

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:

Ulu A'e Learning Center

Amount of State Funds Requested: \$ 190,782

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

The funds from this request will provide culturally grounded, personalized out-of-school opportunities for children ages 5 – 14 to grow their knowledge and skills and increase their civic engagement. Children will receive daily access to homework help and tutoring to support academic development and address learning loss from Covid-19. They will receive opportunities to increase their knowledge and skills in native Hawaiian practices; and, they will engage in land stewardship at historic and significant sites in their community.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ 193,644 (pending)

Private/Other: \$ 95,000 (pending)

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

\$ 0

Unrestricted Assets:

\$ 150,000

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:

91-1080 Saratoga Avenue

City: State: Zip:

Kapolei HI 96707

Contact Person for Matters Involving this Application

Name:
Miki'ala M. Lidstone

Title:
Executive Director

Email:
miki@uluae.org

Phone:
(808) 864-0013

Federal Tax ID#:

State Tax ID#

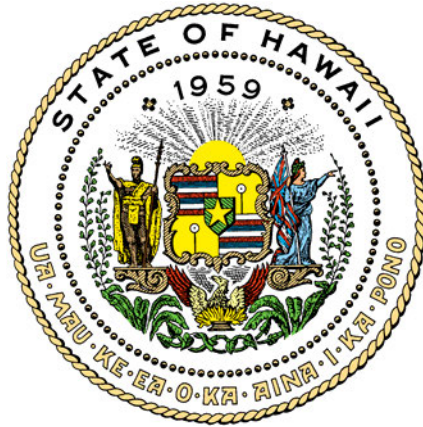

Authorized Signature

Miki'ala M. Lidstone, Executive Director

Name and Title

01/18/22

Date Signed



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

ULU A`E LEARNING CENTER

was incorporated under the laws of Hawaii on 08/13/2014 ; 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, 2022

Director of Commerce and Consumer Affairs



ULU A'E
LEARNING CENTER

01/18/22

Statement of Public Purpose

I, Miki'ala M. Lidstone, assert on behalf of Ulu A'e Learning Center that the grant for which we are applying will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

The funds from this grant will provide culturally grounded, personalized out-of-school opportunities for youth ages 5 - 14 to grow their knowledge and skills and increase their civic engagement.

'O wau iho nō,

Miki'ala M. Lidstone
Executive Director

A world where communities are rooted, knowledgeable about and engaged in the place they live.

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](#)) N/A
 - d) Capital project details ([Link](#)) N/A
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

 Miki'ala M. Lidstone 01.18.2022
AUTHORIZED SIGNATURE PRINT NAME AND TITLE DATE
Executive Director

Application for Grants

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, 2021.

2. Declaration Statement

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

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](#).

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 2014, the mission of our 501(c)(3) nonprofit organization, Ulu A'e Learning Center (UALC), is to empower and enrich lives through programs that develop skills, build confidence, and promote healthy relationships based on native Hawaiian values and customs. Our organization was established in response to the limited options for after school programs as well as the few culture and place-based programs in the Kapolei and 'Ewa regions on the west side of the island of O'ahu, regions growing with new residents including an increasing Native Hawaiian population. Since our formation, we have provided culturally grounded, place-based learning opportunities to thousands of children and families throughout Kapolei and 'Ewa.

Today, in addition to serving youth during out-of-school hours, we provide 'Ike Ku'una enrichment workshops for parents and families, and monthly stewardship experiences for the community at Pu'uokapolei, a cultural and historic site at Kapolei Regional Park. We also host two annual signature events: Makahiki ma Kapolei and Kapu'uola Hula Festival.

In 2019, over 160 learners participated in our out-of-school programs. Approximately, 30% of participants were from low-income families and on average 70% of participants were of Native Hawaiian ancestry.

In 2020, we served 198 learners ages 5-14. When schools closed down, we opened our learning center to serve youth all day. Our longest program session in 2020 was 731 hours.

