

House District 1,4,5,7

Senate District 1, 2, 3

THE TWENTY-SIXTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 30-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"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.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

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:
Hawaii County Economic Opportunity Council (HCEOC)

Dbas: Same as above.

Street Address: 47 Rainbow Drive, Hilo, HI 96720

Mailing Address: 47 Rainbow Drive, Hilo, HI 96720

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name GEORGE YOKOYAMA

Title Resource Mobilizer

Phone # 808-961-2681 ext: 107

Fax # 808-935-9213

e-mail hceocgy@hawaii.rr.com

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

HELP AT-RISK AND LOW-INCOME SCHOOL/COURT REFERRED HIGH SCHOOL STUDENTS IMPROVE THEIR ATTENDANCE, BEHAVIOR, AND ACADEMICS BY WORKING COLLABORATIVELY WITH THE STUDENT, STAFF, AND AVAILABLE RESOURCES IN THE COMMUNITY TO PREVENT STUDENTS FROM DROPPING OUT OF HIGH SCHOOL.

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 366,281

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 \$ _____
 FEDERAL \$ _____
 COUNTY \$ _____
 PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED]
AUTHORIZED SIGNATURE

LESTER SETO, INTERIM EXECUTIVE DIRECTOR
NAME & TITLE

01/30/12
DATE SIGNED

Application for Grants and Subsidies

DROPOUT PREVENTION PROGRAM

I. Background and Summary

1. A brief description of the applicant's background:

Hawaii County Economic Opportunity Council (HCEOC) is a private non-profit community action agency established in 1965 under section 501 C and 170 (b) (1) (a) (vi) of the Internal Revenue Code. Applicant is governed by a twenty-seven (27) member Board of Directors composed of nine (9) public, nine (9) private, and nine (9) low-income representatives.

The mission of HCEOC is the alleviation, elimination, and prevention of poverty in the County of Hawaii by:

- Mobilizing and channeling private and public resources into antipoverty action;
- Stimulating new and effective approaches to the alleviation of poverty;
- Strengthening communication, mutual understanding;
- Planning the coordination and implementation of antipoverty programs in the community;
- Educating children and youth to become responsible contributing adults in society;
- Assisting the poor to attain economic self-sufficiency.

Over the last four decades, HCEOC has remained steadfast in its commitment to community action by offering vital services and innovative programs to improve the lives of disadvantage individuals, families, and communities throughout Hawaii County.

HCEOC services and programs include vital transportation for the elderly and disabled residing in remote and underserved areas, culturally appropriate youth programs to promote independent life-long learners and prevent high-school dropouts, employment training for the unemployed and underemployed, food assistance for the hungry, installation of energy efficient devices for low-income households to help reduce their energy bills, assist low-income households with home energy bills, and economic development projects.

2. The goals and objectives related to the request:

This funding request is to continue the operation of the Drop-Out Prevention Program on the island of Hawaii. The Department of Education's Complex Area Superintendents and high school Principals play an integral part with the staffing of the DOPP Facilitator positions.

The program will serve the following eight (8) high schools in Hawaii County: Keaau High, Konawaena High, Kealakehe High, Pahoa High, Ka'u High, Hilo High, Waiakea High, Honokaa High.

The goal of the DOPP program is to help at-risk and low-income referred high school students improve their attendance, behavior, and academics by working collaboratively with the students, staff, and available resources in the community to prevent the students from dropping out of high school.

Objectives to attain:

- a) By the end of the school year, 95% of the seniors in the program will graduate.
- b) 60% of the students referred will pass all courses necessary for promotion.
- c) 65% of the referred students will have an attendance of 65% or better.
- d) 70% of the students referred will finish the school year without any suspensions exceeding three (3) days.
- e) 80% of the participants will demonstrate positive changes in attitude toward self and others on the pre/post observation form.
- f) 70% of the program parents will increase positive communication with their child, other adults and children of other ethnic groups on the pre/post observation form.

3. State the public purpose and need to be served:

Individuals who fail to earn a high school diploma are at a great disadvantage, which directly affects the economy, social fabric, and security of the nation, states, and local communities. According to Alliance for Excellent Education, Dropouts, Diplomas, and Dollars Report, August 2008, consider the following:

- Over the course of his or her lifetime, a single high school dropout costs the nation approximately \$260,000 in lost earnings, taxes, and productivity.

Estimated additional lifetime income if high school dropouts graduated with their class in 2007-2008 for Hawaii is \$1,439,394,404.

- High school dropouts are far more likely than high school graduates to be arrested or incarcerated. Increasing the high school graduation rate and college matriculation for male students by only 5 percent would lead to combined savings and revenue of almost \$8 billion each year.

The impact of a 5 percent increase in male high school graduation rates on crime reduction and earnings for Hawaii are as follows:

- Annual crime-related savings - \$6,835,886
 - Additional annual earnings - \$11,203,133
 - Total benefit to Hawaii economy - \$18,039,020
- Each student who graduates from high school will save states an average of \$13,706 in Medicaid and expenditures for uninsured care over the course of his or her lifetime. States could save more than \$17 billion if those young people earned their high school diplomas.

