

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

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db:
 Makaha Cultural Learning Center Makaha Learning Center

Amount of State Funds Requested: \$ 221,749.00

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

The Makaha Cultural Learning Center is seeking a Grant in Aid to launch a Solar Training Program called STRIVE. STRIVE seeks to prepare 60 students that are homeless, live in transitional housing or fall at or below 150% of the Federal Poverty Level, for an entry level position in the solar industry. In addition to formal classroom education, students will also complete a study in Aloha, participate in a resume and job interview clinic, a private job fair and employer match-making event, and complete 10 community service hours.

Amount of Other Funds Available:	Total amount of State Grants Received in the Past 5
State: \$ <u>0</u>	Fiscal Years:
Federal: \$ <u>0</u>	\$ <u>0</u>
County: \$ <u>0</u>	Unrestricted Assets:
Private/Other: \$ <u>4793.63</u>	\$ <u>4793.63</u>

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:

84-1219 Alahele Street

City: State: Zip:

Waianae HI 96792

Contact Person for Matters Involving this Application	
Name: Danielle Irwin	Title: President
Email: danielle.irwin@makahalearning.org	Phone: 808-286-5402

Federal Tax ID#: <u> </u>	State Tax ID# <u> </u>
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<u><i>Danielle Irwin</i></u> Authorized Signature	<u>Danielle Irwin, President</u> Name and Title	<u>January 16, 2020</u> Date Signed
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received
01/17/20 20 12:06pm

Application Submittal Checklist

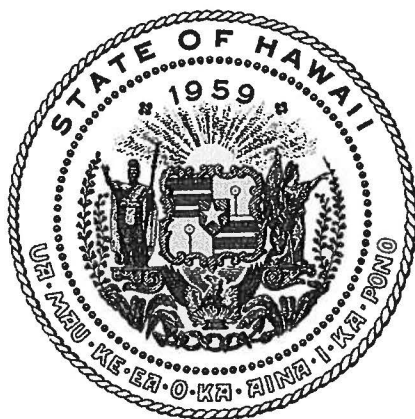
The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 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

Danielle Irwin
AUTHORIZED SIGNATURE

Danielle Irwin
PRINT NAME AND TITLE

Jan. 16, 2020
DATE



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

MAKAHA CULTURAL LEARNING CENTER

was incorporated under the laws of Hawaii on 06/10/2010 ; 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 13, 2020

Catherine P. Owaia-Cole

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: **MAKAHA CULTURAL LEARNING CENTER**

DBA/Trade Name: **MAKAHA CULTURAL LEARNING CENTER**

Issue Date: **01/16/2020**

Status: **Compliant**

Hawaii Tax#: W96616328-01

New Hawaii Tax#:

FEIN/SSN#: XX-XXX7447

UI#: No record

DCCA FILE#: 229676

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

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED 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, Hawai'i 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, Hawai'i 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, Hawai'i 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, Hawai'i 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.

Makaha Cultural Learning Center

(Typed Name of Individual or Organization)

Danielle Irwin

(Signature)

January 13, 2019

(Date)

Danielle Irwin

(Typed Name)

President

(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 (Attached)**
- 2. Declaration Statement (Attached)**
- 3. Public Purpose**

In accordance with Section 42-F-102, The Makaha Cultural Learning Center (hereinafter referred to as "The Makaha Learning Center" or "MLC") verifies that the grant requested will be used entirely for public purpose. The STRIVE program promotes public good by furthering the Makaha Learning Center's mission to provide construction trade training and construction trade opportunities to Leeward Oahu.

II. Background and Summary

Background: The Makaha Learning Center, a native 501(c)3, was formed almost a decade ago to serve Native Hawaiians and the Waianae Coast community. Makaha Learning Center's mission, anchored in the values of Aloha, promotes healing and advancement for the people of Hawaii through personal development, trades-training, and community impact programs.

The activities that serve our mission are based in three foundations of learning: Ho`oponopono, Ho'omau and Ho'onua. Through these educational philosophies, we unlock latent passion and talent, encourage discovery, reinforce gratitude, and inspire our students to emerge as capable individuals with relevant skills

We are the only organization that provides non-union construction trade education west of the Honolulu area. Our programs in Renewable Energy, HVAC-R, and Electrical Apprenticeship, back-fill a growing gap in Hawaii's skilled trade labor pool and contribute to a healthy island construction economy.

