

Applicant LIHANE POUAKU NA
Moku o Hawaii

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) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing

Frank Ryder III
AUTHORIZED SIGNATURE

Frank Ryder III Executive
Director
PRINT NAME AND TITLE

1-20-22.
DATE

received
1/20/22 RKB

THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db:

Amount of State Funds Requested: \$ 220,902.

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

Amount of Other Funds Available:

State: \$ Applying
Federal: \$ Applying - USDA
County: \$ Applying
Private/Other: \$ Applying

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

\$ 340,000

Unrestricted Assets:

\$ 21,254 as of Dec. 31, 2021.

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

PO. Box 17356

City: Hilo

State: HI, Zip: 96721

Contact Person for Matters Involving this Application

Name: Frank Kawehi Ryder III

Title: Executive Director

Email: keionalani 47@hotmail.com

Phone: 808-649-9334 - 238-5633

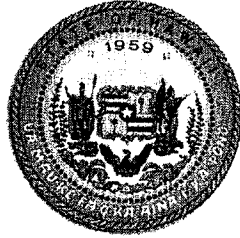
Federal Tax ID#

State Tax ID#

Frank K. Ryder III
Authorized Signature

Frank K. Ryder Executive Director
Name and Title

1-20-22
Date Signed



**STATE OF HAWAII
STATE PROCUREMENT OFFICE**

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs

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

DBA/Trade Name: 99-0140803

Issue Date: 01/18/2022

Status: **Compliant**

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

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

CERTIFICATION- SEE ATTACHED

II. BACKGROUND AND SUMMARY

1. A brief description of the applicants background:

Uhane Pohaku Na Moku O Hawaii, Inc. based in Pahala, Ka'u, was founded in 2009 for the purpose of facilitating community involvement in Job creation and economic development through use of traditional Native Hawaiian skills and perpetuation of traditional cultural lifeways. We have experienced that the development of heritage based life skills can perpetuate economic success and independence for individuals.

Uhane was founded on Lana'i where the organization created a cultural festival at Dole Park in Lana'i City. It drew cultural practitioners statewide to share skills with Lana'i practitioners in hula, music, food, traditional hale crafting, taro growing Hawaiian medicine. A walk-through native plant garden was created during the three day event each year. The event was free to the public.

The festival resulted in a sister community relationship with Ka'u travelling to Lana'i each year. The relationship eventually led to Uhane moving its base to Pahala, Ka'u. On Lana'i and in Ka'u, the festival grew to attract participants from Japan, Mexico and the U.S Mainland.

In addition to development of the festival, Uhane's Executive Director Kawehi Ryder worked for Castle & Cooke to build a 1400-ft. dry stack Hawaiian rock wall, which extended mauka makai to protect the remains of Kapiha'a Fishing Village which sits Makai of the Manele Golf Course Clubhouse. Workers for the project were native Hawaiians, most of them learning to build rock walls for the first time.

Castle & Cooke also hired Ryder to maintain the fishermen's trail system along the coast and to stabilize the Halulu Heiau in the ahupua'a of Kaunolu, below Lana'i Airport. The historic site was formerly a part-time residence of King Kamehameha I, who came to the area for fishing. It was the site of cliff jumping.

Castle & Cooke hired Ryder for water shed work in Maunalei ahupua'a. There he restored the ancient taro terraces and water flow in the only valley on the island with fresh water. Water was restored to taro terraces from the former pineapple irrigation water system. The water flowed from the irrigation pipe system connected to the water tunnel into the taro terrace and returned to the stream bed, travelling about a mile downstream. All of the Castle & Cooke work also involved outreach to include volunteer efforts by school children and other community members

Ryder was also contracted to trim and remove damaged, decaying Cook pine trees that were hazardous in Lana'i City. He is now working with Duane Kurisu to develop a walk-through cultural botanical garden adjacent to Kurisu's Punalu'u Bake Shop in Na'alehu. The aim of the

wahi pana is to create a place for living, experiential, sustainable, interacting movement between people of Ka'u, off island residents and visitors. The vision is to perpetuate a mindset of aloha and gratitude for all things within our universe. The name of the project is Ka Ola O Pu'u honua . (Life within a place of refuge).

Ryder and Uhane plan to continue these types of community efforts, to involve skill building, Hawaiian cultural education and economic development in Ka'u, focusing, in particular on at-risk youth.

