

House District 1,4,5  
Senate District 1,2,3

THE TWENTY-NINTH 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:  
Hawaii County Economic Opportunity Council  
Dbas:  
Same as above  
Street Address:  
47 Rainbow Drive Hilo, HI 96720  
Mailing Address:  
47 Rainbow Drive Hilo, HI 96720

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Courtney Hamakawa  
Title Youth Services Manager  
Phone # (808) 961-2681 ext.410  
Fax # (808)961-2812  
E-mail chamakawa@hceoc.net

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:

The Language Arts Multicultural Program (LAMP) aims to assist school referred 3rd and 4th grade underachieving students to improve in academics, social interaction, and multicultural knowledge. The chief aim and goal is to help the participants become self-motivated independent learners and thinkers.

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 340,085

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 \$ 0  
FEDERAL \$ 0  
COUNTY \$ 0  
PRIVATE/OTHER \$ 0

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

Jay T. Kimura, Executive Director  
NAME & TITLE

DATE SIGNED

1/11/2017



RECEIVED

1/12/17 *ma*

## Application for Grants and Subsidies

### LANGUAGE ARTS MULTICULTURAL PROGRAM

#### I. Background and Summary

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

Hawaii County Economic Opportunity Council (HCEOC) is a private non-profit community action agency established in 1965 under the provisions of the Economic Opportunity section 501 C and 170 (b) (1) (a) (vi) of the Internal Revenue Code.

The Council's purpose is the alleviation, elimination, and prevention of poverty conditions in the County of Hawaii by mobilizing and channeling private and public resources into anti-poverty actions, to stimulate new and effective approaches to the solution of problems, to strengthen communication, mutual understanding, planning, coordination and implementation of anti-poverty programs in the community, **and to educate children and youth to become responsible contributing adults in society.**

2. **The goals and objectives related to the request:**

Funding request for the Language Arts Multicultural Program (LAMP) is to offer school referred third and fourth grade underachieving students access to a quality afterschool program which provides academic assistance, social interaction, multicultural knowledge, and transportation services. Through improvement in their reading, writing, speaking, and socialization skills and better knowledge of their own cultures and others, the students will develop self-confidence and a positive attitude about themselves and learning. Our ultimate goal is to have our underachieving third and fourth grade students become **independent life-long thinkers and learners** who make positive contributions to our society.

The objectives of the LAMP program are as follows:

COMPONENT	OBJECTIVE
Reading Comprehension	80% of the students will attain "approaches standard" or better between pre and post Hawaii Standards Assessment (H.S.A.) language arts/literacy component.

<p><b>SAT WRITING ASSESSMENT</b></p>	<p>80% of the students will attain a 4.5 on the SAT Writing Assessment or gain one point in writing skills as measured by the Stanford Achievement Test Writing Assessment on a seven point scale, one being low.</p>
<p><b>Keukaha Oral Language Test (KOLT) Listening/Speaking</b></p>	<p>70% of the students will attain 4.5 on the KOLT or gain one point in listening/speaking skills as measured by the KOLT on a seven point scale, with one being low.</p>
<p><b>Multicultural Understanding/Attitude</b></p>	<p>80% of the students will achieve 80% on the teacher made LAMP Teacher’s Attitudinal Observation Worksheet or make an increase of 10% between the pre and post scores.</p>
<p><b>Socialization</b></p>	<p>90% of the students will improve in their socialization skills by 10%.</p>
<p><b>Parent Contact</b></p>	<p>100% of the parents of the project students will be contacted by the LAMP staff at a minimum of eight (8) times during the year.</p>

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

**A. Public Purpose**

Public purpose stems from the 1949 territorial legislative mandate to abolish the dual standards schools use to attain educational parity for all schools in the territory of Hawaii, the 1976 acknowledgment by our Department of Education in its Desegregation Plan that states, “with the school population comprised of minority group children whose ethnic, multi-ethnic heritages are “non-western”, there continues to be some unmet needs for supplementary services to overcome inherit, disadvantages,” and more recently the statewide “common core” initiative which will provide standardized education and prepare students to be college and career ready upon graduation.

**B. Needs to be Served**

Based on the assessment conducted, needs were identified as critical to the success potential of underachieving students at the elementary level. Frankly put, the problem is intensified by the following factors:

- Notwithstanding the fact that we have exceptionally capable DOE teachers, minority group children comprise the majority of the school population, and teachers who are educated in the Anglo-

American style of teaching have a tendency to focus teaching methods on the average English proficient students.

