




## Application Submittal Checklist

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

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

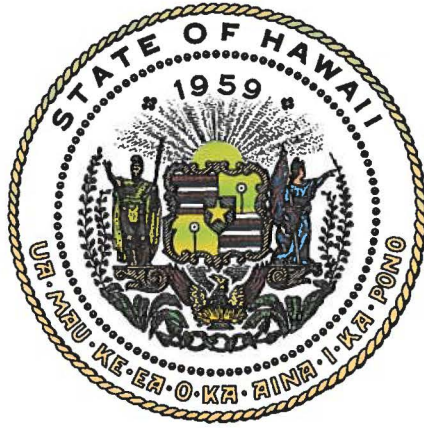


Malia Bohlin, Development Director

12/27/18

PRINT NAME AND TITLE

DATE



## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

**GROW SOME GOOD**

was incorporated under the laws of Hawaii on 11/18/2015 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: December 27, 2018

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Grow Some Good  
(Typed Name of Individual or Organization)

  
(Signature)

12/27/18  
(Date)

Kathy Becklin  
(Typed Name) Executive Director  
(Title)

**Statement of Public Purpose**

Grow Some Good Educational School Gardens

1/15/19

**Per §42F-102**

Grow Some Good, a non-profit organization, is seeking funds to support its Educational School Garden Program. If awarded this grant, the organization will be able to ensure more students participate in the school garden program. In this program, students learn gardening skills, and classes are supplemented by lessons in math, science, Hawaiian studies, art and language arts.

The target group supported by this program is public school students in grades K – 8.

The requested amount for this grant is \$75,000, which will help fulfil the total program budget of \$136,358.

## Application for Grants

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### **I. Certification – Please attach immediately after cover page**

#### **1. Certificate of Good Standing (If the Applicant is an Organization)**

Attached.

#### **2. Declaration Statement**

Attached.

#### **3. Public Purpose**

Attached.

### **II. Background and Summary**

#### **1. A brief description of the applicant's background**

In 2008 a second-grade science teacher asked for community assistance to install a garden at her school, in order to teach her students the science behind growing plants. Many community groups were involved in building the garden, and over a period of time a core group spun off to start their own garden education project. In 2009 the first garden classes were taught at the school, marking the start of Grow Some Good's educational school gardens. Since then, the program has grown to serve over 4,000 students in 11 Maui schools. This year Grow Some Good celebrates its 10-year anniversary.

Providing school gardens is intrinsic to Grow Some Good's mission: to cultivate healthier communities by strengthening local agriculture and improving access to nutritious, affordable food. Garden lessons supplement classroom learning in math, science, Hawaiian studies, geography, health and language arts by providing direct, hands-on experiences that aid in learning and knowledge retention. The garden is a positive, welcoming learning environment where we see students of all skills and abilities thrive.

Grow Some Good is a long-standing partner of Maui School Garden Network, an organization dedicated to supporting school gardens by providing necessary resources, training, and networking to school garden staff and organizations. They assist Grow Some Good partner schools, along with 32 other school garden locations. At this time, Grow Some Good and Maui School Garden Network are in the process of integrating resources for a potential merger in 2020. To that end, Grow Some Good will be

conducting a baseline survey with teachers at these schools to determine their engagement and needs. If necessary, some funds from this program request may be utilized to support these schools. However, there is much still to be determined around organizational planning, and therefore we do not specifically include that allocation in this proposal.

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

**Goal:** Continue to provide high-quality, effective garden education programs at 11 Maui schools

Objective: Work with each school to ensure a garden educator is in place, either a Grow Some Good staff, or a Part-time Teacher.

Objective: Create a custom schedule for each school to ensure the garden classes fit within the schools' regular class schedule.

Objective: Implement school garden classes at 11 Maui schools.

**Goal:** Assist schools in addressing the pressing teacher shortage by supplementing their staff with Garden Coordinators to provide educational school garden classes.

Objective: Provide Garden Coordinators to teach school garden classes.

Objective: Assist in the hiring of Part-time Teachers (PTTs) as needed by recruiting, screening and interviewing potential candidates, and making recommendations for hiring to school administrators.

**Goal:** Provide high quality garden education by providing instructors who are educated, trained and experienced in garden education, thus improving the continuity of educational content while aiding in learning.

