

## 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

JEANNETTE SOON-LUDES, EXECUTIVE  
DIRECTOR

PRINT NAME AND TITLE

1/19/24

DATE



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:** MĀLA`AI

**Issue Date:** 01/17/2024

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: XX-XXX6670

UI#: XXXXXX6228

DCCA FILE#: 218591

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



# 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 (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.

Please find Certificate of Good Standing for Māla'ai, attached.

### **2. Declaration Statement**

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

Please find Declaration Statement for Māla'ai, attached.

### **3. Public Purpose**

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

Māla'ai will use grant funds for public purposes pursuant to Section 42F-102, Hawaii Revised Statutes, as described in Sections II(3), II(4), III(1) and IV(1), below.

## **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;**

Māla'ai was founded in 2005 with the simple idea that the connection between people and the food we eat has a profound effect on health and wellness, and that school gardens are a critical place for cultivating those connections. In these 19 years, Waimea Middle School has hosted Māla'ai, first as the one-acre *Māla'ai: The Culinary Garden of Waimea Middle School* and now also as the hub of the island-wide *Hawai'i Island School Garden Network*. Today, our vision is a Hawai'i Island where all residents are empowered to lead meaningful lives through good stewardship of themselves, their families, their community, and our shared island and world. Our mission is to cultivate connections between people, land, culture, and food through school

gardens. To achieve this mission, Māla'ai programs engage teachers and students in 'āina-centered, experiential learning to nurture all learners in body, mind, and spirit:

- **Culinary Garden:** *Māla'ai: The Culinary Garden of Waimea Middle School* is Māla'ai's flagship program operating in a one-acre outdoor classroom that directly serves the teachers and students at Waimea Middle School (WMS). Through the garden, Māla'ai educators provide hands-on instruction in collaboration with WMS teachers, offering students the opportunity to steward our environment, explore careers in the food system and natural resource conservation, engage in meaningful social and emotional learning, and gain mastery of standards-based curriculum.
- **HISGN:** Originally housed with The Kohala Center and operated in partnership with Māla'ai, the *Hawai'i Island School Garden Network* was established in 2007 to support the integration of standards-based curricula into school learning gardens. In 2019, Māla'ai leveraged over ten years' experience in 'āina-centered, experiential learning through the Culinary Garden to assume leadership of HISGN. Today, through HISGN, Māla'ai is a partner to the statewide Hawai'i Public Health Institute Farm to School Hui and connects statewide resources to Hawai'i Island teachers through tailored professional development, mentorship, and technical assistance across Hawai'i County.

## 2. The goals and objectives related to the request;

Since 2021, Māla'ai has been undergoing significant organizational capacity-building. These efforts were focused on establishing effective internal processes and adding a new staff position to support organizational operations. In this time, momentum was driven by community donations, representing 25% of Māla'ai's annual income, and funding from foundation grantors invested in various facets of our capacity-building efforts. However, in the last two years, many of the grant programs have now sunset. Thus, today, Māla'ai is poised for growth but with an immediate need to redevelop our foundation grant portfolio simultaneous to establishing a federal grant portfolio through innovative projects in 'āina-centered, experiential learning.

The goal of the proposed project is to sustain and drive innovation in programs and related evaluation processes to rebuild Māla'ai's foundation portfolio in FY24-25 and successfully compete for federal grant opportunities in FY25-26. The project objectives are to:

- **Sustain HISGN and Culinary Garden programs in FY24-25.** Māla'ai programs have significant impact in Waimea and across Hawai'i Island. HISGN bridges the gap between statewide partnerships and Hawai'i Island teachers, with the extended impact on all school age youth on Hawai'i Island. The Culinary Garden provides for holistic student learning during school, offers safe and supportive afterschool activities for WMS youth, and engages community volunteers and 'ohana in 'āina stewardship. Sustaining these programs will ensure continued positive impact for students, teachers, and communities while securing a foundation from which Māla'ai can innovate in the field of 'āina-centered, experiential learning.
- **Sustain and build partnerships across the agricultural and educational ecosystems to ensure alignment with county and statewide partners.** In Hawai'i, partnerships are

essential for transferring expertise across islands, driving innovation, and ensuring the effective use of resources. By sustaining and building partnerships across the agricultural and educational ecosystems through HISGN, Māla'ai will be able to move from the role of subrecipient to other organizations' federal grant awards to lead organization in competitive federal grant proposals.

