



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:** BOYS TO MEN MENTORING NETWORK OF HAWAII

**DBA/Trade Name:** BOYS TO MEN MENTORING NETWORK OF HAWAII

**Issue Date:** 01/13/2026

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]  
New Hawaii Tax#: [REDACTED]  
FEIN/SSN#: [REDACTED]  
UI#: No record  
DCCA FILE#: 238578

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

## 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



Steve Evans, Executive Director

January 22, 2026

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

Boys to Men Mentoring Network of Hawaii, Inc..

\_\_\_\_\_  
(Typed Name of Individual or Organization)



\_\_\_\_\_  
(Signature)

Steven A. Evans

\_\_\_\_\_  
(Typed Name)

Rev 8/30/23

\_\_\_\_\_  
January 22, 2026

\_\_\_\_\_  
(Date)

Executive Director

\_\_\_\_\_  
(Title)

5Application for Grants

## **SECTION 42F-102 : Public Purpose**

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

**(1) The name of the requesting organization or individual:**

Boys to Men Mentoring Network of Hawaii, Inc. (BTMH)

**(2) The public purpose for the grant**

Boys to Men Mentoring Network of Hawaii's J-group mentoring program and our supplemental programs, Adventure Weekends, Rite of Passage, and outings, will create safer schools and communities and stronger families by redirecting the delinquent and high-risk behavior of male teens into becoming socially and emotionally accountable and responsible with skills to create a positive trajectory into adulthood. Boys are referred by school staff, parents, and the boys themselves. BTMH programs serve as an intervention as boys seek a safe place to belong, be heard, and be seen, and to build healthy adult relationships. Our programs directly address behavioral health, a social determinant, and the lack of social support through our BTM communities of men and boys. BTM circles provide the behavioral support boys need, with mentors and peers present weekly to provide consistent mentoring and social-emotional support.

**(3) The services to be supported by the grant**

This grant will support BTMH's core operations J-group mentoring Program, Adventure Weekends, Rite of Passage, and group outings. To successfully implement our programs, funding will be used towards expenses to support the organization's core operations and program delivery, including fundraising expenses, mileage, advertising and outreach, licenses and fees, legal and service fees, office mentor training and gatherings, data management, transportation, stipends, and insurance, fundraiser expenses, bank and service fees, taxes, website & internet, office and general admin.

**(4) The target group**

Our BTMH Group Mentoring program addresses social determinants through informal group discussions, including stressors that can negatively impact boys' mental and behavioral health. BTMH's target group consists of disadvantaged, underserved male youth, ages 12-17, who experience stressors including incarceration of a parent, dysfunctional family life, unemployment of a parent, absence of a father or mentor, neglect or abuse, family member substance

abuse, and low socioeconomic status. Boys we serve often act out and engage in delinquent behaviors, including acting out at school or home, being involved in violent behaviors or gang activity, or substance abuse disorder.

**(5) The cost of the grant and the budget**

The project will cost \$311,210, and the total budget requested from the Hawaii State Grant in Aid is \$75,000.

BTMH aligns with the State of Hawaii's goals by creating mentoring circles that provide a vital safety-net service for boys facing academic, behavioral, and emotional challenges — especially those from ALICE and single-parent households. We will create impact by expanding our program and increasing access to consistent, culturally grounded support for boys who otherwise would not receive it.

**2025 STATE OF HAWAII GIA  
OPERATING GRANT  
APPLICATION**

Prepared by: Boys to Men Mentoring Network of Hawaii

## Application for Grants

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

### **I. Certification – Please attach immediately after cover page**

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

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

See attached Hawaii Compliance Express Certificate dated January 11, 2026

#### **2. Declaration Statement**

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

See attached Declaration Statement signed by BTMH Executive Director

#### **3. Public Purpose**

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

See attached statement indicating BTMH's compliance with Section 42F-102, Hawai'i Revised Statutes.

### **II. Background and Summary**

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

- 1. A brief description of the applicant's background;**  
Boys to Men Mentoring Network of Hawai'i's mission is to recruit, train, and support men from our local communities who guide boys to become the

empowered and compassionate partners, fathers, and leaders our communities need. Boys to Men Mentoring Network of Hawaii, located on the Hawai'i Island, was created by a group of men who saw keiki kāne's social-emotional and mentoring needs. Our mentoring programs are experience-based, created in 1996 by Boys to Men in San Diego, California. We began our first mentoring group with a circle of 12 boys at the Waimea Middle Public Conversion Charter School on the Big Island. Today, we meet the social-emotional and group mentoring needs of 130 boys, ages 12-17, on the Big Island, Kaua'i, O'ahu, and Maui. All our programs are offered at no cost to boys and their families.

Currently, we work with 13 school partners, including Title I schools that serve disadvantaged and low-income students who qualify for free or reduced lunch. Our program is in high demand as schools lack the resources to meet boys' social-emotional and mentoring needs. BTMH programs provide a safe space for male adolescents to develop leadership and communication skills, identify and overcome social-emotional barriers that prevent them from meeting their goals, and build self-esteem.

BTMH positively impacts male teens' lives through our four programs:

**J-group mentoring program:** BTMH J-group mentoring circles comprise 2-4 mentors and 10-12 boys. Our weekly group mentoring program builds strong bonds of trust between mentors and peers. **Boys to Men (BTM) gets to the core of why boys feel sad, depressed, overwhelmed, frustrated, or angry.** The bonds between mentors and boys create freedom for boys to share their behavioral health challenges, their family's needs, and stressors, including financial stress, food insecurity, and the risk of homelessness. We support boys by working closely with our school partners to link them with community organizations to serve their needs beyond our scope.

Our programs directly address behavioral health, a social determinant, and the lack of social support through our BTM communities of men and boys. BTM circles provide the behavioral support boys need, with mentors and peers present weekly to provide consistent mentoring and social-emotional support.

**Adventure Weekend and Rite of Passage:**

Boys will be invited to participate in our supplemental programs, day trips, Adventure Weekends, and Rites of Passage Weekends. Boys take a deeper dive and reflect on where they are now, how did they get there, what goals they want to achieve in their future, and what is preventing them from meeting those goals.

BTMH hosts these offerings to provide boys an opportunity to strengthen their bonds with mentors and peers, practice their communication skills, and build their self-esteem and leadership skills. Our AW program incorporates Hawaiian culture as part of the program.

**Mentor training:**

Trained and screened intergenerational mentors create a safe space by sharing their mistakes, their consequences, and what they learned. Mentors then encourage boys who are often shy to open up, find their voice, and trust their peers and mentors as weeks pass. Angry and frustrated teens learn to regulate their emotions, solve problems, and make healthy decisions. A tenet of our program is that mentors avoid telling boys what to do. Mentors are trained not to “fix” boys but to be active and empathetic listeners, to guide boys in exploring solutions to their challenges, and to help them find the answers within themselves. BTM equips boys with the tools they need to deal with issues at home, indirectly addressing the violence at home.

**2. The goals and objectives related to the request;**

We seek to partner with the State of Hawai'i in Fiscal Year 2026-2027 to create vibrant and healthy BTMH communities that provide the opportunity for 228 male teens to connect with peers and trained male mentors to meet their social-emotional and mentoring needs through our group mentoring programs.

This goal will be achieved through the following objectives:

- **200-228 boys will participate in weekly BTMH group mentoring programs.** The program will increase its impact by expanding from 13 to 19 circles, adding six new schools across the Big Island, Maui, Kaua'i, and O'ahu. Participants will attend 32 or more BTMH J-group mentoring circles in the 2026-2027 school year.
- **Build boys' social-emotional, resiliency, decision-making, and communication skills.** By connecting weekly with male teens and their peers, mentors engage boys in weekly candid discussions where mentors share their own past mistakes, how they dealt with them and what they learned. J-groups provide male teens with the opportunity to express their feelings, fears, and frustrations in a non-judgmental space. Mentors are trained to avoid telling boys what to do but rather explore with them possible solutions, guiding boys to identify the solution within themselves, while reminding boys they are not alone in their adolescent journey.