2. The goals and objectives related to the request;

This request aims to fulfill the vision of UALC to have a world where communities are rooted, knowledgeable about and engaged in the places they live.

The goal of this request is to provide culturally grounded, personalized out-of-school opportunities for students ages 5 – 14 to grow their knowledge and skills and increase their civic engagement.

Through the goal of providing out-of-school opportunities for students, the following objectives will be achieved: 1) 180 students will have opportunities to increase their knowledge and skills in native Hawaiian practices during the out-of-school time; 2) students will have daily access to homework help and small group tutoring; 3) and, students will have weekly opportunities to engage in land stewardship at historic and significant sites in their community.

3. The public purpose and need to be served;

Cassey Souza, has enrolled her 3rd grade daughter in the on-campus after school program at her daughter's elementary school since her daughter was in Kindergarden. At the start of this academic school year, her daughter learned on her very first day of school that there was no room in the after school program for her anymore due to a staff shortage. She had nowhere to go.

Cassey is not alone in this story. Hundreds of parents experienced the same thing at the start of this school year. No space for their child in after school programs due to staffing shortages.

We opened space up in our program for Cassey's daughter and 42 other students from schools throughout 'Ewa, Kapolei and Nānākuli. And since the start of this school year, we've served 119 children during the out-of-school time, which includes the after school time and the Fall and Winter intersessions.

We are a small, growing organization addressing a large need: limited out-of-school options for children and youth in Kapolei and 'Ewa. With over 17,000 students attending public schools in the Campbell-Kapolei complex, which is the largest Hawaii Department of Education complex in the State, out-of-school programs for children are few.

Childcare poses a huge burden on working parents, particularly women, who will oftentimes leave the labor force because of lack of childcare says Elise Gould, senior economist with the Economic Policy Institute. Gould adds that Omicron has exacerbated this. Surges caused by variants like Omicron and Delta have "made it harder for parents to stay in the labor market or have a full-time job in the labor market, because there's so much unknown."

UALC increases access to safe, nurturing out-of-school opportunities for children and youth so parents can stay in the workforce.

4. Describe the target population to be served;

Our target population is 180 elementary and middle school students, ages 5-14. This is a critical age range to have access to safe, engaging spaces between the time school closes and parents return from work. Research proves that children who attend after school programs attend school more often, get better grades, and develop strong interpersonal skills.

Our programs are open to all children. On average, 70% of our participants are Native Hawaiian and 30% come from low-moderate income families.

According to the Kamehameha Schools (KS) Regional Data Book, the Native Hawaiian population for both the Kapolei and 'Ewa regions is expected to grow 66% in the next 20 years. Currently, 12% of Native Hawaiians in these regions live below the poverty level.

Our out-of-school programs serve a community that is both underserved in Native Hawaiian education and overwhelmed with students who need safe, engaging out-of-school programs.

5. Describe the geographic coverage.

We serve children and families in the geographic location of Kapolei and 'Ewa, on O'ahu island, two of the fastest growing regions in the state of Hawai'i.

In the past 30 years, Kapolei's population has tripled. From a population of 42,983 in 1990, it rose to 130,700 in 2020. Growth is expected to continue according to the City and County's Department of Planning and Permitting and the Plash Econ Pacific Company who estimate that the population of Kapolei will rise to 137,721 by 2025 and 164,556 by 2035.

Growth has fostered a young community with the median age of 31 and the average household size of 3.43. Kapolei has more working parents with children between the ages of 6 and 17 (81%) than the State average (74%).

This school year, approximately 17,000 students are enrolled in the Campbell/Kapolei HODOE complex, a complex which houses some of the largest school enrollments in the entire state.

Growth seems to be everywhere in Kapolei and 'Ewa. Everywhere, except in learning programs for children during out-of-school time when parents are at work or still on the road in traffic.

