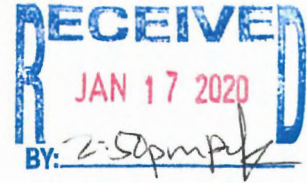


**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**



Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Dba:
Big Island Resource Conservation and Development Council
as Fiscal Sponsor for The Marine Mammal Center

Amount of State Funds Requested: \$ 100,000

Brief Description of Request (Please attach word document to back of page if extra space is needed):

The Marine Mammal Center seeks the funds needed to ensure close to 80% of the fourth-grade students on Hawai'i Island have the opportunity to participate in Seal Science. This once-a-year program engages students in the life and history of Hawai'i monk seals through storytelling and hands-on inquiry. By learning about the monk seals who frequent Hawai'i Island, students learn what makes monk seals unique, what issues they face, and how we all can help the seals and the ocean we share with them. See separate document attached.

Amount of Other Funds Available:

State: \$ 0
Federal: \$ 0
County: \$ 0
Private/Other: \$ 0

Total amount of State Grants Received in the Past 5
Fiscal Years:

\$ 100,000

Unrestricted Assets:

\$ 35,852,193.50 (Preliminary)

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
- Other Non Profit
- Other

Mailing Address:

200 Kanoelehua Avenue, PMB 285

City: State: Zip:
Hilo HI 96720

Contact Person for Matters Involving this Application

Name: Brandi Milare	Title: Program Manager
Email: bircd1@gmail.com	Phone: (808)-217-7234

Federal Tax ID#: 	State Tax ID#
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 Larry M. Komata 01/16/2020

Authorized Signature Name and Title Date Signed

Hawaii State Grant in Aid Cover Page

Brief Description of the request


The Marine Mammal Center seeks the funds needed to ensure approximately 80% of the fourth-grade students on Hawai'i Island have the opportunity to participate in Seal Science. This once-a-year in-school program engages students in the life and history of Hawaiian monk seals through storytelling and hands-on inquiry. By learning the stories of the actual monk seals who frequent Hawai'i Island, students learn what makes monk seals unique, what issues they face, and how they can help monk seals and the ocean environment we share with them. Originally created in 2014 by a member of Hawaii Island's marine mammal response network, the program was picked up and supported by the Marine Wildlife Program of DLNR. In 2019, The Marine Mammal Center was invited to support the program and subsequently offered the opportunity to take on full management of the program. In the program's first four years it served over 4,000 fourth grade students. Given the continued, high demand from elementary school teachers and the positive impact on children, we would like to ensure this program can continue serving fourth grade students on Hawaii Island.

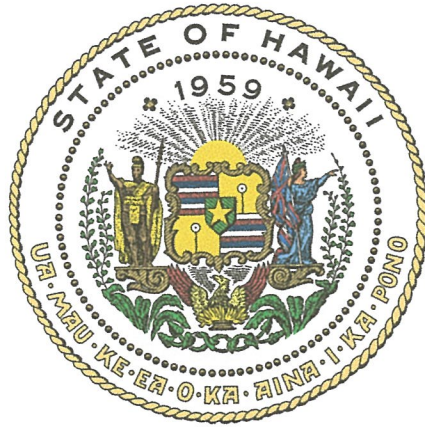
Unrestricted Assets: \$35,852,193.50 (Preliminary)

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

 LARRY M. KOMATA, PRESIDENT
AUTHORIZED SIGNATURE PRINT NAME AND TITLE DATE
01/16/2020



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

BIG ISLAND RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL

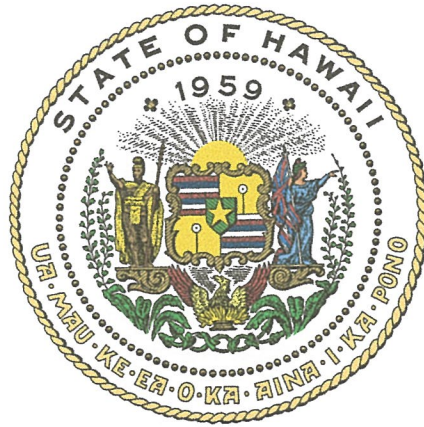
was incorporated under the laws of Hawaii on 10/12/1989 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



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 15, 2020

Director of Commerce and Consumer Affairs



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

THE MARINE MAMMAL CENTER

incorporated under the laws of California

was duly registered to do business in Hawaii as a foreign nonprofit corporation on 12/24/2013, and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporation Act, regulating foreign 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 13, 2020

Director of Commerce and Consumer Affairs





STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: **BIG ISLAND RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL**

DBA/Trade Name: **Big Island Resource Conservation and Development Council,**

Issue Date: **01/15/2020**

Status: **Compliant**

Hawaii Tax#: W40435414-01

New Hawaii Tax#:

FEIN/SSN#: XX-XXX9188

UI#: XXXXXX8741

DCCA FILE#: 77190

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
2 CUPANIA CIRCLE
MONTEREY PARK, CA 91755-7406

DEPARTMENT OF THE TREASURY

Date: MAY 10 1994

BIG ISLAND RESOURCE CONSERVATION
AND DEVELOPMENT COUNCIL
PO BOX 2975
KAMUELA, HI 96743-2975

Employer Identification Number:
99-0279188
Case Number:
954108041
Contact Person:
CAROLYN TSCHOPIK
Contact Telephone Number:
(213) 725-7002
Our Letter Dated:
October 17, 1990
Addendum Applies:
No

Dear Applicant:

This modifies our letter of the above date in which we stated that you would be treated as an organization that is not a private foundation until the expiration of your advance ruling period.

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) is still in effect. Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are an organization of the type described in section 509(a)(1) and 170(b)(1)(A)(vi).

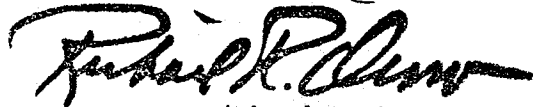
Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your private foundation status, please keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,



Richard R. Orosco
District Director

Letter 1050 (DO/CG)

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

The undersigned authorized representative of the applicant certifies the following:

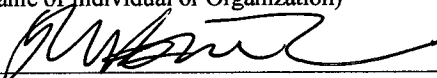
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, 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 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 used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Big Island Resource Conservation and Development Council

(Typed Name of Individual or Organization)


(Signature)

01/16/2020

(Date)

Larry M. Komata

President

(Typed Name)

(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. 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, 2019.

Please see attached.

2. Declaration Statement

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

Please see attached.

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

Please see attached proposal, specifically item #3 under "Background and Summary" for more information. This grant will be used for a public purpose, as detailed in the proposal, pursuant to Section 42F-102.

II. Background and Summary

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

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

Founded in 1975, The Marine Mammal Center's mission is to advance global ocean conservation through marine mammal rescue and rehabilitation, scientific research, and education. The Center diagnoses new diseases and health challenges, discovers important health trends, shares its innovative marine mammal rescue and disentanglement techniques, and inspires future ocean stewards. Through this work and more, we are advancing global marine mammal conservation and promoting action to save marine mammals and the ocean upon which all life on earth depends.

We contribute what we learn from the marine mammal patients in our care to increase understanding of the changing health of our ocean. What we learn from our work is applied globally, in training, education, research, and fieldwork for the conservation of endangered and protected species and the protection and stewardship of our oceans. Our staff and volunteers provide their knowledge and experience in field studies, research projects, rescue techniques, surgical specialties and much more. The Center also plays a critical role in teaching the next generation of veterinarians and researchers.

We often bring our decades of experience to the conservation of endangered and threatened species, such as the Hawaiian monk seal. In 2014, we opened Ke Kai Ola in Kona, a new center dedicated to rehabilitating Hawaiian monk seals and to be a hub of education and outreach about this endangered seal, found only in Hawaii's waters.

Formal and informal education and outreach are critical to creating a world that is healthy for humans and animals. Our innovative school and public education programs build a sense of responsibility through a connection to marine mammals and the marine environment. In 2019, these education programs and hands-on trainings engaged more than 100,000 children and adults, supporting the next generation of informed scientists and engaged citizens who will care for and ensure the health of the ocean and environment.

2. The goals and objectives related to the request;

Seal Science is an in-class program for Hawai'i Island 4th grade students. This once-a-year program engages students in the life and history of Hawaiian monk seals through storytelling and hands-on inquiry.

Seal Science Program Goal:

By learning the stories of the actual monk seals who frequent Hawai'i Island, students identify for themselves what makes monk seals unique, what issues they face, and how they can help monk seals and the ocean environment we share with them.

Seal Science Program Objectives:

Students will discover five different ways they can support Hawaiian monk seals while exploring five different seal case studies from Hawai'i Island.

