

House District \_\_\_\_\_

Senate District \_\_\_\_\_

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.

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:  
HUI MALAMA LEARNING CENTER

Db/a:

Street Address: 375 MAHALANI ST.

Mailing Address: 375 MAHALANI ST, WAILUKU, HI 96793-2537

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DEANNA KRAMER

Title FINANCE MANAGER

Phone # 808-244-5911

Fax # 808-242-0762

e-mail deannahmlc@gmail.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:

SUCCESSFULLY TRANSITIONING AT-RISK YOUTH FROM SCHOOL TO WORK.

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 250,000.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 77,600

FEDERAL \$ 94,250

COUNTY \$ 213,000

PRIVATE/OTHER \$ \_\_\_\_\_

V. PVALANI ENOS

EXECUTIVE DIRECTOR

NAME & TITLE

1/28/14

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

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Include the following:

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

For the past 40 years, Hui Malama Learning Center (HMLC) has provided educational services to approximately 25,000 Maui County residents, more than ten thousand of them at-risk youth. HMLC's academic programs target Maui's at-risk youth (ages 11-24), many who live in single parent households or with extended family or foster placements. In addition, HMLC also serves some students from privileged, two-parent households that lack the structure, guidance and support associated with high academic expectations and aspirations. Critical indicators impacting their lives include: negative educational experiences (e.g. poor attendance caused by peer bullying/degrading treatment by teachers, suspension, learning styles that are nonresponsive to current instructional methods, special educational needs, and/or lacking fundamental numeracy and literacy skills), lack of close parental supervision, substance abuse, violence and criminal behavior, family violence, or parents with serious health or mental health issues. Hui Malama's overall client base represents the diversity of our island's overall population with students whose ancestry includes European/Caucasian, Hawaiian, Portuguese, Asian, Filipino, Latin American, Pacific Islander, African American, Micronesian, and other Pacific Islanders.

Hui Malama Learning Center programming offers Middle School, High School, GED, Workforce/Career Development and Tutoring programs during the academic year. (August-May) During summer months (June-July) programming includes GED, Workforce/Career Development and Remedial & Test Prep Tutoring Programs. Summer Programs provide students with positive learning experiences to bolster the skills and knowledge needed to be successful in the following academic year, utilizing integrated and project-based curriculum that emphasize not only core academics but also life skills and character development.

In the past year, Hui Malama has changed the course of the future for over 160 adolescent youth in Maui County and Hawaii Island. We have inspired and empowered caregivers who were previously hopeless and exhausted to believe in the capability and potential of their children. Students who were ready to leave the educational system have continued in educational programs that will further a career of choice that did not exist before. 97% of students with long histories of absenteeism and truancy increased attendance and 87% stayed in school. 89% of students moved to the next grade or graduated, despite coming to Hui Malama at least one-grade level behind in at least one subject. After obtaining a GED, students enrolled in higher educational or

got a job, many did both. Students have stayed in school because they have built connections with our teachers, guest speakers, and employer mentors. Local farmers have been able to share their expertise and varied methodologies. Students have been introduced to natural resource management experts willing to design projects so that we may better understand the short and long term cost analysis of businesses using the quadruple bottom line. Our whole food program has changed the way our students and their families connect with food --where and how it is grown, how and with whom food is prepared, and how we take care of the natural resources that make it all possible. We have assisted in building gardens that significantly increase accessibility and exposure to fresh fruits and vegetables to many in our community. Families who were experiencing underemployment, poverty, homelessness and other social difficulties planted gardens, grew their own food, and prepared and ate meals as a family for the first time in a generation. Funding from GIA will support us to continue building on this work that has produced so much success for our youth, their families and our community overall.

We are requesting GIA operational funding in the amount of \$250,000 to support these programs and expand resources to provide students with work preparedness activities during school, after school-hours and on weekends. Additionally, a portion of this funding will enable us to offer what we have found to be successful in preparing our students for school and workplace activities to public school students from high schools in central, upcountry, south and westside middle schools and high schools.

HMLC employs 11 salaried employees and 2 hourly employees. To accomplish our ambitious vision, Hui Malama employs a team model including operations and program staff that ensures accountability, quality assurance, and requires that all staff members exemplify, at all times, behavior that is consistent with our community values.

