

Match

House District 1,2,3,4

Senate District 1,2,3

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND 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.

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Hawaii County Economic Opportunity Council

Dba: 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

Fax # 808-935-9213

e-mail hceocgy@hawaii.rr.com

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

HELP AT-RISK AND LOW-INCOME SCHOOL/COURT REFERRED HIGH SCHOOL STUDENTS IMPORVE THEIR ATTENDANCE, BEHAVIOR, AND ACADEMICS BY WORKING COLLABORATIVELY WITH THE STUDENTS, STAFF, PARENTS, 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:

FISCAL YEAR 2015: \$ 254,465

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

Jay T. Kimura / Executive Director
NAME & TITLE

1/17/14
DATE SIGNED

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 request

For 39 years, the prime goal of HCEOC'S Drop Out 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 follows:

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 85% 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% of the participating clients will increase communication with parents, other adults, and peers of other ethnic groups

For the 2014-2015 school year, DOPP will continue to maintain its focus on helping clients with their post-secondary education and career planning. This complements goals expressed by the 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 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 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 toward school.

HCEOC needs funding to revitalize and expand DOPP. We must be able to maintain one Facilitator at each high school.

Since 2007, as a direct result of the nation's economic recession, drastic cuts in federal funding have occurred. This led to such unprecedented as Hawaii DOE's "Furlough Fridays." HCEOC temporarily lost its traditional federal funding source, Community Service Block Grants (CSBG), as well as monies from the American Recovery and Reinvestment Act (ARRA). During the 2009-2010 school year, DOPP existed solely from CSBG and county grants. The funding was only adequate enough to keep the program active at Honoka'a High where 17 DOPP client slots were 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 attitude of students. Conversely, where DOPP has been cut due to budget limits, schools show significantly more suspensions, absences and student dropouts:

- **Less than 9% dropouts at Honokaa High, the only active DOPP site. This is the lowest dropout rate in Hawaii County. DOPP services are requested to continue here to maintain the low drop out rate**
- All school are failing to meet the 95% state benchmark or daily attendance with the exception of Waiakea High at 95.5%
- The number of suspensions exceeding three days compared to the raw number of students indicates some students are suspended multiple times. This suggests behavioral issues.

HCEOC believes clients' success is directly linked to 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 the 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 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 ten or more times the number of DOPP clients, such as tracking students identified as "no shows" and return them to the classroom. 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 five public high schools within Hawaii County.

- Hilo High School is located near the Wailuku river on the island of Hawaii. The school is situated at 556 Waiuanue Avenue across the street from Hilo Intermediate School, one of its two feeder schools, the other being Kalaniana'ole Intermediate School.
- Waiakea High School is located directly across from the University of Hawaii-Hilo campus.
- Pahoa High and Intermediate School 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 over 600,000 acres.
- ***Honokaa High School is the school most recently served with DOPP. Services are requested to continue as Honokaa High currently has the lowest drop-out rate of 8.7% as of the end of the 2012-13 school year. DOPP services will aim to maintain this low drop-out rate.*** Honokaa town is on the Hamakua Coast of the Big Island. The school was established in 1889 and serves a large geographic area including the communities of Waimea, Kawaihae, Ahualoa, Honokaa, Kukuihaele, Paauhau, and Paaulio.

II. SERVICE SUMMARY AND OUTCOMES

1) Describe the scope of work, tasks, and responsibilities

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 not 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 students to re-enter the mainstream of academic and ono-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 that lead 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 mainsteam 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 a minimum of 80% of school days, and no suspensions or detentions.

Intervention Activities

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

1. INDIVIDUAL ASSIGNED CLIENTS

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

- Help all individual assigned clients 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
- Help students avoid substance abuse and cope with negative peer pressure to drink/use drugs

2. NON-ASSIGNED REFERRAL STUDENTS

- Assist counselors and school staff in locating and contacting students who have been chronically absent.
- Provide assistance to non-assigned students on an as-needed basis from school staff in accessing academic supports, outside agency supports, and various alternative education, employment, and social services support in the community.
- Assist school staff by making home visits for students and families that DOE staff have difficulty in making contact with
- Provide brief counseling sessions to non-assigned students to remind them about the importance of daily attendance, education, obeying rules, and appropriate behavior at school.
- Assist students and families having difficulty enrolling or registering their child in school

3. 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

4. CLIENT’S SCHOOL & OTHER AGENCIES

As mentioned previously, DOPP facilitators perform a core role by establishing and maintaining a support network for assigned clients. 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 career/employment, and higher education
- Assist school with registering students not registered for the following school year
- Orient potential referrals, both student and parent, for the next school year regarding available program services

5. 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.

6. PROGRAM MANAGEMENT

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

- Prepares monthly and periodic program reports
- Regular, in-person contact with clients, families, schools

Program Supervision

Program Manager will

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

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

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 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 30:	Receive final narratives from DOPP centers

July 15: Submit the final report to the funding body

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

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 the student enters DOPP. Post-surveys are given at the end of the schools 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 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.

HCEOC Quality Assurance Plan is attached in addition to above.

