



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: **ULU A`E LEARNING CENTER**

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

Issue Date: **01/19/2026**

Status: **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: [REDACTED]

UI#: XXXXXX6547

DCCA FILE#: 244425

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Waived
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

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

The undersigned authorized representative of the applicant certifies the following:

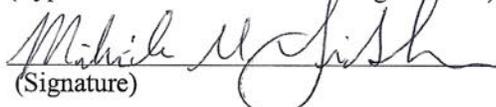
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

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

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

Miki'ala M. Lidstone Ulu A'e Learning Center

(Typed Name of Individual or Organization)

 1/15/2026

(Signature) (Date)

Miki 'ala M. Lidstone Executive Director

(Typed Name) (Title)



ULU A'E
LEARNING CENTER

01/21/2026

Statement of Public Purpose

I, Miki'ala M. Lidstone, assert on behalf of Ulu A'e Learning Center that the grant for which we are applying will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

The funds from this grant will increase access to culturally grounded, personalized out-of-school opportunities for youth ages 5 – 18 to grow their knowledge and skills and increase their civic engagement.

'O wau iho nō,

Miki'ala M. Lidstone
Executive Director

A world where communities are rooted, knowledgeable about and engaged in the place they live.

Application Submittal Checklist

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

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



Miki'ala M. Lidstone Executive Director

1/20/26

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2025.

2. Declaration Statement

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

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

Founded in 2014, the mission of Ulu A'e Learning Center (UALC) is to empower and enrich lives through programs that develop skills, build confidence, and promote healthy relationships based on Native Hawaiian values and customs. Our organization was established in response to the limited options for after school programs as well as the absence of culture and place-based programs in the Kapolei and 'Ewa regions on the west side of the island of O'ahu, regions growing with new residents including an increasing Native Hawaiian population. Since our formation, we have provided culturally grounded, place-based learning opportunities to thousands of children and families throughout West O'ahu.

Today, in addition to serving youth during the out-of-school time, we provide 'Ike Ku'una enrichment workshops for parents and families, and monthly stewardship experiences for the community at Pu'uokapolei, a cultural and historic site at Kapolei Regional Park. We also host two signature events: Makahiki ma Kapolei and Kapu'uola Hula Festival.

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

2. The goals and objectives related to the request;

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

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

Through the goal of increasing access to out-of-school opportunities for students, the following objectives will be achieved: 1) 180 students will have opportunities to increase their knowledge and skills in Native Hawaiian practices during the out-of-school time; 2) students will have daily access to homework help and academic support; 3) and, students will have opportunities to engage in land stewardship at historic and significant sites in their community.

3. The public purpose and need to be served;

Out-of-school programs—serving children and youth after school and during school breaks—are vital supports for working families and young people in the rapidly growing communities of West O‘ahu (‘Ewa to Mākaha). Children spend roughly 80% of their waking hours outside school, making quality out-of-school learning essential to development and well-being.

The Campbell-Kapolei and Nānākuli-Wai‘anae school complexes include some of Hawai‘i’s largest enrollments and highest concentrations of economically disadvantaged youth. According to HIDOE, these communities face systemic under-resourcing and limited access to safe, structured out-of-school time (OST) options.

Nationally, demand for OST remains urgent. The Afterschool Alliance’s *America After 3PM* study reports that 24.6 million U.S. children would join an after-school program if available—three waiting for every one enrolled. Only 60% of public schools currently offer after-school learning, with just 13% of students participating, due largely to funding, staffing, and transportation challenges.

Locally, West O‘ahu is experiencing rapid growth. Kapolei’s population has risen 14% since 2020 to about 24,580, and the ‘Ewa Development Plan projects over 164,000 residents by 2035. Native Hawaiians and Pacific Islanders remain a strong presence—making up 41.6% of Waianae’s population. Statewide, the Native Hawaiian population grew 29% between 2010 and 2020, underscoring the need for culturally grounded programs that strengthen identity and belonging.