- **Offer opportunities for boys to learn leadership, personal and academic goal-setting skills.** BTMH invites boys to participate in our Adventure Weekends where they learn teamwork, leadership skills, and increase their self-confidence as they explore what kind of man they want to become. Upon completing an Adventure Weekend, boys become Journeyman, a leadership position in our program. In this role, boys learn to choose discussion topics, co-lead J-group discussions, and develop accountability and responsibility. In addition, Journeyman attend Rite of Passage where they assist with weekend activities and are recognized as a leader. This event provides boys to reflect and dive deeper into the barriers preventing them from meeting their goals. Boys have breakthroughs while being supported by their peers and trained male mentors and experience a Rite of Passage ceremony, often used by cultures to welcome boys into manhood. We will conduct goal-setting activities to encourage male teens to set and meet their personal and academic goals during J-group and weekend events.
- **Intergenerational engagement with 36 new screened and trained mentors and 78 current mentors.** Screened and trained mentors are mobilized throughout the Hawai'i, Maui, Kaua'i and O'ahu islands to deliver and connect with male teens at local public schools. We work with mentors from diverse backgrounds including our local kupuna. Mentors will learn our BTMH group mentoring curriculum, best practices of group mentoring, group dynamics, facilitation, and safety.

**3. The public purpose and need to be served:**

Boys to Men Mentoring Network of Hawai'i (BTMH) is working to address the public need of a growing boy crisis affecting communities across the state. After more than 13 years working with adolescent males, our staff and mentors consistently observe deep anger, confusion, and emotional isolation—especially among boys growing up without positive male figures. These challenges are most acute for Native Hawaiian, Pacific Islander, and other high-need students who face significant academic, social, and economic barriers. Boys seek a safe place to belong, be heard, be seen, and have healthy peer and adult relationships.

Mental health concerns are rising among youth. The 2023 Hawai'i Youth Risk Behavior Study reports that 34.9% of youth experience prolonged depression, and fewer youth report having a trusted adult to talk to. BTMH meets this need at school, where boys feel safe and in a familiar environment.

The pandemic continues to have a tremendous negative impact on our youth, including male teens. More and more teens are experiencing post-pandemic mental health issues, according to the Honolulu Civil Beat ([As Mental Health Crisis Worsens In Hawaii, Psychiatrist Shortage Takes Heavy Toll On Kids - Honolulu Civil Beat](#)). Mentors are trained to create a dialogue with boys to share what is going on, allowing mentors to get to the core of boys' trauma, fears, frustrations, and acting out at home or school. Our mentors walk alongside boys as they share their stories and pain; we provide the safe support they need when they have breakthroughs and share in their victories when they overcome challenges and reach their personal and academic goals.

Boys across Hawai'i experience persistent achievement gaps and chronic absenteeism that place them at higher risk for disengagement and long-term adverse outcomes. Hawai'i DOE 2024–2025 Language Arts data shows Pacific Islander and Native Hawaiian boys performing far below their White peers: 25% and 39% at Kealakehe Intermediate on the Hawai'i Island (vs. 60% for White students); 26% and 46.7% at Kapa'a Middle on Kaua'i (vs. 61%); 49% and 39% at Maui High (vs. 78%); and at Jarrett Middle on O'ahu, only 26% and 35% (vs. 94%). Low literacy affects comprehension across all subjects and contributes to low confidence and self-esteem.

Attendance disparities further compound these gaps. DOE's Strategic Plan tracks students attending school 90% of the time. High-need students (economically disadvantaged, special needs, English learners) consistently lag behind: 59% at Baldwin High on Maui (vs. 77% for non-high-need), 72% at Kaiser High (vs. 85%), 72% at Kaua'i High on O'ahu (vs. 82%), and 64% at Maui High (vs. 79%). Missing school means missing critical academic and social-emotional foundations. Without education, students are less likely to break out of poverty.

Many boys carry adult responsibilities, suppress emotions, and lack safe spaces to express themselves. In Hawai'i, 21–25% of youth live in single-female-led households, according to Hawai'i Health Matters. Among the boys we serve, that number rises to **75% without a father figure at home**. Single mothers may need sons to help with siblings as she struggles to meet basic needs, reflected in ALICE rates for single-female households: 85% in Hawai'i County, 73% in Honolulu, 76% in Kaua'i, and 89% in Maui. The proportion of ALICE households in Maui County surged by 9 percentage points since 2022, reflecting challenges compounded by the August 2023 wildfires.

Research supports the idea that boys need healthy adult relationships today and that our BTMH community of peers and caring mentors is needed (CASEL). Per the CDC having a parent leave the home permanently can cause trauma in a child's life, just like having an incarcerated or physically abusive parent. Nationally, data from the Fatherhood Initiative shows these youth are **47% more likely to grow up in poverty, 200% more likely to drop out of school, and 279% more likely to carry weapons**. Left unaddressed, these realities play out in boys' behaviors—withdrawal, anger, confusion, and academic disengagement. BTMH meets boys' need for healthy adult relationships and a safe place to share their challenges, fears, and thoughts.

Financial hardships are impacting male teens and their families. The Hawaii Star article indicates that, according to the US Census Bureau, goods are more expensive due to significantly higher shipping costs to Hawaii than to other states. The cost of housing is higher, too. Per the Hawai'i Community Health Needs Assessment (CHNA), Hawai'i's high cost of living outweighs their salaries, forcing families to make difficult choices, including paying rent or buying food for their children (p. 23). Per the 2022 ALICE in Hawai'i report by Aloha United Way (<https://www.auw.org/auw-alice-report-2024/>), 27% of households statewide worry about being forced to move within a year, a figure that jumps to 41% for ALICE households.

These stress factors are intensified by Hawai'i's high cost of living, housing instability, absent or inconsistent fathers, and exposure to substance abuse or violence in some communities, placing boys at higher risk for dropout, justice system involvement, and underemployment. Without intentional intervention, these factors increase, creating a downward spiral in the lives of boys. Our model incorporates elements of indigenous Hawaiian mentoring practices alongside evidence-based approaches to social-emotional learning. Culturally grounded, values-based mentoring provides a critical protective factor—offering boys consistent guidance, positive masculinity, and a sense of belonging that supports academic success, personal growth, and long-term resilience.

There are several cost-benefits to our program. As stated, many of the male teens we serve are boys involved in delinquent behavior, including higher absenteeism, truancy, and suspensions. Researchers found that ... [children who attend schools with high suspension rates are significantly more likely to be arrested and jailed as adults. The study showed "...that early censure of school misbehavior causes increases in adult crime – that there is, in fact, a school-to-prison pipeline (Study Confirms School-to-Prison Pipeline). The cost to Hawaiian

residents for incarceration is \$92,933 per individual per year (How much do states spend on prisoners? | USAFacts). BTMH's cost to provide boys with our program is \$1,478 for one year. The State of Hawai'i's investment in our program means an investment in boys, communities, schools, and families, where boys' mentoring needs are met, and they are empowered to meet their academic and personal goals.

Boys to Men Mentoring Network of Hawai'i is addressing the boy crisis by intervening with something deceptively simple, but profoundly impactful: consistent, caring mentorship. Per The Chronicle of Evidence-Based Mentoring (New study assesses the longitudinal impacts of mentor role on youth outcomes – The Chronicle of Evidence-Based Mentoring) found that "Youth who report prosocial relationships with natural mentors show increased social and academic success and life satisfaction." For 13 years, BTMH has addressed the boy crisis with consistent, caring mentorship rooted in the Listen, Accept, and Encourage framework. Mentors model vulnerability and guide boys to find solutions within themselves.

