

THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Type of Grant Request:

☐

Operating

☐

Capital

Legal Name of Requesting Organization or Individual: Db:

Amount of State Funds Requested: \$ _____

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ _____

Total amount of State Grants Received in the Past 5
Fiscal Years:

\$ _____

Unrestricted Assets:

\$ _____

New Service (Presently Does Not Exist): ☐ Existing Service (Presently in Operation): ☐

Type of Business Entity:

☐

501(C)(3) Non Profit Corporation

☐

Other Non Profit

☐

Other

Mailing Address:

City:

State:

Zip:

Contact Person for Matters Involving this Application

Name:

Title:

Email:

Phone:



Authorized Signature

Name and Title

Date Signed

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



AUTHORIZED SIGNATURE

Lorenn Walker, Executive Director

PRINT NAME AND TITLE

01/17/2025

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

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

Vendor Name: HAWAI'I FRIENDS OF RESTORATIVE JUSTICE

DBA/Trade Name: HAWAI'I FRIENDS OF RESTORATIVE JUSTICE

Issue Date: 01/17/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#: XX-XXX5614

UI#: No record

DCCA FILE#: 45749

Status of Compliance for this Vendor on issue date:

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

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	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, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

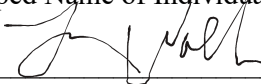
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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.

HAWAI'I FRIENDS OF RESTORATIVE JUSTICE

(Typed Name of Individual or Organization)



(Signature)

01/17/2025

(Date)

LORENN WALKER

(Typed Name)

EXECUTIVE DIRECTOR

(Title)

Rev 8/30/23

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Application for Grants



PO Box 3654, Honolulu, HI 96811

(808)218-3712

<https://hawaiiifriends.org>

01/17/2025

Statement of Public Purpose

I, Lorenn Walker, assert on behalf of Hawai'i Friends of Restorative Justice 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 in aid will invest in restorative justice alternatives in DOE pilot schools, aimed at disrupting the school to prison pipeline.

Mahalo,

Lorenn Walker

Executive Director of Hawai'i Friends of Restorative Justice

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, 2024.

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;

HFRJ was incorporated in 1980 as a non-profit to provide a diversion program for youth referred to the Honolulu family court. It provided important civic education programs for youth including the high school mock trial and constitutional law programs for many years. In 1998 it hosted a restorative justice (RJ) training for public school administrators and faculty in Honolulu. HFRJ brought [Ted Wachtel](#) to Hawai'i who shared his expertise on RJ that helped guide HFRJ's work. One of the participants at this first training was Bonnie Tabor, who at the time was working at Waialua Elementary as a Vice Principal and had affiliations with Waikiki Elementary School (WES). Ms. Tabor went on to make WES a Blue Ribbon school and [inspire young educators](#). WES's success began with the simple vision of creating "[thoughtful human beings and good thinkers](#)" of all students. Sadly, Ms. Tabor passed away but during her tenure at WES she helped make it a restorative school without even mentioning that word.

To create and reinforce school cultures in the way Ms. Tabor did, HFRJ will assist the two schools – Queen Ka'ahumanu Elementary School and Princess Ruth Ke'elikolani Middle, both in the Department of Education's McKinley Complex – that want to participate in this grant program to increase literacy, peaceful behavior, and feelings of

belonging for the students, staff and parents alike. The specific objective measures for reaching these lofty goals include significantly improved literacy, student behavior, and attendance.

Hawai'i suffers from a school to prison pipeline problem with the typical incarcerated person being illiterate. This is not surprising because Hawai'i spends more per capita on incarceration than it does on schools than ANY other state in the US (2023, p. 126). We spend the most on incarceration per person and we spend the least percent on education. The damage from this is clear from the average reading level of our incarcerated people that is 4-6th grade. (Miller, [2023](#), p. 125-126). Despite the vast amount of money Hawai'i spends on incarceration, almost [60% of those released from prison after serving their sentences, repeat crime](#). This program for the two schools is an effort to reduce the school to prison pipeline problem and mass incarceration in Hawai'i. HFRJ's experience working with youth, schools and/or education from 1999 – present has been extensive and is referenced in section V.1. of this GIA application.

