

House District 3

Senate District 2

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Uhane Pohaku Na Moku O Hawaii, Inc

Db/a:

Street Address: 111 Hoaloha St
Hilo, HI 96720

Mailing Address:

P.O. Box 1735
Hilo, HI 96721

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ROXANNE COSTA

Title Program Director

Phone # (808) 896-0228

Fax # _____

E-mail Roxncosta@gmail.com

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

CULTURAL PROGRAMMING AND RESIDENTIAL SERVICES FOR YOUTH IN KA'U.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 346,994.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ 75,000.00

FEDERAL \$ _____

COUNTY \$ 39,500.00

PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

STEVE PAVAO, EXECUTIVE DIRECTOR

1/18/16

NAME & TITLE

DATE SIGNED



RECEIVED

1/19/16

egj

Application for Grant

I. Background and Summary

Our organization, Uhane Pōhaku Na Moku O Hawaii, Inc. (Uhane), a nonprofit established in 2009 has been serving and engaging youth and community members in cultural restoration and preservation of our natural resources. We also emphasize Hawaiian values which interconnect the social, cultural, material, economic, physical, emotional and educational domains to have an impact on all generations' capacity to develop the knowledge, skills, and behaviors necessary to succeed in living a high quality of life. This is our "holistic approach", a programmatic design, which interconnects the land, its people, and the cultural values for long-term stewardship of our ahupua'a.

We have also adopted the "project-based and/or "place-based" design with strong community-based support, both public and private entities, to further develop long term support for the conceptual model of well-being (social and cultural; material and economic; physical; emotional; and educational domains) which needs to interconnect and impact our youth's capacity to develop the knowledge, skills, and behaviors necessary to succeed in school, post-secondary education or training, and ultimately provide sustainability to our Honua. More importantly is the educating and conducting life skills, physical health and wellness sessions for our youth in an "outdoor" environment with "hands-on" learning experiences.

Uhane Pohaku Na Moku O Hawaii (Uhane) proposes to provide a comprehensive project based cultural program to our participants perpetuating the traditions of their native culture. The proposed program will seek to improve both Community and Agency capacity to better service and provide access for youth and families living on the Big Island to receive these opportunities. Our proposed program addresses service barriers impacting residents of our Hawai'i County. Due to the Island's large geographical landscape and rural issues, there are a number of social economic challenges for those living here placing our youth at higher risk, then any other County in the State. In addition, our program also aims to utilize traditional Native Hawaiian values and practices, as a vehicle to prevent our youth from further at-risk behaviors. In reaching our one primary goal, which is to improve the lives of "at-risk" youth and their families living on the Big Island through the perpetuation of their culture.

Through this proposal, Uhane is requesting \$346,994.00 to serve 100 "at-risk" youth and their families on the Island of Hawaii through our Hawaiian cultural program located in Pahala in the district of Ka'u.

Goals and Objectives:

Our mission is to foster and encourage a deep appreciation for the Hawaiian cultural arts through hula traditions and cultural site protection, maintenance, and restoration that promotes Hawaiian values, language and practices.

Uhane Pohaku Na Moku O Hawaii, Inc. has the following goals:

- The restoration of natural environment and selected cultural sites
- The preservation of Hawaiian natural environment through long-term stewardship.
- To engage youth, their family and community members in the reconnection with the land, culture and nature through restoration and preservation efforts.
- To create opportunities for a place for healing through the pu'uhonua concept.

Although our projects are land and project based, we believe in a “holistic approach” to enhance stewardship efforts and long-term sustainability of the project. Elements of this holistic approach include:

- Using traditional cultural methods for restoring and preserving the land; visual and physical assessment used by past elders to identify and solve the problems for land conservation;
- Conduct cultural group gatherings to increase the knowledge of participants through guidance from our elders to appreciate and reconnect to the land;
- Using natural resources in the selected area for preserving the land;
- Increase strong family connections by promoting and making available family restoration activities for our land management efforts.
- To include kama'aina and worldwide visitors to engage and gain appreciation for our ahupua'a

Purpose and Need for Proposed Services:

OHA's 2010 report, “The Disparate Treatment of Native Hawaiians in the Criminal Justice System”, reported how our Native Hawaiian population is overrepresented in the Criminal justice system. It also brings attention to theories on why this is so, and many other unfavorable issues facing our Native Hawaiian's once entered in the Criminal Justice system. A key point and recommendation made in OHA's report suggest the ineffectiveness of our current Westernized approach to decriminalizing those living here on the Islands.

Earlier, we have discussed about the need for prevention services for at-risk youth, but just as important is developing those services, so that it meets the need of that target specific group. Dr. Scott Okamoto, Professor of the School of Social Work, from Hawai'i Pacific University, who has conducted various studies for Native Hawaiian youth in rural communities, along with his colleagues (Okamoto, Helm, Po'a-Kekuawela, Chin, & Nebre 2009), helped to fill the gap in information related to drug use of Native Hawaiian youth. Results from a survey conducted by them, provided implications for the development and assessment of “*culturally-specific*” *drug prevention programs* for Native Hawaiian youth, suggesting that youth respond more favorably to prevention messages if those messages *reflect characteristics of the targeted audience* (Harthun et al. in press).

In addition, an article written by Bud Pomaika'i Cook, Kelley Withy, Lucia Tarallo-Jensen (2003) involving the concept of “cultural trauma” depicts causative relationships between history and the health status of our Native Hawaiian people. The literature indicates *that providers serving Hawaiian populations must recognize the impact of cultural wounding and historical trauma, allowing themselves to aid patients by assisting them with the process of understanding and growing from knowledge of cultural identity.*”

OHA also indicates “that for Native Hawaiians, the impact of trauma is particularly salient because of strong *connections to family, the land and community*. In addition, imprisoning people from Hawai‘i contributes to the growing prison population and exacerbates the disproportionate impact of the system on Native Hawaiians because they are cut off from supportive communities and families that give them a reason to exit prison as soon as possible.”

