effectively in a team environment; prioritize projects and lead working groups; plan and coordinate multiple assignments. • Well developed intra- and inter- personal and conflict resolution skills to work effectively with staff, teachers, and administrators. • Excellent critical thinking, problem solving and communication skills to actively listen, analyze, synthesize, find creative solutions, and share ideas both in oral and written form. • Experience in utilizing experiential learning models, including place-based project learning. • Experience in addressing various learning styled a developing student-centered curriculum • Differentiation 		
Preferred Qualifications		
<ul style="list-style-type: none"> • Five years of teaching experience • Experience working with local students • Experience working with adult learners • Knowledge of and sensitivity to Hawaiian culture and values. 		
Equipment/Machinery: Position may require the use of the following equipment		
Various office machines	Rarely	Often
Photocopier		X
Computer		X
Printer, global scan		X
Software		X
Work Location		
	Rarely	Constantly
Indoors		X
Outdoors		X
Travel	Rarely	At times
Inter-island	X	

Tamara Napualani Shiota Tanaka

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Work History

HUI MALAMA LEARNING CENTER, Wailuku, Hawaii

August 2011 – Present

- Collaborate with employer mentors to coordinate STEM and Sustainable Ag excursions
- Provide support for teachers in lesson planning and integrated curriculum development
- Design level-appropriate curriculum, lesson plans and tests for language arts classes
- Plan daily schedule and calendar for school

- Assisted in preparing students for the English proficiency EIKEN Test
- Wrote articles in both Japanese and English for the town's newsletter
- Fostered grass roots internationalization by actively participating in community events

PACIFIC UNIVERSITY, Forest Grove, Oregon

October 1999 – May 2003

Pacific University is "a community of highly motivated, intellectual students, faculty and staff committed to an intimate, personalized education. Defining your worldview and opening yourself to new ideas is what [Pacific] is all about."

Learning Support Services Aide

January 2003 – May 2003

- Assisted students with physical and learning disabilities
- Input text from books into special computer programs that enabled blind students to do their reading homework assignments
- Acted as a scribe for students who were unable to write

Phonathon Caller

1999, 2000, 2001 Seasonal

- Communicated with a diverse population over the telephone
- Updated personal information, talked about upcoming events and raised funds
- Expressed gratitude to alumni, parents and friends for their contributions to the university

COUNTY OF MAUI SUMMER P.A.L.S. PROGRAM, Waihe'e, Hawai'i

2000, 2001, 2002 Sessions

The Summer P.A.L.S. program is a day summer camp that provides children with a safe environment in which they can participate in non-competitive sports and cultural activities.

Leader I and II

- Provided a safe and nurturing environment for children at both the school site and on fieldtrips
- Taught science, Hawaiian culture and simple cooking lessons

Volunteer Experience

**KING JOE BASKETBALL CLUB and
KANSAI BALLERS CLUB, Osaka, Japan**
Videographer

October 2008 – April 2011

Matta Senior High School and Dance Studio LuLu, Osaka, Japan **February 2006 – March 2007**
Dance Instructor

Hikimi Town Noirehigashi Wives Club, Shimane, Japan
Hawaiian Culture and Dance Instructor

August 2003 – August 2005

Additional Skills and Qualifications

- Excellent communication skills in English and Japanese (Japanese-Language Proficiency Test, Level 2)
- Skilled with Microsoft Word, Excel, PowerPoint, Outlook and Movie Maker
- Advanced Internet skills
- Extensive professional training in relationship building, international understanding and leadership

Hobbies and Interests

• Fishing • Music • Dance • Photography • Videography • Painting (Japanese sumi-e)

Education

PACIFIC UNIVERSITY, Forest Grove, Oregon, Bachelor of Arts in English and Japanese, 2003
KANSAI GAIDAI UNIVERSITY, Osaka, Japan, Asian Studies Program Participant, 2001 – 2002
KAMEHAMEHA SCHOOLS, Honolulu, Hawai'i, Academic Honors Diploma, 1999