Through surveys and outreach, we have discovered within our community, an abundant desire to pursue education and personal betterment; however, surveys also confirmed that the biggest hurdle standing in the way of educational advancement is the student's ability to fund their education. Not surprisingly, according to the most recent US Census Bureau data, only 9.8% of adults over the age of 25 have earned a bachelor's degree. Moreover, 100% of community members surveyed agreed that Waianae needs more educational options and that they or someone they know would be interested in learning a trade.

We are seeking \$221,749.00 in GIA funding to launch a renewable energy training program called STRIVE (Sustainability Through Renewable Impact-Driven Vocational Education).

STRIVE not only provides a tailored pathway into the solar workforce but addresses foundation as enthusiastically as it builds capacity. This is a win that positively affects people from many sectors.

Goals and Objectives: Objectives of the STRIVE program, dully support the effort of our State's Clean Energy goals and create opportunity, within the renewable energy industry, for individuals that are economically at risk.

STRIVE targets individuals that are or have been homeless, are in transitional housing, or are part of a household that lives at or below 150% of the federal poverty guidelines.

STRIVE will cover the basic concepts of PV Systems and their components, site assessments, system design, system installation and system maintenance. Graduates of the course will be prepared for an entry level position in the solar industry. Successful completion of STRIVE will also help prepare trainees for the North American Board of Certified Energy Practitioners. (NABCEP)

Because we recognize that there is a high probability that the participants in this program have experienced trauma throughout their lifetime, students will also complete a Study in Aloha, created by Pono Shim, CEO of the Oahu Economic Development Board. Through intentional practice of the values of Akahai, Lokahi, Olu Olu, Haa Haa and Ahonui, students are developed both personally and professionally. Higher-skills emerge as students practice Aloha and do the self-work needed for healing and transformation.

In addition to the core curriculum, students participate in OSHA Safety training, a resume and job interview clinic, leadership clinic and an intimate job-fair and matchmaking where students will individually meet face with local contractors.

Goals and objectives of the STRIVE program are as follows:

1. Serve 60 individuals who will receive 15 weeks of services each. Students who successfully complete the program will earn certificates in PV 101, PV 203, OSHA Safety Credentials, and develop higher-skills through a study in Aloha.
2. Develop a highly marketable renewable energy workforce by preparing a minimum of 40 individuals for an entry-level position in solar installation. Earned credentials validate knowledge, build credibility and increase employer confidence.
3. Through Aloha, improve the "perceived wellbeing" of students by an estimated 50% by conducting pre and post-program surveys that measure the change in % of overall wellbeing the student is experiencing.

Public Purpose and Needs to be Served: Vitality of the construction industry is very important to Hawaii's economy. Without a skilled and vibrant construction industry, new investment cannot be translated into facilities and infrastructure that support all other major industries.

The construction industry has suffered as young adults emerging into the workforce have been pushed to pursue traditional four-year post-secondary education in lieu of vocational training. The result is severe, with over 434,000 construction job vacancies across the nation, according to the US Labor Bureau. Conditions will magnify as the baby boomer generation ages and disinterest in young people grows.

Hawaii has set-forth clean energy goals that are both aggressive and admirable. With a 100% clean energy mandate that must be met by 2045, there has been much planning and theory about the infrastructure we will need to support this goal, but not enough discussion about how we will build it.

With just ten short years until the 2030 benchmark, and about 25 years left to accomplish and additional 73% of renewable energy generation, we must train the next generation of clean energy

professionals. Failing to do so will result in missing the target or being forced to import a mainland labor force.

Meanwhile, despite some improvement, Hawaii is facing a homeless epidemic. In 2019, almost 4500 people were reported to be homeless-- more than 2.5 times the national rate. Counts from Kaena to Koolina alone, accounted for 583 unsheltered-homeless persons identified in the 2019 Point in Time Count.

Waianae is one of the most impoverished areas of Oahu with almost 28% of individuals living in poverty, according to the US Census Bureau, 2014-2018. Additionally, all 9 complex area schools are Title 1 schools that receive federal funding to improve education for disadvantaged students.

