

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

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

Amount of State Funds Requested: \$ 336,778.00

Brief Description of Request (Please attach word document to back of page if extra space is needed):
The language arts multicultural program 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.

Amount of Other Funds Available:
State: \$ _____
Federal: \$ _____
County: \$ 4325.00
Private/Other: \$ _____

Total amount of State Grants Received in the Past 5 Fiscal Years:
\$2,989,000.00
Unrestricted Assets:
\$ _____

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:
 501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:
47 Rainbow Drive
City: State: Zip:
Hilo Hawaii 96720

Contact Person for Matters Involving this Application

Name: Chad Hasegawa	Title: Deputy Director
Email: chasegawa@hceoc.net	Phone: 808-935-5219

Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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Authorized Signature

Jay T. Kimura Executive Director

Name and Title

01/17/2019

Date Signed

received
1/18/19 2:10p [Signature]

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



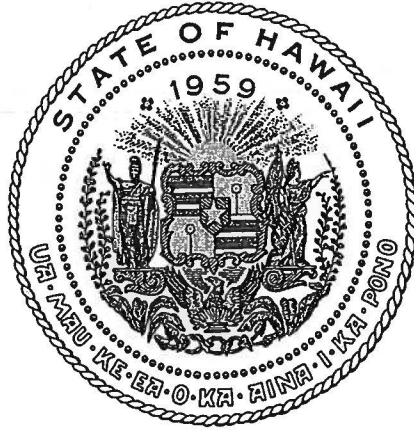
Jay T. Kimura Executive Director

January 17, 2019

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



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 18, 2019

Director of Commerce and Consumer Affairs





**STATE OF HAWAII
STATE PROCUREMENT OFFICE**

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs

Vendor Name: HI COUNTY ECONOMIC OPPORTUNITY COUNCIL

DBA/Trade Name: HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL

Issue Date: 01/15/2019

Status: Compliant

Hawaii Tax#: W40397626

New Hawaii Tax#:

FEIN/SSN#: XX-XXX3845

UI#: XXXXXX1162

DCCA FILE#: 13035

Status of Compliance for this Vendor on Issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
	Internal Revenue Service (Compliant for Gov. Contract)	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	The entity is compliant with DLIR requirement
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**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.

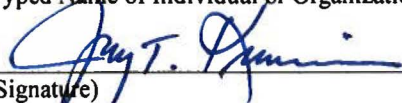
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant 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)

1/17/19
(Date)

Jay T. Kimura
(Typed Name)

Executive Director
(Title)

Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

This grant, if awarded, WILL be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

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>SAT WRITING ASSESSMENT</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>Keaukaha Oral Language Test (KOLT) Listening/Speaking</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>Multicultural Understanding/Attitude</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>Socialization</p>	<p>90% of the students will improve in their socialization skills by 10%.</p>
<p>Parent Contact</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. 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 Superintendent, the targeted four elementary schools are Naalehu, Pahala, Mountain View, and Keonepoko. Criteria used for selection of schools to be served are based on the most recent DOE Hawaii Statewide 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 2016-2017 school year.

School	HSA Language Arts and Literacy		HSA Math Proficiency		Free or Reduced Lunch
	Grade 3/Grade 4	Grade 3/Grade 4	Grade 3/Grade 4	Grade 3/Grade 4	
Naalehu	7%	17%	10%	22 %	93.1%
Pahala	36%	19%	14%	14%	86.3%
Mountain View	39%	30%	34%	31%	84.7%
Keonepoko	21%	40%	26%	40%	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 Statewide 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 Statewide Assessment (HSA) scores on the entire island. The scores for the 3rd and 4th grade students in math was the lowest on the entire island for the 2016-17 school-year. 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.

Mountain View was selected due to their relatively low test scores in reading and math. In addition to this, this school has the greatest number of homeless students in the Puna and Kau districts. The families lack resources for support and there is a high number of underachieving students who stand to benefit attending 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 three 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 the 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 currently serves 3rd and 4th grade underachieving students in two elementary school in the Kau-Keaau-Pahoa complex. The two schools include Naalehu Elementary and Keonepoko Elementary.

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 40 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 two schools beginning on March 6, 2017 for the 2016-17 school year. Grant-in-aid monies appropriated for last school year were received when the school year was nearly over. LAMP has been in existence for 40 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 40 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 40 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 2019

- 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 2019

- 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 2019

- Continue LAMP interventions

December 2019

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

January – April 2020

- Continue LAMP interventions

May 2020

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

June 2020

- 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 Statewide 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:

COMPONENT	OBJECTIVE	METHODOLOGY
Reading Comprehension	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.
SAT Writing Assessment	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.
Speaking/Listening Assessment Keaukaha Oral Language Test (KOLT)	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.

COMPONENT	OBJECTIVE	METHODOLOGY
Multicultural Awareness/Attitude	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
Socialization	90% of students will improve their socialization skills by 10%	Administration of LAMP teacher's assessment on the Student Socialization Evaluation
Parent Contact	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.