- Placed in the above situation, teachers need assistance to effectively teach our underachieving minority group students in the regular classroom.
- There is a critical need for teaching strategies to reduce educational barriers, the impact of which is greatest upon immigrant students as well as, local Filipino, Hawaiian, Portuguese, Samoan, Puerto Rican, and Micronesian children and other minority students.
- Because of the wide gap between manners of behavior and cultural values existing within schools and homes of minority groups, the child faces one set of standards at home and an entirely different set at school. There is a need to reinforce the child's self-concept and awareness of the total environment.
- There is a need for parent involvement. Minority group parents are hesitant because of language and social barriers to familiarize themselves with the local school system and are unaware of the problems their children face and of the resources available to resolve these problems.
- There is a need to develop strategies for positive family and community engagement to help underachieving minority students to overcome educational disadvantages by educating student in terms of a culturally diverse society as opposed to the melting pot for everyone to come out the same.
- Finally, the gist of the salient need is to assist students to develop their skills in the art of learning to become independent thinkers and learners by adding a new component, the psycho-instructional dimension to the regular DOE classroom curriculum, specifically for the underachieving minority group students to raise their academic achievement to the level of achievers by the enhancement of their motivation, persistence, self-reliance, and high aspiration and expectation.

**4. Describe the target population to be served:**

Target population to be served is third and fourth grade underachieving students referred exclusively by DOE classroom teachers with the consent of the principal.

**5. Describe the geographic coverage.**

In agreement with the Complex Area Superintendents, the targeted four elementary schools are Naalehu, Pahala, Hilo Union, and Keonepoko. Criteria used for selection of schools to be served are based on the most recent DOE Hawaii Standards Assessment (HSA) scores. The Hawaii Standards Assessment is a test taken by all students in the state three times a year to measure proficiency in reading, math, and science. The basis for school selection was a combination of the (HSA) scores and on percentage of students receiving free or reduced lunch in the 2015-2016 school year.

	HSA Language Arts and Literacy		HSA Math Proficiency		Free or Reduced Lunch
School	Grade 3/Grade 4		Grade 3/Grade 4		
Naalehu	17%	15%	24%	11 %	93.1%
Pahala	20%	27%	27%	31%	86.3%
Hilo Union	39%	30%	34%	31%	84.7%
Keonepoko	36%	31%	42%	26%	90.6%

The further justification for selecting the schools above is clarified herein.

**Naalehu Elementary** has the largest proportion of non-English speaking students in the state of Hawaii with 28.6% of the total school population as English as a second language students. The majority are students from the Marshall Islands. Many of these students are also not literate in their own native language. This is a major factor that contributes to this school having one of the lowest Hawaii State Assessment (HSA) scores in language arts/literacy and math in the state and on the entire Big Island.

**Pahala Elementary** was selected because this school has one of the very lowest overall Hawaii State Assessment (HSA) scores on the entire island. Furthermore, Pahala Elementary has no other nearby afterschool service providers as it is one of the most remote and rural schools on the Big Island.

**Hilo Union** was selected in addition to the test scores in language arts/literacy and math is due to the fact that Hilo Union had the highest official number of homeless students on the island of Hawaii nearly every year since the 2008-09 school year. This means that there is indeed a significant subgroup that has little in the way to turn to for help and demonstrates a clear need at this school.

**Keonepoko Elementary** is about an average performing school as far as measurement by the language arts/literacy and math test scores, however, students at Keonepoko were ravaged by Tropical Storm Iselle just two years ago and the school relocated to Keaau High school parking lot to escape the threat of lava flow. The students have just recently recovered in academic performance and made moderate gains in reading and math in this past 2015-16 school year. This school also has one of the highest percentages of students receiving free lunch on the Big Island. Clearly the students are in need of help and services to allow them to thrive after the fairly recent calamities that affected this school.

## II. Service Summary and Outcomes

### 1. Scope of work, tasks and responsibilities:

#### A. Scope of Work

LAMP uses alternative measures for learning, i.e., the positive behavioral development of underachieving students that enhances academic achievement by stimulating their natural and inherent ability to develop steps in learning how to learn.

