

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



GIGI DAVIDSON, EXECUTIVE DIRECTOR

JANUARY 17, 2019

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

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

Vendor Name: OHANA KOMPUTER*

DBA/Trade Name: OHANA KOMPUTER*

Issue Date: 01/16/2019

Status: Compliant

Hawaii Tax#: W20576720-01

New Hawaii Tax#:

FEIN/SSN#: XX-XXX1760

UI#: XXXXXX1792

DCCA FILE#: 119440

Status of Compliance for this Vendor on Issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
	Internal Revenue Service (Compliant for Gov. Contract)	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	The entity is compliant with DLIR requirement
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. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2018.

Attached

2. Declaration Statement

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

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. ([Link](#))

Attached

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;

Ohana Komputer (OK) is a registered 501(c)3 organization that has been operating successfully in Hawaii since the year 2000. Its mission is to provide computer literacy training primarily to the economically disadvantaged people of Hawaii. Throughout the years we have successfully taught thousands of students from ages 5 -90 years old using our hands on project based curriculum as a tool to enhance their creativity, productivity and efficiency. Our customized curriculum is used for in-school classes, after-school programs, intersession and summer programs, and in community technology centers. It includes pre and post assessments for all units and the current curricula is written to Office

Professional 2016, Google Docs and Windows 10 operating system. OK's programs have been implemented in many of Hawaii's Public and Private Schools as well as in community technology centers. Sometimes created from the ground up such as with Palama Settlement, the Makiki Community Library (recently closed) and for the last 6 years in Waianae with a Kamehameha Schools Kupuna program.

In 2015, OK also developed our STEPS to Success program which focuses on the development of the whole child. This program combines the arts with computers and includes integration of art, dance, music, computer applications, and video and personal development culminating in an of all-encompassing production. This program has been implemented in some of Hawaii's most underperforming schools and has been very well received both by the students and the teachers as often times they do not have the resources for these fields.

2. The goals and objectives related to the request;
 1. To implement our STEPS to Success Program again at Kalihi Waena Elementary School during the 2019/20 school year to grades 2-5 students in after school, intersession and summer periods.
 2. To implement our STEPS to Success Program again at Kipapa Elementary School for grades 2-5 students.
 3. To provide computer literacy training to the parents of the Kipapa Elementary Students.
 4. To implement our STEPS to Success Program at Malama Honua Public Charter School as a summer program in 2020. This school does not have the space to provide the program in an after school setting.
 5. Achieve 85% mastery in either computer literacy training or the DOE benchmarks for youth. This will be measured through the benchmarks being addressed in each area in the pre and post online assessments.
 6. Help students become secure, self-confident, and contributing community members which will be demonstrated through the presentation of their projects.
 7. Learn how to take action and apply life skills in the process by learning to work together and by making group decisions to produce the best possible projects.
 8. Become skilled leaders, creative problem solvers, and forward thinkers by creating these community projects using the five core disciplines.
 9. Plan and implement a project that will raise community awareness, thus increasing their own understanding and providing solutions for community issues.
 10. The objective in all of the above is to improve student learning and or employability
3. The public purpose and need to be served;

The economically disadvantaged people of Hawaii desperately need to know how to use computer applications such as Microsoft Office to help them procure competitive employment and continue in their educational efforts. Seniors who have been left behind in the technology arena need to learn some basic computer applications to broaden their worlds and communicate with their families who may live elsewhere as they truly have been left behind. For the most part younger students today are not adequately proficient in their use of computer application skills which is not acceptable any longer. They are however very adept at using social media, maneuvering the internet and playing games. This is very different than knowing how to use a computer proficiently to improve their efficiency, productivity and collaborative work.

4. Describe the target population to be served;

The target population to be served are students ranging in age 7-90 years old mostly from low economic backgrounds. All these schools are Title I schools as they have a high at least 47% of their students qualify for the free and reduced lunch program.

5. Describe the geographic coverage.

The geographic coverage for this project is Kalihi, Mililani and Waimanalo.

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;

OK will implement our STEPS to success program at Kalihi Waena, Kipapa Elementary and Malama Honua Public Charter School as per the chart below. This program focuses on development of the whole child and uses a curriculum aligned with the department of education standards in dance, art, music, computer, video and we incorporate personal development skills training. These programs will be approximately 40 hours for after school fall and spring sessions, 20 intensive hours for intersession periods and 40-60 hours for a summer program depending on the mutually agreeable schedule with each school.