References

References gladly furnished upon request

Less than High School	Specific Field Type (list):	six months
High School	Mathematics	Over 1 year less than 2
Vocational		Over 2 less than 3
Certification		X Over 3 less than 4
Associates Degree		More than 5 years
X Bachelors Degree		
Masters Degree		
Doctorate (M.D, Ph.D, J.D.)		
Required Skills (List minimum characteristics required to perform this job		
<ul style="list-style-type: none"> • Knowledge of current theories and practices in K-12 curriculum instructional methodology (across all disciplinary area, child development and staff development) • Excellent working knowledge of educational assessment (to include qualitative and quantitative research methods) ability to analyze, interpret and present data to a wide range of audiences including administrators, teachers and general staff. • Initiating and ability to function independently to facilitate professional and curriculum development. • Ability to work collaboratively and effectively in a team environment; prioritize projects and lead student working groups; plan and coordinate multiple assignments. • Well developed intra- and inter- personal and conflict resolution skills to work effectively with staff and students. • Excellent critical thinking, problem solving and communication skills to actively listen, analyze, synthesize, find creative solutions, and share ideas both in oral and written form. • Experience in utilizing experiential learning models, including place-based project learning. • Experience in addressing various learning styles and developing student-centered curriculum. 		
Preferred Qualifications		
<ul style="list-style-type: none"> • Masters Degree in Education and Curriculum Development. • Five Years Teaching Experience • Experience working with local students. • Knowledge of and sensitivity to Hawaiian culture and values. 		
Equipment/Machinery: Position may require the use of the following equipment		
Various office machines	Rarely	Often
Photocopier		X
Computer, printer		X
Scanner		X
Software		X
Work Location		
	Rarely	Constantly
Indoors		X
Outdoors		X
Travel	Rarely	At times
Inter-island	X	

Kevin Lauterbach
 (808) 283-5995
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 PO Box 3012
 Wailuku, HI 96793

Education

Master of Environmental Science, September 2007

Detecting Water: Exploring the limits of detection of IKONOS, MODIS, and LANDSAT imagery.

Ron Smith & Larry Bonneau, Center for Earth Observation at Yale University

MODIS, IKONOS, and LANDSAT satellite images of western Connecticut were classified using ER Mapper. Areas classified in the images as water were compared to known bodies of water showing the accuracy and detection limits.

Evaluating nutrient flux in Connecticut's rivers

Shimon Anisfeld, Yale University

Water samples were collected and analyzed from 30 US Geological Survey gage stations throughout Connecticut. Nutrient flux was estimated using the USGS program Estimator.

Hydrology and sediment transport in St. Thomas, US Virgin Islands

Gaboury Beniot, Yale University

Research was part of course studying coastal zone management and the impact of development on aquatic ecosystems. I modeled the hydrology and sediment transport using TR-55 and the Universal Soil Loss Equation.

Integrating green fluorescent protein into *Deinococcus radiodurans* genomic DNA

Norm Dovichi, University of Washington

Developed a strain of *D. radiodurans* that contains a permanent insertion of GFP into its genomic DNA under the control of various gene promoters.

Production, purification, and complexing IKK multi-protein complex

Gourisankar Ghosh, University of California, San Diego

I-kappa B kinase, IKK for short, regulates the DNA transcription factor NF-kappaB. We produced the subunits of the IKK complex for use in protein crystallography.

Examination of factors involved in the development of rheumatoid arthritis

Malini Sen, University of California, San Diego

During the final two years of college, I was the sole assistant to Dr. Sen as she did her groundbreaking work on genes cause rheumatoid arthritis.

Consulting Projects

Assessing potential mediation options for the Poliack Pond dam

Jim MacBroom, Yale University and Milone & MacBroom, Inc.

Sally Harold, The Nature Conservancy

Laura Wildman, American Rivers

The Poliack Pond dam was determined to be blocking fish from migrating upstream. The initial dam assessment concluded that removal was the best option for mitigating the fish blockage. The preliminary report was used as a part in a successful grant application to NOAA funding the removal of the dam.

