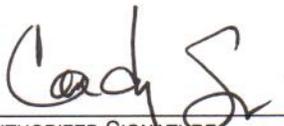
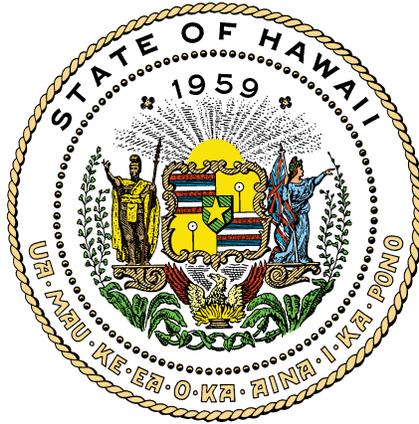


## Application Submittal Checklist

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

 L. Candy Suiso Executive Director 1/16/26  
AUTHORIZED SIGNATURE PRINT NAME AND TITLE DATE



## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

#### SEARIDER PRODUCTIONS FOUNDATION

was incorporated under the laws of Hawaii on 02/12/2013 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 12, 2026

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, 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.

Searider Productions Foundation

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

*L. Candy Suiso*  
(Signature)

*1/16/26*  
(Date)

L. Candy Suiso

Executive Director

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

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

## Application for Grants

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

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

#### **1. Hawai‘i Compliance Express Certificate (If the Applicant is an Organization)**

Attached.

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

SPF is in compliance with Section 42F-103, Hawai‘i Revised Statute. Attached Declaration Statement..

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

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

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

#### **1. A brief description of the applicant's background**

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

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

Marketing/Advertising, all micro, mission-related businesses whose profits are reinvested back into SPWHS.

The relationship between SPWHS and the community is a bond made even stronger each year by the extraordinary accomplishments of the students — who are in turn inspired by the pride they bring to their family, friends and community. The fine reputation earned by these SPWHS students extends far beyond the Wai‘anae coast. It adds to the desire within this community to support the students by wearing the SPWHS brand with pride and respect — respect earned because no one knows better than the people of Wai‘anae that many of these students have had to overcome daunting distractions and challenges in their lives. The simple attribution, Searider Productions at Wai‘anae High School, evokes a strong emotional connection. Now that the pandemic era is all behind us it is our hope that the level of activity can be regained and regenerated with funds raised through our Eduprises as described above.

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

Title: **Olakino Waiwai: Rich in Life** (Olakino represents the life [ola] and body [kino], Waiwai is the ‘ōlelo [Hawaiian language] for wealth or riches)

The purpose of this grant is to nurture students’ emotional stability (HĀ) in our workforce development programs so that they will be healthy, happy and peaceful community contributors. Most, if not all, of the schools in the Nānākuli-Wai‘anae Complex Area (NWCA) cannot provide the time and support to foster student’s HĀ because the schools’ first priority is to close the gap in students’ academic achievement. Searider Productions Foundation (SPF) can provide the experiences and staffing during non-school hours to focus on developing students’ HĀ; students benefitting in better relationships when connecting with people, teaming and leading with confidence, and handling conflict better.

Developing the students’ emotional stability is also important in the job market. For example, during job interviews, an employer evaluates candidates using a holistic framework that places equal weight on emotional resilience, interpersonal competence, creativity, initiative, perseverance, and empathy alongside knowledge and technical expertise. Having emotional stability could be the tipping point, the leading edge, that gives the student the upper hand in getting the job.

This grant will implement the HĪDOE’s Na Hopena A‘o (System of Hawaiian Values) as a framework to support the secondary students in NWCA in becoming healthy, happy, and peaceful community contributors. Nā Hopena A‘o or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey developed

by the State of Hawai‘i Department of Education. The six outcomes of the Na Hopena A‘o (HĀ) statements are:

- **Strengthened Sense of Belonging (‘Ohana - family)**  
I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.
- **Strengthened Sense of Responsibility (Kuleana - responsibility)**  
I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others
- **Strengthened Sense of Excellence (Kūlia - strive for the highest)**  
I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.
- **Strengthened Sense of Aloha (Aloha - empathy, love, mutual respect, harmony)**  
I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.
- **Strengthened Sense of Total Well-being (Olakino maika‘i - healthy lifestyle encompassing physical, mental, and spiritual wellness.)**  
I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the wellbeing of family, ‘āina, community and world.
- **Strengthened Sense of Hawai‘i: (Hō‘ihi [to show reverence, respect, honor, and dignity] Hawai‘i)**  
I am enriched by the uniqueness of this prized place. A sense of Hawai‘i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

These six A‘o outcome statements will be demonstrated and experienced during non-school hours in supervised meaningful activities. Students will demonstrate their leadership skills by coordinating community service activities to support the community ‘ohana. By the conclusion of this grant cycle, students may experience increased

happiness, enhanced creativity, and strengthened relationships with each other as well as members in their community.

