

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:

Searider Productions Foundation

Amount of State Funds Requested: \$800,000.00

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

Searider Productions Foundation, with school and community partners, are submitting this grant, #PaaPono96792, to give an opportunity for creative ingenuity to address the root causes of why youth cannot break the cycle and mind-set of poverty, crime, violence, and dependency on drugs and alcohol. #PaaPono96792's approach is to take these thriving, communally relevant foundations of learning and work with successful yet diverse community organizations to catalyze them into a movement where youth engagement becomes the mechanism for community social change.

The goal of this grant is to restore and strengthen the pride, dignity and hope in our youth and community residents to break the toxic conditions/environment that prevent them from living a productive, happy, healthy, peaceful life on the Leeward Coast of Oahu.

Amount of Other Funds Available:

State: \$0

Federal: \$0

County: \$0

Private/Other: \$0

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

\$940,000.000

Unrestricted Assets:

\$409,406.35

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:

84-370 Makaha Valley Road

City:

Waianae

State:

HI

Zip:

96792

Contact Person for Matters Involving this Application

Name:

L. Candy Suiso

Title:

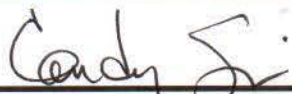
Executive Director

Email:

candysuiso@seariderproductions.com

Phone:

(808) 255-2877



Authorized Signature

L. Candy Suiso - Executive Director

Name and Title

1/8/25

Date Signed



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: SEARIDER PRODUCTIONS FOUNDATION

Issue Date: 01/02/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#: XX-XXX4819

UI#: XXXXXX9619

DCCA FILE#: 238378

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, HAWAII REVISD STATUTES**

The undersigned authorized representative of the applicant certifies the following:

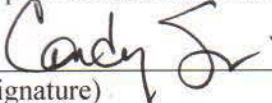
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Searider Productions Foundation

(Typed Name of Individual or Organization)



(Signature)
Candy Suiso

1/8/25

(Date)
Executive Director

(Typed Name)

(Title)

Application for Grants

I. Certification – Please attach immediately after cover page

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

Attached.

2. Declaration Statement

SPF is in compliance with Section 42F-103, Hawaii Revised Statutes.

3. Public Purpose

The Public Purpose is described in Section II.3 below - Public Service and Need to be Served.

II. Background and Summary

1. A brief description of the applicant's background

In 2013, the Searider Productions Foundation (SPF) was established to provide increased stability, support and sustainability to its flagship program, Searider Productions at Waianae High School (SPWHS). SPF's mission is *"to provide the Waianae community, especially its youth, with educational support, job training and workforce development opportunities necessary for them to be successful as citizens in the local community as well as in global communities"*.

Established in 1993, SPWHS is a collective of staff, teachers, and students of CTE-based (Career & Technical Education) academic programs and extracurricular multimedia programs dedicated to helping socio-economically disadvantaged youth within the Waianae complex to succeed in their college and career endeavors. Searider Productions is an Arts & Communications core within the CTE program at Waianae High School (WHS). As a CTE student at Searider Productions, our students learn how core subjects like math, science and writing are used in real-life. As a CTE department, we can provide opportunities for our students to participate in hands-on training in their chosen program and gain real world experience through job shadowing and internships. Embedded within SPWHS are the SPF Eduprises- Film/Video Production, Photography, Graphic Arts and Marketing/Advertising, all micro- mission-related businesses whose profits are reinvested back into SPWHS.

SPF, with school and community partners, are submitting this grant, #PaaPono96792, to give an opportunity for creative ingenuity to address the root causes of why youth cannot break the cycle and mind-set of poverty, crime, violence, and dependency on drugs and alcohol. #PaaPono96792's approach is to take these thriving, communally relevant foundations of learning and work with successful yet diverse community organizations to catalyze them into a movement where youth engagement becomes the mechanism for community social change.

