

House District _____
Senate District _____

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

Log No: _____

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
Db/a:

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:

For operational funding to continue and expand HCEOC Dropout Prevention Program, Hawaii School District, targeting students that are referred by school or Probation Office as potential dropouts.

4. FEDERAL TAX ID #: _____
5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: \$ 443,262.45

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:

AUTHORIZED SIGNATURE

Lester Seto, Interim Exec. Dir.
NAME & TITLE

DATE SIGNED

1/29/13

Application for Grants and Subsidies

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

I. BACKGROUND AND SUMMARY

A. Brief Description of Applicant's Organization

Hawaii County Economic Opportunity Council (HCEOC) is a private non-profit organization established in 1965 under the provisions of the Economic Opportunity Act of 1964, as amended, and qualifies as a charitable and educational organization.

HCEOC's purpose and function is to prevent, alleviate, and eliminate poverty in the County of Hawaii. HCEOC's Mission Statement specifically addresses educating children and youth in becoming responsible, contributing adults in society as one of its accomplishing goals.

B. Goals and objectives related to the request

For 38 years, the prime goal of HCEOC's Dropout Prevention Program (DOPP) has been to prevent high school dropouts by providing educational and support services to students at-risk of dropping out. HCEOC defines dropout as a student who, after leaving school, is not in any certified program leading to a high school diploma or equivalent. Spurred by the 2009 American Recovery and Reinvestment Act, the Hawaii Department of Education (DOE) also stresses high-school completion in its Race to the Top (RTTT) achievement target of a 90% high school graduation rate by 2018.

DOPP's objectives for participating students are as follow:

1. 95% graduation rate for referred high school seniors
2. 75% of referred students will pass all courses necessary for promotion
3. 75% of referred students will attend school at least 75% of school days
4. 75% of referred students will not have suspensions exceeding three days
5. 80% of the participating clients will demonstrate positive changes in attitude toward self and others on the Pre/Post-observation form
6. 70% more communication with parents, other adults and peers of other ethnic groups

For the 2013-2014 school year, DOPP will increase focus on post-secondary educational and career planning for client students. This complements goals expressed by DOE

RTTT: for all students to be college and career-ready upon completion of high school; 62% of high school graduates enrolling in college; and 55% of working-age adults to possess a college degree by 2025.

C. Public Purpose or Need to be Served

HCEOC's Dropout Prevention Program has been a critically-needed and successful service that connects potential high school dropouts and their families with schools and outside agencies. DOPP Facilitators perform a core role by establishing and maintaining a support network for clients. Since potential dropouts and their parents often fail to receive essential assistance due to ineffective communication with school authorities, the purpose of this project is to eliminate the barriers of communication between the involved parties, build positive rapport, and to mainstream the student back into the regular classroom. These students may also require assistance due to their negative attitude and non-participatory behavior towards school.

HCEOC needs funding to revitalize and expand DOPP for 2013-2014. We must be able to maintain one Facilitator at each of the following seven high schools: Honoka'a, Hilo, Kea'au, Pahoa, Ka'u, Kealakehe and Konawaena.

Since 2007, as a direct result of the nation's economic recession, drastic cuts in federal funding have occurred. This led to such unprecedented response as Hawaii DOE's "Furlough Fridays." HCEOC temporarily lost its traditional federal funding source, Community Service Block Grants, as well as monies from the American Recovery and Reinvestment Act. During the 2009-2010 school year, DOPP existed solely on discretionary funds from local County Councilmember Emily Naeole. CSBG and county grants support DOPP for the 2012-2013 school year, but this is only enough to keep the program active at Honoka'a High where 17 of the 26 maximum DOPP client slots are filled, and an estimated 50+ students are deemed at-risk.

Yet, DOPP continues to meet or exceed program objectives and demonstrates effectiveness in improving attendance, academic performance, graduation rates, and overall attitudes of students. Conversely, where DOPP has been cut due to budget limits, schools show significantly more suspensions, absences and student dropouts:

- 22% dropouts at Kea'au High, highest rate county-wide. With previous DOPP presence, dropouts at Kea'au were comparable to other schools (ref. HCEOC)
- 9% dropouts at Honoka'a High, the only active DOPP site. This is the lowest dropout rate county-wide (HCEOC)
- All schools are failing to meet 95% state benchmark of daily attendance (exception: Waiakea High 95.9%; HCEOC)
- The number of three-day suspensions compared to the raw number of students suspended indicates some students are suspended multiple times. This suggests behavioral issues

HCEOC believes clients' success is directly linked to the individualized support provided by DOPP facilitators working one-on-one with students.