**The three major objectives to support the goal of this grant are:**

- Provide students opportunities to participate in activities that help them recognize their emotions, develop emotional management skills, and cultivate empathy towards others, leading to more positive interactions. (Students will strengthen their self confidence and will be able to recognize and handle conflicts more effectively).
- Provide supervised afterschool, weekend, and vacation activities to keep the students safe and engaged in relevant opportunities during non-school hours to strengthen students' self confidence, leadership skills, empathy, resilience, and perseverance.
- Provide opportunities for students to develop their leadership skills and to coordinate and conduct community service activities. (By coordinating and implementing community service activities, students will be practicing HĀ as they interact with their community and build positive relationships. The service activities will give students a platform to exemplify kūlia (excellence) to their 'ohana and school community).

This grant inspires students to envision a brighter future. They will explore their emotions and learn how to interact and connect with others. Through this program, students will acquire essential skills and have access to safe spaces where they can practice managing their emotions, empathizing with others, and cultivating meaningful relationships. By enhancing their emotional awareness, students will be better equipped to reduce stress and anxiety, tackle life's challenges proactively, and foster a sense of overall well-being, striving for olakino maika'i. Ultimately, this will lead to a healthier, happier, and more harmonious community.

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

Last year's grant project, #PaaPono96792 aimed to address the underlying issues that contributed to social disparities and health inequities. Promoting pride in the community encouraged active participation and engagement among the residents - from Keiki to Kupuna. When individuals felt a sense of belonging and ownership over their community, they were more likely to contribute to the renaissance of self and society. The proposed activities focused on health and safety, skill building and accessible resources that promoted overall well-being, thereby empowering individuals to advocate

for themselves and their communities. This empowerment was vital for reducing the negative stigma associated with the 96792 community.

To expand the work started in the last grant, this year's grant is focusing on building students' emotional stability (HĀ) so that they will be able to live a happier, healthier, and more peaceful life on the Leeward Coast of 'Oahu.

Substance abuse, burglary, bullying, and physical violence in the community along with increased unemployment and budget cuts have negatively impacted the Wai'anae and Nānākuli High students and their school communities. According to the 2024-25 HIDOE School Status and Improvement Report, the Nānākuli-Wai'anae Complex Area (NWCA) has the highest rate of Native Hawaiian people in the state with approximately 68% of the population claiming Hawaiian or part Hawaiian ancestry. This population of people live in five Hawaiian Homeland Homesteads along the Wai'anae Coast. Statewide, these homesteads account for 31% of Hawai'i's welfare recipients, 35% of Hawai'i's adult prison population and 50% of its incarcerated juveniles. It is estimated that 10% of the students in the school population are homeless. Approximately, 11.3% of the adults 25 years or older have attained a Bachelor's Degree or higher. Many of our students are first in their families to go to college.

Due to these low economic statistics, for many students, the meal provided at school may be their only source of nutrition for the day. Ensuring they have access to healthy meals, helps meet their basic needs, promoting better overall health and well-being. When students know that meals are provided, they are more likely to participate in after-school programs, summer activities, and field trips. This engagement is vital for their personal and academic development. Feeding students in these programs is not just about providing food; it's about nurturing their growth, ensuring their well-being, and empowering them to thrive academically and socially. Food will be one of the items we will purchase in our supply category.

Food and shelter are fundamental needs for survival, yet numerous families face difficulties in fulfilling them. Many of our students come from unstable backgrounds, with some experiencing homelessness, leaving these essential needs unmet. As a result, they often feel ashamed and conceal their true emotions. Additionally, these students have limited access to resources that could support them because schools are preoccupied with maintaining good standing in the accreditation process set by the Western Association of Schools and Colleges.