Furthermore, OHA indicates that “to reduce the harmful effects of the criminal justice system on Native Hawaiians and all people, Hawai‘i must take action, and *seek alternative solutions* to prison. Assistance and training is needed in law enforcement, holistic interventions need to be implemented and evaluated, and a *cultural shift* in the way we imprison a person must change.”

Finally, OHA notes “that the resiliency of Native Hawaiians and *the strength of culture* are the foundation for keeping Native Hawaiians out of the criminal justice system.” The proposed services described here forth will be an opportunity to better address needs for a Native Hawaiian “at risk” youth living on the Big Island, preventing them from involvement in the Juvenile Justice system, through perpetuation of their Hawaiian culture.

Community Needs – The people of Ka‘u face a substantial number of economic, social, and educational hardships. The unemployment rate of 6.8% is the second worst in the State. Top industry in Ka‘u is agriculture, forestry, fishing and hunting; 21% of the Ka‘u area has the highest percentage in the State of “idle teens” (not in school and not working). A report includes data pertaining to the population residing within the neighborhoods served by the Ka‘u High School Complex including Ninoole, Honu‘apo, Na‘alehu and more. This part of Ka‘u has fewer than 8,000 residents and a somewhat unusual age distribution, almost 60% of the population is over the age of 35.

Describe the Target Population to be served:

For the purposes of this proposal, the target population will be “at-risk” youth on the Big Island, ages 10-21. Uhane will provide services for youth of many different ethnicities, using a Hawaiian culture and value foundation. As we are very aware of the many different ethnicities that make up our island culture, Uhane will work with all ethnic groups. They include but are not limited to the following: needing police involvement and/or intervention, chronically truancy, out-of-school, gang involved, homeless, sheltered, foster cared, having been abused or neglected, runaway, pregnant or parenting youth, arrested, gay-lesbian, bisexual, or transgender, and out-of-control, risk of substance, and risk of teen pregnancy. A total of 100 youth will be serviced in this grant proposal. Uhane is also looking to address the need for emergency shelter and group home beds for the youth of Ka‘u. Instead of removing them from their families, school and community, Uhane plans to place these youth in foster homes in Pahala so that they can help the family and youth address the issues that is causing the need for out of home care, on a temporary basis.

The associated “at risk” concerns involving the youth in our programs include but are not limited to: Foster-care and age-out foster care youth, youth penetrating the Juvenile Justice system, having school problems, mental health issues, homeless, issues with substance abuse, teen pregnancy or teen parenting, and youth from economically disadvantaged families. Youths residing in small communities across these regions will be given better access to proposed Hawaiian cultural program by work with each program and that specific small community.

Description of geographic coverage:

Due to the Big Island's large geographic land mass, the proposed project intends to divide our service locations in four regions. Uhane's main site is located in Pahala, in Ka'u. Uhane will serve youth also in Hilo, Hamakua and Kona. Each region consists of specific service locations, where Uhane currently provides its services and where "at risk" youth will be accessed from. Services provided through our proposed funds will reach all of these locations and programs.

II. Service Summary and Outcomes

Describe the scope of work, tasks and responsibilities:

Our intentions are to reclaim, restore, and preserve two kipuka sites in the Ka'u district, Ninoole/Hilo'e fishponds in the Punalu'u ahupua'a, and the Palehua multipurpose agricultural land in the Paauau ahupua'a. Our observation and inquiries regarding stewardship activities with local community groups and government agencies showed limited or no active restoration activities being done to restore or preserve the Ninoole and Hilo'e fishponds including the dry streambed and revitalization of the mamaki farm dormant for the past two years since the passing of the farmer.

As future stewards our vision is to restore a fully functioning self-sustaining system from the mountain to the sea. Our project goals are to:

1. Restore the dry streambed upstream from the Ninoole fishpond with an auwai system lo'i restored adjacent to the stream.
2. Develop the cultivation of indigenous and domestic crops for erosion control and medicinal purposes.
3. Restore the natural loko'ia along the Ninoole shoreline by removing harmful sediment, invasive vegetation and increase pond area for and the inclusion of natural aqua-culture habitat to enhance the local eco-system, and the raising of fish and other sea food.
4. Restore old mamaki tea farm for future business opportunities for local residents and establish a long term commitment for sustainability through cultural medicinal practices, include farm crop/organic mulch plan.
5. To construct traditional multi-purpose hale to host family gatherings, cultural workshops and training sessions, promote a safe environment for healing – pu'uhonua.

The project is designed to accomplish the following:

1. To facilitate social bonding of youth in the project to each other, staff and visitors;
2. To appreciate the fragile relationships between the flora, fauna, and 'aina (land);
3. To develop self-esteem and confidence in relation to learning and education;
4. To develop a sense of usefulness through contribution (community service learning); and,
5. To earn responsible citizenship and feel a sense of respect for self, others, and community.

Program Tasks:

The “Program Task(s)” will be described as our “Goal and seven Objectives” proposed for this project. In addition, we have also described the associated “tasks” with each objective listed below. Our Goal and Objectives or Tasks include the following:

GOAL: To improve the lives of “at-risk” youth and their families living on the Big Island through the perpetuation of our native Hawaiian culture.

Objective 1: Increase community capacity to better identify and address the needs of the “at-risk” youth on the Big Island.

- *Task: Uhane will identify all youth that are currently being serviced, have been serviced, and have yet to be referred from any one of our Uhane programs across the entire Big Island. This will begin the process of identifying the youth’s needs, and will also develop a recruitment pool of targeted youth to which services will then address.*

Objective 2: Increase program staff capacity to better provide services to “at-risk” youth helping them to perpetuate our Hawaiian culture.

