

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

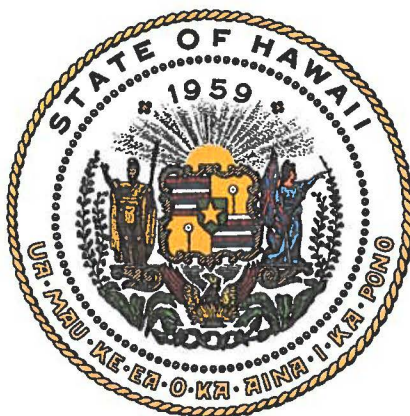

AUTHORIZED SIGNATURE

KATIE CHANG, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

JANUARY 15 2020

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

CENTER FOR TOMORROW'S LEADERS

was incorporated under the laws of Hawaii on 08/13/2013 ; 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: January 07, 2020

Director of Commerce and Consumer Affairs



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, 2019.

See attached Certificate of Good Standing.

2. Declaration Statement

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

See attached Declaration Statement.

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](#))

Funding awarded through State Grant-in-Aid would be used for a public purpose as described below in section ***II. Background and Summary***, to directly serve at-risk students in Hawaii schools who need access to leadership development, as well as college mentorship and internship programs.

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;

Center for Tomorrow's Leaders (CTL) was established in 2003 with the mission of engaging, equipping, and empowering Hawaii's youth to become tomorrow's visionary leaders. Our leadership programs strengthen the school-to-college pipeline using a data-driven curricular model based on The Five Practices of Exemplary Leadership described in The Student Leadership Challenge by James M. Kouzes and Barry Z. Posner. This curriculum is research-based and aligns with HIDOE's 2030 Promise Plan

which encourages public-private partnerships that strengthen student voice, civic discourse, and community/business leader engagement. Our innovative mentorship program, Unfold, further supports youth by pairing leadership mentors with students during their last semester of high school through their freshman year of college, as well as offers internships to guide them toward the vision of becoming leaders for Hawaii.

The number of students served through CTL programs dramatically increased in 2018, over half of whom were considered at or below the poverty level. CTL programs strengthen the students' sense of place in calling Hawaii home, directly supporting HIDOE's Na Hopena Ao Framework outcomes that build "Sense of Belonging". Last year, we served 676 students at 12 public schools on Oahu, Hawaii Island and Lanai, with a 10% increase in the number of students envisioning themselves working and investing in Hawaii communities in the future. 100% of partner teachers indicated greater levels of confidence and improvement in "people skills" among students as a result of our programs. In 2018, we also experienced our largest turnout since launching our EMERGE youth leadership conference, another indication of the strength of our programs.

2. The goals and objectives related to the request;

Over 12 months, CTL will work with public high schools on Oahu and Neighbor Islands to develop a 3-year leadership develop program embedded within the school day to benefit at-risk students in 10th – 12th grade, with the overall goal of developing college and workforce readiness, as well as civic engagement skills. The new structure will expand leadership programs to sophomores, allowing for maximum growth of youth to more effectively develop leadership capacities over 3 years and enabling schools to build momentum for students going into college, a key part of CTL's alumni strategy. CTL will offer high school youth further opportunities to network and learn from influential leaders from public and private sectors through our EMERGE conference. A major goal is to expand our transformative programs to Castle High School on Oahu and Waimea High School on Kauai, as well as to other Neighbor Island schools.

To build long-term alumni infrastructure for young leaders to succeed in college, career and civic life, CTL will support alumni through either college mentorship or internship programs post high school through our Unfold program. The program, established in 2018, supports student success beyond graduation and leadership expansion as youth progress toward professional lives in Hawaii.

3. The public purpose and need to be served;

While leadership and communication skills are valued by employers worldwide, the deficit among Hawaii's children will mean an ill-prepared workforce unless CTL programs give students opportunities to develop leadership and soft skills critical to succeed in college, career and civic life.

Unfortunately, current leadership opportunities in many public schools are limited to student government and seldom include an intentional mechanism to recruit and train youth considered at-risk due to poverty, unemployment or low parental education. A 2017 Pew Research Center study of CEOs, scholars and practitioners reveal that soft-skills, such as creativity, problem-solving, conflict resolution and collaboration are among the most highly valued skills in the workplace. Representatives from Hawaii's local private sector echo this sentiment, stressing that soft skills are among the biggest and most common need among employers. One employer even disclosed that "We hire for technical skill, but end up firing for soft skills" (K-12 Work-Based Learning in Hawaii, 2017).