Through this grant, SPF has the time and staff to assist the DOE in meeting the emotional stability of our students. The combination of emotional stability and a strong

work ethic is essential, serving as a fundamental basis for fostering a safer, healthier, and economically thriving community. For students to be productive, they must maintain a balanced state of mind. Developing the ability to understand and manage their emotions is crucial for building strong interpersonal relationships, alleviating stress, and effectively solving problems. By cultivating healthy and mindful students, we indirectly support the well-being of their families, which in turn helps create mindful communities, ultimately contributing to a safe, happy, and peaceful ho‘ihi Hawai‘i.

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

The Department of Education, Nānākuli-Wai‘anae Complex Area (NWCA) consists of nine schools: Nānākuli High and Intermediate (NHIS) (grades 7-12), Nānākuli Elementary, Nānāikapono Elementary, Wai‘anae High (WHS), Wai‘anae Intermediate (WIS), Mā‘ili Elementary, Mākaha Elementary, Wai‘anae Elementary, and Leihoku Elementary Schools.

The community of Wai‘anae is composed of over 43,000 residents, of which more than 65% are Native Hawaiian. According to the 2024-25 HIDOE School Status and Improvement Report, 24.4% of Wai‘anae residents had an income below the poverty level, which was 90.0% greater than the poverty level across the entire state of Hawai‘i. Taking into account residents not living in families, 38% of high school graduates and 47.2% of non-high school graduates live in poverty. We specifically target our work to the next generation of community leaders: young people between 13-25. WHS is a 9th to 12th grade, Title I public high school with approximately 1,550 students. NHIS is a 7th - 12th grade, Title I public high and intermediate school with approximately 928 students. WIS is a 7th to 8th grade, Title I public intermediate school with approximately 745 students. 72% are Pacific Islander (59% are Native Hawaiian), and every student along the Leeward Coast receives free breakfast and lunch because NWCA is the only complex area statewide where all nine schools qualify for the Federal Community Eligibility Provision program that provides free Breakfast and Lunch to all students. Many students struggle academically with language arts proficiency at 46.1%, mathematics proficiency at 21.3%, and science proficiency at 11.4%, therefore, much of the school’s priority, emphasis, and funding goes to deliver a stop-gap instructional program in Language Arts, Mathematics and Science.

The target population to be served directly by this grant are the three secondary schools in the Nānākuli-Wai‘anae Complex Area. The current secondary school student population is approximately 3,225 students with 745 students in grades 7-8 and 2,480 students in grades 9-12.

**5. Describe the geographic coverage**

This grant covers the geographical area from Nānākuli to Mākaha on the Leeward Coast of ‘Oahu. It will cover the communities living in Nānākuli, Wai‘anae, Mākaha, ‘Ohikilolo, Mākua, Kahanahāiki, and Keawa‘ula.

**III. Service Summary and Outcomes**

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

Searider Productions Foundation (SPF) will work with the three secondary schools in Nānākuli-Wai‘anae Complex Area (NWCA): Nānākuli High and Intermediate School, Wai‘anae High School, and Wai‘anae Intermediate School to deliver project activities to meet the goal and objectives of this grant as follows:

- Provide students opportunities to participate in activities that help them recognize their emotions, develop emotional management skills, and cultivate empathy towards others, leading to more positive interactions. (Students will strengthen their self confidence and will be able to recognize and handle conflicts more effectively).
  - A. Work with Body&Brain (BnB) and other resources to design and coordinate wellness and mindfulness activities for students and teachers.
  - B. Host project meetings, as needed, with project schools to discuss ongoing activities and provide necessary support and guidance.
  - C. Review quarterly reports from schools to assess progress in meeting the goal and objectives of the grant and project funding is spent according to the grant.
  - D. Provide progress reports to SPF Board of Directors.

Responsibilities: SPF project coordinator and project assistant will work with schools to assess level of progress and make recommendations, as needed. Project coordinator will work with BnB and other resources to deliver wellness and mindfulness activities to interested students, teachers, and school staff. SPF Executive Director will host project meetings and report to SPF Board of Directors, as needed. Schools are responsible to complete and submit quarterly reports to the project coordinator. The project account clerk will keep fiscal records of expenditures and balances.

- Provide supervised afterschool, weekend, and vacation activities to keep the students safe and engaged in relevant opportunities during non-school hours to

strengthen students' self confidence, leadership skills, empathy, resilience, and perseverance.