Hui Malama's Vision is that all Maui youth have access to effective and meaningful learning experiences that prepare them to positively contribute to Maui's social, economic, cultural, and environmental condition. Our Mission is to inspire, nurture, and empower students to pursue careers that bolster our islands' economy, increase self-reliance, and provide for future generations. Emphasizing project-based learning and youth engagement strategies that develop the whole person, Hui Malama cultivates students' unique talents, intelligences and character. Through a social-entrepreneurial approach and leveraging resources through partnerships, Hui Malama demonstrates a Non-Profit Social Impact Model that is organizationally sound, fiscally responsible, and sustainable.

HMLC's Board of Directors, Management and Administration and Staff are committed to ensuring that our programs and operations are driven by and consistent with our Organizational Values: *Capacity to Learn and Contribute, Responsibility and Accountability, Valuing Individuality and Difference, Respect for self and others, Community Service and Commitment to our Environment.*

Relying on a youth engagement framework and coordinating efforts to ensure that youth have the opportunity to develop social, emotional, cognitive, behavioral and moral competencies and resiliency to successfully transition to adulthood, HMLC's curriculum is aimed at developing the

“Whole” person. Operations, activities and programming is designed to be holistic in nature to inspire, nurture and empower each student to not only realize his or her academic potential and career aspirations but also identify and develop concrete methods to reach goals related to family and friends, cultural acumen, community, physical health, emotional well-being, spirituality and their physical environment.

2. The goals and objectives related to the request;

HMLC’s curriculum is aimed at developing the “Whole” person. A positive youth development framework ensures that at-risk youth have the opportunity to develop social, emotional, cognitive, behavioral, and moral competencies that lead to resiliency. To ensure students’ successful transition to adulthood, programming is designed to inspire, nurture and empower each student. Students will not only realize his or her academic potential and career aspirations but also build their own identity and solid connections with family, positive peer group, place, community, spirituality and culture. Our Positive Youth Development Services include six components:

- A. To integrate values, knowledge, and skills into core academic subjects for HMLC’s Middle School, High School and GED students who will demonstrate increased attendance, positive participation and improved academic performance by all students in all subjects.
- B. To deliver a variety of innovative character building, life skills and interpersonal development programs that increase protective factors and reduce risk factors utilizing research-based methodology including school connectedness, youth engagement and experiential learning models.
- C. To provide HMLC’s Middle School, High School and GED students with holistic career development classes and related activities including college preparation, career exploration, internships through HMLC’s employer mentoring program, and service learning projects that build work readiness.
- D. To offer varied opportunities, support and resources, to Caregivers so they may gain skills and tools to support their children’s success in school, work activities and successful transition to adulthood.
- E. To provide a comprehensive health, nutrition and physical fitness program which ensures that each student eats a balanced, nutritious breakfast and lunch that incorporates foods proven to enhance academic performance, learning and cognitive development, and improve behavior in the classroom and during standardized testing. Using a family model, students will develop life skills related to planning, preparing, serving, safe food handling, and food storage/waste reduction and learn the benefits of buying locally produced food in math, language arts, social studies, science and co-curricular classes.
- F. To assist students ages 11-24 to identify and articulate their academic and work interests, and strengths; to acquire the academic, work and life skills that will assist them to be successful in whatever work they choose; to provide them with diverse and multiple opportunities to explore and consider the myriad of jobs that will fulfill their individual aspirations and contribute to our community; and work with them to choose, plan and prepare for one of three tracks: college, work or self-employment.

3. The public purpose and need to be served;

Too many of our capable and talented youth dropping out of school are resigned to a life of dependency, either on their own family or through public subsidies. Public school drop-out rates on Maui continue to hover at nearly 25%, and recent research indicates that this number is growing. These numbers do not include the many students who do not attend school regularly or who achieve such low performance scores that they are not able to graduate with their class. Once students fall behind in course work due to poor attendance or fall behind grade level in any core subject, barriers to graduation build. Maui is seeing more and more student absenteeism beginning in the 5<sup>th</sup> and 6<sup>th</sup> grade. While the Maui School for Adults is an alternative option for students who have dropped out of traditional systems, youth under the age of 16 or those testing below the 10<sup>th</sup> grade, are ineligible to attend. Hui Malama has been the only safety net to those students who have nowhere else to go. In terms of our Alternative Education Programs for at-risk youth, over 250 youth attend classes yearly, and 60 to 80 students per year have earned their GED diplomas through Hui Malama.