In 2019, we held focus groups for members and stakeholders within the Kapolei community. Major concerns raised by participants were the sparse activities for youth during non-school hours, high crime, and the lack of pride that youth exhibited for their community. This was not

surprising given that Kapolei is a new, fast growing, diverse community with residents coming from various parts of the State and an abundance of both parents working outside the home and community. Our organization, UALC, addresses these concerns by fostering pride and love for community with the children and families that engage in our programs.

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;

This project will increase access to culturally grounded, personalized out-of-school programs for students ages 5 – 14 to grow their knowledge, skills and civic engagement. The project objectives and corresponding tasks are as follows:

180 students will have opportunities to increase their knowledge and skills in Native Hawaiian practices during the out-of-school time. Cultivating Hawai'i's unique culture and arts enriches the social, economic, and physical elements of a community. UALC cultivates Hawai'i's rich native culture and arts by providing daily opportunities for children and youth to participate in Native Hawaiian art and practices. Students increase their skills in practices like aho (cordage), hana hei (Hawaiian string figures), hula (Hawaiian dance), lei making, ulana lauhala (weaving), kāpala (bamboo stamping), mele (singing), and oli (chant).

Students will have daily access to homework help and tutoring. Covid-19 delivered us two unstable academic years and learning loss is a grave concern. Educational experts believe that while most students are one year or more behind in reading and math, we most likely won't know the true depth of loss until the pandemic is over. Research points to consistent homework help and tutoring as two of the most effective ways to help academically struggling children catch up. This past summer, our staff received homework help training from Clever Keiki Hawai'i so we could provide homework help using best practices. We are currently contracting Sylvan Learning Center to provide after school tutoring to our students who are one grade level or more behind in their reading and math.

Students will have weekly opportunities to engage in land stewardship at historic and significant sites in their community. Land stewardship grows students' pride in their community and seeds their life-long commitment to civic engagement. Stewardship includes maintaining gardens, removing debris and invasives, and planting. Through each stewardship experience students learn specific knowledge about the place. They gain an appreciation and a sense of fulfillment that they come from a special place. For example, at Pu'uokapolei students learn that it housed the largest heiau in Honouliuli, it was a place of solar observation, it was the home of Kamaunaniho and it was a significant marker for travelers. Students compose 'Āina Pledges for the places they steward to show their commitment to caring for the place well beyond our

program. In addition to Pu‘uokapolei, we steward sites like Kapapahuhi, Pālehua, Ka‘ōnohi and One‘ula.

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

July Plan program, site visits, staff schedules, and guest practitioners
 Schedule registration in online system
 Online registration opens
 Service all vehicles

August Finalize registration roster
 Conduct parent/student orientation
 Schools contacted regarding student pick up roster
 No‘eau Fall program session begins
 Data collection and reporting

September No‘eau Fall program session continues
 Begin recruitment for Fall Intersession
 Data collection and reporting

October No‘eau Fall program session continues
 Deliver Fall Intersession program
 Data collection and reporting

November No‘eau Fall program session continues
 Begin recruitment for Winter Intersession
 Staff re-certification for First Aid and Life Guard certification
 Data collection and reporting

December No‘eau Fall program session concludes
 Deliver Winter Intersession program
 Open registration for No‘eau Spring program session
 Data collection and reporting

January No‘eau Spring program session begins
 Schools contacted regarding student pick up roster
 Data collection and reporting

February No‘eau Spring program session continues
 Begin recruitment for Spring Intersession
 Data collection and reporting

March No‘eau Spring program session continues
 Deliver Spring Intersession program
 Data collection and reporting

- April No'eu Spring program session continues
Open registration for Summer Intersession program
Service all vehicles
Data collection and reporting
- May No'eu Spring program session ends
Finalize Summer participant roster
Staff planning meeting
Data collection and reporting
- June Summer Intersession program begins
Data collection and reporting

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

UALC monitors success through key performance indicators. We utilize an InFocus Solutions Program Management Software to collect, measure, analyze and report out progress of performance. The program management software has robust data intake and reporting capabilities, which eliminates paper-based time-consuming administrative burdens providing more time to analyze and report out accurate, evidence-based data.