D. Description of the Target Population to be Served

The target population is students who are appropriately referred by school administration as potential dropouts, using one or more of the following criteria:

1. Referred by school and/or Probation Officer
2. Failure in two or more subjects
3. Accumulated ten or more unexcused absences
4. Exhibits difficulty in dealing with problems arising from student's ethnicity or minority status
5. In a situation where home-to-school dialogue is critical for student success in school

HCEOC may not assist students without such referral. Per DOE contract, each Facilitator is limited to a maximum of 26 client students during the school year. However, Facilitators provide service and support to numerous other non-client referrals, which may be three or more times the number of DOPP clients. These non-client referrals are identified as "no-shows" or "at-risk." Significantly, DOPP is one of the only entities authorized by the DOE to locate, communicate, and interact with referred students off-campus through activities such as home visits, parental meetings and court hearings.

E. Describe the Geographic coverage

HCEOC DOPP will service seven public high schools within Hawaii County Department of Education where it has historically been active.

II. SERVICE SUMMARY AND OUTCOMES

HCEOC's Dropout Prevention Program has been a critically-needed and successful service that connects potential high school dropouts and their families with schools and outside agencies. DOPP Facilitators perform a core role by establishing and maintaining a support network for clients. Many students and parents are not able to establish effective communication with school authorities and are therefore not receptive to assistance. In addition, students who are alienated from school are oftentimes from single-parent homes, economically and/or culturally-disadvantaged, or have/are experiencing personal crisis. To address these challenges, HCEOC Facilitators conduct home visits and activities in a non-threatening, non-school environment and promote students' self-worth and self-esteem. In providing a comprehensive array of services for our students, DOPP maintains collaborative relationships with agencies including, but limited to, Big Island Substance Abuse Council, Family Youth Enrichment Center, Uplink, and after-school tutoring providers such as Kumon and Orchid Isle Tutoring.

In order for the student to re-enter the mainstream of academic and non-academic activities, DOPP targets one or both of the following:

- a. Eliminate or reduce the barriers of communication prohibiting the problem-solving dialogue necessary to address the problem(s) facing potential dropout students, their parents, and school authorities leading to the students' academic stagnation
- b. Reduce the ethnic in-grouping and out-grouping attitudes and behavior among students so that minority students enter the mainstream of campus life as well as become contributing members of society. Ethnic isolation sustains contempt between minorities and non-minorities in school and community

In tandem with DOE goals, DOPP encourages students to internalize and develop personal ethics. DOPP Facilitators teach by example, emphasizing character traits such as honesty, integrity, personal responsibility, respect, and compassion for self and others in all conduct. General program goals for each client include the following: 2.0 GPA or higher, attend minimum 75% of school days, and no suspensions or detentions.

Methodology of reaching Goals and Objectives

Objective	School-based Assessment
95% graduation rate for referred high school seniors	Report cards; diploma
75% promotion rate for referred underclassmen	Report cards
75% of clients attend school at least 75% of school days	Daily Attendance Record Sheet
75% of clients will finish school year without suspensions over three-days	School Suspension Record
80% of clients will demonstrate positive change in attitude	Student Observation Form
Clients have 70% more communication with others	Parent Observation Form

Scheduling and Timelines

- By July 1: Staff each site/school with one facilitator
- July 30: Complete an orientation workshop for staff and go over plan to achieve DOPP goals and objectives
- August 30: Enroll 26 DOPP clients
- October, January, April, July: Submit quarterly reports to the funding body
- October 30: Receive pre assessment results from DOPP centers
- January 30: Complete a mid-year assessment and analysis on DOPP clients
Complete an informal mid-year assessment on the effectiveness of DOPP
- May 30: Receive post assessment results from DOPP centers
- June 15: Receive final statistics from DOPP centers
- June 30: Receive final narratives from DOPP centers
- July 15: Submit the final report to the funding body

Intervention Activities

Using the timeline above, DOPP Facilitators provide essential, individualized support to clients and at-risk students to boost their self-worth and academic success. Data show that without DOPP assistance, students falter or dropout from secondary education at higher rates than where DOPP is present.