- *Task: Through the use of community consultants, trainers, and/or Hawaiian practitioners accessed and identified through funding by this grant, Uhane will begin a going process of educating and training existing Uhane staff across programs on the entire Big Island.*

Objective 3: Increase availability of services for “at-risk” youth and their families on the Big Island by developing and implementing a comprehensive Hawaiian cultural program for youth serviced and referred to Uhane programs.

- *Task: Through the guidance, planning, and coordination of Staff funded from this project, Uhane will develop and implement a comprehensive Hawaiian cultural program that will help to perpetuate the Hawaiian culture, for targeted youth serviced in all Uhane programs.*

Objective 4: Increase timely and efficient access for “at-risk” youth and their families on the Big Island to receive services and/or programs that help perpetuate our Hawaiian culture.

- *Task: Uhane will create a new full-time position entirely devoted for the development of our Hawaiian Cultural program, called the Cultural Specialist and 1 full-time Youth Development Specialist (YDS) and 2 part-time Program Assistants (PA). Together and through their coordination, they will be instrumental in meeting all objectives of this project, and in particular be critical to ensure that all youth’s referred to our program, actually receive the proposed services that this grant was intended for, and in a timely and efficient manner.*

Objective 5: Increase continued participation for “at-risk” risk youth and their families on the Big Island with programs that perpetuate our Hawaiian culture.

- *Task: Once a youth and their family begins participating in our Hawaiian cultural program, Uhane’s objective will be to sustain that participant’s interest for and involvement with additional projects/services developed under this grant, whereby it further engrains them with traditions that perpetuates his/her culture.*

Objective 6: Increase participant's appreciation and/or understanding of their Hawaiian values and belief through exposure of programs that perpetuate our Hawaiian culture.

- *Task: Through ongoing participation in our proposed activities/services, Uhane will provide traditions and experiences for our participants, to which our outcome will be to help our "at risk" youth understand and appreciate the values that perpetuate their culture.*

Objective 7: Increase participant's positive pro-social behaviors through ongoing involvement & participation of programs and services that perpetuate their Hawaiian culture, and through follow-up & aftercare services.

- *Task: Through their involvement of the proposed activities/services and through further collateral support services already provided by Uhane programs such as "case management, follow-up, and after care services", Uhane will seek to improve the lives of "at-risk" youth and their families through changes that demonstrate positive pro-social behaviors by that youth, including but not limited to: improved family relations, improved academic performance and/or involvement, civic duty involvement, staying out of trouble from the law, and etc.*

Service Activities:

The following are the proposed service activities of the project.

Service Activity 1: Identification of youth, through Program Introduction and Orientation services

Service Activity 2: Coordination activities of our Hawaiian Cultural services

Service Activity 3: Integration of "Mālama" into all Uhane services

Service Activity 4: Specific Hawaiian Cultural Project Activities for Uhane

4a) Oli/Mele (Chant/Songs)

4b) `Āina (Land)

4c) Kekai (Ocean)

4d) Kihei (Ceremonial Shawl)

4e) Mea`ai (Food)

4f) Ho`ike (Exhibit Celebration)

Service Activity 5: `Ohana (Family)

Service Activity 6: Alaka`i (Leadership) – For Year 2 of project only.

Service Activity 7: Follow up and After Care services.

- **Timelines:**

Start up Plan: Upon notice of award, the following steps will be involved in our start-up process:

- Uhane selects designated staff personnel to carry out the services.
- Orient and Train staff on all administrative requirements of Uhane and contractual requirements of proposal.
- Program Director and Cultural Specialist will begin the process of securing initial commitments from various community practitioners and consultations that will be recommended for the program.
- Hire, orientate and train, the proposed full-time Youth Development Specialist and part-time Program Assistant positions in Ka'u.
- The Program Director will disseminate communication requirements with all program sites on the Big Island, to establish a coordinated referral process, so participants may access our proposed Hawaiian cultural program.
- The program will identify and secure initial program supplies and equipment needed for preliminary start up operation.
- Create all necessary program forms for this project, used for implementation.
- Create year one project(s) planning calendar for implementation.

Other Pertinent information:

Cultural Specialist: This individual will be the key principle in our entire services. The Cultural Specialist's responsibility will be to ensure that the all required outputs and outcomes for the project will be reached, and ensured that all "coordination," logistical and trouble-shooting issues identified is addressed, so that the programs may run efficiently. He will be responsible for leading the projects during entire contract period, and be instrumental facilitating the proposed activities on behalf of our Uhane programs including linking the connection of identified practitioners and consultants utilized. The Cultural Specialist will also act as the supervisor for our half time positions proposed in maintaining all administrative requirements for the program.

Since our program work with youth, that have historically had difficulty engaging and succeeding with our traditional western based educational system, our program will now provide an alternative to the traditional methods of reaching our constituents. In addition, by doing so, we believe that youth will also be better reached in providing them with skills to make "healthy" choices to avoid further at-risk behaviors such as prevention of, and early intervention from substance use, and/or prevention from teen pregnancy concerns and/or at risk concerns. Finally, through their participation and involvement with our proposed projects, much of which will involve working directly with the "Āina", will also help our constituents understand, appreciate, and value the resources that are provided directly from the land.

Methodology:

Uhane proposes a comprehensive Native Hawaiian program that will take participants through a process that includes a variation of significant Native Hawaiian traditional protocols. The program design will strengthen our program's capacity, so we may provide improved access for "at risk" youth and their families to participate in traditional Native Hawaiian programs, that will help perpetuate their culture by the end of fiscal year one, and continue on through fiscal year two.

Milestone 1 & 2) Service Access and Coordination: Due to the Big Island's large geographical area, Uhane will coordinate this service by bringing participants from different service locations on the Island to attend our proposed projects. The program will then provide themed projects monthly, described here forth, and cycled throughout a 6-month timeline process offered regularly throughout the year. In addition, to continually improve the coordination of the program, Uhane intends to create a program manual that help to document the perpetuation of all projects developed by this program. We have allocated a small percentage of funds from this project to a current leased program van, or rental as needed, to help with transportation needs of this project.