The Waianae Coast is also home to a high concentration of Native Hawaiians. According to a study done in partnership by the Native Hawaiian Organizations association and Holomua Consulting Group, LLC, to establish the disadvantaged status of Native Hawaiians, it was concluded that Native Hawaiians have:

- The highest unemployment rate of any major ethnic group in the State of Hawaii
- The lowest per capita income of any major ethnic group in the State of Hawaii
- The highest percentage of individuals living below the poverty level of any major ethnic group in the State of Hawaii
- The highest rate of homelessness of any major ethnic group in the State of Hawaii
- Double the state-wide rate for use of public assistance of any major ethnic group in the State of Hawaii
- The highest rate of single parent households of any major ethnic group in the State of Hawaii
- The highest rate of child abuse and children in foster care of any major ethnic group in the State of Hawaii
- The lowest life expectancy of any major ethnic group in the State of Hawaii

Target Population and Geographic Coverage: Because of the Makaha Learning Center's geographical location, it can be assumed that the majority of the people served will be from the Waianae Coast, Native Hawaiian, and economically at-risk.

The STRIVE program primarily serves young adults (ages 16 to 24) and secondarily, adults (ages 25-35) who prove to have the motivation for positive individual change.

Beneficiaries of the STRIVE program include everyone on the spectrum-- our Legislators, burdened with solving Hawaii's tough issues, our local contractors who rely on a skilled labor force, and our students (and their families) who will gain tools they need for a financially sustainable future.

III. Service Summary and Outcomes

Scope of Work: Because the format of the program is new, activities and scope of work include everything from program marketing through program completion. However, some preliminary planning such as budgets and execution of curriculum licensing agreements have already transpired.

The first 4 weeks of programming will be used for setup and outreach, followed by three iterations of our 15 week program, with the last 2 weeks used for evaluation and reporting.

The table on the preceding page outlines the remaining activities and timeline that will occur to accomplish the program objectives, during the term of the grant.

Applicant Makaha Cultural Learning Center

Activity/Task	Channel	Method	Additional Information	Timeline (Months 1-12)
Market Program and Student Recruitment	Community Events: Attendance and direct promotion at area events	Ohana Feed Nights	Monthly food distribution and ohana dinner event, 300-600 nightly attendance	Months 1 to 9
		Farmer's Markets	Makekeke at Waianae Mall and Nanakuli Library	
		Government/Board Meeting		
		Festivals	Hoolaula, Christmas Parade, Keiki Resource Fair	
	Outreach: Program Education and partnership with area Non-profits, Community Partner and Schools	Clubs		Months 1 to 2
		Kahumana Farms		
		Rotary Club		
		Commercial Partners		
		WCCHC		
		Transitional Housing Shelters		
		Schools		
	Online: High-value and free platforms	Website		Months 1 to 9
		Social Media Platforms		Months 1, 4, 5, 7, 8
Informational Collateral Design	Flyers		Month 1	
	Banners		Months 1, 4, 7	
	Sponsored/Targeted Posts			
Project Ramp Up	Administrative	Applications and Interviews		Months 1 to 8
		Program Orientations		
		Student Registration		
		Outcome tracking		Months 1 to 12
		Scheduling		Months 1
		Staff Hiring		Months 1 to 12
		Material Preparation		
	Instructors	Lesson Plans		Month 1
Class Instruction	PV 101	40 hours instruction, 8 hours additional classroom time	Licensed through Solar Energy International	Three iterations of the program. 20 students in each class--August 1 to November 15; November 21 to February 27; March 6 to June 5
	PV 203	20 hours instruction, 4 hours additional classroom time	Licensed through Solar Energy International	
	Assessment Prep	5 hours	For individuals that need more focused time to prepare for final exam.	
	OSHA Safety Training	10 hours, 2 hours additional classroom time	Specifically tailored for energy safety	
	Aloha Response Cohort and Leadership Modules	15 hours classroom time, 10 week independent study.	Students participate in three in-person gatherings that introduce the Values and Practice of Aloha. Students journal and practice ALOHA daily through individual study.	
	Clinic: Resumes and Interviews	5 hours classroom time plus 1 hour individual coaching	Resume Creation and Mock interviews	
Additional Program Activities	Job-Fair/Meet N Greet	3 hours	7-10 Electrical and PV Contractors; Face to Face introductions for all participants.	Months 5, 8, 11
	Computer Lab	10 hours	Students will have opportunity to sign up for computer lab time during specified hours to prepare resumes for job fair.	Months 5, 8, 11
Class/Program Conclusions	Administrative	Certificates	Formal Recognition of Program Completion	Months 5, 8, 12
		Ceremony	Public Recognition of Program Completion	
		Reporting of Outcomes to State Agencies	Semi- Annual and Annual Reporting	Months 6, 12

