

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



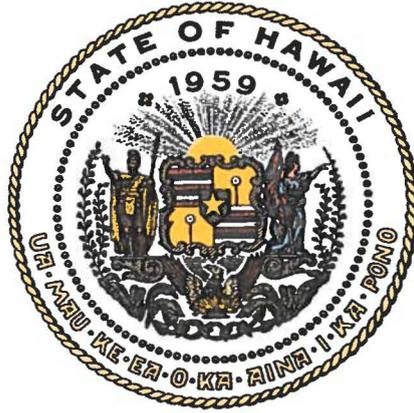
TODD JOHNSON, EXECUTIVE DIRECTOR

TODD JOHNSON Executive Director 1/17/19

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that according to the records of this Department,

ESTRIA HAWAII LLC

was organized under the laws of the State of Hawaii on 01/30/2015 ; that it is an existing limited liability company in good standing and is duly authorized to transact business.



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 18, 2019

Director of Commerce and Consumer Affairs

**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.

Estria Hawaii LLC

(Typed Name of Individual or Organization)

(Signature)

Todd Johnson

(Date)

1/17/19

Executive Director

(Typed Name)

(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

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

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

Please see attached Certificate of Good Standing dated January 18, 2019

2. Declaration Statement

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

Please 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](#))

Please see attached Public Purpose Statement

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;

Established in 2015 by globally renowned Native Hawaiian artist Estria Miyashiro and social media pioneer Jeremy LaTrasse, Estria Hawaii LLC, a Hawai'i Incorporated subsidiary of 501(c)(3) The Estria Foundation (TEF), is best known for its statewide Mele Murals Public Arts Series. Our public arts projects and programs have shared the knowledge, wisdom and artistic expressions of many native cultural practitioners and expert muralists while simultaneously creating catalytic opportunities for engagement in creative arts and environmental .

In 2014, TEF permanently relocated its operations and public arts programs from Oakland, California to Honolulu, Hawai'i and has provided continuous comprehensive public arts and experiential education programs to Hawai'i's youth. Estria Hawaii's current core public arts initiatives, Mele Murals and Hālau Pāheona, addresses four community identified needs including youth development, arts education, cultural preservation, and community building. Over the lifespan of initiatives, our goal is to directly reach over one hundred thousand local artists, youths, and community members from all eight major Hawaiian Islands. Estria Hawaii strives to establish extramural arts education programs across the State of Hawai'i and co-create a series of large-scale outdoor murals focusing on *mele* (Hawaiian chants, songs or poems), *na mo'olelo 'aina* (stories of places), *mo'omeheu* (culture), and *waiwai ho'oilina* (heritage).

Our mission is to create art in public spaces with artists, youth, educators, and activists in order to raise awareness and inspire action in the movement to resolve human and environmental issues, while educating and developing youth. Estria Hawai'i/TEF have completed over 35 Mele Murals across the State of Hawai'i and continues to engage island youth and young adults - inspiring Hawai'i's next generation of visual storytellers and serving our island communities to inspire creative expression.

2. The goals and objectives related to the request;

The collective goal of our Hālau Pāheona and Mele Murals Public Art Programs for 2019-20 is to partner with students, educators, faculty and artists from the Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas to deliver an arts-based program that inspires student's creativity, develops their leadership and problem solving skills that will culminate with them designing and creating a culture-focused large-scale mural within their community. The process involved in the creation of a Mele Mural has united communities and deepen their shared knowledge of the history, culture and folklore. By inspiring Hawai'i's youth through our public arts programs and projects, students are empowered to form their own Hālau Pāheona Mural Clubs. Estria Hawaii provides each community cohort with a comprehensive program curriculum, leadership development training, basic project coordination training, and mentorship opportunities. We strive to inspire the next generation of visual storytellers, one keiki at a time.

3. The public purpose and need to be served;

Estria Hawaii LLC produces public works of art that are uplifting for communities, participants and viewers. Hundreds of arts and cultural patrons gather where we paint. Students, teachers, artists, visitors and neighbors bring friends to watch our mural arts process live and learn about the community's stories depicted on each wall. At every Mele Murals site, we attract members of the public who bring friends, family, colleagues, and others to see the work we are doing and to tell the story.