Lifetime savings for Medicaid and uninsured medical coverage costs if all students in the class of 2005-2006 graduated from high school in Hawaii are:

- State Medicaid savings per additional graduate - \$14,837
 - State uninsured savings per additional graduate - \$988
 - Total health savings per additional graduate - \$15,825
 - Total lifetime health savings if all students in the class of 2005-2006 graduated - \$92,725,623
- For every \$500 of wealth that households headed by a high school dropout accumulate, households headed by high school graduates possess approximately \$5,000. This means that there would be an additional \$74 billion in collective wealth in the United States if every household were headed by an individual with at least a high school diploma.

Potential additional household wealth if all heads of household were Hawaii high school graduates - \$191,695,500

- Because too many students are not learning the skills they need to succeed in college or work while they are in high school, the nation loses more than \$3.7 billion a year in costs associated with college remediation.

Annual savings and earnings benefits from a reduced need for Community College Remediation for Hawaii are:

- Annual remediation savings - \$4,298,600
- Additional annual earnings - \$9,355,236
- Total benefit to Hawaii's economy - \$13,653,836

In the September 2010 fact sheet from the Alliance for Excellent Education, it reveals that nationally, low-income and students of color fare the worst in the dropout epidemic. The graduation rate among students of color is as much as twenty-five percentage points below their white peers. A student within the age range of sixteen to twenty-four years old who comes from the lowest quartile of family income is about seven times more likely to have dropped out of high school than his/her counterpart who comes from the highest quartile. (Source: Amos, Jason. Alliance for Excellent Education, Dropouts, Diplomas, and Dollars. U.S. High Schools and the Nation's Economy, August 2008. Website: <http://www.all4ed.org/files/Econ2008.pdf>)

The public purpose of this project is to invest in helping students graduate from high school rather than losing millions of dollars in tax revenue and adding to the cost of welfare, food stamps, and housing assistance, government subsidized health care, and the criminal justice system.

4. Describe the target population to be served:

The target group is students who are referred by the school or the Probation Office as potential dropouts. These students are academically failing their courses, have excessive unexcused absences, or exhibit social problems. These students may fall in one or more of the following criteria:

- a) Failure in two or more subjects,
- b) Accumulated ten or more unexcused absences,
- c) Referred by school and/or Probation Officer,
- d) Exhibits difficulty in dealing with problems arising out of a student's ethnicity, or minority status, or
- e) In a situation where home to school dialogue is critical for student success.

The proposed high schools were selected based on data gathered from the Department of Education, School Status and Improvement Report, School Year 2010-11 and factoring in the following criteria:

- High percentage of dropout rate;
- High percentage of free or reduce lunch;
- High percentage of students with limited English proficiency
- High percentage of student body suspension rate

Scale:	Keaau – KEA	Konawaena – KONA	Kealakehe – KEAL
	Pahoa – PAH	Ka`u – KAU	Hilo – HILO
	Waiakea – WAI	Honokaa – HON	

CRITERIA	KEA	KONA	KEAL	PAH	KAU	HILO	WAI	HON
Percent of high school dropouts	22%	20.2%	17.9%	11.7%	11.9%	15.1%	12.8%	9.1%
CRITERIA	KEA	KONA	KEAL	PAH	KAU	HILO	WAI	HON
Percent of students receiving free or reduced-cost lunch	70.4%	52%	48.8%	77.4%	77.1%	53.2%	44.9%	49.9%
Percent of students with limited English proficiency	7.0%	14.8%	9.2%	6.7%	17.7%	5.3%	4.3%	3.4%

Suspensions, School Year 2010-2011

Class A: Burglary, robbery, sale of dangerous drugs

Class B: Disorderly conduct, trespassing

Class C: Class cutting, insubordination, smoking

Class D: Contraband (e.g. possession of tobacco)

High School	% of Student Body Suspension	Class A	Class B	Class C	Class D
Keaau	24%	44%	31%	24%	1%
Konawaena	10%	64%	19%	16%	1%
Kealakehe	11%	31%	26%	41%	2%
Pahoa	30%	14%	45%	39%	2%
Ka`u	10%	32%	61%	7%	0%
Hilo	11%	35%	27%	35%	2%
Waiakea	5%	53%	27%	19%	0%
Honokaa	12%	59%	33%	7%	1%

5. Describe the geographic coverage.

- Keaau High school is located south of Hilo in the Puna district of Hawaii County. Once a bustling plantation mill community, Keaau is now a rural bedroom community outside of Hilo. The town and outlying community support the high school (which opened its doors in the fall of 1999), a middle school and an elementary school. 80% of the students commute from an outlying area of 112 square mile to the campus.
- Konawaena High is located on the slopes of Mauna Loa in Kealakekua and is one of two high schools that service West Hawaii. The school

boundary extends 35 miles from southern Kailua-Kona to Honomalino. The school's diverse population reflects the evolution of agrarian and resort lifestyles in the Kona district.