#PaaPono96792 will empower youth leaders to successfully navigate their way through our current toxic environment via direct engagement, involvement, *and immersion* in consequential opportunities. Drawing from our indigenous values, knowledge and practices as a resource, #PaaPono96792 will enhance efforts to serve current youth populations, and expand its reach to increased numbers of youth through hands-on experiential activities.

Regardless of the economic or social status of our youth, our collective experience in youth and community development has shown us that despite the negative stereotypes of Leeward youth, they are resilient and confident, with an inherent love for their community. Our programs are built on effective and successful delivery of programs and experiences that are authentic and trustworthy, communally and culturally aligned, and that respects and validates youth participation and leadership. #PaaPono96792 presents an opportunity in which youth are vested partners in their development as future leaders; in which they are both learning and teaching; and, wherein they share the work as well as the rewards. Within the contemporary setting of culturally-grounded programs, all youth, especially those that are most vulnerable, are engaged to participate in the co-management of learning communities that help them individually and collectively build the self-confidence, critical thinking, and learning skills that develop a foundation for success in school, work, and life.

Our work to date has shown that our youth are engaged and are gaining mastery in their fields. Their desire is to be civically engaged and to commit themselves to community betterment. #PaaPono96792 will engage young people in the environments of innovation and cultures of excellence that enhance group movement and development. Building their capacity as leaders, individually and cohort-wide, replenishes the communal capital of #PaaPono96792 from which we draw our physical, social, and economic sustenance.

2. The goals and objectives related to the request

The goal of this grant is to restore and strengthen the pride, dignity and hope in our youth and community residents to break the toxic conditions/environment that prevent them from living a productive, happy, healthy, peaceful life on the Leeward Coast of Oahu. The grant will provide engaging healthy living, positive attitude, and safety activities and opportunities for students and community members to improve their personal well-being; involve students during non-school

time with educational support, career/citizenship awareness, and workforce development training to be successful in the job market; and engage project participants in work opportunities to help them break away from the vicious cycle of poverty and self-defeat.

The following objectives will set the foundation to restore pride, dignity and hope in the Leeward Coast students and community for a better future.

A. **Promote a productive, healthy, safe, and positive lifestyle to improve personal well-being, mindfulness, and resilience to negativity in the environment.** Students and community residents may participate in training, workshop opportunities, and community events to relieve stress/anxiety, increase personal safety, increase employable character, build dignity, hope and coping skills to handle the toxic environment at home, school, and in the community.

B. **Provide academic assistance for high school students to graduate on time and opportunities to accelerate obtaining a college degree, industry certification, or other field specialization.** Focus is to assist students in declaring a career for their future. Students may receive additional academic assistance in understanding assignments or homeworks, as requested. High school pathways may include Natural Resources/Sustenance, Performing Arts, Business/Career Exploration, and/or Creative Media. Students may advance their pursuit of a college degree or industry specialization certificate by participating in early college courses and industry specialization training.

C. **Provide workforce opportunities for students and adults.** Project students and adults may participate in internships, entrepreneurship, on-the-job training, apprenticeship, or etc. to gain knowledge, skills, work values and opportunities to spark and ignite their passion for work.

These objectives are essential for fostering an environment where pride and dignity flourish within the community as well as developing a passion for work. The objectives will be operationalized through the coordination and implementation of various activities and opportunities with school and community organizations to restore the pride, dignity, and hope in the schools and their communities for a better tomorrow. The project will instill in the students and the community the positive attitude that they can make a difference for the improvement of their families, communities, and environment. #PaaPono96792.

3. The public purpose and need to be served

The project aims to address the underlying issues that contribute to social disparities and health inequities. Promoting pride in our community encourages active participation and engagement among the residents - from Keiki to Kupuna. When individuals feel a sense of belonging and ownership over their community, they are more likely to contribute to the renaissance of self and society.

Activities designed to raise awareness about diversity, inclusivity, and the importance of mental health will empower individuals to advocate for themselves and others. This empowerment is vital for reducing the negative stigma associated with the 96792 community.