Milestone 3) Mālama: Uhane will begin the project by integrating traditional Native Hawaiian values, and its knowledge of individual Kuleana (responsibility). This milestone goal will then overlap all other services provided in our proposed Hawaiian cultural program, and will be our foundational base utilized and incorporated into every other proposed project here forth. We will provide **ongoing teachings** weekly to embrace "Mālama" values, as it will include, but not be limited to other components such as *Kūkākūkā* (respectful discussion), *Ka Mālama* (the caring of) values, *Ho'oponopono* (making right). These values along with other Hawaiian values will be shared and utilized within our current programs, to benefit for our participants in either traditional educational setting, in our Hawaiian cultural projects, and/or practiced regularly in any other day-to-day Uhane program activity. We will solicit the help from experts including consultants, cultural practitioners, Nā Kumu (teachers) etc. within our community, and together they will work with our Cultural Specialist to help facilitate this process for us. We have come up with an estimated year long budget that will assist in the fee of services for these expert's time and knowledge. Our other proposed themed projects are as follows:

Milestone 4a) Oli/Mele: The teachings of Oli/Mele (chants/songs) will be the next milestone within our proposed program and because of its significance it will then continue to be practiced in all other proposed projects in our Hawaiian cultural program. We will coordinate with Nā Kumu (teachers), Nā Kūpuna (grandparents), cultural practitioners and/or consultants within our community to assist our program staff and our participants in this aspect. To do this, we will set up instructional classes in accordance with our program locations during their normally scheduled classes and activities. Based on the specific program site we work with, classes may be held during in-school, after-school, and/or weekends, so that we can reach the maximum amount participates targeted for this project. This milestone is broken up into two parts, explained further.

The first part of this milestone is "Oli". It was used by Native Hawaiians' to tell a story or share and preserve knowledge among the Kauhale (village) and/or within the 'Ohana system. In telling our story, all of our programs will learn a number of Oli, and TSA-FIS will also develop and create its own personalized Oli to fit our mission statement, "*To provide youths with skills for a healthy life, and instill purpose, hope and vision to youth and their family.*" This will then

give an identity to our Haumana (students), and we will then continue to practice this tradition during all other projects explained here forth. This process will teach our youth, as Native Hawaiians once knew, to understand the importance of being respectful to each other, and show humility. The Oli Kāhea, which is a respectful way to ask or call for permission, will be used as a method to allow us to be welcomed in before conducting our excursions, trainings, special events, etc. The Oli Komo, which is intended to show respect to the requester by responding to his/her call, will be learned to allow entrance for us, and give us the blessing to follow through. The Oli Mahalo shows appreciation toward the one that has allowed us to partake in that event, and it will be learned as a respectful method used by our programs to open the door for future relationships and upcoming events with the host. We intend to teach Oli directly within existing programs, so it can be a part of that program's specific program's activity schedule. We will also include special sessions to address individuals that are not able to meet their normally scheduled programs.

The second part of this milestone is "Mele". Our youths will also have opportunities to learn the history and traditions of Mele (song/sing) through a mixture of musical instruments such as Ili`ili (pebble/stones), Kala`au (temple sticks), Ipu (gourd), Ohe Nihu (nose flute) Pa`hu (drum), to celebrate or illustrate a significant event. In addition, we will also provide learning opportunities to play Ukulele and Guitar. The use of Mele will help our youth embrace their culture through the empowerment and healing of music, and its impact toward positive behaviors. We will then set up instructional classes with specific programs sites throughout their normally scheduled classes including in-school, after-school, and weekend periods to reach the maximum amount of Native Hawaiian at-risk youth and their families. We have indentified consultants with musical backgrounds that will assist us with these activities. For their time, a fee for service has been budgeted amount in our proposal. No further program cost will be expected, except for staff time needed to coordinate this process.

Milestone 4b) `Āina: The `Āina (land) has precious meaning in connection to the Native Hawaiians' identity, and our goal will be to connect our youth with the "`Āina." To reach this milestone, we will provide opportunities for participates to attend regularly scheduled excursions to various historical sites, understanding the history of Moku o Keawe. Many youth and families are not aware of the Island's history and the stories behind them nor even have seen or visited specific areas. Native Hawaiians had a comprehensive system called the Kapu System where it allowed the `Āina to maintain its fertility for future generations. In addition, as part of being in touch with our "`Āina", we will also teach our participants about the importance of restoring the ecological system that existed here for many of years, and traditional methods used in conservation, so we may preserve this land for future generations. A planned schedule for all programs in Uhane will be developed and provided to participants to fully understand and appreciate all of these aspects. For many of these activities, our youth will physically participate in these activities to gain that experience and connection with the `Āina.

Self-sustainability and cultivation activities will also be an essential part of our proposed "`Āina" projects. It will be planned, developed, and set-up monthly for our participants to attend. It will include, the planting or creating of your own Mala (garden) or Mahi`ai (farm); the cultivation of Kalo (Taro), and the story of Hāloa and its connection and significance to our Hawaiian ancestors. Our youth will understand the knowledge of how to use the `Āina (land) as a resource, and to practically cultivate their own gardens by creating Ahu (mound), using all

natural resources such as compost that can be collected in the back yard. Along with the planting of Kalo (Taro), we will also work with U'ala (sweet potatoes/yams), Mai'a (banana), and other staple foods. We will collaborate with community land resources that have already agreed to work with us to develop and maintain these sustainable garden projects. Sites for this project may vary, based on our programs' specific community, and in collaboration together we will "*Build Stronger Communities*". As part of our budget program, we have come up with a total cost of tools, and other program supplies that will be needed for these activities.