- A. Set up and implement afterschool, weekend, and vacation activities.
- B. Develop a feedback form for students to complete at the end of each quarter.
- C. Review quarterly reports to assess progress in meeting the goal and objectives of the grant and project funding is spent according to the grant.
- D. Provide progress reports to the SPF Board of Directors.

Responsibilities: SPF project coordinator and SPF project assistant will work with schools to implement their grant activities efficiently and effectively. Schools will develop their own student feedback forms and are responsible to complete and submit quarterly reports to the project coordinator. The project account clerk will keep fiscal records of expenditures and balances.

- Provide opportunities for students to develop their leadership skills and to coordinate and conduct service learning activities. (By coordinating and implementing service learning activities, students will be practicing HĀ as they interact with their community and build positive relationships. The service activities will give students a platform to exemplify kūlia (excellence) to their 'ohana and wider community).
  - A. Contact Youth Service Hawai'i (YSH) and DOE service learning office for support in guiding schools with leadership skills and service learning.
  - B. Develop and implement student-led service learning activities to meet the needs of their community or environment.
  - C. Plan and implement a student symposium showcasing the students' service learning activities.
  - D. Collect feedback from students on the strengths, challenges, and recommendations for improving the service learning activities.

Responsibilities: SPF project coordinator will contact YSH and DOE for support and assistance in designing service learning activities. SPF project coordinator and SPF project assistant will work with schools to implement service learning activities. The SPF project coordinator, SPF project assistant, and SPF project account clerk will plan and implement a student symposium to showcase their service activities. Project teachers will collect student feedback to measure the strength, challenges, and recommendations for improving the service learning activities.

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

<b>Timeline</b>	<b>Outcomes to be Met</b>
Quarter One - January - March 2027	<ul style="list-style-type: none"> <li>● Contract Project Coordinator, Project Assistant, Project Account Clerk</li> <li>● Set up and use a fiscal system - Ledger: POs, Timesheets, Contracts, etc.</li> <li>● Conduct orientation meeting with project teachers and staff</li> <li>● Agreement from teachers on PO and Timesheet Forms</li> <li>● Announce GIA grant award to SPF Board of Directors</li> <li>● Contact BnB and others to design, coordinate, and instruct wellness and mindfulness activities for students and teachers</li> <li>● Contact Youth Service Hawai'i to assist with Service Learning Activities</li> <li>● Set up and implement afterschool, weekend, and vacation activities</li> <li>● Develop feedback forms for students to complete</li> <li>● Collect data, analyze, complete and submit quarterly reports to HIDOE</li> </ul>
Quarter Two - April - June	<ul style="list-style-type: none"> <li>● Continue to implement afterschool, weekend, and vacation activities</li> <li>● Conduct quarterly meeting with project teachers</li> <li>● Use SPF fiscal system to expend funds</li> <li>● Continue to provide BnB and Service Learning support</li> <li>● Plan and conduct summer programs</li> <li>● Distribute and collect student feedback forms as necessary</li> <li>● Collect data, analyze, complete, and submit quarterly reports to HIDOE</li> </ul>
Quarter Three July - September	<ul style="list-style-type: none"> <li>● Continue to implement afterschool, weekend, and vacation activities</li> <li>● Conduct quarterly meeting with project teachers</li> <li>● Use SPF fiscal system to expend funds</li> <li>● Administer student pre-survey</li> <li>● Continue to provide BnB and Service Learning support</li> <li>● Begin planning student symposium</li> <li>● Finish up and evaluate summer programs</li> <li>● Distribute and collect student feedback forms as necessary</li> <li>● Collect data, analyze, complete, and submit quarterly reports to HIDOE</li> </ul>
Quarter Four October - December	<ul style="list-style-type: none"> <li>● Continue to implement afterschool, weekend, and vacation activities</li> <li>● Conduct quarterly meeting with project teachers</li> <li>● Use SPF fiscal system to expend funds</li> <li>● Continue to provide BnB and Service Learning support</li> <li>● Conduct student symposium in December</li> <li>● Administer student post-survey</li> <li>● Conduct evaluation meeting with project teachers</li> <li>● Collect data, analyze, complete, and submit quarterly and Final Reports</li> <li>● Meet with SPF Board of Directors and give summary of Final Report</li> </ul>