BTMH's model—delivered through trained male mentors and long-standing school partnerships—offers a proven, relational approach to supporting boys at a critical stage of development.

BTMH is more than a program; it is a lifeline for boys navigating adolescence without the guidance they need. Schools lack the resources to identify the core reasons why boys act out, engage in delinquent behavior, or isolate themselves from others. This partnership will help us expand that lifeline across the islands, reaching hundreds more boys who are ready to be seen, heard, and empowered.

By partnering with the State of Hawaii, together we will build communities of accountable, respectful, and caring young men of integrity who have a shared responsibility for the future. We achieve this vision by recruiting, training, and supporting adult mentors who deliver our program, including culturally enriched programming.

**4. Describe the target population to be served.**

Through this grant BTMH will serve:

- 200-228 male teens, ages 12-17, residing on the islands of Hawai'i, Maui, Kaua'i, and O'ahu.
- Boys we serve come from a diverse ethnic background: 33% Native Hawaiian or other Pacific Islander, 25% Two or more races, 25% White, 17% Other.

- Priority given to boys experiencing social, emotional, academic, or behavioral challenges, or those lacking positive male role models. Approximately 75% of boys we serve live in families that are low to middle-income families. Boys we serve experience various stressors—economic hardship, housing instability, absent fathers, and exposure to community violence. These stressors place boys at higher risk for dropout, justice system involvement, and underemployment. Without intervention, these patterns persist across generations.
- Referrals come from school counselors, teachers, administrators, families, peers, and self-referring male teens.

**5. Describe the geographic coverage.**

BTMH will expand our program by partnering with six new school partners, including two on the Big Island, two on Maui, one on O’ahu, and one on Kaua’i. We will collaborate with Mālama Mentors in Honolulu, Oahu, to strategically expand our program, targeting high school students, while Mālama Mentors targets middle school students.

We will focus program implementation in the communities of on O’ahu island in Honolulu and West O’ahu, on the island of Maui in Kihei, on the island of Kaua’i, Lihue, and Kapaa.

We will continue serving the group mentoring needs of male teens, working closely with the following school partners:

Hawai’i Island

- Pahoia INT
- Malamalama Waldorf School
- Honoka’a HS
- Kohala MS
- Kohala HS
- Waimea MS
- Waikoloa MS
- Konawaena MS

Kaua’i

- Alaka’i O Kaua’i (2 Groups)
- Chiefess Kamakahahei MS

O’ahu

- Jarritt MS

Maui

- Hawai'i Technology Academy-Kīhei

### **III. Service Summary and Outcomes**

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

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

Scope of Work: Boys to Men Mentoring Network of Hawai'i (BTMH) will deliver weekly in-school group mentoring ("J-groups") for 228 boys ages 12–17 across partner schools on the islands of Hawai'i, Maui, Kaua'i, and Oahu. Supplemental programs, Adventure Weekends, Rites of Passage, and outings will be used to engage male teens.

The project will focus on sustaining the current program sites and expanding our program on the islands of Hawai'i, Maui, Kaua'i, and O'ahu. We will provide a safe, structured, culturally grounded space where boys can build emotional resilience, communication skills, accountability, and healthy relationships with trained adult male mentors.

#### **Network and Partnerships**

BTMH's network of partners and collaborations is vital to sustaining and expanding our program. Boys seek to connect with their peers and caring BTMH mentors. We are thankful to the Atherton Foundation for its continued support. Together, we can provide this network of mentors to our keiki kāne and help them build the healthy adult relationships they seek. By mobilizing our mentors, they can form strong bonds with BTMH male teens, walking alongside them and equipping them with the decision-making, leadership, and goal-setting skills to create a positive trajectory into adulthood while knowing they are not alone. With our strong school partnerships, we can provide a safe meeting space and work together to identify boys' needs and support their success in school. Working with school liaisons and staff, we help each boy create the best academic and program experience while keeping abreast of any school issues, boys' academic performance, behavioral incidents, family stress factors, or specific needs beyond our scope.

We continue to seek new strategic community collaborations on the islands as

we expand our program. We recently formed a new partnership with Malama Mentors to work together, targeting Honolulu schools with our programs to complement each other and reach distinct age groups. We also created a new collaboration with the Chamber of Commerce in Honolulu through a grant and volunteer programming. We are exploring Chamber members to assist us in delivering our program through newly trained mentors, and will provide volunteer assistance at upcoming fundraising events.

The following activities will be implemented, aligned with the State of Hawaii Grants in Aid purpose and priorities, to provide services to economically and/or socially disadvantaged populations.

### **BTMH'S Core Program Approach and Activities:**

#### **A. Weekly In-School Group Mentoring (J-Groups)**

- Facilitate 60–90 minute mentoring circles during the school day.
- Groups of 8–12 boys per circle.
- Led by 2–3 trained adult male mentors.
- Curriculum includes:
  - Social-Emotional literacy
  - Communication and conflict resolution
  - Accountability and integrity
  - Healthy masculinity
  - Exploring Hawaiian culture and place-based values
  - Peer support and leadership development

#### **B. Mentor Recruitment, Training & Support**

- Recruit 36 new volunteer mentors across Hawai'i Island, Maui, Kaua'i, and O'ahu.
- Provide initial mentor training (8–12 hours) covering:
  - Trauma-informed practices
  - Youth development
  - Facilitation skills
  - Cultural humility
  - Safety and reporting protocols
- Offer ongoing monthly mentor support circles and professional development.

#### **C. School & Community Partnerships**

- Coordinate with school administrators, counselors, and teachers to schedule J-groups and identify boys who would benefit.
- Engage families through communication and check-ins

- Collaborate with community organizations and cultural practitioners to enhance programming.
- Work with Mālama Mentors to strategically expand program in Honolulu, O’ahu

#### **D. Supplemental Youth Experiences**

- Provide supplemental programs and outings:
  - Adventure Weekends
  - Rite of Passage
  - Service projects
  - Cultural learning experiences
  - Outdoor activities
- Weekend activities reinforce J-group discussions, provide opportunities for boys to practice new skills, and deepen boys’ connection to mentors, peers, community, and culture.

**The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request.**

#### **Expected Results and Measurement**

- **Improved School Engagement:** 75% of participants will show improved attendance, behavior, & academic performance. *Measurement:* Quarterly school record reviews and teacher assessments. Helps improve boys’ self-confidence & school participation.
- **Enhanced Emotional Well-being:** 80% will demonstrate growth in emotional regulation, conflict resolution, & help-seeking. *Measurement:* Pre/post Strengths and Difficulties Questionnaire; interviews with boys, families, & staff. Benefits boys by improving social-emotional skills and relationships with peers & family.
- **Reduced Risk Behaviors:** Participants will exhibit 40% lower rates of substance use & hostility than peers. *Measurement:* Youth Risk Behavior Survey

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

#### **Timeline (July 1, 2026 to June 30, 2027)**

##### **2026 MONTH/ACTION**

##### **July**

- Recruit/train 15-20 additional mentors

- Follow-up meetings with 13 established and 3 new school administrators to resume program for 26-27 school year
- Evaluate Youth Survey data to obtain program results and boys' progress and baseline

### **August**

- Host mentor training for 15-20 mentors for 26-27 school year
- Resume weekly meetings at 13 schools with 104-156 boys and 52-78 mentors at established schools
- Commence weekly meetings at 3 new schools with 24-36 boys and 15-20 mentors