It is critical that we are able to continue to serve these at-risk youth who, for various reasons, are no longer in school and who face many serious life challenges which include poor educational outcomes, poverty, homelessness, substance abuse, criminal behavior, physical and sexual abuse, mental illness, and physical or educational disabilities. Without the support that Hui Malama provides, these at-risk youth are far more likely to be resigned to lives of unemployment, underemployment, and/or low-paying jobs, having severely negative impacts on both family and community life. For example, national statistics indicate that students without a high school diploma or GED ultimately earn 42% less than their peers with degrees over the course of their working careers. In addition, studies show that in Hawai`i, two primary indicators linked to incarceration are substance abuse and/or poor educational outcomes. With inmates costing the State as much as \$60,000 per year, it is extremely cost-effective to ensure Maui's at-risk youth are equipped with opportunities to educational preparation, credentials, and post-secondary support to ensure they are capable of contributing positively and productively to the economic, social, cultural and environmental health of our community. Moreover, when these youth earn diplomas and secure employment, they contribute to Maui's local economy. For these reasons, support for Hui Malama's educational and work readiness programs is essential. Without such key support, we risk leaving these children behind; indeed, we risk leaving them permanently behind dependent on government subsidized housing, financial assistance and social programs.

4. Describe the target population to be served; and

**Hui Malama Learning Center** (HMLC) in Wailuku, Maui, is a small, independent school that receives at its doors students who are isolated and have lost their way, often with deeply challenged personal or family histories. HMLC's academic programs target Maui's at-risk youth (ages 11-24), many who live in single parent households or with extended family or foster placements. In addition, HMLC also serves some students from privileged, two-parent households that lack the structure, guidance and support associated with high academic

expectations and aspirations. 20-35% of students are currently involved with the juvenile justice system. 50-70% of our students are multi-ethnic: Hawaiian, Chinese, Filipino, Portuguese, Japanese, African American, and other ethnicities. Youth from these ethnicities have been identified as being overrepresented in the juvenile justice system (Disproportionate Minority Contact Final Report OYS 2012.) About 25% are living in out of home placements and 25% are living with a caregiver different from the caregiver who raised them as children. Only 5% of students have chronic substance abuse related problems. About 15% of our student body identify as gay, lesbian, bi-sexual or transgender. About 25% of students have been homeschooled during elementary years. Each year we have 1-5 students who have children and 1 or 2 who are in pregnancy during their enrollment. Over 80% of students come to our school after having experienced a severe trauma (death in the family, caregiver illness, assault/bullying at school, family violence or caregiver drug addiction.) Almost all students who come to us do so after exhibiting chronic absenteeism/truancy from school, although the reasons stated for absence from school is widely varied. While most students were enrolled in school before enrolling with us, the range of last attended school could range from 1 month to 1 year, and even students who did attend school come to Hui Malama having failed at least one course the previous year.

5. Describe the geographic coverage.

Coming from every reach of Maui County and Hawaii Island, our students and their families represent the diversity of our island's community. Their economic, social, cultural backgrounds run the gamut with about 30% of youth who are functioning at levels that are healthy and non-deviant behaviors but not performing to their full potential. Approximately 20% have moved to Maui from the mainland as an adolescent.

## **II. Service Summary and Outcomes**

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

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

This project is intended to address the unique academic needs of at-risk 11-24 year olds living in Central, East, Upcountry, West and South Maui.

Through utilizing research-based positive youth development strategy of increasing school connectedness to reduce risk factors and increase protective factors, HMLC will integrate evidence-based curriculum to Middle School, High School, and GED curricula that integrates character building, life skills, career development and work readiness. We will also offer workforce development support to youth up to the age of 24 to obtain their GED and obtain employment or enter college so that they may more successfully contribute to our local workforce. These activities include assessments, testing preparation, career and college counseling, referral to other educational, career and work force development activities. Through providing on-going training, professional development to teachers and conducting peer-

assessments of staff teaching methodology and efficacy, we will ensure staff's ability to implement program design and evidence-based curriculum to reach desired student outcomes.