The proposed activities focus on health and safety, skill building and accessible resources that promote overall well-being. By empowering our community members with knowledge and skills, we not only improve individual health outcomes but also enhance the community's resilience against various challenges, including substance abuse and the recent violence in the community.

Substance abuse, domestic violence and recent shootings in the community along with increased unemployment and budget cuts have negatively impacted the Waianae and Nanakuli High students, causing a change in their college-going plans. Hawaii P-20 reported in their College and Career Readiness Indicators that statewide, the college-going rate dropped to 50%; and graduates from economically disadvantaged households showed a sharper decline in college-going rates, especially Native Hawaiian and Pacific Islanders had the most impact dropping from 77% in 2018 to 64% recently.

The Nanakuli-Waianae Complex Area (NWCA) has the highest rate of Native Hawaiian people in the state with approximately 68% of the population claiming Hawaiian or part Hawaiian ancestry. This population of people live in five Hawaiian Homeland Homesteads along the Waianae Coast. Statewide, these homesteads account for 31% of Hawaii's welfare recipients, 35% of Hawaii's adult prison population and 50% of its incarcerated juveniles. It is estimated that 10% of the students in the school population are homeless. Approximately, 11.3% of the adults 25 years or older have attained a Bachelor's Degree or higher. Many of our students are first in their families to go to college. Due to these low economic statistics, for many students, the meals provided during these programs may be their only source of nutrition for the day. Ensuring they have access to healthy meals, helps meet their basic needs, promoting better overall health and well-being. When students know that meals are provided, they are more likely to participate in after-school programs, summer activities, and field trips. This engagement is vital for their personal and academic development. Feeding students in these programs is not just about providing food; it's about nurturing their growth, ensuring their well-being, and empowering them to thrive academically and socially. Food will be one of the items we will purchase in our supply category..

The integration of pride, dignity, and a passion to work into our community activities is not just a goal but a necessary foundation for creating a safer, healthier and economically thriving community. By investing in these objectives, we pave the way for hope, dignity, and a brighter future.

4. Describe the target population to be served

The Department of Education, Nanakuli-Waianae Complex Area (NWCA) is made-up of nine schools: Nanakuli High and Intermediate (grades 7-12), Nanakuli Elementary, Nanaikapono Elementary, Waianae High, Waianae Intermediate, Maili Elementary, Makaha Elementary, Waianae Elementary, and Leihoku Elementary Schools.

The community of Waianae is composed of over 45,000 residents, of which more than 65% are Native Hawaiian. According to the 2019 Hawaii City and County Census 24.4% of Waianae residents had an income below the poverty level in 2019, which was 61.8% greater than the poverty level of 9.3% across the entire state of Hawaii. Taking into account residents not living in families, 38% of high school graduates and 47.2% of non-high school graduates live in poverty. We specifically target our work to the next generation of community leaders: young people between 13-25. WHS is a 9th to 12th grade, Title I public high school with approximately 1,700 students. Seventy-eight percent are Pacific Islander (65% are Native Hawaiian), and a significant percentage of students (68%) receive free or reduced breakfast and lunch. Since Covid, every student along the Leeward Coast receives free breakfast and lunch. Many students struggle academically with language arts proficiency at 15% compared to the State of Hawaii at 59%, mathematics proficiency at 3% compared to the State of Hawaii at 30%, and science proficiency at 24% compared to the State of Hawaii at 35%.

The target population to be served directly by this grant are the three secondary schools in the Nanakuli-Waianae Complex Area. The current secondary school student population is approximately 3,730 students with 1, 230 students in grades 7-8 and 2,500 students in grades 9-12.

Indirectly, the NWCA elementary schools, charter schools, as well as the Leeward Coast general population will be included in this grant through community services provided by the partners in this grant, including, but not limited to Nanakuli High & Intermediate School Performing Arts Center, Nanakuli High Natural Resources Project, Waianae Intermediate Afterschool Program, Searider Hospitality Business Project, Searider Productions Afterschool & Summer Media Program, UHWO Academy for Creative Media, Elepaio Social Services, Halau Na Kama Kai Youth Ocean Center, and Waianae Economic Development Council.