Uhane's Cultural Resource Coordinator Debbie Ryder has been key to development of the Ho'okupu Hula No Ka'u Cultural Festival. As a Kumu Hula, she also filled a void after the passing Pahala's resident Kumu Hula. Ryder teaches hula at no charge to the community weekly. Attendance includes dancers from three years to 70 years old of age with more that 70n attending in Pahala Hongwanji. In addition, she is a part-time employee of Ka'u High and Pahala Elementary School, as a cultural resource coordinator and performing arts teacher. She teaches music and 'ukulele and directs annual events at the school, including the May Day and Christmas programs, which showcase the Hawaiian and multicultural traditions of the community in dance and song.

Uhane also volunteers to help maintain the coconut grove for O Ka'u Kakou at Punalu'u Black Sand Beach, the main Oceanside family gathering place in Ka'u.

The proposed Uhane project will be conducted at the school, Punalu'u Bakery at Na'alehu and at Hale Ohia, the cultural house, micro-ahupua'a working garden and home base of Uhane in Pahala. Hale Ohia currently hosts culgtural experiences with hands on applications for Ka'u High, Middle School and Pahala Elementary students. An example is viewing and learning Hawaiian names of the parts of a 40ft. by 25 foot traditional opelu fishing net. Special educations students have visited the cultural house during a once a week program. One on one programs, as needed, are conducted for students with behavioral problems.

2. The goals and objectives related to the request:

To provide 20 secondary school at-risk youth to include young adults, choice of disciplines training for certification through a year long program. The choices are Agriculture, Fishing and Traditional Hale Building. The programs will be conducted during the school year and summer break in Pahala. The programs will integrate cultural, environmental core curriculum with education at the middle and High School. Kupuna will help with education of the students by sharing live experiences and teaching practical skills,

The Agricultural Program will utilize 2 acres owned by the La'i LLC dba Punalu'u Bake Shop in Na'alehu to cultivate native and mixed food plants for local community and visitor consumption. Education will include traditional/permaculture methods and land use practices. Not only will the students farm, they will learn to use the food, flower

plants and other crops grown on site with establishment of a fruit stand. For example, Flowers and leaves from coconut trees at Hale Ohia and Punalu'u Bake Shop will be used to teach weaving, making food trays to include plumeria and ti leaf leis.

Fishing Program will involve traditional knowledge and techniques to include building and repair of nets and repair for opelu fishery. Students will learn to grow fish food and also to process fish into a dry product, using Hale Ohia's certified kitchen.

The Building Program will teach traditional Hawaiian house building, with environmentally appropriate construction techniques that reflect place-based cultural living and communal association patterns. The year long project will be construction of a 20 foot by 30 foot traditional hale. It will be a place for refuge, counseling, crisis intervention and teaching environment and culture to visitor, community and most important the Na'alehu Ka'u School Complex.

The approach will respect multiculturalism of the school population, attributes of the community and its surrounding farm, ranch and wild lands. The three programs will each bring a certificate of completion to each student. The programs will also be filmed to document the knowledge of the Kupuna teachers and to produce teaching materials for future classes and to train students in the documentation process.

Ho'okupu Hula No Ka'u Cultural Festival embraces the projects at the school. Students will partner with cultural experts, including their teachers, to present and teach their skills to the public. The students will interact with cultural practitioners from Hawai'i, Japan and the Global mainland. They will participate in classes leading up to a full day of hula, music and cultural education,

3. The Public Purpose and the need to Served.

The project will help to build respect among the students for their school, their multiethnic community population and the place where they live. It will encourage team building. For at risk students, it will provide an additional way to learn skills that can help prevent poor choices. With success in completing each program, students will be motivated to take their knowledge further and to share it with others. The programs in agriculture, fishing and building is deeply connected to their community and will inspire them to seek further education. The need is to help students find a path forward in life, to seek education and to respect their homeland. The building of skills and self-esteem will help to prevent costly incarceration of the at-risk students. Giving them a sense of place and foundation.

4. Describe the target population.

The target population is the Middle and High school students in Ka'u, with focus on students at risk of quitting school and presenting behavioral problems on campus. Many

students are impacted by Ka'u having one of the higher poverty rates in the state. The enrollment is approximately 58 percent Native Hawaiian and Pacific Islander. The Ka'u School complex has scored the lowest on Hawai'i Island in the Department of education standardized test scores. (SAT) in recent years. The State of Office of Youth Services has commented that the lack of activities is a major contributor to students getting into trouble in the school and the community.

5. Describe the geographic coverage. Ka'u is the largest geographic district in the State of Hawai'i. Students travel a long distance to the middle and high school by walking, private vehicle and bus. Many families experience unemployment and many students depend on the school for good nutrition. The distance to reach social services is often far, making school a focal point for helping students. To include our proposed Ke Ola Pu'u honua land based project.