HMLC's curriculum is aimed at developing the "Whole" person. A positive youth development framework ensures that at-risk youth have the opportunity to develop social, emotional, cognitive, behavioral, and moral competencies that lead to resiliency. To ensure students' successful transition to adulthood, programming is designed to inspire, nurture and empower each student. Students will not only realize his or her academic potential and career aspirations but also build their own identity and solid connections with family, positive peer group, place, community, spirituality and culture. Our Positive Youth Development Services include six components:

Scope of Work:

1. HMLC's Middle School, High School and GED.  
Programs will be operated during the academic year M-F 8-3pm.
2. Character Development & Life skills  
To deliver a variety of innovative character building, life skills and interpersonal development programs that increase protective factors and reduce risk factors utilizing research-based methodology including school connectedness, youth engagement and experiential learning models.
3. Career Development/Work Preparedness Classes and Advising  
To provide HMLC's Middle School, High School, and GED students, holistic career development classes, advising and related activities involving internships, college preparation, career exploration, job shadowing and service learning projects that build work readiness so they may gain skills and tools to successfully transition to adulthood.
4. Whole Foods and Garden Nutrition Program.  
To provide a comprehensive health, nutrition and physical fitness program which ensures that each student eats a balanced, nutritious breakfast and lunch that incorporates foods proven to enhance academic performance, learning and cognitive development, and improve behavior in the classroom and during standardized testing. Using a family model, students will develop life skills related to planning, preparing, serving, safe food handling, and food storage/waste reduction and learn the benefits of buying locally produced food in math, language arts, social studies, science and co-curricular classes.
5. Caregiver Support and Referrals  
To offer varied opportunities, support and resources, to Caregivers so they may gain skills and tools to support their children's success in school, work activities and successful transition to adulthood.
6. Employer Mentors Program  
Students will be placed with employer mentors throughout the community during afterschool and weekend hours to complete job shadowing and internships.

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

**TIMELINE**

ACTIVITY	July & August	Sept & Oct	Nov & Dec	Jan & Feb	March & April	May	June
Assessment, Counseling, Registration, & Student Enrollment, & Academic Instruction	X	X	X	X	X	X	X
Character Development, Financial Literacy, Life Skills and Prevention Classes will be offered weekly to MS, HS, & GED students	X	X	X	X	X	X	X
Career Development/Work Preparedness Classes and One-to One Advising will be offered weekly to MS, HS, and GED students.	X	X	X	X	X	X	
Culinary Arts, Nourish and Garden Activities will be offered weekly to MS, HS, and GED students.	X	X	X	X	X	X	X
Behavioral Specialist and Principal will offer caregiver/student support activities, meetings and one-to one advising, accommodating schedules of families and community resources.	X	X	X	X	X	X	X
<i>Registration, Instruction, Placement, Support and Evaluation for Employer Mentor Program will operate on a daily basis for MS, HS and GED students.</i>	X	X	X	X	X	X	X
<i>End of Year Commencement Ceremony</i>						X Commencement	
All-agency programs evaluation and reporting.	X	X	X	X	X	X	X

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

We are very fortunate to have strong, cooperative relationships with existing youth and social services providers on Maui. Students and families come to us with such complex needs that we have found can only be met through tapping into existing service and getting to know and work with individual providers so that we can streamline access and ensure coordination of services and requirements on families. The time spent building these working relationships has yielded positive outcomes for students and caregivers that could not have been achieved by any one provider or organization.

Our extensive experience in partnering with organizations and individuals over the past 8 years has provided the organization with valuable lessons about what makes for successful work relationships with others and how to provide necessary oversight, data collection, quality assurance that ensures accountability but allows flexibility and accommodations to those with



decisions when it is necessary to ensure program successful. Setting clear expectations and consistently performing in a competent and timely manner with outside agencies and employer mentors is a key factor. Hui Malama has experience in developing mutually acceptable procedures and protocols with informal partners to ensure successful completion of all project milestones in order to attain or exceed anticipated outputs and outcomes. Hui Malama has also determined effective strategies, procedures and oversight tools to ensure data is maintained and shared as appropriate to ensure high quality service and products.