OK will also provide monthly parent classes at Kipapa Elementary for 11 months as December is too busy for most people. The course options are Computer Basics, Internet & Email, Word-Processing Beginning & Intermediate Spread Sheets, Beginner & Intermediate Desktop Publishing, Intro to Access, Power Point Beginning & Intermediate, How to Use a Tablet, Fun with Audio Visual &

Graphics, and Google Docs. We will focus on the units most appropriate for these students to obtain employment. Each curricula unit meets twice weekly in two hour increments for four weeks. The curricula focus on hands on projects using activities that are relevant to the students. See attached skill sets.

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

STEPS to Success Programs & Computer Literacy Training

	Fall After School Program	Fall Intersession Program	Winter Holiday Program	Spring After School Program	Spring Intersession Program	Summer Program	Monthly Computer classes
Kalihi Waena	STEPS	STEPS	STEPS	STEPS	STEPS	STEPS	
Kipapa Elementary	STEPS	STEPS	STEPS	STEPS	STEPS	STEPS	Parents Computer Training
Malama Honua PCS						STEPS	

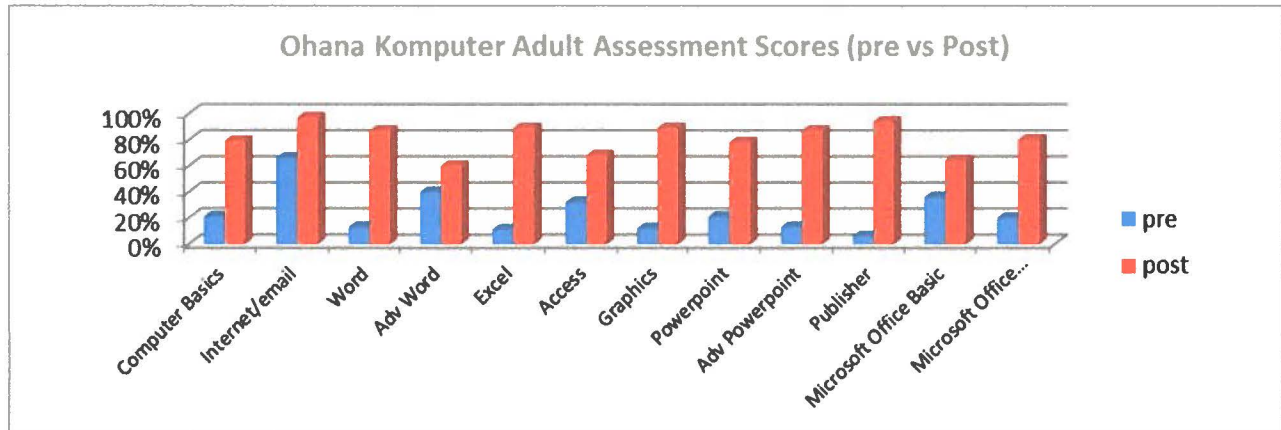
Program dates will be determined with a mutually agreeable schedule with each school.

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

All of OK's computer literacy curricula and STEPS to Success have incorporated the Hawaii Department of Education general learner outcomes for technology and the arts components in STEPS to Success. The skills taught in the STEPS program incorporate built in assessments and of course the ongoing teacher observation. Each technology curricula unit focuses on targeted skill building and incorporates pre and post assessments to measure student progress. We strive for 85% mastery and continued improvement

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.

Our programs include pre & post assessments as well as feedback from the participants, teachers and parents. The assessment data is collected mostly online and will be assimilated into a report showing student progress. A sample of our 2017 data for adult students below shows significant improvements.



Adult students averaged a 24% knowledge level when taking the pre-assessments in 2017, which are given the first day of instruction. The same multiple choice or task driven assessment is given after 4 weeks of instruction with students averaging an 81% knowledge base.

Adult students in all courses significantly increased their knowledge of the program with Microsoft Publisher, Excel, Word and Graphics yielding the largest growths indicating adults have less experience with graphic based programs and Excel spreadsheets. The Internet and Email course has the smallest knowledge gained growth perhaps due to the fact that majority of computer users access their email and comfortably know how to navigate their internet browsers.

The STEPS program also reported student knowledge increases with a breakdown by discipline below:

Discipline	Pre %	Post %
Dance	39%	62%
Video	75%	90%
Music	68%	90%

Discipline	Pre %	Post%
Art	68%	85%
Computer	50%	80%
Personal Development	55%	90%

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](#))

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
25,000	15,000	15,000	1,485	56,485

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

Noel Foundation \$5,000
 Kono Foundation \$5,000
 Watumull Foundation \$5,000
 Ching Foundation \$10,000
 Mandarin Oriental Foundation \$10,000

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.

