

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

HOLUALOA FOUNDATION FOR ARTS AND CULTURE

was incorporated under the laws of Hawaii on 05/02/1995 ; 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 14, 2020

Director of Commerce and Consumer Affairs



**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.

Donkey Mill Art Center

(Typed Name of Individual or Organization)



(Signature)

1/16/2020

(Date)

Marie LaBelle Clark aka Maja Clark

(Typed Name)

Executive Director

(Title)

**Holualoa Foundation for Arts & Culture
dba Donkey Mill Art Center
FY 2020 LEGISLATIVE
GRANT IN AID REQUEST FOR OPERATIONS**

Introduction

On behalf of the West Hawai'i community, the Holualoa Foundation for Arts & Culture, doing business as the Donkey Mill Art Center, respectfully requests a **\$105,800** operations grant in support of our dynamic array of keiki and youth art education programs.

In 2020, the Holualoa Foundation for Arts & Culture is celebrating its 25th anniversary of service to the West Hawai'i community, and an expansion of the essential and effective Youth Education Program is a focus for the celebration of this noteworthy event. The requested funds will provide crucial support for these activities.

I Certification

1. Certificate of Good Standing

Please find attached

2. Declaration Statement

Please find attached

3. Public Purpose

Yes, the requested grant funds will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes. More information is included in Section II.3.

II Background and Summary

1. Description of Applicant's Background

Holualoa Foundation for Arts and Culture (HFAC) was established by community members who wanted to create a place where artists could gather to work, share ideas, and exhibit. In 1995, with just \$700 and newly-secured 501(c)3 status, they began offering weekend classes for adults and children as the board of directors searched for a permanent home for the new initiative.

This year, the Donkey Mill will celebrate its 25th anniversary of providing arts education and experiences for people of all ages and abilities.

In 2001, thanks to a generous financial gift from a community patron of the arts, and a successful fundraising campaign, HFAC was able to purchase the historic Kona Coffee Cooperative building, locally referred to as the Donkey Mill. Hard-working volunteers put in countless hours to create studio workshops for youth programs, printmaking and ceramic arts, a meeting space and an exhibition area out of the old coffee mill while preserving its rustic character. In the fall of 2002, HFAC moved into its new home, and since then the organization has been known as the Donkey Mill Art Center.

The Donkey Mill's programs have expanded since that time in response to the needs of the local community. The contributions of visiting artists from around the world and collaborations with partner organizations have been a vibrant factor in that expansion. Our collaborations with non-profit organizations, such as West Hawai'i Community Health Center, Full Life Hawai'i, and Abled Hawai'i Artists (AHA) characterize the evolution of Donkey Mill Art Center's involvement—and art's important role—in the life of our local community.

Of particular importance is our Youth Education Program, which has grown beyond the walls of the Donkey Mill, bringing vital art education into the classrooms at several local elementary schools.

The Donkey Mill's members, students, faculty, artists teaching and at large, walk-in visitors, volunteers, staff and board share a sense of belonging, commitment, exploration and determination to maintain a shared space where diverse perspectives come together for the creative process and a place of acceptance. Through its legacy programs in printmaking, ceramics and fiber arts, as well as offering one of the few exhibition spaces in West Hawai'i attracting internationally renowned and local artists alike, the Donkey Mill has been a haven for youth, facilitating their explorations of creative expression through which to translate and define the world around us and make a positive difference in the face of modern-day challenges and regional stressors, including high rates of poverty and unemployment that the majority student populations of West Hawai'i public schools struggle to overcome.

Our Vision:

We are a gathering place where people develop as creative, conscious, and healthy human beings through art education and experience.

Our Mission:

The Donkey Mill Art Center provides art education and experiences to people of all ages and abilities at our facility in Holualoa. This includes hands-on classes, exhibitions, and events of contemporary visual arts, crafts and culture.

Our Values:

Creativity - passionate, inspired self-expression
Community - engagement through connection and collaboration
Diversity - inclusive of all ages, abilities and cultures
Process - continuous growth with focus on the journey

2. Goals and Objectives Related to Request

The goal of the Donkey Mill's Youth Education Program is to spark the imagination of our youth and give them a chance to explore their creativity through an integrated approach to the arts which includes drawing, music, painting, culture, stop animation, ceramics, poetry, printmaking, photography, storytelling and performance. These creative and practical hands-on activities allow children build confidence in many ways as they learn to better express themselves and work with others in intentional and meaningful ways.

The specific objectives of the 2020–21 Youth Education Program include:

- a) Hire a Youth Education Coordinator to manage Youth Education Program expansion.
- b) Carry out the described program of youth education classes and activities.
- c) Design teaching artist and classroom teacher profession development and mentorship experiences.
- d) Collaborate with the Donkey Mill Curator to create Parent/Child workshops around our exhibitions.
- e) Begin to build new partnerships with other schools and local organizations that work with underserved communities.
- f) Develop direct programming that resources materials from nature or recycled objects to make art including a focus on fiber arts and gardening.

3. The Public Purpose and Need to be Filled

Nationally, arts education is being systematically reduced in both schools and public programs. Since 2001 and the enactment of the No Child Left Behind Act (NCLB), access to arts education in public schools nationwide has declined drastically due to the fact that the NCLB doesn't require public schools to assess students in the arts even though it's considered a "core academic subject;" the prevailing educational focus is on those curriculum areas that require testing assessment. The arts have also fallen victim to the national STEM (science, technology, engineering and math) movement, which encourages student engagement in high-tech fields in an effort to make youth competitive in a global market.

A 2012 study by the U.S. Department of Education revealed that the decline in arts education disproportionately affects underserved populations and those with high percentages of children eligible for Free and Reduced school meal support. Hawai'i Island has some of the highest levels of Free and Reduced meal rates in the state. Hawai'i's teachers often struggle to incorporate art into their classes because of severely limited public funding and the demands of NCLB and state education requirements that place an emphasis on testing in core subjects such as math and reading.