Milestone 4c) Kekai: TSA-FIS will also provide instructional classes that are centered around the ocean "Kekai" as it was an important part of our Native Hawaiians lifestyle. In this milestone, we will learn about the ocean's abundant marine resources such as various types of *Limu* (seaweed), *Opihi* (limpid), *I'a* (fish), *He'e* (octopus), *A'ama* (crab) and other sea creatures. Our youths will also develop the knowledge to conserve our ocean resources in the traditional methods used as a part of being a Native Hawaiian. For example, in old Hawai'i the utilization of fish ponds would regulate the ecosystem as a refrigerator to harvest what food is needed with the idea of not wasting. Native Hawaiians learned various methods of fishing. They learned how to: setup pole fishing (hooks, line, lead, bait etc.); Net fishing (i.e. Hukilau, Paipai, cross, throw net, making/repairing nets) which were essential to preserving the Native Hawaiian culture. We will teach these lessons as part of our regularly scheduled "Kekai" activities. The proposed budget has included an estimated cost for materials needed to create our traditional fishing supplies.

In addition and as part of this milestone, our participants will also learn about the traditional Native Hawaiians source of transportation or Wa'a (canoe) used around the Pacific Ocean. Through these activities, our youth will have opportunities to understand the traditional navigational techniques of our islanders. The Wa'a is considered a big part of being Hawaiian, and as such our youth will learn the value of *Laulima* (teamwork) through participation of canoe "paddling" and in "working in closely together" while in the canoe. We have already connected with canoe clubs, and a master canoe builder to collaborate with us for this activity.

Milestone 4d) Kihei: Native Hawaiians used various ceremonial and traditional protocols with Kihei (Ceremonial Shawl). For this milestone goal, youth in our programs will take part in the process of actually making their own a Kihei, as it will represent the youth's traditional rite of passage or ones life's journey/story as a Native Hawaiian. The actual process making of the Kihei will take time, and will allow opportunities for self reflection while being grounded with nature. In connection with the making of their Kihei, our youths will learn about the natural resource such as 'Ohe Kapala (bamboo stamp) or Lau (plant leaves) in creating an inspirational patter for his/her story/identity. The Kihei will then be stamped with a value of meaning that is to be interrupted only by the maker. Through this internal self-reflection process, our youth will grow and have a better understanding of their identity and history. The process of making one's Kihei will be ongoing, and offered for an entire month period to complete annually 2 times a year. This process will culminate with the Kihei ceremony graduation at end of each fiscal year. We have budget an amount in our program supplies for the needed materials such as fabrics and paint needed for these activities for approximately 100 youth yearly.

Milestone 4e) Mea'ai: Our youth will also learn the value and preparation of many traditional Mea'ai "food" used by Native Hawaiians. Our activities will include various Mea'ai consumed at different times or events including special celebrations, along with learning its importance as a

part of the Native Hawaiian culture. Youths will learn the lengthy process of making Lau Lau. They will learn picking of the Lau (taro leaves), Ti leaves, processing Lau, preparing the Pua`a (pork), Pipi (beef), I`a (fish), making/cooking of the Lau Lau. We project Lau Lau making projects 2 times per year. Youths will also learn how to make an Imu (underground oven). We will take the youth through this long process by first creating an Imu, gathering the Pohaku (rocks), gathering of La`au (firewood) Ohia or Keawe La`au, setting up Imu, gathering of Mai`a La`au (banana stumps) to make the Hali`i (base spread of shredded Mai`a); La`au, preparing of the Pua`a/Moa (pork/chicken). We have projected 2 Imu projects per year. The youths will then participate in the cooking of the food for the Ho`ike (graduation/celebration) of our Hawaiian Cultural Program. Other Mea`ai activities in preparation for our celebration will be teaching them the Kalo Poi (Taro) process, which involves harvesting, prepping, and pounding of the Kalo. There will be other Mea`ai gathered from our Mala, which will also be used during the Ho`ike. Program supplies will be for the cost for items involved in the Lau Lau and Imu projects which will be the consumable meat products for our participants, and other items used to execute the activities such as approximately 40 burlap bags and 4 tarps yearly.

Milestone 4) Ho`ike: At the end of each 6 month cycle, we will implement a milestone, that will represent the symbolic completion of an event, and a beginning of a new journey, called "Ho`ike". Native Hawaiian's valued a celebration with the completion of different projects including special times of the year. We will identify the proper places for the celebration, and plan the logistics of the activity accordingly with youth and family members. The event will involve all those who have been a part of this process, and the presentation of different projects provided throughout the 6 month cycle, as well as inviting and honoring the Nā Kūpuna that have helped develop our programs, in an intergenerational link. It will be followed with the Kihei ceremony to bring a comprehensive collection of the group's projects.

Milestone 5) `Ohana: Our `Ohana component will focus on working with family members of youth participating in our Hawaiian cultural program. The goal of this milestone is to support our *Native Hawaiian parent/family* members, so that they may then further reinforce the skills needed to perpetuate their Hawaiian culture with their own youth, even after leaving our programs. Through informal and periodic evening Kūkākūkā gathering sessions held throughout the year, we will invite parents, and introduce them to activities also described and provided for their youth involving Mālama (values), Oli/Mele, `Āina, Kekai, Kihei, and/or Mea`ai, also allowing opportunities for parents to experience it, and provide their input for our programs. Parents would then join their youth as an "`Ohana" in our yearly Ho`ike celebration.

Milestone 6) Alaka`i (Year two only): A milestone goal that we seek to develop *only within year two* is creating an Alaka`i component in our Hawaiian cultural program. We will seek to build leadership skills for our "at risk" youth that have participated in multiple project activities in year one, deeming them eligible for selection as an Alaka`i (leaders) for the second year. They will then act as mentors to the incoming and new Haumana (students) in year two, and we will seek to sustain this process, and even after the end of the entire 2 year project period thereafter. Still guided by the adults, we envision our program's Alaka`i component, as a training grounds for older youths to develop as leaders/mentors for our programs, thus helping our community to further perpetuate their Hawaiian culture.