5. Describe the geographic coverage

This grant covers the geographical area from Nanakuli to Makaha on the Leeward Coast of Oahu. It will cover the communities living in Nanakuli, Waianae, Makaha, Ohikilolo, Makua, Kahanahaiki, and Keawaula.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

Searider Productions Foundation's (SPF) #PaaPono96792 will work with school and community partners to deliver project activities to meet the goal and objectives of this grant, as follows:

- A. **Promote a productive, healthy, safe, and positive lifestyle to improve personal well-being, mindfulness, and resilience to negativity in the environment.** Students and community residents may participate in training, workshop opportunities, and community events to relieve stress/anxiety, increase personal safety, increase employable character, build dignity, hope and coping skills to handle the toxic environment at home, school, and in the community.
- a. Work with school and community partners to design and coordinate wellness, positive attitude, or safety programs to improve the current toxic conditions in the Leeward community.
 - b. Host project meetings with the school and community partners to discuss ongoing projects, their challenges, the progress status and suggestions for better implementation, as needed.
 - c. Review quarterly progress reports from each school and community partners to assess and report the progress of the grant's goal and objectives.
 - d. Report project progress to the SPF Board of Directors.
 - e. RESPONSIBILITIES: SPF project coordinator will work with school and community partners to assess level of progress and make recommendations, as needed. SPF executive director will host project meetings and report progress to the SPF Board of Directors, as needed. School and community partners are responsible for completing and submitting progress reports to the project coordinator.
- B. **Provide academic assistance for high school students to graduate on time and opportunities to accelerate obtaining a college degree, industry certification, or other specialization.** The focus is to assist students in declaring a career for their future. The students could receive additional academic assistance in understanding assignments or

homeworks, as requested; take early college courses or industry training for early start in obtaining a college degree or specific industry certification. High school pathways may include Natural Resources/Sustenance, Performing Arts, Business/Career Exploration, or Creative Media. Students may advance their pursuit of a college degree or industry specialization certificate by participating in early college courses and industry specialization training.

- a. Work with Nanakuli and Waianae High School staff to provide necessary support services for students to graduate on time.
- b. Work with project teachers to monitor project students' progress to graduate on time and suggest a plan of support to keep students on track for graduation, as needed.
- c. Work with UHWO and community partners to provide college credits or industry certifications for students to jump start their pursuit of a career.
- d. Collect data on student achievement from the courses and training students participated in and submit data to the State.
- e. Report the progress of project activities to SPF Board of Directors
- f. RESPONSIBILITIES: SPF project coordinator will work with UHWO and community partners to implement project activities on time. UHWO and community partners will be responsible for the implementation of activities and the collection and analysis of student progress. SPF Executive Director will report progress to SPF Board of Directors.

C. Provide workforce development opportunities for students and adults. Students and adults may participate in internships, entrepreneurship, on-the-job training, apprenticeship, or etc. to gain knowledge, skills, and work opportunities to spark and ignite their passion for work.

- a. Implement work opportunities for students and adults (including post high people and college students) to gain work experiences.
- b. Design a common pay scale and timesheet for consistency and equality.
- c. Design a feedback form to measure success and the benefits of the activities provided.
- d. Collect and analyze assessment data to measure quarterly progress in meeting grant goal and objectives.
- e. Design a payment system and time schedule for participants to be paid.
- f. RESPONSIBILITIES: SPF staff will work with project schools, UHWO, and Community partners to implement work opportunities and design a common pay scale and time sheet form for consistency and equality. SPF staff will develop a feedback form to measure success and the benefits of the activities and submit data in quarterly reports to the State. SPF will develop a payment system and time schedule for participants to be paid. Project schools, UHWO, and community partners will submit timesheets and feedback forms in a timely manner.