- **Establish effective evaluation tools and protocols to gather and analyze qualitative and quantitative program impacts.** Programmatic evaluations and the data they produce are necessary for the development of successful federal grant applications. Data is used to both inform future program development and demonstrate program impact. By establishing effective evaluation tools and protocols, Māla'ai will be able to leverage data to drive innovation in our programs and develop highly competitive grant proposals that support these innovations.

### 3. The public purpose and need to be served;

The proposed project is in general alignment with the three goals established by the Hawai'i State Planning Act, HRS 226-4:

*(1) A strong, viable economy, characterized by stability, diversity, and growth, that enables the fulfillment of the needs and expectations of Hawaii's present and future generations: 'Āina-centered, experiential learning opens pathways to agricultural and green sector careers in alignment with prioritized federal, state, and county plans and initiatives, including the Biden-Harris Justice40 Initiative, Hawai'i Aloha+ Challenge, and Hawai'i County General Plan.*

*(2) A desired physical environment, characterized by beauty, cleanliness, quiet, stable natural systems, and uniqueness, that enhances the mental and physical well-being of the people: 'Āina-centered, experiential learning cultivates future stewards of 'āina and community by instilling a sense of place and aloha 'āina in alignment with the Hawai'i Department of Education Nā Hopena A'ō framework, especially statements of strengthened sense of belonging, strengthened sense of total well-being, and strengthened sense of Hawai'i.*

*(3) Physical, social, and economic well-being, for individuals and families in Hawaii, that nourishes a sense of community responsibility, of caring, and of participation in community life. 'Āina-centered, experiential learning addresses the holistic wellbeing of youth, their 'ohana, and communities through shared kuleana toward place in alignment with Nā Hopena A'ō framework, especially statements of strengthened sense of responsibility, strengthened sense of excellence, and strengthened sense of aloha.*

More specifically, the proposed project helps fulfill public need as articulated in the following objectives and policies:

*HRS §226-7 (a) (2) Growth and development of diversified agriculture throughout the State and (3) An agriculture industry that continues to constitute a dynamic and essential*

*component of Hawaii's strategic, economic, and social well-being.* Māla'ai programs support K12 education in diversified agriculture through school gardens that contribute to the social well-being of youth and communities.

*HRS §226-11 (a) (2) Effective protection of Hawaii's unique and fragile environmental resources and §226-13 (a) (2) Greater public awareness and appreciation of Hawaii's environmental resources.* Māla'ai programs grow future stewards of Hawai'i's environmental resources by building pilina between youth and the lands and waters that sustain their communities.

*HRS §226-21 (b) (1) Support educational programs and activities that enhance personal development, physical fitness, recreation, and cultural pursuits of all groups, (2) Ensure the provision of adequate and accessible educational services and facilities that are designed to meet individual and community needs, and (4) Promote educational programs which enhance understanding of Hawaii's cultural heritage.* 'Āina-centered, experiential learning programs draw from the rich cultural heritage of indigenous Hawai'i and our newcomers to provide opportunities for physical activity and recreation in ways that are designed to meet the holistic needs of youth and communities.

