

House District 2ND
Senate District 5, 6, 7

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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:
MAUI HUI MALAMA
Dba:
HUI MALAMA LEARNING CENTER
Street Address:
375 MAHALANI ST
Mailing Address:

375 MAHALANI ST
WAILUKU, HI 96793

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 INCORPORATED IN HAWAII
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII
 LIMITED LIABILITY COMPANY
 SOLE PROPRIETORSHIP/INDIVIDUAL
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

YOUTH DEVELOPMENT PROGRAMS FOR AT-RISK YOUTH

4. FEDERAL TAX ID #: [REDACTED]
5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 375,000

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 \$66,000
FEDERAL \$
COUNTY \$274,606
PRIVATE/OTHER \$212,035

REPRESENTATIVE:

V. PVALANI ENOS EXECUTIVE DIRECTOR

NAME & TITLE

1-15-16

DATE SIGNED



RECEIVED
1/22/16 DP

Application for Grants

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

I. Background and Summary

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

Since 1973, Maui Hui Malama (hereinafter Hui Malama) has enabled and assisted more than 26,000 Maui County residents to succeed and overcome personal challenges so that they may realize academic and personal success, improvement of employment opportunities and personal achievement.

Hui Malama began as a center for teen mothers, and subsequently expanded its services to include girls and boys as well as young adults mostly benefiting at-risk youth (ages 11-24 years old). When participants come to Hui Malama, they are often already having difficulty in succeeding at home and in school. Some participants belong to homeless families, while others come from abusive households. Others have been expelled from public school or have been in trouble with the law.

Hui Malama utilizes the desire and objective of obtaining a diploma through a public high school or the Community School for Adults not only as a necessary step in personal growth and skill building but also to establish a path for the at-risk youth to discover their individual potential for success.

2. The goals and objectives related to the request;

Today, Hui Malama's vision is to transform Maui's at-risk youth into thriving community members with the ability to adapt, grow and excel in their career and personal journey. To do this, Hui Malama focuses on rebuilding the person – a "being" that can serve as the foundation for "learning" and "doing" the necessary things for an enriching life as a positive workplace, family and community contributor.

- Hui Malama is the only organization in Maui County that addresses the critical needs of a diverse range of youth to enable them to be successful in traditional education and employment environments. Hui Malama thrives on diversity and personalization.
- Going beyond delivery of content, programs, activities, Hui Malama does whatever it takes to re-integrate participants into community and workplace using a holistic and integrated approach.
- Every one of the youth who have sought our services over the past two years have had previous home, community and school life experiences but those that lacked structure, guidance and support needed to realize success. Hui Malama not only ensures positive participation in all programs and aspects of the center, it goes beyond the center to strive for performance at home, school, work or community activities.

As such, Hui Malama is requesting funding in the amount of \$375,000 to provide holistic youth development, health and wellness programs for Maui's at-risk youth to inspire, nurture and empower them to become higher skills performers and positive contributors to bolster our island's economy, increase self-reliance and provide for future generations.

Hui Malama Services and activities that will address community need:

A. Assisting each participant to achieve Emotional/Mental/Physical Stability

Hui Malama will support and assist the participant in understanding how previous experience and history impact the ability to behave appropriately in groups settings such as classroom, at the table during meals, during break-times, on service learning excursions with employer mentors and participating in experiential, project-based learning projects.

1. Addressing basic needs like personal hygiene, appropriate dress, and physical health through balanced meals, medical and dental health and refraining from at-risk behaviors (smoking, using alcohol and drugs, selling alcohol and drugs, criminal behavior, etc.)
2. Assisting participant to learn group etiquette in difference circumstances, appropriate language and conversation topics in mixed company.
3. Learning personal boundaries and privacy and respecting the feelings and privacy of others when utilizing social media.
4. Detaching from electronics during the program activities during program hours and excursions, or Hui Malama sponsored activities during afterschool & weekend hours.
5. Learning about and building capacity to exhibit compassion, grace, integrity and gratitude.

