

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

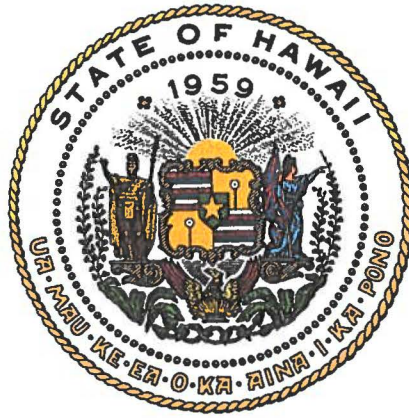

AUTHORIZED SIGNATURE

JESSICA WELCH, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

JANUARY 16, 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

MANOA HERITAGE CENTER

was incorporated under the laws of Hawaii on 04/18/1996 ; 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 10, 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.

The Certificate of Good Standing is attached.

2. Declaration Statement

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

The Declaration Statement is 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](#))

State Grant-in-Aid funding would be used for a public purpose as explained below in **Section II. Background and Summary**, by promoting an understanding of Hawaii's biocultural heritage and fragile ecosystem and preparing the next generation of environmental stewards and climate leaders.

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;

Located in Manoa Valley, Manoa Heritage Center (MHC) is a 3.5-acre living classroom dedicated to promoting an understanding of Hawaii's natural and cultural heritage. Programs are centered around Kukao Heiau, the last intact and restored ancient hawaiian temple in the ahupuaa of Waikiki and its surrounding gardens of native hawaiian plants, some of them rare and endangered. Sitting high above the Manoa Valley floor, Kukao Heiau is thought to be an agricultural temple that has guarded

Manoa Valley for hundreds of years from its prominent position with views of the Koolau Range to Waikiki's shoreline.

Established in 1996, MHC seeks to make Hawaii's cultural and natural heritage relevant to 21st audiences through programs that promote an awareness of Hawaii's historical sustainable living practices and current fragile ecosystem, particularly for children who lack financial means to engage in place-based educational experiences. In 2019, more than 6,250 people participated in MHC's aina-based programs with 72% comprising educators and students. This is an increase of 42% over the previous year. It is an organizational mandate to provide educational programs at no charge, and bus transportation is fully funded so that all students, particularly those from lower income communities, can benefit from biocultural programming. MHC's school program curricula align with Hawaii Department of Education content standards and are developed in close partnership with educators to ensure relevance.

Over the past few years, MHC has also become a thriving resource for educators via professional development workshops and ongoing partnerships with universities and schools. The number of teachers served through professional development experiences at MHC has increased by 200% since 2017.

2. The goals and objectives related to the request;

At MHC, we strongly believe that the more children know and understand about a place – its rains, winds, stars, plants, animals, people, it's stories and legends – the more they will understand that place, fall in love with it, and the harder they will work to protect it. Some children are lucky to have parents and elders to share the magic of the natural world with them, others depend on their school teachers.

Over 12 months, MHC will accomplish the following major goals:

Goal 1

Prepare teams of K-12 teachers, school administrators and informal educators to use the STEMS² framework, developed by University of Hawaii at Manoa faculty, to develop "Learning Journeys" based on issues facing the Ala Wai watershed that will benefit students in their respective schools.

Goal 2

Provide informal educators with STEMS² pedagogical tools to enhance school tour experiences at culture and science-based community organizations.

Goal 3

Provide students grades K-12 attending schools located within the Ala Wai Watershed with the culture-based resiliency training required to understand and navigate the complex issues facing the area and develop solutions to achieve the 2019 Oahu Resiliency Strategy actions and their related Aloha+Challenge, as well as United Nations Sustainable Development Goals.

3. The public purpose and need to be served;

Given growing global environmental threats, national shifts in teaching and learning standards, and comparatively low science achievement particularly among Native Hawaiian and Pacific Islander youth, it is imperative that we change the way we engage children in stewarding our shared “place” and its cultural and natural resources. Current educational models do not make explicit the role place and one’s sense of place plays in the teaching and learning of STEM.