#### 4. Describe the target population to be served; and

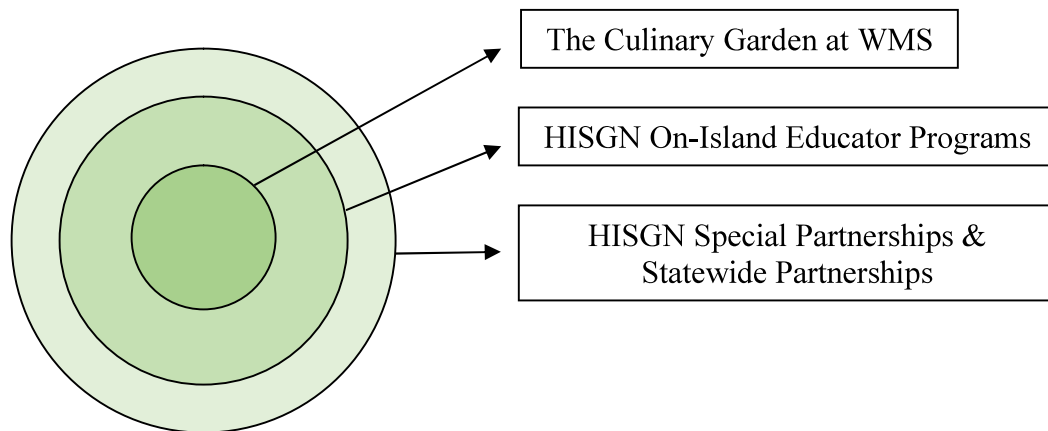
Māla'ai programs create breadth and depth in 'āina-centered, experiential learning and, as a result, our target populations represent a breadth and depth of participants across Hawai'i Island. Through HISGN, Māla'ai directly targets approximately 367 education professionals across Hawai'i Island and, by extension, serves approximately 24,375 students in Hawai'i County. These youth are especially vulnerable. The US Census Population Estimates Program reported that Hawai'i County was home to 206,315 people in 2022. That year, American Community Survey 1-Year estimates reported that 14.1% of families with related children under 18 years of age were living in poverty, a measure that is disproportionate to the statewide figure of 10.1% for the same period. US Center for Disease Control research has shown that lower income and other related social determinants are contributing factors to adverse childhood experiences. Through HISGN and our work with the statewide Farm to School Hui, Māla'ai bridges the gap between state and national resources and Hawai'i Island teachers and students, enabling 'āina-centered, experiential learning that provides for the holistic well-being of students by supporting social and emotional wellness alongside academic excellence.

Māla'ai programs also create depth in 'āina-centered, experiential learning through the Culinary Garden at Waimea Middle School. The Culinary Garden, as model and demonstration site for school gardens island-wide, is an opportunity to create deep impact for the target population of WMS students, teachers, and the larger community. Waimea is a rural town of approximately 10,000 residents with three private schools and just one public elementary and two public middle schools. 2022 American Community Survey 5-Year estimates indicate that 10% of Waimea families live at or below the poverty level, a figure in line with the state. However, the economic disparity among the schools is remarkable, with WMS primarily serving Waimea's high-need population. Approximately 78% of WMS students live at or near the poverty level, 1% are homeless, 20% are special education, 12% are EEL, and 36% are migrant education students.

The student body is 50% Native Hawaiian, 13% Filipino, 13% Pacific Islander, 10% Caucasian, 6% Japanese, and 8% other ancestry. Through the Culinary Garden, Māla'ai targets the most vulnerable Waimea youth and community members, providing a depth of service through 'āina-centered, experiential learning.

5. Describe the geographic coverage.

The geographic coverage of Māla'ai programs can be visualized in concentric circles. At the center, the Culinary Garden serves the holistic needs of the Waimea Middle School community by providing 'āina-centered, experiential teaching and learning opportunities. Through HISGN, Māla'ai has broadened our geographic coverage by sharing this experience-based expertise across Hawaii Island through educator professional development, mentorship, and technical assistance. Special programs created by HISGN and partnerships across the education ecosystem have extended this coverage across the state, including Kū 'Āina Pā (KAP), an intensive school garden teacher training program for Hawaii DOE PDE3 credit, and partnership with the HIPHI Farm to School Hui with the shared vision of a "holistic education system that renews our relationship to food, farming, and the environment, improves health, and raises academic achievement" in which "Hawai'i as a center for agro-ecological education and food production and as a model of regenerative community food systems for the Pacific and the world."