Objective: Provide all garden educators, including Garden Coordinator and PTT's with high quality garden training, an educational curriculum to use in classes, access to statewide garden education resources, and opportunities for collaboration and networking.

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

This program addresses three major needs for our communities:

- 1) The pressing teacher shortage for public schools;
- 2) Youth nutrition and health;
- 3) Improving agricultural sustainability and self-sufficiency for island residents.

The current teacher shortage facing Hawaii schools has created stress on educational capacities at all levels. According to a US News report (*Teacher Shortage Becoming a Growing Concern in Hawaii*, June 23, 2018), the number of graduates of the Hawaii teacher education program joining the Department of Education fell 30% between the 2010-11 school year and the 2016-17 school year.

Today, more Hawaii teachers are leaving their positions for new jobs on the mainland, rather than for retirement, which was previously the primary reason to leave teaching.

At the same time, the student population is increasing, creating a major teacher shortage in many schools.

Honolulu Civil Beat reports that in the 2018-19 school year, of 13,347 teaching positions to be filled, 508 were filled by emergency hires, and another 521 were left vacant. This means 8% were not filled by certified teachers.

This is a significant increase when compared to the 2012-13 school year, where of 12,934 positions, 274 were filled by emergency hires, and 334 positions were left vacant, resulting in 5% of position not filled by certified teachers. (*Hawaii's Teacher Shortage is Getting Worse*, November 15, 2018.)

Grow Some Good addresses this challenge by proving educated, trained and experienced garden educators. Specializing in garden education, these non-traditional teachers are able to deliver comprehensive lessons to students that other teachers typically are not able to provide. Many other school garden programs across the state only provide training for current teachers or in some cases, volunteers, who act as garden docents. Grow Some Good is unique in that the organization provides highly trained, specialized educators. Because of this, the program has had long-term, lasting results, where other programs have failed after the initial start-up phase.

In our most recent teacher survey (May, 2018) Grow Some Good asked teachers if they are comfortable taking their students to the school garden without a garden educator present. We hoped that the results would show that the majority of them were comfortable in the garden with their students, but overall only 60% indicated they were comfortable taking their students to the garden without a garden educator present. Thus, we see the need to provide a dedicated garden educator for each school.

School garden programs intrinsically need strong partnerships with schools because of the nature of the programs. Schools must be supportive in providing the space for the garden as well as ensuring that administrators, teachers and maintenance staff understand the purpose and need for the garden. Because of this, Grow Some Good has sought to strengthen these partnerships, in terms of planning, staffing and resources.

Beginning in 2016, GSG endeavored to engage schools with *Growing Sustainability Project* plans, which encouraged them to contribute to the garden's upkeep by providing PTA funding, conducting fundraisers, or otherwise supporting the gardens, with the goal to grow each school's support for garden expenses, up to 50% over three years. Depending on the income level of the neighborhood, and the schools' Title I status, these plans were met with mixed results.

We continue to measure schools' participation in the *Growing Sustainability Project*. Overall, for the 2018-19 school year, to date they are participating at a level that funds the gardens at 37%. However, this is projected to go down to 25% by year-end.



Without the extra support and funding from Grow Some Good, most of these garden programs would be terminated. A Grant in Aid award would help supplement the schools that are unable to fund the gardens due to competing priorities. These are all Title I schools.

This is an important factor because studies show there is a correlation between area income levels and nutrition and overall health. Students at Title I schools are often more dependent on the school for their main source of nutrition, through their school lunch and breakfast programs. In Hawaii, 52% of students qualify for free or reduced lunch (Hawaii Department of Education Website; *Media Kit*.)

During the 2016-17 school year, 14% of Hawaii students ages 10-17 were considered obese. ([stateofobesity.org/children1017](http://stateofobesity.org/children1017)) Improving diets for young people by increasing their access to fresh produce can improve their weight and overall health.

Many low-income neighborhoods lack full-service grocery stores that sell fresh vegetables, fruits, whole grains, and low-fat dairy products. Often residents are forced to shop in small neighborhood convenience stores, which have a higher percentage of snack foods and other low-quality foods. In many of these stores, when fresh produce is made available, it is often of poorer quality than in full-service markets, making it less appealing to buyers. Research shows that low-income communities often have a higher number of fast food restaurants, especially near schools. With the combination of reduced access to healthy food choices, and an abundant supply of calorie rich, but nutrition poor alternatives, it is clear that there are many reasons residents of low-income neighborhoods might suffer from poor nutrition (Food Research and Action Center website; *Why Low-Income and Food-Insecure People are Vulnerable to Poor Nutrition and Obesity*.)