**3. The quality assurance and evaluation plans for the request**

This year, SPF is requesting funds to implement this Olakino Waiwai grant. In reviewing the progress the three secondary schools in NWCA are making in closing the “catch-up” gap of academic achievement since Covid, the schools are moving forward. However, the schools need assistance in strengthening the students’ emotional stability, increasing school attendance and student engagement. The schools’ first priority is improving students’ scores on the nationwide standardized tests in Language Arts, Mathematics, and Science. Therefore, to be sure that the students’ TOTAL well-being is being addressed, SPF will provide the staffing and additional time needed to give these students meaningful engaging opportunities to build their emotional stability and workforce development skills to empower students, promote economic stability, enhance their quality of life, and give hope for a brighter future.

SPF will contract a Project Coordinator and a Project Assistant to oversee that the identified activities are progressing on time and the goal and objective of this grant project are met. The SPF project coordinator and assistant will work closely with each secondary school to monitor progress of identified activities and suggest necessary changes, if any, to meet the goal and objectives of this grant.

SPF will contract a Project Account Clerk to oversee all expenditures of this grant to ensure responsible spending and balancing the budget. The Account Clerk will keep ledgers and provide necessary documentation for the project’s quarterly and final fiscal report.

The SPF Executive Director will communicate quarterly with the SPF Board to oversee the execution and implementation of the Olakino Waiwai grant.

**4. The following measurable outcomes will demonstrate the effectiveness of the Olakino Waiwai grant**

<b>Activities</b>	<b>Measurable Outcomes</b>
Provide opportunities for students to develop their self confidence (values and disposition)	<ul style="list-style-type: none"> <li>● Number of students participating in learning Na Hopena A’o with BnB, Kupuna, or any other available resource</li> <li>● Feedback and reflections from student participation</li> <li>● Feedback from project teachers</li> <li>● Pre-post survey of students’ understanding of core values</li> </ul>

Activities	Measurable Outcomes
Provide afterschool, weekend, and vacation activities for students’ to engage in safe meaningful learning in values and dispositions in the field of their choice	<ul style="list-style-type: none"> <li>● Number of students participating in the afterschool, weekend, and vacation activities</li> <li>● Student feedback and reflections</li> <li>● Teacher observation and feedback</li> <li>● Student pre-post survey</li> </ul>
Provide opportunities to develop leadership skills and to conduct service learning projects	<ul style="list-style-type: none"> <li>● Number of students participating in service learning activities</li> <li>● Number of students presenting a service learning activity at the student symposium</li> <li>● Number of students participating in the Youth Service Learning Program</li> <li>● Feedback from students</li> <li>● Observations and feedback from teachers</li> </ul>

#### **IV. Financial**

##### **Budget**

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

SPF is requesting \$600,000 in grant funding to support project implementation.

- \$393,000 is needed to contract project coordinator, project assistant, project account clerk, school-level project assistants, activity instructors, high school and college interns, workshop leaders, PTT/PPT, honoraria, and an evaluator.
- \$188,000 is needed to purchase project supplies, including and not limited to, agricultural supplies; gardening tools; costumes and shoes for student acting performances; supplies for stage performances/production and culinary projects such as dehydrating fruits, etc; supplies for creative media production; hospitality supplies and food/snacks to feed participants during after-school, weekends, summer activities, large community events, field trips and feeding the homeless projects; marketing supplies; training/workshops supplies; program and office

supplies; live streaming supplies, and miscellaneous purchases such as supplies needed to conduct service learning activities and a student symposium. Funding is also needed to purchase equipment for student performances in theatrical productions, agricultural equipment for planting and building a chicken coop and green house; purchase creative media equipment to make posters, banners, silk screening, etc to make work easier and faster for the students. Students will be learning proper tool use to prevent accidents.

- \$17,000 is needed to request ground (bus) transportation for field trips and travel to local conferences and/or other school related events; purchase of gas for private car use to transport students to various school-based activities.
- \$2,000 is needed for registration and entrance fees, such as visiting hotels for travel industry experiences, entrance fees to certain venues are needed to give students first-hand experiences in the working industry. Registration fee is needed for students to participate in local workshops and conferences and other school events.

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

Quarter One	Quarter Two	Quarter Three	Quarter Four	Total
\$150,000	\$150,000	\$150,000	\$150,000	\$600,000

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

SPF will not be seeking other funding for fiscal year 2027.