Timeline and Outcomes:

Within the 12-month grant period, projected program outcomes include:

- Annual enrollment of at least 60 students (3 classes/20 students) with a minimum completion rate of 70%
- Addition of 40 or more fully trained Solar PV installation professionals who are also are qualified to sit for NABCEP Associate Credentials;
- 40 or more students certified in OSHA Safety
- Job placement of at least 20 graduates into entry-level solar installation positions.
- 40 or more students that have participated in an Aloha Response cohort with an increase of 50% in perceived wellness.
- 400 hours of community volunteerism

Long-term Outcomes

An entry-level installer can expect to earn about \$18-20/hour. Motivated individuals have the potential to advance to Lead Installer (or similar) level within a year. Formal education and professional certification will earn positions on more desirable projects with higher earning potential.

According to Salary.com, "The average Solar Installer salary in Hawaii is \$76,559 as of November 25, 2019, but the range typically falls between \$63,317 and \$94,695. Salary ranges can vary widely depending on the city, and many other important factors, including education, certifications, additional skills, the number of years spent in your profession."

Assuming that 20 solar installers attain entry-level positions at \$18/hour, an additional \$748,800 in personal income will be injected into the community the first year after program completion. If we were to assume that in 10 years, these same installers have attained the average annual salary of \$76,559, this would translate to almost \$10.8 million in personal income over the period.

Collateral outcomes include an overall improvement in the social and economic condition of the Waianae Coast. An ongoing solar training and certification program, expansion of trade and education opportunities, and an increased connection to community.

Quality Assurance:

To maintain the integrity of the STRIVE program and improve the program over time, the following evaluation and monitoring procedures will be implemented:

Curriculum: PV 101 and 203: licensed through Solar Energy International, the leader in developing industry-aligned textbooks and curriculum. SEI's PV curriculum was one of the first in the United States to be accredited by the Interstate Renewable Energy Council (IREC). Other Hawaii based institutions that teach SEI's curriculum include Hawaii Community College, Maui Community College, Kauai Community College, and Honolulu Community College.

Accreditation: MLC is currently seeking accreditation through both IREC and NCCER. As the accreditation evaluation period occurs at the same time as the grant period, we will be held to the strictest of standards as mandated by the accrediting institutions.

Instructors: Our instructors are experts in the energy industry who have years of teaching, prolific practical experience, and have earned solid reputations in their fields.

Assessments: All students are evaluated on their working knowledge through SEI's assessment resources. Successful completion of the program requires an assessment score of 70% or greater. Students who are at risk of falling behind will be offered additional tutoring during computer labs hours.

Student Feedback: MLC maintains an open-door policy and encourages regular feedback in-person or by sending comments to info@makahalearning.org. Post-program evaluation and feedback surveys are also conducted at the conclusion of every class. Suggestions are discussed and evaluated, and if founded, changes are made for improvement.

Partner Feedback: In addition to student feedback, MLC will periodically check on students that have been hired at partner firms to understand the employer's perspective regarding the student's work-place readiness and knowledge.

Effectiveness and Measuring: MLC will meet with the awarding State agency to identify parameters and intended results to further refine accountability and deliverables. MLC will report on its program's achievements and will provide appropriate written reports and supporting materials after the conclusion of each session (3 times annually). Basic benchmarks to be measured are:

- Enrollment rate
- Completion rate
- Volunteer hours worked
- Job placement
- Change in perceived wellness

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-- attached
 - b. Personnel salaries and wages-- attached
 - c. Equipment and motor vehicles-- attached
 - d. Capital project details--attached
 - e. Government contracts, grants, and grants in aid-- attached

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
75,668.50	52,193.50	52,193.50	41,693.5	221,749.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.

This is still largely undetermined. We will seek funding from corporations that supported MLC in fiscal year 2019-2020.

Hawaiian Electric Industries- \$25,000 Unrestricted Operating
Hawaii Unified- \$15,000 Unrestricted Operating; \$5,000 Classroom Equipment

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.