Pauline Chinn’s (University of Hawaii at Manoa faculty) research has demonstrated that when teacher professional development incorporates culture, place and personal experience, it has the potential to raise participants’ awareness of the connections among personal and place-based experiences, cultural practices and values, and teaching and learning (2007; 2006). Teaching from a construct called STEMS² (science, technology, engineering, mathematics, social sciences and sense of place) entails culture-based, place-based, project-based learning where students emulate the processes of professionals in a variety of fields (i.e., historians, engineers, etc.) while drawing on cultural knowledge to design solutions to real-world problems in their local and global communities. Grounding the professional development experience in STEMS² education (O’Neill 2015), MHC will enhance district area curriculum by moving beyond traditional STEM to connect educators’ and administrators’ collective knowledge of their place and provide them with the tools and networks needed to create similar STEMS² learning experiences in their own teaching and learning environments.

Core to STEMS² pedagogy is the engagement in and practice of “Learning Journeys”. Different from the idea of a field trip, learning journeys are designed to engage participants in experiential learning experiences that build long term relationships with the people and places where these experiences are shared. In this project, learning journeys will serve as experiences that introduce educators to the practice of STEMS² pedagogy, introduce participants to partnership networks and support participants’ development of STEMS² units by engaging in place and culture-based learning experiences and networks during one-day professional development (PD) workshops. Learning Journeys engage participants in unique learning opportunities centered around themes of sustainability, environmental stewardship, community, indigenous knowledge and perpetuation, aloha aina, social justice and leadership. This project will also provide informal educators at MHC, Lyon Arboretum and Waikiki Aquarium with the opportunity to learn pedagogical tools using the STEMS² framework to enhance school programs to better meet needs of K-12 students.

With Ala Wai Watershed issues making local and national headlines, it is a critically opportune time to increase environmental literacy of K-12 students so they can identify ways in which they can become more resilient to extreme weather and environmental hazards. While much work has been done to increase environmental education and literacy, the nexus of culture and environment is still an area not adequately supported in K-12 environmental or cultural education. Through a partnership with Education Incubator, MHC will develop a prototype that engages K-12 students in age-appropriate,

culture-based resilience training and generates place-based solutions that achieve resiliency strategies. Through this project, MHC will develop a cultural-based resiliency curriculum framework that can be utilized throughout Hawaii's watersheds and serve as a model for other island communities. Students will be empowered with a holistic understanding of the human and natural systems of the Ala Wai Watershed and threats facing these resources, enabling them to participate in advocacy and civic understanding and share this knowledge with their families.

4. Describe the target population to be served; and

MHC's target population includes students, educators and administrators from K-12 schools, as well as informal cultural and science-based educators located throughout the Ala Wai Watershed. Each participating teacher represents 26 students depending on grade level, while administrators represent an average student body of 600 students depending on grade band.

5. Describe the geographic coverage.

This project focuses on K-12 schools located in the area of the Ala Wai Watershed, which is 19 square miles, 40% of which is zoned as Conservation District in the upper watershed. The middle and lower watershed is home to approximately 200,000 residents, comprising 20% of Oahu's population with more than 30 K-12 campuses and encompassing the University of Hawaii at Manoa campus. The area is heavily urbanized, including single-family residences, condominiums, hotels, and businesses. The heart of Hawaii's economy, Waikiki, is located at the base of the watershed, between the Ala Wai Canal and the ocean.

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;**

Connecting K-12 Schools and Community Organizations to Create Watershed-Based Curriculum for Students

Over 12 months, MHC will partner with the University of Hawaii College of Education's (UHCOE) Curriculum Studies Department to lead a cohort of K-12 educators and school administrators in PD workshops dedicated to creating STEMS² networks that support student learning. Together with fellow science-based organizations located in our ahupuaa, including Waikiki Aquarium and Lyon Arboretum, MHC and faculty at the UHCOE will create curriculum and models for learning that directly connect students to their natural environment. This project will also include as a partner Hawaii Green Growth's Ala Wai Watershed Collaboration Old Stadium Park pilot project (for more

information see <https://resilience.asu.edu/news/designing-community-and-sustainability>).