2. The goals and objectives related to the request;

The goals and objectives related to the request to introduce and support peace and cooperation by applying a restorative and solution-focused cultural mindset at Queen Ka'ahumanu Elementary School (QKS) and Princess Ruth Ke'elikolani Middle (PRKM) which many QKS students attend after graduation:

- A. Increase faculty, administration and parental appreciation of student literacy by 3rd grade and improve schools' literacy rates
- B. Increased student and staff school attendance
- C. Decrease teacher disciplinary referrals of students for behavioral offenses
- D. Introduce Huikahi [reentry planning circles](#) offered for all suspensions
- E. Increase overall school knowledge and use of RJ and SF ([including WOWW program](#)) practices
- F. Introduce peer and [cross age tutoring for literacy and violence prevention](#)
- G. Explore institutional and systematic adoption of alternatives to zero tolerance responses to student misbehavior

Through these goals of increasing the understanding of, access to, and use of restorative justice programs, Hawai'i students, and staff members will disrupt the school to prison pipeline, which will make a significant difference for the families and community members affected by incarceration.

3. The public purpose and need to be served;

HFRJ is a small organization addressing a critical and overlooked reality of public safety and piloting innovative programs to address Hawai'i's systematic failures which have been contributing to the school-to-prison pipeline. When students don't have access to alternative methods of addressing issues, they become trapped in a disciplinary system that sets them up for failing the DOE system and resorting to alternative and dangerous survival methods, feeding into the school to prison pipeline.

This program will disrupt the school to prison pipeline by:

- Increasing student literacy
- Providing RJ and SF practices to address disciplinary concerns

- Decreasing state incarceration rate

This program will also address the public purpose of safety and education by:

- Increasing student, family and community participation with the schools
- Increasing student and faculty attendance at the schools
- Increasing sense of safety and belonging at the schools and community
- Creating and reinforcing a culture of peace and cooperation

4. Describe the target population to be served; and

This project will serve the target population of two Honolulu public schools with economically disadvantaged students and families. This grant request is to fund the first year of a two-year project to establish Restorative Justice Programs (RJP) in operation in the Department of Education's Queen Ka'ahumanu Elementary School and Princess Ruth Ke'elikolani Middle School (PRKS) that are both in the McKinley Complex (QKS students often attend PRKS after graduation)--both schools are located on O'ahu.

QKS, a Title I school in Honolulu, [ranked third for highest poverty rate on O'ahu](#), serves a diverse student population with a focus on Pacific Islander students. QKS offers a comprehensive suite of programs to address the unique needs of its student population, which feeds into PRKS. Only 35% of PRKS's students are proficient in language arts and only 13% are proficient in math. In 2022, 44% of PRKS students missed 15 or more days of school. PRKS's student body is [34% high needs](#) where the students are "English Learners, Economically Disadvantaged, and/or Special Education." The McKinley Complex, that both QKS and PRKS are in, generally serves students who suffer tremendous socio-cultural and economic hardship that often lead to crime and eventual incarceration. The FBI recognizes [poverty as a variable](#) contributing to increased crime. QKS is in a Honolulu area that is listed third highest in the "Ranking by Population (Below Poverty Level)." The area that QKS and PRKS are located has some of the [most economically disadvantaged students](#) (p. 13) in the state. Many people in this area are from Micronesia, where several islands suffered destruction when the US military tested nuclear and other bombs there that forced migration to Hawai'i. The cultural differences in Hawai'i compared to Micronesia and other Pacific Islands contributes to the risks that students face. These schools need more help. Only half of QKS students is "on track to [learning English proficiency](#)."

5. Describe the geographic coverage.

The two schools are located in the urban heart of Honolulu, the home to many immigrants. They are part of the **Kaimuki-McKinley-Roosevelt Complex Area** which is one of nine [Hawaii Department of Education](#) complex areas on the island of [Oahu](#), [Hawaii](#), [USA](#).

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.

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

Description of the scope of work, tasks and responsibilities:

This is the first year of a 2-year project to support and provide training and support for two schools and the department of education (DOE) on restorative justice and solution-focused approaches for creating school cultures that promote peace, student academic and social achievement and all-around student, staff, parental and community satisfaction with the schools.

Specifically, HFRJ will provide processes and trainings at each of the schools that may include as needed:

1. Build a Shared School Vision

- Engage Stakeholders: Include students, parents, teachers, administrators, and community leaders in facilitated dialogues about what a peaceful and inspiring school culture looks like.
- Conduct Dialogues and conversations: Gather input from stakeholders to identify aspirations for the schools.
- Develop a Vision Statement: Craft a unified vision for the school

2. Educate and Build Awareness

- Professional Development (PD): Provide training for teachers, administrators, and staff on restorative justice and solution-focused practices—provide at least 2 PD sessions for the schools with one including a national expert in making schools restorative and solution focused
- School Community Council Meetings: Participate in sessions to educate families and the community about these approaches.
- Student Education: Integrate restorative principles through school activities to ensure students understand the values behind the change as the schools choose.

