

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 a:

Amount of State Funds Requested: \$ 159,501

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

Our main project goal is to foster a healthy community and a future in which our youth can thrive, knowing who they are and their value to their community, bolstered by the rich Hawaiian heritage of our ancestors.

Our project objectives are to provide project-based learning experiences that introduce youth to traditional lifeways and survival skills that can provide them practical tools for forming a foundation for success in the world at large, while further enhancing their personal evolution by participating in hands-on cultural projects that showcase these cultural traditions and disseminate awareness among the community and to the public at large.

Our program services are "project-based" and "place-based" with strong community support, both public and private. Our aim is to promote a conceptual model of well-being, which facilitates our youths' capacity to develop the knowledge, skills, and behaviors necessary to succeed in school, post-secondary education or training, and ultimately provide sustainability to our honua (world).

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:

\$ 305,000

Unrestricted Assets:

\$ 13,205

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:

P. O. Box 1735

City:

Hilo

State:

HI

Zip:

96720

Contact Person for Matters Involving this Application

Name:

Frank Kawehi Ryder III

Title:

Executive Director

Email:

douglas.martin@usa.net

Phone:

808-238-5633



Authorized Signature

Frank Kawehi Ryder III, Executive Director

Name and Title

01/17/2025

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: UHANE POHAKU NA MOKU O HAWAI'I, INC.

DBA/Trade Name: 99-0140803

Issue Date: 01/11/2025

Status: **Compliant**

Hawaii Tax#: 10086087-01
New Hawaii Tax#: GE-0805013504-01
FEIN/SSN#: XX-XXX3448
UI#: XXXXXX9799
DCCA FILE#: 225446

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

Uhane Pōhaku Nā Moku O Hawai'i, Inc.

(Typed Name of Individual or Organization)



(Signature)

01/17/2025

(Date)

Frank Kawehi Ryder III

Executive Director

(Typed Name)

(Title)

Uhane Pōhaku Nā Moku O Hawaiʻi, Inc.

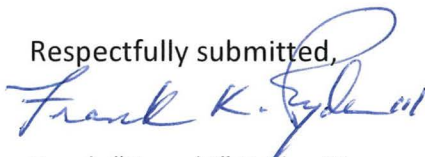
January 17, 2025

Re: Application for 2025 Grant-in-Aid

To Whom It May Concern:

On behalf of the directors of Uhane Pōhaku Nā Moku O Hawaiʻi, Inc., we declare that we operate all our program activities, as well as our proposed 2025 GIA project, for a public purpose pursuant to Section 42F-102 of the Hawaii Revised Statutes.

Respectfully submitted,



Frank "Kawehi" Ryder III
Executive Director

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



Frank Kawehi Ryder III, Executive Director
PRINT NAME AND TITLE

January 17, 2024
DATE

I. Certification

1. Hawaii Compliance Express Certificate

Attached

2. Declaration Statement

Attached

3. Public Purpose

Attached

II. Background and Summary

1. Description of the applicant's background

Uhane Pōhaku Na Moku O Hawai‘i, Inc. (Uhane), is a Native Hawaiian nonprofit organization established in 2009 for serving and engaging youth and community members in cultural restoration and preservation of our natural resources.

Uhane was founded for the purpose of facilitating community involvement in job creation and economic development through use of traditional Native Hawaiian skills and perpetuation of traditional cultural lifeways, having experienced the development of heritage-based life skills perpetuates individuals’ economic success and independence.

Uhane was founded on the island of Lana‘i, where the organization created a cultural festival at Dole Refuge in Lana‘i City. It drew cultural practitioners statewide to share skills with Lana‘i practitioners in hula, music, food, traditional hale crafting, taro growing and Hawaiian medicine. A sister community relationship developed with the Island of Hawai‘i Ka‘ū District, with its people traveling to Lana‘i each year for the festival. The relationship eventually led to Uhane moving its base to the town of Pahala in Ka‘ū. On Lana‘i and in Ka‘ū, the festival has grown to attract participants from Japan, Mexico, and the U.S. Mainland.

The Uhane mission is, “to keep Hawaiian culture alive in a changing world by fostering and encouraging a deep appreciation for the Hawaiian cultural arts and resources from generation to generation, encompassing emphasis on cultural site protection, maintenance, and restoration; hula traditions; Hawaiian values and language; and to provide partnerships integrating health and cultural education immersion experiences.”

2. Goals and objectives related to the request

Our main project goal is to foster a healthy community and a future in which our youth can thrive, knowing who they are and their value to their community, bolstered by the rich Hawaiian heritage of our ancestors.

Our project objectives are to provide project-based learning experiences that introduce youth to traditional lifeways and survival skills that provide them practical tools for forming a foundation for success in the world at large, while further enhancing their personal evolution by participating in hands-on cultural projects that showcase these cultural traditions and disseminate awareness among the community and to the public at large.

Our program services are “project-based” and “place-based” with strong community support, both public and private. Our aim is to promote a conceptual model of well-being, which facilitates our youths’ capacity to develop the knowledge, skills, and behaviors necessary to succeed in school, post-secondary education or training, and ultimately provide sustainability to our *honua* (world).

This will be implemented through hands-on, project-based teaching/learning activities conducted by our local kūpuna, who are experts in the traditional lifeways, sharing live experiences and teaching practical skills.

3. Public purpose and need to be served

Uhane Pōhaku Na Moku O Hawai‘i, Inc. provides services in the local Ka‘ū District community on Big Island to address our overarching community goal of empowering ourselves to effectively meet the social and economic challenges that threaten our welfare and our sustainability as a community.

