

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) Hawaii Compliance Express Certificate (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


AUTHORIZED SIGNATURE

Danielle Irwin, President
PRINT NAME AND TITLE

January 19, 2024
DATE

**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: \$ 540,000

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

The Makaha Learning Center (MLC) is requesting \$540,000 in capital project funding to facilitate the renovation, and outfitting of a permanent classroom/lab facility in Makaha. This facility will be dedicated to providing classroom instruction and hands-on training.

Amount of Other Funds Available:

State: \$ 0

Federal: \$ 0

County: \$ 0

Private/Other: \$ \$170,000 (pledged)

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

\$ 0

Unrestricted Assets:

\$ _____

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:

PO Box 922

City:

Waianae

State:

HI

Zip:

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#:

State Tax ID#



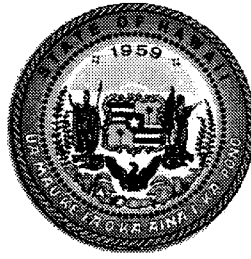
Authorized Signature

Danielle Irwin, President

Name and Title

January 19, 2024

Date Signed



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 (DCCA).

Vendor Name: **MAKAHA CULTURAL LEARNING CENTER**

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

Issue Date: **01/16/2024**

Status: **Compliant**

Hawaii Tax#: ██████████

New Hawaii Tax#:

FEIN/SSN#: XX-XXX7447

UI#: XXXXXXXX2297

DCCA FILE#: 229676

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	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	A status determination has not yet been made
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, HAWAII 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, 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.

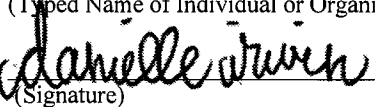
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant 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.

Makaha Cultural Learning Center
(Typed Name of Individual or Organization)


(Signature)

January 19, 2024
(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. Hawaii Compliance Express Certificate

Attached

2. Declaration Statement

Attached

3. Public Purpose

In compliance with Section 42-F-102, The Makaha Cultural Learning Center (referred to as “The Makaha Learning Center” or “MLC”) confirms that the requested grant funds will be dedicated solely to public purposes. Expanding the MLC Training Facility advances the public good by supporting the Makaha Learning Center’s mission to offer construction trade training and opportunities in the construction industry to the Leeward Oahu and Waianae community.

II. Background and Summary

1. A brief description of the applicant's 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 aim to unleash untapped passion and talent, foster a spirit of discovery, nurture gratitude, and empower our students to develop into capable individuals equipped with practical skills.

As a trade education center, MLC is the only organization that provides non-union construction trade education west of the Honolulu area. Our programs in Renewable Energy, Core Construction and Craftsman Certification (Forklift, First Aid, CPR), back-fill a growing gap in Hawaii’s skilled trade labor pool and contribute to a healthy island construction economy.

Through community surveys and outreach, we have identified a strong desire within our community for educational and personal development opportunities. However, our findings also highlight a significant barrier to educational advancement: the affordability of quality education. According to recent data from the US Census Bureau, only 14.7% of adults in Waianae, aged 25 and over, have obtained a bachelor’s degree. Additionally, our surveys indicate that 100% of community members agree about the need for more educational options in Waianae, with a keen interest in vocational training.

Since 2020, MLC has responded by providing nationally recognized trade training and credentialing to over 200 students.

While we have effectively delivered both formal classroom training and hands-on instruction, our current limitations in classroom and field lab space have constrained our capacity to broaden our work-based learning initiatives. To further expand these opportunities, we intend to enhance our facilities by incorporating permanent workstations and installation applications, enabling us to accommodate a wider scope of hands-on training and practical experiences.

The Makaha Learning Center (MLC) is seeking capital project funding totaling \$540,000 to support the lease, renovation, and outfitting of a permanent facility dedicated to classroom instruction and hands-on training in Makaha. This request will be strictly allocated to the pre-planning and construction scope of the project and represents 69% of the \$779,448 remaining project cost. Additional funding has been requested from other sources to cover the cost of the training equipment, classroom furnishings and technical equipment.

This new facility will grow our educational programs by allowing us to offer more classes and training with an expanded capacity for hands-on, work-based learning. Renovating and equipping the facility are important parts of our promise to provide top-notch training that meets the needs of local employers. The establishment of this facility aligns with our mission to promote education and personal development in the Makaha community, ultimately contributing to the economic and social well-being of the area.