Despite this growth, OST capacity has not kept pace. Many parents report their child’s school has no after-school care or that programs are full—leaving youth unsupervised during high-risk hours (3–6 p.m.). According to the Hawai‘i Department of the Attorney General, 1,144 juvenile arrests were recorded statewide in the first quarter of 2023, with 24 % involving Native Hawaiian or part-Hawaiian youth—a clear indicator of disproportionate impact and the urgent need for safe, engaging spaces.

In response to rising youth crime and safety concerns, school resource officers have been assigned to several high schools, including Kapolei and Wai‘anae, to help curb on-campus incidents. Neighboring schools such as Nānākuli are now requesting similar positions as youth-related offenses and disciplinary issues increase. This growing reliance on enforcement highlights the shortage of positive after-school alternatives and reinforces the community’s call for prevention through engagement.

Community focus groups in 2020 identified “few youth activities,” “rising youth crime,” and “low community pride” as major concerns. Families noted that as new residents move in, generational place-based knowledge and kinship ties are eroding, leaving youth feeling disconnected from their ‘āina. A

2024 Kapolei High School survey found only 34% of students feel a sense of belonging to their community—an indicator of disengagement and low civic connection.

These findings reveal two urgent concerns:

1. A shortage of safe, structured OST opportunities for youth during critical hours; and
2. Low youth engagement in culture, identity, and community belonging—especially among Native Hawaiian youth and new resident families.

Addressing these gaps is a clear community priority. Without culturally grounded programs that build connection and leadership, families remain strained, and youth risk disconnection. Ulu A'e responds directly to these challenges—expanding OST access, anchoring youth in culture and 'āina, and creating the safe, meaningful learning spaces that West O'ahu families are calling for.

4. Describe the target population to be served; and

Our target population is 180 students ages 5-18 in West O'ahu. This is a critical age range to have access to safe, engaging spaces between the time school closes and parents return from work. Research proves that children who attend after school programs attend school more often, get better grades, and develop strong interpersonal skills.

Our programs are open to all children. On average, 80% of our participants are Native Hawaiian and 30% come from low-moderate income families.

According to the Kamehameha Schools (KS) Regional Data Book, the Native Hawaiian population for both the Kapolei and 'Ewa regions is expected to grow 66% in the next 20 years. Currently, 12% of Native Hawaiians in these regions live below the poverty level.

Our out-of-school programs serve communities that are underserved in Native Hawaiian education and overwhelmed with students who need safe, engaging out-of-school programs.

5. Describe the geographic coverage.

Ulu A'e Learning Center serves children and families across West O'ahu, including the communities of Kapolei, 'Ewa, Nānākuli, and Wai'anae. This region has experienced sustained population growth and residential development over the past several decades, resulting in a young, diverse community with a high proportion of working families. Kapolei in particular has emerged as a major population center in West O'ahu, with continued growth projected and public schools among the largest in the state serving thousands of students each year.

While this growth has brought new housing and infrastructure, it has not been matched by a proportional increase in safe, affordable, and culturally grounded learning opportunities for children during out-of-school hours. As a result, many youth in West O'ahu spend critical after-school and intersession hours without structured enrichment, mentorship, or meaningful connection to place and community.

To better understand local needs, Ulu A'e Learning Center conducted community surveys and stakeholder outreach in 2025, building on themes first identified in our 2020 focus groups. Survey respondents—including parents, educators, and community members—consistently raised concerns about the limited availability of youth activities outside of school hours, particularly programs that are affordable, accessible, and rooted in local culture. Families shared that long work hours and extended commute times often leave youth unsupervised during peak after-school periods, increasing exposure to negative influences and reducing opportunities for positive peer engagement.