To effectively achieve that goal, we recognize a convergence of the long-range need for personal development of our future generations and the immediate need to achieve the economic sustainability of the community at large that was destroyed with the 1996 closing of the last sugar plantation.

Ka‘ū consistently witnesses one of the higher poverty rates in the state and, as an extraordinarily poor community, was disproportionately impacted by the Covid-19 epidemic. Sixty-five percent of the Ka‘ū District community population is Native Hawaiian, one half of which are at poverty and health deficiency levels.

While the overarching community condition is economic stagnation, the most crucial current community condition upon which this project is based is the severe disconnect of the youth from active and constructive participation in the community, both its the social fabric and its economy, as evidenced by their high rate of “at risk” factors, the highest in the state.

4. Target population to be served

Our principal target population are students in the Hawai‘i Department of Education’s Ka‘ū–Kea‘au–Pāhoa School Complex (KKPCA), which serves one of the largest populations of Native Hawaiian and economically disadvantaged students in the state. Our regularly scheduled project activities involve students in Ka‘ū District, principally Ka‘ū High School and Volcano School of Arts & Sciences (VSAS) Charter School, and Kea‘au High School in Puna District.

Our program activities involve all our community but the instructional activities to be provided through this proposed project are specifically targeted to our middle and high school youth. The project will augment students’ conventional middle and high schools learning with traditional cultural and environmental education.

Within our principal target population of middle and high school youth, a major focus of our mission and of this proposed GIA project is to enhance the overall social, cultural, environmental, and economic quality of life in our community by empowering “at-risk” youth within those grades.

In addition to that specific target population, because our program approach is integrative and family and community inclusive, we also provide associated cultural learning opportunities for students in the Ka‘ū District elementary schools of Pahala and Na‘alehu. This year, we are extending Uhane program activities to the nearby newly established Ke Kula ‘Ali‘i Ku Makani O Ka‘ū (Hawaiian Immersion Pre School).

These are open to their families and the extended community in our effort to enhance and expand traditional knowledge, skills, and virtues embodied in the Hawaiian law and spirit of *aloha*.

Our intent is to “bridge” the positive learning experiences among the classrooms, the homes we live in, the land, and the sea. And to connect these venues holistically in an integrated systems approach through our learning environment.

We address this goal by engaging youth and community members together. The leadership of our elders is vital to our youth being able to develop positive identity socialization skills. Special emphasis is on Hawaiian values that interconnect the social, cultural, material, economic, physical, emotional, and educational domains across all generations, and provide the capacity to develop the knowledge, skills, and behaviors necessary for living a quality life.

As our program continues to garner wider attention for its unique approach to engaging our youth in their Hawaiian heritage, we are increasingly hosting school visits from other Big Island district schools who are wanting their students to have the traditional learning experiences of our program that are nowhere else available to them.

By sharing our unique outreach to Hawaiian youth, as well as those of diverse backgrounds even beyond Ka‘ū, we are opening the horizons for our youth to appreciate their unique heritage in the context of the multicultural global community.

5. Geographic coverage

Uhane operations are based in Ka‘ū District of Big Island. Most of our activities take place at our Uhane Hawaiian Cultural Heritage Refuge in Na‘alehu, which is known as *Ke Ola Pu‘uhonua* (Living Cultural Refuge).

Ke Ola Pu‘uhonua, as a cultural integrated living village concept, aligns with Uhane Pohaku Na Moku O Hawai‘i, Inc. mission “to keep Hawaiian culture alive in a changing world by fostering and encouraging a deep appreciation for the Hawaiian cultural arts and resources from generation to generation.”

The park is collocated with, and adjacent to, the Punalu‘u Bake Shop and Visitor Center in the Ka‘ū District community of Na‘alehu. The Visitor Center welcomes over 200,000 visitors every year in its high visibility location on Mamalahoa Highway, midway between Kailua-Kona and Volcanoes National Refuge. The bake shop is the most visited bakery in the state of Hawai‘i.

Other Visitor Center features include live music by local musicians, a souvenir gift shop, an outdoor restaurant offering hearty local plate lunch favorites and fresh brewed Ka‘ū coffee to complement the bake shop's renowned bakery favorites, as well as modern restroom facilities, free parking and electric car-charging stations. As a result, we have a natural “captive” audience, as it were, of visitors. We consider the interest these visitors regularly show in what goes on in our heritage park to be instrumental in contributing to our student participants’ realization of the value of their unique culture.

The co-location of our Uhane Hawaiian Cultural Heritage Refuge with such a high visibility visitor center means that student participants, in addition to their own immersion in our cultural activities setting, will also witness through the presence of the many visitors from around the world, the widespread interest and fascination others have in their unique Hawaiian heritage. This will be an invaluable inducement to the development and reinforcement of their self-esteem, a vital outcome for achieving the project goal.

We provide occasional additional training activities related to the agricultural program at the Ohane Ohia cultural house in Pahala where we also have our administrative office.

III. Service Summary and Outcomes

1. Scope of work, tasks and responsibilities

Ke Ola Pu'uhonua, has been designed as a microcosm of our traditional Hawaiian mountain to sea land usage concept, the *ahupua'a*. A multi-dimensional model of the ahupua'a is being completed to provide an engaging portrayal of this important concept.

Project components include:

1. Kūpuna-lead cultural presentations to our Hawaiian youth in traditional Hawaiian economic systems sustainability

Our Refuge serves as a living laboratory incorporating the living cultural traditions of sustainability and cultural vitality. Primary among these traditions is agriculture (land use practices incorporating traditional food staples, as well as medicinal and utilitarian plantings), and fisheries (traditional fishing knowledge and techniques, including the almost extinct knowledge of fish net building and repair) that reflect cultural living and communal association patterns, as well as inherent place-based physical sustainability requirements).