**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;

The proposed project seeks GIA program funding to sustain and drive innovation in programs and related evaluation processes with the goal of rebuilding Māla'ai's foundation portfolio in FY24-25 and successfully competing for federal grant opportunities in FY25-26. The related objectives are (1) Sustain Culinary Garden and HISGN programs in FY24-25; (2) Sustain and build partnerships across the agricultural and educational ecosystems to ensure alignment with



county and statewide partners; and (3) Establish effective evaluation tools and protocols to gather and analyze qualitative and quantitative program impacts.

Derived from these goals and objectives, the scope of work of the proposed project broadly encompasses Māla'ai's two programs, HISGN and the Culinary Garden, and addresses critical internal capacity-building in program evaluation:

- **HISGN:** Partner with the statewide Hawai'i Public Health Institute Farm to School Hui to connect national and statewide resources to Hawai'i Island teachers through tailored professional development, mentorship, and technical assistance across Hawai'i County. The following tasks will be the responsibility of the HISGN Program Director under the supervision of the Executive Director, with executive-level participation in county and statewide partnerships. Specific tasks include:
  - Collaboration across Hawai'i, including with HIPHI Farm to School Hui, to bring resources to Hawai'i Island and share resources with other island networks,
  - Develop professional development opportunities to meet current teacher needs around themes of garden, experiential, place-based, and 'āina learning,
  - Special collaborations, such as current financial literacy and community food summit partnerships,
  - Community and school garden workdays, and
  - Provide mentorship and technical assistance to garden educators.
  
- **Culinary Garden:** Provide hands-on instruction in collaboration with WMS teachers, offering students the opportunity to steward our environment, explore careers in the food system and natural resource conservation, engage in meaningful social and emotional learning, and gain mastery of standards-based curriculum. The following tasks will be the responsibility of the Garden Program Director under the supervision of the Executive Director. Specific tasks include:
  - Garden classes for all WMS grades,
  - Special events to serve students and the broader Waimea community,
  - Produce and distribute crops to students, families, teachers, and the broader community,
  - Afterschool programming, and
  - Career pathways speakers in 'aina and STEAM (science, technology, engineering, arts, and mathematics) sectors.
  
- **Evaluation:** Develop and institute quantitative and qualitative evaluation tools and protocols to adequately assess program impacts and drive innovative program development. The following tasks will be the responsibility of the Executive Director with the contracted support of a program evaluation consultant. Specific tasks include:
  - Revise and refine school garden impact measurement tools for island-wide network,
  - Refine longitudinal school garden impact measurement tools for Waimea Middle School students,
  - Develop educator impact measurement tools to assess HISGN professional development, mentoring and technical assistance offerings,

- Develop standard operating procedures for program evaluation, and
- Develop concept paper and funding action plan for program innovations.