3. Pilot and Scale Gradually

- Choose a Pilot Program: Start with one grade or a small group in each school to implement restorative circles, solution-focused practices, WOWW, violence peer and/or cross age tutoring, or peer mediation, etc.
- Monitor and Evaluate: Collect data on outcomes, such as reductions and alternatives in disciplinary actions, increased student engagement, attendance, and improved relationships.
- Expand Gradually: Use lessons from the pilot to scale practices complex-wide in the second year of the 2-year project.

4. Foster Leadership and Collaboration

- Designate Champions: Identify and train leadership groups in each school to guide implementation.
- Form Teams: Create multidisciplinary teams that include students, teachers, counselors, and community members to plan and oversee the initiative.
- Cross-School Collaboration: Facilitate regular meetings between schools to share successes and challenges.

5. Develop Restorative Practices Framework

- Restorative Circles: Implement daily or weekly circles for conflict resolution and community building.
- Solution-Focused Conversations: Train staff to use techniques that emphasize strengths and future-oriented problem-solving—share WOWW program.

- Discipline Transformation: Begin shifting from punitive to restorative approaches for addressing behavioral issues.
- 6. Celebrate and Communicate Success
 - Showcase Stories: Highlight success stories through newsletters, social media, and school events.
 - Recognize Contributions: Acknowledge efforts by students, staff, and community members in fostering a restorative culture.
 - Annual Review: Host an annual event to review progress, celebrate achievements, and refine strategies.
- 7. Establish Ongoing Support
 - Restorative Coordinator Teams: Designate and compensate staff to oversee restorative practices in each school.
 - Community Partnerships: Collaborate with any organizations that can provide additional resources, training, and support.
 - Evaluation and Feedback: Use surveys, focus groups, and data analysis to assess impact and adjust approaches as needed.
- 8. Align Policies and Systems
 - Revise Discipline Policies: Ensure policies align with restorative principles.
 - Systematic Change: Address systemic barriers that hinder implementation and prioritize inclusivity and equity.

Outcomes to measure:

1. Demonstrate RJ and SF approaches to school community building and student discipline with 65% staff members trained on RJ & SF approaches and 20% of students participating in RJ/SF in WOWW practices or literacy programs) with the following goals:
 - a. Increase student and faculty attendance by a goal of 5%
 - b. Decrease office referrals by teachers for disruptive students with a goal of 25% decrease
 - c. Increased student literacy rates with a goal of 10%
 - d. Improve Social and Emotional Learning (SEL) performance outcomes, with a goal of 10%
2. Achieve a Shared School Vision: scale the school's readiness and provide at least two dialogue/conversation sessions at each participating school – a draft vision statement as a consequence
3. Educate and Build Awareness: provide professional development training for teachers, administrators, and staff on restorative justice and solution-focused practices—2 PD sessions for each school with one including a national expert in making schools restorative and solution focused and demonstrate RJ and SF approaches to school community building and student discipline with 65% staff members trained on RJ & SF approaches
4. School Community Council Meetings: Attend and share at least 2 sessions at each school to educate families and the community about these approaches.
5. Student Education: Integrate restorative principles into the curriculum and school activities to ensure students understand the values behind the change - 25% of students participating in RJ/SF and WOWW practices)
6. Pilot and Scale: Each school chooses at least 2 pilot programs to implement restorative circles, solution-focused practices, or peer mediation, etc. - evaluate and decrease office referrals by teachers for disruptive students by 25%
7. Foster Leadership and Collaboration: Identify and train leadership teams in each school to guide implementation - form a multidisciplinary team at each school that include students, teachers, counselors, and community members to plan and oversee the

initiative and share information between schools to share successes and challenges— at least 2 communications per semester between the schools

8. Develop Restorative Practices Framework—can be part of the pilot projects (3 above) - Implement daily or weekly circles for conflict resolution and community building; train staff to use techniques that emphasize strengths and future-oriented problem-solving— share WOWW program—begin shifting from punitive to restorative approaches for addressing behavioral issues - demonstrated with a 25% reduction in number of students referred for discipline by teachers.
9. Celebrate and Communicate Success—Highlight success stories through newsletters, social media, and school events with at least two stories disseminated each semester at each school – have an end of year annual event to review progress, celebrate achievements, and refine strategies.
10. Establish Ongoing Support
 - Restorative Coordinator Teams: Designate and compensate staff to oversee restorative practices in each school.
 - Community Partnerships: Collaborate with any organizations that can provide additional resources, training, and support.
 - Evaluation and Feedback: Use surveys, focus groups, and data analysis to assess impact and adjust approaches as needed
11. Align Policies and Systems: address school's disciplinary policies and ensure they align with restorative principles; address any systemic barriers that hinder implementation and prioritize inclusivity and equity