NOT APPLICABLE

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

Unrestricted funds/assets as of December 31, 2019 was \$7055.65

V. Experience and Capability

1. Necessary Skills and Experience

The Makaha Learning Center is governed by a board of directors that have extensive experience in Renewable Energy, Construction, Facilities Management, Marketing, Strategic Planning, Employee Training and Development, and Business Management.

Together with her husband, Danielle Irwin, President of Makaha Learning Center, owns and operates Hawaii Unified Industries. Hawaii Unified has been recognized as one of Hawaii's top renewable energy companies, employs over 100 people, and was named one of West Oahu's largest employers, according to PBN's 2020 Book of Lists. Hawaii Unified holds a General Contractor's License as well as the following Specialty Trade Licenses-- Electrical, HVAC, Plumbing, and Steel Roll-Up Doors.

In her role at Hawaii Unified as Chief Strategy Officer, Danielle drives Hawaii Unified's marketing and growth strategies, creates employee development and engagement programs, and executes employee training.

STRIVE program's lead instructor, John Miller, is a NABCEP certified PV Installation Professional, was formally trained as a Nuclear Engineer, was an Instructor for the Navy, former VP of Operations at Pacific Solar Innovations, and Energy Project Developer in Hawaii and Internationally. John is also the founder and CEO of Mana Pacific, a Benefit Corporation that addresses the global resource scarcity and climate risk in the Pacific

MLC's Advisors include some of Hawaii's most influential leaders and executive-level industry professionals.

100% of the stakeholders of MLC live or work (or both) on the Waianae Coast. With a strong pulse on the community, we are invested in the overall well-being of the area. We have poured out our lives and countless resources into the development of the Makaha Learning Center so that it can be a hub for community growth and advancement.

2. Facilities

The Makaha Learning Center is located at the Makaha Gateway Center at 84-1170 Farrington Highway, Building C-2, Waianae, Hawaii 96792.

Classroom Features:

- 1100 square feet
- Full renovation 2019
- Capacity for 20 students
- Four computer stations
- Lounge/Seating Area
- Flat screen TV for presentations
- Whiteboard
- Projector and Projector Screen
- Privacy Tint
- Airconditioning
- Shared complex bathroom

VI. Personnel: Project Organization and Staffing

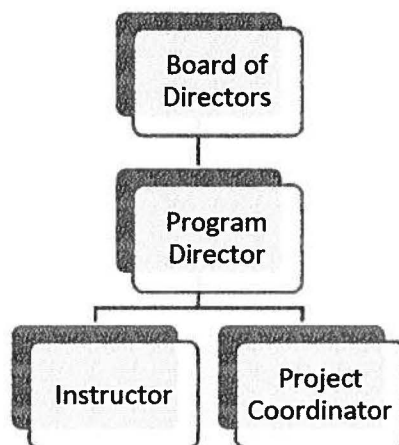
1. Proposed Staffing, Staff Qualifications, Supervision and Training

Under the guidance and supervision of the Board of Directors, additional proposed staffing is as follows:

Position	Reports to	Responsibilities
Program Director	President	Responsible for managing program on a strategic level, marketing and recruiting, managing partners and resources, and overseeing finances to ensure that the project progresses according to the parameters defined by the grant.
Instructor (PV)	Program Director	Ultimately responsible for maintaining the integrity of SEI curriculum, preparing and presenting lesson plans, supervising students and managing coursework, administering assessments, and managing classroom operations and expectations. Secondary responsibilities include working with the PD to report and quantify data and results for grant and to curriculum licensor, make student recommendations, as-needed tutoring.
Program Coordinator	Program Director	Responsible for administrative duties of the program, assist the Director of Programs; coordinate and attend recruiting events; manage social media; scheduling; data tracking; assist with reporting; material prep; program supplies; student communication; manage applications; track attendance; record keeping; manage contracted instructors (OSHA and ALOHA); supervise computer-lab hours; manage volunteer hours and tracking; coordinate job fair; coordinate completion ceremony.

2. Organization Chart

The organizational chart for this program is as follows.