Quality Assurance Plan: The Project Director, Pualani Enos, will oversee and supervise Hui Malama staff and partners to ensure that project activities are achieving milestones, products and outputs toward project outcomes in a timely and efficient manner. Through an engagement with Non-Profit Business Consultant, Community Wealth Ventures, a worldwide consulting firm and a separate engagement with The Youth Forum, Hui Malama has created written Quality Assurance Strategies that include work plan formats and implementation strategies to ensure that interrelated program initiatives are proceeding according to our project design. Plans clearly identify staff and partner roles and responsibilities with time deadlines and monitoring responsibilities. We also have written policies in place to ensure that we are in conformance with all federal, state and county requirements, as monitored by Deanna Kramer, in charge of Grants Management. Ms. Kramer regularly holds staff meetings and attends all meeting with consultants/employer mentors in order to ensure compliance with all polices and regulations. She also covers issues related to liability insurance for activities with participants. Exchange of Insurance Certificates relating to sites, transportation and special insurance for events will occur prior to any delivery of service.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Ms. Enos will participate in planning, development, reporting and oversight. Ms. Kramer leads all data management and reporting. Hui Malama has experience with reporting data utilizing the various agency rubric and formats. For the past several years, Hui Malama has set ambitious targets, often far exceeding the hours of service for target number of students. In 2008, Hui Malama hired technological and data management consultants to improve the efficiency and quality data collection, cleaning, management, analysis, reporting and storage. By automating systems we have reduced the level of human error involved with data collection done manually by different providers, and weekly input lessens improve quality and reduces hours of data cleaning. We have also learned that monthly observations, meetings, data collection and financial reporting are necessary to be well-organized and stay on top of work and reporting

deadlines. Monitoring includes review of data collected and tracking to order to ensure we will reach targeted outputs and outcomes.

Outcomes:

1. HMLC's Middle School, High School and GED. Provide registration, assessment and counseling to 200 families. MS, HS, GED Students who will demonstrate increased attendance, positive participation and improved academic performance by all students in all subjects.
2. Character Development & Life Skills 150 Students will participate in two project-based activities that demonstrate newly acquired skills.
3. Career Development/Work Preparedness Classes and Advising. 150 students will have participated in 30 hours of class, 10 hours of individual advising and complete Individualize School to Work Transition Plan.
4. Whole Foods and Garden Nutrition 150 students will complete culinary arts program, Nourish Curriculum and participate in 20 hours of garden work.
5. Caregiver Support and Referrals 50 families will receive and benefit from one-on-one counseling, referral advice and coordination with other community agencies.
6. Employer Mentors Program 75 students will receive 10 hours of work preparedness activities and complete at least 1 non-school placement with an employer mentor. 40 students will provide a presentation at school or a community event describing experience and lessons learned.

In order to accomplish Output and Outcomes Measurement and Evaluation we will: Track and record student attendance, number of students who participate in class, and show progress in our GED, High School, Middle School, Tutoring and Work Force Development Programs. We will record, tabulate and report student progress in several specific areas of programming; record, student's progress on Individual Learning Plan on a monthly basis; track academic progress and performance on all tutoring assignments; evaluate project-based learning products; review and evaluate staff observations related to students oral presentation and class participation; and evaluate performance and involvement at different worksites and community serving learning activities. Outcomes will include successful completion of GED, High School, Middle School, Tutoring and increased knowledge and skills, participation in community project-based activities, consistent participation in physical fitness, health and wellness activities, character development, cultural, life skills and career development activities, and student's successful completion of Individual Learning Plans. We will track the number of job shadowing, internships, and hours of work performed for our Work Force Development Program. The Executive Director with input from key staff will work with the Finance Manager to analyze progress, suggest changes to processes and program improvements.

### III. Financial

#### Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.  
See Attached Forms
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
62,500	62,500	62,500	62,500	250,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.

County of Maui \$210,000  
 Office of Youth Services \$265,000  
 Hawaii Youth Services Network \$75,000

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

None

5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2013.