1. INDIVIDUAL CLIENTS AND AT-RISK STUDENTS

Facilitator conducts individualized, one-to-one consultation sessions with client, *minimum* once weekly, to identify and resolve problems. Other duties include:

- Help all referred students meet graduation requirements and obtain information relevant to his/her success in school and beyond
- On a daily basis, locate and encourage “no-shows” to return to school
- Create achievable plans with clients to improve academics and behavior
- Improve students’ self-esteem
- Assist student in setting realistic goals. Upon initial success, higher goals are set
- Provide praise when student reaches an academic or any other relevant milestone
- Liaison with community agencies for other or more specialized support

- Organize after-school activities
- Help students avoid substance abuse and cope with negative peer pressure to drink/use drugs
 - Collaborate with outside agencies to provide first-hand accounts from recovering addicts to understand effects and extent of drug abuse
 - Provide and promote a safe, substance-free environment to learn and thrive

2. THE FAMILY UNIT

DOPP acknowledges and emphasizes parents as primary role-model in their child's life, and works to:

- Maximize parental involvement in his/her child's education; understanding the DOE system; and remaining up-to-date on events, expectations and requirements
- Facilitate communication between all parties so that parents may express concerns and constructive input regarding their child's educational plan
- Conduct mini-PTSA meetings, conferences and workshops

3. CLIENT'S SCHOOL & OTHER AGENCIES

As mentioned previously, DOPP Facilitators perform a core role by establishing and maintaining a support network for referred students. Facilitators work to improve communication and foster positive, effective relationships amongst parties involved in the student's education via the following:

- Liaison with other public and private agencies to coordinate aid for both clients and referred non-client students. For example, a Facilitator will contact Alu Like for employment for a client of Hawaiian descent; organize a client's tutoring sessions at Lanakila Learning Center; or funnel referral to Youth Challenge
- Facilitators also collaborate to provide workshops and training for family development, career/employment, and higher education
- Assist school with contacting students not registered for the following school year
- Orient potential referrals, both student and parent, for the next school year regarding available program services

4. EXTRACURRICULAR

DOPP will increase focus on post-secondary education and career plan assistance. Prior field trips to local career and/or trade shows at Hilo Community College, University of Hawaii at Hilo, etc. have been valuable for clients and will be continued.

5. PROGRAM MANAGEMENT

Facilitator is responsible for keeping accurate, confidential account of all services provided and effectiveness:

- Prepares monthly and other periodic program reports

- Regular, in-person contact with clients, families, schools

Program Supervisor

- Generate and submit quarterly reports to the DOE
- In-person site visits once per month

SAMPLE DOPP ACTIVITIES

In previous academic years, DOPP Facilitators organized many activities with an open invitation to DOPP client students, their families, and/or other interested persons:

1. Youth Summit (multiple years): Representative client students joined other public high-schoolers in open-forum discussions to improve the health, safety and education of local residents. Also analyzed other community issues and generated creative solutions.
2. Cultural Heritage Appreciation, 2008 Ka'u High School. In conjunction with County of Hawaii Mayor's Proclamation, "2008: Year of Na Paniolo," clients honored the hundred-plus year legacy of local paniolo by designing and producing a photo display of Ka'u paniolo. DOPP students and parents also incorporated into their conduct the positive ethics of Hawaiian cowboys, including discipline, perseverance, loyalty, teamwork, resourcefulness, etc.
3. Kuhio Day Celebration: Students participated and educated the public about recreation enjoyed in traditional Hawaiian culture. Students also hand-made game materials for public participation from tree branches, coconuts and kukui nuts, to name a few.
4. Youth Builders: DOPP clients educated about teenage pregnancy, then created informational, peer-to-peer resource brochures for fellow students and parents. Packets on safe sex were donated. DOPP students distributed these to their campus and BISAC.
5. Hawaii Island Bowling League (HIBL): Students participated in activities such as the State Youth Challenge Tournament and were commended by HIBL for their participation and good sportsmanship. Students were also honored by their parents for their accomplishments, enhancing positive relationships between parent and child. Students were introduced to different cultures and peer groups, thus building social skills.
6. 2007 Honor Our Youth Conference & Powwow: Five DOPP student-participants gained self-esteem, cultural identity, and built positive relationships with guests from Native American Indian tribes. Students also learned that similarities in issues afflicting tribal homes and communities and ones they have experienced.
7. Thanksgiving Luncheon: Introduce clients and parents to DOPP; discuss objectives.
8. Working with Student Body Government (SBG): Clients contributed to planning, organizing and implementing events with their school's SBG during Homecoming Week.
9. Rap Sessions: Students identify personal issues and possible resolutions.