Native Hawaiians had a comprehensive system that allowed the land and sea to maintain their fertility for future generations. As part of being in touch with both, we will teach our participants about the importance of restoring the ecological system that existed here for many of years, and traditional methods used in conservation, so we may preserve this land for future generations.

The agriculture learning includes traditional permaculture methods and land use practices. Not only will the students farm, but they will also learn how to use the food, fiber and other crops grown at Ke Ola Pu'uhonua. For example, fiber and leaves from coconut trees will be used to teach weaving and making twine.

The fisheries learning involves traditional knowledge and techniques to include building and repair of nets for opelu fishery, a traditional economic staple. Students learn to grow fish food and to process fish into a dry product and how to create a fish community by developing fishing grounds, and most critically, learning the almost extinct art of net making and maintenance.

Our kūpuna will undertake the sharing of their indigenous knowledge during their presentations to demonstrate to the students that, within that indigenous knowledge, are found the keys to knowing their rich cultural heritage and its value and its lessons for contributing to their self-realization and self-actualization in the contemporary world in which they live.

2. Instructional demonstrations of traditional chant, mele and hula, and other cultural arts performances

Our Cultural Resource Coordinator, an internationally recognized expert on the Hawaiian *hula* cultural heritage and performance, organizes traditional chant and *mele*, *hula kahiko*, *hula ‘auana* that are performed as hands-on cultural demonstrations with our practitioners to present the esthetic, expressive, and spiritual aspects of our cultural heritage that have provided cohesion and continuity in sustaining our cultural legacy. She will work with local *kumu hula* to create a calendar of hula demonstrations at the Ke Ola Pu‘uhonua *Hula Pa*, the purpose-built performance stage where hula and other performance arts demonstrations will be presented.

Our Cultural Resource Coordinator will also be involved in the planning and scheduling of other cultural arts performances associated with the various festivals and celebrations throughout the year in Ka‘ū District, and beyond that provide the opportunity to publicize in high visibility venues the cultural activities available to visitors at Ke Ola Pu‘uhonua.

3. Cultural talks through Ke Ola Pu‘uhonua’s free Mauka to Makai Living Legacy Series *Kūkulu Kumuhana* (pool of resources)

Our Cultural Resource Coordinator will also identify and schedule the guest speakers for cultural presentations that will include a range of traditional topics provided on-site by subject matter experts (SMEs). These sessions will include:

- a. Ka ‘ike honua – environmental knowledge and sustainability
- b. Ka ‘ike lawai‘a – net sewing, fishing techniques, marine resources and sustainability, including a coastal saltwater tank display
- c. Ka ‘ike mahi‘ai – land resource management sustainability/multi-purpose farm production
- d. Ka ‘ike nohona – lifestyle resources including tool making, house building, weaving, food production and preparations
- e. Ka ‘ike pa‘ani – promoting health resources, sports, games, traditional hula
- f. Ka waihona ‘ike – using the Ke Ola Pu‘uhonua Library which contains resource materials on Ka‘ū, Hawai‘i Island, Hawaiian service agencies, and on-site guides

4. Coordination with designated contacts in the Ka‘ū School Complex and Kea‘au School Complex to create a calendar for the hands-on instructional sessions

Our Cultural Resource Coordinator will coordinate with her associates in the Ka‘ū and Kea‘au schools to finalize a calendar for the hands-on instructional sessions for the 2025-26 school year as described in this application. The coordinator will schedule kūpuna who will lead the instructional sessions and demonstrations. The coordinator will also plan for transportation for students and kūpuna to Ke Ola Pu‘uhonua.

The traditional training activities integrate these skill development projects with business skills and a global outlook so that they are simultaneously addressing the need for cultural continuity with real-world survival skills for successfully participating in the local economy.

In the new year, the Cultural Resource Coordinator will also be instructing the students of Ke Kula 'Ali'i Ku Makani O Ka'ū (Hawaiian Immersion Pre School) with chants, *mele* (songs) as well as supplying and teaching the students and their parents the preparation of Hawaiian traditional foods such as *taro*, (for making poi), sweet potato, *lawalu* (traditional fish dish), and *mamaki* tea (Hawaiian herbal tea). The students and families will do hands-on cultural practices at Uhane's Ke Ola Pu'uhonua Cultural Heritage Refuge once a month, building strong family bonding with one another.

5. Opportunities for our youth to use traditional and sustainable agricultural methods to grow, produce and sell agricultural products at Ke Ola Pu'uhonua

Our project will continue to expand upon and nurture the plantings at the Lei Garden, the Medicinal Plant Garden, the Traditional Food Garden, and the Native Fruit Garden. Our participants will develop a harvest calendar and plan for selling agricultural products at the Uhane Fruit Stand, generating income selling rare but coveted. They will also continue the shoreline planting of coconut trees, adding to the 50 already in place, as part of the native environment restoration endeavor in conjunction with the Ala Kahakai Trail Association.

Our youth will understand the knowledge of how to use the land as a resource, and to practically cultivate their own gardens using all-natural resources such as compost that can be collected in the back yard. We will continue to collaborate with community land resources that have already agreed to work with us to develop and maintain these sustainable garden projects.