While reading and math are essential skills to succeed in life, a national sample of adults picked communication as the most important skill necessary for children to get ahead in the world, with teamwork ranked fourth (Pew Research Center, 2015). Interpersonal soft skills, particularly leadership, adaptability and problem-solving are considered critical for success, according to a coalition of businesses, policy experts, trade groups and academics. Training in soft skills translates to a 250% return on investment based on a 12% increase in productivity and employee retention according to a joint study by Boston College, Harvard University and the University of Michigan (Forbes, 2019).

As the need for soft skills increases, a class gap appears to be widening in the number of children exposed to community-based activities that build soft skills, such as teamwork, leadership and a sense of civic engagement (Building the Soft Skills for Success, 2015). Working in tandem with education leaders, CTL prepares youth for 21st century success by equipping students with leadership and soft skills to succeed beyond high school graduation as they progress toward professional lives in Hawaii as promising visionaries and community builders. CTL is the only organization offering school-based, comprehensive organizational leadership development that not only promotes soft skills development, but radically increases the number of emerging leaders exposed to corporate, business and academy mentorship.

College degrees create equitable opportunities for students from low socioeconomic backgrounds. Nearly 7 in 10 jobs in Hawaii require at least some college and the unemployment rate for college graduates is cut by more than half compared to peers with only a high school diploma (55 by '25). Unfortunately, only a little over half of high school graduates enroll in a post-secondary institutions the fall following graduation, while only 1 in 2 students enrolling at a UH campus graduate in six years. Youth without college degrees are eight times more likely to rely on public assistance and three times more likely to live in poverty compared to college graduates (55 by '25). Not only do our programs prepare at-risk students to persist in postsecondary education, we help level the playing field by mitigating disempowering differences, such as poverty, by equipping at-risk students with essential skills to persist in college and impact change through career and civic life leadership.

4. Describe the target population to be served; and

CTL directly benefits vulnerable youth in public high schools who have been identified and recommended by school principals, guidance counselors, and/or teachers as at-risk non-traditional students demonstrating leadership potential but who are not in leadership positions. Over 50% of these youth are considered at or below poverty level, with low parental education, limited role models and little to no access to community and business leaders. These teens desperately need training in leadership, soft skills, and character development to succeed in college, career and civic life despite the negative effects of poverty.

5. Describe the geographic coverage.

This project will serve students and teachers from public schools throughout Oahu, on Hawaii Island, and Lanai. Many of these students reside in low-income communities with high rates of unemployment and limited access to community and business leaders.

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;

As part of this project, CTL staff will offer 2-3 introductory classes to sophomores at public high schools, with youth engaging in projects that meet needs within their respective schools but are still fairly simple to implement. During their junior year, students join a second year class for more intensive leadership development and examine needs outside the school, such as homelessness, senior adult isolation or political apathy. Students have multiple opportunities to collaborate with school and community members. By senior year, students will direct their study, selecting from a menu of options including: 1) Participation in the Fellows Program; 2) Mentoring sophomore projects; 3) Sharing perspectives in the Sunday paper through a weekly Star Advertiser "Raise Your Hand" column; and/or 4) Conducting leadership workshops for freshmen.

Students in 10th – 12th grade will be invited to attend EMERGE conference featuring influential leaders who offer expertise and insight on business, government, and local and global issues. During last semester of high school, selected seniors will participate in CTL's Unfold college mentorship program that continues into the first semester of post-secondary education. Hawaii's business and community leaders will partner with students to support transition from high school to college environment and future leadership. Mentors serve as resources as students navigate through college, reducing effects of "summer melt," so youth enroll and persist in college, using leadership skills

to become leaders in their school and communities. Personal connections with mentors help students believe in themselves, while targeted curriculum provides in-depth information on college admissions process and ROCK (Resiliency, Organization, Curiosity and Kindness). Youth will also be invited to participate in internships to give competitive edge through practical application of knowledge and further skills development in a professional setting.

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

If State GIA funding is awarded, CTL plans to utilize the funds to transition to the new 3-year structure and expand college mentorship/internship programs within 12 months from release of the funding.

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

Effectiveness will be monitored through teacher-reported positive behavioral changes, including increased competency in leadership, communication, critical thinking skills and enhanced levels of engagement and interest in community and global issues. Program results will also be measured through student and teacher surveys and feedback forms, with information summarized and discussed with the Student Leadership Facilitators, Executive Director and Board. Success of the college mentorship program will be gauged by pre- and post-surveys of students and mentors as well as data on whether or not students are enrolling and persisting in college during the fall.