Storytelling as a Public Good: As Native Hawaiians, we believe that the passing down and sharing of the stories of the mele and our cultural heritage is essential to

preserving what is unique about our state and its people. There are powerful, inspirational, and captivating stories told in the mele – stories that are traditionally only heard, but not seen. Mele Murals brings these stories to life across the Aloha State.

Youth: Arts engagement with young people increases participation in schools and communities, increases civic and cultural pride, and reduces social isolation. Creative outlets are not always available to our young people, especially those living in rural communities. Education budget challenges and school decisions to prioritize core subject areas often mean young people do not have access to structured creative learning. The Mele Murals project builds on the desires of our team of leading artists to provide just the sort of structure and creative outlets we needed when we were young. The young people we currently work with in art and mural clubs now have communities of like-minded youth who spend their out-of-school time talking about and making art. Mele Murals will provide both structure and content to form more of these groups.

Public Space: Through years of painting walls, we have witnessed the positive effects of public art and place making as we transform the spaces around us, we also transform community relationships, and the way people interact within the space. Each mural process recreates a public space into a project of local and state pride. Passersby often tell us our murals shift the energy of a space for the better and serve as community billboards of history and culture. Tens of thousands, and over time, hundreds of thousands of people see our murals, making the stories we tell a part of the community.

Public Education: Our mural process makes painting accessible to people of all skill levels and engages people of all ages to learn, enjoy, and share the stories embedded in Hawaiian mele. Our documentation and dissemination efforts ensure that there will be public education benefits for thousands of Hawaiians who learn about each Mele Mural via television, film, photos, and social media. The education benefits of the projects include reaching people interested in learning more about the rich history of Hawaiian mele. We expect a global audience for these lessons that come out the Mele Murals program.

4. Describe the target population to be served; and

Estria Hawaii will focus its Mele Murals and Hālau Pāheona Programs on local and native Hawaiian students, from ages 8 to 18, living and being educated in Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas. Estria Hawaii has found that for public art programming, all Hawai'i's communities are underserved. Just as street art is enjoying an unprecedented worldwide explosion of fans and collectors, so we are experiencing a growing demand among Hawai'i's youth, teens and young adults for public arts programs. Unfortunately, due to funding and capacity limitations, each year we are forced to turn away requests from schools, student groups and community organizations. Our growth strategy is to expand our Mele Murals and Hālau Pāheona Programs over time to serve all communities that request our public arts programs.

Target Student Population

Kaimukī-McKinley-Roosevelt Complex Area – 6,440 students

Aiea-Moanalua-Radford Area – 6,800 students

Castle-Kahuku Complex Area – 3,597 students

*Data from the School Quality Survey Complex Area Report, 2017

Target Tourism Population

5.6 million visitors to O’ahu per year

5. Describe the geographic coverage.

Estria Hawaii creates art in public spaces. Through the proposed Hālau Pāheona and Mele Murals Public Art Programs, TEF staff will collaborate with schools from the Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas to engage students in the arts and area property owners to beautify the aforementioned districts through its Mele Murals Public Arts Program. The Kapahulu and Kaimukī Districts, areas in close geographic proximity to the world-famous Waikīkī Beach, will be visually enhanced via two large-scale outdoor murals in high-visibility areas created by resident keiki.

Through decades of collaborations with communities across the globe to beautify the places they live, work and play, we have witnessed firsthand the positive effects of public art and placemaking on the public spaces we transform - we transform community relationships and the ways people interact within these spaces. Each mural process recreates a public space into a project of local and state pride. The feedback we received by passersby informs us that our Mele Murals shift the energy of a space for the better and serve as the community’s portal sharing its history, folklore and culture. Tens of thousands, and over time, hundreds of thousands of people see our murals, making the stories we tell a part of the social fabric.

Beyond our local communities, the Kapahulu and Kaimukī Districts are popular walking areas for tourists vacationing in Waikīkī. With the majority of the 5.6 million visitors to O’ahu vacationing in Waikīkī, it is important to enhance the visual beauty of the surrounding areas to best ensure our visitors return home with positive memories that encourages them to return year and year.