We will create an educational program for students to participate in this entrepreneurial business in significant ways, to learn about business development, agriculture and sales. Along with the pride of acquiring traditional knowledge that is unique to being Hawaiian, students will acquire practical commercial skills as they market the output of that knowledge through the products of their labor.

Additionally, they will acquire landscaping skills that will contribute to their potential career development, beyond the simple mowing jobs to which they are usually relegated.

6. Development and dissemination of visual media

The Media Coordinator will develop presentational videos for use by the project participants and visitors. This involves producing high-quality documentary videos that capture the spirit and the essence of the traditional lifeways through the eyes and the words of Kupuna local masters of the traditional disciplines.

The objective for video documentation is to develop hands-on resource material to be used for instructional purposes with student participants to foster greater interest in maintaining these lifeways, and to share with the refuge visitors to enhance their interest in helping to maintain these lifeways.

The visual media will include documentary video of the traditional lifeways kūpuna “talking story” about the origins, the history, and the traditions associated with their respective discipline that are designed to increase awareness of the rapidly vanishing traditional lifeways and the projects being implemented to reverse that trend.

7. Providing youth with a strong psychological, emotional, and intellectual foundation with which to shape their own futures.

Our Ke Ola Pu‘uhonua programs will help local youth understand their rich cultural heritage and its lessons for contributing to their self-realization and self-actualization in the contemporary world in which they live. By doing so, youth will also be better equipped with skills to make healthy choices to avoid further at-risk behaviors.

They will also learn public relations skills to know how to effectively deal with visitors who come from very different regions and backgrounds, to encourage them to actively participate in the hands-on instructional activities, interesting them to serve as volunteers for the coastal flora restoration activities, and through their learned interpersonal skills, enticing them to become enthusiastic consumers of Hawaiian culture-based visitor services and products.

The Cultural Resource Coordinator will also be involved in the planning and scheduling of other cultural arts performances associated with the various festivals and celebrations throughout the year in Ka‘ū District and beyond that provide the opportunity to publicize in high visibility venues the cultural activities available to visitors at Ke Ola Pu‘uhonua.

Uhane’s program aims to utilize traditional Native Hawaiian values and practices to prevent youth from further at-risk behaviors. Since the program works with youth who have historically had trouble engaging and succeeding within the traditional western educational system, the program provides an alternative to the traditional methods of reaching Uhane’s constituents.

In doing so, Uhane believes that youth will also be better served by providing them with skills to make healthy choices to avoid further at-risk behaviors such as substance use, teen pregnancy, gang related activities, and other at-risk concerns. Their participation and involvement in our various projects, much of it working directly with their environment, will help them to understand, appreciate, and value the resources that are provided directly from the land and the sea.

We envision that our project outcomes will extend to include positive youth development, truancy prevention, and in-school suspension and parent partnerships. As our youth and their families deepen their understanding of Hawaiian cultural practices and mentalities, they will become stronger and more conscious individuals, able to integrate concepts of aloha into daily living as healthier behaviors, concepts that go beneath and beyond loyalty and respect for everything and each other. It is a sincerity that comes from deep within and is conveyed with purposefulness.

2. Projected annual timeline for accomplishing the results or outcomes of the service

1. Provide Kūpuna-lead cultural presentations to our Hawaiian youth and visitors alike in traditional Hawaiian economic and cultural sustainability			
Activity	Start	Duration	Output/ Milestone
Develop traditional Hawaiian economic systems sustainability syllabi and lesson plans	Project start date	First month	Traditional programs ready for scheduling
Implement traditional Hawaiian economic systems sustainability presentations	Second month	2x monthly for 10 mo	20 presentations per year
2. Provide demonstrations of traditional chant, mele and hula, and other cultural arts performances			
Activity	Start	Duration	Output / Milestone
Develop Cultural Arts program syllabi and determine scope of presentations	Project start date	First month	Cultural Arts program ready for scheduling
Implement Cultural Arts program presentation	Second month	Once monthly for 10 months	10 presentations per year
3. Schedule free talks through Ke Ola Pu‘uhonua’s free Mauka to Makai Living Legacy Series Kūkulu Kumuhana			
Activity	Start	Duration	Output / Milestone
Develop roster of Mauka to Makai Living Legacy Series presentations	Project start date	First month	Series of presentations ready for scheduling
Implement Mauka to Makai Living Legacy Series presentations	Second month	Four monthly for 10 months	40 presentations per year
4. Coordinate with designated contacts in the Ka‘ū School Complex, Volcano School of Arts & Sciences Charter School, and Kea‘au School Complex to create a calendar for the hands-on instructional sessions			
Activity	Start	Duration	Output / Milestone
Schedule traditional Hawaiian economic systems sustainability presentations	Project start date	Each month for 10 months	Monthly updated presentation schedule
Schedule Cultural Arts program presentations with Kea‘au School Complex	Project start date	Each month for 10 months	Monthly updated presentation schedule
Schedule Mauka to Makai Living Legacy Series presentations with Ka‘ū School Complex	Project start date	Each month for 10 months	10 presentations per year