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

Quarter	Activities
Pre-Award	HISGN: Develop high-level AY24-25 calendar of programmatic offerings. Identify and engage educators and administrators for participation in AY24-25 HISGN program offerings. Plan Q1 offerings. Ongoing participation in statewide Farm to School Hui activities.
	Culinary Garden: Conduct ongoing maintenance of the Culinary Garden. Develop high-level AY24-25 calendar of programmatic offerings. Engage participating WMS teachers in advance of AY24-25. Plan Q1 offerings.
	Evaluation: Conduct assessment of current program evaluation tools and protocols.
Quarter 1 – July to September 2024	Project kick-off: Development of project quality assurance guidelines and evaluation protocols. Meeting with all staff to confirm project roles and responsibilities. Reporting on a quarterly basis.
	HISGN: Execute Q1 offerings and plan Q2 offerings. Ongoing participation in statewide Farm to School Hui activities.
	Culinary Garden: Execute Q1 offerings and plan Q2 offerings. Train WMS teachers in existing evaluation practices. Administer existing evaluation pre-surveys to WMS students.
	Evaluation: Solicit proposals and contract program evaluation consultant. Revise, refine, and/or redesign evaluation tools and standard operating procedures in collaboration with HISGN and Culinary Garden program directors.
Quarter 2 – October to December 2024	HISGN: Execute Q2 offerings and plan Q3 offerings. Ongoing participation in statewide Farm to School Hui activities.
	Culinary Garden: Execute Q2 offerings and plan Q3 offerings.
	Evaluation: Solicit feedback and beta test evaluation tools from among willing stakeholders, including students, teachers, and administrators. Draft concept paper and funding action plan for FY25-26 federal grant opportunities.
Quarter 3 – January to March 2025	HISGN: Execute Q3 offerings and plan Q4 offerings. Ongoing participation in statewide Farm to School Hui activities.
	Culinary Garden: Execute Q3 offerings and plan Q4 offerings.
	Evaluation: Revise and finalize evaluation tools and standard operating procedures. Finalize concept paper and funding action plan for FY25-26 federal grant opportunities and apply as appropriate.
Quarter 4 – April to	HISGN: Execute Q4 offerings and conduct annual review.

June 2025	Ongoing participation in statewide Farm to School Hui activities.
	Culinary Garden: Execute Q4 offerings and conduct annual review, including administering of post-surveys to WMS and longitudinal surveys to WMS 8 <sup>th</sup> graders.
	Evaluation: Launch new evaluation tools in HISGN summer professional development, as applicable. Continue execution of funding action plan throughout FY25-26.
	Project close: Project close meeting with all staff. Completion of final program report.

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

Māla'ai executive director Jeannette Soon-Ludes, PhD, will be primarily responsible for overseeing and evaluating project activities. Dr. Soon-Ludes has 8 years of experience managing and implementing projects funded by government and foundation grant awards, and an extensive background in data analysis and project evaluation through her independent consultancy firm. Her responsibilities will include contract administration for the program evaluation consultant (note: this contract will not be affiliated with Dr. Soon-Ludes' consultancy firm), managing project expenditures, and preparing required reports for the state. She will also be the point of contact for communications with the state throughout the course of the project period. Dr. Soon-Ludes expects to communicate with the grantors and project partners primarily by phone and e-mail during the project to submit reports, request payments, and provide periodic updates on project successes and challenges.

Māla'ai utilizes a shared organizational Google Drive for project management and coordination. Dr. Soon-Ludes will establish and maintain a new folder on this shared drive to store project documents, including contracts, invoices, reports, and links to developed materials as described in Section III (1) above. Financial records will be maintained through Monkeypod, a donor management software designed specifically for nonprofit organizations. Regular communication with staff will occur in-person monthly and include weekly check-ins with program directors in a manner consistent with their respective schedules and location. The program evaluation consultant will be engaged via in-person or Zoom meetings in a cadence sufficient for the project activities. Dr. Soon-Ludes will benchmark project progress monthly to ensure deliverables are completed in accordance with the approved work plan. Benchmarking will include reviewing the approved work plan and comparing the timeline to actual work completed in the previous 4 weeks. In the event of a project delay, Dr. Soon-Ludes will communicate promptly with the state by phone to determine a proper course of action to ensure completion of the deliverables.

**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.**

Appropriate measures of effectiveness for the proposed project include:

- **HISGN across Hawai'i Island**
  - 48 hours collaboration with Farm to School Hui
  - 60 teachers participating in HISGN workshops, trainings, and professional development offerings
  - 8 virtual or in-person teacher events
  - 60 hours technical assistance to Hawai'i Island garden teachers
  - At least 9 community and school garden workdays
  
- **Culinary Garden at Waimea Middle School**
  - 100% student involvement in culinary garden
  - 3,000 student instruction hours
  - 400 volunteer hours
  - 1500 lbs of crops distributed to the greater Waimea community
  - 22 students receive afterschool garden programming
  - 3 green infrastructure and/or STEAM career pathways presentations
  
- **Evaluation Tools and Protocols**
  - 3 program-specific impact measurement tools
  - Program evaluation standard operating procedures
  - Concept paper and funding action plan

#### **IV. Financial**

##### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))
  
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.
  - Community contributions and event income: \$115,000

- Earned income: \$31,000
- Foundation grants: \$210,000
- Non-state government grants: \$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.