Evaluating the future role for Scenic Hudson in Beacon, NY

Garry Brewer, Yale University

Scenic Hudson is a landtrust created to preserve the Hudson River Valley. My group assessed the various options available to Scenic Hudson for two parcels of land in Beacon, New York

Hazardous Waste Disposal Training, UCSD 2001
 Blood Borne Pathogens Safety Training, University of Washington 2002

Publications

Expression and function of wingless and frizzled homologs in rheumatoid arthritis. Proceedings of the National Academy Sciences. March 14, 2000

Regulation of fibronectin and metalloproteinase expression by Wnt signaling in rheumatoid arthritis synoviocytes. Arthritis and Rheumatism. November 2002.

Capillary sieving electrophoresis-micellar electrokinetic chromatography fully automated two-dimensional capillary electrophoresis analysis of Deinococcus radiodurans protein homogenate. Electrophoresis. October 2004.

Detection of green fluorescent protein in a single bacterium by capillary electrophoresis with laser-induced fluorescence. Analytical Chemistry. January 2007.

Master's Research Papers

- **Masters Thesis:** Connecticut Rivers: Analysis of Nutrient Discharge
- The Influence of Hawaiian Indigenous Peoples Movement on Invasive Species Management
- Miconia: A Major Threat to Pacific Tropical Forests
- Analysis of the Environmental Clean-up of Rocky Flats Nuclear Weapons Plant
- Comparing the Size Limits of Detection of Water using ASTER, LANDSAT, and IKONOS Satellite Imagery

Grants and Scholarships

George Montgomery Scholar
 Yale-Connecticut Seagrant
 Carpenter-Sperry-Mellon Fellowship

Hui Malama Learning Center

Position Description

Position Title:	Academic Hawaiian Studies Instructor	Human Resource Use	
Department:	Program	Job Code:	FT :Exempt
Location:	HMLC	Salary Grade:	\$45,000
Reports to:	Executive Director	Start Date:	9/1/2012

<ul style="list-style-type: none"> • Ability to work collaboratively and effectively in a team environment; prioritize projects and assist academic instructors to provide an optimal learning environment for the students. • Well developed intra- and inter- personal and conflict resolution skills to work effectively with staff and students. • Excellent critical thinking, problem solving and communication skills to actively listen, analyze, synthesize, find creative solutions, and share ideas both in oral and written form. • Experience in supervising students in a learning environment. 		
Preferred Qualifications		
<ul style="list-style-type: none"> • Master's Degree in Education and Curriculum Development. • Five Years Teaching Experience • Experience working with local students. • Knowledge of and sensitivity to Hawaiian culture and values. 		
Equipment/Machinery: Position may require the use of the following equipment		
Various office machines	Rarely	Often
Photocopier		X
Computer, laptop, printer		X
Scanner		X
Projectors, Cameras		X
Work Location		
	Rarely	Constantly
Indoors		X
Outdoors		X
Travel	Rarely	At times
Inter-island	X	

Thomas C. K. Lum Jr.

1134 Nakuluai St.
Wailuku, Hawaii 97693
(808) 357-4066

Personal Resume

To develop and work towards a Hawaiian studies degree, while utilizing my skills and experience in an educational setting and continue to empower underprivileged youth for a greater future.

Experience

**HAWAIIAN STUDIES TEACHER, HUI MALAMA LEARNING CENTER
OCT 2014 TO PRESENT**

*Main Facilitator in Hawaiian Studies; instructing students in Native Hawaiian cultural practices and protocols, Hawaiian language instruction, and Native Hawaiian farming practices.

**ELEMENTARY SCHOOL TEACHERS AIDE, KE KULA KAIAPUNI O PAIA (HAWAIIAN IMMERSION DOE)
JAN 2013- DEC 2014**

- *Maintain and provide assistance to school instructor
- *Maintain a daily report of child's progress.
- *Assist in reading comprehension, and math.