2. The goals and objectives related to the request;

In addition to pursuing high-value credentials, employers are placing greater emphasis on work-based learning experiences that offer practical, hands-on skills and real-world application. They recognize the value of candidates who not only possess theoretical knowledge but also have practical experience gained through internships, apprenticeships, on-the-job training, and other work-based learning opportunities.

By establishing a dedicated training facility, we aim to seamlessly integrate formal classroom instruction with hands-on learning, thereby optimizing our educational process. This integrated approach not only saves valuable time and resources that would otherwise be spent setting up and dismantling field lab stations for each class but also enhances the overall training experience, making it more efficient and effective.

Our commitment to innovation includes the incorporation of new technologies and teaching methods to enhance learning. This ensures that our students receive a well-rounded, high-quality education that meets the demands of both formal classroom training and work-based, hands-on learning.

The training facility will include:

- Flexible work stations/benches for developing and practicing the proper use of hand tool and power tools as well as provide a work area for specialized projects.
- Secure storage for MLC tools, equipment and material
- Climate-controlled space adequate to maintain a safe educational environment
- Dedicated computer lab for using industry software such as CAD and Solar Design Software

- Battery Energy Storage System (BESS) Wall including batteries, conduit, wire runs, inverter, emergency shut off switch, charge controller, electrical meter, main service panel and various solar components.
- Audio Visual equipment to enhance the student's learning experience. Equipment includes large format projector and retractable screen, Audio System, Document Camera.
- Student comfort area to include kitchenette with refrigeration and heating as well as seating area and several café tables—allowing students to relax and get a meal between class sessions and on lunch breaks.
- Dedicated Administrative space for class instructor and classroom administrator.

3. The public purpose and need to be served;

Since refocusing its mission in 2018, MLC has been committed to addressing the shortage of skilled trade professionals in general construction and PV Solar, while empowering students with the training necessary for a brighter future. The vitality of Hawaii's economy relies heavily on a skilled and robust construction industry, essential for translating new investments into facilities and infrastructure.

However, the construction industry has suffered as young adults are pushed towards traditional four-year post-secondary education, neglecting vocational training. This has resulted in over 434,000 construction job vacancies nationwide, a figure that will worsen as the baby boomer generation ages and youth interest declines.

The need for a local solar workforce is critical as Hawaii has set aggressive clean energy goals, with a 100% clean energy mandate by 2045. While much planning has gone into infrastructure for this goal, there's insufficient discussion on the feasibility to construct these projects.

With only six years until the 2030 benchmark, and the need for solar professionals outpacing nursing, training the next generation of clean energy professionals is urgent. According to an article published by Utility Dive, The solar energy industry will need to more than triple its workforce by 2030 to meet the Solar Energy Industries Associations' (SEIA) solar generation goal, which will require training many workers who have little to no solar experience. Failure to do so may result in missed targets or reliance on imported labor.

Our programs' primary service population is the Waianae Coast Community which stands as one of Oahu's poorest areas, with nearly 28% living below the poverty line. All nine complex area schools in Waianae are Title I schools, receiving federal funding to enhance education for economically disadvantaged students.

Despite progress, Hawaii faces a significant homelessness crisis, with over 4,000 reported homeless individuals in 2023, exceeding the national rate by 2.5 times. The Waianae area has the largest percentage of unsheltered population at 27%, a concerning 18% increase since 2022.

The Waianae Coast has a high concentration of Native Hawaiians, facing several challenges according to a study by the Native Hawaiian Organizations association and Holomua Consulting Group, LLC. These include the highest unemployment, lowest income, highest poverty, and homelessness rates in the state, along with double the state-wide rate for public assistance and child-related challenges.

MLC's programs directly address these concerns by:

- Providing vocational training and educational opportunities for successful careers in construction and related fields.
- Preparing individuals for high-demand sectors, contributing to a skilled labor force.
- Equipping individuals with skills and credentials for economic development.
- Contributing to community well-being by promoting education, economic stability, and career advancement.

4. Describe the target population to be served and Geographic Coverage

Due to its location in Makaha, the Makaha Learning Center anticipates that most of its beneficiaries will come from the Waianae Coast area, predominantly consisting of Native Hawaiian individuals and those facing economic challenges.

The primary focus of MLC's services is on young adults aged 16 to 24. Additionally, the center extends its reach to adults aged 25 to 35 who demonstrate a strong desire for personal growth and development.