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

2025-2026

Aug-Oct: Schedule and conduct leadership dialogues/conversations with both schools for them to create a vision of their school

Oct-Dec: Vision statement for each school is drafted; training and demonstration on RJ and SF approaches 1 at each school can include WOWW facilitator training, peer literacy, cross age literacy violence prevention programs (whatever the schools are most interested in) and alignment of SEL with RJ and SF approaches

Oct-Mar: Professional development sessions—2 at each school 3.5 to 7 hours each session

April: Preliminary data on literacy rates after peer literacy pilot has been provided Dr. Janet Davidson, Chaminade criminology professor and provost, will lead the evaluation

Mar-May: Increased student attendance and decreased teacher referrals of students to the office for disruptive behavior; faculty and students have increased attendance rates

1. **Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and**
 Quarters per year breakdown and 2-year projected pilot results – an evaluator will review the data after each year for the two years – review whatever data is available on project provisions, e.g. WOWW outcomes after first quarter 2026, assessment of quantitative surveys and qualitative interviews of affected school community on outcomes

2. **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.

The objective measures of effectiveness explained above include:

- a. student and faculty attendance
- b. office referrals by teachers for disruptive students
- c. student literacy rates
- d. SEL performance outcomes
- e. Student, Parent, and School evaluation comparisons

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

HFRJ will ensure that the program is provided with the highest standards of care by continuing to utilize best practices in restorative and solution focused processes and maintain oversight and responsibility for services throughout this project. Since HFRJ began involvement with restorative justice in 1980s, they have prioritized accountability, transparency, and assurance of its programs by regularly providing, researching, and disseminating survey and recidivism tracking results of their activities for informed detailed program practices. HFRJ will continue to instill their high-efficacy standards with this request, by including evaluations from the trainees, trainers, and participants. They will continuously review and evaluate how the trainings are going, and contract with a professional un-biased evaluator to review and compile the quantitative and qualitative information into an independent report, which will be included in HFRJ's final report of the project. HFRJ will also contract with Dr. Janet Davidson to complete an independent evaluation throughout the program.

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
1) Increase student and faculty attendance by 5%	# of days students and faculty attend school	• Attendance Records
2) Decrease office referrals by teachers for disruptive students by 25%	# of students referred to office by teachers	• Discipline Records
3) Increased student literacy rates 10%	# of students who can read at grade level	• Academic Records
4) Improve SEL performance outcomes 10%	# of students who improved on SEL surveys and reports by school staff	• SEL surveys • Staff Reports of students' observable behaviors
5) Increase understanding and use of SF & RJ principles	Increased qualitative and quantitative data sources	• Surveys • Evaluations • Focus Group Reports

IV. Financial

Budget

- 1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**

Applicable Budget forms attached (no salaried or wage employees)

- 2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$ 100,000	\$ 100,000	\$ 100,000	\$ 3,300	\$ 303,000

- 3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.**

HFRJ will be seeking private donations for programs and unrestricted operating support in fiscal year 2026. We will also continue to monitor other funding opportunities.

- 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.**

HFRJ has not received any tax credits in 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 2025 for program funding.**

State of Hawaii Contracts and Grants:

- 1) 2024 State Legislature Grant in Aid
 - a. Dates: 07/01/2024-06/30/2025
 - b. Funding: \$120,000 total
 - c. Project: Huikahi Training
 - d. Agency: Attorney General
- 2) Research Corporation of the University of Hawaii (RCUH) Contract
 - a. Dates: 06/16/2023 - 7/31/2024
 - b. Funding: \$ 140,000 total
 - c. Project: University of Hawaii, Windward Community College (Hawai'i Women's Community Correctional Center Education Project)
 - d. Agency: Research Corporation of University of Hawai'i (RCUH)
- 3) Governor's Emergency Education Relief (GEER) Grant

- a. Dates: 08/23/2021 – 10/31/2022
- b. Funding: \$ 250,000 total
- c. Project: GEER Higher & Continuing Education Pilot Program for Imprisoned Women in Hawai'i at the Hawai'i Women's Community Correctional Center (WCCC)
- d. Agency: Research Corporation of University of Hawai'i (RCUH)

Federal Contracts:

- 4) U.S. District Court for the District of Hawai'i Contract
 - a. Dates: 2019-2022
 - b. Funding: \$ 50,000
 - c. Project: Kapilipono to provide Solution-Focused Brief Therapy to defendants awaiting trials including providing them with HUIKAHI reentry circles.
 - d. Agency: U.S. District Court for the District of Hawai'i

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

UNRESTRICCTED CURRENT ASSETS 12/31/2024: \$ 26,072.49.