Position Summary:
 Under the direction of the Executive Director, develop and implement organizational strategies, policies and practices at Hui Malama. Responsible for maintaining scheduling and reporting deadlines. Responsible for controlling and purchasing resources. Assist staff members and Executive Director in planning special events or fundraising events.

Essential Position Responsibilities

Order	Essential Responsibilities	% of Time
1	Under the direction of the Executive Director, develop and implement organizational strategies, practices, and policies consistent with ongoing Hui Malama improvement processes. Make recommendations and assists in the formulation of short and long-term assessment goals; assists in the planning and implementation of strategies for meeting goals.	30
2	Under the direction of the Executive Director, maintain calendars for meetings, and grantor or contract deadlines. Communication and coordination with various staff, Board members, and community members.	15
3	Under the direction of the Executive Director, coordinate and assist with implementation of special events and other fundraising activities.	15
4	Under the direction of the Executive Director, manage and control resources; purchasing or ordering supplies related to HMLC initiatives. Oversee building and vehicle maintenance; scheduling services as needed.	10
5	Takes part in: O. Professional development opportunities that focus on promising practices necessary to acquire additional skills sets to better facilitate the duties. P. Under the direction of the E.D., attend staff, curriculum, Board or other departmental meeting as necessary.	10
6	Q. Under the direction of the E.D., maintain, monitor and record all revenue transactions. Responsible for banking transactions and assisting with annual audit.	10
7	Participate in Hui Malama functions and activities.	5
8	Performs other duties as assigned or requested	5
Total Essential and Other Responsibilities		100

Supervisory Responsibility: NA # of staff members: NA

Position Requirements

Education		Related Work Experience
Less than High School	Specific Field Type (list):	six months
High School		Over 1 year less than 2
Vocational		Over 2 less than 3
Certification		X Over 3 less than 4
X Associates Degree		More than 5 years
Bachelor's Degree		
Masters Degree		
Doctorate (M.D, Ph.D, J.D.)		

audit. Responsible for scheduling & material for Board of Directors meetings, scheduling of other committee meetings and record keeping of all meeting minutes. Perform notary duties as needed. Participate in Hui Malama functions and activities. Performs other duties as assigned or requested.

10/2006-6/30/2013

Lokahi Pacific-Operations Manager

Assisted Executive Director with daily duties as assigned, greeted Clients, answered incoming telephone calls, collected rental payments, assisted housing Dept. Administrator as needed, prepared all banking deposits, ordered office supplies, completed lease agreements for business Incubators and commercial kitchen users, maintained files for Homeowners Association, coordinated annual meetings, served as Recording Secretary for membership meetings. Coordinated Board of Directors meeting; was responsible for the mailing and distribution of all Board material and served as Recording Secretary for all Board meetings. Performed Notary Public duties as needed.

7/1997-9/2006

First Hawaiian Bank-Assistant Service Supervisor

Assisted in supervision of staff members in all areas of operations. Ensured that staff were working within banks policies and Procedures. Prepared various compliance reports, balancing of Branch cash & Atm's. Resolved various customer service issues. Performed Notary Public duties as needed.

6/1984-7/1997

Pioneer Federal Savings Bank-Operations Manager

Responsible for supervision of all branch staff. Coached and Counseled employees. Opened & closed branch. Assisted Branch Manager with loan closings. Resolved various customer service Issues. Responsible for collection of overdrawn accounts. Performed as Branch Manager in their absence. Performed Notary Public duties as needed.