In the garden classes we see the striking difference in nutrition and health experiences between children in Title I schools and those in middle-income schools. The students in Title I schools are far more likely to have limited exposure to fresh fruits and vegetables. Many have tried kale, beets, or basil for the first time in the garden. In the middle-income schools, students have often tried more types of produce and have already established a like or dislike for certain items. In both cases, we strive to introduce them to a wide variety of fruits and vegetables, and to encourage them to try new foods and improve their diet. Including fun and healthy recipes featuring what they grow in the garden adds a high level of impact for students.

By ensuring students in these neighborhoods have access to school gardens, we help improve nutrition and overall health, and encourage self-sufficiency by teaching them the skills they need to start their own home garden.

School garden programs also help create agricultural sustainability for our island community by creating a demand for local produce from our future consumers, while teaching students gardening skills that they can use over the course of their lifetimes to provide food for their families

Funding for this project would help address the teacher shortage while improving student education and health.

#### **4. Describe the target population to be served**

The target population served is students in 11 Maui public schools. At this time, we serve grades K – 8.

Within this group are students of many cultural backgrounds and families within a wide range of economic levels. Six of our 11 schools are recipients of Title I funding, due to the low income levels of families in the area. We find that it is especially important to serve these communities, as they are often least likely to have access to fresh fruits and vegetables. By providing garden education at these schools, we have introduced many students to fruits and vegetables they have not tried before. Many families reported starting their own gardens at home.

#### **5. Describe the geographic coverage**

Grow Some Good services are designated solely on the island of Maui. At this time our programs are in West Maui (Princess Nāhi'ena'ena Elementary School, Lahaina Intermediate School, and King Kamehameha III Elementary School), South Maui (Kihei Elementary School, Kihei Charter School, Lokelani Intermediate School and Kamali'i Elementary School), and in Central Maui (Wailuku Elementary School, Waihe'e Elementary School, Pōmaika'i Elementary School and Pu'u Kukui Elementary School).

### **III. Service Summary and Outcomes**

#### **1. Describe the scope of work, tasks and responsibilities;**

Grow Some Good provides educational school gardens that aim to increase food independence and healthy food choices for local families and also provide sustainable, lifelong skills. Most gardeners today say that their interest stemmed from a positive childhood experience with gardening. We have learned over the last several years that students “eat what they grow.” Evidence-based studies have consistently shown that students are far more likely to retain information and adopt new behaviors with hands-on, active lessons that fully engage them. Through school gardens, we help students gain the skills they need to provide food for themselves and their families, as well as be able to teach their own children those same skills in the future.

### **Program Activities and Tasks:**

- 1) Coordinate with each school to understand the scope of their program needs for the year.
- 2) Put schedules in place to meet the needs of each school.
- 3) Assign Garden Coordinators to manage each school garden.
- 4) Implement educational garden curriculum including ensuring adequate supplies (gloves, tools, kitchen kits, etc.)
- 5) Work with each school to determine garden enhancements that further support program and safety (irrigation, produce and hand-wash sinks, shade structures, trees)
- 6) A total of 5,400 garden classes will be provided over the 2019-2020 school year.

Grow Some Good is continually adapting to each school's changing schedules and needs. Students participate in garden classes that are scheduled into their regular school day. Classes can be 30-45 minutes, depending on each school's schedule.

Over the course of the 2019-2020 school year, Grow Some Good will provide garden education to students at 11 Maui schools. Six of these schools are Title I schools. If awarded funding from this request, it will be dedicated to assisting these schools in meeting their *Growing Sustainability Project* goals, and keeping their gardens operational.

### **Garden Activities:**

#### **Gardening:**

In the gardens, students learn basic gardening skills such as planting, watering, controlling pests, and harvesting. They learn which plants grow best in their school's geographic location, and how to care for them properly. We teach all-natural growing methods and encourage students to consider the environment in their daily tasks by using sustainable practices such as recycling, effective water management, and composting.

#### **Supplemental Education:**

Garden lessons supplement indoor classroom lessons in math, science, Hawaiian studies, geography, art and language arts. For example, younger students might count the number of rows of seeds planted. As they get older, they practice multiplication by multiplying the number of rows by the number of seeds planted in each row to get the total number of seeds. In advanced grades, instructors cover science topics such as photosynthesis and phototropism.