- Kealakehe High School is located in West Hawaii, five minutes north of Kailua-Kona. The geographic areas served by the school extend from Hualalai Road, its southern boundary, to Waikoloa Village in the north. The farthest commute within the district is approximately 45 minutes from Waikoloa Village. Bus transportation is provided to all areas.
- Pahoia High and Intermediate School (PHIS) occupies 23 acres in the lower Puna District on the island of Hawaii, a geographic area half the size of Oahu. Puna contains a widely diverse population with an overall socioeconomic status below state averages.
- Ka`u High and Pahala Elementary school is a small rural K-12 school with approximately 540 students. It is located in the southern district of Ka`u, in the town of Pahala. Ka`u is the largest district on the island, and in the state of Hawaii, with an area of over 600,000 acres.
- Hilo High school is located near the Wailuku River on the island of Hawaii. The school is situated at 556 Waianuenue Avenue on across the street from Hilo Intermediate School, one of its two feeder schools, the other being Kalaniana`ole Intermediate School.
- Waiakea High school is a smaller learning community (SLC) high school located directly across from the University of Hawaii-Hilo campus.
- Honokaa High school is located in the center of Honoka`a town on the Hamakua Coast of Hawaii island. The school was established in 1889 and serves a large geographic area including the communities of Waimea, Kawaihae, Ahualoa, Honokaa, Kukuihaele, Pa`ahau, and Paauilo.

II. Service Summary and Outcomes

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

The Drop-Out Prevention Program (DOPP) reduces the risk of high school students, with chronic unexcused absenteeism and dropping out of school before graduating. Program Facilitators work with school-referred students, parents, school counselors, teachers and administration, as well as, family court and other public agencies, to establish rapport and open channels of communication between all involved parties. Activities are conducted to help students develop

positive attitudes toward school, increase self-esteem and explore career options. As a result of this focused, caring environment, students are mainstreamed back into the regular classrooms and their attitudes about school changes. Students show improvement socially and academically and remain in school to graduate. The primary component of the services provided will be counseling referred potential high school dropouts and their parents on a one-to-one basis. HCEOC's staff will develop trust most effectively when doing so, and cooperation from both, parent and student will increase. Parents of these referred potential dropouts will be kept well informed of their child's school progress through extensive follow up of HCEOC's staff.

The DOPP Facilitators will be assigned to not more than 26 students to the program at any given school and are required to do active follow-up with 12 students during any given period.

Activities that promote the development of a student's self-esteem are another integral component of this program and will be carried out at a minimum of one activity per month. Services also include acting as a liaison, transporting students and parents to school meetings and appointments, speaking to frustrated parents, as well as serving as a facilitator to improve home-school relationships whenever is deemed necessary.

Major Program Activities:

- a) Provide for individual and groups consultation sessions to resolve problems.
- b) Receive and process referrals from probation officers and school's screening committees.
- c) Assist students in obtaining information relevant to his/her success in school and in meeting graduation requirements.
- d) Act as liaison for students working with other private and public agencies.
- e) Keep accurate account of all services provided and the degree of its effectiveness.
- f) Provide after school activities and maintain communication with parent and child.
- g) Assist in organizing parent and student groups.
- h) Plan and/or conduct mini-workshops and/or meeting for Facilitators and parents.
- i) Prepare quarterly and annual evaluation reports. Data should be specific to each objective and activity identified. Records should be readily available for periodic monitoring or when requested for the department.

j) Conduct summer activities which includes the following:

- Provide in-service training for DOPP Facilitators.
- Assist students in participating in productive summer activities, i.e., summer school, seeking jobs, volunteer services, working on future school plans, etc.
- Make contact and conference with parent and child when appropriate.
- Orient potential referrals (both parent and child) for the next school year regarding program services available.

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

The program starting date will begin July 1, 2012 and end on June 30, 2013. The services will be provided on a 40 hour week for 12 months. The nature of the work requires flexibility in schedules. Therefore, the supervisor will determine appropriate work schedules for its staff (facilitator) at each school site.

