



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: **ULU A`E LEARNING CENTER**

DBA/Trade Name: **Ulu Ae Learning Center**

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

Status: **Compliant**

Hawaii Tax#: XXXXXXXXXX

New Hawaii Tax#:

FEIN/SSN#: XX-XXX3215

UI#: XXXXXX6547

DCCA FILE#: 244425

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



ULU A'E
LEARNING CENTER

01/15/2024

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 increase access to culturally grounded, personalized out-of-school opportunities for youth ages 5 - 18 to grow their knowledge and skills and increase their civic engagement.

'O wau iho nō,

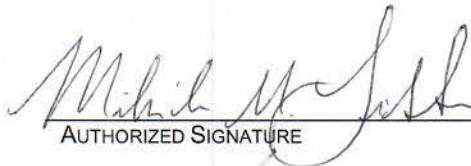
Miki'ala M. Lidstone
Executive Director

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) 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



MIKI'ALA M. LIDSTONE EXECUTIVE DIRECTOR

1/15/24

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

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.

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 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 absence of 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 West O'ahu.

Today, in addition to serving youth during the out-of-school time, 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 signature events: Makahiki ma Kapolei and Kapu'uola Hula Festival.

Approximately 30% of program participants are from low-income families and on average 80% are of Native Hawaiian ancestry.

2. The goals and objectives related to the request;

The goal of this request is to address the demand for out-of-school programs by increasing access to learning opportunities for students ages 5 – 18 during the out-of-school time in West O‘ahu a region with some of the highest school enrollments in the State yet few options for out-of-school spaces and growing new resident and Native Hawaiian populations.

Ulu A‘e provides out-of-school and community programs for youth ages 5-18 to grow their well-being, skills and civic engagement experiences. This project fills the need for culturally grounded, place-based out-of-school options for youth in West O‘ahu, a region with a growing Native Hawaiian population and limited out-of-school options.

Through the goal of increasing access to 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 opportunities to engage in land stewardship at historic and significant sites in their community.

3. The public purpose and need to be served;

We are a small, growing organization addressing a large need. With over 23,000 children attending public schools in West Oahu (from Ewa to Makaha) and a rising Native Hawaiian population in these regions, options for culturally grounded, place-based out-of-school programs are few. Our programs serve these communities that are both underserved in Native Hawaiian education and overwhelmed with students who need safe, engaging out-of-school support spaces.

Childcare poses a huge burden on working parents, particularly women, who will oftentimes leave the labor force because of limited or no options for childcare.

Coupled with the childcare burden is the devastating impacts on learning due to the pandemic. UALC addresses both these problems by increases access to safe, nurturing out-of-school opportunities for children and providing daily academic support through homework help and tutoring.

In addition to addressing the problem of not enough out-of-school spaces for youth. We also address the problem of low pride in youth who are disconnected to their community.

In 2020 we held focus groups for members and stakeholders within Kapolei and ‘Ewa. Major concerns raised by participants were the sparse activities for youth during non-school hours, high crime, and the low pride in youth for their communities.

Participants in the focus groups identified the absence of generational place-based knowledge as a concerning factor noting that because of the growing new resident population we have a migrant population with many parents and elders not originating from West O‘ahu, particularly Kapolei and ‘Ewa.

This disconnectedness leads to youth who don’t feel kinship with their community and youth who don’t feel connected to community will not want to care for community. This scarcity of cultural connection

and poor social cohesion leads to unlawful activities at historic and cultural sites like Pu'uokapolei, Kapapahu and other sites.

We address these challenges by fostering a sense of community and pride in our place and cultural heritage.

4. Describe the target population to be served; and

Our target population is 180 students ages 5-18 in West O'ahu. 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, 80% 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 communities that are 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 West O'ahu, specifically in the geographic locations of Kapolei, 'Ewa, Nānākuli and Wai'anae, regions with growing development and new residents including a rising Native Hawaiian population.

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

Growth seems to be 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 2020, 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 – 18 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 will have daily access to homework help, academic support 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 for years to come. Research points to consistent homework help and tutoring as two of the most effective ways to help academically struggling children catch up.

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 fulfilment that they come from a special place.

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
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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
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September	No'eau Fall program session continues Begin recruitment for Fall Intersession Data collection and reporting
October	No'eau Fall program session continues Deliver Nene'e and Hana 'I'o Fall Intersession programs 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 Nene'e 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 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 Nene'e, Pi'ina Internship and Hana 'I'o Spring Intersession programs Data collection and reporting
April	No'eau Spring program session continues Open registration for Summer Intersession program Service all vehicles Data collection and reporting
May	No'eau Spring program session ends Finalize Summer participant roster Staff planning meeting Data collection and reporting
June	Summer Intersession program begins Deliver Nene'e, Pi'ina Internship and Hana 'I'o Summer Intersession programs 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 time-consuming, paper-based 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.