During the 2018-19 school year, Grow Some Good revised previous courses and created a very detailed garden curriculum that aligns garden lessons with classroom lessons. The new curriculum also aligns with Next Generation Science Standards, to

fulfill a request from teachers and principals to provide more emphasis on science curriculum. See more details here: <https://growsomegood.org/garden-curriculum/>

Health and Nutrition:

An important part of garden lessons is teaching students how nutrition impacts health. In the gardens they learn the nutritional content of the food grown and the effects these nutrients have on the body. Often new fruits, vegetables and herbs are introduced that students have not tried before. We have learned that if a student grows a fruit or vegetable, they will be more likely to try it for the first time. If they prepare a dish with it, it is very probable they will eat more of it.

To encourage eating more fruits and vegetables, students receive hands-on instruction in preparing simple, affordable recipes that they can easily duplicate at home. As available, students take home fresh fruits and vegetables. These elements bring the garden learning into their homes, creating an opportunity for family members to also benefit with improved nutrition, ultimately improving the health of the entire family.

It is well-documented that students in low-income areas often rely on their school lunch, and sometimes breakfast, as their main source of nutrition. This is why it is critical that Grow Some Good continue to provide school garden programs at Title I schools.

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

**Timeline:**

**September 1, 2019 – August 31, 2020**

**September 2019:** Garden Coordinator Training

**September – November 2019:** Implement garden classes

**December 2019:** Review class effectiveness; make adjustments as needed.

**January 2020:** Garden Coordinator training.

**January – April 2020:** Implement garden classes.

**May 2020:** Program review, adjustments made for next school year.

**June- August 2020:** Provide garden upgrades and maintenance to prepare for next school year.

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

Each year Grow Some Good conducts a survey of teachers and principals in participating schools to evaluate the quality of the program and to determine program outcomes. The surveys will be used again in 2020 to determine the effectiveness of the gardens after this school year is complete.

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 effectiveness of the program will be measured by:

1. The number of schools provided with garden classes.
2. The number of teachers in place to provide garden education.
3. The total class hours provided by Grow Some Good to provide garden education.
4. Recognize each garden program as fully funded at each school.

#### **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 (See Attached)
  - b. Personnel salaries and wages (See Attached)
  - c. Equipment and motor vehicles (See Attached)
  - d. Capital project details (See Attached)
  - e. Government contracts, grants, and grants in aid (See Attached)
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$22,500	\$18,750	\$18,750	\$15,000	\$75,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.
  - Private Foundation Grants: \$300,000
  - Fundraising Event in Spring of 2020: \$90,000
  - Individual Donors Giving Campaign: \$50,000

- Vendor agreements with select schools to help support program expenses: \$15,000
  - School sponsored fundraisers and donations: \$15,000
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.

Not Applicable

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2020 for program funding.

GIA 2017 \$65,814

GIA 2018 \$50,714

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018. \$56,276

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

February, 2019 marks the 10<sup>th</sup> anniversary of Grow Some Good providing educational school garden programs. During the past decade the organization has developed a variety of program designs, and has determined which tend to work best to provide students with quality education.

Key to this is providing Garden Coordinators, our primary garden educators, with timely, relevant training taught by subject matter experts. Over the past three years, training has improved significantly. Garden Coordinators receive over twenty hours of training each year, in topics including: Curriculum Training, Pest Control Using Natural Methods, Classroom Management, Garden Maintenance and Management, and Food Safety Practices. This has allowed Garden Coordinators to be more effective in their class presentations, as well as provided consistency across different schools and grades.

The school garden curriculum aligns with educational standards, in particular with the Next Generation Science Standards. This helps garden classes reinforce what is taught in the classroom, enhancing learning and aiding in knowledge retention. This adds a high value to the garden curriculum and teachers and administrators alike agree that the gardens help support classroom learning.

In addition, it has been found that garden class schedules are most effective when they work with each school's unique daily schedule. Grow Some Good is flexible in the program offerings and has adapted garden classes to best meet each schools' needs. This can be as varied as having garden classes once every two weeks for the entire school year, or having classes once a week for a 10-week block.