CTL anticipates a minimum of 90% of participating students will feel empowered to make a difference in their schools and communities, with at least 75% who will be engaged in some type of leadership role at the end of 12 months.

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.

CTL will provide quarterly reports to the State, which will include the total number of students and grade levels served through its leadership development and college mentorship/internship programs for each respective school, as well as percentage changes in behavior and/or attitudes.

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](#))

See attached Budget forms.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$26,665	\$26,665	\$26,665	\$26,664	\$106,659.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.

CTL has secured \$75,000 in committed funds to date from contract revenue and an additional \$100,000 from its annual gala. CTL submitted a \$123,618 request for City Grant-in-Aid funds and will seek additional funds from local foundations and corporations in 2020. A \$106,659 grant from State Grant-in-Aid will help complete funding and enable CTL to transition leadership programs to a 3-year structure, with emphasis on Neighbor Island public schools, as well as expand its college mentorship/internship programs.

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 2021 for program funding.

Source	Amount	Grant Period	Purpose
State GIA	\$90,250	7/1/15 – 6/30/16	Development of core programs
City GIA	\$122,123	9/29/16 - 9/30/17	Ambassadors Program Expansion
DLNR	\$7,500	8/28/17 - 8/28/18	Student-led Project
City GIA	\$123,890	9/11/18 - 9/30/19	Leeward; 7 th – 10 th Grade Expansion
State GIA	\$100,000	7/1/18 - 6/30/19	Program Expansion – Neighbor Islands

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

The balance of CTL's unrestricted current assets as of November 30, 2019 is \$174,539. We are currently closing the books for December 31st and can furnish you that information when available.

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.

Since 2003, CTL has been working with vulnerable youth from all cultures and backgrounds to empower the next generation of leaders to begin solving our community's most entrenched problems. Last year, 97% of students enrolled in a CTL program felt empowered to make a difference. In 2018-2019, we launched a new college mentorship program for high school seniors that successfully teamed 40 seniors with 25 community leaders who served as mentors, with 75% of these students continuing on to 2-year or 4-year colleges to date.

CTL has demonstrable success in program expansion, having launched our Ambassadors Program at Hilo High School in 2018 and hosting a first ever student showcase for the Hilo community that drew over 100 parents and community members to support youth. Within the first year of implementation, our programs created a platform for youth to advocate for change as evidenced by students publishing 12 articles on topics ranging from "Bias in Immigration Screening" to "Fighting Unreasonable Health Care Costs." Participating students also implemented 60 leadership projects during the school year.

Our robust partnerships with Hawaii businesses and community leaders not only offer a lens into current industry standards, trends and career prerequisites, they ensure a supply of qualified guest speakers, mentors and internships. In 2018, we partnered with Hawaii State Federal Credit Union and CEO Andrew Rosen to provide financial literacy training in CTL classrooms and Hawaiian Electric Company sent millennial employees to schools to advise students on youth-led projects. We welcomed mentors from Aio Group, First Hawaiian Bank Leaders program and Omidyar Fellows who worked with students participating in our new college mentorship program. By partnering with East-West Center to participate in their annual #galswithlei forum, we train future CTL female leaders through interactions with Hawaii's women leaders in business.

The greatest evidence of our proven success comes from partnering principals, educators and students.

*We admire the work that CTL has done and how they cradle students from the very beginning and take them along the way to guide them to become successful leaders.
Sean Wong, Principal, Roosevelt High School*

I've seen a growth in my seniors above and beyond in the time I've been teaching...and that is a long time. Joan Lewis, Teacher, Kapolei High School

I was always following but not really leading. Now I've learned to become someone who leads by challenging the process. Mina Gusukuma, 10th Grader, Kalani High School

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.

Since our programs are conducted at each respective school, CTL has access to ADA-compliant classroom space and basic equipment without additional cost.

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.

CTL's network of six professionals is under the direction of Executive Director Katie Chang. A summa cum laude graduate of Pepperdine University, Katie worked as an advisor for the US/UK Fulbright Commission in London, UK prior to joining CTL and served as an intern in the Hawaii State Legislature and Governor's Office. An alumna of the first class of CTL Fellows, Katie is a certified presenter of the nationally-acclaimed Student Leadership Challenge on which the school program is built. Katie oversees, markets and fundraises for CTL's leadership development programs and is responsible for training Student Leadership Facilitators. Since her appointment in 2011, Katie has expanded CTL from its flagship Fellows program to include the innovative Ambassadors Program and the new college and career mentorship program. Senior staff focuses on training young leaders at the school level and is responsible for major events and administering our Fellows program.