The Donkey Mill Art Center has stepped up to provide some proactive solutions to this community issue; it is the only arts organization in West Hawai'i with both museum quality exhibitions and corresponding educational programming.

The national decrease in access over the past two decades has resulted in abundant research investigating the link between arts education and other indices of academic and social health in children. The results are clear and startling.

Art Education Impact on Academic Skills

Research from the National Endowment for the Arts (NEA), as well as Americans for the Arts, shows that at-risk youth who have access to the arts in and out of school also tend to have better academic results, better workforce opportunities, and more civic engagement – they become adults who contribute more to their community and show greater compassion and interest in the welfare and well-being of others.

Numerous research studies support the specific conclusion that students who engage in arts education also perform better in math, reading, and writing. The Arts Education Partnership performed a meta-analysis of 62 studies that demonstrated that children who study the visual arts show an increased ability to organize their writing and utilize sophisticated reading skills, including the ability to interpret complex texts, such as those found in science courses. Students that participate in arts programs demonstrate improved verbal, reading, and math skills, and also show a greater capacity for higher-ordered thinking skills such as analyzing and problem-solving.

A 2006 study by the Solomon R. Guggenheim Museum also reveals a strong link between studying the arts and increased literacy skills. As part of the museum's Learning Through Art program, third grade students gained improved abilities to reason, hypothesize, and describe texts after exercises in which they discussed the meaning of paintings. Research conducted in public schools in Maryland in 2011 further shows the link between the arts and improved academic achievement. In courses in which art is integrated with math, science, social studies, and other subjects, students demonstrated marked improvements in both reading and math.

A study by Americans for the Arts, as reported by PBS Hawai'i, found that "young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate."

Art Education Impact on Student Behavior

A 2010 study in Missouri found that in school districts in which there was a higher percentage of students enrolled in art classes, there were fewer reported behavioral incidents. This includes violent outbursts and other behaviors that resulted in out-of-school suspensions. Suspensions as a whole, particularly those of 10 days or more, were markedly lower in schools that had robust arts programs. In fact, schools with low student enrollment in the arts reported nearly twice as many disciplinary incidents as schools with high student enrollment in the arts. This same study also showed that the arts have a positive impact on student attendance, with schools having the greatest student involvement in the arts reporting the highest attendance rates.

Similar findings resulted from a high school study in Texas, which analyzed pre- and post- data regarding an intensive one-year program of arts-integrated lessons. Among the 100 students who participated in the program and received arts-integrated lessons, there was a 21% decrease in weekly incidents of acting out, fighting and other inappropriate outbursts, as well as significant decreases of in-school and out-of-school suspensions.

Art Education Impact on ELL Students

Hawai'i is one of the most ethnically and linguistically diverse states, and while about 7% of Hawai'i public school students are not native English speakers, the statistics for West Hawai'i are higher; some school complexes in the region have up to 13% ELL (English Language Learner) students, according to a 2018 report by the Hawai'i P-20 Partnerships for Education.

Many teachers of ELL students report that arts-integrated education is one of the best ways to support these students, both academically and emotionally. Art activities are effective at lowering kids' affective filters, giving them more confidence to break out of their shells and get talking. Art can be viewed as a universal language; because children develop receptive language more quickly than expressive language, students often understand more than we realize. Project options that require less language production give English learners more opportunities to show what they know. Providing students with limited English a chance to be successful and demonstrate learning through visual media projects – drawing, animation, video, photography, collage, and more – strongly supports the development of English language proficiency. In one study, ELL students who participated in a five-year Oregon arts integration program showed a dramatic 10-fold increase in English language proficiency scores.

Under the current national political climate that threatens funding for national arts organizations, it is crucial for institutions like the Donkey Mill to continue to supplement arts education for youth, both in and beyond the classroom. The Donkey Mill also serves as an incubator for young creatives looking to improve their professional skills, which enhance and support the creative economy, which the State of Hawai'i Department of Business, Economic Development and Tourism notes is 4.2% of the State of Hawai'i's gross domestic product (GDP) and growing at an average of 25% annually.

The Donkey Mill also offers scholarships for students in the community who would otherwise be unable to participate in Youth Education classes at the Donkey Mill site.

“In America, we do not reserve arts education for privileged students or the elite. Children from disadvantaged backgrounds, students who are English language learners, and students with disabilities often do not get the enrichment experiences of affluent students anywhere except at school. President Obama recalls that when he was a child ‘you always had an art teacher and a music teacher. Even in the poorest school districts everyone had access to music and other arts.’ Today, sadly, that is no longer the case.”

– U.S. Department of Education Secretary Arne Duncan, April 9, 2010

4. Target Population

Our target population to be reached through this proposal includes children and youth up to 18 years of age. Figures from the most recent Hawai'i County Data Book (2015) indicate that the total population of children and youth in West Hawai'i from ages 5–18 is approximately 21,000. The area served reaches from Kailua-Kona in the north to Hōnaunau in the south.

We have been very successful in reaching low income and at-risk youth, as well as youth who are developmentally delayed and who otherwise would have no access to exploring the arts, which is incredibly therapeutic and calming for those with disabilities.

This GIA funding request will enable us to expand the Youth Education Program with the goal of reaching more of our target population with focused art activities, so that more students in our community may benefit from the well-documented positive impacts of art education.

5. Geographic Coverage

The Donkey Mill Arts Center's service area is the west side of Hawai'i Island. However, our programs attract participants and visiting artists from across the island, including year-round and seasonal residents statewide, and from the U.S. mainland and internationally.

III Service Summary and Outcomes

1. Describe the Scope of Work, Tasks and Responsibilities

In order to accomplish the program's goals of providing high quality arts education for the youth of our community, Donkey Mill Arts Center will assign a program team with proven qualifications and expertise to complete all program activities. These individuals are described in detail in Section VI.