The projected annual timeline and explanation of events are as follows:

Events	Start Date	End Date
Assist with no-show students	August 20	September 30
Case Management	July 1	June 30
Collaboration w/ school and other agency or resources	July 1	June 30
Create Objectives/Outcomes	July 1	June 30
Documentation	July 1	June 30
Enroll Participants	July 1	June 30
Meet with Student Counselor or Referral source	August 20	June 30
Outreach – Home Visits	July 1	June 30
Progress Updates	July 1	June 30
Receive, Process, & Investigate Referrals	July 1	June 30
Reports	July 1	June 30
Student and Parent Activities	July 1	June 30
Student Meetings	July 1	June 30

Events	Explanation of Events
Assist with no-show students	The no-show student list contains students who are registered but have not reported to school or students who were students in the prior year and have not attended school.
Case Management	Meeting with student and counselors regularly. Filing necessary documentation.
Collaboration w/ school and other agency or resources	Collaborate with other agencies to ensure student is receiving necessary services.
Create Objectives/Outcomes	Students who are failing courses must set objectives to reach the necessary credit recovery path, needed to graduate.
Documentation	Any correspondence, including verbal communication will be documented in student file.
Enroll Participants	Parents will sign a form indicating their child is receiving services.
Meet with Student Counselor or Referral source	Update the referral source of student progress or challenges.
Outreach – Home Visits	Home-visits with families will be conducted to update on student progress.
Progress Updates	Program Manager will require Facilitators to select students on a monthly basis and report updates.
Receive, Process, & Investigate Referrals	Student file must contain sufficient documentation regarding reason for referral, grades and other services received to determine if student meets program eligibility.
Reports	Reports are turned in every month by Facilitators. Reports contain student, parent and other contacts made within a month.
Student and Parent Activities	Activities for the students and parents/guardians on a monthly basis to promote involvement with student.
Student Meetings	Meet with students on a regular basis ranging from 1 to 3 times a month. Meetings are aimed at meeting objectives set forth.

3. Quality Assurance and Evaluation Plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results:

HCEOC’s Staff (Facilitators) are responsible to keep accurate accounts of all services provided. Each individual student referred to program has a case file folder which consists of forms that comply with objectives as follows:

- a. Program Data Collection
- b. Program Daily Contact Record Sheet
- c. Program Referral Form
- d. Daily Attendance Log
- e. Report Cards
- f. Pre and Post Student Attitudinal Survey
- g. Pre and Post Parent Attitudinal Survey
- h. Other Forms and Documents

DOPP Facilitators compile data into Monthly Reports and submit it to Program Supervisor. The reports consist of work accomplished during reporting period and nature of work performed, identification of persons serviced during reporting period, and immediate problems encountered during reporting period, recommendations, and short summary of proposed activities for program students and parents. Having staff submit a report each month helps program supervisor to keep account of facilitator’s progress in reaching goals and objectives.

4. Methodology of reaching Goals and Objectives:

Goals	Methodology
1. 95% of seniors referred will graduate from school. Compare report cards per quarter (semester) from the time senior enters the program till the end of the school year and graduate with a diploma.	Report cards; diploma
2. 60% of referred students will pass all courses for promotion. Compare report cards per quarter (semester) from the time student enters the program till the end of the school year. Request progress reports from teachers and school counselor periodically, or as often as needed.	Report cards
3. 65% of referred students will attend school at least 65% of the time. Monitor student’s attendance daily –provided by schools.	Daily Attendance Record Sheet

4. 70% of the students referred will finish school year without suspensions exceeding three (3) days.	School Suspension Record
Monitor school suspensions through School Suspension Record Sheet provided by schools.	
5. 80% of the participants will demonstrate positive changes in attitude toward self and others.	Student Observation Form
Pre test is administered at the time student enters the program and a post test is given at the end of the school year to measure this objective.	
6. 70% of program parents will increase communication with their child, other adults and children of other ethnic groups.	Parent Observation Form
The test is administered at the time student enters the program, and a post test is given at the end of the school year to measure this objective.	

Activities done in the summer months also have accurate records of student contacts, and documentation in individual file folders.

Agency Quality Assurance Plan is attached.

III. Financial

Budget

1. See attached budget forms for detail cost of the request.
2. Anticipated quarterly funding requests for the fiscal year 2012-2013.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$109,884	\$73,256	\$109,884	\$73,257	\$366,281

3. **Listing of all other sources of funding that they are trying to obtain for fiscal year 2012-2013.**

HCEOC actively seeks and competes for federal, state, county, and foundation grants for the continuation of the Drop-Out Prevention Program (DOPP). Presently, three DOPP Facilitators are being funded by the State of Hawaii federal pass-through Community Services Block Grant funds for Pahoa, Honokaa, Keaau, and Konawaena High Schools. Aside from this funding request, HCEOC shall submit a grant application to the County of Hawaii for the continued funding of the DOPP program for the period of July 1, 2012 – June 30, 2013.

IV. Experience and Capability

A. Necessary Skills and Experience

HCEOC's Dropout Prevention Program has provided services in assisting the Department of Education for 35 years in the prevention of at-risk high school students with low self-esteem from dropping out of school. For these 35 years, not one student client has been apprehended for drugs. Facilitators work with in-school Substance Abuse Counselors, if there is any sign that the student may be involved with drugs.

There is an excellent reciprocal working relationship among HCEOC Facilitators, school and probation office personnel. The communication lines are open, to ensure that more information and advice are shared. Facilitators work with the students' Counselors to set specific goals and objectives. In cases that deal with attendance, Facilitators will appear at court with student and family to ensure that student follows court mandated actions.