Aina-based School Programs

In addition to being adopted by schools throughout Oahu, the curricula developed by the STEMS² cohort will be integrated throughout MHC's environmental education school program serving 4,500 children and educators per year. MHC's ever-growing docent corps will be trained to implement the curricula developed by the cohorts.

Island Strong: Preparing the Next Generation of Culture-Based Resilient Climate Leaders

MHC will partner with Education Incubator to develop a prototype for how best to engage K-12 students in culture-based resiliency training, leveraging community resources including elders, informal educators working at culture and science-based organizations throughout the watershed and content experts at University of Hawaii at Manoa's School of Ocean and Earth Science and Technology, as well as the East-West Center's Pacific Regional Integrated Sciences and Assessments Program. K-12 students will not only receive culture-based resilience training using curriculum developed as part of this project, they will also create solutions to achieve actions included in the 2019 Oahu Resilience Strategy, pitching scalable solutions to private and public sectors.

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

Upon receiving the Notice to Proceed, MHC will be ready to immediately draw down on funds and complete the project within 12 months if awarded State Grant-in-Aid.

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

Both quantitative and qualitative methodologies will be used to evaluate project success, including surveys, review of project-generated materials, semi-structured interviews and focus groups. Formative evaluations will be conducted twice over 12 months and will focus on the professional development provided to teachers, administrators and informal educators, as well as school-level implementation of the curricula. MHC will also collect statistical data on the number of students served, ages/grade levels, and geographic locations of schools. Data will be analyzed at weekly staff meetings and bi-monthly by the Board to determine trends and inform MHC of ways to enhance or expand aina-based educational programs and activities.

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.

MHC will submit quarterly reports to the State, including demographic data on the number of educators, administrators and students served through this project, along with a summary of progress toward goals and project evaluations.

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](#))

The Budget forms are attached.

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
\$42,250	\$42,250	\$42,250	\$42,250	\$169,000

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

MHC has secured \$62,506 in funding toward this project as part of a two-year federal NOAA B-WET grant and has been invited to submit a request to the Pettus Foundation in 2020 toward busing for school groups. A \$169,000 State Grant-in-Aid award will enable MHC to serve K-12 students, educators, administrators and cultural and science-based informal educators to prepare the next generation of environmental stewards and climate leaders.

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.

This does not apply.

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.

Program	Funding Source	Amount
Enhancing Cultural Education through School Programming	City GIA	\$85,965
Connecting Educators through Native Hawaiian Cultural Resources	City GIA	\$86,147
Creating a Hub for Cultural Practitioners	HTA	\$20,000
A Cultural Hub to Meet the Needs of Oahu's Vulnerable Children & Adults	City GIA	\$125,000
Connecting K-12 Schools and Community Organizations to Create MWEE Learning Journeys (2-Year Award)	NOAA B-WET	\$150,000

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

MHC's balance of unrestricted current assets as of November 30, 2019 is \$214,994. December 31st figures will be available once financial statements for FY19 are completed.

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.

For nearly two decades, MHC has offered guided tours of Kukao Heiau including information on the cultural significance of this site, Hawaii's indigenous practices, the natural history of Manoa Valley, and connections between Native Hawaiian plants and biocultural stewardship. MHC offers access to one of the largest collections of indigenous, endemic and Polynesian-introduction flora on Oahu. The garden serves as a valuable teaching tool and key part of MHC's mission, demonstrating how plants were an essential aspect of Hawaiian culture providing food, clothing, adornments, medicine, implements and shelter.