The impact of our programs extends across a broad spectrum of beneficiaries, including policymakers grappling with Hawaii's complex issues, local contractors reliant on a skilled workforce, and our students and their families who are equipped with the skills needed for a financially secure future.

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 proposal seeks to fund the design, planning, permitting, construction, and equipping of a mixed-use facility. The facility will include combined classrooms, flexible lab/work spaces, administrative offices, and a student lounge.

The new space at 84-1170 Farrington Highway C-1, Waianae HI 96792 will replace the previous 1000 SF shared classroom and administrative space located at 84-1170 Farrington Highway C2, Waianae HI 96792. The new multi-functional space will improve efficiency and increase capacity by allowing for permanent indoor lab facilities. It will greatly improve students' proficiency by allowing instructors to pair custom hands-on learning tailored to individual learning styles and needs, thereby enhancing their practical skills and comprehension.

The new space will enable us to maintain our certifications in Core Construction and solar, while also enhancing and expanding our field training. This expansion will provide essential hands-on and work-based learning for entry-level craft professionals, preparing them for successful careers in construction.

The following is a list of the training that we will be able to offer in addition to formal classroom training.

Core Construction Labs

Basic Tool Usage: Training in the proper use and maintenance of hand tools, power tools, and equipment relevant to their trade.

Safety Procedures: Hands-on training in safety protocols and procedures, including the use of personal protective equipment (PPE) and how to identify and mitigate common workplace hazards.

Material Handling: Training in safe and efficient methods of handling and transporting materials used in their trade, including lifting techniques and equipment operation.

Construction Techniques: Practical instruction in the fundamental techniques and methods specific to their lesson plans such as framing, electrical wiring, roofing, etc.

Work Based Learning— Combination of learned skills above plus incorporation of these additional skills:

Drawings/Blueprint Reading: Training in reading and interpreting construction blueprints, diagrams, and technical drawings.

Installation and Assembly: Hands-on experience in installing and assembling components or systems according to project specifications.

Quality Control: Training in quality assurance practices, including inspecting work for accuracy, completeness, and compliance with standards.

Problem Solving: Practical exercises that develop problem-solving skills relevant to their trade, such as troubleshooting equipment or identifying and resolving construction issues.

Communication: Training in effective communication and collaboration within a construction team, emphasizing the importance of clear communication and teamwork on job sites.

Solar 101 Labs

Site Assessment: multistep evaluation to determine feasibility and ideal design of proposed solar system. Activities include Roof Inspection, electrical and main panel evaluation,

Multi- Application PV System Installation: Practical training in the installation of photovoltaic (PV) solar systems, including mounting solar panels, wiring components, and connecting to electrical systems.

Safety Procedures: Hands-on instruction in safety protocols specific to solar installation, such as working at heights, using personal protective equipment (PPE), and handling electrical components safely.

Roofing Techniques: Training in roofing practices related to solar installation, including flashing installation, waterproofing, and working with different roofing materials.

Wiring: Practical experience in wiring solar panels, inverters, and other electrical components according to industry standards and safety regulations— under supervision of Electrical Journeyman/Instructor

Tools and Equipment Usage: Familiarization with the tools and equipment used in solar installation, including drills, saws, meters, and specialized solar installation tools.

In addition to the training above, we will also be able to add the following labs:

Expanded Roofing Techniques: Training in solar mounting techniques for various types of roofs, including flashing installation, waterproofing, and working with different roofing materials. Students are currently limited to asphalt shingle installation.

Troubleshooting: Hands-on exercises in diagnosing and troubleshooting common issues with solar PV systems, such as identifying faulty components or addressing wiring problems.

Quality Control: Hands-on experience in conducting quality checks and ensuring that installations meet quality standards and specifications.

System Maintenance: Instruction in basic solar system maintenance tasks, such as cleaning panels, checking connections, and performing routine inspections.