A longer-term goal of the program is to prepare students for later participation in our middle-school marine science and ocean conservation program, Nā Kōkua o ke Kai. This program has been proven to increase middle-school student interest in science and STEM careers. We envision building a groundwork for increasing student engagement and interest in science and conservation.

3. The public purpose and need to be served;

The public purpose of this project is multi-fold. With fewer than 1,400 remaining, Hawaiian monk seals are at great risk of extinction. When marine mammals cannot thrive, whether due to starvation, entanglement in marine debris, direct human harm, or other causes, it is a message to us that the ocean is in trouble. A healthy environment depends on a sense of empathy and responsibility to the aina.

Despite the need for youth to be inspired by the power of science to help solve some of their community's and the world challenges, many teachers have expressed to us that there are not enough relevant science education resources connected to Hawaiian culture and environment. Seal Science was designed to be relevant and engaging for students in 4th grade and their teachers. This relevancy and use of real-world issues align with Hawaii's Blueprint for Public Education and the Next Generation Science Standards (NGSS), which began to be fully implemented in Hawai'i State K-12 schools last year. Our program supports the NGSS as well as core Ocean Literacy Principles (designed by the National Marine Educators Association).

A few examples of State and other educational goals supported by the Seal Science Lesson Plan include:

- **NGSS Goal:** Construct an argument that plants, and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- **Ocean Literacy Principal:** The ocean and humans are inextricably interconnected

4. Describe the target population to be served; and

The target population for this project is 4th grade students and their teachers on Hawai'i Island.

According to the most recent estimates, Hawai'i Island has a total of 53 elementary schools (27 Public, 13 Charter, and 13 Private) with approximately 2,600 – 2,800 students enrolled. In the 2020-21 academic school year, Seal Science will serve 300 4th grade students (7%) and twelve teachers at three public schools on Hawai'i Island.

This grant will allow us to significantly expand the program, potentially reaching 1,000 students during the 2020-21 academic school year, 1,500 in the 2021-22 academic school year and as many as 2,000 (or close to 80% of the total 4th students on Hawai'i Island) within three years.

Total # of Hawai'i Island 4th Grade Students: 2,600 – 2,800

Current Enrollment in Seal Science: 2019-20: 300 4th grade students

Future Enrollment in Seal Science: 2020-21: 1,000 4th grade students
 2021-22: 1,500 4th grade students
 2022-23: 2,000 4th grade students

5. Describe the geographic coverage.

Seal Science serves Hawai'i Island.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

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

With full funding, the Center will hire and onboard a full-time Marine Science Educator who will be responsible for scheduling Seal Science lessons, maintaining lesson materials, traveling to schools and delivering the lessons in person. This position will report directly to the School & Youth Programs Manager, Hawai'i. The job description and a close-to-final lesson plan are attached. The main tasks and responsibilities will include coordinating with teachers around school visit logistics, developing program lessons, implementing the Seal Science program across the island in 4th grade classrooms, and gathering and analyzing evaluation data for program improvement to meet intended outcomes.

Many teachers have shared with us that they are selective given time constraints as to whom they invite into their classrooms. Their warm responses to date are indicative of how favorably they view the program. This work is an incredible opportunity to engage community partners as well as students and teachers across island to collaborate on innovative ways to support ocean conservation. Educators implementing Seal Science have the opportunity to connect with community partners and schools to identify alignment to the program and opportunities for increased synergy.

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

Seal Science Program Timeline

July - August 2020

- Hire and train a Marine Science Educator
- Revise program based on teacher feedback from spring implementation

September 2020 – December 2020

- *Recruit schools for spring implementation
- Pilot revised lesson with a few schools
- Observe and provide feedback to Marine Science Educator
- Prepare resources for upcoming program implementation
- Draft evaluation strategy and plan (logic model and evaluation methods)

**Spring is the busiest season for program bookings*

January 2021

- Recruit schools
- Monitor logistics and calendar requests
- Prepare a second sets of materials for program (so both educators in Hawai'i can teach on the same day when necessary)
- Finalize logic model and evaluation plan.

February – May 2021

- Implement the program
- Gather evaluation data

June – July 2021

- Analyze evaluation feedback
- Improve program by revising lesson
- Update resources
- Prepare for AY2021-2022 implementation

August 2021

- Register schools for classroom programs in the fall of 2021

September – December 2021

- Implement the program
- Gather evaluation data
- Register schools for classroom programs in the spring of 2022

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

As we did when we developed our middle school program on Hawai'i Island, Nā Kōkua o ke Kai, (which received 2018 Grant-in-Aid funding) we will develop a Theory of Action and Logic Model for Seal Science which will inform our evaluation plan. Our evaluation methods will be based on gathering data to evaluate the outcomes we are hoping to accomplish. The evaluation methods most likely will include a post-program teacher

survey that will provide data around alignment to program outcomes as well as suggestions for program improvement. Students will be surveyed at the end of the lesson around what call to action for Hawaiian Monk Seals they feel is most important. Educators implementing the program will be observed regularly (at least twice a month) and provided performance feedback and coaching.

The impact of the program is illustrated by the following words from a 4th-grade teacher:

“Mahalo for engaging my students in 4th grade at Kohala Elementary School about the monk seals. In 4th grade, students learn about Hawai‘i, its formation, settlement, endemic and native species, and its unique resources (such as the rare coral reef ecosystems).

Many of our elementary students were lucky to see the recent birth of the baby monk seal, Keokea. They also heard of its unfortunate death, and the circumstances surrounding its death at such a young age. As a teacher in Hawai‘i for 20 years, I know the learning power of relevance. When students can relate to your message, they can more easily comprehend it. Your presentation, videos, and booklets immediately captured their attention. Your gifts of compass, stickers, and other things thrilled them and endeared them to you.

Also, when they are exposed to professionals, they see a future for themselves. Whether it motivates them to become marine biologists (or other related occupations) or it activates them for preservation and conservation of coral reef ecosystems to help monk seals. Finally, presentations such as the monk seal presentation, are memorable. They will remember your visit way into adulthood.”

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

The Marine Mammal Center will report to the State expending agency quarterly or otherwise requested. During the first three quarters, we will report on program progress according to the planned timeline of activities and numbers of schools, teachers, and students served. After the conclusion of the 4th quarter, we will report preliminary evaluation data on the completed school year and plans for incorporating this data and any lessons learned in the next year of the program. Measures will include output indicators such as participating numbers, program hours, and percent of new and returning schools and teachers. In creating a program logic model, we will develop new outcome indicators, such as percent increase in student awareness around Hawaiian monk seals as well as how they express kuleana towards their local marine wildlife and environment.

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$15,000	\$25,000	\$35,000	\$25,000	\$100,000

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.**
 1. Healy Foundation
 2. Disney Conservation Fund
 3. George F. Jewett Foundation
 4. Unrestricted Donations from individuals and institutions

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

Not applicable.

5. **The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2021 for program funding.**

The following state and county grants were received for different programs, not for Seal Science:

1. Hawaii Tourism Authority, Aloha 'Āina Contract Number 17175
2. Hawaii Tourism Authority, Aloha 'Āina Contract Number 18122
3. State Grant-in-Aid, Contract Number, Agreement Effective July 1, 2017
4. Hawaii County, Department of Research and Development, Awarded September 17, 2019, Contract Number c.008000
5. NOAA Prescott, Awarded September 2017, NA17NMF4390076

6. NOAA Prescott, Awarded September 2018, NA18NMF4390055
7. NOAA Prescott, Awarded September 2019, NA19NMF4390132
8. NOAA PIRO, Awarded September 2016, NA16NMF4540056 and 0055
9. NOAA PIRO, Awarded September 2019, NA19NMF4540010

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

Unrestricted net assets as of 12/31/19 = \$35,852,193.50 (Preliminary)

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

With a volunteer force numbering 1,300 and the support of a concerned public, the Center responds to more stranded marine mammals in distress than any other organization in the world. Sick and injured animals are treated and rehabilitated at its state-of-the-art veterinary facilities where the Center cares for them until they can be released back to their ocean home. The Center is the only organization authorized by the National Oceanic and Atmospheric Association (NOAA) to rescue and rehabilitate sick and injured marine mammals that strand along 72% of California's coast and Hawaiian monk seals in the Hawaiian archipelago. Its sought-after experts are deployed locally and internationally to provide technical veterinary expertise and training on best practices ranging from anesthesia to disentanglement. In 2019, the Center admitted over 800 marine mammals with the help of volunteers who recorded more than 140,000 volunteer hours served, an estimated workforce value of approximately \$4 to \$5 million.