\$466,983

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

App HUI MALAMA LEARNING CENTER

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>County (b)</b>	<b>OYS (c)</b>	<b>HYSN (d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	81,200	134,300	132,460	47,164
2. Payroll Taxes & Assessments	16,190	22,927	16,533	4,567
3. Fringe Benefits	3,800	15,120	14,850	4,000
<b>TOTAL PERSONNEL COST</b>	<b>101,190</b>	<b>172,347</b>	<b>163,843</b>	<b>55,731</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island		1,240	4,500	1,020
2. Insurance	5,000	1,000	3,300	1,000
3. Lease/Rental of Equipment	2,000	1,000	3,000	1,000
4. Lease/Rental of Space		1,300	3,000	
5. Staff Training	5,000			
6. Supplies	25,000	11,283	12,057	8,750
7. Telecommunication	5,000	4,000	9,000	500
8. Utilities	8,000	3,000	3,000	2,500
9. Mentors	18,000			
10. Student Stipends	25,000			
11. Mileage	2,000	500		700
12. Workshops	5,000			
13. Tuition Assistance	6,000	10,000		
14. Repair & Maint	2,250	1,830	4,500	1,000
15. Misc Expenses: postage, printing, fees	560	500	1,800	299
16. Fees & Licenses	10,000	2,000	4,500	2,500
17. Nutrition/Workforce Program			45,000	
18. Contract Services			7,500	
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>118,810</b>	<b>37,653</b>	<b>101,157</b>	<b>19,269</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>30,000</b>			
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>250,000</b>	<b>210,000</b>	<b>265,000</b>	<b>75,000</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	250,000	DEANNA KRAMER 808-244-5911		
(b) County of Maui	210,000	Name (Please type or print) Phone		
© Office of Youth Services	265,000	Signature of Authorized Official Date		
(d) Hawaiian Youth Service Netwo	75,000	V. Pualani Sinos, Executive Director		
<b>TOTAL BUDGET</b>	<b>800,000</b>	Name and Title (Please type or print) Director		



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Hui Malama Learning Center

Period: July 1, 2014 to June 30, 2015

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15 Passenger Van	1.00	\$30,000.00	\$ 30,000.00	30000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>	<b>1</b>		<b>\$ 30,000.00</b>	<b>30,000</b>
<b>JUSTIFICATION/COMMENTS:</b>				
Hui Malama is seeking reliable transportation to assist with student placements in workforce preparedness sites/events.				

## **IV. Experience and Capability**

### **A. Necessary Skills and Experience**

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request. See note at the end of this subsection.

Pualani Enos, Executive Director, will lead and oversee this program. She is best suited for this role because she has been working closely with the Board of Directors, particularly the Program and Personnel Committee, and key staff (lead teacher, Tammy Tanaka) to build school connectedness through the key strategies identified by the CDC (citation) referenced above in order to increase protective factors and reduce chronic absenteeism that results in students dropping out. Through several grant funded projects over the past five years, she has developed knowledge of and relationships with local and national resources to tailor best practices and effective strategies. Working closely with a highly qualified teaching staff, behavioral specialist and management staff, she has worked extensively in planning and implementation projects with consultants such as Community Wealth Ventures and The Youth Forum to expand programming for at-risk middle and high school age students. Participation in Youth Service Provider learning and work groups such as the Youth Matters Initiative, Hawaii Youth Services Network provides Pualani with access and support from a state-wide network of experienced youth, cultural, economic development and education providers offering her a diverse knowledge base to upon which she can tap to ensure successful delivery of services. She is a member of the 2013 class of the Ka Ipu Kukui Fellows Program, along with staff member Alike Atay and Board Members, David Gorman, Derek Snyder, and Peter Neiss, and continues her participation as a member of the program's Steering Committee. Exposure, knowledge and relationships gained through Ka Ipu Kukui enhance her capacity to leverage existing social capital. These professional development activities enable her to leverage learning and research gathered over the past five years to inform high quality service delivery. Through acting with reverence, she has built trusting relationships with Maui Economic Development Board, University of Hawaii Maui College (UHMC,) Maui Economic Development Board, Maui Youth and Family Services, Juvenile Probation, Community Work Day, Teens on Call, Queen Liliuokalani Children's Center, Alulike, Maui YMCA and other community organizations. Connections with these organizations enable Pualani to leverage community resources and expertise to ensure optimal and effective coordination of resources thereby ensuring students will attend school.