The next step is to introduce and support students to practice the Aloha Response and develop Habits of Mind. Hui Malama's service and learning frame work enters around "Being, Doing, and Learning," to connect students to learning and development by applying concepts and science-based methods at the essence level and practicing the values of Aloha in real time, in every circumstances. By providing them experiential learning experiences, they see the relevance of math, science, reading, writing, speaking and technological skills and related content knowledge. Once they see the relevance and feel relevant and valued, they are inspired to build their competencies so they may contribute in a meaningful way. Habits of Mind relate to action or characteristics – what intelligent people do when confronted with problems, the resolution of which is not readily apparent. Youth learn that caring, trying, and practice, results in healing, ongoing improvement progress, and eventually mastery.

The being, learning and doing progresses with the 5 C's process. The process begins with **Customizing:** discerning & caring for each youth's unique situation, needs, identity & strengths.

Compass: assist participants to build foundation of grit, humility, self-awareness, & accountability.

Challenge: provide participants manageable challenges in safe space to develop their foundation

Connect: create connections with every level of ecosystem, exposure to industries & employers

Care: immerse participants in service oriented mindset of serving a greater purpose and stewardship

Activities that serve as modality for practicing Habits of Mind, and Aloha Response build their being, through doing, and thus facilitate learning through experience include whole foods nutrition, culinary, life skills, compassion class, language arts, math, science, technology & engineering, workforce preparedness, Hawaiian studies, Hawaiian Language, Japanese, yoga, swimming, CPR, community service, civic duty, local agriculture, renewable energy and computer science. Introduction to entry level positions and education requisites in industries such as Construction, Hospitality, Tourism, and public service are areas we seek to grow in the next five years.

3. The public purpose and need to be served;

Hui Malama provides supportive services to troubled or disadvantaged teens and young adults so that they may succeed in obtaining a diploma through a public high school or the Community School for Adults so that those teens may realize academic and personal success, improvement of employment opportunities and personal achievement.

This is not an educational mission. Although the educational component may be significant as the point of entry for the participant, Hui Malama's goal is much broader in that it is to empower the participant to succeed not only in work but in life through developing and understanding and appreciation of the Aloha Spirit as defined by Hawaii Revised Statutes §5-7.5 as the coordination of mind and heart, which "brings each person to the self" and allows each person to think and emote good feelings to others.

By the end of their time with us, we see significant improvements in our participants in the following areas:

- Ability to understand and honor perspectives that conflict with their own;
- Increased ability to regulate their emotions and express their disappointment in a socially acceptable and respectful way;
- Increased accountability;
- Taking direction without challenging, criticizing, evading, ignoring authority;
- Exhibiting appropriate physical space and interactions within a professional context; and
- Proper etiquette (addressing people properly in word, tone, gesture).

The Aloha Spirit is a powerful tool within our community for directing and motivating positive change and development for both native participants and non-native participants.

4. Describe the target population to be served; and

Each year, Hui Malama serves between 125-150 highest needs youth in Maui County. About 90% of the youth have learning, emotional, cognitive, social or physical issues that have not been identified or properly addressed in other school settings. Between 50%-70% of our youth have been displaced or living in unstable living conditions due to parental discord, abuse or violence

at home or school, chronic health or mental health issues, or some extreme traumatic event related to a trusted caregiver or school official.

Our participants represent the diverse and multi-ethnic make of our island including those of Hawaiian, Portuguese, Japanese, Chinese, Filipino, European/Caucasian, Latin American, African American, Mexican, and other Pacific Islands ancestry.

Hui Malama serves public school students with records of poor attendance, disruptive behavior, or both. It is not uncommon for participants who come to Hui Malama to report that in the past they had been habitually truant, frequently attended school while intoxicated, used cell phones in class, or regularly slept during class. Hui Malama believes that these behaviors stem from negative world views and poor attitudes often consistent with the participant's experiences at home or within their learning environments. Without this intensive, holistic and individualized intervention, such participants are unprepared to complete their high school diploma or GED and are highly likely to be at risk of life of unemployment or underemployment. Failure to obtain requisite basic education or enter the workforce leads to youth remaining or entering into expensive social service, criminal justice, mental health, and public housing and public assistance systems into adulthood. The public purpose served is to transform these forgotten youth to be positive contributors to economy, environment and community by redirecting the path that they are currently on which leads to dependency on assistances and social services.