The Center is a major contributor to the global body of research and knowledge about marine mammal medicine and health. Its veterinary experts develop new clinical techniques to improve marine mammal rehabilitation and care and investigate the reasons why marine mammals strand and how these factors are connected to ecosystem and human health. Learning from every animal it responds to, its researchers identify novel diseases and pathogens, support endangered species conservation and partner with scientists around the world on collaborative research that utilizes samples and data collected by the Center. Marine mammal health, ocean health, and human health are inextricably linked, and its work advances knowledge of all three. In 2019, the Center's scientists contributed 16 research papers to peer-

reviewed journals and hosted 111 visiting veterinary students and researchers from all over the world interested in learning from its world-class team of experts.

As a teaching hospital, the Center serves as a vital training ground for veterinary professionals from across the globe, expanding the collective understanding and application of marine veterinary science and conservation. Its innovative school and public education programs build a sense of responsibility through a connection to marine mammals and the marine environment, inspiring future ocean stewards and promoting action to protect the ocean. In 2019, these education programs and hands-on trainings engaged more than 100,000 children and adults, supporting the next generation of informed scientists and engaged citizens who will care for and ensure the health of the ocean and environment.

Strategic Initiatives

Given the urgent challenges facing the ocean, the Center has embarked on an ambitious five-year strategic plan to help ensure a vibrant and healthy ocean for animals and people alike. This impact strategy focuses on core program areas as represented by three strategic initiatives: 1) Global Response, 2) Teaching Hospital, and 3) Public Awareness and Education. Working with dozens of partners in the government, academia, and other NGO's in the United States and abroad, the Center is promoting knowledge and action to save marine mammals and the ocean, upon which all life on earth depends.

Three Related Projects or Contracts:

1. In 2014, the Center launched a new middle-school program, Ocean Ambassadors, in the San Francisco Bay Area. In five years, we grew from serving 100 students to 5,000 students and expect the program to be serving 6,000 next year.
2. In January 2017, we launched a pilot of Nā Kōkua o ke Kai, serving 100 middle-school students on Hawai'i Island. The pilot received initial support from the National Marine Sanctuary Foundation and the Cooke Foundation. With support from our first Hawaii State Grant in Aid (awarded in 2018, but fund distribution delayed) we grew to serve 500 students and expect the program to be serving 800 students next year.
3. Also, in 2017, we launched a college-level internship in partnership with University of Hawaii, Hilo Marine Options Program, providing internships to 1-2 college students a semester. This year we are exploring expanding the opportunity to include UH West Hawai'i Palāmanui Campus.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Seal Science takes place within school classrooms. Our education staff will travel to schools across the island. Our education team, animal care, and animal response staff and volunteers are based at our Hawaiian monk seal facility, Ke Kai Ola, which opened in Kona in 2014.

With four in-ground pools, the Hawaiian monk seal hospital can care for as many as 10 Hawaiian monk seals at one time. There are also offices, a laboratory, a treatment room, an education pavilion, and outdoor educational exhibits for visitors. Because Ke Kai Ola is a working marine mammal rescue, rehabilitation, and science center, we can inspire children with the stories of the real patients in our care and in the wild.

By learning about science from a working marine mammal hospital and science center, children immediately connect science to the world around them. By witnessing what happens to marine mammals, such as Hawaiian monk seals, when they and their habitat are impacted by human action, children learn lifelong lessons about how they can make a difference as environmental stewards and more.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

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

Project team:

1. Jennifer Walker, Vice President, Learning and Community. (2%)
2. Adam Ratner, Associate Director, Conservation Education (3%)
3. Sara Smith, Manager, School and Youth Programs Manager, California. (5%)
4. Wendy Marks, School and Youth Programs Manager, Hawai'i (30% time on project, with funding?)
5. Marine Science Educator, Open Position, (85% time on project)

Jennifer Walker, Vice President of Learning and Community (2%), began at the Center five years ago and was previously the National Director of Teaching and Learning at SPARK, where she established and supported SPARKS's collaboration with 31 middle-school partners nationwide as well as multiple district and community site partners. Jennifer has years of partnership development, teaching, and curriculum

development experience in diverse communities across the United States and has her M.A in Education, Curriculum, and Instruction and is participating in climate communication/education training via the National Ocean and Climate Change Interpreters.

Adam Ratner, Associate Director, Conservation Education (3%), has been a marine scientist and educator at the Center for more than ten years. Overseeing visitor and conservation education operations, he challenges guests to think differently about ocean conservation using the stories of individual patients that are rescued by the Center. Adam's work directly interacting with thousands of visitors each year allows him to make significant contributions to protecting the environment and achieving the Center's mission of advancing global ocean conservation. He incorporates topics including climate change, ocean trash, and sustainable seafood into the Center's guest experience, in some cases exposing visitors for the first time to the simple idea that their actions have an impact on the ocean. Adam was named one of the *30 under 30 Game Changers for the Planet* by the **North American Association for Environmental Education**, is a leading member of the **National Network for Ocean and Climate Change Interpretation**, and a founding member of the **Bay Area Climate Literacy Impact Collaborative**.

Sara Smith, Manager, School and Youth Programs, (5%) has a master's degree in Zoology/Animal Biology from Miami University and a BS in Environmental Science from the University of Colorado, Boulder. She has worked at The Marine Mammal Center for three years and previously served as a Child and Family Programs Specialist at the Denver Zoo and on the Adjunct Faculty of Miami University's Global Field Program.

Wendy Marks, School and Youth Programs Manager, Hawai'i (30%) has taught in a variety of schools in many different communities throughout Hawai'i Island from Kamuela to Honaunau. She was a lead preschool teacher at Kamehameha Schools for nearly two decades and for the past few years has been working directly with youth and families to support students with special needs. She has a certification in elementary and early childhood education as a master's degree in Early Childhood Education.

Marine Science Educator, Open Position, (100%). Job Description **attached**.

Our Education team participates in a number of environmental science education consortiums, especially related to NGSS/STEM, and may write up and present findings about this program at conferences such as the Association of Zoos and Aquariums, International Zoo and Aquarium Educators Association, National Docent Symposium, and National Marine Educators Association, the National Association of Environmental education and the Society for Marine Mammalogy.

In addition, about half of the Center's staff members are in STEM fields or have STEM degrees, including over 30 veterinary and marine scientists, researchers, and animal care staff, 15 STEM educators, 16 rescue and dispatch staff, and a science communications officer. Our science team publishes about 20 papers annually in peer-

THE MARINE MAMMAL CENTER, HAWAII

Marine Science Educator

ROLE DESCRIPTION

The Marine Mammal Center, Marine Science Educator, supports marine science education programs offered through Ke Kai Ola, the Hawaiian monk seal hospital located in Kona, Hawaii. The position will be Kona-based, but will require travel around the island. The role will include supporting education programs at locations island-wide and also include remote work opportunities.

The Marine Science Educator role focuses on supporting the development and facilitation of education programs. Under the direction of The Marine Mammal Center's Learning & Community Team, the Marine Science Educator will gain exposure to all aspects of our work. These experiences will inform the Marine Science Educator's ability to translate knowledge acquired into high quality education programs.

The position is supported and directly supervised by the School & Youth Programs Manager for Hawaii, with additional support from the Vice President of Learning & Community (based in Sausalito, CA). The Marine Science Educator role requires self-direction, initiative, and passion.

This role is full-time on a Monday through Friday schedule, with the ability to work weekends, holidays, and some evenings as required.

PRIMARY RESPONSIBILITIES + DUTIES

You will assist the Learning & Community Team with a variety of roles. These include:

- Lead and coordinate the Seal Science program implementation in schools across island.
- Provide onsite school group experiences at the Ke Kai Ola facility.
- Support Nā Kōkua o ke Kai, the middle school marine science program curriculum, including field trips and resource management.
- Assist in developing a variety of programs related to ocean conservation.
- Organize and assist with the calendaring of events as well as the logistics, such as set up and break down of education events.
- Navigate participant questions and help direct them during programs.
- Interpret and explain the care provided for Hawaiian monk seals at Ke Kai Ola Hospital, including animal behaviors and animal care procedures.
- Stay abreast of The Marine Mammal Center's news, current marine science news, and use the knowledge to inform and enhance programs and inform the public.
- Adhere to The Marine Mammal Center's personnel policies and procedures as defined in the employee handbook and as communicated by management.
- Attend trainings and check-ins when possible.

KNOWLEDGE + ABILITIES

- Enthusiasm for engaging with marine science content for ages Pre-K to adult.
- Strong communication, inter-personal, and writing skills.
- Exceptional customer service capacity with a variety of audiences.
- Excellent time management with the ability to multi-task.

- Self-directed and ability to take initiative and see projects through to completion with minimal supervision.
- Intention to integrate new technologies into programs.
- Skill and confidence with using Microsoft Office suite of programs.
- Ability to foster positive relationships with a variety of stakeholders and community members (familiarity with Hawaiian communities, culture, and customs is highly desirable)
- Ability to communicate well and work as part of a multidisciplinary team to advance the mission of The Marine Mammal Center.
- Ability to drive to support activities around Hawai'i Island.