- 4) **List of measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency)**

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 85% of school days	Daily Attendance Record Sheet
75% of clients will finish school year	School Suspension Record

without suspensions over three days	
80% of clients will demonstrate positive change in attitude	Student Observation Form
Parents and clients have 70% more communication with others	Parent Observation Form

III. FINANCIAL

Budget

1. See attached budget forms for detail cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014-2015.

Quarter 1	Quarter2	Quarter3	Quarter 4	Total Grant
\$63,615	\$63,616	\$63,617	\$63,617	\$254,465

3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2014-2015.
 - Federal, Community Services Block Grants
4. State and federal tax credits applied for and/or received:
NOT APPLICABLE

IV. Experience and Capability

A. Necessary Skills and Experience

For 39 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, 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 Served	Clients, Seniors	Senior Client Dropouts
1992-1993	138	111	26	1
1993-1994	69	52	17	0
1994-1995	118	104	14	1
1995-1996	89	66	8	0
1996-1997	94	75	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 Served	Clients, Seniors	Senior Client Dropouts
2004-2005	23	69	19	1
2005-2006	507	105	17	0
2006-2007	330	69	12	1
2007-2008	909	47	6	2
2008-2009	294	45	12	1
2009-2010	n/a	n/a	n/a	n/a
Jan-June 2010	n/a	124	24	1
2010-2011	n/a	52	11	2
2011-2012	n/a	34	17	0
2012- present	52	14	7	0

NOTABLE ACHIEVMENT: From over 1000 clients served, from available records, **ONLY 9 SENIOR CLIENTS** dropped out of high school.

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, Pahoa, Waiakea
 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 – June 2013: Honoka'a
 July 2013 – present: only Ka'u

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 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 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 part-time Program Manager position and five (5) DOPP Facilitators. Each facilitator will be assigned to provide services to each of the following public high schools on the Big Island: Hilo, Waiakea, Honokaa, Kau, and Pahoia High schools.

Staff Qualifications

The Program Manager shall supervise and conduct monitoring visits periodically to support Facilitators and meet with school’s administration as part of his/her 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 related field or two years of progressively responsible experience in related field.
- Excellent verbal and written skills.
- Detail 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 prioritize work and to multi-task.
- Excellent written and verbal communication skills.
- Flexible and willing to learn.
- Demonstrates a strong desire and interest in helping others reach their full potential.

Supervision and Training

Program Manager will plan and conduct Staff Development Training 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 three years, HCEOC'S Facilitators in this program received training coordinated by the University of Hawaii-Hilo, the Hawaii Community College, the Department of Health, Alu Like, Office of Hawaiian Affairs, Dr. Carol Alread, Dr. Kimo Alameda, and the Department of Human Services.

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. Organizational Chart

Please see attached organization charts.

C. Compensation

The top three paid officers/employees of the agency

Executive Director: \$72,000 (3% TIME TO CONTRACT) = \$2,160

Human Resources Director: \$60,000 (0% TIME TO CONTRACT) = \$0

Fiscal Officer: \$52,000 (5% TIME TO CONTRACT) = \$3,000

VI. OTHER

A. Litigation

NOT APPLICABLE

B. Licensure or Accreditation

NOT APPLICABLE

ATTACHMENTS

- Quality Assurance and Evaluation Plan
- Budget Request By Source of Funds – Page 4
- Personnel-Salaries and Wages Budget Justification – Page 5
- Equipment and Motor Vehicles Budget Justification – Page 6
- Capital Project Details Budget Justification – Page 7
- Declaration Statement – Page 8
- DOPP Organizational Chart
- Agency Organizational Chart

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 MANANGEMENT

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.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2014 to June 30, 2015)

Applicant: HCEOC

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	162,701			
2. Payroll Taxes & Assessments	30,799			
3. Fringe Benefits	32,540			
TOTAL PERSONNEL COST	226,040			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	0			
5. Staff Training	0			
6. Supplies	9,750			
7. Telecommunication	3,000			
8. Utilities	300			
9. Xerox Copies	1,000			
10. Mileage	12,000			
11. Field trip activities	1,000			
12. Physical/Drug Screen	375			
13. Criminal Background Checks	500			
14. Advertising	500			
15				
16				
17				
18				
19				
TOTAL OTHER CURRENT EXPENSES	28,425			
EQUIPMENT PURCHASES				
C. MOTOR VEHICLE PURCHASES				
D. CAPITAL				
E.	254,465			
TOTAL (A+B+C+D+E)				
SO (a) Total State Funds Requested	254,465	Budget Prepared Courtney Hamakawa		
(b)		Courtney Hamakawa 808-961-2681 ext.100		
(c)		Name (Please type or print) _____ Phone _____		
(d)		_____		
TOTAL BUDGET	254,465	Signature of Authorized Official _____ Date _____		
		Jay Kimura Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: HCEOC