The Donkey Mill Arts Center's Youth Education program is soundly based on the understanding that an appreciation of the arts is the hallmark of both a complete person and a healthy society. The mission of the program is to enable children to engage in artistic and cultural activities that otherwise would not be available to them. Youth programs in the visual arts interconnect with literature, performing arts, environmental studies, and health through the lens of self, family, community, and world. The program is designed to not just teach particular skills, but to nurture individual creativity, encourage group collaboration, to give participants the chance to explore new and sometimes life-changing experiences in the arts and to become good citizens.

The tasks and responsibilities for developing lesson plans to accomplish the mission and scope of the Youth Education Program are held by the Youth Education Program staff, who also develop an annual theme for the program. For 2020, the theme is ***Na Kilo 'Aina: remembering how to see and listen.*** Na Kilo 'Aina refers to the watchers and observers of our 'aina – the lands, waters, and relationships that sustain our health and well-being. Every place has a history to tell about its people and the natural landscape. These stories have all the information we need to address the health and wellness within our communities. By observing and listening to the rain, wind, plants and animals we can deepen our understanding of the world around us. These discoveries through observation will be explored through the arts, guiding our youth to be the forefront of building awareness a healthy and a naturally productive community.

The scope of the program will be expanded from the 2019 program, which served 290 students who attended programs at the Donkey Mill site, 420 students who received in-school arts education in Hōlualoa and Kahakai Elementary schools, and 65 students who participated in parent-and-child afterschool classes.

Our highly effective partnerships with local public schools, and our outstanding series of on-site classes and art explorations for children and youth, are a proactive response to the need for meaningful arts education for our community's young people.

The Donkey Mill's in-school programs, supported in some years by Artists in the Schools (AITS) grants, involve not only hand-on arts classes, but also gallery exhibitions of their work, participation in individual, small group, and classroom discussions sharing personal experiences and discoveries about their art and the work of others, and the creation of artist statements that highlight art process and vocabulary. This type of arts-integrated pedagogy serves to strengthen students' artistic capacities, facilitate the understanding of academic subjects, and enhance critical thinking through the application of interpretive thinking.

The feedback from public school teachers about the impact of our in-school programs have been consistently very positive and appreciative. Jessie Lee Loy, a Kindergarten teacher at Holualoa Elementary School, had this to say about the program:

"Having art in the classroom is vital to student growth! It helps not just with students' emotional well-being, but also with their academics. In my classroom, many of the students speak a different language other than English at home. The academic parts of school are challenging for them. When we have art, they are able to have a bit of a reprieve. I see that they feel successful, they feel that they are able to just be themselves and not worry about translating from one language to another. Also, having art is another way for students to express themselves in a way where they don't have to rely on language and their skill or ability with that language to communicate. This then builds their confidence in their own abilities, which then transfers to the other areas of school. When students feel that confidence, they are then more willing to take risks, not just in the arts but in academics as well.

"Art is also important to building fine motor skills for all students. In Kindergarten fine motor skills are very difficult for all students, especially at the beginning of the year. When comparing the years when we were able to participate with Donkey Mill and the years we were not, ALL of my students made much more progress with their writing ability and pencil grip in the years when we had art lessons."

The 2020-21 Donkey Mill Youth Program will continue to offer in-school programming for grades K-5, as well as on-site classes and workshops as detailed in section III.2.

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

The Donkey Mill Art Center’s Youth Education Program takes place year-round. Each month there are between 5-12 scheduled classes that take place at the Donkey Mill, as well as classes that occur at locations around the community, including in the local public schools. These include Teen Weekend Workshops, Parent/Child Weekend Workshops, Spring Art Experience, Summer Art Experience, Fall Art Experience, and the Teen Council Program, which invites teens to self-determine and execute council-led projects in a supportive environment in which to practice collaboration and leadership skills.

The most significant feature of the Youth Education Program is the Summer Art Experience courses for keiki and teens. This series of classes meets daily at the Donkey Mill for a five-week period, and culminates in an open house for family members featuring a performance and student docent-led tours of artworks created in the program on view in the Donkey Mill’s exhibition space.

2020 Youth Education Program Timeline

In-School Programs – serving 600+ students	
January 2020	Wahi Pana Project with Holualoa Elementary School Grade 5
Jan–April 2020	In-school programs for Holualoa Elementary School, Grades 3 & 4
Jan–April 2020	In-school programs for Kahakai Elementary School, Grade 3
Sept–December 2020	In-school programs for Holualoa Elementary School, Grades K–2
Beyond the School Programs – serving 100–200 students	
Jan–April 2020	Mixed Media Mania for ages 6–11
Jan–Dec 2020	Parent/Child Workshops • 8–10 sessions per year
February 2020	Teen Workshop: How to Create a Photography Portfolio
February 2020	Teen Workshop: How to Create a 2D Art Portfolio (Fine Art, Design, Illustration)
February 2020	Teen Workshop: Life Drawing 1
February 2020	Teen Workshop: Life Drawing 2
March 2020	Keiki Spring Art Experience
March 2020	Teen Spring Art Experience
March 2020	Teen Workshop: How to Write an Artist Statement
March 2020	Teen Workshop: Activism & the Climate Crisis
April 2020	Teen Workshop: Portfolio Review
April 2020	Teen Workshop: Architect Month Film Night
April 2020	Teen Workshop: Young Architects Workshop
June–July 2020	Keiki Summer Art Experience • 5 weeks
June–July 2020	Teen Summer Workshops • 5 weeks
Sept–December 2020	Mixed Media mania for ages 6–11
Sept 2020–April 2021	Teen Council Program (30-40 sessions)
October 2020	Keiki Fall Art Experience

3. Describe its quality assurances and evaluation plans for the request. Plan for monitoring, evaluating and improving program.

Donkey Mill Art Center has comprehensive policies in place to ensure that all compliance, reporting, monitoring and evaluation activities are carried out for grant projects.