We track academic results through the Sylvan Insight assessment administered by Sylvan Learning Center. Other measurable outcomes are tracked through attendance, progress charts, pre/post tests, surveys, testimonials verbal checks of understanding and demonstration tests.

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.

Specifically, each objective will be measured as such,

Objective	Indicator	Measurement Tool
180 students will have opportunities to increase their knowledge and skills in Native Hawaiian practices during the out-of-school time	# of students who demonstrate an increase in knowledge and skills.	<ul style="list-style-type: none"> - Progress charts - Student surveys - Parent surveys - Demonstration tests
Students will have daily access to homework help and	# of students who demonstrate an increase in reading or math	<ul style="list-style-type: none"> - Progress charts - Pre/post assessments

tutoring	scores.	- Classroom teacher interviews
Students will have weekly opportunities to engage in land stewardship at historic and significant sites in their community	# of students who participate in 5 or more stewardship experiences.	- Sign-in sheets - 'Āina Pledges

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) N/A
 - d. Capital project details (Link) N/A
 - e. Government contracts, grants, and grants in aid (Link)
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
47,695.50	47,695.50	47,695.50	47,695.50	190,782

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

Kamehameha Schools	\$95,000	unsecured
City GIA	\$193,644	unsecured
James and Abigail Family Foundation	\$35,000	unsecured

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.

N/A

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 2023 for program funding.

HTA	\$25,000	FY2022
City GIA	\$193,644	FY2022
Federal ANA	\$152,344	FY2022
Federal ANA	\$91,424	FY2021
OHA	\$145,991	FY2021
OHA	\$145,991	FY2020

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

Unrestricted Cash On Hand - \$105,000
 Unrestricted Invested in Equipment - \$45,000

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.

UALC has been providing culturally grounded, place-based, out-of-school programs in West Oahu since 2016. Our program has expanded over the past three years.

In the past three years, we went from operating on three school campuses to operating on our own campus in Kalaeloa. Soon we will open a ma uka (mountain) campus up on Pālehua mountain.

We went from renting school buses for transportation, to owning our own two 15-passenger vans. Today we use our two vans to transport students to and from schools and stewardship sites. We pick up students after school from Barbers Point Elementary, Dreamhouse Charter School ‘Ewa Beach, ‘Ewa Beach Elementary, Ho‘okele Elementary, Kapolei Elementary, Keone‘ula Elementary, Makakilo Elementary, Mauka Lani Elementary and Ka Waihona O Ka Na‘auao PCS.

We went from serving 160 unduplicated students in 2018 to serving 198 unduplicated students in 2020. When schools closed down in 2020, we opened our learning center to serve youth all day. Our longest program session in 2018 was 50 hours. In 2020, our longest running program was 731 hours. 75% of our learners in 2020 returned to participate in another program. Parents are comfortable with our programs and re-enroll their children.

Our program dosage hours have increased. In 2019, each student received on average 30 hours of program services. Today, the average amount of program hours per student is 118 hours.

The number of program sessions we hold has also increased. In 2019, we held 7 program sessions. Today we offer 19 program sessions. In 2020, we added homework help and in 2021 we added tutoring to our offerings to address learning loss and student apathy towards academics due to Covid-19.

We've experienced a steady increase in the number of students we serve, the number of program hours per participant and the frequency of programming. What has remained constant is that 30% of program participants are from low-income families and on average 70% of program participants are of Native Hawaiian ancestry.

Our programs continue to improve the well-being of our learners as demonstrated through their commitment to growing themselves and caring for their community and in their expressions of pride in self and community.