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

Timeline	Outcomes to be Met
Quarter One July - September	<ul style="list-style-type: none"> ● Contract Project Coordinator and Project Assistant ● Set up an account when funding is received ● Conduct a meeting with all project schools and community partners to review the goal and objective of the grant and to discuss procedure to submit timesheets and purchase orders ● Schools and community partners will begin implementing their projects and recruiting students to participate. ● Report to SPF Board of Directors of the GIA award and the implementation plan ● Collect data, analyze and submit quarterly reports to State GIA project manager
Quarter Two October – December	<ul style="list-style-type: none"> ● Implement and monitor project activities during afterschool, weekends, and vacations that are conducted by schools and community partners. ● Provide snacks and meals to project students to keep their mind focused on what they are learning. ● Announce Early College Course CM 108 and/or Math 100 will be held Qtr 3 and QTR 4. ● Begin work experience with secondary students and adults ● Collect progress reports from schools and community partners ● Meet with SPF Board of Directors and give a progress report. ● Analyze data, compose a summary and submit quarterly reports to State GIA project manager
Quarter Three January – March	<ul style="list-style-type: none"> ● Continue to implement and monitor project activities during afterschool, weekends, and vacations that are conducted by schools and community partners. ● Provide snacks and meals to project students to keep their mind focused on what they are learning. ● Conduct Early College Course CM 108 or Math 100. ● Continue to provide work opportunities for students and adults ● Collect progress reports from schools and community partners ● Meet with SPF Board of Directors and give a progress report. ● Analyze data, compose a summary and submit quarterly reports to State GIA project manager
Quarter Four April - June	<ul style="list-style-type: none"> ● Continue to implement and monitor project activities during afterschool, weekends, and vacations that are conducted by schools and community partners. ● Continue to provide snacks and meals to project students to keep their mind focused on what they are learning. ● Conduct Early College Course CM 108 or Math 100. ● Continue to provide work opportunities for students and adults

Timeline	Outcomes to be Met
	<ul style="list-style-type: none"> ● Collect progress reports from schools and community partners ● Meet with SPF Board of Directors and give a progress report. ● Analyze data, compose a summary and submit quarterly reports to State GIA project manager ● Submit final programmatic and financial reports to State GIA project manager.

3. Describe its quality assurance and evaluation plans for the request.

This is the fifth year that SPF is requesting funds. In light of the recent health and safety concerns affecting our 96792 community, we are proposing school and community projects aimed at fostering a healthy and safe environment that is foundational to the well-being of individuals and communities. Central to achieving this is the provision of meaningful employment opportunities that empower residents, promote economic stability, and enhance overall quality of life.

SPF will work with schools and community organizations to address the challenges not previously addressed in our previous grant:

1. promote a healthy, safe and positive lifestyle
2. provide academic assistance for high school students to graduate on time and opportunities to accelerate their college degree, industry certification or specialization
3. provide workforce opportunities for students and adults

SPF will contract a Project Coordinator and Project Assistant to ensure that the identified activities are progressing on time and the goal and objectives of this project are met. The SPF project coordinator and assistant will work closely with each school/organization to monitor progress of identified activities, make necessary improvements, and give updates to the SPF board of directors.

The SPF Executive Director will communicate quarterly with the board to oversee the execution and implementation of #PaaPono96792 to assure that the project's goal and objectives are being met. The Board will be informed of any challenges and provide alternative actions to be taken to ensure the success of the project. A final report will be submitted to the State GIA managing office one month after the grant ends.

4. List the measure(s) of effectiveness that will be reported to the State agency

Our school and community partners play a pivotal role in shaping a nurturing and supportive environment for all students and families. By collaborating on various initiatives, these partnerships foster a sense of belonging and shared responsibility within our community. Through joint programs, resource sharing, and mutual support, our partners help create opportunities that enhance educational experiences and personal development. As we work

together to address the diverse needs of our students, we indirectly influence the overall well-being of everyone involved. This synergy not only enriches the learning environment but also promotes social cohesion, encourages civic engagement, and builds a stronger, more resilient community. Ultimately, the positive impact of our partnerships extends beyond the classroom, benefiting families and community members alike.