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;

Through the proposed Hālau Pāheona and Mele Murals Public Art Programs, Estria Hawaii directly addresses the State's general absence of visual arts programs that unifies young, aspiring artists within their broader communities and their peers across the islands. In addition to sharing and teaching Hawai'i's history and culture, Mele Murals creates attractive cultural tourism destinations that continue to share the Hawaiian cultural and the spirit of Aloha. This program aims to develop leaders in Hawai'i's arts, and to develop and expand a cultural visual arts movement here in Hawai'i Nei.

To most efficiently accomplish its goals, Estria Hawaii partners with community schools, educators, cultural practitioners, muralists, artists, sponsors and community groups to offer a unique, multi-disciplinary, participatory art-focused experience. Our originally established goal of 20 Mele Murals over the lifetime of the Mele Murals Program was achieved in 2016. With an overwhelming demand from our island communities for our public arts programs, our team has decided to continue our quest to inspire the next generation of visual storytellers and to beautify our Hawai'i, one wall at a time.

In 2016, Kaimukī High School (KHS), a Title 1 school, was selected to serve as the first resident location to host an Hālau Pāheona Program in the State of Hawai'i. With 59% of the 6,440 student body of the Kaimukī-McKinley-Roosevelt Complex Area is substantially designated as economically disadvantaged (Hawai'i State Department of Education Superintendent's Report, 2017), our team sees tremendous opportunity to provide an engaging arts focused program that will keep underprivileged island youth engaged in a positive extracurricular program that aims to develop marketable leadership and artistic skills that will benefit our students well into adulthood. Indirectly, our programs benefit tens of thousands of community members through our Mele Murals community arts project across the State of Hawai'i. KHS students attend on-campus, extra-curricular arts instruction classes twice a week taught by our team of accomplished artists and educators.

In true Hawaiian tradition, Mele Murals and the Hālau Pāheona Programs seek the cultural and spiritual guidance of our elders and ancestors to ensure that our work is done in a manner that is pono. An Advisory Board, cultural practitioners and spiritual intermediaries provide this guidance.

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

Quarter 1 – July-September 2018

July: Work with Estria Hawaii's education team to update and finalize Hālau Pāheona curriculum

August: Launch Hālau Pāheona programs at within the Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas for School-Year 2019-2020. Hālau

Pāheona will offer weekly afterschool programs at each site for the duration of the school year, excluding school breaks

September: Lay groundwork for Mele Mural #1 through visit with education partners and private landowners

Quarter 2 – October-December 2018

October: Continue Hālau Pāheona programs at Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas for School-Year 2019-2020

November: Youth workshop for mural participants

November: Develop mural sketch from workshop process

November: Complete painting of Mele Mural #1

November: Unveiling event with artists, school and community (including evaluation)

November: Gather footage and photos for project documentation

December: Lay groundwork for Mele Mural #2 through visit with education partners and private landowners

Quarter 3 – January-March 2019

January: Youth workshop for mural participants

January: Develop mural sketch from workshop process

February: Complete painting of Mele Mural #2

February: Unveiling event with artists, school and community

March: Gather footage and photos for project documentation

Quarter 4 – April-June 2019

May: Disseminate annual evaluations to partners, participants, and staff

June: Complete 360 evaluations, statistical analysis

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

Estria Hawaii has both the capacity and the experience to effectively evaluate our public arts programs and strives to better understand how we can become increasingly efficient and effective with our program delivery. Though the impact of a Mele Mural itself may seem difficult to evaluate, we have developed and employ a variety of tools to best understand how we are doing as artists, community organizers, and educators.

As arts leaders doing community-based work, the best evaluators of our projects are the participants and neighbors who help create and who visit the mural activating the site.

Workshops: At the end of the workshop process, our team conducts surveys and roundtable interviews with program participants. Comparing responses helps our team to gauge if and to what extent we have increased knowledge on a particular subject (Mele, Native Hawaiian cultural practices, etc.), or on a particular skill (painting the

outline of a character, plant, etc.).

Evaluations, Post Mortems, and Data Collection: Our large-scale Mele Murals projects have specific participation evaluation plans. Each artist and youth participant complete a lengthy evaluation about their experience including knowledge gained, transformative moments, quotes, facts, and demographic information. With each partner organization, we conduct post mortem reviews in which we reflect upon the process from beginning to end, in order to gain insight, listen/share and reaffirm relationships. We also collect demographic and contact information at all community events.