Summer Activities

1. Assist students with planning productive summer activities, i.e., summer school for credit, job and/or internship placement, volunteer services, etc.
2. Continue contacts with client and family
3. Conduct/participate in in-service training for facilitators
4. Assist schools with contacting students who have not registered for school

III. FINANCIAL

Budget

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

Please see attached budget forms on the following four pages.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2013-2014.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$110,815.61	\$110,815.61	\$110,815.61	\$110,815.61	\$443,262.45

3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2013-2014.
 - Federal, Community Service Block Grants
 - County of Hawaii
4. State and federal tax credits applied for and/or received:
NOT APPLICABLE

IV. Experience and Capability

A. Necessary Skills and Experience

For 38 years, HCEOC DOPP has fulfilled a critical need and aided the prevention of hundreds, if not thousands, of high school dropouts. HCEOC believes that because client students receive one-on-one service, the students' academic progress parallels not only measurable improvements in positive attitude, interpersonal communication, but also intangible personal growth in self-concept. DOPP Facilitators are trusted advocates, driven to provide service and enable effective communication between client students,

BUDGET REQUEST BY SOURCE OF FUNDS

(Period: July 1, 2013 to June 30, 2014)

Applicant: HCEOC

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	297,065.45			
2. Payroll Taxes & Assessments	33,509.00			
3. Fringe Benefits	82,138.00			
TOTAL PERSONNEL COST	412,712.45			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	22,000.00			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	2,700.00			
7. Telecommunication	1,000.00			
8. Utilities	900.00			
9				
10				
11				
12				
13				
14 Xerox copies	250.00			
15 Mileage \$50mo*9mo*7 Fac.	3150.00			
16 Site monitor/visits	450.00			
17 Postage	100.00			
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES				
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	443,262.45			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	443,262.45	Joy Yoshina	808-961-2681	
(b)		Name (Please type or print)		Phone
(c)		[Redacted Signature]		Date
(d)		Signature of Authorized Official		Date
TOTAL BUDGET	443,262.45	Lester Seto, Interim Exec. Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: HCEOC

Period: July 1, 2013 to June 30, 2014

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
DOPP Program Manager	1	38,480	100%	\$ 38,480.00 -
Site Facilitators = 1 per school x 7 schools	7	35,360	100%	\$ 247,250.00 -
HCEOC, Community Services Director	1	52,221	5%	\$ 2,611.05 -
HCEOC, Office Manager, Community Services	1	24,960	5%	\$ 1,248.00 -
HCEOC, Executive Director	1	65,208	5%	\$ 3,260.40 -
HCEOC, Fiscal Officer	1	50,000	5%	\$ 2,500.00 -
HCEOC, Accountant	1	34,320	5%	\$ 1,716.00 -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 297,065.45
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: HCEOC

Period: July 1, 2013 to June 30, 2014

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: <p style="text-align: center;">NOT APPLICABLE</p>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: <p style="text-align: center;">NOT APPLICABLE</p>				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: HCEOC

Period: July 1, 2013 to June 30, 2014

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: 2011-2012	FY: 2012-2013	FY:2013-2014	FY:2013-2014	FY:2014-2015	FY:2015-2016
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: <p align="center">NOT APPLICABLE</p>						

their families, school personnel and various agencies. Facilitators are also expert at funneling families toward outside resources and have eased demands on schools.

A Monitoring Report dated September 9, 1998 by DOE Budget Branch Specialist and School Renewal Specialist determined that not only did DOPP staff meet job qualification requirements, but commended Facilitators and Program Supervisor for their dedication working with potential dropouts. DOPP Facilitators care deeply for their clients and families, and are knowledgeable and effectively relate to specific problems such as depression; domestic abuse, neglect and/or violence; and cultural assimilation difficulties experienced by ethnic minorities.

Major funding for HCEOC DOPP from 1974-1981 was provided through federal grants. From 1982 to present, DOPP has primarily been funded by the state and county.