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

Proposed Project Timeline (July 2024-June 2025)			
Project Initiation	2 weeks	Work with Board of Directors to identify project scope, objectives, and deliverables.	Month 1
Lease Execution	2 weeks	Finalize and accept terms of lease agreement.	Month 1
Architectural Design and Planning	20 weeks	Includes Masterplan Design, Schematic Designs, Design Development, Construction Documentation for Permit and Bidding	Month 1-5
Permit Submission	1 week	Architect to submit construction package to DPP for necessary permit and approvals	Month 5
RFP and Bid Review/ Project Award	4 weeks	Invitation to Bid; Bid Reviews; Awards	Month 6
Pre-Construction	3 weeks	Finalize contracts with subcontractors and suppliers. Initial site surveys and assessments.	Month 7
Construction	(+/-) 4 Months	Construction activities according to timeline. Regular progress meetings with contractor.	Month 8-11
Post Construction	1 week	Final Punch and outstanding issues	Month 12
Move In/Out	2 weeks	Relocation of classroom facility and equipment to new facility	Month 12
Grand Opening/Ribbon Cutting	1 week	Public Event and official unveiling of new facility.	Month 12

This timeline is an estimation and will vary based on the specific requirements of the project and permitting timeline.

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

The Executive Director, Program Manager and Classroom administrator will maintain thorough documentation of all grant activities, including data collection, reports, and other relevant materials. This documentation will be used to support our outcomes and provide evidence of the project's impact.

The Executive Director will work directly with the contractor to ensure that the project is proceeding on time and on budget. They will collaborate to monitor project progress and address any concerns.

An inventory and security system will be implemented to reduce loss due to theft. We will also continue to engage with L4G to offer feedback loops and surveys to students who participate in classes held at the new facility.

Additionally, our facilities' records and instructors are audited and evaluated bi-annually by NCCER to ensure we are upholding the standards required to maintain accreditation.

Once construction is complete, MLC will move into the new facility and will begin to hold classes and labs according to the 2024/2025 program schedule. MLC will also invite previous students back to take part in a weeklong hands-on-lab where they can experience the new facility and give feedback.

5. 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.

MLC will assess the project's effectiveness for the Capital Improvement Project based on the following benchmarks and report these findings to the expending state agency:

- Adhering to the timelines outlined in this application;
- Managing expenses within the budget outlined in this application;
- Successfully concluding the pre-construction planning phase.
- Executing construction activities as outlined
- Executing post construction activities including ribbon cutting ceremony and "reunion class."
- Any additional matrix requested by the expending state agency

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 2025.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$29,000	\$102,200	\$204,400	\$204,400	\$540,000

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.**

The Harry and Jeanette Weinberg Foundation
 Amount: \$40,000

AES Solar
 Amount: \$50,000

Clearway Energy
 Amount: \$50,000

Hawaii Unified, LLC
 Amount Requested: \$50,000 + 20% Match State GIA

Powur PBC
 Amount: \$75,000

Hawaii Community Foundation
 Amount: \$75,000

Hawaiian Electric Industries:
 Amount: \$50,000

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

NA

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 2025 for program funding.**

Hawaii State Energy Office
Amount: \$10,000
Award Date: August 23, 2022

6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.**

\$50,156.21

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 "Duckie" 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 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.

Danielle's Professional Accolades Include:

- Pacific Business News 40 Under 40
- Pacific Business News Women Who Mean Business
- Pacific Business News Power Leaders
- Inspire Collective Influencer Award
- Current Reigning Mrs. Hawaii International

As the Executive Director, Danielle leads a small administrative team and craft instructors. Our Program Instructors are experts in their crafts and share a deep passion for MLC's mission. They are dedicated to empowering students and bring a wealth of practical knowledge and experience to the classroom.

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.

(Existing) Gateway Classroom Features:

- 1100 square feet
- 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

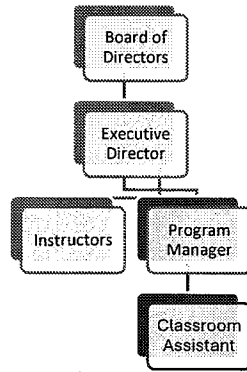
There will be no additional human resource resources needed with the addition of the new facility. It will reduce the required amount of hours needed to build and tear down temporary field lab stations.

The following staff members will assume any new responsibilities associated with construction of the new facility.