In order to deliver the community’s desired programming at the times and in the formats that are the most effective for participants, the staff conducts online feedback surveys and annual town hall meetings of our nearly 4,000 constituents to learn more about community interests and what classes, special events, and exhibitions they would like the Mill to offer. By doing this, we expect to better serve the community with improved use of resources and developing programs and classes targeted to

specific needs. Moreover, we're investigating the community's preferences in the scheduling of our classes, workshops, and pricing models to make our programs truly accessible and affordable. For example, in 2019 we expanded our hours of operation in order to accommodate our community after work and on weekends as a result of our analysis of community feedback.

We are diligent in maintaining accurate registration records, gathering feedback through Student Teacher Evaluations at the conclusion of every class and workshop, and obtaining written and verbal comments from event participants to learn how we can create a strong sequence of classes that supports advancement over a lifetime of learning. Perhaps most importantly, we have transitioned from a largely manual record-keeping system to the use of NEON, a cloud-based constituent management system, integrated with online membership enrollment, class registration, and donations, helping the Donkey Mill Arts Center better record and improve both the immediacy and frequency of our communications with those we serve.

4. List the measures of effectiveness that will be reported to the state

The Donkey Mill Art Center will report to the State of Hawai'i regarding the effectiveness of the Youth Education programing using the following tools of evaluation:

- Written narrative description of program activities
- Summary of participant evaluation surveys
- Summary of teacher evaluation surveys
- A written analysis of the extent to which the program objectives were achieved
- Copy of Annual Report
- Copy of Strategic Plan
- Budget summary of program income/expenses

IV Financial

Our total budget request is **\$105,800**, which will be matched by an additional \$122,303 in program spending by the Donkey Mill Art Center. The requested grant amount will cover the percentage of staff time that will be spent on the Youth Art Education program and the art supplies for the program. Donkey Mill Art Center will cover all employer payroll costs and fringe expense for salaried staff, all costs for contracted teaching artists, and all operations costs related to the program.

1. Budget Information

a. Budget request by source of funds

Please find attached.

b. Budget Justification: Personnel Salaries and Wages

Please find attached.

c. Equipment and Motor Vehicles

(N/A)

d. Capital Project Details

(N/A)

e. Government Contracts, Grants and Grants in Aid

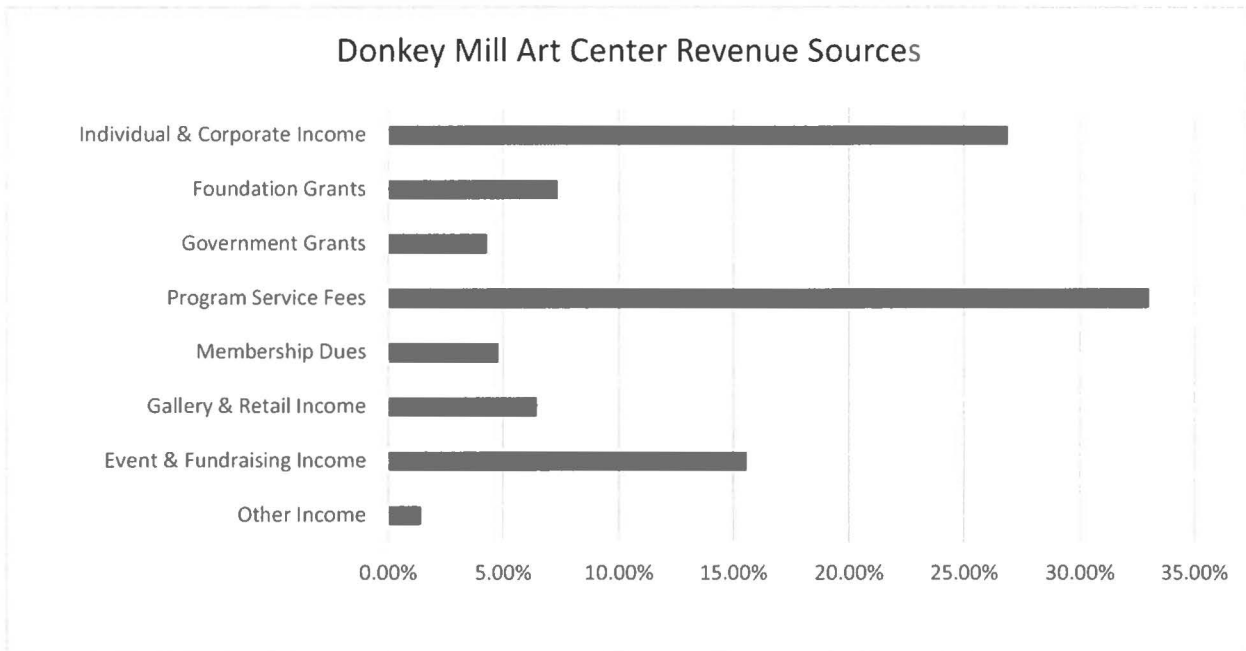
Please find attached.

2. Anticipated Quarterly Funding Request

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$35,000	\$30,000	\$20,400	\$20,400	\$105,800

3. List of funding sources sought for 2020

Ongoing revenue sources for the Donkey Mill Art Center include membership dues, program fees, retail sales, fundraising events, grants (foundation and government), individual donations and corporate sponsorship. Our 2018 Annual Report shows the distribution of revenue by percentage of each source of funding (see chart below) and we will seek to grow each of the under-utilized revenue streams.



The Donkey Mill Art Center has a successful history of fund development, and long-term relationships with many repeat funders provides a stable inflow of financial resources to support our operations. In addition, dozens of local businesses and individuals annually provide support for the Mill through in-kind donations of goods or services.

4. List of all Tax Credits (State/Federal)

Not applicable.

5. List all Federal, State and County Government Contracts, Grants and Grants in Aid 2016, 2017, 2018, and 2019

Please find attached.