III. SERVICE SUMMARY AND OUTCOMES

1. Scoop of Work, Task and Responsibilities
2. The Scoop of the work is training and certifying 20 students during the school year and summer break in the three traditional disciplines of agriculture, fishing and building. The program, in partnership with teachers, will implement and integrate a cultural environmental core curriculum with science, math, and plant biology. The work also includes education of the students in video production to document the masters of the skills they will learn and help to prepare teaching materials.
3. Provide a projected annual timeline for accomplishing the results or outcomes of the service.

Agriculture, Fishing and Building Programs will begin in July, with an overview and field work during the summer break to give students an opportunity to choose their specialties. The introductory period will involve talk story and hands on demonstrations with the masters. When school begins, the students, with guidance from our team and teachers, will concentrate on their specialties during scheduled times on weekend and after school at Hale Ohia and Punalu'u Bake Shop.

Agriculture:

Month One: Students help with food-floral-forest garden and orchard and it will include a native mix fruit orchard. Soil preparation will follow.

Month Two: Irrigation, planting and acquisition will begin, with students beginning to care for them.

Month Three: Students will learn to run the land components continuing daily maintenance, sequence planting and enjoying the first harvest. Students will learn organic pest control, mulching, and fertilizing.

Month Four: In Addition to the chores, students will begin to learn the marketing side, with harvesting, grading, weighing, packaging, and selling. Product will be shared with

the visitor market through our business fruit stand to include plumeria and ti leaf leis, and also sold within the community.

Month Five: In addition to the skills they develop, students will learn the overall financial responsibilities of running a business, with account ability for income, expense, investment and taxation.

Month Six : Through Eleven: Students will be running entire land project with new plantings, soil adjustments, pest control, product consistency and the regular work and daily care in agriculture. They will continue to plan, produce, sell and reinvest in agriculture.

Fishing:

Month One: Students will attend a class taught by a native Hawaiian opelu fisheries master who will come to Hale Ohia and Punalu'u Bake Shop six hours a week To include fishing residence at Napo'opo'o in South Kona.

Month Two: Students will work with master on operation of equipment used in opelu fishing. Videos will complement the learning process. They will help the agriculture students to plant pumpkin, sweet potato, and taro, which are three ingredients used to attract opelu for fishing.

Months Three and Four: Students will learn to sew fishing nets, They will take home their work product, including fishing floats surrounded by netting. Students will continue to plant fish food in the garden and learn how to process opelu. They will learn its anatomy through the weighing, scaling, cleaning, salting, processing and drying. They will care for drying racks. Students will begin to learn the marketing side, packaging and selling. Product will be shared with the school and sold to the community and visitors.

Month Five: In addition to the skills they develop, students will learn the overall financial responsibilities of running a business, with accountability for income, expense, investment, and taxation.

Month Six through Twelve: Students will be running their fish business,- the regular work and daily care. They will continue to plan, produce, sell, and reinvest. During the school year, each student will take at least one field trip to Honaunau to accompany the master on a boat to the fishing grounds.

Building:

Month One: Two master builders will be at the Punalu'u Bake Shop for 17 hours a week each for the entire school year and will give classroom presentations for the first month, including the history of native Hawaiian house building.

Month Two: Students will learn how to survey the site for the hale construction. They will learn how to estimate material needs including stones, working posts, rafters and purlins, as well as the cordage and thatching. Students will prepare the ground and lay out the foundation of the hale, digging the trenches for the perimeter.

Month Three and Four: Students will hand select and sort stone materials ion the varying sizes, traditionally called: one, half man and pebbles. Students will select and

prepare the wooden posts for the hale. They will debark each post and segregate according to size and plan.

Month our and Five: Set the main posts for the hale and set the rocks to support them.

Month Six, Seven and Eight: Students will do the framing –creating the rafters supported by the working posts.

Month Eight and Nine: Students will attach purlins to the rafters to complete the main framing of the hale, preparation for the thatching. Students will gather thatch material, to include lolou palm, ti leaf and pili grass- all gathered from Ka'u.

Month Ten through Twelve: Thatch the Hale and complete it. Complete landscaping.

Hale timeline completion for blessing, summer of 2023

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

A quarterly report on progress will be made to the State Legislature (Ways and Means Committee) State Office of Youth Services, and the Superintendent of the Ka'u-Keaaupahoa Complex of the State Department of Education. It will also be submitted to the Education Specialist for the complex and the Ka'u High School Principal to include parents/caregivers. The report will also go to Uhane's evaluation coordinator who will track overall progress expenses and results. The evaluator will work with the staff during the initial months of the project to develop the instruments necessary to establish baseline data. Evaluator will make a site evaluation each semester to meet with the project and school staff as well as community stakeholders. Evaluator will present suggested improvements to staff. Evaluator will deliver final report to funder, State Level Superintendent Department of Education and Uhane.