Milestone 7) Follow-up and Continued cultural perpetuation: A final coordination piece of this program involves maintaining ongoing follow-up with all youth that have participated in our

Hawaiian cultural program. This milestone will “complete the full circle” of perpetuation, in that once a youth has participated in our proposed activities and have left our programs, our program staff will still continue to track and follow-up with that youth and their families. The purpose of this milestone will be twofold: 1) to ensure that the objectives and skills learned from our activities were met; and; 2) to further work with our youth and families helping them improve their lives, by addressing any further needs identified. In this process, program staff funded for this project will work directly with other Uhane programs, family members, probation officers, social workers, school counselors, and mental health professionals. This part of the program will also act as an “Aloha life-line” for youth to maintain their connection to our Uhane “Ohana” as needed.

How services will assist individuals w/ barriers: Our programs are already built to assist individuals with w/ barriers. The program will never turn away any eligible participant from services. As previously indicated, all program sites are ADA compliant to address individuals with disabilities. In addition, our programs already anticipate and plan for issues involving geographic barriers as many of our constituents will have difficulty getting to our programs. Service availability is provided through transportation assistance, and by bringing our programs to specific community locations on the Big Island, and not just providing it in one area. This is also necessary, as we anticipate that many of our youth will come from families that are economically disadvantaged, and therefore, by providing this assistance will maximize the amount of participates having access to our programs.

How Project will impact the Hawaiian community by program’s end: In our Need section, discussed was the importance of programs needing to: 1) provide participants services that reflect the culture of their program audience; 2) understand the impact of “cultural trauma” to better aid its constituents; 3) provided opportunities to connect them with their families and community; 4) develop a cultural shift from our conventional western mindset and; 5) embrace the fact that “culture” is a strength or asset in preventing Native Hawaiians from the criminal system. Over the past several years, to develop our vision for this program, we have conducted a number of formal and informal discussions with a broad array of *individuals coming from our Hawaiian community, including various youth, parents, professionals, and community leaders*. From their feedback, we have established a major concern with our current younger generations having lost the essences of their culture, and as a result our community sees the many “at risk” problems that they are involved with today. This theme has established our rationale for the proposed program as we believe that it will address and impact this issue. In the end result, we believe our proposed program will help prevent our youth from further involvement in the Juvenile system (which also means the criminal system when they grow up), and as such provide them with the hope and promise that they will grow up to have better, and more productive lives.

Outcomes:

The following are the proposed Outcomes for our program.

Outcome 1: Of the (100) unduplicated “at risk” youth along with their families (unduplicated) that have participated in at least one of the proposed project, 80% or (80) youth will continue the frequency of their involvement by attending at least 2 or more of our proposed projects that perpetuates their native Hawaiian culture, by the end of the fiscal year.

Outcome 2: Of the (100) unduplicated “at risk” youth and their families that have participated in 3 or more activities in the Hawaiian cultural program, 80% or (80) youth will demonstrate increase skills and proficiencies that perpetuates their native Hawaiian culture by the end of the fiscal year.

Outcome 3: Of the (100) unduplicated “at risk” youth along with their families that participate in 3 or more activities in the Hawaiian cultural program, 75 % or (75) youth will show improvement of positive pro-social behaviors indicated through surveys conducted with them subsequent their completion of the program, by the end of fiscal year one and continued through fiscal year two.

How Outcomes will be tracked: Uhane will utilize our standard quality assurances plans to help us evaluate progress of Outcomes of this program. All Outcome measures will be tracked through, entry and exit interviews to assess the goals achieved by each participant, and logged in their participant file and data base. Uhane will also utilize other methods to help determine progress made including: focus group discussions, feedback from parents, schools, referral agencies, & guardian/foster parents. Post program and follow up discussions with participants will also be used for outcome evaluation. In addition, the feedback received from Nā Kumu (teachers), Nā Kūpuna (grandparents), cultural practitioners and/or consultants used in the program, will also be used to provide a qualitative assessment of outcomes achieved. We intend to develop an objective scoring sheet to determine competency development of youth.

Program Progress Reports: Uhane is experienced in working with a number of government contracting agencies also requiring regular and timely submission of our activity and financial reports. Generally information is expected quarterly, though we schedule deadlines accordingly depending on the needs of the particular funder. Information includes but not limited to quantitative data, qualitative narratives, and financial expenditures throughout the quarter. Administratively, Uhane assigns this task to the lead staff involved with his/her respective contracted program, overseen by the Program Director, and signed off by the Executive Director. Our finance reports are completed by our Office Manager.

Describe the quality assurance and evaluation plans

To effectively manage the project and reach the Project Objectives and outcome goals identified for this proposal, Uhane and its partnership organizations will utilize a bi-level quality assurance processes. As outlined below the project must include initial staff and volunteer training on project scope and required services, and regular meetings among management, direct service personnel and project volunteers on a monthly basis. The assumption is that through this assessment process the community partners will be able to assess where there are “gaps” in the service plan and make adjustments and modifications to improve the delivery of services.