It is anticipated that the overall impact the #PaaPono96792 grant might have on people on the Leeward Coast directly (People participating in various activities and receiving services first-hand) and indirectly (People who are affected by changes in the community, economy, or environment) during this Grant cycle is as follows:

Quarter #1: 1,265 people directly impacted and 3,938 people indirectly affected.
 Quarter #2: 1,232 people directly impacted and 6,105 people indirectly affected.
 Quarter #1: 1,275 people directly impacted and 7,313 people indirectly affected.
 Quarter #1: 1,265 people directly impacted and 3,938 people indirectly affected.

The following measurable outcomes will demonstrate the effectiveness of our grant project #PaaPono96792.

Activities	Measurable Outcomes
Wellness, Healthy Lifestyle, Safety, and Career/Citizenship Awareness	<ul style="list-style-type: none"> • Number of people served directly and indirectly through the various activities • Feedback and Reflections from project participants • Participants' surveys to measure growth in knowledge, skills, and attitude • Attendance in various activities will show growth in confidence and commitment of participants
Graduating from High School College Courses and Industry Certification	<ul style="list-style-type: none"> • Number of students graduating on time • Number of people registered for the course/training • Number of people who complete the course/training • Feedback/Survey/Reflections from student participants • Feedback/Survey/Reflections from project teachers
Work Opportunities for Students and Adults	<ul style="list-style-type: none"> • Number of people participating in a work opportunity • Feedback/Survey/Reflections from students or adult participants • FeedbackSurvey/Reflections from work employer

IV. Financial

Budget

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

SPF is requesting \$800,000 in grant funding to support project implementation.

- \$458,500 needed to contract project coordinator, activity instructors, project assistants, high school and college interns, externship instructors, workshop leaders, PTT/PPT, community partners' project coordinators, honoraria, and external evaluator.
- \$233,300 needed to purchase project supplies, including and not limited to, agricultural supplies; gardening tools; costumes and shoes for student acting performances; supplies for stage performances/production and culinary projects such as dehydrating fruits, etc, supplies for creative media production; food/snacks to feed participants during after-school and summer activities, large community events, field trips and feeding the homeless;; marketing supplies; course/training/workshops supplies; program and office supplies; live streaming supplies, and miscellaneous purchases such as supplies to make stickers, flyers, banners to strengthen people's dignity and hope for a better future #PaaPono96792
- \$70,000 needed to purchase ground transportation and/or gas for field trips, conferences and traveling to/from work site and school; purchase of gas for private car use to transport students to various work based activities.
- \$37,600 needed for registration, conference, and entrance fees, such as DECA conference, e-sports registration, sports events, Robotics competition, visiting hotels for travel industry experiences, entrance fees to certain venues.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$169,350	\$217,850	\$228,850	\$183,950	\$800,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.

SPF will not be seeking other funding for fiscal year 2026

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years.

SPF does not receive any state and federal tax credits nor did they apply for any tax credits pertaining to any capital projects

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 2026 for program funding.

SPF does not have any federal or county government contracts. SPF did receive GIA support in 2018 (\$110,000), in 2019 (\$330,000), in 2020 (\$200,000) and in 2023 (\$300,000)

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

SPF has \$409,406.35 of unrestricted current assets as of December 31, 2024

V. Experience and Capability

1. Necessary Skills and Experience

SPF obtained its 501(c)3 IRS tax exemption in June 2014. Since then, it has met regularly with the Waianae High School principal and Career Technology coordinator to identify the needs of the students and program needs for the school. The focus has been on fundraising to support scholarships, programs and other activities at the school. It's critical we add promoting a healthy, safe, and positive lifestyle in our challenging community. By integrating these practices into their daily lives, they can create a sanctuary of well-being that thrives even in a toxic environment, paving the way for a happier and more peaceful existence.

As the SPF Board of Directors are either SP alumni, teachers, and community members, there is a continued focus on how to provide support and implement needed programs to better prepare our youth and larger community to be productive and successful members of the global community.