Problems/Challenges experienced by Youth in Maui County that only Hui Malama addresses:

The participants who present to Hui Malama, most of whom attended public schools from Kindergarten through Sixth Grade, present with attitude, world view and educational experiences that are the basis for their lack of attendance, disruptive behavior, lack of participation in learning or healthy group activities and poor performance. Each of these youth **are capable** but have never been exposed to positive influences or environments where they could have acquired the social skills, positive attitude or motivation to do what is necessary to be successful in individual or group learning experiences. Their problems often arise primarily from years of neglect, hardship, and lack of adult supervision, guidance and discipline leading to defiant attitude, poor work ethic, under-developed communication and social skills, and victim/entitlement mindset. As a result, students from the public school often come to Hui Malama after encounters with school disciplinary procedures, or the criminal justice system. Referrals are made to Hui Malama to provide supplemental and support services to correct the youth's behavior. This sometimes require Hui Malama to intervene in the courts, home, and community generally, in addition to providing the youth with services so they may develop proper behavior within an educational setting. By establishing positive examples, Hui Malama changes the poor habits and behaviors of the troubled student to establish a foundation upon which the youth may return and succeed in the public school setting or obtain their GED and gain employment or related training.

5. Describe the geographic coverage.

Hui Malama's youth come from all reaches of Maui County, Oahu and Hawaii Island, across demographics, although most participants fall just above or below the poverty line.

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;

Strategic/Operational Approach and Targets for 2017 and 2018

Hui Malama's approach to developing the whole person, aims to address participant's short-, mid-, and long-term needs and goals. Our highly intensive and personalized support services identify root issues and step-by-step addresses all aspects of the participant's life including their emotional, social and mental state and stability, habits and skills, behavior in various learning, work and group settings. To ascertain a fuller understanding, Hui Malama begins by identifying, assessing, and facilitating the resources historically and currently available in the youth's ecosystem that has led the participant to current status. The ecosystem includes family, community, school, work, natural environment, peer group and spirituality. Upon identifying needs, strengths and short-, mid-, and long term goals, Hui Malama guides and nurtures each youth to develop a highly personalized Individual Development Plan that will provide youth with the attributes and ability to adapt and grow with the ever changing challenges and environment. Habits of mind and Aloha Response provide youth with the fundamental tools to be "builders" as opposed to "maintainers" in the workforce and leadership that organizations can rely on to enrich the work environment for all and tackle the challenges of the 21st century in innovative ways.

Hui Malama is committed to transforming diverse high needs youth who have fallen behind traditional educational standards into graduates with "potential" – not just their given gifts but the ability to best utilize what they have (both strengths and weaknesses) in any situation to figure things out. Hui Malama's goal in the next five years is to prepare every youth who becomes a participant to be students who can become dependable, committed, top producers in entry-level jobs across all of Maui's driving industries and complete any education or training necessary to do so. Hui Malama's goal in 10-years is to provide local businesses with their best performing, most committed middle-managers. Hui Malama's 20 year goal is to provide businesses in Hawaii with the most caring, innovative and productive leaders across all major industries, education and government.

Our experience is that people will not learn or do unless they have the motivation to learn, change and do. Once participants feel stable and safe, they can participate in activities that allow them to believe in themselves. To establish this, participants must have confidence and trust in the intentions, competencies, commitment, and predictability of those in charge. Hui Malama inspires and empowers youth, their caregivers and other stake holders, previously hopeless and exhausted, to once again believe in the capability and potential of these youth to be positive and productive contributors in their community, at a job and at home. Once inspired and nurtured, youth, caregivers and stakeholders commit to an ongoing process of developing the "whole person".

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

Hui Malama utilizes a tiered approach to enrollment to ensure that current educational, youth development and work preparedness offerings from already utilized services are in fact unable to meet their needs and develop their strengths. Through acting as a hub of community services, support to caregivers, and facilitator/liaison between other community providers, we are able to successfully coordinate holistic services so that youth can positively contribute, perform and succeed at their home schools. Hui Malama prioritizes services to participants who have nowhere else to go due to their highly negative experiences during elementary and middle school years, high absenteeism from school due to being 3-6 years behind their grade level and/or highly complicated personal and family situations.