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

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

**5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years**

SPF does not have any federal or county government contracts. SPF did receive GIA support in 2020 (\$200,000), 2023 (\$300,000), 2026 (\$300,000).

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

SPF has unrestricted current assets of \$119,419.41 as of December 31, 2025

**V. Experience and Capability**

**1. Necessary Skills and Experience**

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

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

SPF received and successfully completed GIA grants in 2018, 2019, 2020, 2023; and is knowledgeable of the GIA grant requirements and implementation process. SPF is currently implementing GIA 2025-26.

**2. Facilities**

- Wai‘anae High, Wai‘anae Intermediate and Nānākuli High campuses will be used for the internship program, and vacation, weekend and after school programs including Wai‘anae High Searider Productions building, Nānākuli High Career-Technical Education Farm, and Nānākuli High and Intermediate Performing Arts Center.
- Wai‘anae High and Nānākuli High campuses will be used for the internship program, including Wai‘anae High Searider Productions Building, and Nānākuli High and Intermediate Performing Arts Center and the agricultural farm area.
- Wai‘anae High and Wai‘anae Intermediate will be used to implement the Leadership, Business and Hospitality Clubs/Afterschool programs.
- Wai‘anae Coast Comprehensive Health Center and the three secondary schools will be used to implement wellness workshops.
- Wai‘anae High Searider Productions Building will be used as the grant office for project staff work and meetings.

- Wai‘anae High, Wai‘anae Intermediate, and Nānākuli High and Intermediate campuses will be used to provide HĀ support and training, leadership training, and service learning activities.

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

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

A project coordinator will be contracted to oversee the entire GIA grant project and ensure that all activities are being implemented with fidelity to meet the goal and objectives of this project. The coordinator has experience coordinating both state and federal grants and was directly involved with the 21st Century Community Learning Center (CCLC) grant, Title I and II grants, GEAR UP grant, the UHWO’s Early Scholar Program, and SPF-GIA grants 2018, 2019, 2020, 2023, and 2025-26. Project coordinator will be under the direct supervision of the Executive Director of Searider Productions Foundation. The executive director will provide any training or support needed to improve the skills and knowledge of the coordinator to strengthen the operations of the grant.

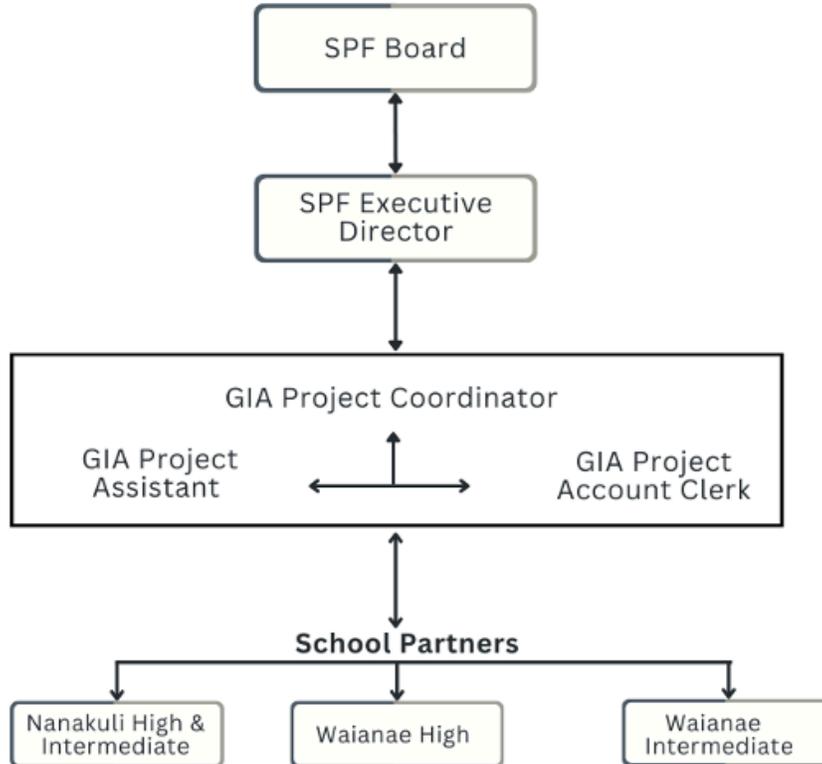
A project assistant will be contracted to assist with the communication with the project teachers and trainers to be sure activities are being implemented in a timely manner. The assistant will be a retired teacher who has good communication and interpersonal skills to work effectively with teachers and community partners. The assistant will be under the direct supervision of the project coordinator, and will receive any training or support needed to improve communication skills and the ability to interact with people.