### **September**

- Hold 13 weekly meetings with 104-156 boys 52-78 mentors at established schools
- Hold 3 weekly meetings with 24-36 boys and 12-18 mentors at new schools
- Distribute Youth Survey; track data
- Follow-up mtgs. w/3 new school staff to discuss program implementation

### **October**

- Hold weekly mtgs. at 16 schools, with 128-192 boys and 64-96 mentors
- Continue weekly circles; ongoing data tracking
- Follow-up mtgs. w/3 schools' counselors/administrators to discuss the program & male student needs)

### **November**

- Hold weekly mtgs. at 16 schools, with 128-192 boys and 64-96 mentors
- Recruit/train 15-20 additional mentors; conduct school/mentor check-ins
- Distribute surveys
- Host quarterly outing for 128-192 boys & 64-96 mentors

### **December**

- Hold weekly mtgs. at 16 schools, with 128-192 boys and 64-96 mentors
- Follow-up mtgs. w/school liaisons to discuss participant & program progress

## **2027**

### **MONTH/ACTION**

#### **January**

- Hold weekly mtgs. at 16 schools, with 128-192 boys and 64-96 mentors
- Hold 3 weekly meetings with 24-36 boys and 12-18 mentors at new schools
- Host AW for 30 boys and 20 mentors in Waipi'o Valley on Hawai'i Island

#### **February**

- Hold weekly mtgs. at 19 schools, with 152-228 boys and 76-114 mentors
- Administer Youth Survey at 3 new schools with 24-36 boys for baseline data

### **March**

- Hold weekly mtgs. at 19 schools, with 152-228 boys and 76-114 mentors
- Host AW for 30 boys and 20 mentors in Kaua'i

### **April**

- Hold weekly mtgs. at 19 schools, with 152-228 boys and 76-114 mentors

### **May**

- Hold weekly mtgs. at 19 schools, with 152-228 boys and 76-114 mentors
- Track data; gather feedback from schools, mentors, and families
- Administer surveys at 19 schools to 152-228 boys

### **June**

- Hold Rites of Passage Weekend
- Contact school liaisons to obtain school data
- Evaluate Youth Survey data to obtain program results and boys' progress on goals
- Follow-up mtgs. with 19 school administrators to resume program for 27-28 school year

### **July**

- Plan Mentor training for 15-20 mentors for 27-28 school year
- Report program progress to the State of Hawaii community supporters

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

BTMH utilizes program measurement processes involving program and administrative staff, mentors, and our contracted program evaluator, John Harris to ensure quality assurance. Mentors obtain and record program data, and our administrative assistant collects the data for our contracted program evaluator, John Harris, provided by a [MENTOR.ORG](https://www.mentor.org) grant. Our program evaluator reviews the data, interprets it, and provides correlations and program results.

Our plan is to evaluate and measure our program using a mixed-methods design that combines quantitative data (e.g., Youth Behavioral Risk surveys, school records, group attendance logs) and qualitative insights (e.g., interviews, peer reflections). Boys actively participate in the evaluation process, ensuring youth voice drives program refinement. Annual impact reports are shared with our community of funders, schools, mentors, and staff. Mentor training will be evaluated by Mentor training records, surveys, and mentor feedback.

Evaluation results will be used to improve our program, boys' experience, and mentor experience by identifying program gaps, strengths, and weaknesses.

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

Our measures of effectiveness:

- Number of BTMH participants: 152-228 male teens
- Number of screened and trained mentors: 76-114
- Number of mentor trainings: 2
- Number of supplemental program events, including Adventure and Rites of Passage Weekends : 3
- Number of circles to be created: 6
- Number of established circles to resume 13

**IV. Financial**

**Budget**

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

See BUDGET section for the required budgets.

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	TOTAL GRANT
\$80,000	\$100,000	\$75,000	\$81,206	\$336,206

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

BTMH aims to seek funding from the following sources in the fiscal year 2027: Grant funding from State of Hawai'i GIA (\$50,000), County of Hawai'i GIA (\$50,000), Contingency Relief Fund Hustace (\$2,500), County of Honolulu GIA (\$50,000), fundraising events (\$65,000), individual donations (\$25,000), and various corporate and community foundations (\$102,000).

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

BTMH has not received any state or federal tax credits in the past three years.

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

BTMH has received one County of Hawai'i Grants in Aid in 2024 for \$50,000.

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

Our unrestricted current assets as of December 31, 2025 are \$12,299.66

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

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

For over 12 years, BTMH has created safe, reliable mentorship communities where keiki kāne can speak without judgment, develop emotional resilience, and strengthen their decision-making, communication, and leadership skills. Our program supports academic and behavioral growth while addressing the deeper social-emotional needs

that shape character and long-term well-being.

Our history reflects adaptability and commitment. When the pandemic halted in-person gatherings, BTMH rapidly launched a Virtual Group Mentoring Program to ensure boys had a connection to their BTMH 'ohana. This innovation preserved trust, continuity, and emotional support during one of the most isolating periods in recent history.

BTMH's strength lies in its people. We expanded our board to nine members, including a female board member. Our Executive Director/Co-Founder, Steve Evans, continues to cultivate strategic partnerships. Recent grants and contracts demonstrate our experience and capacity:

- McInerney Foundation: \$8,000
- GN Wilcox Foundation \$10,000
- Chamber of Commerce - Hawai'i: \$10,000
- County of Hawai'i (2023 & 2024) for \$50,000 each year
- Hawaii Community Foundation (West): \$10,000
- Hawaii Community Foundation (East) \$5,000
- Hawaii Community Fdtn - Community Grant: \$10,000
- IMA Fund \$10,000
- First Insurance Charitable Foundation \$5,000

We strengthened our staffing by adding experienced contract team members: Cody Nance (Hawai'i Coordinator), Przemysław Grzybowski (O'ahu Island Coordinator), and Yanhua Guan (Administrative Assistant). We aim to add a Program, Kaua'i and Maui Coordinators and mobilize trained Lead Mentors and mentors.

Our proven track record, sustainability strategies, community partnerships, and cultural grounding ensure that BTMH remains a trusted space where boys grow into men of integrity, compassion, and purpose. Our existing Boys to Men program has demonstrated significant impact since its inception in 2013. We've connected more than 2000 boys throughout the years with caring male mentors, provided them with a transformational experience, and found new dreams and goals. We have engaged numerous community volunteers through our golf tournaments, J-groups, outings, and weekend events.

BTMH has a strong record of growth and impact:

- **2024–2025:** Served **115 boys** across four islands with **47 mentors** in ~300 weekly sessions (3,000 mentoring hours). Trained **23 new mentors**.
- **2023–2024:** Served **72 boys** on Hawai'i Island and Kaua'i.

- **2022–2023:** After returning to Waimea PCS post-pandemic, BTMH boys saw a **77.8% drop in behavioral referrals** and **40% reduction in absences**, with GPAs above 3.0.
- **2021:** Launched Virtual Mentoring Program during school closures.
- **2013–2019:** Expanded from one school to five, serving 12 to 67 boys annually; launched Rites of Passage and Adventure Weekends; trained dozens of mentors across islands.

Recent milestones include launching our first O’ahu school-based group at Jarrett Middle School, forming new circles on Maui and Kaua’i, collaborating with Mālama Mentors, and hosting our first statewide Rites of Passage Weekend in 2025 for 13 young men and 15 mentors. We recently hosted our Rite of Passage for 29 boys and 15 mentors on the Big Island—this being one of our best weekends where boys took time to reflect, have candid conversations with their peers and mentors, and found hope for a brighter future. Our first Kaua’i Adventure Weekend is planned for March 2026.