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 2020 for program funding.

City & County Grant in Aid 2017/18 for \$56,557

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

Attached

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.

Ohana Komputer has been operating as a Hawaii non-profit 501(c) 3 organization for almost 19 years. We developed our STEPS to Success program and first implemented it successfully in elementary schools in Kalihi. All of our teaching staff have significant teaching experience as do our STEPS collaborators who are all considered tops in their fields with 15-40 years of teaching experience.

The STEPS to Success program, partnered with the best instructors in their fields of art, music, and dance, has worked well. Ohana Komputer staff provided the computer component, video and personal development components as well as the overall coordination. The students are eager, enthusiastic and on task. The final products have been very rewarding and all have a large technology component built in.

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.

OK administrative office is a home office. All of our programs are implemented off site mostly in schools, businesses or community technology centers.

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.

OK has an executive director, a part time office assistant, a program director and three part-time teachers. Our model necessitates part time teachers as at any one time we are at multiple sites at the same time.

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	\$65,048
Program Director	\$40,000
Teachers PT hourly	\$30,000 equivalent

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.

N/A

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 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.

OK will continue to apply for appropriate grants with local foundations, implement our annual board fundraiser and seek opportunities for paying customers. Currently 45% of our revenues are generated from our paying customers some of which include schools contracting our services.

Our board is aware that our clientele is mostly low income and thus cannot afford to pay for computer application classes. That is why our board strives to increase our fundraising efforts every year.

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

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

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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

Ohana Komputer

(Typed Name of Individual or Organization)

Gigi Davidson
(Signature)

Gigi Davidson

Jan. 17, 2019

(Date)

Executive Director


(Typed Name)

(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Ohana Komputer

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	13,110			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	3,015			
TOTAL PERSONNEL COST	16,125			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	2,860			
7. Telecommunication				
8. Utilities				
9. Contracted Services	37,500			
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	40,360			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	56,485			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested		Gigi Davidson	808-523-8191	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested			Jan. 17, 2019	
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date	
TOTAL BUDGET	56,485	Gigi Davidson, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: Ohana Komputer

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
On Site Program Coordinator	1	\$52,000.00	10.00%	\$ 5,200.00
Office Admin assistant	1	\$48,193.60	5.00%	\$ 2,409.68
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				7,609.68

JUSTIFICATION/COMMENTS:
 Experience has shown us that in additoin to our teaching staff/program collaborators an overall program coordinators needs to be present at all times.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Ohana Komputer

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	0
			\$ -	0
			\$ -	0
			\$ -	0
			\$ -	0
TOTAL:				0

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Ohana Komputer

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	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Ohana Komputer

Contracts Total: 0

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	N/A				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
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21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Ohana Komputer
Balance Sheet FYE 2018