Summary of DOPP results

“Non-Client Students”: Sum of no-show referrals and unduplicated, at-risk referrals

Academic Year	Non-Client Students Served	Clients, underclassmen	Underclassmen, Dropouts	Clients, Seniors	Senior Dropouts
1992-1993	138	111	n/a	26 / 27	1
1993-1994	69	52	n/a	17 / 17	0
1994-1995	118	104	n/a	13 / 14	1
1995-1996	89	66	n/a	8 / 8	0
1996-1997	94	75	n/a	13 / 13	0

*Unfortunately, a gap in data exists between 1997–2004 due to a fire that destroyed records

Academic Year	Non-Client Students Served	Clients, underclassmen	Underclassmen, Dropouts	Clients, Seniors	Senior Dropouts
2004-2005	23	69	1	19	1
2005-2006	507	105	4	17	0
2006-2007	330	69	0	12	1
2007-2008	909	47	4	6	2
2008-2009	294	45	5	12*	1
2009-2010	n/a	n/a	n/a	n/a	n/a
Jan – June, 2010	n/a	124	n/a	24	1
2010-2011	n/a	52	n/a	11	2
2011- 2012	n/a	34	33	17	0
2012 – present	52	14		3	

List of Participating Schools:

2004-2005: Hilo, Honoka'a, Konawaena, Laupahoehoe, Pahoa

2005-2006: Hilo, Honoka'a, Ka'u, Kea'au, Konawaena, Pahoa, Waiakea

2006-2007: Hilo, Ka'u, Kea'au, Pahoa, Waiakea

2007-2008: Hilo, Honoka'a, Ka'u, Kea'au, Konawaena, Pahoa, Waiakea

- Staff vacancies at Hilo, Honoka'a, Konawaena and Pahoa, entire first semester

2008-2009: Hilo, Honoka'a, Ka'u, Kea'au, Konawaena, Pahoa, Waiakea

- Incomplete information for Honoka'a and Konawaena due to staff vacancies
- Dropout numbers represent Hilo, Ka'u, Kea'au, Pahoa and Waiakea

2010, Jan – June: Hilo, Waiakea, Kea'au, Pahoa, Honoka'a, Ka'u, Konawaena

July 2010 – June 2011: Waiakea, Kea'au, Pahoa, Konawaena

July 2011 – June 2012: Honoka'a, Pahoa, Konawaena

July 2012 – present: only Honoka'a

B. Facilities

Services are primarily provided at the client's school or home, so no additional facility is required.

Quality Assurance, Evaluation and Measure of Effectiveness

DOPP facilitators are responsible for keeping accurate, confidential accounts of all services provided. Facilitators maintain a case-file folder for each referred student which consists of the following objective-oriented data and forms:

- a. Program Data Collection
- b. Program Daily Contact Record Sheet
- c. Program Referral Form
- d. Daily Attendance Log
- e. Report Cards
- f. Student, Pre- and Post-Attitudinal and Communication Surveys
- g. Parent, Pre- and Post-Attitudinal and Communication Surveys
- h. Other forms and documents

The pre-surveys are administered at the time student enters DOPP. Post-surveys are given at the end of the school year to measure perceived changes as a result of DOPP participation.

DOPP facilitators compile data into monthly, quarterly and/or annual reports for submittal to the program supervisor. Reports describe the work accomplished during the reporting period, identification of persons serviced, immediate problems encountered, proposed resolutions, and a short summary of anticipated activities for students and

parents. The DOPP supervisor uses reports in assessing facilitators' progress towards reaching goals and objectives.

C. Coordination of Services

HCEOC's performance and measurable success in reducing high school dropouts have fostered a strong resource network with the Hawaii County Department of Education, Probation Office and other agencies. Past and present collaborating agencies include:

Alu Like

Bay Clinic

Big Island Substance Abuse (BISAC)

Children's Mental Health

Department of Attorney General's Office

Department of Education

-Community School Alienation Program (CSAP)

-Grads (Pregnant Teens)

-Hawaii Job Skills

-Hilo Community Schools for Adults

-Keaukaha Night Study Hall

-Lanakila Learning Center

-Kona Community Schools for Adults

-Parent Networking Centers

-Parents, Teachers, and Students Association (PTSA)

-School Community-Based Management

-Special Services

Department of Health, Children's Mental Health

Department of Human Services

Department of Labor

-Work Transition Programs, Hilo & Kona Office

Drug Abuse Resistance Education (DARE)