Māla'ai has not applied for any tax credits within the prior three years. The proposed project is not a request for capital improvement funds and therefore state and federal tax credits are not applicable to the proposed project.

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.

Within the prior three years and through fiscal year 2025, Māla'ai has received the following federal, state and county government contracts, grants, and grants in aid:

<b>Type</b>	<b>Dates</b>	<b>Govt. Entity</b>	<b>Amount</b>
County Grant-in-Aid: Culinary Garden at Waimea Middle School	7/1/21 to 6/30/22	Hawai'i County	\$ 21,300.00
County Grant-in-Aid: HISGN	7/1/21 to 6/30/22	Hawai'i County	\$ 21,000.00
Contract: Share Plants Not Pests	6/10/21 to 6/30/22	Hawai'i County	\$ 16,400.00
County Grant-in-Aid: Culinary Garden at Waimea Middle School	9/1/22 to 6/30/23	Hawai'i County	\$ 25,000.00
County Grant-in-Aid: HISGN	9/1/22 to 6/30/23	Hawai'i County	\$ 25,000.00
Contract: HISGN Partnership to Support Community Food Systems	11/2/23 to 10/31/24	Hawai'i County	\$ 16,940.00
County Grant-in-Aid: HISGN	7/1/23 to 6/30/24	Hawai'i County	\$ 25,000.00

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

Māla'ai's unrestricted current assets as of December 31, 2023 are \$230,440.17

## **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.

Established in 2005, Māla'ai was one of only a small handful of Hawai'i-based school gardens in the early 2000s pursuing the then-innovative idea that 'āina-centered, experiential learning could support the social, emotional, physical, and academic growth of youth and communities. In 2008, Māla'ai formally left The Kohala Center, which had incubated the program for three years, and obtained registration as a 501(c)3. Since that time, the organization has successfully operated *Māla'ai: The Culinary Garden of Waimea Middle School* and assumed leadership of the *Hawai'i Island School Garden Network* in 2019.

The impact of HISGN is island-wide and connects with partner initiatives across the state. Selected past performance metrics include:

- Support ~70 out of 75 schools on Hawai'i Island and 350+ teachers, administrators, cultural practitioners and policy stakeholders in each academic year,
- Facilitation of Kū 'Āina Pā (KAP), an intensive school garden teacher training program for Hawai'i DOE PDE3 credit, each summer since 2012 with a break during Covid,
- 75+ hours of direct consultations (phone, email, in-person) for educators at 30+ schools in each academic year,
- Administrative and financial support for volunteer work days, and
- 3,000+ toolkits with curriculum as part of The Food Experiences for Agriculture Science Teaching (FEAST).

The impact of the Culinary Garden deepens connections in the Waimea community. Selected past performance metrics include:

- Approximately 200 Waimea Middle School students served each academic year and provided with access to the garden as an outdoor living laboratory to reinforce classroom concepts using principles of nature and regenerative agriculture,
- Approximately 4,000 student hours of in-school instruction each academic year,
- Two or more sessions of afterschool programming each year with an additional 770 student contact hours,
- Engagement with WMS teachers, administrators and members of the Waimea community on a regular basis throughout each academic year,
- 175+ volunteer hours each year, and
- Approximately 1,400 pounds of food grown and 391 pounds distributed to the community.

Māla'ai is governed by a five-member Board of Directors and led by an Executive Director. Each program is led by an experienced professional with extensive experience relevant to their program. Section VI (1), below, includes personnel qualifications.