3. Compensation

The MLC maintains a small group of volunteer staff to manage daily operations, fundraising, program development, and strategic planning. Professional services are contracted. Current staffing is as follows:

Board of Directors (Part-time/Non-paid)
President/ED (Full-time/Non-paid)
Office Administrator (Full-time/Non-paid)
Volunteers (Varies/Non-paid)

Should MLC receive funding for the STRIVE Program, the following staff positions will be filled:

Program Director: \$60,000
Journey Level Instructor: \$90,000
Program Coordinator: 45,000

VII. Other

1. Litigation

NOT APPLICABLE

2. Licensure or Accreditation

Through a partnership with ABC, Hawaii Chapter, MLC is certified to provide Apprenticeship training under the auspices of ABC's registered Apprenticeship Program.

MLC is currently seeking full accreditation from NCCER. By the start of the Grant Period, MLC will have potentially advanced to "candidate status."

MLC licenses its PV curriculum from Solar Energy International. SEI's curriculum is accredited by the Interstate Renewable Energy Council and has been licensed by the University of Hawaii's Community College System.

3. Private Educational Institutions

The grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

In the event that continued GIA assistance is not granted after the fiscal year 2020-2021, STRIVE's sustainability plan includes:

- Market to a broader demographic and geographical base
- Implement need-based Tuition Assistance
- Seek Private funding from Renewable Energy Contractors and Companies that stand to benefit from the activities of the program collaterally
- Expand fundraising efforts
- Apply for additional private, State and Federal grants

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App

Makaha Cultural Learning 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				
1. Salaries	120,000	0		
2. Payroll Taxes & Assessments	18,855	0		
3. Fringe Benefits	11,919	0		
TOTAL PERSONNEL COST	150,774	0		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0	0		
2. Insurance	1,600	0		
3. Lease/Rental of Equipment	0	0		
4. Lease/Rental of Space (INCL Utilities)	13,200	0		
5. Staff Training	1,000	0		
6. Supplies	600	0		
7. Telecommunication	1,500	0		
8. PPE (Students Protective Equipment)	3,000	0		
9. Books plus S+H	6,200	0		
10. OSHA Training	15,000	0		
11. Program Class Material and Equipment	5,000	0	0	5,000
12. ALOHA Class Materials	1,800	0		
13. ALOHA and Clinic Instructor- Vendor	5,100	0	0	0
14 Marketing- Booth, Collateral, Event Fees	2,000	0		
15. SEI Curriculum License (PV 101, 203)	5,000	0		
16. NCCER Accreditation	3,000	0	0	0
17. Completion Ceremony	3,000	0	0	0
18. Job Fair- Rental and Furniture	3,000	0	0	0
19 Facility Maintenance and Cleaning	975	0	0	0
20. Other program costs		0		40,000
TOTAL OTHER CURRENT EXPENSES	70,975			45,000
C. EQUIPMENT PURCHASES		0	0	0
D. MOTOR VEHICLE PURCHASES		0	0	0
E. CAPITAL		0	0	0
TOTAL (A+B+C+D+E)	221,749	0	0	0
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	221,874	Danielle Irwin 808-286-5402		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	<i>Danielle Irwin</i> 1/16/2020		
(d) Total Private/Other Funds Requested	45,000	Signature of Authorized Official Date		
TOTAL BUDGET	266,874	Danielle Irwin, President		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Makaha Cultural Learning Center

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director	1	\$60,000.00	50.00%	\$ 30,000.00
Journey Level Instructor	0.5	\$45,000.00	100.00%	\$ 45,000.00
Program Coordinator	1	\$45,000.00	100.00%	\$ 45,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				120,000.00
JUSTIFICATION/COMM	Accrediting Institutions require trade instructors to be at the journey level in their respective field. Typical compensation for trade instructors is between \$45 and 50 per hour. Our Instructor's hourly earnings are about \$43.80 per hour.			

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Makaha Cultural Learning Center

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NA			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
NA			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Makaha Cultural Learning Center

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES 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	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App

Makaha Cultural Learning Center

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Not Applicable				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

STRIVE Material and Equipment List

Digital AC/DC meter
Clamp-on ammeter
Pyranometer
Infrared thermal device
Torque Wrench, drills, basic power tools
Sun path calculation
Angle finder
Camera
Compass
Ladder
Various PV panels and mounting components
Inverter
Batteries
Charge controller
AC/DC disconnects and switches
Panel with breaker for inverter connection
Conduit
Wire
National Electrical Code
Roof anchors
Harness and lanyards
Air filtering respirator
Stud finder
Multimeter
Hydrometer
Combiner
Roofing Sealant
Standoffs, mounting beams, grounding lugs and associated hardware