Through two years of rigorous screening, assessment, training and team development, HMLC has recruited and maintained a diverse group of talented committed teachers, who are willing to work as a team, coordinate and cooperate to integrate curriculum and significantly expand career development program through excursions, meal program, garden, participation in community service learning and community based educational events. A number of the staff is bilingual and multicultural 6 of the 11 staff live in or have genealogical ties to the areas from which our students live. Three teachers have experience teaching English as a Second Language abroad in

non-English speaking countries and three have experience teaching reading/writing and mathematics to special needs elementary school students and non-English speakers. Seven of the staff have several years of experience working with older youth exhibiting significant risk factors and have experience delivering effective academic, workforce preparedness, prevention and place-based activities to high-risk youth integrated with non-deviant youth. All staff has demonstrated their personal and professional commitment to the restoration and protection of our natural and cultural resources, community service and life-long learning.

Curriculum development will be led by Pualani Enos and Tamara Tanaka, and guided by Hui Malama’s former board member, Ed Ginoza, a veteran science and math DOE teacher for over 20 years and Derek Snyder, a Language Arts Professor at UHMC, all consistently nurture and guide program and curriculum development. Leiohu Ryder, a veteran DOE middle school teacher also volunteers her time to develop integrated curriculum and provide teacher in-services and professional development.

Verifiable experience, current contracts:

- County of Maui: Grant#G3715, 7/14/2013-6/30/2014, Grant Administrator: Rudolpho Esquer, Grants Manager: Lynn Britton, Contact #808-270-7358
- Office of Youth Services: Grant #Supplemental Contract No. 1 to Contract No. DHS-12-OYS-228, 7/1/2013-6/30/2014, Administrator: David Hipp, Grants Manager: Kerry Kiyabu, Contact #808-587-5714
- Hawaii Community Foundation (Rev. Takie Okumura Fund): Grant #12ADVC-58827, 8/24/2012-8/28/2013, Administrator Philanthropic Services: Terry Savage, Contact #808-537-6333
- Hawaii Youth Services Network: Grant #1TP1AH000002-01-00 CFDA#93.297, 9/1/2010-8/31/2015, Administrator: Judith Clark, Grants Manager: Darlene Tudella, Contact #808-531-2198

Leveraging Community Resources and Expertise of Employer Mentors through Cooperative relationships

Pualani has forged and maintained relationships with referring agencies, relevant community resources and employer mentors/speakers. For the past two years during the development of the expanded middle and high school programs she has been the key contact with all parents, probation officers, mental health professionals and other caregivers to develop unique intervention strategies to address the varied needs of students. To achieve these goals, Hui Malama works closely with several local farmers, business owners, community organizations and resources. Over the past 4 years, Hui Malama has cultivated and established cooperative working relationships with the following well-regarded, established educational, environmental, cultural and entrepreneurial organizations.

Community Organizations	Employer Mentors/Community Volunteers
<ul style="list-style-type: none"> <li>• Community Work Day</li> <li>• Alulike</li> <li>• Friends of the Children’s Justice Center</li> </ul>	<ul style="list-style-type: none"> <li>• Teens On Call/Teen Workforce</li> <li>• Maui School Garden Network</li> <li>• Hawaiian Islands Land Trust (HILT)</li> </ul>



<ul style="list-style-type: none"> <li>• Alex Nakatani, Honor Thy Children</li> <li>• Pono Shim, Honolulu Enterprise</li> <li>• Native Intelligence/kumu hula, Kapono`ai Molitau</li> <li>• Office of Juvenile Probation, Maui</li> <li>• Maui Police Department, Juvenile Division</li> <li>• Maui Youth and Family Services and Aloha House</li> <li>• Parents and Children Together MST program             <ul style="list-style-type: none"> <li>• Hawaiian Canoe Club</li> <li>• Lae Ula O Kai Canoe Club</li> <li>• Boys and Girls Club of Maui</li> <li>• Kihei Youth Center</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic Biologist, Skippy Hau</li> <li>• Cultural practitioner/Sustainable Farmer/Land Management Specialist, Alex Bode (Bode)</li> <li>• E Kupaku Ka Aina – The Hawaiian Land Restoration Institute (EKKA)</li> <li>• Maui County Nutrition &amp; Physical Activity Coalition (NPAC), `Ai Pono Program</li> <li>• The Sustainable Living Institute of Maui at UHMC             <ul style="list-style-type: none"> <li>• The University of Hawaii Maui College</li> <li>• Kalo Farmer, Bobby Pahia, (Formerly, Tropical Ag UH</li> <li>• Hoopili Ane, Kalo Farmer, ____ Poi</li> <li>• Josh Chavez, Waihee Hawaiian Village</li> </ul> </li> </ul>
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**B. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