Bi-Level Quality Assurance Process

1. Level One-Management includes:
 - a. Review and monitor expenditures related to funding
 - b. Review monthly, quarterly, and annual reports submitted by Project staff
 - c. Provide Quality Assurance Training to ensure goals and objectives are being met and operations comply with Organizational, State, or Federal standards
 - d. Review planning & timeline submitted quarterly by Project staff

- e. Review and make corrections as necessary to monthly and quarterly financial “Comparative Reports”
 - f. Establish and maintain contact with government contract agency for purpose developing or improving internal policies and procedures
 - g. Review Performance Appraisals for all Organizational Personnel
2. Level Two-Direct Service Personnel include:
- a. Train and monitor Project personnel on Policy & Procedures for submitting required forms requesting reimbursement/payment for program related expenses
 - b. Review and submit all monthly, quarterly and annual reports to management for quality compliance
 - c. Conduct monthly staff meetings to evaluate quality of service delivery and ensure goals and objectives are being met, and operations comply with government standards and contract protocols
 - d. Review and share with Project Personnel and key community leader’s surveys and written summary reports providing Project effectiveness and corrective actions if necessary
 - e. Complete and submit Annual Performance Appraisals for all Project Staff

III. Financial

1. Budget:

The following budget forms are submitted with the application under attachments:

Page 5	Budget Request by Source of Funds
Page 6	Budget Justification – Personnel: Salaries and Wages
Page 7	Budget Justification – Equipment and Motor Vehicle
Page 9	Government Contracts and Grants

2. Quarterly funding requests for the fiscal year 2017:

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant:
\$86,748	\$86,748	\$86,748	\$86,748	\$346,994

3. List of other sources of funding seeking for fiscal year 2017:

Office of Youth Services	\$100,000
County of Hawaii	45,000

4. No federal and state tax credits were requested by Uhane.

5. List of government contracts and grants received:

Office of Youth Services	\$75,000
County of Hawaii	15,000

City and County of Honolulu	24,500
Hawaii Community Foundation	7,760

6. As of December 31, 2015 Uhane had a balance of \$13,396.00 of unrestricted current assets.

IV. EXPERIENCE AND CAPABILITY:

A. Necessary Skills and Experience

Since 2009 our organization has engaged local community members and neighbor island youth in two major programs that focus on restoration, preservation, and cultural enrichment activities. First is the Outdoor Restoration & Environmental Education a Partnership With Island STAR)-was to restore the Maunalei ahupua'a while providing intergenerational training for youth, particularly those with moderate to high risk factors, understanding cultural values and developing skills in Lo'I restoration, taro farming methods, fishery integration and aquaculture nursery methods, water quality assessment and management, and perpetuating cultural traditions through leadership and business training.

Land or Placed-Based Learning: Over the past few years this core service has had great impact with most of our youth participants' inter-personal growth and increase "bonding" among peers and adult mentors. The Restoration of Outdoor Environmental Education Program has identified several locations (statewide) to conduct service activities. Our intent is to "bridge" the positive learning experiences between facility (classrooms), the homes we live in, land -aina (valleys, shoreline, streams) and the sea (reefs, channels,) and connect these physical places to our learning environment.

Other land-based" projects including restoration efforts include the following locations- Waianae (Leeward Coast Oahu), Kahaluu/Kaneohe/ Olomana (Windward Oahu), Molokai, Kau, Milolii and Lapahoehoe (Big Island Hawaii). Most of these land-based projects targeted the high risk youth population, with a large percentage being of Hawaiian ancestry. Some of key learning activities were of agricultural and land management concepts and the inclusion of traditional practices of Native Hawaiian Culture.

Another community-based project was the annual Hookupu Cultural and Hula Festival, this event preserves, promotes and perpetuates the traditions of cultural dances and crafts. It provides island residents with a social gathering where they can celebrate the history of the island, visit, talk story, share and interact with outside visitors. The festival helps instill residents with individual self-confidence and motivation for their community.

B. Facilities

Through collaborative efforts we have access to four locations, 1) Ninoole/Hilo'e natural fishpond along Punalu'u shoreline ahupua'a, few acres with facilities for outdoor educational activities including camping accommodations; 2) Palehua (Mamaki Farm) in Pahala, located in the ahupua'a of Paaauau, is private land with few acres to accommodate outdoor educational activities and camping accommodations; 3) Group home in Pahala with surrounding gardens, 4) Office space in Hilo.

V. PERSONNEL: PROJECT ORGANIZATION AND STAFFING:

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Presented below are current and proposed personnel needed to implement services and to meet goals and objectives presented in our scope of services.

Executive Director (Steve Pavao) will be responsible for the planning, organizing, staffing, and directing of the organization in accordance with the policies and budgetary limits established by the Board of Directors and in accordance with other policies applicable to County, State, and Federal guidelines.

Program Director (Roxanne Costa) is responsible for the overall monitoring and evaluation of assigned projects as they pertain to the specific grants. The primary focus will be to monitor and assure that assigned grant awards are being implemented and all required contract performance targets and their milestones of these grant awards are being full filled by grant recipients and /or sub-recipients contracted by the organization. She directs/manages overall daily operations of the designated project site with the primary concern for programs and service delivery, *hiring*, supervision and training of staff, facilities management, and community relations. Position assumes complete responsibility to implement the goals and objectives of assigned service contracts.

Cultural Specialist [Kawehi Ryder] is responsible for the planning and implementation of the goals and objectives for the assigned Native Hawaiian cultural based project(s). Primary duties will include project planning, overseeing the safety program of projects, and ensuring that projects have a positive climate; monitoring quality program implementation, providing leadership and direction for project(s) program staff, and with overall evaluation of project(s) and staff. Conducts daily activities that are consistent with the organization's mission statement.

Resource Coordinator [Debra Ryder] function is to assist with coordination of all project services, communications with organization personnel and collaborating agencies, provide support as a cultural resource, and assist with financial and office management of the organization. Position involves flexible working hours which may include evenings, nights and or weekends with minimal supervision.