## **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.

Māla'ai has a long-standing partnership with Waimea Middle School. Through this nineteen-year partnership, Māla'ai operates the one-acre Culinary Garden, which includes outdoor classroom, cooking areas, and appropriate storage for tools and equipment, and is granted access to office space from which all executive, operational, and programmatic activities are conducted. The in-kind donation of these facilities from Waimea Middle School to Māla'ai includes the 1-acre garden space, water to irrigate plantings, electricity as needed for garden activities, office and storage space, printing and postage in the main school office, technology assistance from WMS IT specialists, access to restrooms, parking, and internet, office staff support in welcoming Māla'ai volunteers, and continued umbrella coverage through the WMS liability insurance (Māla'ai also holds liability coverage).

## **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.

#### **Jeannette Soon-Ludes, Executive Director**

Jeannette Soon-Ludes, PhD, joined Māla'ai in January 2024, bringing with her extensive professional experience at the intersections of equity, education, and agriculture. She has taught at the University of Maryland and Georgetown University and served as Director of Scholarship and Programs for the national scholarship program hosted by APIA Scholars. Upon her return to Hawai'i in 2019, Dr. Soon-Ludes established a consultancy firm dedicated to supporting the health and well-being of Hawai'i communities by strategic grant writing and project evaluation services. Her firm has successfully raised \$10.3MM in grant funding for Hawai'i Island nonprofits, business, and institutions of higher education. Dr. Soon-Ludes holds Doctorate and Master's in Women's and Gender Studies from the University of Maryland, College Park and a Bachelor of Arts in Political Science from the University of North Carolina, Asheville.

#### **Eleonor Leite-Ah Yo, HISGN Program Director**

Eleonor Leite-Ah Yo has 17 years of experience as a math teacher and is a National Board-Certified Teacher in Early Adolescence Mathematics. She holds extensive knowledge in real-world application of math concepts based on Common Core Standards and is especially

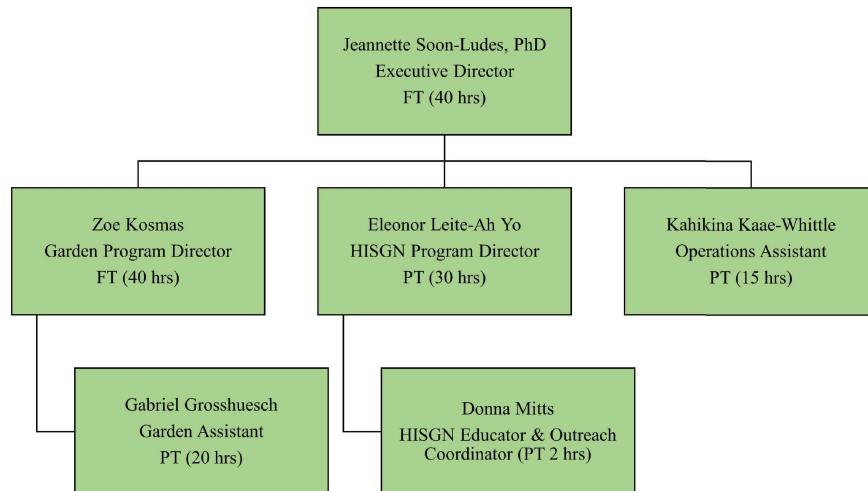
dedicated to diverse learning styles, including inquiry-based learning, place-based learning, project-based learning, culture-based learning, and 'āina-based learning. Leite-Ah Yo holds a Master's degree in Secondary Math Education from Loyola Marymount University and a Bachelor of Science degree in Mathematics and Applied Science and a Bachelor of Arts degree in French from UCLA.

**Zoe Kosmas, Garden Program Director**

Zoe Kosmas has been living, learning, and farming in Hawai'i since 2010. After graduating from the University of Vermont with a Bachelor of Science in Public Communication, she found her way to the soils of Kohala. In 2013, Kosmas worked as a Farm Production Assistant for the Kohala Center's Demonstration Farm, helping to run their Beginning Farmer Training Program and High School Agriculture Internship. She joined Māla'ai in 2016 as a garden educator and, after serving as the Executive Director from 2021-2023, has transitioned to the role of Culinary Garden Director. Kosmas brings a sincere love and respect for the 'āina and finds joy in sharing that with others.