LAMP serves 3<sup>rd</sup> and 4<sup>th</sup> grade underachieving students in three elementary schools in the Kau-Keaau-Pahoa and one in the Hilo-Waiakea Complex Areas under the Complex Area Superintendents, principals, and teachers of targeted schools.

In-School Activities: LAMP staff assists DOE teachers in classroom, particularly being vigilant of the performance of underachieving students so LAMP staff is prepared to provide remedy in after-school sessions.

After School Sessions: Emphasis on fostering internality in students; homework completion; cultural activities; use of computer and other manipulatives, games requiring concentration, musical instruments, and parent participation in activities.

Expected Outcome: The program will contribute to the attainment of status on accountability ranking as measured by the Hawaii Standards Assessment for the underachieving students in the four selected schools.

Special Project Features: LAMP focuses on building and developing non-cognitive skills such as critical thinking, creativity, and self-control. In a recent article by the Economic Policy Institute argues that these skills are not given proper attention in schools. The Economic Policy Institute recommends adopting policies that incentivize schools and teachers to focus on non-cognitive skills, reforming zero tolerance discipline practices. Research has shown non-cognitive skills are particularly crucial for children living in poverty. The LAMP program focus has always been the enhancement of non-cognitive skills for underachieving students from the past 39 years.

The non-cognitive skills are developed with a psycho-instructional dimension woven into the cultural and linguistic components to foster internality and autonomous learning in underachieving students based on the Locus of Control expounded by James A. Vasquez Ph.D. and DOE Hawaii English Program, and historical research conducted by applicant on the education of minority students.

Note: Contingent on the amount of available funding, LAMP served four schools from July- November of the 2015 – 2016 school year. Services were terminated

due to non-receipt of anticipated state grants-in-aid funds. LAMP has been in existence for 39 years and served from one school to seven schools depending on the amount of funds mobilized.

## B. TASKS

Eight hours per day, five days per week, for a period of 12 months using one DOE classroom per school at the four selected schools for three-hours in school classroom assistance to DOE teachers, and three hours after school activities, and one hour parent engagement and driving time.

Materials to be used in after-school activities will be applicant's LAMP instruction manual, books, laptop computers and other manipulatives to bring about independent thinkers and learners.

LAMP Staff Training: Most critical aspects for success of LAMP are a well trained staff that can adhere to the habitual tasks of the daily routine.

Training in LAMP will cover:

- Locus of Control as expounded by James A. Vasquez Ph.D.
- The Hawaiian English Program utilized by the DOE in the 1970's as presented to us by Elaine Kono, Ph.D., DOE Program Specialist on autonomous learners at the beginning of LAMP implementation 39 years ago.
- Historical research on minority children, particularly the significance of children of low-income families of non-English speaking oriental field hands, some illiterate in their own language, excelling in public schools despite the generally accepted view that children of lower income families are externally oriented underachievers; however, research on the laborers' children indicated otherwise, that income of a family is not related to student's failure in school work, that the most crucial element in academic achievement is a strengthened family unit with parental affection and encouragement.

## C. Responsibilities:

In-school Activities: LAMP staff will be directly supervised by the regular DOE classroom teacher exclusively to assist the teacher in classroom work particularly to work with identified underachievers so that the classroom teacher can provide equal teaching time to all students, and LAMP staff becomes familiar with underachievers for the afterschool sessions.

After-school LAMP activities: The LAMP teacher is responsible for activities to be carried out by the LAMP center with assistance of the LAMP aide to enhance and develop independent thinkers and learners, and to deliver them to the regular

classroom for the professional, certified DOE teachers to teach them in the regular classroom curriculum.

Program Manager: oversees the program activities in each of the four LAMP centers in the targeted schools and monitors and evaluates program activities by gathering data, periodic visits to the LAMP centers to ascertain that all interventions are being carried out in a timely manner, and prepares progress reports as required to the DOE.

Finally, the scope of work encompasses interventions based on Locus of Control, the Hawaii English program and research in historical aspects of non-English speaking plantation laborers' children excelling in public schools as a result of parent affection and encouragement with a strengthened family unit.

Note: LAMP interventions are not a duplication of the regular DOE classroom interventions.

Locus of Control: Quite apart from basic intelligence, the internal individual is characterized by a number of traits that facilitate learning. Included are such critical traits as persistence in the face of failure, self-reliance, higher aspirations, expectancy of success, achievement motivation, susceptibility to reinforcement and, test-taking skills.