Youth/Teacher Engagement: While some of our evaluations and assessments are as simple as counting the number of students/teachers who attend a workshop or event, we make a strong effort to measure what kinds of deeper connections students make to the content of the mural and the process of creation. This is achieved through building the infrastructure to support youth participants, by working with teachers. Each project focuses on working with teachers or youth organizer who have a dedicated youth audience. Each participating teacher is invited to the Mural Conferences/Orientations in order to advance the curriculum in arts. Our approach is holistic and long-term. All youth complete evaluations. All teachers complete post mortems as well as periodically review the progress of the participating youth.

Unveilings: We celebrate the completion of every Mele Mural with a community unveiling. These events are open to the public and all ages free-of-charge. The unveilings are opportunities for all participants and community members to celebrate these achievements. The unveiling further activates the space creating sites of memory and pride.

Documentation: We bring professional photographers, videographers, and other storytellers to our walls and work diligently to make sure the stories of our murals and processes are captured in order to share the richness of the experience. Our team films and photographs the Mele Murals painting process and all related events. Each video shows community members sharing their experiences and inspirations, while simultaneously presenting the historic and cultural enrichment of the mele theme.

Social Media and Marketing: A key difference between our process and that of many other public arts projects, is that we are deeply invested in making sure the murals we create and the process we enjoy with young people and neighbors is globally disseminated. Through our social media channels and those of our partners and supporters, a Mele Mural takes on a global life and the stories of those painting the murals are shared thousands of times around the world. The Mele Murals project in particular has garnered participation offers from a television station that specifically reaches Hawaiians, and a famous filmmaker known for putting cultural stories on the silver screen. Each of these media opportunities comes with useful analytics and feedback mechanisms that help us create an internal conversation about our success and a broader global conversation about the work we do.

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.

Effectiveness of the Mele Murals and the Hālau Pāheona Programs will be measured through the following standards:

- 2 completed high-quality, large-scale murals in Kaimukī or Kapahulu documented through professional photography and video productions
- Offer the Hālau Pāheona Program, bi-weekly at Kaimukī High School, Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas that mirrors the 2019-20 DOE School-Year
- Conduct program evaluations including
 - Partnership post mortems
 - Teacher participant post mortems and evaluations
 - Youth participants' evaluations
 - Collection of demographic information at all events to ensure we are reaching our target population
 - Artist program evaluations
 - Social media insights: including # of views, shares, and location of viewer
 - Staff and program 360 reviews
- Teachers gain valuable new creative techniques
- Participating students will enhance their understanding of mele and gain a core foundation for visual creativity

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 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$41,250	\$41,250	\$41,250	\$41,250	\$165,000

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

Estria Hawaii will seek support from the following foundations and government agencies during fiscal year 2020:

- The City and County of Honolulu, Grant-in-aid Program
- Atherton Family Foundation
- Honu'apo – A Native Hawaiian Organization
- The Healy Foundation
- Wallace Alexander Gerbode Foundation
- Hawaii Tourism Authority

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.

Estria Hawaii LLC has not applied for or received any state or federal tax credits over the past three years.

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

Estria Hawaii LLC was granted the following state and county government contracts, grants and grants-in-aid within the prior three years -

- State of Hawai'i Grant-in-aid: \$20,000, \$226,500, \$75,000
- City and County of Honolulu Grant-in-aid, \$100,002, \$125,000
- Hawai'i Tourism Authority's Kukulua Ola Program: \$67,500, \$50,000
- City and County of Hawai'i: \$2,000

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

Estria Hawaii LLC's parent organization, The Estria Foundation, maintains unrestricted current assets in the amount of \$1,596,857.81 as of December 31, 2018

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.

Estria Hawaii (and its parent organization The Estria Foundation) is one of a small handful of public art organizations nationally, rooted in decades of artistic, educational, and cultural practice experience. The organization has the capacity to produce large-scale, memorable public art pieces that are well rooted in community stories. More specifically, a project like Mele Murals requires a deep, unified connection to cultural storytelling and using art in service to creating work an entire community can be proud of.

World-renowned muralist Estria Miyashiro has been painting murals professionally for over 30 years. For the past 20 years, he has created public art projects with youth and communities interested in telling important cultural and socially relevant stories. As Executive Director, Estria oversees the Mele Murals and Hālau Pāheona programs and projects. As the former Creative Director of The Estria Foundation, Estria has overseen the Water Writes projects and ensured the success of mural projects worldwide.