Below is a listing of verifiable experience of related projects or contracts:

City and County of Honolulu Grants-in-Aide FY 2022

Purpose: To provide culturally grounded, place-based out-of-school programs to children and youth.
Grant Amount: \$193,644
Contract: CT-DCS-2200057
Status: Ongoing

Office of Hawaiian Affairs FY 2020-2022

Purpose: To provide cultural, place-based learning to students through an after school and intersession program.
Grant Amount: \$291,982
Contract: #3339
Status: Completed

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.

We currently hold a 7-year commercial lease on a ¼ acre property in Kalaeloa. The property is owned by Hunt Communities Development Co. LLC. The space includes a 1,400 square foot indoor facility and a larger outdoor area with irrigation, landscaping, a table, chairs, benches, a large shade sail, a garden and compost area.

On January 1, 2022, we acquired an additional 900 square foot indoor space at Camp Pālehua located approximately 8 miles ma uka (mountain ward) of our Kalaeloa campus. The Camp Pālehua space will be used as a No'eau Learning Box workshop and will house an

entrepreneurial component for our middle school students in our after school program. More information on the No‘eau Learning Box is shared in the #4-Future Sustainability Plan section.

In addition to our two campuses, we own two 14-passenger vans that we use to transport students to and from schools and stewardship sites. We also own a truck that we use to haul compost and other materials to our stewardship sites.

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.

Our staff consists of two (2) full-time and six (6) part-time employees. We will be expanding our staff to include high school interns during the summer months. Funding for the summer interns will come from Kamehameha Schools.

Executive Director: Miki‘ala Lidstone

The Executive Director provides leadership and guidance across the organization. She is responsible for the overall operations of the organization, including daily operations, programs, finances, planning, and community relations. Miki‘ala began teaching in the Kapolei community in 2004 when she was hired as an English teacher at Kapolei High School. She formally received her kumu hula rite by esteemed hula master Mae Kamamalu Klein. Miki‘ala holds a Master’s Degree in Secondary Education from Chaminade University in Honolulu and a Bachelor of Arts Degree from the University of Puget Sound.

Program Coordinator: Maka Anuheali‘i

The Program Coordinator serves as the lead for all out-of-school programs. She is responsible for the development, implementation and delivery of quality program services including: development of program materials and curriculum, scheduling assistants, record keeping, reporting, scheduling programming and instruction. She also assists with transportation when necessary. Maka has volunteered with UALC since 2015 helping to lead volunteer stewardship days and overseeing our two signature events Kapu‘uola Hula Festival and Makahiki Ma Kapolei. She owns Makaiwa Landscaping with her husband.

Lead Instructor: Keanu Scheer

The Lead Instructor is the main teacher/facilitator. He leads instruction, contributes to planning, completes reports and prepares all materials and learning spaces. He also assists with transportation when necessary. Keanu holds an Associate’s Degree in Tropical

Forest Ecosystem and Agroforestry Management from Hawaii Community College. He aspires to be a master cultural practitioner in lauhala weaving.

Instructor: Kekoa Osurman

The Instructor assists the lead instructor with delivery of lessons, yet is able to lead instruction on his own in the absence of the lead instructor. He also assists with transportation when necessary. Kekoa earned his Hawaiian Studies Degree from Leeward Community College and has a Bachelor of Arts in Communications from University of Hawai‘i. Kekoa is also a singer, songwriter, contemporary Hawaiian musician, Nā Hōkū Hanohano finalist and ordained minister.

Instructor: Ka‘ike Akau

The Instructor assists the lead instructor with delivery of lessons, yet is able to lead instruction on her own in the absence of the lead instructor. Ka‘ike currently attends UH West O‘ahu and is working towards a BA in Business Administration. She has worked for UALC since 2018.

Instructor: Kaelyn Pao

The Instructor assists the lead instructor with delivery of lessons, yet is able to lead instruction on her own in the absence of the lead instructor. Kaelyn aspires to be an elementary school teacher and is working towards her bachelor’s degree in Elementary Education at UH West O‘ahu.