The attribution of causality or "How do you explain your successes and failures?"

- **Internals** tend to say things like:  
"I succeeded because I tried"  
"I failed because I did not try hard enough"  
"I succeeded because I have the ability to learn in that area"  
"I did well because I am smart"

Thus, they see self as responsible for both success and failure.  
They attribute success and failure internally.  
Effort and/or ability are factors they see at work to produce outcomes.

- **Externals** tend to say things like,  
"Everything is going my way this semester. That's why I'm doing well"  
"I really lucked out on that test"  
"I got a bad grade because the teacher didn't like me"  
"The teacher threw us a curve. That was a hard test."

Thus, the external factors are responsible for their successes and failures.  
They do not perceive themselves as being in charge. They believe luck, task difficulty, "powerful others" are the main factors in determining their outcomes.



Importance of Locus of Control to learning:

- The Coleman Report found Locus of Control to be a very strong predictor of academic achievement for minority students.
- Many studies have reported that African American, Hispanic, and Native American students tend to be external on locus of control assessments. (We infer that Hawaii's multi-ethnic groups fit into this category)
- Traits of the internal student (Note: these are not particularly related to intelligence as assessed by standard IQ tests):
  - Self reliance
  - Level of aspiration
  - Expectancy of success
  - Achievement motivation
  - Intensity of work
  - Persistence in face of failure
  - Response of reinforcement
  - Performance under skill (vs. chance) conditions
  - Test-taking skills
  - Building on poor experience

Inter-related factors of Locus of Control:

- Cause and effect relationships
- Success experience
- Achievement motivation
- Activities requiring internal attribution
- Goal setting

Related factors from DOE developed Hawaii English Program curriculum on autonomous learners as presented to applicant by Elaine Kono, Ph.D., DOE Staff Specialist at the onset of LAMP 39 years ago.

Pertinent information from applicant's historical research on why oriental students, particularly Chinese and Japanese backgrounds excelled in public schools, notwithstanding the fact that they were from low-income, non-English speaking families of plantation laborers, many illiterate in their own language led us to include parental involvement in providing affection and encouragement to the child.

Sessions for Students Well-Below Proficiency: Session starts with Cause and Effect Relationship; for example, teacher describes a house is on fire and asks the student what caused the fire. Students learn that for every effect there is a cause, that the cause must precede the effect. Teacher describes other cause and effect examples.

Success Experience: John is seen studying for a math test – John succeeds in passing the test. LAMP Staff ask the students, Why did John succeed? The underachieving, externally-oriented students will understand that there is a correlation between trying hard and succeeding. **“Try hard may succeed – not try hard, may not succeed.”**

More examples are offered to students during the session.

For every success achieved by the students, no matter how minor, the student feels good, “I did it.” Success brings praise by teacher and parents, and students are motivated to try for more success experiences realizing there is a relationship between feeling good and experiencing success.

Emphasis is placed on activities requiring internal attribution. Once students understand cause and effect, success experience and achievement motivation, students will come to realize that success is due to his/her own effort, or failure is due to his/her own lack of effort, not what teachers or others do to him/her. By this process, the student will be on his/her own way to become independent thinkers and learners.

Knowledge Retention: After-school sessions will include daily review of what students learned in the classroom. LAMP Staff will ask each student what s/he has learned in the regular classroom. Parents will also be asked to question students of lessons learned in regular classroom and LAMP class. Through this process, students’ retention span of lessons-learned will be prolonged.

Students meeting or exceeding proficiency: Underachieving students referred to LAMP who have academically achieved to the point of meeting proficiency or higher will be referred to classroom teacher and parent for determination of whether to continue in LAMP or re-enter the mainstream of regular classroom life.

Parent involvement: For parents’ convenience, LAMP students are transported daily by staff to students’ homes. However, the most crucial aspects of this endeavor are the opportunity for Staff to meet the parent in person, to report on the progress of the child, and to discuss problems, if any, so that parent is kept abreast on their child’s status.

LAMP Staff will encourage parents each day to ask the child what s/he learned in school and in LAMP class as a form of review to prolong what the child has learned. Staff will also send a weekly letter to parent regarding their child’s progress and any as-yet unmet needs, as well as making telephone calls to parent of needs requiring immediate attention.