Education

Maui Community College

General Office Procedures/Accounting

St. Anthony Jr. Sr. High School-Diploma Received

Certification

Notary Public

Hui Malama Learning Center

Position Description

Position Title:	Programs Assistant	Human Resource Use	
Department:	Administration/Programs	Job Code:	FT_Temp:Exempt
Location:	HMLC	Salary Grade:	\$31,250
Reports to:	Finance & HR Director/Executive Director	Start Date:	9/1/2011
Position Summary:			
Under the direction of the Finance & HR Director/Executive Director, assist and support HMLC staff to effectively manage daily operations of the organization, and implement organizational capacity building, fund development and program developmental activities. Under supervision of the Academic Affairs Specialist, assist and support academic staff to effectively manage scheduling and implementation of program activities.			
Essential Position Responsibilities			
Order	Essential Responsibilities	% of Time	
1	Under the direction of the Finance & HR Director, assist in front office operations to include, but not limited to answering phones, routing calls, taking messages, maintain mail and postage systems, receiving shipments, maintaining office and agency supplies, and receiving payments.	20	
2	Under the direction of the Finance & HR Director, maintain cleanliness in all common areas. Assist with communication and notification of closures and R/M requests.	20	
3	Under the direction of the Finance & HR Director, provide clerical and administrative support as needed. Responsible for receipt, notification, and labeling of all equipment. Responsible for maintenance and distribution and return of delegated equipment.	10	
4	Under the direction of the Finance & HR Director, responsible for daily student attendance for all programs, weekly updates to Registrar, assist in monitoring and supervising students and provides program staff administrative support for all programs as needed.	20	
5	Takes part in: W. Professional development opportunities that focus on promising practices necessary to acquire additional skills sets to better facilitate the duties. X. Under the direction of the Finance & HR Director, attend staff, curriculum, or other departmental meeting.	10	
6	Y. Under the direction of the Finance & HR Director, assist with fund development activities; publicity files, video and photo files, all print advertisement, articles, flyers, brochures, etc.	10	
7	Participate in Hui Malama functions and activities.	5	
8	Performs other duties as assigned or requested	5	
Total Essential and Other Responsibilities		100	

Maui High School
 Graduate Class of 2009

Work History:

Employer: Hui Malama Learning Center
 Title: Programs & Finance Assistant
 Start & End Date: June 2011 to Present
 Supervisor Name & Title: Patty Hoffman, Finance & HR Director
 Contact Number: 808-442-2636

Job Duties: Check in guest as they arrive for appointment, Front office receptionist, Inventory, Purchase Ordering, Assist Accountant in all financial area (Billing, Invoicing, Money Handling). Assist Executive Director in all areas, Assist teachers (Copying papers, student monitoring and anything around student needs), Assist Nutrition Teachers in all areas of food prep, Assist Registrar in all areas including data entry, Maintain facility maintenance (clean bathrooms, kitchen, classrooms and all offices). Phone service skills, basic computer skills and Microsoft Office skills. Schedule classes. Participate in all events.

Employer: Cold Stone Creamery
 Title: Crew Member
 Start & End Date: March 2011 to August 2011
 Supervisor Name & Title: Jeanette White, Store Owner/Manager
 Contact Number: 808-891-8811

Job Duties: Cashier, Order Taking, Food Prep, Inventory, Stocking, Customer Service, Maintain Store Cleanliness (Sweep, Mop, Wipe down tables and Clean display case), Make Ice cream, Bake Brownies and Open and Close Store.

Employer: KB Toys
 Title: Sales Associate
 Start & End Date: November 2007 to January 2009
 Supervisor Name & Title: Raenette Masocol, Store Manager
 Contact Number: No Contact Information

Job Duties: Open and Close store, Demo Promoting, Cashier, Train new employees, in-take shipments, stock, merchandise, phone service, Inventory and Maintain store cleanliness (Sweep, Mop, Organize shelves and put merchandise away to correct areas).