HCEOC's Dropout Prevention Program (DOPP) received Federal Grants from 1974 to 1981, and from 1982 to present it is funded by State funds. The program has brought school authorities, parents, and students closer together through their past work performance.

Listing of verifiable experience of related projects or contracts for the most recent three years are as follows:

Program/Funding Source	Community Services Block Grant
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	En Young, Program Specialist
Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-586-3957
Contract/Grant No.	OCS-POS-12-61
Contract Period	10/01/11 – 09/30/12
Funding Amount	\$109,240

Program/Funding Source	Community Services Block Grant American Recovery and Reinvestment Act
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	Keith Yabusaki
Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-586-8680
Contract/Grant No.	OCS-ARRA-09-02
Contract Period	01/04/10 – 09/30/10
Funding Amount	\$158,102 – DOPP Program \$48,605 – Summer School Tuition Assistance
Program/Funding Source	Drop-Out Prevention Program
Contracting Agency	Department of Education
Contact Person	Tammy Keller
Contact Information	Department of Education Procurement & Contracts Branch 94-275 Mokuola Street Room 200 Waipahu, Hawaii 96797 Phone: 808-675-0130
Contract/Grant No.	CO-90015
Contract Period	07/01/08 – 08/31/09
Funding Amount	\$327,227

B. Facilities

A strong working relationship has been established between the Department of Education Staff and HCEOC's Staff (Facilitators). The Hawaii District Schools that participated and received HCEOC's Drop-Out Prevention services provide adequate work space on their school campuses for HCEOC staff to conduct counseling sessions and student activities. No additional facility is required since services are primarily provided off school campus and during after school hours on a one-to-one basis.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Proposed Staffing

The DOPP will require one full-time Program Manager position and eight (8) DOPP Facilitators. Each Facilitator will be assigned to provide services to each of the following public high schools on the Big Island: Keaau, Konawaena, Kealakehe, Paho, Ka'u, Hilo, Waiakea, Honokaa High schools.

Staff Qualifications

The Program Manager shall supervise and conduct monitoring site visits periodically to support Facilitators and meet with school's Administration as part of her/his monitoring and evaluation process.

DOPP Facilitators shall be responsible for providing one-on-one and group counseling to referred at-risk youths and their families.

Program Manager

- Knowledge of legislative process.
- Knowledge of teaching and instructional methods, processes, and practices.
- Skill in use of general office equipment, computer, and software applications.
- Skill to correct, edit, and proofread instructional materials and documents.
- Ability and skill to plan, organize, and present instructional presentations and demonstrations to staff.
- Ability to work cooperatively as an effective team member of HCEOC and the DOE.
- College graduate in the field of Education or in a related field with two years of progressively responsible experience in a related field.
- Excellent verbal and written skills.
- Detailed oriented. Must be able to maintain records and submit reports, and other information accurately.
- Knowledgeable of community, agencies, and organizations within the area they serve.
- Must have the ability to relate and communicate effectively to minority groups, people, and community.
- Must possess a valid driver's license and have daily access to a vehicle.

Dropout Prevention Facilitator

- Bachelor's degree or Associate Degree and 2-3 years working with at-risk youths or high school diploma with 5-7 years experience working with at-risk youths.
- Knowledge of the educational methods, procedures, and techniques of researching, preparing and disseminating information.
- Knowledge of assessment and referral techniques.
- Ability to analyze, interpret and apply research findings and recommendations.

- Ability to relate to all ages and classes of people and to present ideas clearly and effectively.
- Ability to establish a relationship with youths of different cultural and social backgrounds.
- Ability to independently and effectively plan and carry out a variety of educational projects and activities.
- Ability to prioritize work and to multi-task.
- Excellent written and verbal communication skills.
- Be flexible and willing to learn.
- Demonstrate a strong desire and interest in helping others reach their full potential.