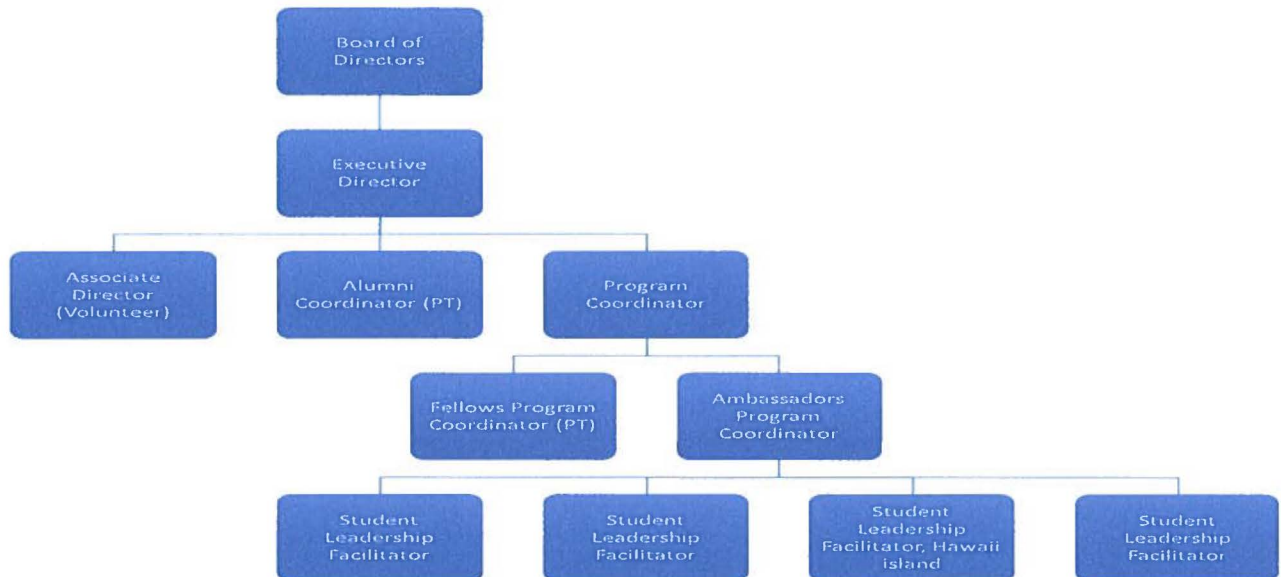
In 2018, Katie was honored as one of the brightest and best young business leaders in Hawaii by Pacific Business News as part of the 40 under 40 award. CTL was also

named a finalist for The Cades Foundation Nonprofit Leadership Award in 2017 for our innovative solutions to important community issues.

CTL Alumni Sheena Choy serves as the Alumni Coordinator. Sheena received her bachelor's degree in International Relations from Pepperdine University and holds an undergraduate Certificate in Conflict Management from Straus Institute for Dispute Studies Resolution. As a proud alumnus of the 2012 Fellows class, Sheena is excited to grow with Hawaii's rising generation of young leaders.

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:	\$82,000
Program Coordinator:	\$53,000
Student Leadership Facilitator:	\$45,000

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.

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 2020-21 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-21, but
- (b) Not received by the applicant thereafter.

Through partnerships with leaders in education, business and the community, CTL will remain on the forefront of Hawaii's tight labor market to continually fine-tune and expand programs that solve the leadership gap and equip students to remain competitive beyond the grant period.

Our cost effective Ambassadors program has little overhead since courses are conducted at respective schools, eliminating the need to budget for costly expenditures such as facility and maintenance. CTL effectively stewards resources by engaging an enthusiastic team of volunteer interns and works directly with school principals to train educators to continue teaching leadership courses, reducing the need to hire unnecessary staff as programs expand. To further reduce operating costs, we partner with Kupu to share accounting services.

The adoption of our 2019-2022 Strategic Plan includes a comprehensive strategy on program expansion and a targeted alumni campaign that aligns with Hawaii Community Foundation's CHANGE framework. We will continue placing emphasis on alumni recruitment by inviting former students to give back to CTL through service as mentors and interns, as well as by investing into programs financially. The Strategic Plan also includes a game plan for recruiting new Board members and a roadmap for comprehensive funding that relies less on government and foundation grants.