A project account clerk will be contracted to set up a ledger system to monitor grant spending. The account clerk will work with teachers on their purchase orders, contract hire, food purchases, transportation and admission fees and submit quarterly and final reports of grant expenditures. The account clerk is the current Administrative Manager for Searider Productions Foundation. Previous relative positions held include Accounts Receivable/Administrative Assistant at Tamura Super Market, EA/PTT Leihoku Elementary HĪDOE, Administrative Assistant at Catholic Charities Hawai‘i, and Case Manager specializing in financial education at Catholic Charities Hawai‘i.

The Afterschool/Vacation PTT & PPT’s are certified personnel in their respective field and will be selected and hired by their respective programs. They will coordinate the afterschool/vacation programs and oversee the GIA school activities respectively. The PTT & PPT’s will design and implement afterschool/vacation programs; ensure the safety of participants; write progress and final reports of their programs. The PTT & PPT’s will be under the direct supervision of the project teachers and will receive necessary training

or suggestions for improvement to ensure the success of the project. Qualifications include a Bachelor's or specialized degree/certificate; comfortable working independently; excellent organizational skills and follow through; excellent written and verbal communications skills; and technical ability.

**2. Organization Chart**



**3. Compensation**

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

**VII. Other**

**1. Litigation**

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

**2. Licensure or Accreditation**

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

**3. Private Educational Institutions**

Not applicable

**4. Future Sustainability Plan**

**The applicant shall provide a plan for sustaining after fiscal year 2027**

The project is supported by SPF, the administrators and teachers at Wai‘anae High School, Wai‘anae Intermediate School, and Nānākuli High and Intermediate School, Nānākuli-Wai‘anae Complex Area Superintendent, Wai‘anae Coast Comprehensive’s Elepaio Social Services, and the UHWO Academy for Creative Media.

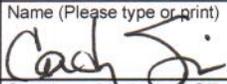
Our sustainability plan outlines our commitment to fostering resilience and empowerment within our vulnerable community through workshops on strengthening students’ emotional stability; after-school, weekend and vacation programs, and service learning activities. By integrating these elements, we aim to create a self-sustaining ecosystem that equips individuals with the skills, knowledge, and support necessary for living a happy, healthy, and peaceful life. Our hope is to cultivate a thriving school community where students have access to resources, guidance, and support to feel confident, creative, resilient, loved, and a sense of belonging. SPF’s mission is to empower our vulnerable population by providing structured programs that promote lifelong learning, personal growth, and economic stability especially after school, and during weekends and vacations. By investing in our community and fostering collaboration, we are committed to creating lasting change and building a brighter future.

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

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Searider Productions Foundation\_OP

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST				
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Contracts, PTTs, Assistants, Instructors	393,000			
10. Supplies	188,000			
11. Transportation	17,000			
12. Admission and Registration Fees	2,000			
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	600,000			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>	<b>600,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested		L. Candy Suiso                      808 255 2877		
(b) Total Federal Funds Requested		Name (Please type or print)                      Phone		
(c) Total County Funds Requested		 1/16/26		
(d) Total Private/Other Funds Requested		Signature of Authorized Official                      Date		
<b>TOTAL BUDGET</b>		L. Candy Suiso, Executive Director		
		Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Searider Productions Foundation\_OP

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

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: Searider Productions Foundation\_OP

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

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

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2026 to June 30, 2027

Applicant: Searider Productions Foundation\_OP

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:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

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

Applicant: Searider Productions Foundation\_OP

Contracts Total: 1,240,000

	<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	Grant in Aid	09/2017-08/2018	Department of Education	State	110,000
2	Grant in Aid	12/2018-12/2019	Department of Education	State	330,000
3	Grant in Aid	12/2019-09/2021	Department of Education	State	200,000
4	Grant in Aid	05/2022-12/2025	Department of Labor	State	300,000
5	Grant in Aid	01/2026-present	Department of Education	State	300,000
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27			10		Application for Grants