Objective	Indicator	Measurement Tool
A minimum of 180 students shall participate in an out-of-school program at UALC	# of students who participate in a program session	- registration forms - sign in sheets
A minimum of 120 students shall receive academic support through tutoring, homework help, or academic power spaces.	# of students who receive academic support.	- daily logs - student reports - progress charts - student surveys - parent surveys
A minimum of 160 students shall participate in Native Hawaiian practices and 75% of those shall demonstrate an increase in knowledge and/or skills.	# of students who demonstrate an increase in knowledge and skills.	- progress charts - demonstration tests
A minimum of 160 youth shall participate in stewardship and 75% of those shall demonstrate a commitment to stewardship beyond the program.	# of students who participate in stewardship experiences.	- progress charts - 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](#))
 - 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
\$44,970.75	\$44,970.75	\$44,970.75	\$44,970.75	\$199,883

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

Kamehameha Schools \$123,300 unsecured
 City GIA \$199,949 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 2025 for program funding.

State GIA \$40,000 FY2024
 City GIA \$199,937 FY2023
 State GIA \$149,000 FY2023
 Congressional Appropriation \$98,000 FY2022
 HTA \$25,000 FY2022
 City GIA \$193,644 FY2022
 Federal ANA \$152,344 FY2022

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

Unrestricted Cash On Hand - \$245,000
 Unrestricted Invested in Equipment - \$85,000

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 in temporary spaces on three school campuses to acquiring our own campus in Kalaeloa where we operate our programs 268 days out of the year.

We went from renting school buses for transportation, to owning three 15-passenger vans. Today we use our three vans to transport students to and from schools and stewardship sites. During the school year we transport students daily from Dreamhouse Charter School ‘Ewa Beach, Ho‘okele Elementary, Kapolei Elementary, Makakilo Elementary, Mauka Lani Elementary, Ka Waihona O Ka Na‘auao PCS and Ma‘ilikukahi PCS.

We also went from running two out-of-school program sessions to running a robust inventory of thirteen out-of-school program sessions that include focal content in music, food preparation, diving, hunting, archery, Native Hawaiian art and workforce development.

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 experiences of related projects or contracts:

Kamehameha Schools FY 2024

Purpose: To increasing access to out-of-school opportunities that implement a robust set of culturally grounded, place-based out-of-school program sessions that empower Native Hawaiian youth to thrive.

Grant Amount: \$149,000

Contract: MOA

Status: Ongoing

City and County of Honolulu Grants-in-Aide FY 2023

Purpose: To provide culturally grounded, place-based out-of-school programs to children and youth.

Grant Amount: \$199,937

Contract: CT-DCS-2300060

Status: Completed

Hawaii Community Foundation Change Grant

Purpose: To provide daily access to spaces and opportunities to practice and participate in Native Hawaiian practices

Grant Amount: \$50,000

Contract: 21HCF-111129

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, tables, chairs, benches, a large shade sail, a garden and compost area.

In November 2022, we expanded our campus by acquiring two 20x8 ft modular units which are used for office space, tutoring rooms and meditation areas for our programs.

We also own three 15-passenger vans that we use to transport students to and from schools and stewardship sites.

We plan to expand our campus by building a covered pavilion and installing a 36' x 40' solar powered modular classroom.

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 seven (7) part-time employees.

Program Coordinator

The Program Coordinator serves as the lead for all out-of-school programs. He 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. He also assists with transportation when necessary.

Instructor

The Instructor leads the delivery of lessons. She prepares lessons and materials and keeps records on lessons taught and student progress. She also assists with transportation when necessary.

Program Assistant

The Program Assistant assists with preparation of materials and learning spaces. She also assists with homework help, and delivery of lessons.

Van Driver

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.

Executive Director

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.

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.

See attached chart.

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	\$78,750
Program Coordinator	\$50,000
Lead Instructor	\$35,000

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 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.

UALC has kept a steady pace of growth and impact since it began programming in 2016. Sustainability for us is about the potential to perpetuate the results that are being achieved rather than sticking with the same plan. So it could be that part of the plan continues or that the plan evolves into a new one.

Communities respond to organizations that are benefitting a clear articulated need. And over the years individual donations, in-kind services and volunteerism has increased in our organization because we have focused on the needs of the community.

If a time comes when we have less cash, we know we can continue our impact by leveraging community muscle like our partnerships and assets which include our ¼ acre campus in Kalaeloa, our 15-passenger vans, our devoted Board of Directors, our knowledgeable staff, our committed volunteers, our eager-to-learn beneficiaries, our strong social media following, our interactive YouTube channel, our directory of over 30 partnerships and the over \$40,000 of in-kind services we receive each year.

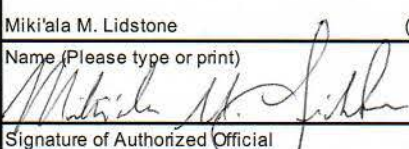
Evaluation is important in sustainability because data tells the story of our impact. In 2022, we created a Youth Data Working Group with 6 partner organizations who work with indigenous youth. The group meets quarterly to discuss and sharpen our evaluation methods in conducting data collection and analysis. Much progress has come from our work in this group.