Community members also identified broader concerns related to youth safety, exposure to crime, and a lack of pride and connection to community, especially among middle- and high-school-aged youth. Respondents noted that many young people in Kapolei and surrounding areas grow up in fast-developing neighborhoods without strong social ties or shared community identity. This sense of disconnection was described as particularly challenging in newer communities where residents come from many different parts of the island and opportunities for intergenerational relationship-building are limited.

These findings were not surprising given the rapid pace of development in West O‘ahu, the high percentage of households with two working parents, and the relative scarcity of culturally grounded out-of-school programs in the region. However, they reinforced the urgency of UALC’s work. Our surveys confirmed that families are seeking more than supervision—they want programs that foster belonging, pride, leadership, and responsibility to place.

In direct response to these community-identified needs, Ulu A‘e Learning Center designs and delivers out-of-school and community-based programs that center cultural practice, storytelling, land stewardship, and youth leadership development. By grounding learning in ‘āina, ‘ike kupuna, and real-world responsibility, UALC creates spaces where youth build strong relationships, develop confidence and voice, and cultivate a sense of responsibility to their community. Through this work, we address not only the lack of programming during non-school hours, but also the deeper concerns expressed by families about safety, connection, and pride—helping young people grow into engaged, grounded contributors to West O‘ahu.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant’s approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

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

This project will increase access to culturally grounded, personalized out-of-school programs for students ages 5 – 18 to grow their knowledge, skills and civic engagement. The project objectives and corresponding tasks are as follows:

180 students will have opportunities to increase their knowledge and skills in Native Hawaiian practices during the out-of-school time. Cultivating Hawai‘i’s unique culture and arts enriches the social, economic, and physical elements of a community. UALC cultivates Hawai‘i’s rich native culture and arts by providing daily opportunities for children and youth to participate in Native Hawaiian art and practices.

Students will have daily access to homework help, academic support and tutoring. Covid-19 delivered us two unstable academic years and learning loss is a grave concern. Educational experts believe that while most students are one year or more behind in reading and math, we most likely won’t know the true depth of loss for years to come. Research points to consistent homework help and tutoring as two of the most effective ways to help academically struggling children catch up.

Students will have weekly opportunities to engage in land stewardship at historic and significant sites in their community. Land stewardship grows students’ pride in their community and seeds their life-long commitment to civic engagement. Stewardship includes maintaining gardens, removing debris and invasives, and planting. Through each stewardship experience students learn specific knowledge about the place. They gain an appreciation and a sense of fulfilment that they come from a special place.

UALC would provide youth with workforce training, field experience and resume building coaching. These are critical services especially in the growing regions of Kapolei and 'Ewa where access to support programs to transition youth to the workforce are few. We would fill this gap by offering a paid internship for youth during the Spring and Summer intersessions.

Internships have been successful in setting youth up for success in future careers. They also help to impact local businesses and develop community.

The internship component will be an expansion of our strong offerings of out-of-school sessions that serve children and youth ages 5 -18. Our programs benefit the social and emotional development of youth thru daily support services that include free transportation, homework help, tutoring, hana no'eau lessons and land stewardship experiences. Our intersession programs include components specializing in food preparation, ocean diving, music, ukulele, poetry and hunting.

UALC's internship program is free and registration is easily accessible through our website.

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

July	Plan program, site visits, staff schedules, and guest practitioners Schedule registration in online system Online registration opens Service all vehicles
August	Finalize registration roster Conduct parent/student orientation Schools contacted regarding student pick up roster No'eau Fall program session begins Data collection and reporting
September	No'eau Fall program session continues Begin recruitment for Fall Intersession Data collection and reporting
October	No'eau Fall program session continues Deliver Nene'e and Hana 'I'o Fall Intersession programs Data collection and reporting
November	No'eau Fall program session continues Begin recruitment for Winter Intersession Staff re-certification for First Aid and Life Guard certification Data collection and reporting
December	No'eau Fall program session concludes Deliver Nene'e Winter Intersession program Open registration for No'eau Spring program session Data collection and reporting