Staff will inform students of the progress s/he made, praise the student of his/her accomplishments, discuss with student the items needing improvement, encourage

student to become inquisitive and/or to conduct research on questions requiring an explanation or an answer.

DOE classroom teacher and school: LAMP Staff are in daily contact with the classroom teacher/school. Identification of student needs is on-going by both LAMP Staff and classroom teacher, so that they are aware of each specific student needs.

Assessment of Student Progress

Weekly assessment of student progress is based on daily activities compiled for the week. Assessments will include:

- Progress in homework completion to the point of doing homework independently without being helped. When confronted with difficult items, student will conduct his/her own research by means of a dictionary, encyclopedia, computer, or other reference source.
- Progress in reading, in usage of words, in writing short stories and poems, in reading and comprehending instructions for other subjects such as math and science, in communication skills, in speaking before an audience, in computer usage, and progress in the reduction of hostility and anti-social behavior in classroom, in socialization with peers and in becoming a team member.

The next steps of each student will differ, determined by the ability of students to accelerated learning, but by end of project period, most, if not all, of the students will have augmented their academic and individual performance including improvements in grades; writing short stories and poems; and reading books geared toward student's age and grade levels.

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

July 2017

- Approval from Complex Area Superintendents for the four selected schools to be served
- Conduct five-day intensive training for LAMP Staff: four teachers and four aides
- Meet principals of four selected schools
- Conduct home visits to meet parents for LAMP Orientation

August 2017

- Orientation of DOE classroom teachers on LAMP
- Commencement of in-school LAMP activities
- Commencement of after-school LAMP activities
- Administer pre-test to LAMP students

September – November 2017

- Continue LAMP interventions

December 2017

- Administer mid-test to LAMP students
- Report pre and mid-test results to DOE

January – April 2018

- Continue LAMP interventions

May 2018

- Administer post-test to LAMP students
- Submit annual report and LAMP accomplishments to DOE

June 2018

- Prepare for next school year by obtaining list of school referred underachievers to be served, making home visits to become acquainted and developing rapport with parents and students.

**3. Quality assurance and evaluation plans:**

The academic objectives, which include those relative to reading comprehension, writing, speaking and listening improvement will be evaluated using pre and post measures, namely the Hawaii Standards Assessment (HSA) Language Arts and Literacy section, Stanford Writing Assessment, and the Keaukaha Oral Language Test (KOLT). Improvement in social skills and attitude will be determined using teacher prepared checklists. Substance abuse and negative peer pressure resistance education will also enhance our students' knowledge base and will be tested via role-playing activities, written and oral tests.

During the monthly meetings, the LAMP staff will regularly assess the effectiveness of LAMP Program, review test administration procedures, refine teaching skills, introduce new teaching material and strategies, and improve skills to assess student growth.

Other informal evaluative measures to determine effectiveness of LAMP Program are:

- Classroom observation of LAMP staffs' instructions with follow-up.
- Evaluate comments by the Program Coordinator on staffs' monthly reports.
- Analyze past lessons as a group and offer suggestions.

The LAMP Teacher and Aide will:

- Maintain daily logs of work completed by target student in the after-school segment of the Program.
- Maintain tutoring logs of students tutored during the morning hours in the DOE classrooms.
- Keep attendance records.
- Keep anecdotal records.
- Maintain logs of LAMP parents contacted by staff.

- Maintain individual student folders for each child that will include test results, anecdotal records, attendance, etc.
- Complete and submit monthly reports using appropriate format.
- Complete and submit required reports and final report as required by funding agency and Program Coordinator.

The Program Coordinator will:

- Prepare written comments on each monthly report.
- Conduct monthly meetings for the LAMP personnel
- Make quarterly visits to each LAMP center and follow-up with a written evaluation
- Submit quarterly reports and a final report to the funding agency to document results of the pre/post testing and to report level of achievement by students in meeting project goals.
- Prepare requests for proposals as necessary.
- Prepare the LAMP budget and monitor program expenditures.