Hui Malama takes referrals from state and county agencies – taking the youth that other systems have rejected, refused or found unfit to attend their programs. Hui Malama works with families who are no longer welcome or eligible to other programs and who would otherwise be unsupervised and without any academic/behavioral development activities during the school day. Due to the growing needs, complexity and severity of our most invisible and forgotten youth over the past two years, we have increased the hours, comprehensiveness and breadth of our services to do whatever it takes to address participant needs and build on their strengths. Services are highly individualized and involve significant time and resources to convene, coordinate, supplement and attract a variety of supports and resources to create a continuum of support that scaffolds a lifetime of learning and development for each participant. Hui Malama, with other community resources successfully re-integrates youth into public school, private school, online charter or to obtain their GED through the Adult school.

Last year, 97% of Hui Malama's participants with long histories of absenteeism and truancy in public school increased their attendance rate and 87% stayed in school. 89% of Hui Malama participants moved to the next grade or graduated, despite coming to Hui Malama several grade levels behind in at least one subject. 92% of participants explored career opportunities and 84% participated in work-based activities during school and non-school hours. 88% of participants and parents participated in community education and/or service activities during non-school hours. After obtaining a GED, 95% of youth enrolled in higher educational or secured a job, many did both.

In FY17 and FY18, Hui Malama proposes to serve 125 unduplicated participants; in its enrichment program, tutoring program, and Life Skills/Workforce Preparedness programs. Hui Malama assesses and addresses all of the participant's needs, by coordinating critical services from multiple social services and educational institutions to achieve goals and address basic needs, health care, social services, behavioral health services, housing, education, and employment. It is important to note that participants come to Hui Malama with significant behavioral and social challenges and are significantly behind in social skills, study skills and academic performance. For this reason, 45-65 of these participants will participate in all three programs for significant hours and for multiple quarters. Due to highly complex histories, their need for intensive services, with service providers whom they trust, in a safe, predictable, long-lasting environment, is critical to realize long-term positive outcomes. Hui Malama provides

critical services for an increasing number of forgotten youth which are not provided by any other program in Maui County.

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

Youth and program staff alike are constantly immersed in assessment to ask and determine – how effectively and efficiently are we meeting our target goals? We are constantly building our capacity to track how the content and method of the activities and services (outputs) we provide to measure the impacts on each participant’s growth, capacity to learn, character, life skills, work preparedness, connection and contribution to their ecosystem. This requires a different level of mindset, investment, commitment and accountability of every staff member, mentor, volunteer and community partner. Our participants must see the expectations they seek to live up to in all the adults around them in every activity, interaction and product.

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.

Through our holistic program, we have been successful in planting the seed of new ideas and building the attributes and values-driven behavior of our participants. This has also led to participants achieving success in academic and workforce preparedness activities in the community.

Specifically, the participants demonstrate significant improvement in the following areas: By the end of their time with us, we see significant improvement in the following areas thereby preparing participants to positively participate in academic, workforce training, employment and community service activities.

Improved Attitude & Behavior

1. Demonstrating care toward themselves, others, their community and their natural environment.
2. Ability to understand and honor perspectives that conflict with their own
3. Increased ability to regulate their emotions and express their disappointment in a socially acceptable and respectful way, reduced impulsivity.
4. Increased accountability through ability to acknowledge a mistake and take action to remedy it.
5. Belief in something larger than themselves, and responsibility toward a greater good.

Improved Listening Skills

1. Participants to understand the importance of accurately understanding and responding to assignments in a timely manner with their best work, which becomes of higher quality as the year progresses.

2. Over time, participants increase their preparation for classes, completing a task individually and as a group, have the ability to assess and improve the quality of their work.
3. Take direction without challenging, criticizing, evading, or ignoring and complete tasks to the best of his or her ability, recognizing that improvement requires dedication and practice.

Increased Empathy:

1. Participants learn to interact with and appreciate different types of people in contexts and environments that are unfamiliar or unappealing to them initially.
2. Acting with courtesy and consideration. Exhibiting appropriate etiquette and physical space.
3. Increasingly appreciate efforts of those around them and express thankfulness in ways that are appreciated by that person.

Developed work ethic and preparedness

Through exposing participants to a Growth Mindset, the concept that ability is changeable and can be developed through practice and failure, participants develop hope and realize that success can be achieved through time, effort and commitment. Participants learn that one’s brain and ability actually grows through struggle and ongoing challenge. We have been successful in helping participants to shift their goal from proving one’s self to developing one’s self. This is manifested through their increased abilities to come to school prepared, displaying appropriate tone, gestures and behaviors during class and breaks and dressing appropriately for various activities at school and work. Participants learn to keeping conversations limited to school appropriate topics and recognizing personal boundaries in mixed company, speaking without slang/cursing and how to comfortably disengage from phones and social media during school and work preparedness activities allowing them to participate in each activity fully. We have been successful in helping even the most resistant participants to stretch beyond their comfort zone by trying new activities and practicing skills that do not come easily to them.