6. Balance Sheet, 2019 year-end

Please find attached (Attachment A).

V Experience and Capability

1. Necessary Skills and Experience

The Donkey Mill Art Center has developed a national and international reputation for consistently providing high quality programs, exhibitions and opportunities for local and visiting artists to work with community members in our studios. This status has allowed the Donkey Mill to attract world renowned artists to Hawai'i to participate in our Artist in Residency program – a program we integrate with the Youth Education Program.

The Donkey Mill Art Center is governed by a nine-member Board of Directors who are representative of the community to be served by this project and bring a wide range of relevant skills and experience in program development and management. The board includes professional educators with expertise in business, banking and finance, art and art presentations, nonprofit management, community outreach, and school management. The board manages an annual operational budget averaging roughly \$505,000.

Executive Director Maja Clark carries out oversight of all Donkey Mill programs. She joined the staff in April 2018 in order to guide the transition of a grassroots-at-heart community arts center toward maturation, including greater stability and realignment of its mission with the evolving role of arts education in community building and wellness. In her short tenure, she has guided institutional strategy toward a higher level of fiscal stability, programmatic strength and community impact; setting new benchmarks for the Donkey Mill's 25th anniversary year in 2020 and beyond.

She previously served as Head of Collection Information & Digital Assets at the Los Angeles County Museum of Art, leading a team in providing digital access to LACMA's 130,000+ art collection through its collection management database, digital asset management system and website. Her grant management experience includes the implementation of an Institute for Museum & Library Services \$215K grant-funded project to rehouse, catalog, digitize and provide online access to the Mark & Carolyn Blackburn Collection of Photography.

Ms. Clark held the position of Collections Manager at what is now known as the Shangri La Museum of Islamic Art, Culture & Design in Honolulu. She holds a BFA from The Cooper Union, School of Art, a Graduate Certificate in Museum Studies and a Master's in Library & Information Science from the University of Hawai'i at Mānoa. She has served on the boards of Hawai'i Archivists Association and Hawai'i Museums Association, and currently serves as a Director and Chair of the Finance Committee on the Board of the Hawai'i Council for the Humanities.

Donkey Mill has a high level of fiduciary capacity, with comprehensive financial policies and procedures that reflect best practices for nonprofit organizations, a strong background in the management of government funds, and a demonstrated capacity of effectively meeting the critical needs of our underserved community through the implementation of innovative and focused community programs.

2. Facilities

The Donkey Mill Art Center owns a 2,720 square foot structure and a covered 1,000 square foot ceramic studio on 1.35 acres in Holualoa in West Hawai'i. The architecturally significant building occupies three levels in the historic coffee mill originally constructed in 1953 to house the Kona Coffee Cooperative Association. The building houses the staff offices, school shops, library reading room, rest rooms, a print room with 2 presses, a ceramic studio with 2 kilns, an art gallery and a retail space, open

art studios and storage. The building is ADA accessible. The structure is wood sheaving with a metal roof. The ceramic studio is an integral part of the art center and is located slightly separated from the main building under a metal roof, open on 2 sides and is also ADA accessible.

Please see Attachment B for photos of our facilities and students.

VI Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualification, Supervision and Training

The Youth Education Program is staffed with a core group of three highly trained art educators. Each staff member is an accomplished artist who has many years of experience working with youth and teach art education. The Youth Education staff is supervised by the Executive Director.

The core Youth Education Program team members include:

Miho Morinoue (Program Director) is a native of Hawai'i. She has a classically trained background in dance with the Boston Ballet, Marin Ballet Academy in California and New York City and is mostly self-taught in her drawing, painting and printmaking practices. She has had a 10-year dance career with Complexions Contemporary Ballet Co. in NYC where she served as rehearsal director and costume designer. Since her return to Hawai'i in 2006, Morinoue teaches visual arts and dance to local children and teens and served as the Youth Program Director for the Donkey Mill Art Center for 8 years. In 2019, she was promoted to Program Director and designs art educational programs for all ages and abilities in collaboration with local and visiting artists. Her artwork is part of the collections of the Library of Congress, DC, the Whitney Museum of American Art, NY and others.

Gerald Lucena (Teaching Artist) was born and raised in Captain Cook, Hawai'i. He earned his BFA in drawing and painting from the University of Hawai'i at Mānoa. He also attended the State University of New York at Stony Brook and the Skowhegan School of Painting and Sculpture in Maine. Since then, he has exhibited in Hawai'i, California, and Massachusetts and has created public murals for the West Hawai'i Community Health Center in Kealahou and Innovations Public Charter School in Kailua-Kona. He also designs sets and costumes for the Aloha Performing Arts Company at the historical Aloha Theatre in Kainaliu, Hawai'i. Gerald Lucena has taught drawing, painting, paper-making, and mixed media to all ages for more than a decade at the Donkey Mill Art Center.

Akiko Cutlip (Teaching Artist) was born and raised in Japan. She received her BA in fine arts from the California State University in 1998 with a focus in Drawing and Painting. Since then, Cutlip has taught art in both private and public schools. For the last 15 years, she has been dedicated to providing arts education to grades K - 5 after-school art programs in the San Francisco Bay area. Akiko's Japanese cultural background and heritage serve as a large influence in her own work and in teaching. She enjoys connecting meaningful ideas around culture and the arts when exploring art techniques and concepts with her students. This is Akiko's fourth year teaching with the Donkey Mill Art Center.

The Youth Education Program team is supported by the organization's operations team, which provides extensive support of all programs, including class registration, accounts payable, receivables, constituent management database, marketing, social media, facilities maintenance, supplies and greeting the public, including parents and students at the front desk. The two-person operations team is highly trained in office skills, including database administration, statistical tracking and customer service with extensive knowledge of local community needs and resources. In addition, Donkey Mill's Executive Director, Communications Director & Curator, and Ceramic Studio Coordinator all dedicate a

portion of their time in support of the Youth Education Program. Please see the budget request form for more detail.