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.

HFRJ has the necessary skills, abilities and knowledge needed to successfully provide SF and RJ training in Hawai'i, as exhibited in their extensive experience designing and providing programs for over 40 years.

HFRJ's extensive experience and resulting expertise in providing programs and trainings exhibit the following necessary skills:

- 1) Responsible and responsive project management skills resulting from numerous successful projects with schools and other agencies;
- 2) Proven abilities to effectively explain and implement solution based and solution-focused processes in schools, nonprofits, prisons, and others;
- 3) Proven abilities to provide the foundation for schools to envision and create cooperative and peaceful environments;
- 4) Proven ability to work with community partners and professionals to create effective project teams responsible and responsive to the needs of project agreements with agile sub-contractors adhering to program requirements and expectations;
- 5) Effective administrative capacity to secure a committed project team, adhere to program requirements such as confidentiality and compliance, while being fiscally responsible and respectful of inter-agency and contractual relationships;

- 6) Effective communication skills with state employees and schools, including the ability to navigate the bureaucratic requirements of working with state agencies, departments and legislature, including taking accountability for HFRJ's own actions, constantly evaluating activities, being flexible, listening to criticism and adjusting accordingly to strengthen the process;
- 7) Effective communication skills to communicate and connect with schools, and the extended school 'ohana and outside support systems, ensuring a safe process for participants;
- 8) Cultural understandings, communication skills and abilities to navigate sensitive cultural perspectives relating respectfully and effectively for schools and their communities of Native Hawaiian, Pacific Islander, continental and international populations;
- 9) Ability to manage and retain oversight of HFRJ agents, sub-contractors and volunteers engaging with HFRJ projects, including requiring all involved to sign agreements, participate in and adhere to:
 - HFRJ's policies and procedures in place, including Safeguarding Policies;
 - Compliance with Federal, State and County laws applicable;
 - Background check;

Verifiable experience of related projects or contracts include the following HFRJ experience providing training and services over the past 25 years, as well as extensive experience working with schools and prisons, training individuals to provide education and restorative justice projects and reporting to state departments, agencies, and legislature. Specific projects include:

- 1) 1999 - present, periodically HFRJ has provided schools and students in Wai'anae, Honolulu, Pearl City and Ewa Beach with the innovative [Violence Prevention Through Cooperative Learning](#) program.
- 2) 2000, HFRJ piloted [a successful RJ program](#) that diverted youth from traditional criminal legal systems to group meetings with those affected by misbehavior including many schools. HFRJ's paper reporting the outcomes of this project is [provided as a criminal justice resource](#) by the US Department of Justice. The [project also led to others being served restoratively](#) and preventing violence on O'ahu.
- 3) 2004, work developed by HFRJ led to creating the [E Makua Ana program \(Youth Circle process\)](#) that has benefited thousands of foster children in our state transition into emancipation from state custody.
- 4) 2005, a pilot project for [youth living in Waikiki without housing](#) was also provided through HFRJ's work, but funded by another nonprofit.
- 5) 2005 to the present, HFRJ has developed, provided and researched the outcomes of the Huikahi reentry circle program that has [benefited children](#) of incarceration of parents. It is currently in the process of scaling up the Huikahi program including training community facilitators. It is working to hand over their program to WorkNet, Inc., which has provided services for the incarcerated for many years—this scaling is the result of a [2024 GIA](#).
- 6) 2007, HFRJ provided a solution-focused and restorative training and programming for Highlands Intermediate School that resulted in reducing repeat student referrals for bad behavior compared (14 after our intervention compared to 45 students the previous year); significant increase in student school attendance; reduction of Class A & B offenses (but overall offenses increased); and counselors reported student behavior improved overall.