QUALIFICATIONS + EXPERIENCE

- Degree in education, marine science, and/or conservation biology,
- Background and/or experience in leading/teaching school groups.
- Background and/or experience in environmental education and natural sciences.
- Ability to engage and communicate with audiences of all ages and provide exceptional customer service to a variety of audiences.
- Ability to complete tasks in a productive, proactive manner with minimal day-to-day supervision.
- Must have access to transportation.
- Must submit to and pass background check.
- Must obtain TB test and any other medical examinations or vaccinations as required by state or federal regulations.
- Ability to stand/walk up to 6 hours without a break and lift and/or move up to 40 pounds.
- Ability to multi-task efficiently and prioritize deliverables regularly.
- Proficient in Microsoft Office Suite (Word, Excel, PowerPoint, etc.).
- Attention to detail and quick to learn.
- "Can-do" attitude and willing to take on new projects as needed.
- Excellent oral and written communication skills.

FURTHER INFORMATION

LOCATION: Hawai'i Island

REPORTS TO: School & Youth Programs Manager, Hawai'i

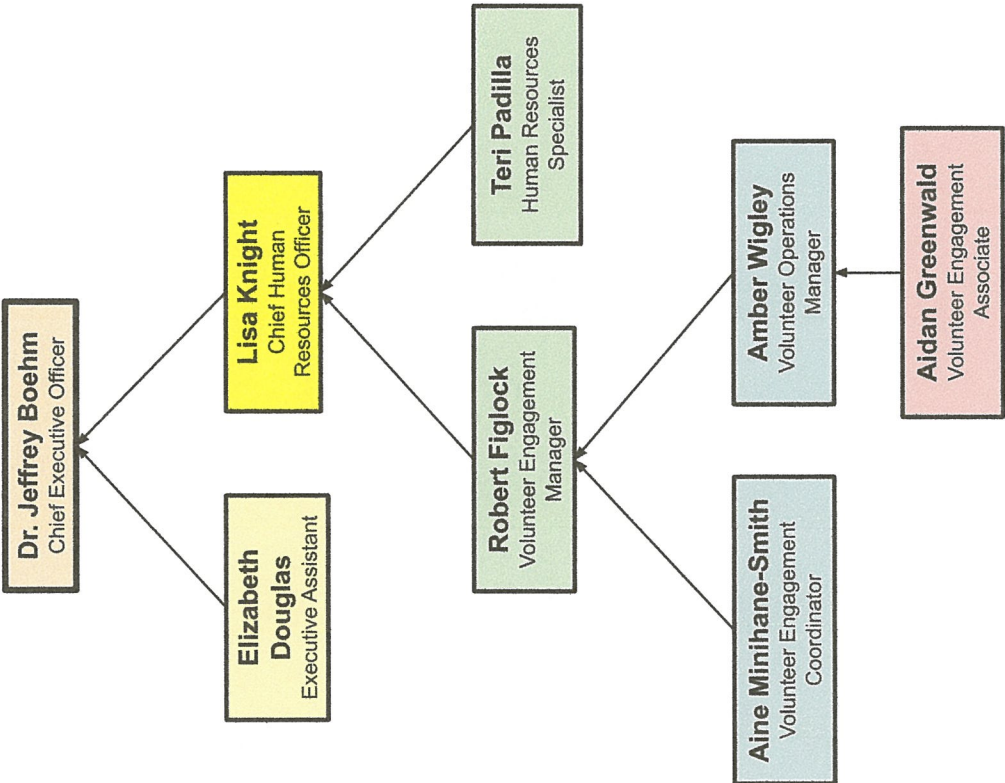
TO APPLY: Please submit your cover letter and resume to marksw@tmmc.org

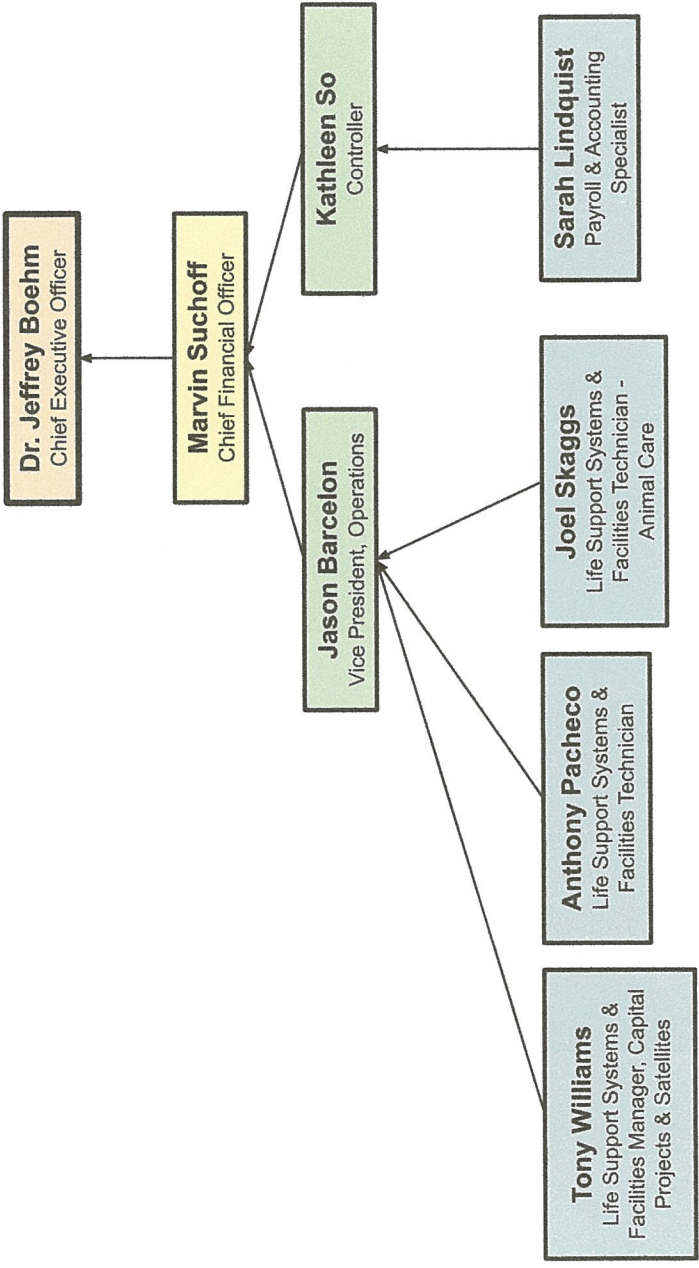
reviewed journals. More than half of our staff are women and our educators represent the diversity of the students we reach.