### **Impact**

Quantitative results: BTMH served **53%** maintained/improved grades, **34%** improved attendance, and **88%** reduced or avoided behavioral referrals. Qualitative feedback indicates that boys are gaining confidence, improving emotional regulation, and building stronger relationships. One Kaua’i participant experienced such significant growth that his teacher and classmates gave him a standing ovation—he credited BTMH with teaching him respect, responsibility, and the importance of pausing before reacting.

Some of BTMH’s best successes aren’t measured by changes in boys’ grades, attendance, and behavioral referrals. They occur when the boys put into practice what they’ve learned from one another and their mentors. The results are reflected in the choices young men make for themselves, and in their lives going a little more smoothly.

One example of boys’ choices impacting their lives involves a substitute teacher. Our weekly J-Group sessions are a place for mentors to help the boys see a different way to interact with others. For example, the 8<sup>th</sup> graders at Waimea Middle School were being disrespectful toward the long-term substitute, complaining that she was disrespecting them. We challenged them, for just one week, to show her the respect they wanted. The boys took the challenge and returned the next week, smiling and reporting that she was nice. We could see how happy they were to realize that a positive change in themselves can lead to a change in others towards them. This changed the teacher’s and students’ teaching and learning environment, showing how the 12 boys we mentor can influence the school’s culture.

Another example of boys’ choices and outcomes occurred at one of our Adventure Weekends (AW). At an Adventure Weekend, a Waikoloa MS young man (WYM) was

acting out and provoking the young men. Before our next AW, some young men were concerned about WYM's behavior. We wanted to support WYM because he's why we are here, not walking away like others. I met with him; we made agreements and no rules around **our** behavior. We agreed, man-to-man, to support each other and be accountable; we sealed our agreements with a handshake while looking each other in the eye. We also wanted the other young men to know we heard them. We told them of our plan to support WYM and all the YM; we asked them to give WYM a second chance. We supported each young man by assigning mentors to check in with them throughout the AW. The AW was very successful and concluded with an honoring circle. The young men honored each other, and the leader of the young men honored WYM. At the last meeting of the school year, WYM talked about how much he appreciated BTM and how he could express his feelings. We are very proud of how we united and supported WYM and the other young men.

## **2. Facilities**

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

Boys to Men Mentoring Network of Hawaii does not have any facilities to operate the organization, nor to deliver its programs.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

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

BTMH Executive Director oversees the organization's operations and program activities. ED is the lead staff person and public face of the organization. Steve Evans is a co-founder and is responsible for organizational strategy, sustainability, operations, and management in accordance with the mission of Boys to Men Mentoring Network of Hawai'i. He reports to the Board of Directors. Steve Evans, of BTMH, has more than 13 years of experience mentoring male teens and has served as BTMH's Executive Director for the past 3 years. This individual has a proven track record of leadership, fiscal management, and program management. Steve is a sole proprietor and entrepreneur providing consulting services assisting private land stewards in reforesting their lands with species native to Hawai'i. Steve has a Bachelor of Arts degree in biology with a minor in chemistry from the University of Redlands (Redlands, CA).

Master of Science degree from the University of Hawai'i at Mānoa (Honolulu, HI). Steve will supervise all program activities for this project.

Our Administrative Assistant, Yanhua Guan will support our Executive Director, Program Coordinator, Lead Mentors, and mentors in the field. Provide essential support to the Director of Boys to Men Mentoring Hawai'i (BTMMH) in the management and execution of daily operations, program administration, and organizational initiatives. Ensure the smooth functioning of programs, events, communications, and records while maintaining alignment with the organization's mission to empower fatherless and at-risk boys. Yanhua will also be a liaison with parents and school personnel to ensure thorough communication and successful programming at school sites. She will work collaboratively with program staff, mentors, and volunteers. Yanhua will also assist in gathering program data for program evaluation. Yanhua has experience building strong relationships, collaborating with communities, and working with data and reporting.

Our Program Coordinator will be hired during this grant cycle. The Program Coordinator will oversee the program, ensure the safety of participants and mentors, and supervise all island Coordinators and Lead Mentors. He will conduct background screening and deliver mentor training. This position will ensure Youth Surveys are distributed and completed by program participants. The Program Coordinator will work with the Executive Director to build school partnerships, conduct community outreach, and create strategic community collaborations.

Our Hawai'i Island Coordinator, Przemysław Grzybowski, will oversee all programming on the island, including ensuring participant and mentor safety, program delivery, school liaison activities, mentor screening, training, and placement. Przemysław's abilities enhance his oversight of multi-site programming, logistics for Adventure and Rites of Passage Weekends, and mentor team coordination. He is a dedicated mentor, disciplined leader, and mission-driven professional whose combined experience in youth work, military service, and cybersecurity uniquely qualifies him to serve as an Island Coordinator for Boys to Men Mentoring Network of Hawai'i.

Przemysław's military background has instilled in him a strong sense of duty, accountability, and resilience—qualities that translate directly into maintaining safe, structured, and dependable environments for the boys, mentors, and school partners he supports. His service also strengthened his ability to remain calm under pressure, adapt quickly to changing situations, and lead teams with clarity and confidence. In addition to his commitment to youth development, Przemek brings the strengths of an experienced Cyber Security Engineer, including strategic planning, exceptional problem-solving skills, and the ability to analyze and simplify complex challenges.

Kaua'i and O'ahu Island Coordinators will be hired during this grant period. These coordinators will be responsible for overseeing all programming on the island, including ensuring participant and mentor safety, program delivery, school liaison activities, mentor screening, training, and placement.

## **2. Organization Chart**

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

See attached Boys to Men Mentoring Network of Hawai'i's Organizational Chart.

## **3. Compensation**

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

Executive Director - \$60,000  
Administrative Assistant - \$20,000  
Program Coordinator - \$12,000  
Island Coordinators - \$12,000

## **VII. Other**

### **1. Litigation**

**The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.**

Boys to Men Mentoring Network of Hawai'i has no pending litigation.

### **2. Licensure or Accreditation**

**The applicant shall specify any special qualifications, including but not limited to licensure or accreditation, that the applicant possesses relevant to this request.**

Boys to Men Mentoring Network of Hawai'i is a 501c3 nonprofit organization as determined by the IRS. Our EIN# is 46-2253454 and our Hawaii Tax I.D. Number

is GE-155-112-4480-01 . BTMH does not have any other licensure or accreditation that is relevant to this request.

### **3. Private Educational Institutions**

**The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.**

Boys to Men Mentoring Network of Hawaii will not be using any grant funds to support or benefit a sectarian or non-sectarian private educational institution.

### **4. Future Sustainability Plan**

**The applicant shall provide a plan for sustaining after fiscal year 2027 the activity funded by the grant if the grant of this application is:**

**(a) Received by the applicant for fiscal year 2027, but**

**(b) Not received by the applicant thereafter.**

(a) We will continue to serve the mentoring needs of Honolulu boys beyond this grant period. Male teens will continue to need male mentors as they walk through their adolescent journey. Divorce rates continue to increase steadily, often leaving boys without a father in their lives. Schools continue to seek BTMH's assistance due to their limited budgets and resources.

To sustain the program, we will continue working with various school partners and community collaborators to identify boys who seek to belong, be heard, be seen, and be validated. We will sustain this program through referrals from school partners, parents, community collaborators, and boys who self-refer. We will identify new mentors by forming new collaborations through service club presentations, corporate partnerships, community events, and networking. In addition, We are exploring creating a social enterprise to create employment and learning opportunities for boys and to create new revenue for the organization. Our plan is to hire a fundraising coordinator in the future to assist with fundraising efforts and create more community awareness about BTMH on the Big Island, Maui, O'ahu, and Kauai islands.