Van Driver: Vena Talia

The Van Driver is responsible for transporting program participants to and from schools and stewardship sites. Duties include maintaining safe van practices, keeping the vehicle clean and reporting maintenance concerns. Vena started driving for UALC in February 2020 after he was laid off from his full-time job.

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.

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.

Executive Officer	\$75,000
Program Coordinator	\$46,000
Lead Instructor	\$35,364

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.

None

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.

N/A

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.

N/A

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

Our long-term goal is to reach every child before she/he enters high school so that every child enters the 9th grade with pride in her/his community and experience in civic engagement.

In order to do this, we know we must scale our operations to become more effective in growing revenue. Through our cohesive staff, recurring revenue streams, vehicles, partnerships and currently capacity building efforts we will be able to carry out this activity well beyond the grant period.

Currently 90% of our revenue stems from grants, 10% is raised through fundraising and program fees. Program fees are nominal and range from \$5 to \$30 depending on program dosage hours. These fees do not intend to cover the costs of the program but rather to assure attendance.

In July 2019, our organization leaders participated in the Hawaii Investment Ready (HIR) social entrepreneur accelerator, a program that strengthens enterprises like ours with scalable solutions to regional and global challenges. Embedded in the training were workshops in strengthening financial capacity which resulted in the development of our strategic Financial Management Plan (FMP) and our Technology Improvement Plan (TIP).

In September 2020, we were awarded a federal ANA capacity grant that will help us achieve both the FMP and the TIP. These improvements will eliminate inefficiencies and enable our organization to increase productivity in providing learning programs and products to teachers, students and families. The new efficiencies will create a path to innovation that when balanced with technology will lead to an increase in impact.

Our landlord, HUNT, improved our outdoor learning space by installing irrigation, landscaping, sidewalks, a garden plot and a large shade structure. This has allowed us to serve more youth by offering both indoor and outdoor programming.

Our most exciting endeavor in our plans for sustainability is our No‘eau Learning Box subscription program that we plan to launch as a recurring revenue project at the end of this year. The No‘eau Learning Box was a result of our pivot due to Covid-19.

When the “stay at home” order was issued in March 2020, we could no longer deliver in-person programming, so we pivoted our approach to technology and innovation. We developed a custom learning box with Hawaiian games and resources and delivered it to families. Ordering was done on our website and videos were posted on Youtube. When schools and businesses were closed, we stayed connected to our families engaging them in their homes in this new way.

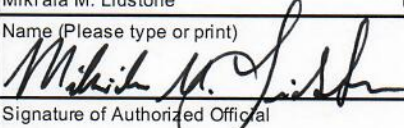
The No‘eau Learning Box program was our first pursuit at an online service product and our first endeavor at delivering lessons through videos. The demand for the boxes and our instructional videos grew and we saw potential to scale.

We’ll re-package the learning box and create a subscription bundle that will bring in a recurring revenue stream, leading us towards sustainability.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Ulu A'e 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	103,637		95,820	
2. Payroll Taxes & Assessments	12,042		10,205	
3. Fringe Benefits	4,593		24,452	
TOTAL PERSONNEL COST	120,272		130,477	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	4,500			
3. Lease/Rental of Equipment	10,560			
4. Lease/Rental of Space	29,000		27,000	
5. Staff Training	1,200			
6. Supplies	8,000		11,400	
7. Telecommunication	750		750	
8. Utilities	2,100		2,100	
9. Professional and Contractual Services	2,000		19,810	
10 Mileage	6,000		6,000	
11 Dues and Subscriptions	2,400		2,400	
12. Auto Maintenance and Repair	4,000			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	70,510		69,460	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	190,782		199,937	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	190,782	Miki'ala M. Lidstone	(808) 864-0013	
(b) Total Federal Funds Requested	0	Name (Please type or print)	Phone	
(c) Total County Funds Requested	199,937		1-18-22	
(d) Total Private/Other Funds Requested	26,000	Signature of Authorized Official	Date	
TOTAL BUDGET	416,719	Miki'ala M. Lidstone, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: Ulu A'e Learning 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	\$75,000.00	25.00%	\$ 18,750.00
Program Coordinator	0.5	\$46,000.00	50.00%	\$ 23,000.00
Lead Instructor	1	\$35,364.00	50.00%	\$ 17,682.00
Program Instructor	0.25	\$35,364.00	25.00%	\$ 8,841.00
Program Instructor	0.25	\$35,364.00	25.00%	\$ 8,841.00
Program Instructor	0.25	\$35,364.00	25.00%	\$ 8,841.00
Van Driver	0.5	\$35,364.00	50.00%	\$ 17,682.00
				\$ -
				\$ -
				\$ -
				\$ -
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				\$ -
				\$ -
TOTAL:				103,637.00