Supervision and Training

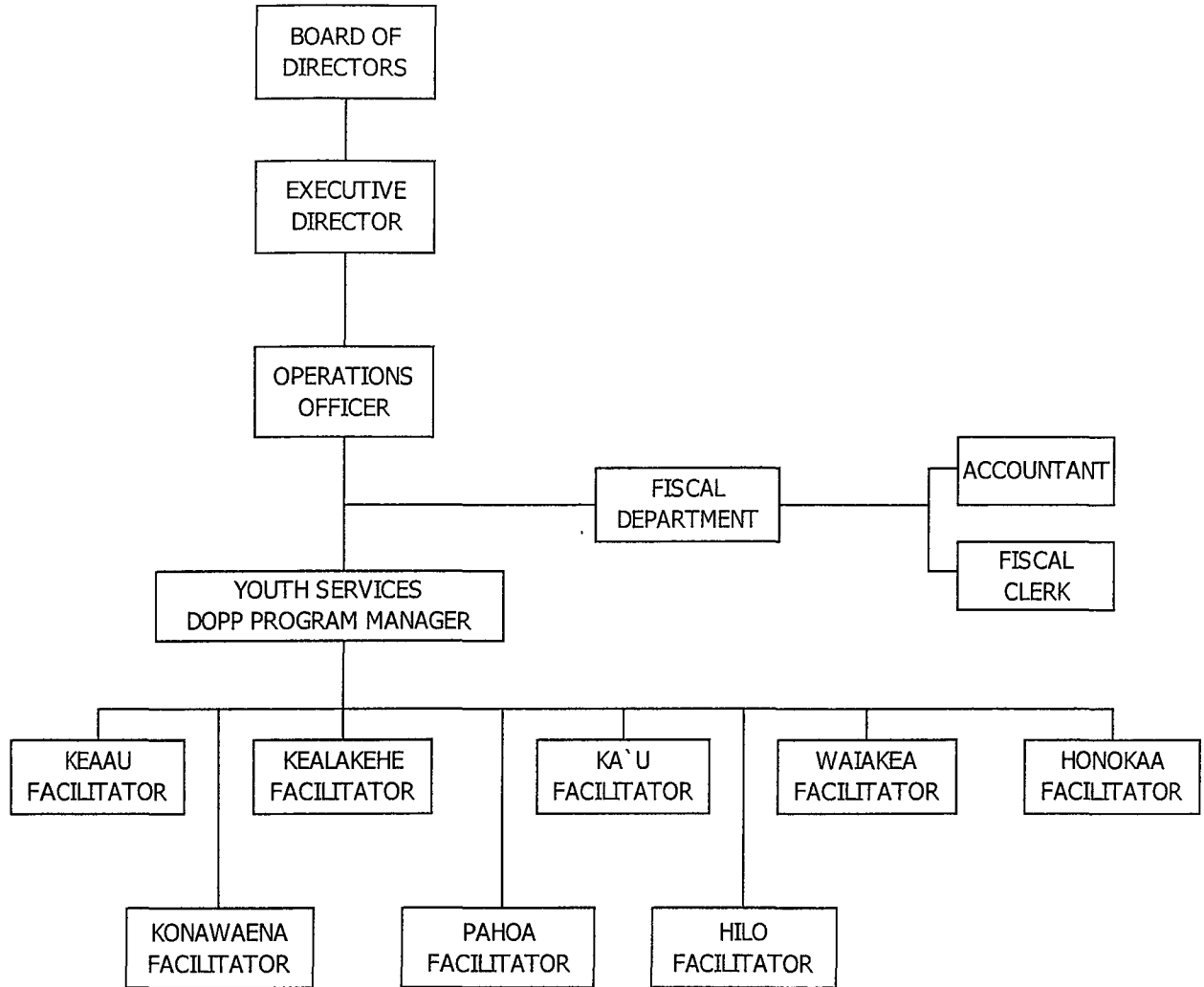
Program Manager and HCEOC Facilitators must meet or exceed the qualifications/experience requirements as put forth by the Department of Education, for similar positions. The Community Services Director oversees the Program Manager and provides support and direction on administrative matters.

Program Manager will plan and conduct Staff Development Training in a minimum of once a month. Program staff will receive training and learn acquired skills in operation of the project and their dealings with potential high school dropouts and their parents through the collaboration with various resource agencies.

Most recently over the past two years, HCEOC's Community Facilitators in this program have received training coordinated by the University of Hawaii-Hilo, the Hawaii Community College, the Department of Health, Alu Like, Office of Hawaiian Affairs, Queen Liliuokalani Trust, the County of Hawaii Youth Builders Committee, Department of Human Services and the Department of Justice.

HCEOC staff will coordinate their activities and continue to receive technical and curricular assistance from the Department of Education. DOE personnel extend invitations to HCEOC staff to In-Service Training and various workshops that help them in being more effective in working with high school students.

B. Organization Chart



Agency organizational chart attached

VI. Other

A. Litigation

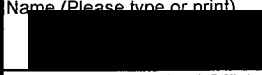
Not Applicable.

B. Licensure or Accreditation

Not Applicable.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2011 to June 30, 2012)

Applicant: Hawaii County Economic Opportunity Council - DOPP

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	244,003			
2. Payroll Taxes & Assessments	44,872			
3. Fringe Benefits	36,356			
TOTAL PERSONNEL COST	325,231			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	4,000			
3. Lease/Rental of Equipment	1,000			
4. Lease/Rental of Space	1,000			
5. Staff Training	1,500			
6. Supplies	5,000			
7. Telecommunication	2,000			
8. Utilities	3,000			
9. Data Processing	1,500			
10. Audit Fees	2,000			
11. Physical Exam/Drug Testing	900			
12. Criminal Background Check	150			
13. Mileage - Staff	6,000			
14. Office/Yard Maintenance	1,500			
15. Copies	500			
16. Postage	200			
17. Vehicle Gas & Oil	5,000			
18. Vehicle Maintenance/Licensing	800			
19. Program Activities	5,000			
20				
TOTAL OTHER CURRENT EXPENSES	41,050			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	366,281			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	366,281	George Yokoyama	808-961-2681 ext: 107	
(b)		Name (Please type or print)	Phone	
(c)			01/30/12	
(d)		Signature of Authorized Official	Date	
TOTAL BUDGET	366,281	Lester Seto, Interim Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Hawaii County Economic Opportunity Council