Hui Malama Learning Center is located at 375 Mahalani Street in Wailuku, Maui. Centrally located on approximately 3,000 square feet of land above the Maui Police Department, Maui Memorial Medical Center, and other medical facilities, Hui Malama Learning Center is often referred to as "the green house at the top of the hill." The building itself is a plantation house that was relocated from Pu'unene and later renovated to become the home to a main reception area, four office spaces, three classrooms, two restrooms, a kitchen, a lanai upon which students eat their meals, and a surrounding school garden that is open to the community. Hui Malama Learning Center is ADA compliant with two access ramps, one in the front of the school and one in the back, as well as an elevator.

## V. Personnel: Project Organization and Staffing

### A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

HMLC employs 11 salaried employees and 2 hourly employees. To accomplish our ambitious vision, Hui Malama employs a team model including operations and program staff that ensures accountability, quality assurance, and requires that all staff members exemplify, at all times, behavior that is consistent with our community values.

Hui Malama has over forty years' experience educating and working with at-risk youth. The primary personnel who will be responsible for administering this program are the Executive Director, who also acts as the Program Director, and the Finance Manager. The Executive Director, Pualani Enos, is an attorney who has over 12 years' experience as a teacher and also has experience in managing large educational and service programs for families and at-risk youth. She holds leadership positions in Statewide Networks focused on the continuous improvement of educational, social service and work force development programs for youth. Ms. Enos is a member of the Hawai'i Community Foundation's Youth Matters Initiative which is a statewide network and has provided Hui Malama with additional technical resources, access to the shared expertise of network organizations who are state leaders in the delivery of services and empowerment of vulnerable youth ages 11-24.

Deanna Kramer, the Finance Manager, has over 20 years of accounting experience, including work in the private sector, education, non-profit, and grants management.

All teachers and tutors must meet minimum Hui Malama teaching requirements, including graduation from an accredited four year college, training and/or experience in teaching in appropriate subject areas, and a commitment to innovative teaching and assessment methods that meet the diverse learning and developmental needs of our students. Teaching staff have and continue to develop their ability to establish and maintain rapport with youths of varied backgrounds and needs; to assess youth educational skills and needs; and to plan, implement and evaluate individualized learning plans (ILP) and progress. Annual background checks are conducted annually on all staff and volunteers, and TB tests are required. Volunteers are used, as appropriate, to assist as classroom aides, tutors, and office support. Volunteer employer mentors act as speakers, assist students in exploring local job opportunities, offer job shadowing and internship opportunities to our high school students. We have recruited Project Lead, Brian McCafferty of Teens On Call to strengthen and develop our

workforce preparedness program. He has over 19 years' experience supervising local youth and placing them in various workforce assignments.

**B. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organizational chart that illustrates the placement of this request.

See Attached Chart.

**C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

\$70,000	██████████	Executive Director
\$48,000	██████████	Finance Manager
\$42,000	██████████	Lead Teacher

**VI. Other**

**A. Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

None

**B. Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

None



**Hui Malama Learning Center  
Organizational Chart 2013-2014**

**Oversight**

**Board of Directors**

**Executive**

**Executive Director**  
Pualani Enos, J.D.

**Management Level One**

**Finance Manager**  
Deanna Kramer

**Operations Manager**  
Robyn Delima

**Administrative Support**

**Registrar/Behavior Specialist**  
**Public Relations**  
Haulani Enos

**Programs Specialist**  
Shanelle Kaaumo

**Program Delivery**

**Lead Academic Teacher**  
Tamara Tanaka

**Academic Teachers**  
Alika Atay, Mary Chun,  
Kevin Lauterbach, Ko'i Lum, Davina Villiarimo, Ward  
Mardfin

**Volunteer Teachers,  
Employer Mentors,  
Physical Ed., Visual Arts,  
Technology Teachers**

**Whole Foods/Nutrition**  
Mike Mangca

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants 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.

Hui Malama Learning Center

\_\_\_\_\_  
(Typed Name of Applicant Organization)

1/28/14  
\_\_\_\_\_  
(Date)

V. Pualani Enos  
(Typed Name)

Executive Director  
(Title)