Though the organization works to create artistically excellent murals, our community engagement and documentation process ensures that the stories shared through the murals become part of the social fabric of the community. Each of the Mele Murals has involved working in partnership with local organizations, youth groups, and local painters from each community.

Estria and the staff of Estria Hawaii have extensive experience creating arts education and cultural learning projects in Hawai'i, California, and across the U.S. They draw on this experience to engage Hawai'i's youth population.

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.

In 2016, Estria Hawaii officially moved into the former auto shop at Kaimukī High School (KHS), which serves as its current headquarters, classroom and arts space. Today, our community art space serves the entire Kaimukī and adjacent districts, where individuals and families of all ages can attend public arts classes.

This unique arrangement allows our team to work directly with KHS students on their campus. The former auto shop offers both covered and open air areas, as well as classroom spaces equipped with desks and chairs for student participants. KHS students are able to study technique taught by Estria Miyashiro and his team of public arts educators and walk just a few steps and implement what they have learned in a safe and controlled environment.

As our Mele Murals and Hālau Pāheona programs expand into other communities across the State of Hawai'i, our team members will utilize classrooms and community centers in the communities that we serve that are not in use during our program's operating hours. This cost effective approach allows our team to prudently reduce the overall cost of each mural project and related educational programs. Our team is able to simply do more with less because of our truly autonomous public arts education programs. For the proposed expansion into Kaimukī-Roosevelt-McKinley, Aiea-Moanalua-Radford, and Castle-Kahuku Complex Areas, Estria Hawaii will provide on-campus afterschool arts programs at each respective school.

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.

The Executive Director is responsible for building the creative vision, education plan, and programming of the Mele Murals and the Hālau Pāheona Programs. Estria Miyashiro serves as the primary person overseeing the entire project, approving all vendors, and developing all partnerships. To ensure a consistent level of excellence he will be the lead artist on the majority of the murals.

Miyashiro began painting in Hawai'i in 1984 and has completed nearly 1,000 murals in Peru, Italy, Mexico, Japan, Honduras, New York, Los Angeles, Honolulu, Charlotte and San Francisco. He was an influential leader of the "Golden Age" of graffiti art (1980s) in San Francisco, pioneering painting techniques of characters and scenes.

He has served the community through his cultural work for over 25 years and is regularly invited to teach art classes and lecture at universities on graffiti's social and political impact. At Oakland, California's Eastside Arts Alliance, Estria co-founded Visual Element, a free mural workshop that develops youth as a voice for cultural and social representation. He also served on the education staff of Precita Eyes, a popular mural organization in San Francisco's Mission District who awarded him their "Cultural Warrior Award" for his contributions to community mural art.

Miyashiro created and managed three mural arts education programs, two businesses, and has served as a director for two well-regarded public art organizations. He reports to the Board of Directors. All Mele Murals staff and contractors report to him.

Operations Manager Tina Tagad handles all administrative and financial duties for our programming and office management. All operational positions for the Mele Murals and Hālau Pāheona programs report to Tina. Tina also supports all fundraising planning for the organization, ensuring that all events for our programs, fundraisers, and special

events launch on time with no hitches. Tina has extensive experience in business management and administration, with 15 years of experience in the insurance industry and 10 years in the travel industry respectively.