Dec 31, 18

ASSETS

Current Assets

Checking/Savings

1000 - Cash - Banks

1101 - ASB ckg (004-84344) 41,295.89

1004 · BizFlex Savings 101,994.66

1106 · PayPal 84.39

1000 - Cash - Banks - Other 208.49

Total 1000 - Cash - Banks 143,583.43

Total Checking/Savings 143,583.43

Accounts Receivable

1300 - Accounts Receivable -7,550.50

Total Accounts Receivable -7,550.50

Other Current Assets

1499 · Undeposited Funds 1,208.50

Total Other Current Assets 1,208.50

Total Current Assets 137,241.43

Fixed Assets

1700 - Furn Fixtures & Equip

1760 - Equipment 5,896.24

Total 1700 - Furn Fixtures & Equip 5,896.24

1800 - Accumulated Depreciation

1860 - Equipment -3,340.00

Total 1800 - Accumulated Depreciation -3,340.00

Total Fixed Assets 2,556.24

TOTAL ASSETS 139,797.67

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

2000 - Accounts Payable -33.38

Total Accounts Payable -33.38

Credit Cards

American Express 428.97

Total Credit Cards 428.97

Other Current Liabilities

2200 - Payroll Tax Payable

2210 - Federal Withhold Payable -3,964.29

2211 - FICA Withhold Payable 2,876.92

2212 - State Withhold Payable 1,149.17

2213 · Medicare Withholding Payable -885.88

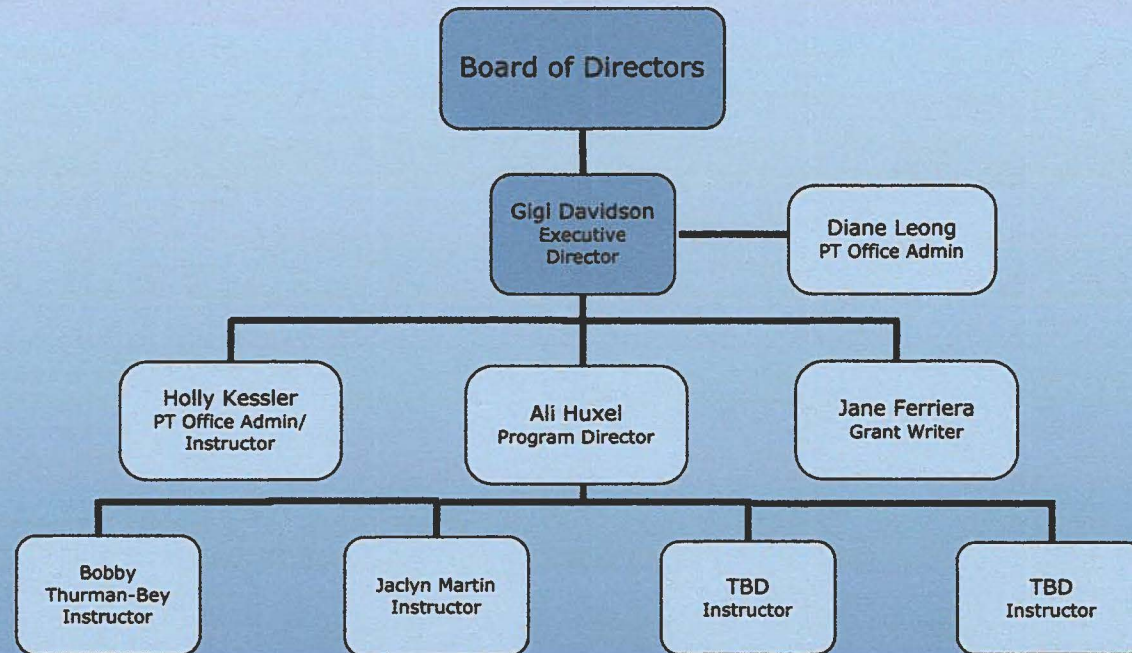
2200 - Payroll Tax Payable - Other -848.23

	Total 2200 - Payroll Tax Payable	<u>-1,672.31</u>
	Total Other Current Liabilities	<u>-1,672.31</u>
	Total Current Liabilities	<u>-1,276.72</u>
	Total Liabilities	<u>-1,276.72</u>
	Equity	
	1110 - 3000 - Net Assets	126,965.19
	Net Income	<u>14,109.20</u>
	Total Equity	<u>141,074.39</u>
TOTAL LIABILITIES & EQUITY		<u><u>139,797.67</u></u>



'Ohana Komputer

Organizational Chart January 2019



GIGI VAN ALLEN DAVIDSON
1516 Avon Way
Honolulu, HI 96822
(808) 523-8191
email gigid@hawaiiantel.net

PROFILE

Proven leader, global perspective, strong communication skills, proven fundraiser, solid financial abilities including budgeting, advanced technology skills, creative, lots of initiative, board of director experience, self starter, strong multitasker, and very strong business acumen

WORK EXPERIENCE

FASD Communities, (National Organization) Honolulu, HI 2010 - Present
President and founder of this non-profit organization comprised of parents and professionals from across the U.S. Formed to establish communities for young adults with FASD across the U.S. to help them become contributing members of society.

- Initiated and continues to lead the national task force (ten committees) and the FASD Communities Board via monthly conference calls
- Prepared initial business proposal and budgets
- Developed many collaborative relationships to support the mission and funding sources
- Initiated annual funds development campaign which includes direct mailing
- Developed marketing materials including website and brochure
- Responsible for board meetings, development and reporting elements
- Initiated all paper work to incorporate business and obtain non-profit status
- Contracted and participated in community development training with 12 other task force members in Evanston, Illinois.
- Led campaign which succeeded in raising funds to purchase first property in WI to establish FASD Communities first community from the ground up
- Developed collaborations with WI community and did the same with Farm in the Dell Butte, MT that now manages and exclusive FASD community in MT
- Hired Program Manager for WI residence
- Opened WI FASD group home in May of 2018 which currently has three residents as 11 direct care staff.