E Ala Like (Salvation Army Interim Home)

Family Court

Family Guidance Center

Goodwill of Hawaii

Hale Kipa

Hamakua Health Center

Hamakua Youth Center

Hana Hou Restaurant

Hawaii About Face

Hawaii Army National Guard

Hawaii Community College

Hawaii County Economic Opportunity Council Employment Core Services

Hawaii County Office of the Prosecuting Attorney

Hawaii County Police Department, Juvenile Aid Section
Hawaii County Research and Development
Hawaii Island Food Bank
Hawaii National Guard Youth Challenge
Hawaii State Employment Service, School to Work Program
Hawaiian Civic Club of Ka'u
Hilo School for Adults
Holomua E Ka Lanakila
Island Market
Kamehameha Scholarship Program
Ka'u Auto Repair
Ka'u Family Health Center
Ka'u Roping and Riding Association
Ke Ala Pono
Keaukaha Elementary School Tutorial Program
Ku Ha'aheo
Mauna Loa Macadamia Nut Company
Na'alehu Community Club
Pahala Library
Punalu'u Bakery
Queen Lilioukalani Trust (QLCC)
Rural Health Community Center
Salvation Army Interim Home
-Hilo and Kona branches
State Prosecutor Office
Sylvan Learning Center
Third Circuit Court
-Hilo Branch, Kona and Waimea branches
Tutu and Me
University of Hawaii at Hilo
U.S. Army Recruiter
Workforce Development – Employment Office
Work Transition Program
-Hilo and Kona
Youth Builders
YWCA, Family Support Services

V. PERSONNEL: PROJECT ORGANIZATION AND STAFFING

A. Proposed Staffing, Staff Qualifications, Supervision and Training

This project consists of one Program Supervisor and seven Facilitators. A facilitator will be assigned to each of the following Big Island public high schools: Honoka'a High, Hilo

High, Kea'au High, Pahoa High, Ka'u High, Kealakehe High, and Konawaena High. DOPP Facilitators are often a gateway to community agencies providing more specialized services.

Supervision and Training

Program Supervisor plan and conduct Staff Development Training a minimum of once a month, typically in collaboration with other service agencies. Through training, Facilitators acquire program-specific skills to assist clients and their families, as well as for general program operation and efficiency. In particular, DOPP staff coordinate their activities with and continue to receive technical and curricular assistance from the Department of Education.

Partial Listing of Specific, Collaborative In-Training Events

March 2011 - Facilitators trained by Dr. Carol Allread, founder of the Positive Action Program. Dr. Allread's program encourages positive thoughts which, with positive action and reinforcement, lead to positive change. DOPP staff utilized this training for the remainder of the 2010-2011 school year and throughout the 2011-2012 school year.

January 2010 - Cultural Diversity Training provided by Dr. Kimo Alameda. The purpose of this training was to become more effective working with local families of different cultures, backgrounds, and values specifically here in Hawaii.

April 2009 - Teen Dating Violence

Teen dating violence is prevalent and widespread. Facilitators may assist in prevention through early detection and are knowledgeable to provide guidance to victims.

March 2009 - Youth Trafficking in Hawaii

Parents and professionals learn about youth taken by deception or force, and procedures for reporting these events.

February 2009 - Stalking: An Overlooked Crime

Facilitators learn how to handle situations where a student reports being stalked.

January 2009 - Four Day Domestic Violence Prevention Workshop

Facilitators will increase competency in identifying high-risk, domestic violence situations and following-up with helpful referrals. Facilitators are better equipped to spot potentially dangerous home situations and respond appropriately.

December 2008 - Internet Crimes Against Children

Staff educated on the growing trend of online predators luring children into harmful situations.

November 2008 - Services provided by Alu Like

DOPP staff informed about Alu Like's current initiatives in education, employment, and specific needs of students with incarcerated parents.

October 2008 - Acculturation of Marshallese Communities

DOPP staff educated on the needs of Hawaii's current largest immigrant groups. Staff now aware and sensitive to the challenges Marshallese youth face in school.

September 2008 - Resources provided by Queen Lilioukalani Trust

QLT provides support to orphans, youth with single-surviving parent, and children in general need. DOPP Staff now better-equipped to refer children and their parents to QLT for assistance.

B. Organization Chart

Please see attached organization chart.