- 7) 2009, HFRJ provided training over a month-long period (1x a week) on solution-focused and restorative approaches for youth outreach workers in the state—the 25+ participants reported that the training was highly valued and useful.
- 8) 2014 - 2015, HFRJ worked with the Office of Youth Services to provide ten [Huikahi reentry planning circles](#) for youth incarcerated at the Hawai'i Youth Correctional Facility.
- 9) 2017, [Restorative Practices for Juveniles in Hawai'i](#), United States on RJ in Hawai'i was published authored by HFRJ director.
- 10) 2018, HFRJ initiated a 9-week afterschool Restorative Justice Club at Kalihi Elementary School open to 3rd, 4th, and 5th graders. This was a pilot project to integrate RJ and Peacegarden practices aimed at teaching kids how to incorporate peace in their understanding of self, others, the environment and community. Guest speakers from the University of Hawai'i participated and the Rotary Club provided additional support. The Restorative Justice Club continued into its 3rd year 2020.
- 11) 2019, HFRJ introduced [Working on What Works \(WOWW\)](#) with 4 teachers (1 special education, 1 first grade class, 1 third grade class and 1 fifth grade class) and provided 4 WOWW observers/coaches during at Kalihi Elementary School. The goal was student empowerment in determining positive behaviors that gave them a sense of ownership and responsibility for their behaviors, and to expand their capacity as self-motivated learners.
- 12) 2019, at Farrington High School, HFRJ engaged with faculty members to incorporate restorative justice in their peer mediation program, other classes faculty and the Micronesian Peace Club about developing a Restorative Justice Peace Garden Program that integrated curriculum areas, e.g. health/medicine, culinary, cafeteria supplement, science experiments, cultural spaces, safe spaces (gatherings, meetings, and performances etc.) aquaculture and hydroponics and other opportunities including farm to school and scared community gathering spaces—Covid interrupted this project.
- 13) 2019, HFRJ provided a two-day training for Kailua Intermediate School staff on restorative justice and solution-focused approaches for students and faculty.
- 14) 2019, HFRJ provided a 1-day workshop for Dole Intermediate staff, faculty, and administrators on a whole school approach to becoming a restorative justice school using solution-focused restorative practices and building a positive school culture.
- 15) 2020, HFRJ provided a Farrington High School Workshop for teachers, administrators, and students on solution-focused restorative practices with a long-range vision of a whole school approach based on our previous interactions with faculty and administrators.
- 16) 2020 and 2022, HFRJ provided training for Adults Friends for Youth, the state Office of Youth Services and a nonprofit in Delaware on using restorative and solution-focused approaches and/or the Huikahi reentry circle model HFRJ developed.
- 17) 2021, HFRJ collaborated with 7 teachers at Queen Kaa'ahumanu Elementary School that involved 1. Assistance in acquiring, planning, & implementation of the DOE Innovative Grant 2021 for the HFRJ & Peacegarden project; 2. Starting a Summer School Program 2022 - Conducting restorative justice classes with 5th graders (approx. 12 students) and the whole school peace garden rock painting projects for all grades 1-5 (approx. 60 students) that was completed in August of 2022.
- 18) 2022, HFRJ supported the Waipahu High School Violence Prevention Through Cooperative Learning Program by donating consultation and support including books to the school. This reading program is discussed in the article [Reading Stories to Change the World](#).

19) 2021-2024, HFRJ developed, provided and evaluated an [innovative higher and continuing education pilot program](#) at the HI state women's prison that resulted in 23 women earning GEDs; 42 women trained as GED peer tutors (14 of them has passed the GED in the program); 46 college correspondence classes were provided to women in the program—presently two women in prison are working on degrees through the program; currently four former peer tutors are back in the community and full-time college students while HFRJ is supporting two women who have long sentences earn BA degrees while incarcerated. HFRJ has developed a cash scholarship program for formerly incarcerated women as a result of this program. Two academic papers on the project are currently being drafted.

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.

HFRJ has no established facilities itself, as it works in the community including prisons, which is essential for this type of program implementation. For the trainings, HFRJ will secure space at appropriate locations at each 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.

HFRJ will secure written independent contractor agreements and subcontractor agreements as necessary to staff the program, as HFRJ has no employees and all HFRJ staffing for projects are independent contractors with written agreements. HFRJ will utilize existing staff and subcontractor partners as appropriate, with the following staffing structure:

- A. PROGRAM DIRECTOR, LEAD TRAINER.** The Lead Trainer is the main teacher/facilitator who leads the instruction for providing programming and ensures fidelity to the restorative justice model through the training process and program implementation. She is responsible for the oversight and implementation of the program. Qualifications for the Lead Trainer/Facilitator and Program Director include:
- a) Juris doctorate degree & experienced practicing law and working with the state of Hawai'i for at least five years;
 - b) Master's degree or higher in a social science
 - c) Training experience with designing and evaluating group processes and has demonstrated teaching competency ;
 - d) Background in public health, social services, restorative justice and expert knowledge in solution focused brief therapy;

- e) Professional writing ability as demonstrated with published papers in peer reviewed publications;
- f) Mediation, negotiation, and conflict resolution training and experience teaching others these skills;
- g) Knowledge and experience working with traumatized individuals and the criminal legal system including family law and training others on trauma informed care;
- h) Experience in supervising others;
- i) Ability to develop collaborations and cooperative engagements;
- j) Experience working with prison staff, people harmed by crime and incarceration, people who have engaged in wrongdoing, and loved ones affected by crime and incarceration;
- k) Experience designing, implementing, researching, and disseminating the results of innovative public health and restorative justice programs applying solution-focused brief therapy;
- l) Experienced trainer in restorative justice and solution-focused brief therapy;
- m) Meets requirements for HFRJ independent contractors and completes all required paperwork.