January	No'eau Spring program session begins Schools contacted regarding student pick up Data collection and reporting
February	No'eau Spring program session continues Begin recruitment for Spring Intersession Data collection and reporting
March	No'eau Spring program session continues Deliver Nene'e, Pi'ina Internship and Hana 'I'o Spring Intersession programs Data collection and reporting
April	No'eau Spring program session continues Open registration for Summer Intersession program Service all vehicles Data collection and reporting
May	No'eau Spring program session ends Finalize Summer participant roster Staff planning meeting Data collection and reporting
June	Summer Intersession program begins Deliver Nene'e, Pi'ina Internship and Hana 'I'o Summer Intersession programs Data collection and reporting

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

UALC monitors success through key performance indicators. We utilize an InFocus Solutions Program Management Software to collect, measure, analyze and report out progress of performance. The program management software has robust data intake and reporting capabilities, which eliminates time-consuming, paper-based administrative burdens providing more time to analyze and report out accurate, evidence-based data.

Measurable outcomes are tracked through attendance, progress charts, pre/post tests, surveys, testimonials verbal checks of understanding and demonstration tests.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Objective	Indicator	Measurement Tool
A minimum of 180 students shall participate in an out-of-school program at UALC	# of students who participate in a program session	- registration forms - sign in sheets
A minimum of 120 students shall receive academic support through tutoring, homework help, or academic power spaces.	# of students who receive academic support.	- daily logs - student reports - progress charts - student surveys - parent surveys
A minimum of 160 students shall participate in Native Hawaiian practices and 75% of those shall demonstrate an increase in knowledge and/or skills.	# of students who demonstrate an increase in knowledge and skills.	- progress charts - demonstration tests

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$42,220.25	\$42,220.25	\$42,220.25	\$42,220.25	\$168,881

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.

Kamehameha Schools	\$179,000	unsecured
City GIA	\$150,000	unsecured
TANF	\$232,780	unsecured

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2027 for program funding.

City GIA	\$150,00	FY2026
State GIA	\$175,000	FY2025
City GIA	\$150,00	FY2025
State GIA	\$40,000	FY2024
TANF	\$300,00	FY2024

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.

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

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

UALC has been providing culturally grounded, place-based, out-of-school programs in West Oahu since 2016. Our programs have since expanded.

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

We went from renting school buses for transportation, to owning four 15-passenger vans. Today we use our four vans to transport students to and from schools and stewardship sites. During the school year we transport students daily from Dreamhouse Charter School 'Ewa Beach, Ho'okele Elementary, Kapolei Elementary, Mauka Lani Elementary, and Waianae High School.

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

Our programs continue to improve the well-being of our learners as demonstrated through their commitment to growing themselves and caring for their community and in their expressions of pride in self and community.

Below is a listing of verifiable experiences of related projects or contracts:

Kamehameha Schools FY 2024

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

Grant Amount: \$149,000

Contract: MOA

Status: Ongoing

City and County of Honolulu Grants-in-Aide FY 2025

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

Grant Amount: \$150,000

Contract: CT-DCS-2500069

Status: Completed

Hawaii Community Foundation Change Grant

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

Grant Amount: \$50,000

Contract: 21HCF-111129

Status: Completed

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

We currently hold a 7-year commercial lease on a ¼ acre property in Kalaeloa. The property is owned by Hunt Communities Development Co. LLC. The space includes a 1,400 square foot indoor facility and a larger outdoor area with irrigation, landscaping, tables, chairs, benches, a large shade sail, a garden and compost area.

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

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

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

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Our staff consists of two (2) full-time and seven (7) part-time employees.

Program Coordinator

The Program Coordinator serves as the lead for all out-of-school programs. He is responsible for the development, implementation and delivery of quality program services including: development of program materials and curriculum, scheduling assistants, record keeping, reporting, scheduling programming and instruction. He also assists with transportation when necessary.