Ohana Komputer, Honolulu, Hawaii 2000 - Present
Executive Director and founder of this non-profit organization that provides computer literacy skills to economically disadvantaged students of all ages.

- Manages, markets, develops and plans all business activities.
- Hires recruits, trains, evaluates and supervises staff.
- Implements computer literacy training programs at as many as 15 locations thousands of students simultaneously servicing throughout the years on Oahu and Maui.
- Develops many collaborative relationships and funding sources.

- Raised \$2 million from grants funding which enabled the launch of successful collaborations.
- Maintains \$250,000 budget and prepare financial reports for board of directors.
- Initiated ongoing annual development campaigns including direct mailing.
- Developed several community technology centers from the ground up
- Initiated successful senior citizen's programs that are now over subscribed
- Responsible for board meetings, development and reporting elements

Futurekids Manoa, Honolulu, Hawaii 1995 - 2003
Owner and Manager for this world-wide franchise business that provides computer literacy curricula to schools and teaches both children and adults computer skills.

- Established this as a new business in Hawaii.
- Managed, marketed, planned and developed staff of ten to operate the business.
- Maintain an annual budget of \$250,000

Bank of Honolulu, Honolulu, Hawaii 1991 - 1997
Investment Manager for community bank with assets of \$112 million.

- Managed the Bank's investment portfolio, including asset and liability management.
- Established the Bank's deposit rates, solicited funding for the Bank and settled the daily cash position.

National Securities Corporation, Honolulu, Hawaii 1990 - 1997
Account Executive with full service, publicly owned, regional stock brokerage.

- Researched and analyzed company financials, made investment recommendations to clients and develop new business.
- Still possess active Series 7 and 63 licenses.

Eastwest Bank, Honolulu, Hawaii 1989 - 1990
Marketing Consultant for start-up bank.

- Developed marketing survey and strategy to promote new bank in Honolulu.

Maggie Parkes and Associates 1988 - 1989
Real Estate Sales Agent
 Listed and sold and marketed real estate in Hawaii.

First Hawaiian Bank, Honolulu, Hawaii 1982 - 1988
Assistant Vice President/Deputy Manager, International Banking Division

- Managed assets and liabilities of international portfolio in excess of \$1 billion, and managed foreign exchange activities.
- Served as bank calling officer; oversaw international operations with staff of 15 employees, hiring of staff and performance management.

- Instrumental in establishing the Bank's trading appraisals.
- Played a key role in establishing the Bank's trading activities and procedures, controls and training of staff.
- During this period, the department had steady growth and profitability (assets grew from \$30 million to over \$1 billion).
- Supervised the international operations and trading staff of 25 employees.

Bank of Hawaii, Honolulu, Hawaii 1978 – 1982
 Hawaii Financial Corporation, Hong Kong (wholly-owned subsidiary of BOH)
Assistant Cashier/Deputy Manager based in Hong Kong 1980 – 1982

- Responsible for asset and liability management with a portfolio of \$600 million.
- Performed as a calling officer in that market.
- Supervised a staff of 15 employees.

Assistant Cashier, International Division 1978 – 1980

- Responsible for all aspects of international operations including collections, cash letters, draft settlement, letters of credit, foreign payments. Managed Bank's foreign exchange activities.

EDUCATION

Weinberg Fellows Leadership Program

- Nonprofit leadership program for Executive Directors

Kapiolani Community College

- Nonprofit Management Certification Course

American Graduate School of International Management (Thunderbird)

- Masters in International Business

Rollins College

- Bachelor of Arts in Business/Economics
- Bachelor of Arts in French

University of Fribourg, Fribourg, Switzerland

- Junior year abroad, all courses were taught in French

COMMUNITY INVOLVEMENT

- Rotary Club of Honolulu
- Hawaii International Child Board Member
- Hawaii Job Corps Council member
- Community Advisory Committee provides consultation regarding the development and implementation of major training, service and research activities of the University Center for Excellence in Developmental Disabilities, Center on Disability Studies, at the University of

Hawaii...in order to ensure that [CDS] activities are responsive to statewide and regional needs

- One of the founding members of the HI FASD Action Group.