Thanks to the generous donations of private and public partners, including a \$1M award through State Grant-in-Aid, MHC recently completed construction of the Visitor Education Hale that features ample space for hands-on learning through a multipurpose classroom, covered lanai, gardens landscaped with native Hawaiian plants and an outdoor Hawaiian Star Compass. The culmination of a \$5 million capital campaign, the education facility has significantly increased MHC's ability to engage audiences on many different levels with a particular emphasis on educators and school groups.

In August 2017, MHC was one of 29 grant recipients nationwide awarded funding from the National Endowment for the Humanities' *Creating Humanities Communities* program. The \$90,000 NEH challenge award is making it possible for MHC to connect educators with Native Hawaiian cultural resources - creating a strong link between the Hawaii Department of Education, University of Hawaii College of Education (UHCOE) and Awaiaulu to enhance how Hawaiian history and culture is taught in Hawaii's public schools. MHC was also recently awarded a two-year grant of \$150,000 from NOAA's B-WET grant program in 2019, a portion of which will be used to fund this project over 12 months.

In collaboration with Obama Foundation's Asia Pacific Fellows program, MHC worked with leaders from around the world with a focus on how one's 'place' plays into leadership development. Partnerships with education leaders statewide enable MHC to work with students on special projects, such as Hanahauoli School's design and construction of a plant propagation area to protect Native Hawaiian species, which is providing the lifeblood to MHC native plant collection.

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.

MHC is a culturally unique 3.5-acre site in Manoa Valley that comprises five distinct resources spanning two sections of its master campus:

Upper Campus

- Kukaoo Heiau;
- Gardens of Native Hawaiian and Polynesian-introduced plants;
- Kualii, a private residence and Manoa Valley landmark built in 1911 (listed on the National Registry of Historic Places); and
- 1962 Hogan House (listed on the State Registry of Historic Places).

Lower Campus

- In 2018, MHC completed construction of a 4,125 sf, LEED-certified, energy self-sufficient, ADA-compliant Visitor Education Hale, 1,208 sf 2-story caretaker's residence/maintenance workroom, Hawaiian star compass driveway for wayfinding and celestial navigation and additional landscaping of Native Hawaiian plants.

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.

Executive Director, Jessica Welch

Executive Director Jessica Welch is responsible for budget development and management, fundraising, marketing, personnel management and community relations. Jessica will maintain oversight of this project, working with strategic partners to develop programs that effectively deliver on MHC's mission and accomplish goals of the Strategic Plan. Jessica started her tenure as MHC's first Executive Director in April 2016, bringing with her 16 years of experience working in museums, most recently as Director of Development at the Honolulu Museum of Art, where she oversaw all fundraising programs. Under her guidance, contributed income increased 40 percent and membership 48 percent in two years. Jessica was instrumental in the merging of the Honolulu Academy of Arts and The Contemporary Museum, and was also a member of the group that launched the popular ARTafterDARK program.

Director of Education, Jenny Engle

With a full-time staff of four professional staff, MHC relies heavily on its team of educators to develop and implement education programs. With more than 20 years' experience designing school programs that meet the needs of teachers and students, MHC's Director of Education, Jenny Engle, collaborates with stakeholders to activate MHC's mission. As Teacher Liaison at the Honolulu Museum of Art, Jenny focused on developing relationships with Title 1 schools, conducting teacher workshops and expanding access to school tour programs. She holds an M.Ed. from Harvard Graduate School of Education and a B.A. in Art History from Kenyon College, OH.

Cultural Steward and Education Assistant, Ke'ala Wong

MHC's Cultural Steward and Education Assistant, Ke'ala Wong, works in tandem with Jenny Engle to integrate a Hawaiian cultural-based perspective throughout each of our programs. Ke'ala is a graduate from Kamehameha Kapalama (2009) and University of Hawaii at Manoa (2014) where she received a BA in Hawaiian Studies/Hawaiian Language. She is currently receiving her Masters in Curriculum Studies STEMS² from UH Manoa.