4. List of measures of effectiveness.

Evaluator will develop measures of effectiveness in cooperation with Uhane and Department of Education staff, within the first month for each program. Evaluations will be tied to the schedule. Measurements will include accomplishment of outlined tasks, independent study category, and evaluation of student improvement by skill masters, school teachers based on their direct interaction with students and testing results, when possible. Students will be surveyed about their attitudes toward education, school and community before each program begins. Every 90 days, students will take a survey to show any change in their attitudes and to present their own suggestions to improve the programs. These results will be reported to the agencies.

IV BUDGET-SEE ATTACHED

V. EXPERIENCE ANF CAPABILITY

1. **Necessary Skills and Experience**

During the last three years, Uhane has created a cultural house in Pahala with native food and utilitarian plantings a farm stand, certified kitchen and gathering place for education. Its principals. Have also become integral in cultural education at the Pahala School classesFacil and the building of a hale, with free hula lessons at the Pahala Hongwanji. Uhane produces the annual cultural festival for Ka'u each year, going on six years.

2. **Facilities:** The programs will have access to location at the Ohia cultural house in Pahala. Areas also dedicated for the program located at the Punalu'u Bake Shop to include an open space of the hale. Classes will be held also at the Chia Hale. Both have certified kitchens for food product processing and packaging. Students will also have free access to displaying their work at the annual cultural festival.

VI. Personnel: Project Staff Organization Staffing

1. **Proposed Staffing:** The Staffing will be according to timeline outlined for each program. The kupuna teachers for Agriculture, Fishing and Hale building are contractors. They are recognized experts in their fields with experience in mentoring to young people. Hours reflected in timeline match availability of kupuna and student time. Uhane staff member and Community Resource Coordinator will be liaison between the school and the Uhane program. He will also liaison with the kupuna master teachers, coordinating their efforts with the school curriculum teachers. Uhane's staff member and Executive Director will be hands-on with the kupuna teachers and the students and coordinate materials acquisition and completion of programs.
2. **Organization Chart:** The Executive Director oversees the entire project, staff and contractors. Community Resource Coordinator liaisons between kupuna teachers and Dept. of Education teachers and administrator in developing and adjusting the programs.
3. **Compensation:** The Executive Director receives an annual compensation averaging \$36,000. The Community Resource Coordinator receives \$14,400.

**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, 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.

LIHANE POHAKE NA MOKU O HAWAII
(Typed Name of Individual or Organization)

Frank K. Ryder III 1-20-22.
(Signature) (Date)

Frank K. Ryder III Executive Director
(Typed Name) (Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: UHane Pohaku NA Moku o Hawaii

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	42,000			
2. Payroll Taxes & Assessments	6,700			
3. Fringe Benefits	12,000			
TOTAL PERSONNEL COST	60,700			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,400			
2. Insurance	2,000			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	3,600			
5. Staff Training	0			
6. Supplies	34,000			
7. Telecommunication	1,152			
8. Utilities	3,000			
9				
10				
11 <u>Contractors</u>	106,750			
12 <u>Accounting</u>	3,600			
13 <u>Payroll Services</u>	2,200			
14 <u>CRA Tax prep.</u>	1,500			
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	160,202			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	220,903			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested		<u>Frank K. Ryder III</u> 649-9334		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		<u>Frank K. Ryder III</u> 1-20-22		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET		<u>Frank K. Ryder III - Executive Director</u>		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: LIHANE POKAKU NA MOKU O HAWAII

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director		60,000.	40%	\$ 24,000.-
Community Resource Coord.		32,400.	55%	\$ 18,000.-
				\$ -
				\$ -
				\$ -
Contractors				\$ -
Traditional Hawa. House Builder				\$ 42,500.-
Traditional Hawa. House Builder Assistant				\$ 32,500.-
Traditional Hawa. Fishing Master				\$ 21,250.-
				\$ -
5,500 - Program Evaluator				\$ -
5,000 - NA Led Television Prod. Ed. and Assistance				\$ 5,500.-
				\$ 5,000.-
				\$ -
TOTAL:				148,750
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: _____

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
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: _____

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: 2020-2021	FY: 2021-2022	FY:2022-2023	FY:2022-2023	FY:2023-2024	FY:2024-2025
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: LIHANE POKAKU NA MOKU O HAWAII

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Project Based Cultural Program Dept. Human Services - 19- Office of Youth Services - 922	7/1/20-6/30/21	OFFICE OF Youth Services	STATE OF Hawaii	110,000.
2		7/1/21-12/31/21			55,000.
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