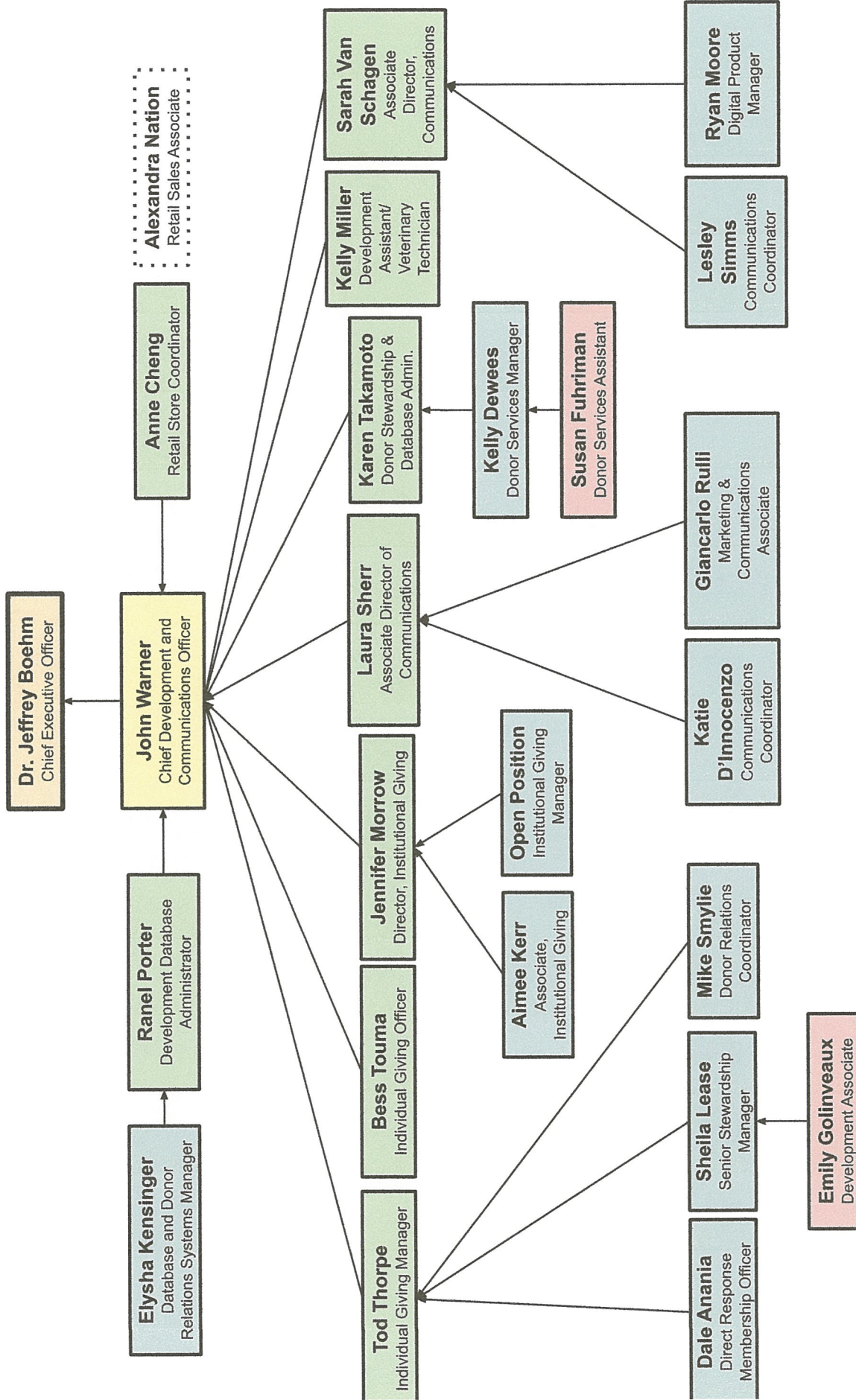
2. Organization Chart

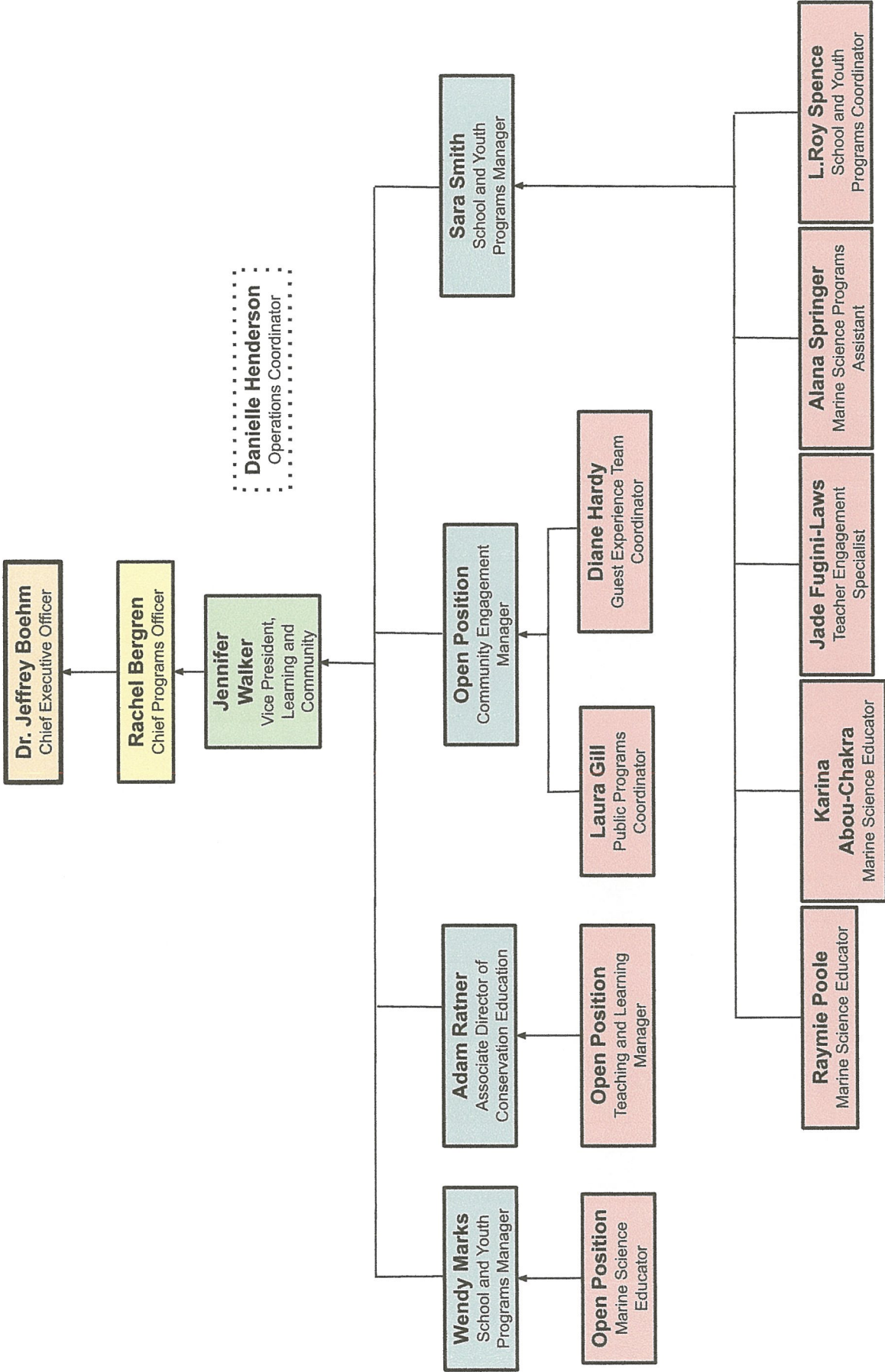
The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

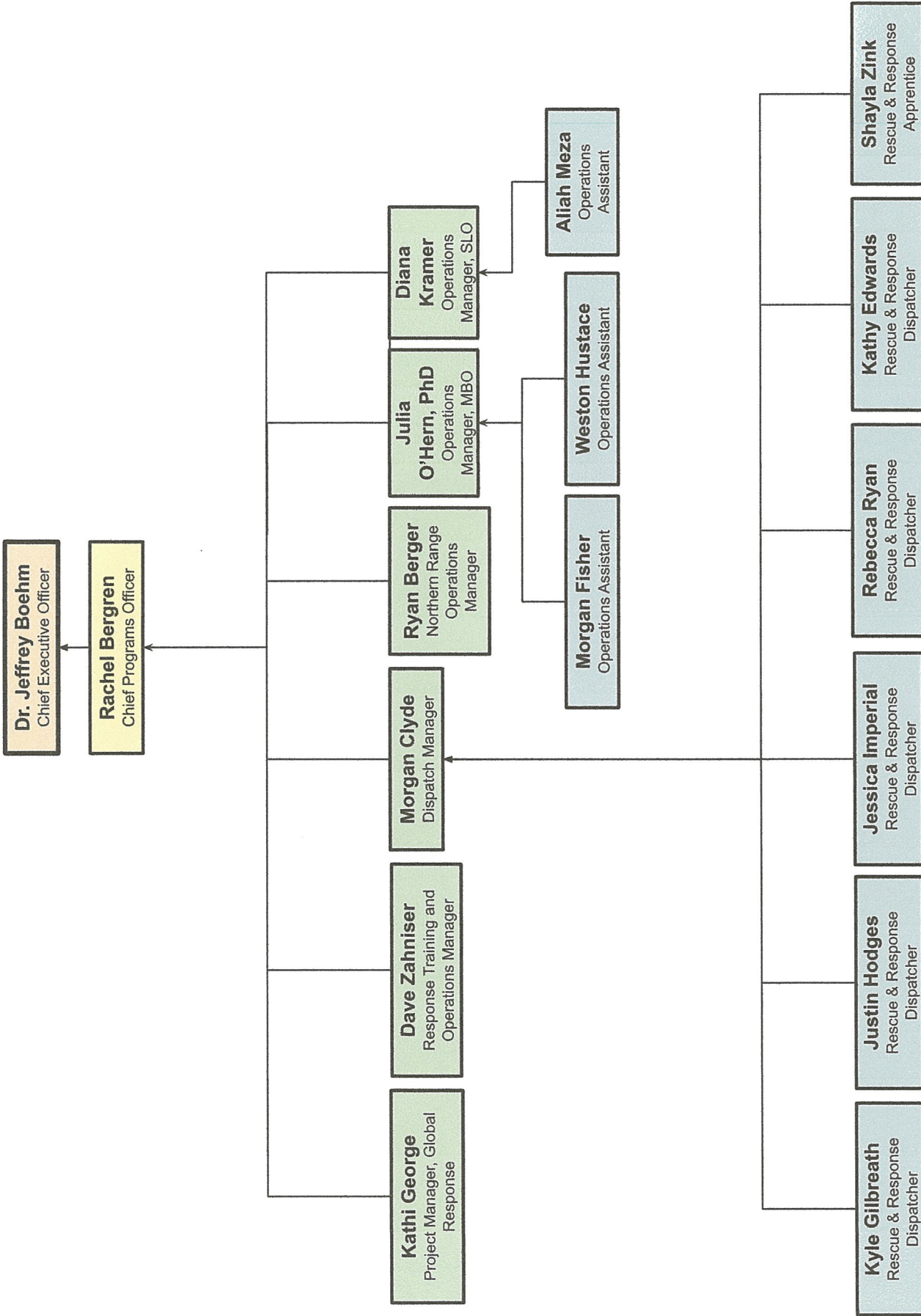
Please see attached.