5. Provide opportunities for our youth to use traditional and sustainable agricultural methods to grow, produce and sell agricultural products at Ke Ola Pu'uhonua			
Activity	Start	Duration	Output / Milestone
Develop hands-on agricultural project plans	Project start date	First month	Agricultural project roster
Implement hands-on agricultural projects	Second month	Ongoing for 11 months	Individual projects completed
6. Develop and disseminate visual media			
Activity	Start	Duration	Output / Milestone
Create inventory of all visual media products to be developed	Project start date	First month	Visual media product list
Develop story boards for two kūpuna skills documentaries: agriculture and fisheries	Second month	One month	Agriculture/fisheries story boards
Conduct filming and editing of two kūpuna skills documentaries: agriculture and fisheries	Third month	Nine months	Completed documentary footage
Publish two kūpuna skills documentaries: agriculture and fisheries	Eleventh month	One month	Published / disseminated documentaries
Develop and disseminate project themed videos via website, Facebook, and various media outlets	Project start date	Twelve months	Project videos
7. Provide youth with a strong psychological, emotional, and intellectual foundation with which to shape their own futures			
Activity	Start	Duration	Output/ Milestone
Develop a syllabus for interpersonal skills training for project participating students	Project start date	First month	Training syllabus
Schedule training sessions to cover topics hospitality and effective communication	Project start date	First month	Training schedule
Conduct training sessions to cover topics hospitality and effective communication	Second month	Ongoing for eleven months	Training sessions

3. Quality assurance and evaluation plans for the request.

Monitoring and documentation of the various project activities, analysis of the progress toward each project objective, and reporting of outcomes will be conducted by the Management and Evaluation Coordinator. This will include tracking the implementation of project presentations, student attendance at presentations, student participation in hands-on projects, and select interviews with participants, staff, and community stakeholders.

A quarterly report on progress will be made to the Office of Community Services (OCS) and any additional interested party as directed by OCS. Evaluation findings will also be shared

on an ongoing basis with the schools whose students are participating in project activities and made available to the community via the website by the Media Coordinator.

Evaluator will develop measures of effectiveness in cooperation with Uhane staff within the first month, based on the activities implementation schedule to be developed during that period. Measurements will include qualitative assessment of the accomplishment of outlined tasks.

Select students will be surveyed about their experience with project activities and their assessment of how the project may have affected their education and them personally. Select school personnel involved will also be interviewed to acquire their insights and feedback on the project activities and their perception of outcomes.

Interviews will also be conducted monthly with participating adults for feedback on their perception of project effectiveness and input for warranted changes to the implementation of any project activities.

The intended project outcome is reducing their at-risk condition by enhancing their self-esteem through the development of attitudes and behavior patterns that enhance the overall social, cultural, environmental, and economic quality of life of our community. The evaluation protocol is intended to be sufficiently flexible to best capture information that will enhance the ongoing development of the project approach to be able to accommodate that objective.

A long-range project objective is to ensure that we train enough youth to provide the means for this traditional knowledge and skills proficiency to persist in perpetuity, thus keeping our cultural heritage alive. We do this both for our posterity, as well as the most appropriate means for addressing the current challenges our at-risk youth face.

The intended outcome for our project is an increase in our student participants' awareness and knowledge of traditional Hawaiian lifeways that will contribute to reducing their at-risk condition by enhancing their self-esteem and, thereby, the overall social, cultural, environmental, and economic quality of life of our community.

As our youth today live in a world of conflict, they lack a sense of identity and awareness of where they come from, a sense of belonging. Our mission embraces the concept of aloha and what it means to live by our guiding themes for culturally responsive learning environments. Chief among these is to be the best that you can be, to be grateful, sincere, truthful, and to understand the true image of who we are as we attain experiences in our life.

4. Measures of effectiveness that will be reported to the State agency

While the evaluation design will provide accountability with regard to the observed project activities and progress toward the achievement of the stated objectives, its primary purpose and specific focus will be to objectively verify that the intended project outcomes are being realized and that they are contributing to the project goal of increasing our youths’ awareness and knowledge of traditional Hawaiian lifeways in a manner that will lead to enhancing their self-esteem, and thereby, reducing their at-risk condition.

This will be provided to the state agency in quarterly project progress reports and in a comprehensive summary project close out report

IV. Financial

Budget

1. Budget Forms (Attached)

- a. Budget request by source of funds
- b. Personnel salaries and wages
- c. Equipment and motor vehicles
- d. Capital project details
- e. Government contracts, grants, and grants in aid

2. Anticipated Quarterly Funding Requests for Fiscal Year 2026

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$39,876	\$39,875	\$39,875	\$39,875	\$159,501

3. Other Sources of Funding Sought for Fiscal Year 2026

No other sources as of this application date.

4. State and Federal Tax Credits Granted within the Prior Three Years

None.

5. State, Federal, and County Government Contracts, Grants, and Grants In Aid Granted within the Prior Three Years and Will Be Receiving for Fiscal Year 2026 for Program Funding

December 2022–November 2024, Office of Community Services, \$140,000

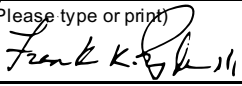
July 2020–December 2021, Office of Youth Services, \$165,000

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App

Uhane Pōhaku Nā Moku O Hawai'i, Inc.

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	48,000	0	0	48,000
2. Payroll Taxes & Assessments	7,680	0	0	7,680
3. Fringe Benefits	12,180	0	0	12,180
TOTAL PERSONNEL COST	67,860	0	0	67,860
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	2,000	0	0	2,000
2. Insurance	3,800	0	0	3,800
3. Lease/Rental of Equipment	0	0	0	0
4. Lease/Rental of Space	0	0	0	0
5. Staff Training	0	0	0	0
6. Supplies	34,000	0	0	34,000
7. Telecommunication	2,400	0	0	2,400
8. Utilities	1,200	0	0	1,200
9. Contractors	43,500	0	0	43,500
10. Payroll Services	3,141	0	0	3,141
11. CPA Tax Preparation	1,600	0	0	1,600
TOTAL OTHER CURRENT EXPENSES	91,641			91,641
C. EQUIPMENT PURCHASES	0			0
D. MOTOR VEHICLE PURCHASES	0			0
E. CAPITAL	0			0
TOTAL (A+B+C+D+E)	159,501			159,501
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	159,501	Frank Kawehi Ryder III (808) 238-5633		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	 01/17/25		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official Date		
TOTAL BUDGET	159,501	Frank Kawehi Ryder III, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Uhane Pōhaku Nā Moku O Hawai'i, Inc