Position	Reports to	Responsibilities
Executive Director	Board of Directors	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.
Instructors	Executive Director	Ultimately responsible for maintaining the integrity of 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 Manager	Executive Director	Responsible for managing project scope, deliverables, and timelines as well as administrative duties of the program; coordinate and attend recruiting events; manage social media; scheduling; data tracking; assist with reporting; student communication; manage applications; manage contracted instructors (OSHA/FIRST AID/ CPR); manage volunteer hours and tracking; coordinate job fair; coordinate completion ceremony.
Classroom Administrator	Program Manager	Material prep; program supplies; track attendance; record keeping; supervise computer-lab hours;

2. Organization Chart



The MLC maintains a small group of volunteers and 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)
- Executive Director (Full time/ In-kind + Payroll)
- Program Manager (Full time/ Payroll)
- Craft Instructors (Hourly)
- Classroom Assistant (Part-time/ Payroll)
- Volunteers (Varies/Non-paid)

3. Compensation

- Executive Director: \$70,000 (\$26,000 Payroll, \$44,000 In-Kind)
- Journey Level Instructor: \$75,000 to \$90,000
- Program Manager: \$50,000

VII. Other

1. Litigation

NOT APPLICABLE

2. Licensure or Accreditation

MLC has been granted accreditation through the National Center for Education and Research (NCCER) for meeting its stringent standards for quality and effectiveness. Accreditation involves a thorough evaluation of the educational institution or training program's curriculum, instructors, facilities, and administrative processes. NCCER accreditation demonstrates MLC's commitment and capability to deliver essential trade education and training in over 70 skilled-craft trades.

Additionally, MLC is one of only two Registered Training Providers in the state of Hawaii that is approved to provide the training required to qualify for the NABCEP Associate Exam and Certification. The NABCEP Associate Program acknowledges individuals who have shown expertise in the fundamental principles of Photovoltaic design, installation, and operation. To earn a NABCEP Associate Credential, individuals must pass an examination aligned with the relevant NABCEP Associate Job Task Analysis (JTA) or Learning Objectives.

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

Once the facility is completed, ongoing costs associated with maintenance will be minimal. General upkeep will include reactive maintenance as needed, replacement of damaged or worn equipment and tools, as well as periodic upgrades to system components and equipment.

In the event that continued GIA assistance is not granted after the fiscal year 2024-2025 sustainability plan includes:

- In-Kind Facility has been guaranteed through fiscal year 2029-2030
- Market to a broader demographic and geographical base
- Implement need-based Tuition Assistance
- Continue to foster relationships and seek private funding from Renewable Energy Contractors and Companies that stand to collaterally benefit from the activities of the program
- Expand fundraising efforts to include online fundraising and membership programs
- Apply for additional private, State, City and Federal grants

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

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	0	0	0	0
2. Payroll Taxes & Assessments	0	0	0	0
3. Fringe Benefits	0	0	0	0
TOTAL PERSONNEL COST	0	0	0	0
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0	0	0	0
2. Insurance	0	0	0	0
3. Lease/Rental of Equipment	0	0	0	0
4. Lease/Rental of Space	0	0	0	45,900
5. Staff Training	0	0	0	0
6. Supplies	0	0	0	0
7. Telecommunication	0	0	0	0
8. Utilities	0	0	0	0
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES				45,900
C. EQUIPMENT PURCHASES	0	0	0	193,548
D. MOTOR VEHICLE PURCHASES	0	0	0	0
E. CAPITAL	540,000	0	0	0
TOTAL (A+B+C+D+E)	540,000	0	0	239,448
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	540,000	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>		
(d) Total Private/Other Funds Requested	239,448	Signature of Authorized Official Date		
TOTAL BUDGET	779,448	Danielle Irwin, President Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

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)
NA				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Makaha Cultural Learning Center

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

JUSTIFICATION/COMMENTS:
 Funds sought through this grant will wholly be restricted to the preplanning and construction of the project.

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, 2024 to June 30, 2025

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: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS	0	0	5000	0	0	0
LAND ACQUISITION	0	0	0	45900	45900	45900
DESIGN	0	0	24000	0	0	0
CONSTRUCTION	0	0	511000	0	0	0
EQUIPMENT	0	20000	0	193548	0	0
TOTAL:			540,000	239,448	45,900	45,900

JUSTIFICATION/COMMENTS:

All Equipment Funds requested in FY 24/25 from other sources are to cover classrrom furniture and learning lab equipment. About 60 % or the equipment cost is allocated to classroom furniture and mobile lab stations. Future Lease funding has been promised through FY 29/30.

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App: Makaha Cultural Learning Center

Contracts Total: 10,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	RFP-22-032-HSEO-PAO	FY 22/23	Hawaii State Energy Office	State of Hawaii	10,000
2					
3					
4					
5					
6					
7					
8					
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