3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

1. Chief Executive Officer, \$285,000
2. Chief Development & Communications Officer, \$200,000
3. Chief Financial Officer, \$180,000

VII. Other

1. Litigation

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

Not applicable.

2. Licensure or Accreditation

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

The Marine Mammal Center is a 501(c)(3) organization (and not classified as a private foundation under IRS Code Section 509(a)). As a member of the West Coast and Pacific Islands Regional Marine Mammal Stranding Networks, the Center is the only organization authorized by the National Oceanic and Atmospheric Association (NOAA) to rescue and rehabilitate sick and injured marine mammals that strand along 72% of California's coast and Hawaiian monk seals in the Hawaiian archipelago.

3. Private Educational Institutions

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

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-21, but
- (b) Not received by the applicant thereafter.

Education has been a part of the Center's mission since its founding in 1975 and we have a long, successful history of launching and sustaining new programs. In our new five-year strategic plan, we identified three programmatic areas to take to the next level. Seal Science is a part of one of these, our education and public awareness initiative. We are fully committed to the growth and success of Seal Science and that it continues to have a positive impact on 4th-grade students on Hawai'i Island. Education is a corps part of our overall organization mission as well as a critical component in caring for the Hawaiian monk seal.

The Center has built strong community awareness of and support for its mission and vision. As we grow, we strive to ensure our programs are effective and of a high quality and also to keep the costs low. We leverage relationships and partnerships with other NGO's, community organizations, academic institutions, businesses, and others.

Should we be awarded funding in the fiscal year 2020-21, but not the year after, we will continue to operate the program through a combination of restricted and unrestricted donations and grants. Should funding from the State be lower than anticipated, it will slow down the pace of growth. The State's support now will ensure we have the capacity to achieve our goal of ensuring more than three-quarters of the 4th-grade students on Hawai'i Island benefit from this program every year.



Enduring Understanding: You have a role in helping take care of the ocean and what depends on it, like Hawaiian monk seals.

Objectives: Students will discover five different ways they can support Hawaiian monk seals while exploring five different seal case studies from Hawai'i Island.

Lesson Description: Students will be able to explore their connection to the ocean environment through engaging activities around monk seal natural history.

NGSS and Ocean Literacy Connections:

NGSS: (PE) 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

- SEP: Engaging in Argument from Evidence; Analyzing and Interpreting Data
- DCI: **TBD** LS1.A Structure and Function; Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior and reproduction; ESS3.C: Human Impacts on Earth Systems; Human activities in agriculture, industry and everyday life have major effects on the land, vegetation, steams, ocean, air, and even outer space. But individual and communities are doing things to help protect Earth's resources and environments (5th Grade).
- CC: Cause & Effect; Cause and effect relationships are routinely identified

Ocean Literacy Principals:

- OLP 6: The ocean and humans are inextricably interconnected
 - D: Humans affect the ocean in a variety of ways.

OVERVIEW:

AGENDA

0:00 – 0:05 Opening (5 min)

0:05 – 0:15 Guided Practice (10 min)

0:15 – 0:25 Read Monk Seal Stories and Explore Clues (10 min)

0:25 – 0:40 Discuss Seal Stories and Key Understandings (15 min)

0:40 – 0:45 Questions and Debrief

MATERIALS:



The Marine
Mammal Center

Seal Science

50 minutes/4th grade students

Seal Story and photos
Story Item Boxes
Question Envelopes

RI05 Seal Story (Guided Practice)

Story and photos (Powerpoint)
Stuffed seal with tags

Monk Seal Story #1: Manu'iwa

Ocean Trash (hagfish traps, etc.)
Bone Clone Skull

Monk Seal Story #2: R8HE

Fur
Bone Clone Skull

Monk Seal Story #3: Waimanu

Barbed and Barbless Hook
Radiograph

Monk Seal Story #4: RA20

Seal sign
Field Notebook
Rope

Monk Seal Story #5: Mea Ola

Syringe
Worms
Surgical Tube

I. Opening (5 minutes)

My name is (educator) and I work at The Marine Mammal Center, on island we have a facility called Ke Kai Ola.

- *Has anyone heard of The Marine Mammal Center or Ke Kai Ola before?*

Ke Kai Ola means the "Healing Sea" and it is a place that injured and sick seals can come to get better.

The Marine Mammal Center has special teams who watch monk seals and rescue any sick and hurt monk seals. Do you think we need to rescue every seal that shows up on a beach? When we rescue a seal, what do you think we do once the seals are better? ...we release them back to their ocean home.

- *Has anyone seen a Hawaiian monk seal before? Ask this question to check for level of understanding.*
- *Can someone share with me what are some things you know about monk seals?*
- *Where can we find Hawaiian monk seals?*



- *Only in Hawai'i! Each monk seal lives their own unique story.*
- *Let's learn a little bit more about Hawaiian monk seals today!*

At Ke Kai Ola, we are always learning more about Hawaiian monk seals. When we see a seal we need to figure out who they are, what they are doing, and if they need help. It's like an exploration because sometimes we don't immediately know the answers to these questions. By investigating each seal's story, we can learn more about them and the health of their ocean environment. Why do you think we want to learn more about monk seal health?

- *Where do they live? Ocean and/or land*
- *If they get sick in the ocean, could we maybe also get sick in the ocean?*
- *We study monk seal health because it tells us about ocean health and how our ocean impacts our health!*

Today, each of you will be part of a group of scientists tasked with identifying a specific monk seal. At your tables you have one story and one small box. These stories share what we know about your seal's life and inside of these boxes are items that are in your seal's story. With these stories and clues you will answer who your monk seal is and something extraordinary that has happened in their life.

II. Guided Practice (10 minutes)

In a moment we are going to investigate some stories and clues about your monk seal. When we read stories and examine clues we use our senses (except for taste!) – touch, smell, sight, listen. Scientists have to look at all the details before making conclusions, so pay close attention to detail when you read the story and look at the clues.

As practice I have a story I want all of your help on this seal's story we are going to discover it together. As we read our story, I want you to find the name of the seal, identify something interesting about that seal's story, and tell me if the seal needs help or not.

Share RI05 story on ppt < turtle hugging-report seal behavior- this is how we learn>

RI05 Story:

- *Born on Hawai'i island in 2004*
- *Hangs out on North side of the island where he was born*
- *Some scuba divers and spear fisherpeople have seen him holding sea turtles in the water*
- **Exploration 1:**
 - *Let's share some of our names?*
 - *Do you think wild animals are named the same way as us?*
 - *Explain "number/letter" name (tag) vs. cultural name*
- **Exploration 2: something interesting about this seal**
 - *What does the word interesting mean?*
 - *Something unfamiliar to us, new to the animal, or something that catches our attention*
 - *Student will vary drastically on what is interesting about their animal*



- Exploration 3: how can we help this seal?
 - *What does “helping” an animal include?*
 - *Does it need to go to an animal doctor (called a veterinarian)/hospital- yes or no*
 - *Why would we/you go see a doctor? Do seals have the same problems?*

In your groups I want you all to try to find your seal’s name, identify 2 interesting things about this seal, and tell me yes it needs help or no it does not. Bring the keiki back together and have each group share 1 thing they thought was interesting, 1 thing they thought was unique/different, and if the seal needed help or not.

III. Read monk seal stories and explore clues (10 minutes)

You have a story and box of clues at your table which will help you find your seal’s name and help you explore their story. You will start by reading the story and looking at the pictures. In the clue box you will find different items that will help you better understand your seal’s story and explore their unique lives. You will also find an orange envelope filled with some questions. These questions will help you think about what is interesting in your sea’s story. There is also a whiteboard at each of your stations. Use these whiteboards to write down all of your seals facts (Name, a few interesting things, do they need help-yes or no). After some time, each group will share what seal they had and something interesting about them and if they needed help, just like we did with our seal (insert name here) together!