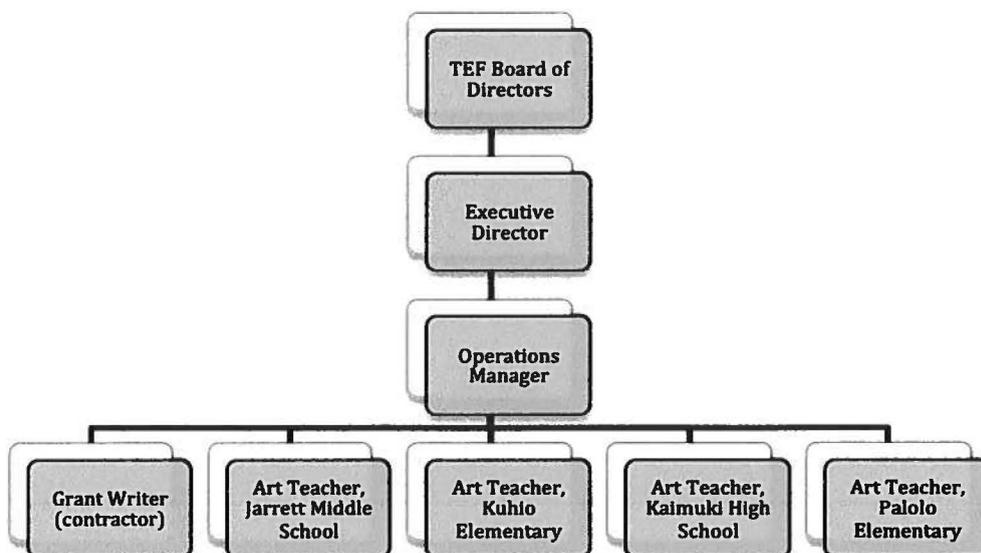
Art Teacher Luke Pomai DeKneef is a self-taught artist who is originally from the former sugarcane plantation town of Waipahu. He has created fine art and participated in art competitions for over 18 years and his medium of choice is acrylic painting. Luke enjoys expanding his creativity through different artistic forms such as aerosol and charcoal. His love for nature and the ocean has truly amplified into vibrant tones throughout his work. When he is not painting, Luke is an active waterman, hiker, and athlete and also finds the time to do volunteer work in his community. Luke leads and teaches our haumāna during our Hālau Pāheona classes.

Art Teacher Lacy Evans has been actively teaching since 2011. She has taught in Pennsylvania and Texas and is now our current Hālau Pāheona art teacher at Prince Jonah Kuhio Elementary. Teaching children art has always been a life's passion, as she wants all children to reach for their full potential. She also wants children to engage in learning by discovering new skills that excite and motivate them. When Lacey is not teaching, she loves going on adventures with her family and her pet corgi.

Art Teacher Zully Davilla is our Hālau Pāheona art teacher at Palolo Elementary and also assists at Kaimuki High School. She is also currently finishing her BA in Art Education at BYU Hawai'i. Teaching has been something Zully has enjoyed doing throughout her life, beginning at the age of 7 when she would play "school" with her cousins. Being able to use her hands to create something that will help others feel a change is what Zully lives for.

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, \$75,000
Operations Manager, \$63,000
Art Teacher, \$30/hour

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.

Estria Hawaii LLC is not a party to any pending litigation and has no outstanding judgements.

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.

Estria Hawaii LLC is not a Private Education Institution

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2019-20 the activity funded by the grant if the grant of this application is:

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

Grant funding and private donations are the primary sources of funding that moves the Mele Murals and Hālau Pāheona Programs forward. Estria Hawaii continuously pursues

both grant and individual support to fulfill its mission. The Mele Murals and Hālau Pāheona Programs are scalable; therefore, when funds are received the projects move forward, thus, reduced funding would result in fewer murals and fewer communities served.

Should no additional funding be provided to Estria Hawaii beyond fiscal year 2019-20, Estria Hawaii will pursue private foundation and other government funding sources to continue to provide high impact arts programs for Hawai'i's youth.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Estria Hawaii LLC

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Estria Hawaii LLC

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Estria Hawaii LLC

Contracts Total:

666,002

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Workshop and Murals	7/14 - 7/15	Department of Finance	County of Hawaii	2,000
2	Mele Murals and Educational Program	1/15 - 12/15	HI Legislature	State of Hawaii	20,000
3	Mele Murals and Educational Program	1/15 - 12/15	Hawaii Tourism Authority	State of Hawaii	50,000
4	Mele Murals and Educational Program	1/16 - 12/16	Hawaii Tourism Authority	State of Hawaii	67,500
5	Mele Murals and Conference	1/16 - 9/16	HI Legislature / OHA	State of Hawaii	226,500
6	Mele Murals and Educational Program	10/17 - 9/18	Department of Budget and Fiscal Services	City and County of Honolulu	100,002
7	Mele Murals and Educational Program	10/18 - 9/19	Department of Budget and Fiscal Services	City and County of Honolulu	125,000
8	Mele Murals and Educational Program	1/19 - 12/19	HI Legislature	State of Hawaii	75,000
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