Our community of supporters and partners recognizes the growing need for our program and the positive impact it is making in the lives of boys, families,

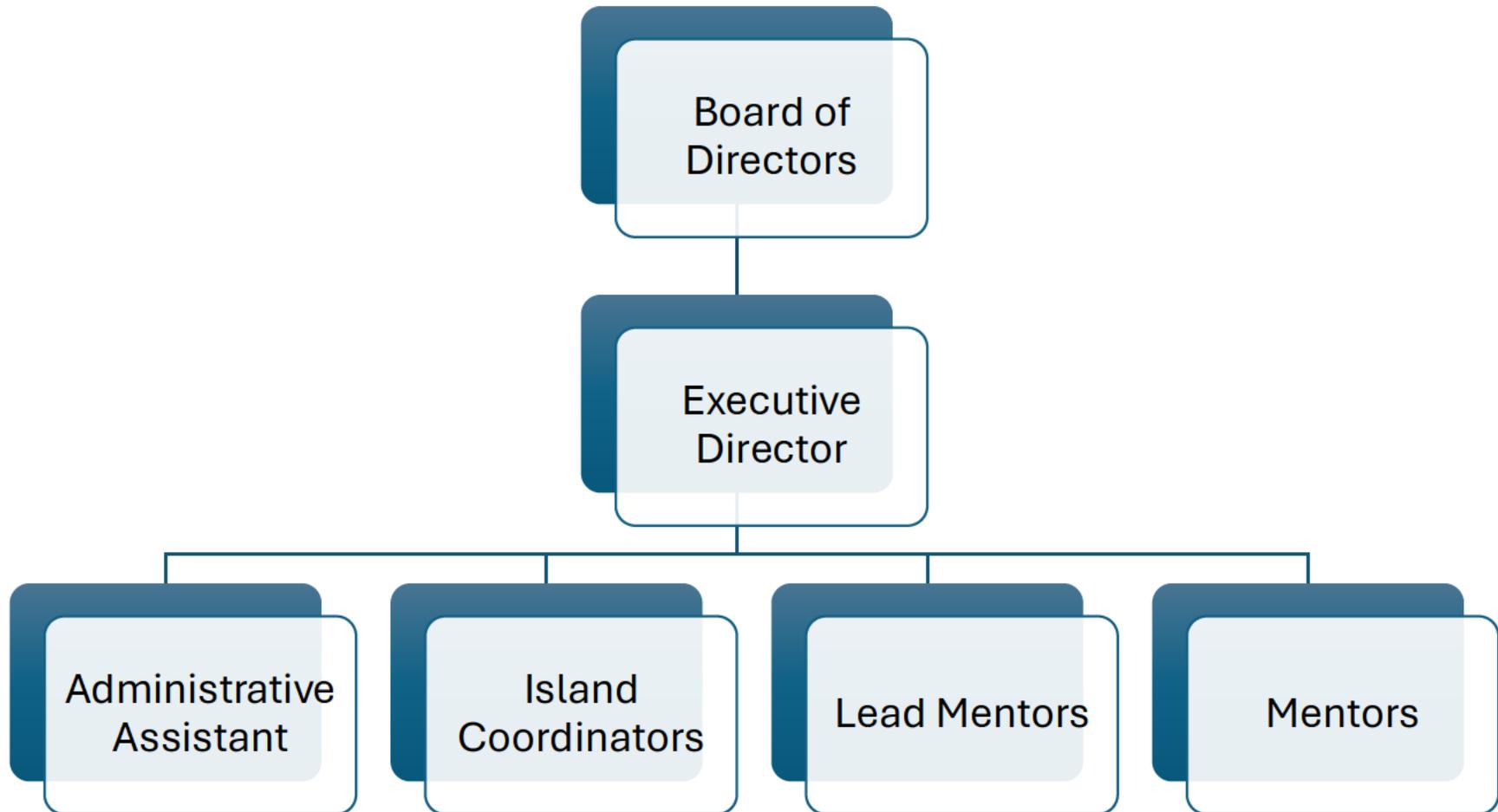
schools, and communities. We will continue working to develop donor and funder relationships to support our program beyond this grant cycle.

BTMH aims to fund its program activities with the County of Hawai'i grant funding in the fiscal year through various grants and fundraising activities, including:

- Community Golf w/auction Goal:\$15,000
  - Charity Walk awarded in Aug/Sep 2026: Goal \$20,000
  - Local/Hawaiian Music Concert w/auction: Goal \$15,000
  - Zoom-a-thon: Goal: \$15,000
  - Endowment: Goal: \$100,000, (to be established)
  - Grant funding goal:\$250,000
- (b) BTMH sustainability plan if we do not receive this grant beyond fiscal year 2027, we will continue seeking strategic partnerships to help us meet our fundraising goals through our fundraising events (Community Golf, Charity Walk, Music Concert, Zoom-a-thon, Endowment, and grants). We are exploring creating a social enterprise to create employment and learning opportunities for boys and to create new revenue for the organization. Our plan is to hire a fundraising coordinator in the future to assist with fundraising efforts and to increase community awareness of BTMH on the Hawai'i Island.

# ATTACHMENTS

# Boys to Men Mentoring Hawai'i Organizational Chart



# BUDGETS

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Boys to Men Mentoring Networ of Hawaii, Inc.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Administrative Assistant	0.25	\$20,000.00	19.55%	\$ 3,910.00
Program Coordinator	0.16	\$12,000.00	19.55%	\$ 2,346.00
Hawai'i Coordinator	0.16	\$12,000.00	19.55%	\$ 2,346.00
Kaua'I Coordinator	0.16	\$12,000.00	19.55%	\$ 2,346.00
Maui Coordinator	0.16	\$12,000.00	19.55%	\$ 2,346.00
O'ahu Coordinator	0.16	\$12,000.00	19.55%	\$ 2,346.00
Executive Director	0.5	\$60,000.00	19.07%	\$ 11,444.40
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>27,084.40</b>

**JUSTIFICATION/COMMENTS:** Admin Assistant (\$3,910: supports mentors, coordinates J-groups, assists w/program, outings, and school/family liaison; Program Coordinator: (2,346): supports ED, oversees Island Coordinators, Lead Mentors, J-groups, outings, Adventure Weekends (AWs), and Rites of Passage (ROPWs). BI/Kaua'i/Maui/O'ahu Coordinators (\$2,346 each): Build school partnerships, deliver programming, organize outings, AWs and ROPWs. Executive Director (\$11,444): Leads organization, strategies, management, operations and fundraising; oversees all mentoring programs, coordinates school relationships, staff, mentors, and events.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

App      Boys to Men Mentoring of Hawai'i

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	27,084			112,917
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>	<b>27,084</b>			<b>112,917</b>
B. OTHER CURRENT EXPENSES				
Fundraiser Expenses	382			2,118
Mileage	180			999
Advertising & Outreach-Operations	191			1,059
Bank & Service Fees	46			254
Legal and Professional Fees	2,931			16,269
Licenses & Fees	99			551
Office/General Admin Expenses	168			932
Taxes Paid	23			127
Website & Internet	427			2,373
Advertising and Outreach	501			1,999
Insurance	701			2,799
Office/General Admin Expenses	100			400
Mileage	561			2,239
J-Group Expenses	150			600
J-Group Meals/Snacks	4,261			17,019
Lead Mentor Stipend	15,219			60,781
Mentor Stipend	12,175			48,628
Mentor Mileage	2,392			9,555
Mentor Gathering	350			1,400
Mentor Training	751			2,999
Adventure Weekend	2,403			9,597
Rites of Passage Weekend	2,403			9,597
Weekend Transportation	1,502			5,998
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>47,916</b>			<b>198,293</b>
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>	<b>75,000</b>			<b>311,210</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	50,000	Steven A. Evans      (808) 987-0121		
(b) Total Federal Funds Requested		Name (Please type or print)      Phone		
(c) Total County Funds Requested	52,500	1/21/2026		
(d) Total Private/Other Funds Requested	382,000	Signature of Authorized Official      Date		
<b>TOTAL BUDGET</b>	<b>484,500</b>	Executive Director Name and Title (Please type or print)		