We believe that through strong evaluation processes in tandem with innovative programs, diverse community outreach, and valuable beneficiary experiences, we will achieve positive outcomes even when the money is less.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

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	154,127		104,337	30,000
2. Payroll Taxes & Assessments	17,956		12,677	4,000
3. Fringe Benefits	7,800		9,245	500
TOTAL PERSONNEL COST	179,883		126,259	34,500
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space			32,400	51,000
5. Staff Training				
6. Supplies	10,000		10,350	2,000
7. Telecommunication				
8. Utilities				6,100
9. Cultural Practitioners/Site Visits	10,000		25,000	5,000
10. Payroll/Bookkeeping/Grant Admin			5,940	3,000
11. Dues and Subscriptions				4,000
12. Auto Maintenance/Transportation				3,500
13. Program Meals				11,000
14. Intern Stipends				3,200
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	20,000		73,690	88,800
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	199,883		199,949	123,300
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	199,883	Miki'ala M. Lidstone (808) 864-0013		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	199,949			
(d) Total Private/Other Funds Requested	123,300	Signature of Authorized Official Date		
TOTAL BUDGET	523,132	Miki'ala M. Lidstone, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

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)
ED/Instructor/Kumu	1	\$78,750.00	50.00%	\$ 39,375.00
Program Coordinator	1	\$50,000.00	50.00%	\$ 25,000.00
Instructor 2)	0.5	\$79,040.00	50.00%	\$ 19,760.00
Program Assistant (4)	0.5	\$141,440.00	50.00%	\$ 35,360.00
Program Assistant/Admin Assistant	0.5	\$35,360.00	50.00%	\$ 8,840.00
Drivers (2)	0.5	\$74,880.00	50.00%	\$ 18,720.00
Seasonal Program Assistants	0.2	\$70,720.00	50.00%	\$ 7,072.00
				\$ -
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				\$ -
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				\$ -
TOTAL:				154,127.00

JUSTIFICATION/COMMENTS:

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Apr

Ulu A'e Learning Center

Contracts Total: 1,284,468

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Hawaii Tourism Authority FY 23	7/1/23 - 6/30/24	HTA	State	25,000
2	State of Hawaii Grant-In-Aid FY24	TBA	OCS	State	40,000
3	City & County Grant-In-Aid FY23	10/1/22 - 9/30/23	DCS	Honolulu	199,937
4	State of Hawaii Grant-In-Aid FY22	04/01/23 - 05/31/24	OCS	State	149,000
5	Hawaii Tourism Authority FY 22	1/1/22 - 12/31/22	HTA	State	25,000
6	City & County Grant-In-Aid FY22	10/1/21 - 9/30/22	DCS	Honolulu	193,644
7	Administration for Native Americans	9/30/20 - 9/29/22	SEDS-GO	U.S. Federal	224,623
8	Hawaii Tourism Authority FY 20	1/1/20 - 12/31/20	HTA	State	12,500
9	Office of Hawaiian Affairs	10/1/19 - 9/30/21	OHA	State	291,982
10	Hawaii Tourism Authority FY 19	1/1/19 - 12/31/19	HTA	State	29,000
11	City & County Grant-In-Aid FY18	10/1/17-9/3/18	DCS	Honolulu	63,637
12	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

PROGRAM COORDINATOR

OFFICE MANAGER

KEKOA OSURMAN
INSTRUCTOR

KA'IKE AKAU
INSTRUCTOR

INSTRUCTOR

APRIL ATISANOE
VAN DRIVER

VENA TALIA
VAN DRIVER

ASSISTANTS AND SEASONAL STAFF

KAMAKA CARDINES
CULTURAL PRACTITIONER

JESSICA AMINA
PROGRAM ASSISTANT

MYRA SILVA
PROGRAM ASSISTANT

TIGERLILY ORTIZ
PROGRAM ASSISTANT

PROGRAM ASSISTANT

FINANCE & GRANT ADMINISTRATION

MARY SHIMIZU
FINANCE CONTRACTOR

JAMES MICHISHIMA
PAYROLL CONTRACTOR

MARC MIURA
CERTIFIED PUBLIC ACCOUNTANT

PACIFIC ACADEMY
TAX ACCOUNTANT

FUNDRAISING EVENT COMMITTEE

MAKA ANUHEALI'I
COMMITTEE CHAIR

DIONNE TALIA
COMMITTEE MEMBER

NITA CAMAGANACAN
COMMITTEE MEMBER

EMILY GUERRERO
COMMITTEE MEMBER

SERVICES

LANIKŪHONUA PROGRAM

BISHOP MUSEUM AFTER HOURS

PROGRAMS

PU'UOKAPOLEI STEWARDSHIP PROGRAM

INTERSESSION NENE'E HANA 'I'O PI'INA INTERNSHIP

AFTER SCHOOL NO'EAU

'IKE KU'UNA ENRICHMENT WORKSHOP PROGRAM

SIGNATURE EVENTS

MAKAHIKI MA KAPOLEI

KAPU'UOLA HULA FESTIVAL