Guidelines for Seal Story Stations:

1. *Please stay with you group – you’ll have the opportunity to explore all the other stations later in the lesson*
2. *If a clue is in a jar or sealed box, do not open it. We recommend keeping that clue on the table at all times, try not to lift it or turn it over as these are really unique clues and most of them are real. Let’s make sure to show them our respect and be safe.*
3. *Please be very gentle with all of your clues.*

5 min: Students begin reading stories and looking at the pictures. They can start writing down answers to the exploration. Reinforce them writing interesting/unknown facts about their seal on their white boards. Provide each lab station with white board and a marker.

10 min: Introduce bonus clues and question envelope in boxes when appropriate. Share that they will also find both natural and human-made clues in their box that showcases the uniqueness of their story.

Work the room to support students in working the 3 steps, recording observations, taking a closer look, and organizing thoughts to share for their seal story.

IV. Discuss Seal Stories and Key Understandings (15 minutes)



Students first share the name of their animal and then what they found so interesting about their seal. The educator should use guiding prompts for students to explain/elaborate why they think these items are interesting. Once students have named the seal, the educator will ask them to share if they think that seal needs help or not. *Did you know most of these seals live right here on Hawai'i Island? After you share the name and what you found interesting about your seal, I want you to guess if that seal needed help and tell me why or why not.*

Reveal each seal one at a time. Educator prompts for student groups:

- *What do you think your seal's name was?*
- *What were 2 interesting pieces of your seals story?*
- *Why were these the most interesting parts of your seal's story?*
- *Based this exploration of (insert name here), do you think that seal needed help?*
- *If yes, who do you think it needed help from?*

Monk Seal Story #1: Manu'iwa

- Highlight: found a discarded knife and started playing with it
- Key take-away: marine debris
- Marine debris effects all animals including us.
- *Who likes to sit on the beach or go body boarding and be surrounded by rubbish?*
- *What if Manu'iwa had found a plastic bag, candy wrapper, or old net? It could have been much worse and harder to get out of*
- Who should help: You!
- **EU: People who are trained to work with seals, but you can help by making sure all of your rubbish goes in the rubbish bin or even by reducing the amount of trash you create**

Monk Seal Story #2: R8HE

- Highlight: She molted
- Explain to students what a molt is and how it works
 - *Imagine you wore the same clothes you are wearing everyday for a whole year and you still all your weekend activities in them, went to school in them, never showered...what do you think might happen?*
- Key take-away: Report monk seal sightings
- This is how we know what monk seals are doing and it's how we learn more about them. It is also how scientists learn more about them
- Who should help: You!
- **EU: By letting us know you see a seal you are also being a scientist and helping us collect data and information to protect all the sea animals and the oceans health.**

Monk Seal Story #3: Waimanu

- Highlight: Ingestion of a fishing hook and flight to Oahu



Seal Science

50 minutes/4th grade students

- Key take-away: Pono fishing practices
- Who should help: People specially trained to help seals should help a seal that already has a hook in their mouth, but YOU can help by using barbless hooks!
- ***EU: It doesn't make a difference in the fish you catch, but you can unhook and put back anything you didn't mean/want to catch like turtles, seals, and ourselves.***

Monk Seal Story #4: RA20

- Highlight: Manu'iwa's birth/pupping event
- Key take-away: keep a respectful distance, keep yourself safe
- Who should help: You!
- ***EU: You should keep yourself safe and stay back from any animals, especially mom and pups. If you feel comfortable, you can draw a line in the sand and let other people know to stay back and stay safe. You can always call us, and we will come watch over the people and our seal and make sure everyone is safe!***

Monk Seal Story #5: Mea Ola

- Highlight: sick, very skinny
- Key take-away: Ke Kai Ola
- Who should help: You! By letting us know you see a sick, injured, or orphaned seal, the people specially trained to work with the seals can come and help it get better at the doctor/hospital.
- ***EU: Ke Kai Ola is a very special place in Kona where seals who are sick or injured can go to get better, it is just like a human hospital. But we can't get seals there if we don't know about them, so we rely on you and your adults to call or text us and share where the monk seal is at.***

V. Questions and Debrief (10 minutes)

Review the enduring understandings from each story and/or the ones that resonated most with the class and let students know that we need their help to save these seals and keep our ocean healthy.

- *Why do you think it is important to learn about monk seals and their health?*
- *Monk seals are mammals like us, so if monk seals are getting sick or injured in the ocean, do you think we might get sick or injured in the ocean?*
- *By caring about monk seals and the ocean health, we also take care of ourselves and the rest of the ocean and 'aina!*

Answer a few questions students might have then give them the opportunity to pair share:

- 1) *What was something that you learned today that was new, exciting or surprising?*
- 2) *Which patient story was most interesting for you to hear and why?*


End slide show with 4th grader picture of seal!

<Pass out monk seal stuffies and stickers with monk seal hotline phone number>

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Big Island Resource Conservation and Development Council, Fiscal Sponsor for The Marine Mammal Cent

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	64,046			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	16,012			
TOTAL PERSONNEL COST	80,058			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	3,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	250			
6. Supplies	10,000			
7. Telecommunication	1,000			
8. Utilities	3,192			
9 Travel	2,500			
10				
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20				
TOTAL OTHER CURRENT EXPENSES	19,942			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	100,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	100,000	Jennifer Morrow (415) 754-4033		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	 1/14/2020		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official Date		
TOTAL BUDGET	100,000	Dr. Jeff Boehm, CEO / Larry M. Komata, President (BIRCDC)		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Big Island Resource Conservation and Development
 Council as Fiscal Sponsor for The Marine Mammal Center

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
VP, Learning and Community (CA-based)	1 FTE	\$120,000.00	2.00%	\$ 2,400.00
Associate Director, Conservation Education (CA-based)	1 FTE	\$75,000.00	3.00%	\$ 2,250.00
Teaching & Learning Manager (Hawaii-based)	1 FTE	\$62,000.00	5.00%	\$ 3,100.00
School and Youth Programs Manager (Hawaii-based)	1 FTE	\$58,000.00	30.00%	\$ 17,400.00
Marine Science Educator (Hawaii-based)	1 FTE	\$45,760.00	85.00%	\$ 38,896.00
				\$ -
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TOTAL:				\$ 64,046.00

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Big Island Resource Conservation and Development Council as Fiscal Sponsor for The Marine Mammal Center

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Big Island Resource Conservation and Development Council as Fiscal Sponsor for The Marine Mammal Center

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: 2018-2019	FY: 2019-2020	FY: 2020-2021	FY: 2020-2021	FY: 2021-2022	FY: 2022-2023
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						
Not Applicable						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Big Island Resource Conservation and Development as fiscal sponsor for The Marine Mammal CeI Contracts Total: 353,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Hawaiian monk seal public outreach	1/17 - 12/17	HTA	State	35,000
2	Hawaii monk seal PSA and outreach	1/18 - 12/18	HTA	State	35,000
3	Middle-school marine science program	1/19 - 12/19	HI State GIA	State	100,000
4	Hawaiian monk seal education cart	6/19 - 7/20	HI County	County	20,000
5	Hawaiian monk seal response and outreach	10/19 - 9/20	NOAA PIRO	U.S.	63,000
6	Hawaiian monk seal veterinary care	10/19 - 9/20	NOAA Prescott	U.S.	100,000
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Big Island Resource Conservation & Development Council

January 16, 2020

To Whom It May Concern,

I, Larry M. Komata, President of Big Island Resource Conservation and Development Council (BIRCDC), do hereby certify that to the best of my knowledge, this is a true reflection of BIRCDC's finances for the period of January 1, 2019 – December 31, 2019. Our financial documents are prepared by an independent bookkeeper, Elizabeth De Roche. Should you need more information, she may be reached at thederoches2@gmail.com.

Sincerely,

A handwritten signature in black ink, appearing to read 'Larry M. Komata', with a long horizontal line extending to the right.

Larry M. Komata
President
Big Island RC&D Council

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The Big Island Resource Conservation and Development Council is a non-profit, tax exempt 501(c) 3 corporation organized to assist communities of Hawaii to promote the conservation of natural resources, support economic development and enhance our environment and standard of living, with community capacity building. The Big Island Resource Conservation and Development Council is an Equal Opportunity Provider.