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Project Director	1	\$60,000.00	50.00%	\$ 30,000.00
Cultural Resource Coordinator	1	\$36,000.00	50.00%	\$ 18,000.00
				\$ -
CONTRACTUAL				
Management and Evaluation Coordinator		flat rate contract		\$ 22,800.00
Media Coordinator		flat rate contract		\$ 6,300.00
Maintenance Personnel		flat rate contract		\$ 9,600.00
Traditional Hawaiian Fishing Master		flat rate contract		\$ 4,800.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				91,500.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant: Uhane Pōhaku Nā Moku O Hawai'i, Inc.

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: Uhane Pōhaku Nā Moku O Hawai'i,

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						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
<div style="display: flex; justify-content: space-between;"> JUSTIFICATION/COMMENTS N/A </div>						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Uhane Pōhaku Nā Moku O Hawai'i, Inc.

Contracts Total:

305,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Project Based Cultural Program	7/1/20-6/30/21	Office of Youth Services	State of Hawaii	110,000
2	Project Based Cultural Program	7/1/21-12/31/21	Office of Youth Services	State of Hawaii	55,000
3	Training Program for At-Risk Youth	12/1/22-11/30/24	Office Community Services	State of Hawaii	140,000
4					
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V. Experience and Capability

1. Necessary Skills and Experience

Uhane has been serving and engaging at-risk youth and community members in cultural restoration and preservation of our natural resources throughout our tenure. We also emphasize developing life-affirming skills that provide both personal emotional as well as economic sustainability through positive reinforcement of individuals and their cultural heritage.

We emphasize Hawaiian values which interconnect the social, cultural, material, economic, physical, emotional, educational, and global domains to have an impact on all generations' capacity to develop the knowledge, skills, and behaviors necessary to succeed in living a high quality of life. Our holistic approach interconnects the land, its people, and the cultural values for long-term stewardship of our traditional home.

Since 2009, Uhane, has engaged local community members and neighbor island youth in two major programs that focus on restoration, preservation, and cultural enrichment activities.

The first was the Outdoor Restoration & Environmental Education program to restore the *Maunalei ahupua‘a* while providing intergenerational training for youth, particularly those with moderate to high risk factors. That training included, understanding cultural values, and developing skills in lo‘i restoration, watershed management, taro farming methods, fishery integration and aquaculture nursery methods, water quality assessment and management, and perpetuating cultural traditions through practice connecting leadership and business training.

The second was the Ahupua‘a Placed-Based Learning program. Over the past few years this core service has had a substantial impact, with most of our participants citing inter-personal growth and increased “bonding” among peers and adult mentors.

Other land-based restoration projects in past years include the following locations: 1978 Moloka‘i, 1979-1984 Kahalu‘u/Kaneohe, 1984 Waianae (Leeward Coast O‘ahu), 2007-2010 Olomana (Windward Coast O‘ahu), 2014 Ka‘ū and Miloli‘i (Big Island Hawai‘i). Most of these land-based projects targeted the high-risk youth population, with a large percentage being of Hawaiian ancestry. Some of key learning activities were of agricultural and land management concepts and the inclusion of traditional practices of Native Hawaiian culture.

In August 2014, Uhane was contracted by The Salvation Army Family Intervention Services (TSA-FIS) to do project based cultural activities for all its programs island wide. This included servicing youth 10-24 years of age in their residential and outreach programs. By doing the project based cultural activities, Uhane was able to get referrals from a variety of

resources beyond TSA-FIS. The Juvenile Probation, Drug Courts, Department of Human Services, Family Guidance Centers, the Big Island Juvenile Intake and Assessment Center and families themselves have referred their youth to Uhane to attend its many different cultural programs.