Hui Malama Learning Center

Position Description

Position Title:	Nutrition Program Instructor	Human Resource Use	
Department:	Program	Job Code:	PT_Temp:Exempt
Location:	HMLC	Salary Grade:	\$40,000
Reports to:	Executive Director	Start Date:	9/23/2013
Position Summary: Under the direction of the Executive Director, develop and implement wholesome nutritional initiatives at Hui Malama. Responsible for student assessment to include implementation, meal preparation, and reporting of results. Acts as an instructional leader to work closely with the Executive Director to address the nutritional needs of Hui Malama student learning community.			
Essential Position Responsibilities			
Order	Essential Responsibilities	% of Time	

<ul style="list-style-type: none"> student groups in choosing and preparing wholesome foods. Well developed intra- and inter- personal and conflict resolution skills to work effectively with staff and students. Excellent critical thinking, problem solving and communication skills to actively listen, analyze, synthesize, find creative solutions, and share ideas both in oral and written form. Experience in a variety of manual tasks related to kitchen operations; storage, inventory and cleaning. Experience in special event planning, and fundraisers relating to support for Hui Malama. 		
Preferred Qualifications		
<ul style="list-style-type: none"> Experience working with local students. Experience working with local garden products. Knowledge of and sensitivity to Hawaiian culture and values. 		
Equipment/Machinery: Position may require the use of the following equipment		
Various office machines	Rarely	Often
Photocopier		X
Computer, printer		X
Stove, Microwave		X
Blender, Food Processor		X
Work Location		
	Rarely	Constantly
Indoors		X
Outdoors	X	
Travel	Rarely	At times
Inter-island	X	

Michael Mangca Jr

P.O. Box 312, Wailuku, HI 96793
 Phone: 808-283-9130 mmangca@hotmail.com

Objective

Obtain employment as a Nutrition Program Assistant

Ability Summary

Experience in recreation program development, which consists of public relations, developing programs, inventory, purchasing, instructing, program safety, officiating, evaluating, and reporting.

Employment History

Nutrition Programs Instructor, 09/2013 – Present

Develop and implement meal program for middle and high school students. Teach students culinary skills and food safety. Coordinate plantings and harvest of school garden.

Recreation Leader I, 03/2007- 07/2013, County of Maui (Molokai) Kaunakaki, HI

Supervise Gym and Pool staff in providing recreational programs and services for the Molokai community. Duties included but not limited are: Program development, inventory, ordering, hiring, training, instructing, safety, permitting, working with the community, lifeguard, water safety instructor, certified pool operator and officiating county run programs.

Lifeguarding/First Aid/CPR/AED	American Red Cross	8/3/2012
CPR and AED	American Heart Association	08/2012
Basic 4 Culinary Courses	Maui Community College	03/2000
Food Production Manger Certification	National Restaurant Association	03/1999

Honors:

1. Dean's List, Maui Community College, Spring 1999
2. Kapa'a Rotary Scholarship in Culinary Arts, Spring 2000

Hui Malama Learning Center

Position Description

Position Title:	Career Development/Life Skills Teacher	Human Resource Use	
Department:	Program	Job Code:	FT :Exempt
Location:	HMLC	Salary Grade:	\$40,000
Reports to:	Executive Director	Start Date:	3/3/2014
Position Summary:			
Under the direction of the Executive Director, develop and implement curriculum initiatives at Hui Malama. Responsible for developing a workforce preparedness curriculum to High School and/or GED Preparation classes. Assist with student behavior assessments. Responsible for student assessment to include implementation, collection, review and reporting of results. The Career Development/Life Skills Teacher will work closely with the Executive Director to address the educational and behavioral needs of the Hui Malama student learning community.			
Essential Position Responsibilities			
Order	Essential Responsibilities	% of Time	
1	Under the direction of the Executive Director, coordinate and implement workforce preparedness; (internships, job applications, job shadowing) for Middle school, High school, and GED students consistent with annual themes and HMLC experiences and outcomes	20	
2	Under the direction of the Executive Director, instruct and assist students with college applications, or other after school activities. Participate in data collection, assessment, analysis and reporting of student performance.	20	
3	Under the direction of the Executive Director, support and assist in the implementation of Individual Learning Plans, Life Skills, prevention planning curriculum including student behavior and student monitoring.	20	
4	Under the direction of the Executive Director, assist, and support mentors with student placements. Supervise students on excursions, classrooms, gardens, kitchen, and all other school areas.	15	