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**BIG ISLAND RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL
2020 OPERATING BUDGET**

Description	2020		
INCOME			
Admin Fees	\$30,000.00		
Sponsor's Dues	\$2,300.00		
Interest from HFS Account	\$10.00		
Lease/MPU Reefer Truck	\$0.00		
Refunds	\$0.00		
Donations	\$0.00		
TOTAL INCOME	\$32,310.00		
NON-PERSONNEL EXPENSES			
Web Hosting/Internet	\$500.00		
Business Phone	\$0.00		
Postage	\$300.00		
Mail Box Rental	\$195.00		
Bank Fees	\$50.00		
Office Supplies	\$500.00		
TOTAL	\$1,545.00		
PERSONNEL/PROFESSIONAL FEES			
Employees	\$18,960.00		
Bookkeeper	\$4,000.00		
CPA	\$2,000.00		
Web Manager	\$100.00		
Payroll Taxes	\$6,800.00		
TOTAL	\$31,860.00		
INSURANCE			
D&O	\$1,000.00		
General Liability	\$1,000.00		
Workman's Comp (HEMIC)	\$230.00		
TOTAL	\$2,230.00		
OTHERS EXPENSES			
Computer Upgrades	\$200.00		
Equipment	\$200.00		
Dues	\$650.00		
State Filings	\$350.00		
State GE Taxes	\$400.00		
TOTAL	\$1,800.00		
TRAVEL/MEETINGS			
Meeting Meals	\$350.00		
NARCDC National Conference	\$0.00		
NARCDC BOD	\$0.00		
Mileage	\$200.00		
Conferences	\$1,000.00		
TOTAL	\$1,550.00		
TOTAL OPERATING EXPENSES	\$38,985.00		

BIRCD
Balance Sheet
As of December 31, 2019

	Dec 31, 19
ASSETS	
Current Assets	
Checking/Savings	
1000 · Cash In Bank	60,319.65
1010 · Cash in bank - unrestricted	121,151.95
1011 · Cash in Bank-restricted	-328.12
1000 · Cash In Bank - Other	-328.12
Total 1000 · Cash In Bank	181,143.48
1050 · CASH IN BANK HSF	
1051 · HFS-Unrestricted	1,025.00
1053 · HFS Savings	4,461.50
Total 1050 · CASH IN BANK HSF	5,486.50
1060 · Bank of Hawaii	8,342.74
Total Checking/Savings	194,972.72
Total Current Assets	194,972.72
TOTAL ASSETS	194,972.72
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2200 · Funds Held For Others	1,071.00
Total Other Current Liabilities	1,071.00
Total Current Liabilities	1,071.00
Total Liabilities	1,071.00
Equity	
3010 · Unrestrict (retained earnings)	131,024.23
3100 · Fund Balance Restricted	75,485.59
Net Income	-12,608.10
Total Equity	193,901.72
TOTAL LIABILITIES & EQUITY	194,972.72

BIRCD RESTRICTED FUNDS
Income & Expense
 January through December 2019

	Jan - Dec 19
Ordinary Income/Expense	
Income	
4000 · Project Revenues	
4010 · Indiv/business contribution	26,852.54
4110 · Other Project Revenues	
41101 · Vendor Fees	1,074.81
41102 · Ticket Sales	-1,085.51
41104 · Registration Fees	1,359.77
41105 · Other	2,172.00
41107 · T-Shirt Sales	2,988.57
41108 · Ribbon Sales	-955.00
41109 · Food Booth	266.00
41110 · Vehicle Rental	660.00
41111 · Truck Lease Payments	332.90
4110 · Other Project Revenues - Other	0.23
Total 4110 · Other Project Revenues	6,813.77
4230 · Foundation/trust grants	
423115 · Queen Liliuokalani Trust	13,540.00
42314 · Kohala Center	1,250.00
42315 · Yokoyama Fund	5,000.00
Total 4230 · Foundation/trust grants	19,790.00
4520 · Federal grants	
4521 · USDA-NRCS	16,220.91
Total 4520 · Federal grants	16,220.91
4530 · State grants	
4531 · HTA/CPEP	25,000.00
4532 · HTA Other	40,000.00
4534 · Dept of Agriculture	-500.41
4537 · Aloha Aina	40,000.00
4538 · GIA	89,000.00
Total 4530 · State grants	193,499.59
4540 · Local government grants	
4541 · County of Hawaii	
45412 · Research & Development	-164.68
45417 · Nonprofit Grant	
454171 · Nonprofit Grants 2018	3,650.00
454172 · Nonprofit Grants 2019	10,788.50
Total 45417 · Nonprofit Grant	14,438.50
45418 · Contingency Fund	25,085.00
Total 4541 · County of Hawaii	39,358.82
Total 4540 · Local government grants	39,358.82
Total 4000 · Project Revenues	302,535.63
4700 · Carry Over Balances	14,291.52
4800 · Refunds	
4900 · Donations--Non-Project	-112.00
Total Income	316,715.15
Gross Profit	316,715.15
Expense	
7000 · Grant & contract expense	
7010 · Supplies-Program Related	152,346.20
7011 · Administrative Fee	28,849.79
7013 · Repairs and Maintenance	4,158.70
7020 · Professional Fees	
7023 · Bookkeeper	50.00
7024 · Web Manager	119.40
7020 · Professional Fees - Other	105,118.32
Total 7020 · Professional Fees	105,287.72
7028 · Entry Fees	4,000.00
Total 7000 · Grant & contract expense	294,642.41
8100 · Non-personnel expenses	
8130 · Telephone & telecommunications	
8131 · Internet Access	550.00
Total 8130 · Telephone & telecommunications	550.00

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BIRCD RESTRICTED FUNDS
Income & Expense
January through December 2019

	Jan - Dec 19
8140 · Postage, shipping, delivery	80.50
Total 8100 · Non-personnel expenses	630.50
8300 · Travel & meetings expenses	
8310 · Travel	
8311 · Lodging	4,230.46
8312 · Meals	1,672.78
8313 · Airfare	468.65
8310 · Travel - Other	3,478.01
Total 8310 · Travel	9,849.90
8320 · Conference, convention, meeting	442.45
8300 · Travel & meetings expenses - Other	2,333.66
Total 8300 · Travel & meetings expenses	12,626.01
8500 · Misc expenses	
8520 · Insurance	2,439.39
8530 · Membership dues - organization	124.28
8570 · Advertising expenses	6,684.71
Total 8500 · Misc expenses	9,248.38
Total Expense	317,147.30
Net Ordinary Income	-432.15
Net Income	-432.15

BIRCD UNRESTRICTED FUNDS
Income & Expense
 January through December 2019

	Jan - Dec 19
Ordinary Income/Expense	
Income	
4800 · Refunds	108.80
4900 · Donations—Non-Project	692.09
5000 · Earned revenues	
5180 · Program service fees	14,578.42
5220 · Dues—Organizations	
5222 · Dues—Kau SWCD	200.00
5223 · Dues—Kona SWCD	200.00
5225 · Dues—Puna SWCD	200.00
5226 · Dues—Waieka SWCD	200.00
5227 · Dues—County of Hawaii	1,500.00
Total 5220 · Dues—Organizations	2,300.00
Total 5000 · Earned revenues	16,878.42
Total Income	17,679.31
Gross Profit	17,679.31
Expense	
7000 · Grant & contract expense	
7012 · Permits & Licenses	173.00
7020 · Professional Fees	
7023 · Bookkeeper	3,345.76
Total 7020 · Professional Fees	3,345.76
Total 7000 · Grant & contract expense	3,518.76
7200 · Salaries & related expenses	
7220 · Salaries & wages - other	14,228.25
7250 · Payroll taxes	
72501 · FICA	3,063.60
72502 · State	734.58
72503 · Unemployment	314.40
Total 7250 · Payroll taxes	4,112.58
7200 · Salaries & related expenses - Other	2,371.54
Total 7200 · Salaries & related expenses	20,712.37
7500 · Other personnel expenses	
7520 · Accounting fees	
7521 · Compilation	1,000.00
7522 · Tax Preparation	1,560.00
Total 7520 · Accounting fees	2,560.00
7580 · Web Hosting	296.85
Total 7500 · Other personnel expenses	2,856.85
8100 · Non-personnel expenses	
8110 · Supplies	72.40
8140 · Postage, shipping, delivery	332.00
8190 · Office Supplies	108.38
Total 8100 · Non-personnel expenses	512.78
8300 · Travel & meetings expenses	
8310 · Travel	
8312 · Meals	69.11
8314 · Mileage	68.00
Total 8310 · Travel	137.11
8320 · Conference, convention, meeting	
8324 · Council Meetings	62.39
Total 8320 · Conference, convention, meeting	62.39
Total 8300 · Travel & meetings expenses	199.50

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BIRCD UNRESTRICTED FUNDS
Income & Expense
January through December 2019

	<u>Jan - Dec 19</u>
8500 · Misc expenses	
8520 · Insurance	
85201 · General Liability	1,825.00
85203 · Workman's Comp.	230.00
Total 8520 · Insurance	<u>2,055.00</u>
Total 8500 · Misc expenses	<u>2,055.00</u>
Total Expense	<u>29,855.26</u>
Net Ordinary Income	<u>-12,175.95</u>
Net Income	<u><u>-12,175.95</u></u>