Through our holistic program, we have been successful in planting the seed of new ideas and building the attributes and values-driven behavior of our participants. This has also led to participants achieving success in academic and workforce preparedness activities in the community.					
By the end of their time with us the participants demonstrate significant improvement in the following areas:	Annual Goal	Q1	Q2	Q3	Q4
Preparing participants to positively participate in academic, workforce training, employment and community service activities	125	35	35	35	25
<u>Improved Attitude & Behavior</u>	60				60
Demonstrating care toward themselves, other, their community and their natural environment.	60	20	10	20	10
Ability to understand and honor perspectives that conflict with their own.	40	10	20	5	5
Increased ability to regulate their emotions and express	45				45

disappointment in a socially acceptable and respectful way, reduced impulsivity.					
Increased accountability through ability to acknowledge a mistake and take action to remedy it.	45	10	10	10	15
Belief in something larger than themselves, and responsibility toward a greater good.	20				20
<u>Improved Listening Skills</u>	40	10	10	10	10
Participants to understand the importance of accurately understanding and responding to assignments in a timely manner and with their best work, which becomes of higher quality as the year progresses.	25	0	5	10	10

Once participants develop in these areas, we have seen significant improvements in their work, positive interactions with peers and their ability to fully participate in the many off-campus learning experiences Hui Malama offers.

While there are many stories we could share, there is one participant who has shown incredible progress despite facing exceptionally difficult personal circumstances. As is true of a number of our participants, this participant experienced several years of childhood trauma, neglect and unstable living conditions. This participant was involved in the family court system and was under probationary supervision for criminal behaviors at previous schools and within the community. Despite the many behavioral problems and significant challenges throughout his time with us, we are delighted to report that this participant increased his academic skills, achieved excellent grades, now lives in a caring, safe and well-supervised home environment and has successfully completed several community service learning and work training experiences. He was able to pay off retribution through paid internships and part-time jobs and completed all community service hours which have allowed the court to consider early termination of probation by 2 years. He currently has a part-time job, continues to do volunteer work even though it is not required using skills learning through work training and has been accepted and received tuition assistance to attend a private, parochial, college preparatory high school where he is able to participate in sports and other extra-curricular activities. There were many points where we considered terminating him from our program but instead increased collaboration with existing and new resources and developed specially-tailored supports, resources and interventions in order to assist this participant, who had nowhere else to turn, to realize his potential. Success with this participant has caused us to better document critical decision making points and effectiveness of different interventions so we can help more participants like him.

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.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
93,750	93,750	93,750	93,750	375,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.
County of Maui \$310,000
Office of Hawaiian Affairs \$212,035
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.
Not Applicable
5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.
For Fiscal year 2016 we are receiving funding from:
County of Maui \$274,606
Office of Hawaiian Affairs \$212,035
Office of Youth Services \$66,000
For Fiscal year 2017 we are requesting funding from:
County of Maui \$310,000
Office of Hawaiian Affairs \$212,035
5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.
Unaudited \$345,888

IV. Experience and Capability

A. Necessary Skills and Experience

Hui Malama has earned its reputation for excellent service delivery from Federal, State, County, and private funders as well as program auditors who have noted our commitment and ability to

provide an integrated continuum of services that is measured by clearly defined outcomes. Hui Malama has over 12 years of experience in delivering teen pregnancy prevention, violence and substance abuse prevention classes and related activities to youth ages 11-18 through service contracts with OYS and BESSD and exceeded all outcomes for previous GIA funding. Hui Malama consistently exceeds milestones and targets for County budget line grants and private grants. Hui Malama consistently utilizes lessons learned to inform revision and expansion of services. Staff have been trained in a number of culturally-based, values driven curricula that is research-based and integrates best practices, teen pregnancy prevention, violence prevention and other substance abuse prevention programs. Over the past two years, Hui Malama has expanded our services to work more intensively and extensively with caregivers to enable us to better understand participants' individualized needs and craft highly individualized services to effectively respond the complex histories and present strengths and needs of each participant.