Please see Attachment C for information about the qualifications of the program's additional teaching artists.

2. Organization Chart

Please see Attachment D.

3. Compensation

Below is a listing of the three highest paid staff and their annual earning:

- Executive Director (\$62,719)
- Operations Director (\$41,250)
- Program Director (\$41,250)

VII Other

1. Litigation

None

2. Licensure or Accreditation

None

3. Private Educational Institutions

N/A

4. Future Sustainability Plan

As a 501(c)(3) nonprofit organization, all program and operational funding will be derived from membership fees, program participation, individual donor giving, corporate donations, and grants.

The Donkey Mill Art Center's current strategic plan provides guidance regarding financial and sustainability priorities. These goals include ensuring that the organization has a minimum of three months operating expenses on reserve; reconstitution of the board's fundraising committee to be more effective; the creation and implementation of plans for each revenue stream on a rolling 12-month calendar, and the development of accounting system capacity to allow donors to designate funds to specific areas of interest. In addition, the strategic plan specifies the creation and development of a new comprehensive marketing strategy for effective communication with all stakeholders, with a corresponding expected increase of revenue. These strategic plan objectives are all underway, and will help ensure the Donkey Mill's financial future.

The Donkey Mill's dynamic annual giving campaign provides a solid foundation for future sustainability. The campaign includes direct mail, social media platforms and email campaigns that run in both spring and winter. The Donkey Mill has a long-standing, loyal donor base and is currently developing a planned giving campaign in support of its 25th anniversary and recently established endowment. The Donkey Mill has a stable membership base of 325, including several tiers of individual membership as well as student, senior and family levels. The Donkey Mill holds several fundraising events annually, many of which have become beloved community events. Among these events, the Mill's 2020 plans include its 13th Annual Art Auction and 13th annual Cool Fusion: Festival of 1000 Bowls.

The Youth Education Program is a key priority for Donkey Mill Art Center, and the board is committed to the ongoing success of the program. Expansion of the program is a goal that will allow us to serve more youth in our community, both in and out of school.

With 25 years of sustained programmatic success, strong and reliable community partners, and an innovative board dedicated to diversifying and strengthening our revenue streams, we are confident that we will continue to find long-term sustainability of our operations and programs.

The assistance of the State of Hawai'i, through this Grant-in-Aid, in the expansion of our 2020 Youth Education Program would be yet another reason to celebrate in our 25th Anniversary Year! Mahalo nui for considering our proposal.

LIST OF ATTACHMENTS

GIA Forms and Documents

Certificate of Good Standing (please find directly after application cover page)

Declaration Statement (please find directly after application cover page)

Budget Request by Source of Funds

Budget Justification – Personnel Salaries and Wages

Government Contracts, Grants, and/or Grants in Aid

DMAC Attachments

Attachment A Balance Sheet as of 12/31/19

Attachment B Photos of DMAC Facilities and Students

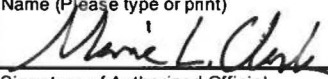
Attachment C Qualifications and Expertise of Contracted Teaching Artists

Attachment D Organizational Chart

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: DONKEY MILL ART CENTER

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				(DMAC Contribution)
1. Salaries & Wages	99,400			
2. Payroll Taxes & Assessments				32,621
3. Fringe Benefits				29,407
TOTAL PERSONNEL COST	99,400			62,028
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island N/A				
2. Insurance				851
3. Lease/Rental of Equipment				1,022
4. Lease/Rental of Space N/A				0
5. Staff Training				454
6. Youth Art Education Supplies	6,400			
7. Telecommunication				4,270
8. Utilities				3,159
9. Office & Facility Supplies				2,617
10. Contracted teaching artists				47,902
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	6,400			60,275
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	105,800			122,303
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	105,800	Maja Clark		808-469-5119
(b) Total Federal Funds Requested		Name (Please type or print)		Phone
(c) Total County Funds Requested				1/16/2020
(d) Total Private/Other Funds Requested	122,303	Signature of Authorized Official		Date
TOTAL BUDGET	228,103	Marie LaBelle Clark aka Maja Clark, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Donkey Mill Art Center

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 FTE	\$62,719.00	5.00%	\$ 3,135.95
Program Director	1 FTE	\$41,250.00	60.00%	\$ 24,750.00
Operations Director	1 FTE	\$41,250.00	20.00%	\$ 8,250.00
Communications Director & Curator	1 FTE	\$41,250.00	10.00%	\$ 4,125.00
Program & Administrative Coordinator	1 FTE	\$30,876.00	40.00%	\$ 12,350.40
Ceramic Studio Coordinator	1 FTE	\$31,200.00	50.00%	\$ 15,600.00
Youth Education Coordinator (to be hired)	.75 FTE	\$31,200.00	100.00%	\$ 31,200.00
PAYROLL & FRINGE				
Employer payroll costs & fringe expense for the project's salaried employees are not included in this budget request; these costs will be contributed by the applicant organization.	Total Payroll & Fringe =		\$60,028	
				\$ -
CONTRACTED TEACHING ARTISTS				
This is the total wage expense for all contracted teaching artists for the Youth Education classes and activities. These costs will be contributed by the applicant organization.	Total Contracted Teaching Artists =		\$47,902	\$ -
				\$ -
				\$ -
TOTAL:				99,411.35
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: DONKEY MILL ART CENTER

Contracts Total:

136,174

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	HSFCA Artists in the Schools (AITS)	2019-20	HSFCA/HCF	State/Private	14,000
2	Contingency Fund Grant [gallery space support]	2019-20	Hawaii County Council	Hawaii County	2,500
3	Grant in Aid [Operations/Youth Education]	2018-19	Legislature	State	40,000
4	HSFCA Artists in the Schools (AITS)	2018-19	HSFCA/HCF	State/Private	11,716
5	Grant in Aid [Capital/Facilities]	2017-18	Legislature	State	35,000
6	County Nonprofit Grant [Beyond the Schools]	2017-18	Hawaii County Council	Hawaii County	6,500
7	HSFCA Biennium Grant [Operations]	2016-17	HSFCA/HCF	State/Private	11,000
8	HSFCA Artists in the Schools (AITS)	2016-17	HSFCA/HCF	State/Private	10,458
9	Contingency Fund Grant [Summer Art Experienc	2016-17	Hawaii County Council	Hawaii County	5,000
10					
11					
12					