Each year Grow Some Good conducts a survey of teachers and principals in participating schools to determine the outcomes of the garden program. In the most recent survey, May 2018, we see that the gardens have impacted students in the areas of health and increased environmental awareness. In addition, subject areas of science, math, language arts, and healthy and nutrition are supported by garden learning.

Teachers reported that as a result of the school garden programs:

91% of teachers have observed an increase in environmental awareness and attitude  
81% of teachers have observed students increased interest in eating fresh fruits and vegetables  
100% of principals agree that the garden provides additional educational resources for teachers, has added to the beautification of the campus, and that students have a sense of pride about their school garden.

Percentage of teachers that report specific areas of study as beneficial

Science (96%)

English / Language Arts (69%)

Health and Nutrition (96%)

Math (56%)

Teacher Comments:

"We did a harvest party today and my students loved it. They were thrilled to try the different foods and be able to talk about where it came from and how it was made."

"The students love the hands-on garden experiences."

"I think Garden is something we ALL look forward to. The students love being outside and learning in a hands-on environment about things they genuinely find interesting."

"There are some children who struggle with academic learning but excel with the hands-on experience of the garden – this is an important part of their education."

## **2. Facilities**

Grow Some Good puts all of its physical assets into the educational garden growing spaces. Funds are used for ensuring the gardens are safe, comfortable, and effective outdoor classrooms. The organization has no dedicated office space, and when not working in the gardens, employees work from home.

Gardens require much maintenance, and this is done with the help of dedicated volunteers. In addition, over the years the organization has made strides in improving infrastructure to the gardens, including the addition of irrigation, tool sheds, sinks, and

providing shade structures to sit under during class instruction. These enhancements continue improve the usability and safety of the garden space.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

It takes a team to effectively implement this project. The Program Manager works with schools to set priorities for classes, and to incorporate relevant areas of focus into the curriculum. She also assists with curriculum development and supervises the Curriculum Advisors and the Garden Coordinators. The Curriculum Advisors provide Garden Coordinators with a specific curriculum designed for each grade level. This curriculum aligns with classroom lessons and supports learning in subjects including math, science, Hawaiian studies, geography, health and language arts. The Curriculum Advisors also provides training for Garden Coordinators. Grow Some Good currently has five Garden Coordinators. Using materials from the Curriculum Advisors, they are responsible for direct instruction in the garden programs. They also provide garden upkeep and maintenance and ensure that the gardens are safe and effective learning environments. All positions are part-time.

**Program Manager:** At this time our Executive Director takes on Program Manager activities within her role. Her background includes many years of experience as a project manager in the defense and high-tech sector. She holds a B.S. in Computer Science from the University of Minnesota, and is a graduate of the Master Gardener certificate program with the University of Hawai'i College of Agriculture and Human Resources

**Curriculum Advisor:** Our current Curriculum Advisors also work as a Garden Coordinators. They both have extensive experience in teaching and working in the field of agriculture. One of them holds a Bachelor of Science in Sustainable Agriculture & Food Systems, and is currently working toward a Master of Science in Environmental Studies. The other has BA Degree in Sociology and Psychology with an Education Minor and is our expert in Next Generation Science Standards.