With a small staff and clear revenue projections, CTL is able to maintain an efficiently run organization capable of sustaining its programs after grant funding is exhausted. Additional funds for ongoing expansion beyond the grant period will be generated through revenues from CTL's year-long Fellows Program, special events, philanthropic partnerships, and in-kind donations from local corporations or small businesses. As the demand for CTL programs increases each year, we recognize the need to continue building organizational capacity through diversified funding sources that include strong annual giving, alumni giving and monthly contributions. Our young professionals monthly giving program launched in 2017 shows signs of long-term growth and we are working to develop more structured contract revenue from schools and program fees. Our Annual Gala continues to be a source of reliable funding and has experienced significant gain in revenue year-over-year, with positive feedback from the business community.

State Grant-in-Aid funding will enable CTL to transition our Ambassadors Program to a three-year program in 2020-2021 with focus on Neighbor Island public schools, as well as expand mentorships/internships to youth and alumni post high school.

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED 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.

Center for Tomorrow's Leaders

(Typed Name of Individual or Organization)


(Signature)

January 15, 2020

(Date)

Katie Chang

(Typed Name)


Executive Director

(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Center for Tomorrow's Leaders

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Committed/Requested (d)
A. PERSONNEL COST				
1. Salaries	\$67,500	\$0	\$83,250	\$193,000
2. Payroll Taxes & Assessments	\$5,827	\$0	\$6,368	\$20,000
3. Fringe Benefits	\$6,840	\$0	\$0	\$30,000
TOTAL PERSONNEL COST	\$80,167	\$0	\$89,618	\$243,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	\$10,000	\$0	\$0	\$15,000
2. Insurance	\$1,492	\$0	\$0	\$6,000
3. Lease/Rental of Equipment	\$0	\$0	\$0	\$0
4. Lease/Rental of Space	\$10,000	\$0	\$0	\$40,000
5. Staff Training	\$0	\$0	\$0	\$0
6. Supplies	\$5,000	\$0	\$24,000	\$0
7. Telecommunication	\$0	\$0	\$0	\$0
8. Utilities	\$0	\$0	\$0	\$0
9. Outside Service	\$0	\$0	\$10,000	\$45,000
10. Other	\$0	\$0		\$130,000
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TOTAL OTHER CURRENT EXPENSES	\$26,492	\$0	\$34,000	\$236,000
C. EQUIPMENT PURCHASES	\$0	\$0	\$0	\$0
D. MOTOR VEHICLE PURCHASES	\$0	\$0	\$0	\$0
E. CAPITAL	\$0	\$0	\$0	\$0
TOTAL (A+B+C+D+E)	\$106,659	\$0	\$123,618	\$479,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	\$106,659	Katie Chang		808-681-7687
(b) Total Federal Funds Requested	\$0	Name (Please type or print)		Phone
(c) Total County Funds Requested	\$123,618			1/15/20
(d) Total Private/Other Committed/Requested	\$479,000			Signature of Authorized Official
TOTAL BUDGET	\$709,277	Katie Chang, Executive Director		
		Name and Title (Please type or print)		
* To date, \$175,000 committed toward \$709,277 Total Budget.				

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Center for Tomorrow's Leaders

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Student Leadership Faciliator	1	\$45,000.00	50.00%	\$22,500
Student Leadership Faciliator	1	\$45,000.00	100.00%	\$45,000
TOTAL:				\$67,500
JUSTIFICATION/COMMENTS: State GIA funds would be used toward salaries and wages of staff required to develop 3-year leadership program and expand college mentorships/internships over 12 months, with expansion to Neighbor Islands.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Center for Tomorrow's Leaders

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Center for Tomorrow's Leaders

FUNDING AMOUNT REQUESTED - NOT APPLICABLE						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Center for Tomorrow's Leaders

Contracts Total: \$443,763

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Development of Core Programs	7/1/15 - 6/30/16	Dept of Education	State	\$90,250
2	Ambassadors Program	9/29/16 - 9/30/17	DCS	Honolulu	\$122,123
3	Student-Led Projects	8/28/17 - 8/28/18	DLNR	Honolulu	\$7,500
4	Leeward; 7th - 10th Grade Expansion	9/11/18 - 9/30/19	DCS	Honolulu	\$123,890
5	Program Expansion - Neighbor Islands	7/1/18 - 6/30/19	Dept of Education	State	\$100,000
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