INTERESTS

Surfing, hiking, Tap Dancing, Capoeira, travel and international service projects

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 25 2012

FASD COMMUNITIES
1516 AVON WAY
HONOLULU, HI 96822

Employer Identification Number:
27-5089858
DLN:
17053074342032
Contact Person:
KAREN A BATEY ID# 31641
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
February 22, 2011
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

DAVID IGE
GOVERNOR

Christina Kishimoto
SUPERINTENDENT



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KIPAPA ELEMENTARY SCHOOL
95-076 KIPAPA DRIVE
MILILANI, HAWAII 96789

January 15, 2019

To Whom It May Concern,

Kipapa Elementary is the only Title I school in the Mililani complex. We have about 52% of our students who qualify for free or reduced priced meals. Therefore many of our students have limited resources at home. This challenge requires us to provide additional experiences after school for our students and families.

I am pleased to write this letter of support for 'Ohana Komputer. They have been a valuable community partner with Kipapa Elementary. We are planning to continue our partnership with 'Ohana Komputer during the next school year. They will be supporting our "whole child" philosophy as well as our focus on literacy by providing after school sessions in their Steps to Success Program for students in grades 2-5. They will also be providing technology sessions for our parents to support their skill development that will enable them to access information to support their children as well as enhance their skills for employment.

I give my full support to 'Ohana Komputer to be the recipient of funding so they can continue to provide students and families in Hawai'i with enriching experiences that will support their learning and enhance their success in their future.

Sincerely,

A handwritten signature in cursive script that reads "Corinne N. Yogi".

Corinne N. Yogi
Principal

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KALIHI WAENA ELEMENTARY SCHOOL
1240 GULICK AVE, HONOLULU, HI 96819

10 January 2019

From: Daniel Larkin, TA Principal
Kalihi Waena Elementary School

To: Gigi Davidson, Executive Director
'Ohana Komputer
1516 Avon Way
Honolulu, HI 96822

Subject: Letter of Support to 'Ohana Komputers

Dear Gigi Davidson,

I am writing to reaffirm our desire to continue our collaboration between Kalihi Waena Elementary and Ohana Komputer in the immediate and foreseeable future. Our collaboration between our organizations on the creation of an after school program designed to engage students in enrichment focused on Hawaiian values and technology integration to the performing arts has already produced 60+ happy students who are more excited to learn. We anticipate a routine attendance of approximately 30 students to participate in the program. Our school continues to need after school opportunities for our youth, especially in the STEAM concepts as currently there are few, if any, of those opportunities for them in our district at the elementary level.

We continue to dedicate our support in the form of time, space, and cooperation in addition to providing enthusiastic students to ensure the success of the program and would like to help in any way we can to ensure that grant funding is provided to cover the cost of the program. The needs of our students to be able to express their learning through art, dance, music, computers and video production are immeasurable. We truly desire to continue our partnership well into the future and hope that our students will continue to shine.

Sincerely,

Daniel Larkin

A handwritten signature in black ink, appearing to read "Daniel Larkin".

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

The Hawaii State Department of Education (HIDOE) and its schools do not discriminate on the basis of race, sex, age, color, national origin, religion or disability in its programs and activities. Please direct inquiries regarding HIDOE nondiscrimination policies as follows: ADA/Section 504 Inquiries: Krysti Sukita, ADA/504 Specialist, Civil Rights Compliance Office, Hawaii State Department of Education, PO Box 2230, Honolulu, Hawaii 96804, (808) 586-3322 or relay, crco@notes.k12.hi.us. Title VI, Title IX, and Other Inquiries: Anne Marie Puglisi, Director, Civil Rights Compliance Office, Hawaii State Department of Education, PO Box 2230, Honolulu, Hawaii, (808) 586-3322 or relay, crco@notes.k12.hi.us. (3/16/18 CRCO).



MĀLAMA HONUA CHARTER SCHOOL

January 14, 2019

Aloha:

Mālama Honua PCS is very excited to explore the possibility of growing our partnership with Ohana Komputer. In the current capacity, Ohana Komputer provides technology literacy for our first through sixth graders. As a small school with limited staff and resources Ohana Komputer has allowed us to provide high quality technology literacy to our children. We appreciated the clear curriculum outline and them working with us to creatively implementing a program that meet our unique needs. Our keiki enjoy their time in computer class acquiring basic computer keyboard, mouse skills, as well as knowledge in how to use both creative and office software. Our students and families enjoy the after school coding class and look forward to continuing this program.

We are thrilled to explore options to expand to provide summer enrichment classes. This grant would allow us to better serve both our children as well as the Waimānalo community.

Looking forward to our future with Ohana Komputer!