VI. OTHER

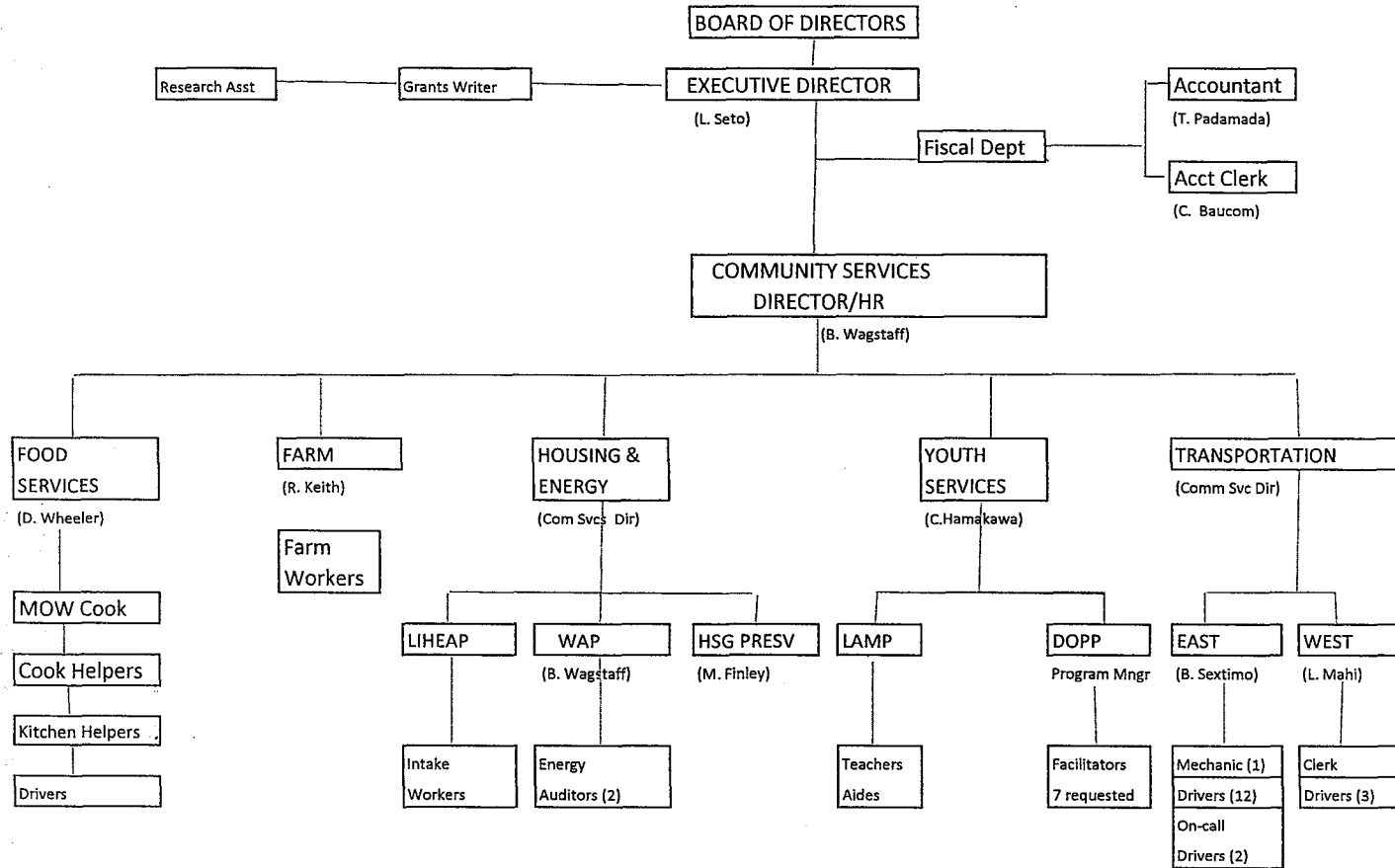
A. Litigation

NOT APPLICABLE

B. Licensure or Accreditation

NOT APPLICABLE

HCEOC Organizational Chart
Grant Request: Dropout Prevention Program



**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES 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 and subsidies 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 or subsidy 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 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.

- 2) 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 or subsidy 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 or subsidies 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, HCEOC

(Typed Name) _____ (Typed Name) or Organization)

1/29/2013
(Date)

Lester Seto, Interim Executive Director

(Typed Name)

(Title)