Instructor

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

Program Assistant

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

Van Driver

The Van Driver is responsible for transporting program participants to and from schools and stewardship sites. Duties include maintaining safe van practices, keeping the vehicle clean and reporting maintenance concerns.

Executive Director

The Executive Director provides leadership and guidance across the organization. She is responsible for the overall operations of the organization, including daily operations, programs, finances, planning, and community relations.

2. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

See attached chart.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director	\$83,475
Program Coordinator	\$50,000
Instructor	\$40,000

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.

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 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but
- (b) Not received by the applicant thereafter.

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

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

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

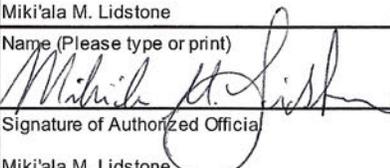
Evaluation is important in sustainability because data tells the story of our impact. In 2022, we created a Youth Data Working Group with 6 partner organizations who work with indigenous youth. The group meets quarterly to discuss and sharpen our evaluation methods in conducting data collection and analysis.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

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

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Ulu A'e Learning Center

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	146,960	120,000	75,000	75,000
2. Payroll Taxes & Assessments	17,121	13,980	8,738	8,738
3. Fringe Benefits	4,800	4,800	0	
TOTAL PERSONNEL COST	168,881	138,780	83,738	83,738
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				10,000
3. Lease/Rental of Equipment				12,000
4. Lease/Rental of Space		45,000	43,062	22,500
5. Staff Training				
6. Supplies		4,000	2,000	3,762
7. Telecommunication		200		
8. Utilities		4,800	1,200	
9. Cultural Practitioners/Site Visits		20,000	10,000	20,000
10. Transportation		20,000		10,000
11. Contractual Services			10,000	27,000
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES		94,000	66,262	105,262
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	168,881	232,780	150,000	189,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	168,881	Miki'ala M. Lidstone	(808) 864-0013	
(b) Total Federal Funds Requested	232,780	Name (Please type or print)	Phone	
(c) Total County Funds Requested	150,000		(808) 864-0013	
(d) Total Private/Other Funds Requested	189,000	Signature of Authorized Official	Date	
TOTAL BUDGET	740,661	Miki'ala M. Lidstone		
		Name and Title (Please type or print)		

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: _Ulu A'e Learning Center_

Contracts Total: 2,095,307

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	City & County Grant-In-Aid FY25	10/1/25 - 9/30/26	DCS	Honolulu	150,000
2	TANF	8/3/25-8/2/25	DHS	Federal	316,524
3	Hawaii Tourism Authority FY 25	1/1/25-6/30/25	HTA	State	11,600
4	TANF	6/3/24-8/30/25	DHS	Federal	369,279
5	City & County Grant-In-Aid FY24	10/1/24 - 9/30/25	DCS	Honolulu	150,000
6	Hawaii Tourism Authority FY 24	7/1/24 - 12/31/24	HTA	State	15,700
7	State of Hawaii Grant-In-Aid FY23	TBA	CIP	State	50,000
8	State of Hawaii Grant-In-Aid FY23	01/01/25-12/31/25	OCS	State	175,000
9	Hawaii Tourism Authority FY 23	7/1/23 - 6/30/24	HTA	State	25,000
10	State of Hawaii Grant-In-Aid FY24	01/01/23-12/31/24	OYS	State	40,000
11	City & County Grant-In-Aid FY23	10/1/22 - 9/30/23	DCS	Honolulu	199,937
12	State of Hawaii Grant-In-Aid FY22	04/01/23 - 05/31/24	OCS	State	149,000
14	Hawaii Tourism Authority FY 22	1/1/22 - 12/31/22	HTA	State	25,000
15	City & County Grant-In-Aid FY22	10/1/21 - 9/30/22	DCS	Honolulu	193,644
16	Administration for Native Americans	9/30/20 - 9/29/22	SEDS-GO	U.S. Federal	224,623
17					2,095,307
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					