Period: July 1, 2011 to June 30, 2012

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	0.8	\$54,000.00	5.00%	\$ 2,700.00
Senior Accountant	0.8	\$42,120.00	5.00%	\$ 2,106.00
Accountant	0.8	\$30,030.00	5.00%	\$ 1,502.00
Community Services Director/Human Resource Officer	0.8	\$36,540.00	5.00%	\$ 1,827.00
Resource Mobilizer	0.25	\$16,248.00	5.00%	\$ 812.00
DOPP Manager	1	\$32,000.00	100.00%	\$ 32,000.00
DOPP Community Facilitator - Keaau	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Konawaena	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Kealakehe	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Pahoa	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Ka`u	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Hilo	1	\$25,000.00	100.00%	\$ 25,000.00
DOPP Community Facilitator - Waiakea	1	\$28,056.00	100.00%	\$ 28,056.00
DOPP Community Facilitator - Honokaa	1	\$25,000.00	100.00%	\$ 25,000.00
TOTAL:				244,003.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hawaii County Economic Opportunity Council

Period: July 1, 2012 to June 30, 2013

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: No equipment and motor vehicle funding requested for the DOPP program.				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Hawaii County Economic Opportunity Council

Period: July 1, 2011 to June 30, 2012

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2009-2010	FY: 2010-2011	FY:2011-2012	FY:2011-2012	FY:2012-2013	FY:2013-2014
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: No capital project funding requested for the DOPP program.						

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

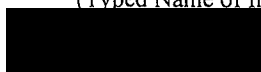
- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy 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 or subsidy 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.

Hawaii County Economic Opportunity Council

(Typed Name of Individual or Organization)



(Signature)

01/30/2012

(Date)

Lester Seto

Interim Executive Director

(Typed Name)

(Title)

Hawaii County Economic Opportunity Council Quality Assurance Plan

Purpose: To provide guidance for evaluating the effectiveness of the programs conducted by the Hawaii County Economic Opportunity Council. Program evaluation is an important component of HCEOC's effort to assure that a program is operating as intended and achieving results.

A program evaluation is a thorough examination of the program and its effectiveness using statistical and analytical tools. It also uses expertise within and outside the program under review to enhance the analytical properties and to add credence to the evaluation and recommendations.

HCEOC's communication efforts, its impact and effectiveness in the community will be done. The evaluation will review publicity, the agency's activity with the media, the web site and other public communication efforts.

Objectives:

1. Each program at HCEOC will develop outcomes/goals for each participant. The program will monitor the program at periodic intervals. The information obtained will be used to evaluate the program and to initiate changes when needed.
2. Performance Measurement System (self assessment tool) will be developed for each program. The Performance Measurement System will be used to determine overall effectiveness of the program. Surveys, regarding programs, activities and or projects; customer service, development, finance, shall be an essential component of the Performance Management Tool.

Verification and Validation of Data

HCEOC's program activities require reliable financial and human resources information to assess agency operation and performance results and to make good management decisions. HCEOC will put maximum effort to ensure the accuracy of program information and any analysis of the information.

HCEOC shall continually review the information it collects in various databases for accuracy by using software tracking programs and program reviews of a sample of records. In addition, management shall conduct analyses regularly to review the information collected in order to identify any anomalies that indicate erroneous entries requiring correction to collection procedures.

HCEOC shall utilize software systems that enable the agency to collect information more rapidly and accurately by eliminating the need to enter information multiple times before it can be reviewed and analyzed. In addition, a series of edit checks shall be used to determine the accuracy of data entered from program staff. HCEOC shall utilize a software system that ensures ease of data entry and incorporates a number of checks to prevent the entry of incorrect data.

HCEOC shall maintain quality guidelines and internal procedures which ensure its ability to verify and validate the quality of data before it is released to the public and funding sources. All information received shall be used to improve HCEOC's systems and data.

GRANT PROPOSAL

1. Prior to any grant application submission, HCEOC will ensure that it has the staff and expertise to accomplish the requirement of the grant.
 - a. The Request for Proposal (RFP) will be distributed to all individual who will be involved in the management of the grant.
 - b. A meeting to discuss HCEOC's participation will be held. Each proposed participant will be assigned an area to research, compile information and write a draft of their area for inclusion in the proposal.
 - c. Each manager will develop questions which should be addressed prior to any submission.
 - d. The program manager for the grant will develop outcomes and indicators (if not provided in the RFP) for tracking the grant program participant's progress.
 - e. Utilizing the outcomes and indicators, the program manager will develop a Performance Management tool (forms, charts, guidelines for reporting findings, recommendations for corrective action when objectives are not met, etc).
 - f. All Federal grants shall utilize an independent third party evaluator.
 - g. All grant proposals shall be approved by the Board of Director prior to submission.