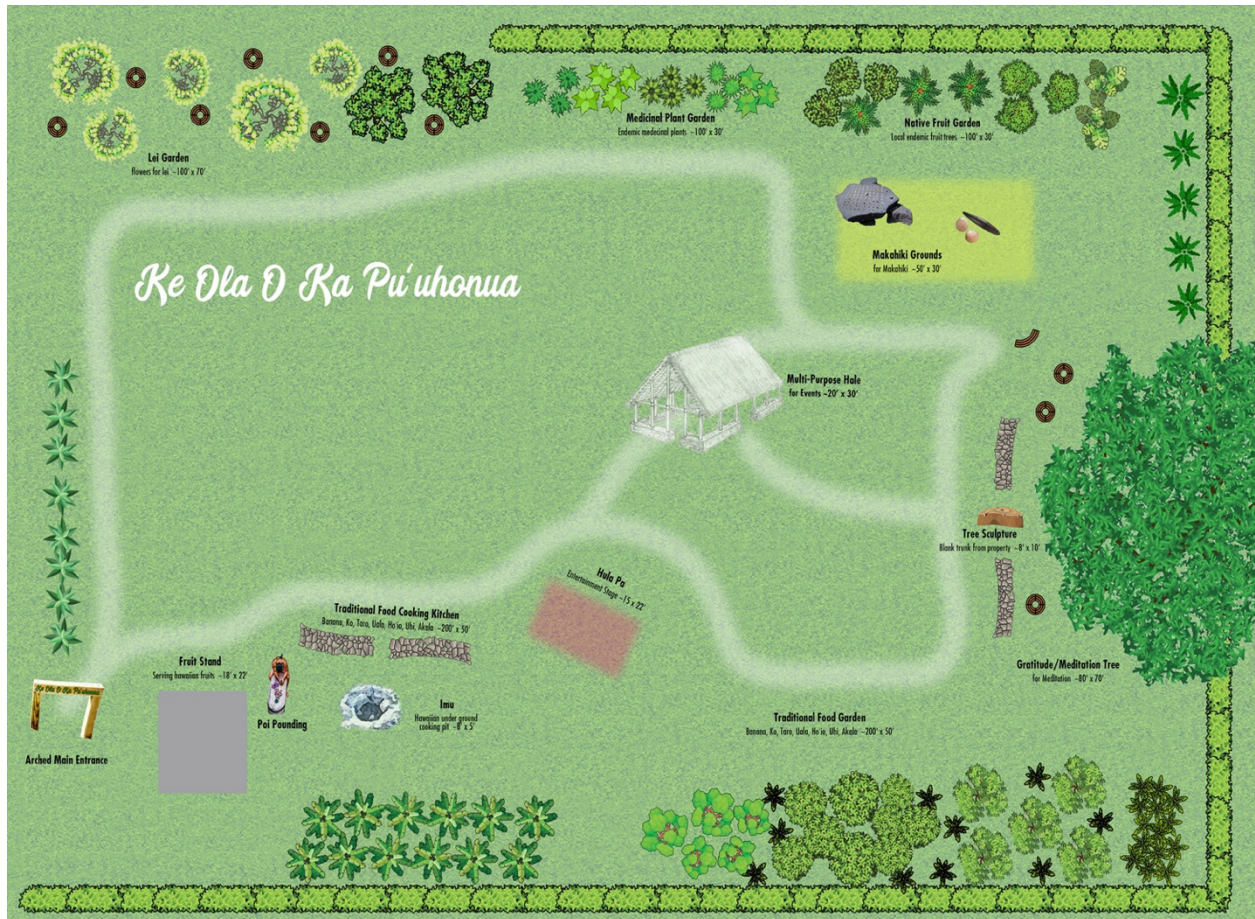
From December 2022 through November 2024, Uhane provided youth focused learning services through a GIA Office of Community Services supported project to continue the development of its service to the proposed youth target group (OCS-GIA-23-103).

2. Facilities

The greatest resource that makes this project and the realization of its goal possible is the Uhane Hawaiian Cultural Heritage Refuge, Ke Ola Pu'uhonua.

It is truly a living laboratory that brings the various components of Hawaiian heritage to life and allows the student participants not just to know about their heritage, but to also physically and spiritually immerse themselves in it by experiencing first-hand what those lifeways were about, and how they felt.

At the Arched Main Entrance, there will be a placard that introduces the Uhane program and describes the various learning centers within the site. This placard will also have a QR code attached, so that visitors can access additional detailed information about the site and the Uhane program, as well as YouTube versions of the videos that are presented in the multi-purpose hale, directly from their mobile phones.



The Uhane Hawaiian Cultural Heritage Refuge, Ke Ola Pu'uhonua, includes the following instructional/experiential sections.

There is a Multi-Purpose *Hale*, where youth project participants will be receiving training, and visitors can sit and watch live presentations of traditional skills. Additionally, a video display screen within the multi-purpose hale will feature the documentary videos produced through this project presenting traditional agriculture, fishing, and building knowledge, including arts such as hale and rock wall construction techniques, fish drying, and making taro, shown in ongoing rotation.

There is the *Hula Pa*, where the hula demonstrations will be presented, as well as the other cultural arts associated with the various festivals and celebrations throughout the year.

The Uhane Fruit Stand is where project developed agricultural products produced from the project's Traditional Agriculture training component are sold. This includes items produced in the Lei Garden, the Medicinal Plant Garden, the Traditional Food Garden, and the Native Fruit Garden. This will eventually generate significant income selling organically and traditionally grown Hawaiian foods, a commodity coveted by those residents and visitors alike, but which is currently unavailable.

Moreover, this sales point will provide an additional benefit to the youth participants. Along with the pride of acquiring traditional knowledge that is unique to being Hawaiian, they will acquire practical commercial skills as they market the output of that knowledge through the products of their labor.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

Project Director, Frank “Kawehi” Ryder

Kawehi Ryder, the Uhane executive director, serves as the Project Director for the project. He has more than 30 years of experience working with youth in “land-based” projects throughout the Hawaiian Islands. Most of these land-based projects target the high-risk youth population, with a large percentage being of Hawaiian ancestry. Key learning activities include agricultural and land management concepts, and traditional ocean cultural practices of Native Hawaiians. He has engaged local community members and island youth in major programs that focus on restoration, preservation, and cultural enrichment activities, while providing intergenerational training for youth, particularly those with moderate to high risk factors.

This training has included understanding cultural values and developing skills in environmental restoration, watershed management, taro farming methods, fishery integration and aquaculture nursery methods, water quality assessment and management, and perpetuating cultural traditions through practice connecting leadership and business training. The focus is to “bridge” the positive learning experiences between classroom setting, the community membership at large, and the land–valleys, shoreline, streams, and the sea–reefs and channels, and to connect these physical sites to the learning environment.