Attachment A

Holualoa Foundation for Arts and Culture

DONKEY MILL ART CENTER (DBA)

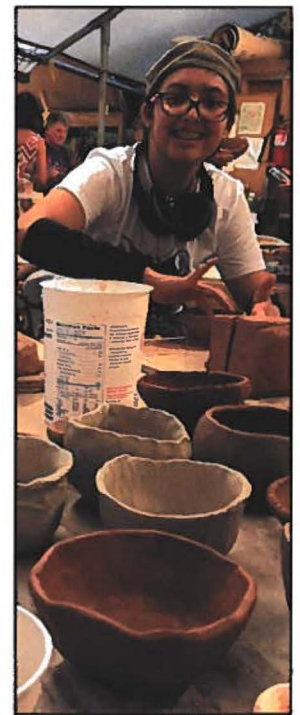
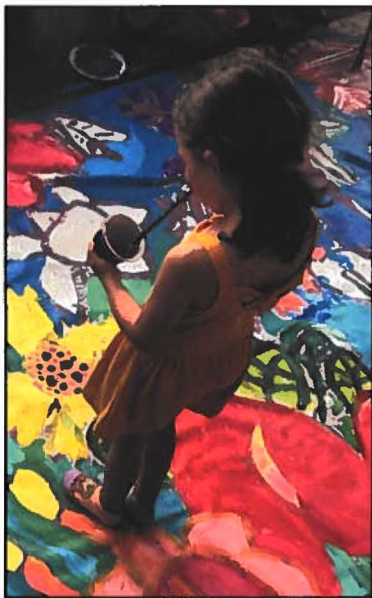
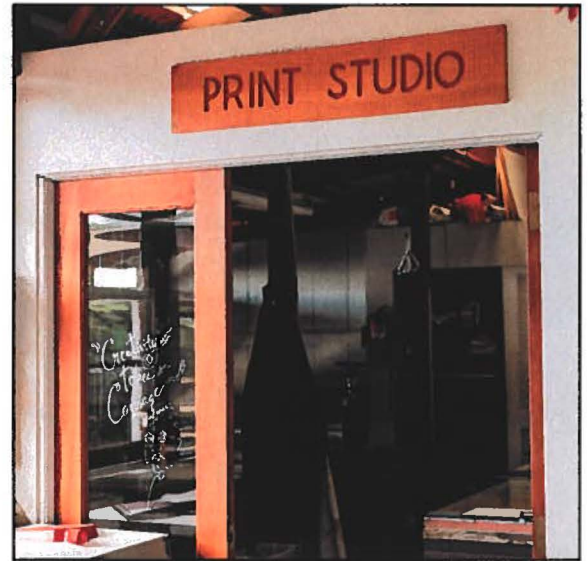
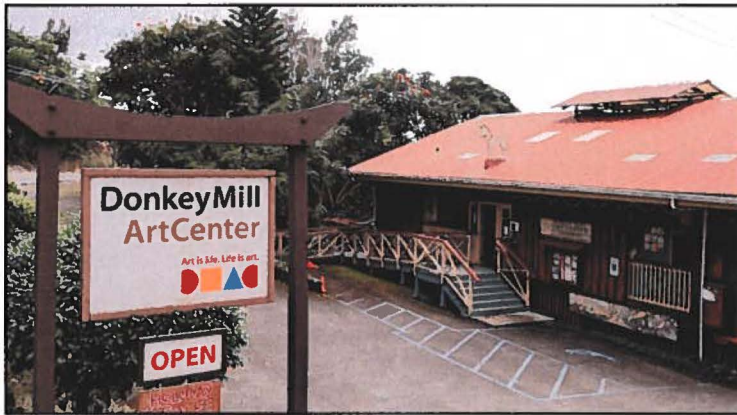
BALANCE SHEET

As of December 31, 2019

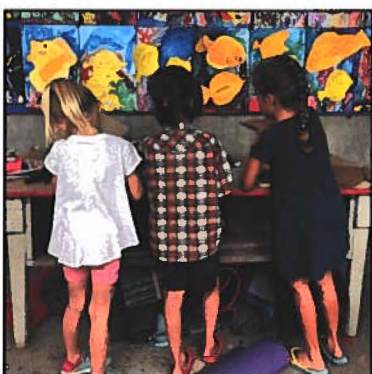
	Without Donor Restrictions	With Donor Restrictions	Total
ASSETS			
Cash in Checking	\$28,231.63	\$35,447.02	\$63,678.65
Savings	\$44,267.27	\$0.00	\$44,267.27
Investments	\$0.00	\$0.00	\$0.00
Accounts Receivable	\$955.00	\$3,900.00	\$4,855.00
Govt Grants Receivable	\$0.00	\$23,000.00	\$0.00
Grants Receivable	\$0.00	\$18,000.00	\$18,000.00
Pledges Receivable	\$0.00	\$0.00	\$0.00
subtotal current assets	<u>\$73,453.90</u>	<u>\$80,347.02</u>	<u>\$153,800.92</u>
Prepaid Expenses			
Land	\$796,197.74		\$796,197.74
Buildings	\$170,130.42		\$170,130.42
Other Fixed Assets	\$79,715.09		\$79,715.09
Accumulated Depreciation	(\$177,860.00)		(\$177,860.00)
subtotal fixed assets	<u>\$868,183.25</u>		<u>\$868,183.25</u>
total assets	<u>\$941,637.15</u>	<u>\$80,347.02</u>	<u>\$1,021,984.17</u>
LIABILITIES			
Accounts Payable	\$3,058.81		\$3,058.81
Pay & Payroll Taxes, Ins. Payable	\$22,610.46		\$22,610.46
General Excise Tax Payable	\$339.35		\$339.35
Other Current Liabilities	\$2,803.35		\$2,803.85
Notes Payable (loans)	\$0.00		\$0.00
subtotal current liabilities	<u>\$25,413.81</u>	<u>\$0.00</u>	<u>\$25,413.81</u>
total liabilities	<u>\$28,472.62</u>	<u>\$0.00</u>	<u>\$28,472.62</u>
NET ASSETS			
Net Assets at Beginning of Year	\$910,308.17	\$23,404.96	\$933,713.13
Change in Net Assets	\$35,756.36	\$1,042.06	\$36,798.42
net assets	<u>\$913,164.53</u>	<u>\$80,347.02</u>	<u>\$993,511.55</u>
Total Liabilities and Net Assets	<u>\$941,637.15</u>	<u>\$80,347.02</u>	<u>\$1,021,984.17</u>