Mahalo nui,

Denise Y Espania
School Director
Mālama Honua Public Charter School



**Skills Sets
for
'Ohana Komputer's
Curriculum**

Unit One '**Computer Basics**' Skills Objectives

- Learning the Parts of the Computer
- Recognizing Input vs. output Devices
- Using the Mouse
- Reviewing and acknowledging the uses of the Computer
- Running Programs and Applications
- Storing Information and using Storage Devices
- Defining Operating Systems
- Getting the Most from an Operating System
- Creating and using Folders
- Viewing Menus and Submenus
- Distinguishing between File Extensions
- Learning Basic Shortcuts
- Using System Tools
- Maintaining Anti-Virus Software

Unit Two '**Internet and Email Basics**' Skills Objectives

- History and Definition of the Internet
- Internet Browsers
- Customizing Internet Browsers
- Search Engines
- Internet Pages and Links (Hyperlinks)
- Internet Browser Icons
- Favorites Folder
- Webmail vs. Email Clients
- Creating and Logging-in to Webmail Accounts
- Customizing Email Views
- Sending Mail to one vs. multiple recipients
- Attaching Images and Files to Emails
- Saving and Deleting Email Messages
- Creating Folders to save Email Messages

Unit Three '**Graphics, Audio and Video**' Skills Objectives

- Microsoft Paint (Graphics)
- Upload and Add Pictures (Graphics)
- Music and Players (Audio)
- Can you hear me now...? Good... (Audio)
- Watch This Online (Video)
- Watch Me on YouTube (Video)
- Project 1: Thank You Card (Graphics)
- Project 2: Hear This (Audio)
- Project 3: Watch This (Video)

Unit Four '**Microsoft Word Intro/Inter 2010**' Skills Objectives

- The Window
- Document Basics
- Templates and Blank Documents
- The Clipboard
- Fonts and Text Formatting
- Paragraph Formatting
- Page Setup and Tables
- Documents and Mail Merge
- Project 1: Party Invitation
- Project 2: Write a Thank You Letter
- Project 3: Modify an Article

Microsoft Word Advanced

- Document Essentials
- Document margins
- Changing the margins
- Paragraph Indents
- Tab stops
- Margins and Tabs
- Table of Contents
- Footnotes, Endnotes and Citations
- SmartArt, WordArt and Charts
- Customize Ribbon & Quick Access Toolbar

Unit Five 'Microsoft Excel Intro/Inter 2010' Skills Objectives

- Spreadsheet Basics
- The Microsoft Excel 2010 Window
- Using Microsoft Excel 2010- Text and Cells
- Keyboard Shortcuts (Text)
- Formatting
- Keyboard Shortcuts (Formatting)
- The Format Cells Dialogue Box
- Worksheets
- Formulas and Calculations
- Chart Terminology
- Charts and Chart Types
- Workbooks
- Using Microsoft Excel 2010 Tips
- Keyboard Shortcuts (Function Keys)

Microsoft Excel Advanced

- Keyboard and Mouse Shortcuts
- Top Tasks in Excel
- Sorting and Filtering Data
- Conditional Formatting and Outlining
- Formulas and Functions
- What/If Analysis
- Tables and PivotTables
- Sparklines
- Data Validation
- Worksheet Collaboration
- Excel and External Data

Unit Six 'Microsoft Access Intro/Inter 2010' Skills Objectives

- What is a database?
- The Parts of an Access Database
- Understanding Data and Using Forms
- Tables, Queries and Reports
- Create a Database from Scratch
- Properties & Validation
- Microsoft Access Advanced
- Database Management
- Linking, Importing and Exporting
- Database Magic
- Custom Forms
- Web Databases

Unit Seven 'Microsoft Publisher Intro/Inter 2010' Skills Objectives

- Using Keyboard shortcuts
- Opening New Publications and Templates
- The Page Navigation Bar
- View Two-Page Spread
- Re-sizing and Formatting Images
- Inserting and Formatting Text
- Inserting Images
- The Scratch Area
- Grouping and Cropping Objects
- Deleting Pages and Printing Pages
- Color Schemes, Backgrounds and Fill Effects
- Downloading an On-line Template
- Insert Date and Time
- Import Text from a File
- Working with Text Box Overflow
- Inserting Symbols, Fractions, or Special Characters
- Using the Building Blocks Library
- Aligning or Distribute Object
- Editing Personal Information
- Formatting Fonts using Schemes
- Re-create a Template