**Agency Quality Assurance Plan is attached.**

**4. Measures(s) of Effectiveness:**

<b>COMPONENT</b>	<b>OBJECTIVE</b>	<b>METHODOLOGY</b>
<b>Reading Comprehension</b>	80% of the students will attain an “approaches standard” or better between pre and post H.S.A. literacy assessments.	Pre and post test will be administered by the DOE to measure student progress in reading comprehension and literacy.
<b>SAT Writing Assessment</b>	80% of the students will attain a 4.5 out of 7 on the SAT Writing Assessment or gain one point in writing skills as measured by the Stanford Achievement Writing Assessment	Pre and post test will be administered to measure student progress in writing.
<b>Speaking/Listening Assessment Keukaha Oral Language Test (KOLT)</b>	80% of students will attain 4.5 on the KOLT or gain one point in listening/speaking skills as measured by the KOLT on a seven point scale, with one being low	Pre and post test will be administered to measure student progress in listening/speaking.

<b>COMPONENT</b>	<b>OBJECTIVE</b>	<b>METHODOLOGY</b>
<b>Multicultural Awareness/Attitude</b>	80% of the program’s students will achieve 80% on LAMP Teacher’s Attitudinal Observation Worksheet or make an increase of 10% between the pre and post scores	LAMP teacher’s observations on student’s multicultural awareness and attitude
<b>Socialization</b>	90% of students will improve their socialization skills by 10%	Administration of LAMP teacher’s assessment on the Student Socialization Evaluation
<b>Parent Contact</b>	100% of the parents of the project students will be contacted by the staff at a minimum of twenty (20) times during the year with the outcome of parents awareness of their role in providing affection and encouragement in the studies of their child	Contacts with parents are conducted in person, telephone, email, or by other means shall be documented and tallied for the parent contacts report.

**III. Financial**

**Budget**

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

**Please see attached budget forms.**

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$85,021.25	\$85,021.25	\$85,021.25	\$85,021.25	\$340,085

3. The applicant shall provide a listing of all other funding requests for the fiscal year 2017-2018.

HCEOC actively seeks and competes for federal, state, county, and foundation grants for the continuation of the Language Arts Multicultural Program. Presently, only volunteer LAMP services are being provided at two centers, Naalehu and Keonepoko.

4. NOT APPLICABLE state and federal tax credits within the prior three years.

5. The applicant shall provide the balance of unrestricted current assets as of December 31, 2016.

The applicant has ZERO BALANCE of unrestricted assets as of December 31, 2016.

#### **IV. Experience and Capability**

##### **Historical aspects of LAMP**

The LAMP has been successfully field-tested and operated for over 39 years in various Department of Education schools in Hawaii County, producing an established history with the DOE. LAMP is designed to help underachieving, school-referred third and fourth grade students become independent life-long thinkers and learners. The majority of students are from low-income families and minority backgrounds. Student achievement is measured by pre and post-tests administered to LAMP students and demonstrate clear gains in reading, writing, speaking, and socialization

**Evidence of Positive Impact: In the 2013-14, 2014-15, and 2015-16 school year, over 70% of the LAMP participants improved on the Hawaii Standards Reading Comprehension Assessment from the lowest category of “Well Below” to “Approaching Standard.”**

- *Third and fourth graders who did not receive LAMP services ranged from approximately 35-50% in approaching or meeting the standard compared to 70%+ for the participants in LAMP*
- **Over 12% of the LAMP participants improved from “Approaching Standard” to “Met Standard” or “Exceeds”, the highest scoring category by the end of last school year, 2015-16.**

**Additional Evidence of Positive Impact: On average over 30% of LAMP students attained HONOR ROLL status by achieving a 3.5 or higher GPA. Below is the most recent list of Honor Roll recipients.**

**In the 2004-2005 school year, 40.4% (21 of 52) of LAMP students attained Honor Roll (reference: Data derived from Honor Roll list published in the Hawaii Tribune Herald, therefore, qualify as public information)**

**Chiefess Kapiolani Elementary – 8 of 26, or 30.7% Honor Rollees**

LAMP Student Name	GPA	Distinction
Alvin Abadilla	4.0	Principal's Honor Roll
Wyatt Dudoit	3.5+	Honor Roll
Jason Galzote	4.0	Principal's Honor Roll
Justin Gascon	4.0	Principal's Honor Roll
Shanelle Lessary-Picar	3.5+	Honor Roll
Jeremy Nethon	3.5+	Honor Roll
Manaola Pousima	3.5+	Honor Roll
Tiffany Ramangmou	4.0	Principal's Honor Roll