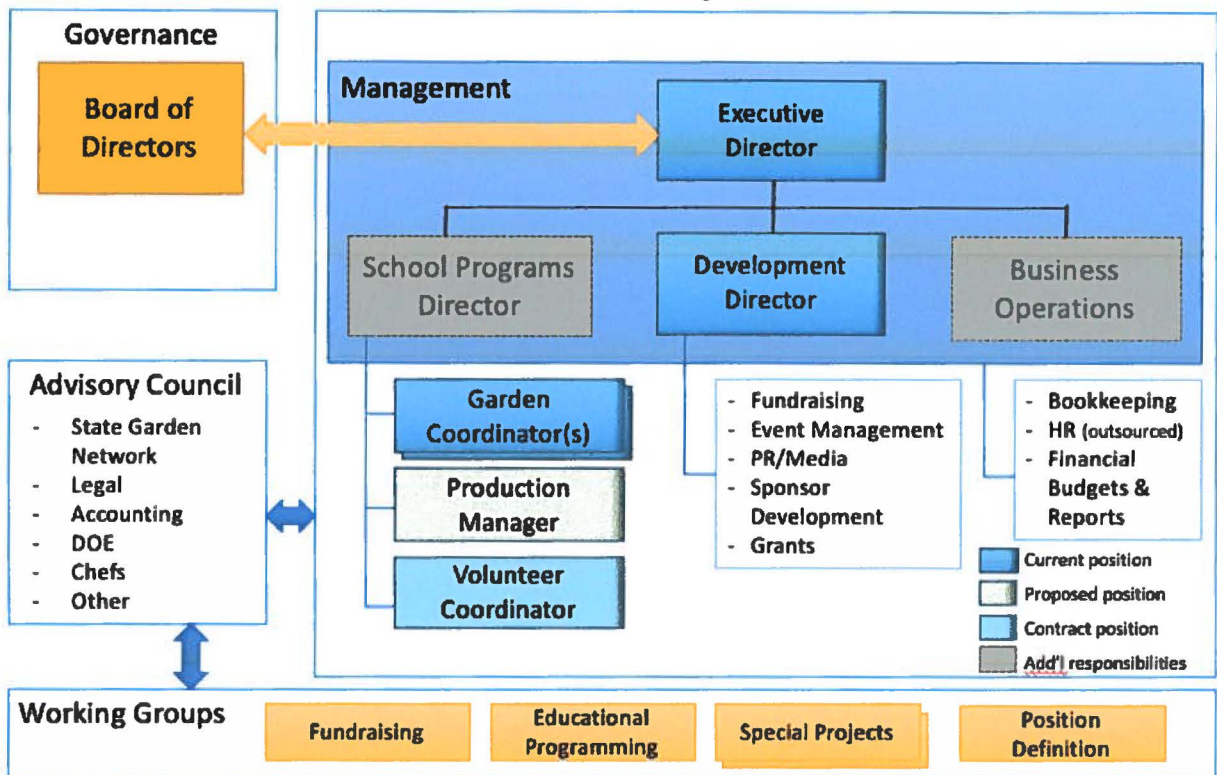
**Garden Coordinators:** Collectively this group has a wide range of education and experience in agriculture, horticulture, education and nutrition, with degrees in Sociology, Education, Sustainable Agriculture and Environmental Studies. They are our most qualified educators to date, and we are glad to be able to provide an opportunity to support careers in the fields of agriculture, sustainability and education.

**Development Director:** The Development Director has over 20 years of fundraising experience and holds a Masters Degree in Non-profit Management. She assists with each school's sustainability plans with regard to fundraising, manages the teacher and principal surveys, provides community outreach and marketing, in addition to fundraising activities.



2. Organization Chart

Grow Some Good – Organization 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 Director: \$40-45,000  
 Development Director: \$40-45,000  
 Garden Coordinator \$20-23,000

All positions are part-time, ranging from 20-30 hours per week.

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.

Not Applicable

**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 2019-20 the activity funded by the grant if the grant of this application is:


- (a) Received by the applicant for fiscal year 2019-20, but
- (b) Not received by the applicant thereafter.

In future years, much of this project can be absorbed within ongoing resources, including unrestricted funds provided by our individual donors, school fundraisers, and proceeds from our annual fundraiser, Taste of School Gardens. If all anticipated funding is not received, the organization will adjust the scope of the program accordingly.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Grow Some Good

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	51,500			295,000
2. Payroll Taxes & Assessments	7,210			65,000
3. Fringe Benefits	10,815			40,000
<b>TOTAL PERSONNEL COST</b>	<b>69,525</b>			<b>400,000</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				10,000
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				25,000
6. Supplies	5,475			35,000
7. Telecommunication				
8. Utilities				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>5,475</b>			<b>70,000</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>75,000</b>			<b>470,000</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	75,000	Kathy Becklin <span style="float: right;">808-344-0469</span>		
(b) Total Federal Funds Requested	0	Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested	0			
(d) Total Private/Other Funds Requested	470,000	Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>545,000</b>	Kathy Becklin, Executive Director Name and Title (Please type or print)		



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Grow Some Good

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Grow Some Good

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: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS - N/A						
LAND ACQUISITION - N/A						
DESIGN - N/A						
CONSTRUCTION - N/A						
EQUIPMENT - N/A						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

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

Applicant: Grow Some Good

Contracts Total: -

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY</b> (U.S. / State / Haw / Hon / Kau / Mau)	<b>CONTRACT VALUE</b>
1	N/A				
2					
3					
4					
5					
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