**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 Director - \$70,000-75,000/year.
- HISGN Program Director - \$62,400-\$65,000/year.
- Garden Program Director - \$62,400-\$65,000/year.



## **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.

Māla'ai is not party to any pending litigation.

### **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.

Not applicable.

### **3. Private Educational Institutions**

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

Not applicable.

### **4. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but
- (b) Not received by the applicant thereafter.

If this application is funded for FY24-25 but not thereafter, Māla'ai will continue to develop its foundation and federal grant portfolios alongside the annual goal of being 25% community funded. The proposed work is designed to increase the competitiveness of Māla'ai grant proposals across all funding types and position the organization for fiscal stability through ecosystem aligned program innovation.

# BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Māla'ai

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	120,870			
2. Payroll Taxes & Assessments	20,145			
3. Fringe Benefits	10,072			
<b>TOTAL PERSONNEL COST</b>	<b>151,087</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance	2,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	23,000			
7. Telecommunication				
8. Utilities				
9. Mileage, ground transportation	2,000			
10. Evaluation Consultant	20,000			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>47,000</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>			
<b>E. CAPITAL</b>	<b>0</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>198,087</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	198,087	Jeannette Soon-Ludes (808) 217-7209		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		1/19/2024		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>198,087</b>	Jeannette Soon-Ludes, Executive Director Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Māla'ai

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	\$70,720.00	50.00%	\$ 35,360.00
HISGN Program Director	0.75	\$40,240.00	50.00%	\$ 20,120.00
HISGN Educator	0.05	\$3,120.00	50.00%	\$ 1,560.00
Culinary Garden Director	1	\$64,480.00	50.00%	\$ 32,240.00
Garden Assistant	0.75	\$40,560.00	50.00%	\$ 20,280.00
Operations Assistant	0.4	\$22,620.00	50.00%	\$ 11,310.00
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>120,870.00</b>
<b>JUSTIFICATION/COMMENTS:</b> Executive Director, HISGN Program Director, and Culinary Garden Director will oversee all activities as described in the project narrative. HISGN Educator and Garden assistant will provide programmatic support. Operations Assistant will provide operational support, including financial and reporting requirements.				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Mala'ai

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

**JUSTIFICATION/COMMENTS:**

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

**JUSTIFICATION/COMMENTS:**

# BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Mala'ai

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						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						N/A
<b>JUSTIFICATION/COMMENTS:</b>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Māla'ai

Contracts Total: \$150,640.00

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	County Grant-in-Aid: Culinary Garden at Waimea Middle School	CLOSED: 7/1/21 to 6/30/22	Dept. of Finance	Hawai'i County	\$ 21,300.00
2	County Grant-in-Aid: HISGN	CLOSED: 7/1/21 to 6/30/22	Dept. of Finance	Hawai'i County	\$ 21,000.00
3	Contract: Share Plants Not Pests	CLOSED: 6/10/21 to 6/30/22	Dept. of Research & Development	Hawai'i County	\$ 16,400.00
4	County Grant-in-Aid: Culinary Garden at Waimea Middle School	CLOSED: 9/1/22 to 6/30/23	Dept. of Finance	Hawai'i County	\$ 25,000.00
5	County Grant-in-Aid: HISGN	CLOSED: 9/1/22 to 6/30/23	Dept. of Finance	Hawai'i County	\$ 25,000.00
6	Contract: HISGN Partnership to Support Community Food Systems	OPEN: 11/2/23 to 10/31/24	Dept. of Research & Development	Hawai'i County	\$ 16,940.00
7	County Grant-in-Aid: HISGN	OPEN: 7/1/23 to 6/30/24	Dept. of Finance	Hawai'i County	\$ 25,000.00