B. SCHOOL COORDINATOR. The School Coordinator is a fully qualified to assist with the communications and school coordination with the Program Director pursuant to this proposed Grant in Aid. Qualifications for the Co-Trainer also include the ability to travel and supplement the work of the Lead Trainer with the following:

- a) PhD, master's degree or higher in law, education or social science is preferred;
- b) Training experience for HUIKAHI Circle facilitators and recorders, evaluating group processes and has demonstrated teaching competency ;
- c) Background in social services, restorative justice and expert knowledge in solution focused brief therapy;
- d) Professional writing ability;
- e) Mediation, negotiation, and conflict resolution training and experience teaching others these skills;
- f) Knowledge and experience working traumatized individuals and the criminal legal system including family law and training others on trauma informed care;
- g) Experience in supervising others;
- h) Ability to develop collaborations and work cooperatively;
- i) Experience working with prison staff, people harmed by crime and incarceration, people who have engaged in wrongdoing, and loved ones affected by crime and incarceration;
- j) Experienced trainer in restorative justice and solution-focused brief therapy;
- k) Meets requirements for HFRJ independent contractors and completes all required paperwork.

C. PROGRAM SUSTAINABILITY COORDINATOR. The Program Sustainability Coordinator will develop a plan for program sustainability with the Program Director through their own program capacity and community connections. Qualifications for the Program Sustainability Coordinator include:

- a) Extensive experience with program development, project management, and curriculum development focused on the field of corrections;
- b) Successful business manager with capacity to coordinate independent contractors and meet contractual obligations;
- c) Experienced managing and reporting on federal, state, and county grants and contracts;

- d) Bachelor's degree or higher;
- e) Proficient in computer skills, wiring, training, and coordinating with government agencies, community individuals, and the incarcerated;
- f) Knowledge and experience working with people convicted of felonies and the criminal legal system;
- g) Experience in supervising others;
- h) Ability to develop collaborations and work cooperatively;
- i) Experience working with prison staff, people harmed by crime and incarceration, people who have engaged in wrongdoing, and loved ones affected by crime and incarceration;
- j) Meets requirements for HFRJ independent contractors and completes all required paperwork.

D. ADMINISTRATIVE ASSISTANT. The Administrative Assistant will assist the Program Director with program administrative tasks including but not limited to advertising the training opportunities, seeking appropriate individuals and organizations as trainees, and coordinating with community organizations to secure training logistics. The Administrative Assistant will ensure reporting and other grant requirements are met. Qualifications for the Administrative Assistant include the ability to work well with other staff and have competent experience in grant administration.

E. PROGRAM EVALUATOR. The Program Evaluator will collect and review quantitative and qualitative information provided by the Program Director to produce an unbiased and independent evaluation of the program's impact on participants and measurable objectives. Qualifications for the Program Evaluator include a PhD or master's degree, and experienced proficiency evaluating social science programs.

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 Organization 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.

As HFRJ does not pay their officers, directors, or employees, there is no compensation to report. However, HFRJ does compensate independent contractors for services rendered under contract from time to time. In the past year, the three highest paid contractors were:

Position/Title	Annual Compensation Range
1) Program Director	\$ 15,000
2) Program Administration	\$ 10,000

3) Grant Manager \$ 7,900

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.