Period: July 1, 2014 to June 30, 2015

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	0.03	\$72,000.00	3.00%	\$ 2,160.00
Fiscal Officer	0.05	\$60,000.00	5.00%	\$ 3,000.00
Accountant	0.05	\$34,320.00	5.00%	\$ 1,716.00
Resource Mobilizer	0.1	\$16,248.00	10.00%	\$ 1,624.80
DOPP Program Manager	0.3	\$54,000.00	30.00%	\$ 16,200.00
DOPP Facilitator - Honokaa High	1	\$27,600.00	100.00%	\$ 27,600.00
DOPP Facilitator - Hilo High	1	\$27,600.00	100.00%	\$ 27,600.00
DOPP Facilitator - Waiakea High	1	\$27,600.00	100.00%	\$ 27,600.00
DOPP Facilitator - Pahoa High	1	\$27,600.00	100.00%	\$ 27,600.00
DOPP Facilitator - Kau High	1	\$27,600.00	100.00%	\$ 27,600.00
TOTAL:				162,700.80
JUSTIFICATION/COMMENTS:			(Page 1 of 2)	

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: HCEOC

Period: July 1, 2014 to June 30, 2015

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 or vehicle funding requested for the DOPP program.

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO
CHAPTER 42F, HAWAII REVISSED 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 of Individual or Organization)

[Redacted Signature]

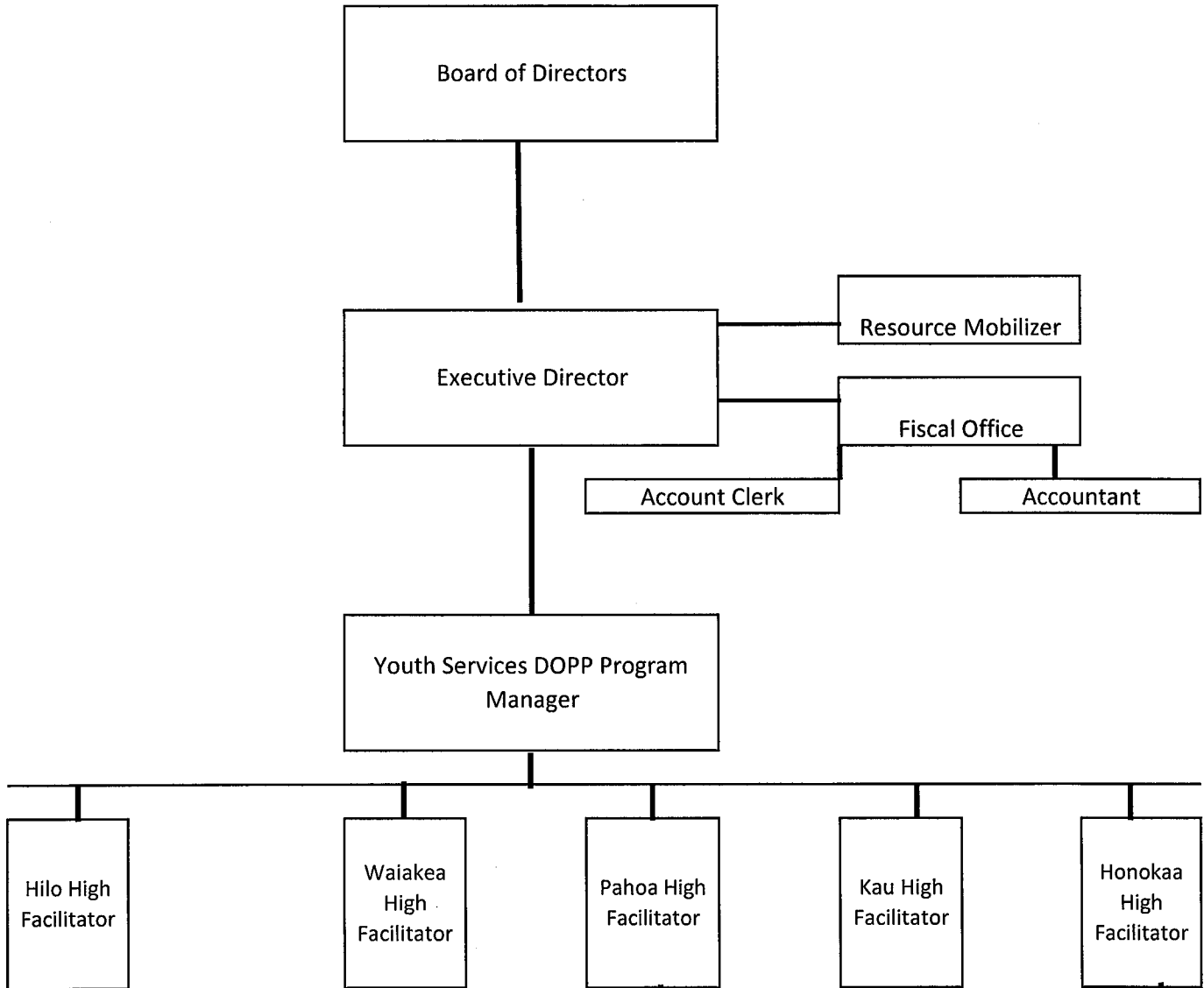
(Signature)

1/17/14

(Date)

Jay T. Kimura Executive Director
(Typed Name) (Title)

Hawaii County Economic Opportunity Council
DOPP Organizational Chart



HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL ORGANIZATIONAL CHART