Microsoft Access Advanced

- The Backstage View
- Creating a Brochure
- Importing Word Documents
- Working with Catalogs
- Media Files and Graphics
- Using the Clip Organizer
- Creating a Cover Letter, Press Release and Business Cards
- Saving and Printing Publications
- Personalizing Your Publication
- Adding Postal Bar Codes to Labels or Envelopes in Publisher
- Viewing or Change Properties
- Converting publications for Internet viewing
- Saving files in multiple formats
- Using the Pack and Go Wizard for Commercial Printing

Unit Eight 'Microsoft PowerPoint Intro/Inter 2010' Skills Objectives

- PowerPoint Keyboard shortcuts
- Opening a template
- Changing Pictures within a Template
- Formatting Images and Text on a Slide
- Applying Color to Shadows
- Changing the Theme of a Slide
- Inserting SmartArt Graphics
- Changing Theme Colors, Font Styles and Backgrounds
- Inserting and Formatting WordArt
- Changing the sharpness and brightness of an Image
- Adding an artistic effect to an Image
- Inserting a new Image
- Rotating and cropping an Image
- Formatting Shape Fills with a Texture
- Inserting Hyperlinks
- Inserting Action Buttons
- Inserting and Formatting Tables
- Inserting and Formatting Charts
- Fill Slide with an Image
- Applying Transitions
- Animating Text and Objects
- Inserting Videos
- Previewing Slideshow from specific Slide
- Inserting Audio from File
- Recording Audio
- Checking Spelling
- Presenting Slide Show
- Tips for creating an effective presentation

Advanced PowerPoint

- Creating and formatting a new presentation
- Creating and changing presentation elements
- Arranging slides
- Inserting Sections
- Creating and Formatting Slide Content
- Using Gridlines and Guides
- Rotating and Flipping Objects
- Aligning, distributing and Grouping Objects
- Removing Background of an Image
- Cropping Images
- Applying 3D Effects to AutoShapes
- Task Pane
- Translation Feature
- Language Bar
- Enable a keyboard layout
- Set the proofing language
- Check spelling
- Manage comments in presentations
- Compare and Merge feature
- Customizing a slide master
- Adding elements to slide masters
- Creating Custom Shapes
- Add Screenshots to Slides
- Motion Path Animations
- The Selection Pane
- The Animation Painter
- Timelines and Triggers
- Editing Video and Audio Content
- Downloading YouTube Video to Edit
- Using Bookmarks to Navigate Media
- Using the Review Tab Research
- Text to SmartArt
- Creating Notes and Handouts
- Applying Presentation Tools
- Setting up the slide shows
- Making your presentations portable for sharing

IPAD Curriculum

- Getting to Know the IPAD
- Getting Started
- Sleep and wake the iPad
- Turn the iPad on and off
- Charging the battery
- Care and protection
- Using iOS
- Wi-Fi
- Joining networks
- Apple ID
- I Cloud
- The Home Screen
- Working with Home Screen Apps
- Using the Messages app
- Using the Calendar app
- Using the Notes app
- Using the Keyboard
- Using the Reminders app
- Using the Maps app
- Using the Video app
- Using the Music app
- Using the Game Center app
- Using the App Store app
- Using the Contacts app
- Siri
- Using the FaceTime app
- Using the Camera app
- Using the Photo app
- Using the Settings app
- Managing Notifications
- Safari
- Using the Mail app
- The Control Center

SURFACE Curriculum

- The Start Screen
- Getting to the Start Screen
- Pinning an unpinning apps
- Organizing the Start Screen
- The Start Menu Windows 10
- The Desktop
- The Taskbar (Windows 10)
- Common actions using Touch
- Common actions using a Mouse
- Using apps side by side
- Microsoft Accounts
- Set up your Family
- Get apps from the Windows Store
- Using your apps
- Syncing apps between PCs
- Getting Online
- Connecting to a Network
- Using mobile Broadband
- Sharing Internet Connection
- Airplane Mode
- Privacy on Public Networks
- The Charms
- Search
- Share
- Devices
- Settings
- Setting up Email
- Outlook
- Getting started with Internet Explorer 11
- Multitasking with tabs and windows
- Using multiple browsing windows
- Choose your home pages
- Save your favorite sites
- Pin a site to your Start screen
- Reading, saving, and sharing web content
- Protect your Privacy 6
- Personalize your PC
- Boot to the desktop instead of Start
- Go to the Apps view instead of the Start screen
- Change your account picture
- Change the Start Screen background
- See your Desktop Background on Start
- Customizing your lock screen
- One Drive
- Add your files to OneDrive
- Getting to your Files
- Sharing Files
- Sync your Settings
- Windows 10