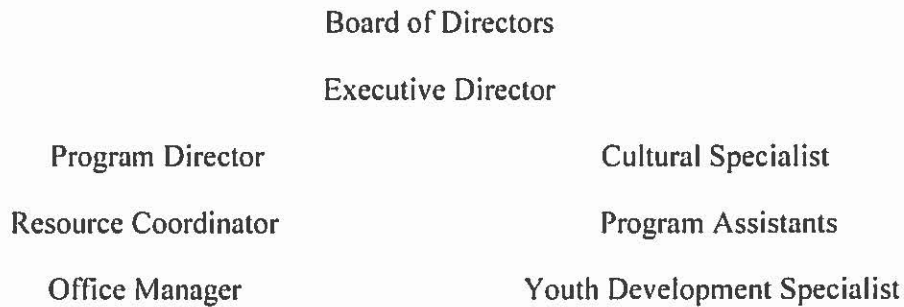
Office Manager (Korallisa Wilson) is responsible for the fiscal management of the organization. This is to include financial reporting, payroll, expenditure reports, banking and

meeting all financial requirements of contracts. Daily operation of running our business office as well as employee related matters.

Program Assistants are assigned to specific areas to carry out the duties needed to fulfill our contractual requirements.

B. Organization Chart:

The illustration below shows the position of each staff and the lines of responsibility/supervision:



C. Compensation:

The annual salaries for the three highest paid employees of Uhane are:

Executive Director	\$75,000.00
Program Director	\$70,000.00
Cultural Specialist	\$60,000.00

VI. Other

A. Litigation

Uhane Pohaku Na Moku O Hawaii, Inc. is not involved in any pending litigation.

B. Licensure or Accreditation

Uhane has applied with the Department of Human Services for its Child Caring Institution license.

C. Private Education Institutions

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

D. Future Sustainability Plan

As Uhane is based in Pahala, on a working farm, food sustainability is its ultimate goal. The plan is to for all youth and their families to acquire the basic staples of taro, sweet potato, banana and mamaki tea for their homes. The surplus will be sold at the local farmers markets to begin to build revenue for Uhane. With the start of our poi making and dry fish projects, again after feeding our families, the surplus will be sold to build revenue.

One concept that will be taught to our youth is vocational training and business entrepreneurship. This grant will allow us the possibility of moving things forward with the minimum staff and supplies. Once that is in place, the farm and projects will be able to start generating revenue to be able to sustain itself in the nest 2-3 years.

E. Certificate of Good Standing

A copy of Uhane Pohaku Na Moku O Hawaii, Inc. certificate of good standing from the Director of Commerce and Consumer Affairs is attached.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: UHANE POHAKU NA MOKU O HAWAII, INC.

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	124,872		3,600	
2. Payroll Taxes & Assessments	16,908		491	
3. Fringe Benefits	24,774		720	
TOTAL PERSONNEL COST	166,554		4,811	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	7,440		5,280	
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	5,000		29,409	
7. Telecommunication				
8. Utilities				
9. Contractual Services	73,000			
10				
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20				
TOTAL OTHER CURRENT EXPENSES	85,440		34,689	
C. EQUIPMENT PURCHASES	0		0	
D. MOTOR VEHICLE PURCHASES	95,000		0	
E. CAPITAL	0		0	
TOTAL (A+B+C+D+E)	346,994		39,500	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	346,994	Roxanne Costa	896-0228	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested	39,500		1-17-16	
(d) Total Private/Other Funds Requested			Date	
TOTAL BUDGET	386,494	Steve Pavao, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: UHANE POHAKU NA MOKU O HAWAII, INC.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
EXECUTIVE DIRECTOR	1	\$75,000.00	20.00%	\$ 15,000.00
PROGRAM DIRECTOR	1	\$70,000.00	20.00%	\$ 14,000.00
CULTURAL SPECIALIST	1	\$60,000.00	20.00%	\$ 12,000.00
RESOURCE COORDINATOR	1	\$40,000.00	20.00%	\$ 8,000.00
OFFICE MANAGER	1	\$45,000.00	20.00%	\$ 9,000.00
PROGRAM ASSISTANTS	1.62	\$15,600.00	100.00%	\$ 25,272.00
YOUTH DEVELOPMENT SPECIALIST	1	\$41,600.00	100.00%	\$ 41,600.00
				\$ -
				\$ -
				\$ -
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				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				124,872.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: UHANE POHAKU NA MOKU O HAWAI

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
12 PASSENGER VAN	1.00	\$35,000.00	\$ 35,000.00	35000
FOUR WHEEL DRIVE TRUCK	1.00	\$60,000.00	\$ 60,000.00	60000
			\$ -	
			\$ -	
			\$ -	
TOTAL:	2		\$ 95,000.00	95,000
JUSTIFICATION/COMMENTS:				
Van will be used to transport youth/families to cultural activities. Truck to be used to transport material to farm.				

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: _____

Contracts Total: \$ 114,500.00

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Project Based Cultural Programs	10/1/15-6/30/16	OYS	State	\$ 75,000.00
2	Opelu I'A Project	7/1/15-6/30/16	HAWAII COUNTY	HAWAII COUNTY	\$ 5,000.00
3	Paleua Farm Project	7/1/15-6/30/16	HAWAII COUNTY	HAWAII COUNTY	\$ 5,000.00
4	Reforestation of Makakupu Gulch	7/1/15-6/30/16	HAWAII COUNTY	HAWAII COUNTY	\$ 5,000.00
5	Cultural Enrichment Programs	10/12/15-6/30/16	CIC of Honolulu	City&County of Hawaii	\$ 24,500.00
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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

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

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

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

UHANE POHAKU NA MOKU O HAWAII, INC.

(Typed Name of Individual or Organization)

(Signature)

(Date)

Steve Pavao
(Typed Name)

Executive Director
(Title)

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

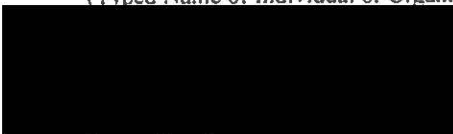
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Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

UHANE POHAKU NA MOKU O HAWAII, INC.
(Typed Name of Individual or Organization)



1-18-15

(Date)

Steve Pavab
(Typed Name)

Executive Director
(Title)