Cultural Site Manager, Jenny Leung

Jenny Leung is responsible for the preservation of and access to MHC's cultural, historical, natural and physical resources. With experience working as a Program Assistant with University of Hawaii Historic Preservation Program and as a Collections Assistant at the Honolulu Museum of Art, Jenny Leung is an expert in collections management. When she's not cataloguing the Cooke family collection located at Kualii, she does independent historic research and consulting. Jenny sits on the board of the Hawaiian Quilt Research Project and the Association of Hawaii Archivists.

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.

MHC's Organization Chart is attached.

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.

MHC's three highest paid employees are as follows:

Executive Director	\$95,000
Director of Education	\$54,637
Cultural Site Manager	\$50,754

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.

This does not apply.

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.

This does not apply.

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.

This does not apply.

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.

MHC supports programs and services through a financial model that includes revenues generated by annual fundraising efforts targeting individuals, foundations and corporations. To diversify our streams of revenue, MHC established the Sam Cooke Endowed Fund and, in December 2018, received a \$1 million challenge grant from the Harold K.L. Castle Foundation. Per MHC's Investment Policy Statement, our spending policy ensures that no more than 4% of the Fund's average 12 trailing quarter value will be spent to support MHC programs in perpetuity. We anticipate needing to draw from the Sam Cooke Endowed Fund in two years' time to alleviate MHC's current reliance on donations from individuals and grants from private foundations.

**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.

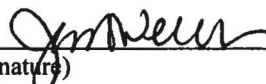
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material 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.

Manoa Heritage Center

(Typed Name of Individual or Organization)



(Signature)

January 16, 2020

(Date)

Jessica Welch

(Typed Name)


Executive Director

(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Manoa Heritage Center

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Committed (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	\$104,800			
2. Payroll Taxes & Assessments	\$9,809			
3. Fringe Benefits	\$6,240			
TOTAL PERSONNEL COST	\$120,849	\$0	\$0	\$0
B. OTHER CURRENT EXPENSES				
1. Airfare and Ground Transport		\$2,746		
2. Supplies	\$6,000	\$3,360		
3. Partner/Teacher Stipends	\$25,000	\$56,400		
4. Docent Stipends	\$5,000			
5. Docent Training	\$1,500			
6. Busing for School Groups				\$12,000
7. Videographer	\$5,500			
8. Photography	\$1,000			
9. Newsletters/enewsletter	\$4,151			
10				
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TOTAL OTHER CURRENT EXPENSES	\$48,151	\$62,506	\$0	\$12,000
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)	\$169,000	\$62,506	\$0	\$12,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	\$169,000	Jessica Welch 808-988-1287		
(b) Total Federal Funds Committed	\$62,506	Name (Please type or print) Phone		
(c) Total County Funds Requested	\$0			
(d) Total Private/Other Funds Requested	\$12,000	Signature of Authorized Official Date		
TOTAL BUDGET	\$243,506	Jessica Welch, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Manoa Heritage Center

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: Manoa Heritage Center

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: Manoa Heritage Center

Contracts Total: \$467,112

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	A Cultural Hub to Meet the Needs of Oahu's Vulnerable Children and Adults	10/1/19 - 9/30/20	DCS	Honolulu	\$125,000
2	Connecting Educators through Native Hawaiian Cultural Resources	10/1/18 - 9/30/19	DCS	Honolulu	\$86,147
3	Enhancing Cultural Education through School Programming	10/1/17 - 9/30/18	DCS	Honolulu	\$85,965
4	Creating a Hub for Cultural Practitioners	1/1/19 - 3/31/20	HTA	Honolulu	\$20,000
5	Connecting K-12 Schools and Community Organizations to Create MWEE Learning Journeys	19/20 - 21/22	NOAA B-WET	US	\$150,000
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MĀNOA HERITAGE CENTER
Organizational Chart
January 2020