None

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

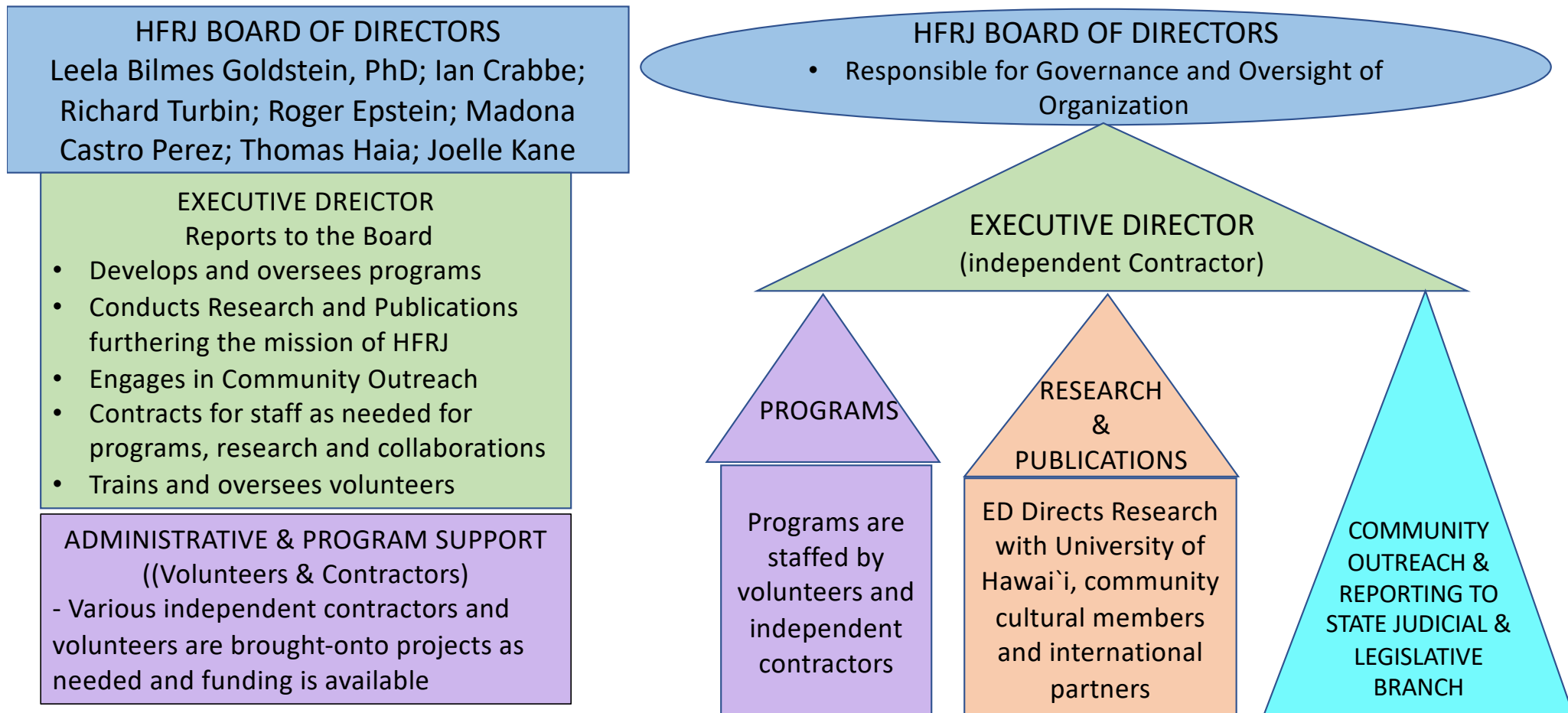
4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2026 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2026, but
- (b) Not received by the applicant thereafter.

The purpose of this funding request is to try and disrupt the school-to-prison pipeline and create a peaceful and cooperative school culture with restorative justice and solution focused approaches. We will provide increased access to preferred alternatives of zero tolerance. The sustainability plan for the program will be developed with the participants depending on their vision and needs. HFRJ will continue to work with those interested in additional programs as needed and possible. The funding for such additional programming should be provided by the organizations seeking to receive the training in the future or may be subsidized by individual donations or other training support funding.

HAWAI'I FRIENDS OF RESTORATIVE JUSTICE (HFRJ) ORGANIZATIONAL CHART



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App HAWAII FRIENDS OF RESTORATIVE JUSTICE

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				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST				
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	8,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	15,000			
6. Supplies	50,000			
7. Telecommunication				
8. Utilities				
9. Legal	5,000			
10. Professional Contractual Services	125,000			
11. Substitute Teacher Costs	100,000			
12. 10% Indirect Progeam Costs				30,300
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	303,000			30,300
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	303,000			30,300
SOURCES OF FUNDING		Budget Prepared By: Hawai'i Friends of Restorative Juxtice (808)218-3712 Name (Please type or print) Phone 45,674 Signature of Authorized Official Date Lorenn Walker, Executive Director Name and Title (Please type or print)		
(a) Total State Funds Requested	303,000			
(b) Total Federal Funds Requested				
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	30,300			
TOTAL BUDGET	333,300			

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Appt HAWAII FRIENDS OF RESTORATIVE JUSTICE

Contracts Total: 560,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	2024 GIA - HUIKAHI TRAINING	07/2024-06/2025	ATTORNEY GENERAL	STATE	120,000
2	RCUH K -WINDWARD-WCCC EDUCATION	06/2023-07/2024	RCUH	STATE	140,000
3	GEER GRANT-WCCC EDUCATION	08/2021-10/2022	RCUH	STATE	250,000
4	KAPILIPONO - US DISTRICT COURT	10/2019-09/2022	US DISTRICT COURT	U.S.	50,000
5					
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