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Apϫ Boys to Men Mentoring Network of Hawai'i, Inc

Contracts Total:

102,500

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	Contingency Relief Fund Hustace	Pending	Dept of Liquor Control	Hawai'i County	2,500
2	Hawai'i County GIA	application	Dept. of Finance	Hawai'i County	50,000
3	Honolulu C7C GIA	application	Dept of Comm Svcs	Honolulu C&C	50,000
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28					
29		10			Application for Grants

Applicant: Boys to Men Mentoring Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS
N/A	
<b>TOTAL:</b>	

**JUSTIFICATION/COMMENTS:**

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES
N/A	
<b>TOTAL:</b>	

**JUSTIFICATION/COMMENTS:**

Applicant: Boys to Men Mentoring Hawai'i

POSITION TITLE	FULL TIME EQUIVALENT
Administrative Assistant	0.25
Program Coordinator	0.16
Hawai'i Coordinator	0.16
Kaua'i Coordinator	0.16
Maui Coordinator	0.16
O'ahu Coordinator	0.16
Executive Director	0.5
<b>TOTAL:</b>	

**JUSTIFICATION/COMMENTS:** Admin Assistant (\$3,910: Supports mentors, coordinates J-groups, assists w/program, outings, and school/family liaison/communications; Program Coord. (\$2,346): Supports ED, oversees Island Coordinators, Lead Mentors, J-groups, outings, Adventure Weekends (AWs), and Rites of Passage (ROPWs). BI/Kaua'i/Maui/O'ahu Coordinators (\$2,346): Builds school partnerships, delivers programming, organizes outings, AWs, and ROPWs. Executive Director (\$11,444): Leads organization strategies, management, operations & fundraising; Oversees all mentoring programs, coordinates schools, staff, mentors, and events.

# STAFF RESUMES

# Steven A. Evans

46-3875 Pu'aono Road, Honoka'a, HI 96727, (808) 987-0121, Steve.Evans@B2MHawaii.org

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## EDUCATION

Bachelor of Arts degree in biology with a minor in chemistry from the University of Redlands (Redlands, CA). Master of Science degree from the University of Hawai'i at Mānoa (Honolulu, HI) in the Department of Botanical Sciences under the direction of Dr. Kim Bridges. Thesis title: "Alien canopy removal: A possible restoration technique in the partially degraded mesic forest of Pāhole Natural Area Reserve, O'ahu."

## EMPLOYMENT HISTORY

### **Boys to Men Mentoring Network of Hawai'i**

Executive Director, 4/2022 – Present

Oversee the re-establishment of a group mentoring program in middle and high schools in Hawai'i, following the pandemic. Partner with schools and administrations to implement the group mentoring program for 12 boys per school and facilitated by 3-4 mentors. The current programming consists of 10 schools on Kaua'i, Maui, and Hawai'i with 45 mentors serving 101 young men in middle and high school. Oversee the establishment of new programs. Coordinate mentor recruitment, training, and supervision of mentors. Review applications and background checks of all mentors. Track mentors and mentees in databases to include analysis of survey data to assess program effectiveness. Coordinate off-campus activities to include short excursions or weekend-long camping trips for boys and mentors. Write and review grants to fund the operations and programming of more than \$2500,000 budget. Work with grant writer to identify, submit, and report on grants to support operational and program expenses. Coordinate fundraising to include celebrity and community golf events. Ensure all policies and safety procedures are followed to ensure the safety of the boys and mentors.

### **Hawai'i Native Forest Restoration, LLC**

Owner, 2/2021 – Present

Assist private land stewards in reforesting their lands with species native to Hawai'i. Assist land stewards in determining best funding options for projects to include self-funding, State and Federal cost-sharing programs. Plan, budget, and implement management of non-native and invasive species, site preparation, irrigation, outplanting and follow-on maintenance.

### **Colorado State University, Center for Environmental Management of Military Lands, Pōhakuloa Training Area**

Natural Resources Specialist, 10/2019 – 3/2022

Prepared species profiles of federally listed Endangered and Threatened as well as uncommon species found on the installation. Prepared plans and standard operating procedures for document and GIS data preparation/acquisition and storage to include naming conventions and file structure. Assisted with reporting of collection and propagation activities in compliance with the Recovery Permit issued by the US Fish and Wildlife Service. Conducted collections and prepared a collection report of specimens for genetic determination of species present on the installation of *Portulaca sclerocarpa* and *P. villosa*. Determination was necessary for management purposes and Section 7 Consultations with the US FWS. Conducted surveys to locate federally listed species outside of large-scale fence units in support of Section 7 Consultations with the US FWS. Primary author of publication describing a species of *Tetramolopium* that had been located on the installation in the 1990's. The publication was a collaboration with co-authors from Colorado State University, University of Hawaii at Mānoa and US Department of Agriculture.

## Steven A. Evans

46-3875 Pu'aono Road, Honoka'a, HI 96727, (808) 987-0121, Steve.Evans@B2MHawaii.org

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Botanical Program Manager, 9/2003 – 10/2019

Ensured the Army's training mission at Pōhakuloa Training Area (PTA), Island of Hawai'i, was maintained through compliance with federal, state, and Army regulations related to the management of federally listed plant and animal species under the Endangered Species Act. Provide programmatic oversight of the Botanical Program to include program planning, budget development, and personnel management. Participated in the preparation of documents and consultations for Environmental Impact Statements and Assessments as well as Biological Assessments in support of the Army's responsibilities under the National Environmental Policy Act and Endangered Species Act. Provide technical assistance to the Army Biologist and PTA Command Group to aid in compliance with environmental laws. Manage databases, data analysis, GIS, and report production. Conduct briefings for military personnel, state and federal representatives, and important dignitaries. Present the Army's conservation program at local and national conferences. Prepare written documents in the form of memos, management plans, and annual reports. Manage budgets and work plans and supervise personnel to develop and implement programs to satisfy the conservation measures identified in the Biological Opinions issued by the U.S. Fish and Wildlife Service.

Accomplishments: Provided guidance in the growth of the Natural Resources Office from a staff of 4 to a program of more than 50 personnel that are involved with all aspects of the management of native and federally listed animal and plant species. Contributed to the Section 7 Consultations to develop Biological Assessments that were the basis of the Biological Opinions issued by the US Fish and Wildlife Service. Implemented a comprehensive monitoring program for listed plant species. Design and implemented large-scale weed control around listed plant and their habitat. Identified areas and designed alignments for the construction of large-scale fence units to protect listed plant and animal species and approximately forty thousand acres of listed species habitat. Designed and implemented a fuel break system of 60 kilometers to reduce the wildfire threat to listed plant and animal species and their habitat.

The Natural Resource Office's success was acknowledged through the Army being awarded the 2006 U.S. Fish and Wildlife Service's Military Conservation Partner award.

### PUBLICATIONS

Evans SA, NE Hastings, M Yorkston, CW Morden, LR Tembrock (2024) *Tetramolopium stemmermanniae* sp. nov. (Asteraceae), a New Species Found at Pōhakuloa Training Area, Hawai'i Island. Systematic Botany.

Morden CW, S Evans, P Horsten, K Kawelo, M Keir, J Kwon, H Oppenheimer, L Schnell, J VanDeMark, M Yorkston (2024) Genetic diversity among populations of endemic Hawaiian *Portulaca sclerocarpa* and *P. villosa* (Portulacaceae) assessed using SRAP markers. Pacific Science.