JUSTIFICATION/COMMENTS:

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ulu A'e Learning Center

Contracts Total: 870,531

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Hawaii Tourism Authority FY 22	1/1/22 - 12/31/22	HTA	State	25,000
2	City & County Grant-In-Aid FY22	10/1/21 - 9/30/22	DCS	Honolulu	193,644
3	Administration for Native Americans	9/30/20 - 9/29/22	SEDS-GO	U.S. Federal	224,623
4	Hawaii Tourism Authority FY 20	1/1/20 - 12/31/20	HTA	State	12,500
5	Office of Hawaiian Affairs	10/1/19 - 9/30/21	OHA	State	291,982
6	Hawaii Tourism Authority FY 19	1/1/19 - 12/31/19	HTA	State	29,000
7	City & County Grant-In-Aid FY18	10/1/17-9/3/18	DCS	Honolulu	63,637
8	Hawaii Tourism Authority FY 18	1/1/18 - 12/31/18	HTA	State	30,145
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- PAID EMPLOYEES
- INDEPENDENT CONTRACTORS
- VOLUNTEERS



ORGANIZATION CHART

BOARD OF DIRECTORS



JAMIE BARUT
BOARD TREASURER



KELLY KITASHIMA
PRESIDENT



LOEA AKIONA
VICE PRESIDENT




MONTE MCCOMBER
BOARD SECRETARY




MIKI'ALA LIDSTONE
EXECUTIVE DIRECTOR


YEAR-ROUND PROGRAM EMPLOYEES




MAKA ANUHEALII
PROGRAM COORDINATOR




KEANU SCHEER
INSTRUCTOR



KEKOA OSURMAN
INSTRUCTOR




KA'IKE AKAU
INSTRUCTOR




VENA TALIA
VAN DRIVER


SEASONAL STAFF




KAELYN PAO
INSTRUCTOR



KAMAKA CARDINES
INSTRUCTOR



CHEY TAVARES
INTERN



CHELSTINE TAVARES
INTERN

FINANCE & GRANT ADMINISTRATION




MARY SHIMIZU
FINANCE CONTRACTOR




JAMES MICHISHIMA
PAYROLL CONTRACTOR


FUNDRAISING EVENT COMMITTEE




MAKA ANUHEALI'I
COMMITTEE CHAIR



DIONNE TALIA
COMMITTEE MEMBER



NITA CAMAGANACAN
COMMITTEE MEMBER



EMILY GUERRERO
COMMITTEE MEMBER

SERVICES

**LANIKŪHONUA
PROGRAM
COORDINATION**

**NO'EAU
LEARNING
BOXES**

PROGRAMS

**PU'UOKAPOLEI
STEWARDSHIP
PROGRAM**

**AFTER SCHOOL
AND
INTERSESSION
PROGRAM**

**'IKE KU'UNA
ENRICHMENT
WORKSHOP
PROGRAM**

SIGNATURE EVENTS

**MAKAHIKI
MA KAPOLEI**

**KAPU'UOLA
HULA
FESTIVAL**