2. The Executive Director will meet with all management and program staff to discuss the individual submissions.

GRANT AWARD

Upon grant award, all management staff will meet to review the grant and to discuss the grant requirement. This will insure that any staff involved understands the requirement.

PERFORMANCE MANAGEMENT SYSTEM

1. All staff will receive training on the grant, the monitoring and self assessment tools and procedure for reporting noncompliance with the terms of the grant.
2. All staff involved in the grant will receive a packet of the self assessment tools.

GRANT PERFORMANCE

1. Participant Eligibility – What are the requirements for inclusion in the grant?

2. Participant Recruitment
 - a. Recruitment – Who will be recruited? How will the participants be recruited? Once accepted, how will they be evaluated? What will be the procedure for dealing with failing or non-performing participants? If the number of participants do not meet the objectives established in the grant, what procedure(s) will be utilized to increase participation?

- b. Monitoring – How many people were contacted? How many of the people contacted were accepted/included in the grant? If monitoring reveal a failure to meet established objectives/goals, what corrective actions should be initiated?

ADMINISTRATION/MANAGEMENT

Financial Management Practices

1. Board Participation

- a. HCEOC shall insure that all Board members clearly understand their roles and responsibilities for financial health.
- b. HCEOC shall insure the board receives and reviews complete financial information at every meeting
- c. Board in collaboration with the management staff regularly reviews short-term and long-term plans and goals.

2. Fiscal

- a. The financial management staff are qualified and knowledgeable
- b. There is a process in place to develop a well constructed and realistic budget.
- c. Financial reports are prepared in an accurate and timely manner.
- d. HCEOC has a regular plan for adequate cash balances, including cash flow and monitoring.
- e. HCEOC maintains cash balances or reserves appropriate for the organization.
- f. HCEOC maintains a system for tracking restricted or designated funds.
- g. HCEOC insures payroll tax deposits are timely.
- h. HCEOC insures bills are paid in a timely manner.
- i. There is a written financial policy in place including responsibility and authority for financial decisions.
- j. HCEOC insures that there are adequate and appropriate internal controls in place and maintained.
- k. HCEOC insures the financial system is in compliance with all required legal and funding reporting.
- l. HCEOC insures that the agency has an annual financial audit.
- m. HCEOC's CFO shall ensure that the financial system data are complete and accurate.
- n. HCEOC's CFO shall ensure that documentation is maintained to support the transactions recorded in the general ledger. In addition, HCEOC shall ensure that timely, complete and accurate reconciliations are performed and that differences identified are researched and resolved.
- o. Program Mangers shall have the necessary information for operating the program.
- p. There is evidence of cost containment.

Human Resources and Staffing

1. HCEOC shall ensure that there is a formal human resources program.
2. HCEOC shall ensure that all employment practices comply with federal, state and local laws and regulations.
3. HCEOC shall provide to each employee a handbook of the personnel policies.

4. HCEOC shall have a formal grievance program.
5. HCEOC shall have a formal staff orientation and an exit interview program.
6. HCEOC Human Resource Office shall review time and attendance reporting to ensure that all employees report accurate and complete information to the audit clerk. HCEOC HR office shall ensure that timesheets with incorrect or incomplete information are returned to employees for correction before certifying time and attendance information. The reporting of time and attendance information shall comply with all funding source requirements.

PROGRAM MANAGEMENT

Outcome Evaluation

HCEOC shall have a formalized program self assessment system.

- a. All staff shall receive training concerning funding sources and the need for outcome measurements for client services and program activities.
- b. All staff shall understand the mission of the organization.
- c. Data collection:
 1. All direct service providers staff members shall receive training in the importance of the use of outcome evaluation for ongoing program and client services improvement.
 2. Outcome data shall be routinely collected, analyzed and shared throughout the agency.
 3. Data collection shall be part of the daily and/or weekly routine of the organization, shall be used to conduct program planning, target resources and improve delivery of service.
- d. Program evaluations shall be outcome driven.
 1. Self assessment checklist, to evaluate the quality and effectiveness of the program shall be used for all programs and activities. The focus of the evaluation shall be on the program beneficiaries (clients, participants) and what has been accomplished for them.
 2. All programs shall be evaluated at scheduled intervals.
 3. All program staff shall be trained on the evaluation tool. A copy of the self-assessment tool will be provided each program manager.
 4. The information gathered will be compiled and subjected to statistical analysis. The results of the analysis will be used to determine modifications are needed. If the analysis indicates that problems exists, the Program Manager in collaboration with the Program Director and the management staff will attempt to determine the reasons for the problems, and develop new procedures for program improvement.

HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL ORGANIZATIONAL CHART