Kawehi Ryder, the executive director, has more than 30 years of experience working with youth in “land-based” projects throughout the Hawaiian Islands. Most of these land-based projects target the high-risk youth population, with a large percentage being of Hawaiian ancestry. Key learning activities include agricultural and land management concepts, and traditional ocean cultural practices of Native Hawaiians. He has engaged local community members and island youth in major programs that focus on restoration, preservation, and cultural enrichment activities, while providing intergenerational training for youth, particularly those with moderate to high risk factors.

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and business training. The focus is to “bridge” the positive learning experiences between classroom setting, the community membership at large, and the land–valleys, shoreline, streams–and the sea–reefs and channels– and to connect these physical sites to the learning environment.

Kawehi Ryder has extensive experience with the utilization of multiple evidence-based and evidence-informed practices that help individuals and families increase safety, well-being, self-sufficiency, and permanent connections. Among those are motivational interviewing, implementation of Roberts’ Seven-Stage Crisis Intervention Model for rapid response and de-escalation of crisis and setting the stage for resolution, trauma-informed care, positive behavioral support based on behavioral theory, youth rights in a residential setting, risk and needs assessment, behavioral management plan development, and youth safety and supervision.

He has worked extensively for Castle & Cooke, a prominent enterprise in Hawai‘i over the past century and a half, providing leadership on several prominent restoration projects of traditional Hawaiian cultural sites. All the Castle & Cooke work also involved outreach to include volunteer efforts by school children and other community members.

Based on his extensive traditional agricultural and permaculture experience, he is also serving the instructional role in this project as the Traditional Agriculture/Permaculture Coordinator.

Cultural Resource Coordinator, Debra Ryder

Debbie Ryder, as a co-founder of Uhane and its Cultural Resource Coordinator, has been instrumental in the development of Uhane program services, including development of the organization’s critical relationship with the Ka’ū School Complex, which has served as a vital link between school and community. She has extensive experience with numerous county, state, and nonprofit agencies focused on social services.

She is the founder of the Ho’okupu Hula Cultural Festival on the Island of Lana‘i, which she since brought to Ka’ū where it has become an international sensation with visitors from as far as away as the U.S. east coast, Mexico, and Japan. She is a recognized *Kumu Hula*, a hula master teacher, and cultural ambassador whose consultancy is sought regularly by clients in both of those countries.

As the Cultural Resource Coordinator, she is responsible for the planning and implementation of the goals and objectives for the project’s Native Hawaiian culturally based instructional activities. Primary duties include activity planning, ensuring a positive climate learning environment and quality program implementation.

Management and Evaluation Coordinator, Douglas Martin

Doug Martin has served as a consultant to U.S. Government agencies for the planning, implementation, monitoring, and evaluation of cultural diversity programs, and as a technical reviewer for multicultural education, language preservation, and economic development program proposals for the US Department of Education and the US Department of Health and Human Services. He has served as an evaluation coordinator at the Arizona State University Center for Indian Education and the University of New Mexico Center for Multicultural Education, providing technical assistance for federally funded, community-based Native language and cultural education programs throughout the western US and Pacific territories.

As the Evaluation Coordinator, he will provide project implementation oversight to ensure that all project activities remain aligned with the project objectives and are capable of being monitored via intended project outcomes and indicators on an ongoing basis.

Media Coordinator, Demetrius Oliveira

As the Media Coordinator, he oversees the development of all project outreach material, including the video production, which is the primary vehicle for capturing the traditional cultural learning and making it available for the Ka'ū community in perpetuity, as well as dissemination to other Hawaiian communities, and eventually to other indigenous communities globally. He utilizes his considerable IT experience and expertise in the deployment of the project Facebook page, the project website, and provides all public relations media regarding project activities and events both online and in place.

2. Organization Chart

Project operations are overseen by the Uhane Project Director, who assumes ultimate responsibility to the funding agency, as well as the overall responsibility to participants and community stakeholders, for the appropriate implementation of project activities and their successful outcome.

The Uhane Cultural Resource Coordinator is responsible to the Project Director for the planning, scheduling, and coordination with the project associate schools for the delivery of the instructional program and all presentations. She is also responsible for the planning and scheduling of all project cultural events.

The Management and Evaluation Coordinator, as a project consultant, is responsible to the Project Director for the oversight and timely submission of all compliance documentation; evaluation design, implementation, and analysis; agency-stipulated cash and project progress reporting, and coordination of management of administrative needs as they arise.

The Media Coordinator, as a project consultant, is responsible to the Project Director for the ongoing public relations with the community via various media, as appropriate , to promote the project and maintain a high profile in the community.

3. Compensation

The salaries of the two principal employees of Uhane, who shall oversee the administration and implementation of this project, are the Executive Director at \$60,000 per year and the Cultural Resource Coordinator at \$36,000 per year. They will 0.5 FTE to the implementation of the project activities.

VII. Other

1. Litigation

Uhane is neither party to any pending litigation, nor have any judgements against it.

2. Licensure or Accreditation

The applicant has all the qualifications necessary to implement the project through the two regular staff members and the two project consultants as outlined above. No other special qualifications, licensure or accreditation is required.

3. Private Educational Institutions

The requested grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

All costs associated with the logistics and operation of the project, as well as all materials required for the instructional components, and not accounted for in the application budget, will continue to be provided by Uhane on an ongoing basis from existing resources and contributions from other community organizations and volunteers. Since Uhane employs an active capacity building project development approach, it offers funders an ever increasing return on investment (ROI).

The primary resources needed to ensure the sustainability of the project is the continued financial support for the individuals involved in the implementation of the activities outlined in the project design. During the project cycle, we shall be seeking ongoing support for our personnel through additional, federal, state, and private agency sources.