**Kea'au Elementary – 13 of 26, or 50% Honor Rollees**

LAMP Student Name	GPA	Distinction
Mayrose Acupan	3.5+	Honor Roll
Treyven Ah Quin-Fely	3.5+	Honor Roll
Alyssa Areola	4.0	Principal's Honor Roll
Ridge Cabaccang	3.5+	Honor Roll
Michelle Calangangan	3.5+	Honor Roll
Justin Calso	4.0	Principal's Honor Roll
Liezel Dela Cruz	3.5+	Honor Roll
Mahina Homalon	3.5+	Honor Roll
Arman Navarro	3.5+	Honor Roll
Talon Ota	3.5+	Honor Roll
Nick Pagtama	3.5+	Honor Roll
Angelica Panlasigui	3.5+	Honor Roll
Stacia Young-Lopez	3.5+	Honor Roll

NOTE: Unfortunately, the DOE discontinued Honor Roll recognition at the close of the 2004-2005 school year. Attaining Honor Roll was one of the key goals of LAMP students.

Considering the fact that students were school-referred, academically-underachieving students who had been performing well below their respective age and grade levels, their accomplishments serve as salient evidence of the effectiveness of LAMP.



**Funding Sources: U.S. Department of Education, National Competition: 1978-1981  
State Legislature: 1982- present, Grants-in-aid**

**Funding for LAMP: 1976 – Present**

**Federal Funds**

Federal grants were awarded in national competition.

Throughout the years, HCEOC has demonstrated its capacity to operate educational programs in support of Hawaii County schools.

Year	Title	Amount
1976-77	Bilingual/Bicultural Projects	\$208,604
1977-78	Bilingual/Bicultural Projects	\$351,884
1978-79	Bilingual/Bicultural Projects	\$270,192
1981-83	Bilingual/Bicultural Projects	\$184,000

**State Funds**

Year	Title	Amount
1981-82	Language Arts Multicultural Program	\$150,000
1982-83	Language Arts Multicultural Program	\$150,000
1983-84	Language Arts Multicultural Program	\$144,450
1984-85	Language Arts Multicultural Program	\$160,500
1985-86	Language Arts Multicultural Program	\$170,291
1986-87	Language Arts Multicultural Program	\$181,189
1988-89	Language Arts Multicultural Program	\$181,189
1989-90	Language Arts Multicultural Program	\$237,846
1990-91	Language Arts Multicultural Program	\$247,262
1991-92	Language Arts Multicultural Program	\$256,972
1992-93	Language Arts Multicultural Program	\$269,064
1993-94	Language Arts Multicultural Program	\$269,064
1994-95	Language Arts Multicultural Program	\$269,064
1995-96	Language Arts Multicultural Program	\$215,251
1996-97	Language Arts Multicultural Program	\$210,494
1997-98	Language Arts Multicultural Program	\$138,750
2000-01	Language Arts Multicultural Program	\$138,750
2001-02	Language Arts Multicultural Program	\$168,827
2002-03	Language Arts Multicultural Program	\$119,655
2003-04	Language Arts Multicultural Program	\$121,244
2004-05	Language Arts Multicultural Program	\$148,159
2005-06	Language Arts Multicultural Program	\$178,941

**GOVERNMENT CONTRACTS AND / OR GRANTS**

Applicant: \_\_\_\_\_

Contracts Total: 21,250

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
1	COUNTY GRANTS-IN-AID FOR LAMP	7/1/16-6/30/17	NOT APPLICABLE	HAWAII COUNTY	21,250
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**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, 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 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, 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 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.

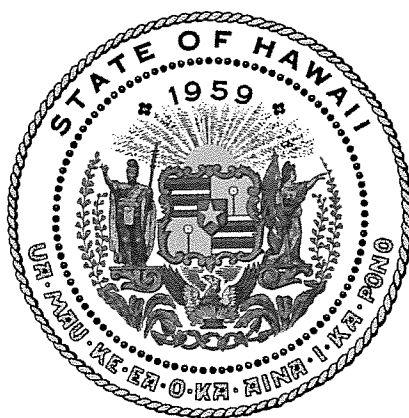
Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with 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.

Hawaii County Economic Opportunity Council  
(Typed Name of Individual or Organization)

 \_\_\_\_\_  
(Signature) / (Date) 11/11/2017

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



## 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

HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL

was incorporated under the laws of Hawaii on 05/27/1965 ;  
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 09, 2017

Director of Commerce and Consumer Affairs



HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL – Organization Chart