SPF received and successfully completed GIA grants in 2018, 2019, 2020 and 2023, is knowledgeable of the GIA grant requirements and implementation process. SPF is currently implementing GIA 2023.

2. Facilities

- Waianae High, Waianae Intermediate and Nanakuli High campuses will be used for the high school internship program, college credit courses, and summer and after school programs including Waianae High Searider Productions building, Nanakuli High Career-Technical Education Farm, and Nanakuli High and Intermediate Performing Arts Center
- UHWO campus will be used for college credit courses
- Waianae High and Nanakuli High campuses will be used for the college internship program, including Waianae High Searider Productions Building, and Nanakuli High and Intermediate Performing Arts Center.
- Waianae High will be used to implement the Hospitality Club/Afterschool programs.
- Elepaio office and the Waianae Coast Comprehensive Health Center will be used to implement wellness workshops.
- The Waianae Economic Development Center office will be used for financial and literacy education workshops, entrepreneurial and business development training.
- Na Kama Kai office space and training center will be used for lifeguard, CPR/AED and first aid certification training.
- Waianae High Searider Productions Building will be used as the grant office for project staff work and meetings.

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.

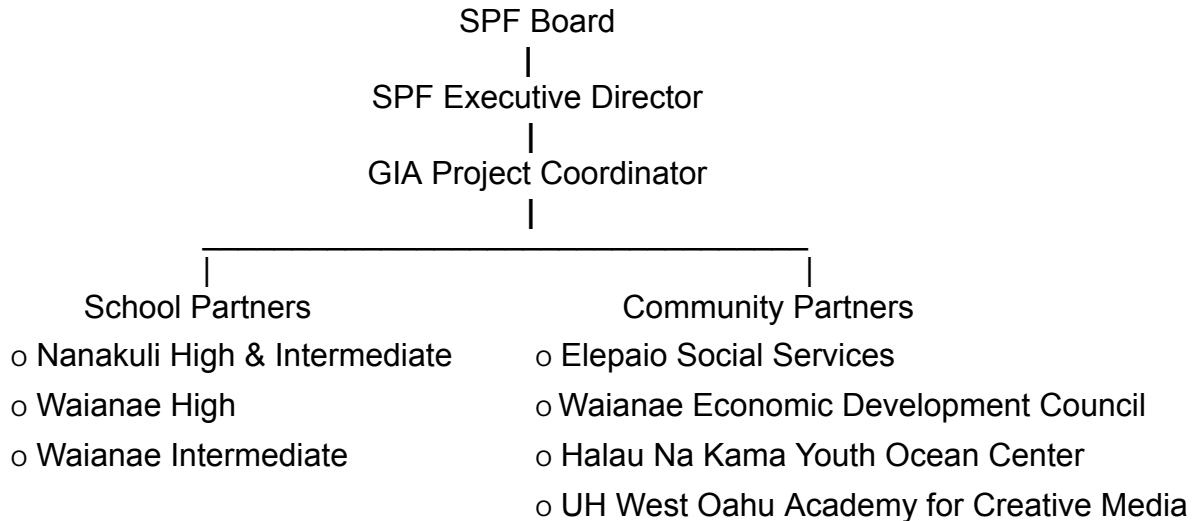
A project coordinator will be contracted to oversee the entire GIA grant project and ensure that all activities are being implemented with fidelity to meet the goal and objectives of this project. The coordinator has experience coordinating both state and federal grants and was directly involved with the 21st Century Community Learning Center (CCLC) grant, Title I and II grants, GEAR UP grant, the UHWO's Early Scholar Program, and SPF-GIA grants 2018, 2019, 2020 and 2023. Project coordinator will be under the direct supervision of the Executive Director of Searider Productions Foundation. The executive director will provide any training or support needed to improve the skills and knowledge of the coordinator to strengthen the operations of the grant.