Questad EJ, JR Kellner, K Kinney, S Cordell, GP Asner, J Thaxton, J Diep, A Uowolo, S Brooks, N Inman-Narahari, SA Evans, and B Tucker (2014) Mapping habitat suitability for at-risk plant species and its implication for restoration and reintroduction. Ecological Applications 24(2).

## Steven A. Evans

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## **Statement of Qualifications**

### **Przemysław Grzybowski**

#### *Boys to Men Mentoring – Island Coordinator*

Przemysław Grzybowski is a dedicated mentor, disciplined leader, and mission-driven professional whose combined experience in youth work, military service, and cybersecurity uniquely qualifies him to serve as an Island Coordinator for Boys to Men Mentoring Hawai'i. His military background has instilled in him a strong sense of duty, accountability, and resilience—qualities that translate directly into maintaining safe, structured, and dependable environments for the boys, mentors, and school partners he supports. His service also strengthened his ability to remain calm under pressure, adapt quickly to changing situations, and lead teams with clarity and confidence.

In addition to his commitment to youth development, Przemek brings the strengths of an experienced Cyber Security Engineer, including strategic planning, exceptional problem-solving skills, and the ability to analyze and simplify complex challenges. These abilities enhance his oversight of multi-site programming, logistics for Adventure and Rites of Passage Weekends, and coordination of mentor teams. His proven capacity to plan, execute, and evaluate mission-focused operations aligns well with BTM's emphasis on safety, consistency, and high-quality program delivery.

Przemek demonstrates strong cross-functional leadership, effective policy awareness, and compliance management—skills that support accurate documentation, adherence to organizational protocols, and clear communication with schools, families, volunteers, and community partners. As a dynamic and enthusiastic communicator, he excels at tailoring his style to individuals, groups, and large audiences, helping him build trust with the boys, motivate mentor teams, and strengthen relationships across the community.

His combined military discipline, technical expertise, and heartfelt dedication to guiding young men through transformative experiences make Przemysław Grzybowski exceptionally well-qualified to serve as a Boys to Men Mentoring Hawai'i Island Coordinator.

## **Yanhua Guan**

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### **Key Skills**

Bilingual in Mandarin Chinese and English with the ability to translate technical and complex information in the fields of engineering and intellectual property law for individuals of differing language abilities and national origins. This includes understanding and explaining the nuances of different legal systems.

### **Educational Background**

#### **University of New South Wales, Sydney, Australia – 2014 to 2015**

Master of Engineering Science, Specializing in Mechanical Engineering, Program of Engineering Science.

Areas of study included: Computer Aided Design / Manufacture, Computational Fluid Dynamics, Fundamentals of Acoustics and Noise, Strategic Manufacturing Management, Automobile Engine Technology, Engineering Project Management, and Mechanics of Fracture and Fatigue.

#### **Language Institution, University of New South Wales, Sydney, Australia – 2014**

Language classes to improve proficiency in the English language in preparation for graduate work in mechanical engineering at the University of New South Wales.

#### **China University of Political Science and Law, Beijing, China – 2004 to 2006**

Bachelor of Law, Department of Law School.

Areas of study included: Civil Law, Contract Law, Criminal Law, Commercial Law, Constitutional Jurisprudence, Intellectual Property Law, Legal History of China, and Private International Law.

#### **Zhongyuan University of Technology, Zhengzhou, China – 2000 to 2004**

Bachelor of Science; College of Mechanical Engineering, Specializing in Machine Design and Automation.

Areas of study included: AUTOCAD Applications, Electrical Engineering Practices, Electronic Techniques, Material Mechanics, Material and Molding Basis of Mechanical Engineering, Mechanical Design, Mechanical Drawing and Design, Mechanical and Electrical Transmission Control, and Mechanical Principles.

## **Professional Certifications**

Patent Attorney Certificate, China – February 2021

## **Work Experience**

### **Boys To Men Mentoring Network of Hawaii**

**Administrative Assistant** – June 2023 to present

Provide essential support to the Director of Boys to Men Mentoring Hawai'i (BTMMH) in the management and execution of daily operations, program administration, and organizational initiatives. Ensure the smooth functioning of programs, events, communications, and records while maintaining alignment with the organization's mission to empower fatherless and at-risk boys. Report directly to the Director and works collaboratively with program staff, mentors, and volunteers.

### **Culpepper IP, LLLC, Kona, Hawai'i**

**Patent Attorney Assistant** – June 2022 to present

Experience in the procedures, policies, regulations, and laws in applying to the US Patent and Trademark Office (USPTO) for patents and trademarks on behalf of US and Chinese clients. Draft responses to USPTO Actions on short time frames. I solicited Chinese clients requiring US trademark and international trademark registration and litigation for patent and trademark infringement complaints. Draft copyright infringement notice to parties in violation of US Copyright Law. My language and legal skills enable me to effectively translate complex legal issues between US Patent Attorney, Chinese attorneys, and Chinese clients.

### **Justice Bureau of Puyang City, Henan Province, China**

**Clerk** – June 2017 to October 2021

Department of Administrative Reconsideration is tasked with the mission of building a law-based government. Administrative reconsideration provides a mechanism for citizens or companies to seek administrative review (mediation) instead of judicial review. Duties included administrative support for the department; ensured policies and procedures are followed in compliance with national laws.

Department of Law Enforcement Supervision conducts semi-annual trainings for the implementation of regional regulations and ensure the departments are in compliance with national laws and regional regulations. Duties included on-site inspection and review of regional compliance and administering training exams.

### **Specialist Oilfield Services K.S.C (SOS), Mina Abdula, Kuwait**

**Technical Translator and Marketing Representative** – June 2017 to June 2019

Specialist Oilfield Services is an international engineering services company that provides engineering support services primarily to the upstream and downstream oil sectors and petrochemical industry. The clients include Sinopec, SNOOC, Schlumberger. Duties included assisting in the installation of oil well blow-out preventers, translated technical requirements, specifications, and standards for English and Chinese speaking staff to ensure appropriate repair of A.P.I. standard threads for drilling pipe and centralizers by Chinese and Kuwaiti workers. Prioritized repairs coordinated repair specifications and repair costs with clients. Provided translator services for upper-level Chinese managers and Kuwaiti clients. Successfully expanded client base through direct marketing activities to include presentations to company executives. My language and technical knowledge enable me to translate for staff and managers at various levels of the organization.

**Chengdu Zhongyuan Zongji Petroleum Equipment Co. Ltd. (CZPC), Chengdu, China**

**Technical Translator** – August 2016 to June 2017

Chengdu Zhongyuan Zongji Petroleum Equipment Co. is a service provider as well as a supplier and manufacturer of machinery and equipment used in the energy industry internationally. Duties included translating technical requirements, specifications, and standards for English and Chinese speaking staff, coordinating repair of A.P.I. Standard threads for drilling pipe and centralizers, and blow-out preventers. Prioritized repairs, coordinated repair specifications, and communicated repair costs to clients. Translated for upper-level Chinese Managers and foreign clients. Assisted with negotiations between CZPC and Specialist Oilfield Services (SOS) for a joint venture in Mina Abdulla, Kuwait.

**Justice Bureau of Puyang City, Henan Province, China**

**Clerk** – November 2007 to February 2014

The Justice Bureau provides legal consultation and mediation services for residents in the areas of marriage, contracts, inheritance, and real property. Duties included the supervision of judicial office branches; informing the public on changes to national laws through public outreach events and distribution of information materials; and coordinated trainings for village leaders on legal issues they may encounter. Assisted recently paroled individual to integrate back into society by providing counseling services to assist in employment, housing, and coordination with the Civil Affairs Department for benefits eligibility.

## **Statement of Qualifications**

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