DonkeyMill ArtCenter **DMAC**

Our Facilities and Our Students



Art is life. Life is art.



ATTACHMENT C

Beyond the School Programs Teaching Artists

Jon Goebel is an avid printmaker-artist known for his symbolically charged artworks. He received his MFA in Printmaking from Texas Tech University and serves as Associate Professor of Art at the University of Hawaii Hilo. He has shown in over 150 exhibitions across the United States and abroad including Portugal, Mexico, China, Bulgaria, Argentina, Spain, South Korea, Canada, India, and Puerto Rico. Jon has also taught numerous color intaglio workshops across the country and in China.

Wai'ala Ahn is an artist, activist and Keiki o ka 'Aina, with a history rooted in conservation, culture and living close to the land with reverence. Her journey with plants began in early childhood through hula and continued on into her adult life through lei making practices. Along with an education in various forms of art and design, natural plant dyes, her work has become an amazing combination of creativity, conservation and working with nature.

Ronit Fahl is a documentary photographer based on the Big Island of Hawaii. She's covered human-interest stories, breaking news, sports and concerts, along with long-term visual storytelling projects. Clients include Agence France Presse, Zuma Press, Hana Hou! The Magazine for Hawaiian Airlines, Honolulu Star Advertiser, Hawai'i Magazine and other publications. Ronit is fluent in French, conversant in Spanish and available for assignments throughout the South Pacific and beyond.

Jin An Wong has worked in the Hollywood Animation Industry for the past 3 decades, and is an expert in drawing & animating the human figure, animals, fictional creatures, and cartoon characters. His work ranged from animating "Tarna" in the first "Heavy Metal" Feature, to designing & directing "Dora, the Explorer" for Nickelodeon Cartoons. He has taught fine arts at the California College of the Arts, Academy of Art University, Expression College of Digital Media and many other art institutions. He received an Emmy for his animated short film "Bean Sprouts" and a Clio for the TV commercial "Sunkist Orange".

Debra McGee a MN native, moved to the island in 2011 after performing, teaching, and choreographing in NY and the Twin Cities for over 2 decades. She received her Bachelor's of Fine Arts in Dance from Marymount Manhattan College in N.Y.C. Debra is a former member of Garth Fagan Dance and performed his works nationally and internationally. She has taught at the University of MN, Gustavus Adolphus College, The Cowles Center, Penumbra Theater, The Donkey Mill's Summer Program, Dancing Tree in Kainaliu and currently Kona Dance and Performing Arts.

Courtney Meiselman grew up in Houston, Texas. She graduated with a Bachelors in Fine Art from the Kansas City Art Institute and soon after migrated to Kona, Hawaii. Courtney has been paired with Donkey Mill Art Center (DMAC) since 2014, where she has been the Ceramic Studio Assistant and a teaching artist for the youth program. Courtney is now the proud facilitator of DMAC's first Teen Council Program.

New Teachers for 2020

Chris Pascual is an eleven-year veteran educator who currently teaches Visual Arts at Konawaena High School. Chris graduated from the University of Hawai'i at Mānoa with a Bachelors in Travel Industry Management and Post-Baccalaureate in Secondary Art Education. Chris has served as a teacher-leader on the school's Instructional Leadership Team. Chris was recently awarded a Fund For Teachers Fellowship grant that allowed him to explore perspectives on Native art and place in the Pacific Northwest.

Leona Kassel is a veteran educator who graduated from the University of Oregon Honors College with a Bachelors in both Philosophy and Environmental studies. Leona went on to earn a Masters of Education in Teaching from the University of Hawai'i at Mānoa. Her experiences as an educator include serving as an environmental education coordinator, school garden teacher, classroom teacher, academic coach, and a field supervisor for teacher candidates.

Michael Cutlip is a full time working mixed media artist. He had been teaching weekend workshops and ongoing classes out of his Berkeley CA studio before moving to Big Island two years ago. He has had 20 plus years of art making and teaching experience, earning his BA in Fine Art in 1999.

Attachment D

Holualoa Foundation for Arts & Culture dba Donkey Mill Art Center
Board of Directors

MAJA CLARK
Executive Director

ORGANIZATION CHART 2020

**MIHO
MORINOUE**
Program
Director

**ASHLEY
RAYMOND**
Operations
Director

MINA ELISON
Communications
Director &
Curator

JAKE BOGGS
Ceramic Studio
Coordinator

(vacant)
Youth Program
Coordinator

SOPHIA NAYLOR
Program &
Administrative
Coordinator

Contract Teaching Artists for Youth Programs include:
Gerald Lucena
Akiko Cutlip
Jon Goebel
Wai'ala Ahn
Ronit Fahl
Jin An Wong
Debra McGee
Courtney Meiselman
Chris Pascual
Leona Kessel
Michael Cutlip