Over the past few years, Hui Malama's unique contribution to Maui's community of service providers is to focus on all aspects of the participant's and their caregiver's lives, acting as the hub of community services, as the catalyst and facilitator of ongoing support and reinforcement. Our role is to create an ever-growing web of support for youth, a web that is strengthened and expanded over time to adjust to shifts within the family, community, peer, environment, school and work. This highly personalized, intensive and comprehensive engagement with participants over many months and years requires that we work with a smaller number of youth. As youth re-connect to a healthy ecosystem and re-build his or her identity, hope and motivation increases.

Hui Malama develops strategies in collaboration with formal and informal community resources to help each youth reframe his or her story to turn the very circumstances that caused these participants to fall behind into advantages. This critical shift in perspective happens through three deliberate strategies: 1) viewing the participant from a holistic perspective to discern each individual's unique identity, situation and strengths, 2) establishing a growth mindset – viewing each milestone in the participant's life as a point in a marathon or triathlon as opposed to a sprint, and 3) to approach current and future goals in relation to a connected ecosystem from which to form a systemic, systematic and dynamic learning and life-long development system.

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.

Hui Malama is located in Wailuku, Maui, Hawaii. The facility is a 2 story building with approximate 3000 square footage; containing 3 classrooms, a multi-purpose conference room, front office, staff offices, kitchen, ADA lift, 2 restrooms along with ADA ramps in front and rear of the building. There is 2000 square feet of usable landscape surrounding the building where the school/community garden is located. Through partnership with Lokahi Pacific, Hui Malama utilizes 500 square feet of shaded outdoor space where a small lele, native garden and rock contemplation area has been built. This space is used for Morning Oli, guest lecturers, cultural demonstrations and a space for participants to have separate space for reflection and meditation when exhibiting behaviors that are inconsistent with community values and disruptive to group activities.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Hui Malama has over forty years' experience servicing at-risk youth who are unwilling or unable to attend public school. The Executive Director is responsible for agency operations, fiscal management, program design and efficacy, board relationships and community alliances. She also functions as Programs Director, responsible for designing, implementing and assessing effectiveness and efficiency of innovative programs, training for teachers, incorporating new technology and research-based methodology and attracting innovative youth development resources. She is also responsible for increasing the impact of collaborative relationships with community resources, business partners, and service agencies. The Finance/Grants Manager is responsible for all financial operations, grants management and facilities. The Programs Operations Manager/Guidance Counselor is responsible for ensuring that staffing, schedule, program implementation, and participants support services are executed efficiently and effectively on a daily basis. She is responsible for working closely with the Behavioral Specialists, Instructors, Mentors, Community resources and volunteers to build, track progress and ensure achievement of participant Individual Development Plans. The Behavioral specialists completes all participant assessments working closely with Instructors, parents, stakeholders, community partners and volunteers in order to serve as a supportive liaison and catalyst between caregivers and everyone else on the team. The management team and program team meets frequently in smaller groups depending on purpose, in order to efficiently advise the larger team to provide direction, oversight, and ensure efficient and high quality execution of desired outcomes. The Executive Director, Pualani Enos, is an attorney with over 20 years' experience as a teacher in experiential, multidisciplinary advocacy, education and research aimed at at-risk, disenfranchised youth and families. She has participated in several statewide and county leadership and professional development activities, networks and boards. The Finance Manager, Deanna Kramer, has over 20 years of accounting experience, including work in the private sector, education, non-profit, and grants management. She also has several years of experience overseeing facilities management and capital projects. All Instructors are required to have college credits, related training and work experience in content areas, social service delivery, and working with high risk and marginalized populations, working collaboratively and implementing innovative, experiential learning programs. Volunteers and Employer Mentors act as speakers, host service learning and community education activities, assist participants in exploring local job opportunities, offer job shadowing and internship opportunities.

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 organization chart that illustrates the placement of this request.

See Attached.

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..
Executive Director V. Pualani Enos \$72,000
Finance Manager Deanna Kramer \$50,000
Lead Instructor Tammy Tanaka \$48,000

VI. Other

A. Litigation

Hui Malama is not involved in any litigation nor are there any outstanding judgements.

B. Licensure or Accreditation

Hui Malama has no special qualifications, including but not limited to licensure or accreditation relevant to this request.

C. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

While Hui Malama programs target middle school and high school age students respectively, Hui Malama is not a school or educational institution in that it is incapable of offering credits or degrees, and is wholly reliant on the Hawaii DOE or Hawaii Adult Schools to promote, assign credits, and issue high school or GED diploma.

For many years Hui Malama had considered the possibility of seeking accreditation as either a private school or public charter school. However, the Hui Malama Board of Directors have ruled this possibility out, has not taken any steps towards becoming a school after conducted in-depth assessments regarding the critical needs of Hawaii's most vulnerable and high needs youth. Hui Malama supports and supplements Hawaii students to be successful in recognized educational institutions such as DOE, Adult Education and Accredited Private Schools who recognize and count Hui Malama participants in their student data.

Hui Malama provides critical support and coordination of services for disadvantaged youth so that they are on a path to success beyond obtaining high school diplomas or GEDs, as part of a larger goal of finding, keeping and advancing in the work place, to be self-sufficient so they are not reliant on public assistance, publicly funded housing, food assistance, and are not in need of long-term social services related to criminal activity, violence, substance abuse or child abuse and neglect. Hui Malama itself is not a private educational institution in purpose, function or goals.

Hui Malama is not a school, but provides holistic support, coordination and supplemental services to Hawaii's social, family law, criminal justice, mental health, health care, housing, and workforce development services agencies helping disadvantaged public school students on Maui by connecting them to services and resources they need to complete their studies with a high school diploma or a Graduate Equivalency Degree ("GED"). Hui Malama assists families who have been unsuccessful in public education for generations to assist youth to be successful in DOE or Adult School by attaining their degree from these systems. This educational objective is a single step in a larger program to build the participants capacity to succeed and recognize their capacity as a positive contributors to Hawaii's economy, environment, and community. Today, that diploma or GED is a prerequisite to success in life since it is the foundation to almost any career or occupation. Hui Malama's services help to prevent life-long dependency of youth and young adults who come from families who have been dependent and involved in expensive public assistance, social service, health, mental health, substance abuse, housing and child abuse and neglect interventions for generations. Through intensively working with highly complex cases in tandem with other state and county funded services, Hui Malama provides a critical role in supporting participants to gain independence from these systems and save the state monies for the adult life of these participants.

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

Ensuring Services to Youth who have fallen out of other systems and whom require an intensive, comprehensive, ongoing support network to complete their education and achieve success in Maui's workforce

Over the past 18 months, Hui Malama has done extensive research, analysis of results and assessment of older youth needs in our community. This was triggered by our goal of achieving long-term financial sustainability in order to achieve meaningful outcomes with participants who have fallen out of the public school system. These participants and their families are in high crisis, dealing with multiple issues. These youth have either fallen below the radar of much needed educational, social, medical, behavioral and mental health systems or have exhausted these helping systems. There are many academic, career development, post-secondary, employment training and community resources available in Maui County but there is a critical gap and that is ensuring that participants are adequately supported to make the most of the services. Many services refer from one to another, services are time and content limited and linear in nature. Eligibility requirements, scheduling constraints, transportation and behavioral expectations are often perceived by participants to be unsurmountable barriers to participants but these roadblocks can be removed through effective communication, flexibility and team building among individual service providers.

Over the past 18 months, the Executive Director, Pualani Enos, has participated in two statewide leadership programs, acting as the only outer island representative in each cohort. Hui Malama has also been fortunate to receive hundreds of volunteer hours from Business Management Consultant, Mel Horikami, of Optimum Business Solutions. Mr. Horikami has over 30 years of business management where he served in leadership positions for several years. Through his experience as a business strategist professor at Hawaii Pacific University and as a consultant for Hawaii Department of Education, Mr. Horikami has also provided expertise related to education, workforce preparedness and labor needs in Hawaii. Through these experiences, the Executive Director has developed expanded business and financial management skills, and has been working closely with board, organizational volunteers, public and private funding sources, as well as local business support.

E. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2015.
See Attached.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

App

Maui Hui Malama

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	192,700		198,000	120,000
2. Payroll Taxes & Assessments	25,000		25,245	11,198
3. Fringe Benefits	10,300		17,943	11,198
TOTAL PERSONNEL COST	228,000		241,188	142,395
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	2,000			
2. Insurance	5,000		7,000	3,000
3. Lease/Rental of Equipment	1,000		2,956	
4. Lease/Rental of Space			2,563	1,000
5. Staff Training	5,000			
6. Supplies	25,000		11,544	10,000
7. Telecommunication			4,000	7,000
8. Utilities	1,500		6,500	4,000
9. Mileage reimbursement	300			
10. Repair & Maintenance	15,000		5,000	4,140
11. Vehicle Maintenance	5,000			1,100
12. Participant Fee Activities	40,000			
13. Postage	200			800
14. Public Relations	2,000		1,500	
15. Professional Fees	20,000		27,750	30,000
16. Mentor Stipends	25,000			
17				8,600
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	147,000		68,813	69,640
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	375,000		310,000	212,035
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	375,000	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>Deanna Kramer</p> </div> <div style="width: 35%;"> <p>808-244-5911</p> <p>Phone</p> <p style="font-size: 1.2em;">1.15.16</p> <p>Date</p> </div> </div>		
(b) Total Federal Funds Requested				
(c) Total County Funds Requested	310,000			
(d) Total Private/Other Funds Requested	212,035			
TOTAL BUDGET	897,035	V. Pualani Enos, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES
 Period: July 1, 2016 to June 30, 2017

Maui Hui Malama

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$72,000.00	40.00%	\$ 28,800.00
Program Operations Manager	1	\$40,000.00	40.00%	\$ 16,000.00
Finance Manager	1	\$50,000.00	45.00%	\$ 22,500.00
Programs Specialist	0.5	\$20,000.00	100.00%	\$ 20,000.00
Instructor	1	\$26,000.00	40.00%	\$ 10,400.00
Instructor II	1	\$35,000.00	100.00%	\$ 35,000.00
Tutor I	0.5	\$10,000.00	100.00%	\$ 10,000.00
Tutor II	0.5	\$10,000.00	100.00%	\$ 10,000.00
Systems Technology Program Specialist	1	\$40,000.00	100.00%	\$ 40,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				192,700.00

JUSTIFICATION/COMMENTS:
 Requesting 40% of salaries for Executive Director and Program Operations Manager, and 45% for Finance Manager as these positions are currently underfunded and other grants will not cover. All other positions (Instructors, Tutors and Systems Technology Specialist) are for direct program services.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Maui Hui Malama

Period: July 1, 2016 to June 30, 2017

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Not Applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: Maui Hui Malama

Not Applicable	FUNDING AMOUNT REQUESTED					
	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
TOTAL PROJECT COST	FY: 2014-2015	FY: 2015-2016	FY:2016-2017	FY:2016-2017	FY:2017-2018	FY:2018-2019
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS AND / OR GRANTS

Apt

Mauai Hui Malama

Contracts Total:

522,035

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Holistic Youth Dev Program for At-Risk Youth	7/1/16-6/30/2017	County of Maui	U.S./County	310,000
2	Math & Reading Improvement Project	7/1/16-6/30/2017	Office of Hawaiian Affai	U.S. / Private	212,035
3					
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Maui Hui Malama Organizational Chart 2016-2017

Oversight

Board of Directors

Executive

Executive Director
Pualani Enos, J.D.

Management Level One

Finance Manager
Deanna Kramer

Programs Operations Manager
Robyn Delima

Program Support

Assessment/Behavioral Specialist
Haulani Enos

Programs Specialist
Shanelle Kaauamo

Program Delivery

Lead Instructor
Tamara Tanaka

Instructors
Kevin Lauterbach, Ko'i Lum,
Al Buchter, Mike Mangca, Tutors

Volunteer s,
Employer Mentors



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

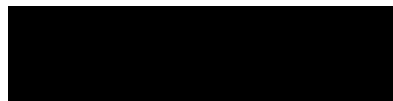
HUI MALAMA LEARNING CENTER

was incorporated under the laws of Hawaii on 06/15/1973 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 11, 2016



Director of Commerce and Consumer Affairs

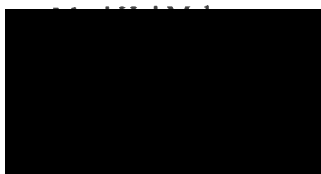
**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i 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, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.



or Organization)

1.15.16

(Date)

V. Pualani Enos
(Typed Name)

Executive Director
(Title)