A project assistant will be contracted to assist with the communication with the project teachers and trainers to be sure activities are being implemented in a timely manner. The assistant will be a retired teacher who has good communication and interpersonal skills to

work effectively with teachers and community partners. The assistant will be under the direct supervision of the project coordinator, and will receive any training or support needed to improve communication skills and the ability to interact with people.

The Afterschool/Vacation PTT & PPT's are certified personnel in their respective field and will be selected and hired by their respective programs. They will coordinate the afterschool/vacation programs and oversee the GIA school activities respectively. The PTT & PPT's will design and implement afterschool/vacation programs; ensure the safety of participants; write progress and final reports of their programs. The PTT & PPT's will be under the direct supervision of the project coordinator and will receive necessary training or suggestions for improvement to ensure the success of the project. Qualifications include a Bachelor's or specialized degree/certificate; comfortable working independently; excellent organizational skills and follow through; excellent written and verbal communications skills; and technical ability.

2. Organization Chart



3. Compensation

No compensation is needed. No salaried position is requested. All project personnel are contracted or volunteers.

VII. Other

1. Litigation

There is no pending litigation to which SPF is a party of judgment against SPF.

2. Licensure or Accreditation

SPF is a Hawaii non-profit 501(c)(3) corporation duly organized in the State of Hawaii and registered as a charitable organization with the Department of the Attorney General, State of Hawaii.

3. Private Educational Institutions

Not applicable

4. Future Sustainability Plan

The project is supported by SPF, the administrators and teachers at Waianae High School, Waianae Intermediate School, and Nanakuli High and Intermediate School, Nanakuli-Waianae Complex Area Superintendent and NWCA support staff, Executive Directors of Elepaio, WEDC, Halau Na Kama Kai and UHWO Creative Media Academy Director

Our sustainability plan outlines our commitment to fostering resilience and empowerment within our vulnerable community through after-school and summer programs, mentorship initiative, and workforce development opportunities. By integrating these elements, we aim to create a self-sustaining ecosystem that equips individuals with the skills, knowledge, and support necessary for long-term success. Our hope is to cultivate a thriving community where every individual has access to educational resources, mentorship, and job opportunities. Our mission is to empower our vulnerable population by providing structured programs that promote lifelong learning, personal growth, and economic stability. By investing in our community and fostering collaboration, we are committed to creating lasting change and building a brighter future.

Capacity building throughout this grant is key: invest in training for staff and volunteers to enhance their skills and expertise, ensuring high-quality program delivery and fostering a culture of continuous improvement and learning. It's important we continue to collaborate with more schools, organizations, and businesses to leverage resources, share expertise, and expand our reach beyond this grant.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App

Searider Productions Foundation

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				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Contracts, PTT, Instructors, Assistants	458,500			
10. Supplies	233,300			
11. Transportation	70,600			
12. Registration/Conference/Entrance Fee	37,600			
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	800,000			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	800,000			
SOURCES OF FUNDING	Budget Prepared By: L. Candy Suiso 808-255-2877 (a) Total State Funds Requested (b) Total Federal Funds Requested (c) Total County Funds Requested (d) Total Private/Other Funds Requested			
	Name (Please type or print) Phone <i>Candy Sui</i> 1/8/25 Signature of Authorized Official Date			
TOTAL BUDGET	L. Candy Suiso. Executive Director Name and Title (Please type or print)			

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Searider Productions Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
NA				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				
JUSTIFICATION/COMMENTS:				

Applicant: Searider Productions Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NA			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

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

JUSTIFICATION/COMMENTS:

Applicant: Searider Productions Foundation

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS	N/A					
LAND ACQUISITION	N/A					
DESIGN	N/A					
CONSTRUCTION	N/A					
EQUIPMENT	N/A					
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Searider Productions Foundation

Contracts Total: 940,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Grant in Aid	09/2017-08/2018	Dept. of Education	State	110,000
2	Grant in Aid	12/2018 - 12/2019	Dept. of Education	State	330,000
3	Grant in Aid	12/2019 - 09/2021	Dept. of Education	State	200,000
4	Grant in Aid	05/2022 - present	Dept. of Labor	State	300,000
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					