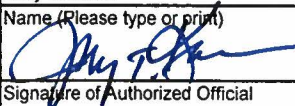
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$84,194.50	\$84,194.50	\$84,194.50	\$84,194.50	\$336,778

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: HCEOC

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	226,586		11,657	
2. Payroll Taxes & Assessments	36,322		4,218	
3. Fringe Benefits	31,722			
TOTAL PERSONNEL COST	294,630		15,875	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	500			
2. Insurance	3,500			
3. Lease/Rental of Equipment	250			
4. Lease/Rental of Space	1,100			
5. Staff Training	1,000			
6. Supplies	5,000			
7. Telecommunication	2,200			
8. Utilities	600			
9. Data Processing	648			
10. Audit Fees	1,600			
Physical Exam/Drug Testing	150			
12. Criminal Background check	200			
13. Mileage	1,000			
14. Publication and Printing	500			
15. Postage	200			
16. Vehicle Gas & Oil	10,000			
17. Vehicle Maintenance and License	5,000			
18. Vehicle Insurance and Registration	5,000			
19. Program Activities	2,000			
20. Per Diem/Lodging	1,700			
TOTAL OTHER CURRENT EXPENSES	42,148			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	336,778		15,875	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	336,778	Mary Namaau 808-961-2681		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	15,875			
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	352,653	Jay T. Kimura Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: HCEOC

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	\$61,800.00	1.00%	\$ 618.00
Fiscal Officer	1	\$50,985.00	1.00%	\$ 509.85
Pre-Audit Clerk (Payroll)	1	\$36,400.00	1.00%	\$ 364.00
Pre-Audit Clerk (Payables)	1	\$24,960.00	1.00%	\$ 249.60
Pre-Audit Clerk (Receivables)	1	\$24,960.00	1.00%	\$ 249.60
Office Manager	1	\$35,000.00	1.00%	\$ 350.00
LAMP Manager	0.55	\$22,319.00	50.00%	\$ 11,159.50
LAMP Teacher Naalehu	1	\$28,434.00	100.00%	\$ 28,434.00
LAMP Teacher Keonepoko	1	\$28,434.00	100.00%	\$ 28,434.00
LAMP Teacher Pahala	1	\$28,434.00	100.00%	\$ 28,434.00
LAMP Teacher Mt View	1	\$28,434.00	100.00%	\$ 28,434.00
LAMP Aid Naalehu	1	\$24,710.00	100.00%	\$ 24,710.00
LAMP Aid Keonepoko	1	\$24,710.00	100.00%	\$ 24,710.00
LAMP Aid Pahala	1	\$24,710.00	100.00%	\$ 24,710.00
LAMP Aid Mt View	1	\$24,710.00	100.00%	\$ 24,710.00
TOTAL:				\$ 226,076.55
JUSTIFICATION/COMMENTS:				
The following Positions are needed for the effective provisions of LAMP services at Naalehu, Keonopoko, Mountain View elementary schools				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: _____

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: _____

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: HCEOC

Contracts Total: 4,325

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	LAMP PROGRAM	7/1/2018	County Council	Hawaii County	4,325
2					
3					
4					
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30					

3. The applicant shall provide a listing of all other funding requests for the fiscal year 2019-2020

HCEOC is actively seeking and applying for funding with the Hawaii County grants-in-aid and a grant through the Hawaii Office of Youth Services.

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

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grant in aid it has been granted within the three prior years and will be receiving for fiscal year 2019 for program funding.

HCEOC received non-profit funding from the Hawaii County government the past three fiscal years for LAMP. In 2015-16 the agency received NO FUNDS, in 2016-17 \$21,250 was received, and in the most recent 2017-18 year, \$15,875 was received. HCEOC applied for non-profit funding in the 2018-19 year and does not yet know the anticipated amount of if we will receive funding. No other funding, contracts, grants and/or grants in aid were received.

HCEOC also received state grants in aid monies of \$180,000 in 2015-16, \$190,000 in 2016-17, and \$200,000 in 2017-2018.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018

The applicant has ZERO BALANCE of unrestricted assets as of December 31, 2018

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
2006-07	Language Arts Multicultural Program	\$185,000
2007-09	Language Arts Multicultural Program	\$225,000
2009-10	American Recovery and Reinvestment Act	\$411,972
2010-11	County of Hawaii Non-Profit Grant	\$70,000
2010-11	Community Services Block Grant	\$70,000
2011-12	County of Hawaii Non-Profit Grant	\$45,000
2011-12	Community Services Block Grant	\$45,000
2012-13	County of Hawaii Non-Profit Grant	\$45,000
2012-13	Community Services Block Grant	\$45,000
2013-14	Hawaii Department of Education	\$300,000
2013-14	Grants-in-Aid	\$200,000
2015-16	Grants-in-Aid	\$180,000
2016-17	Grants-in-Aid	\$190,000
2016-17	County of Hawaii Non-Profit Grant	\$21,250
2017-18	Grants-in-Aid	\$200,000
2017-18	County of Hawaii Non-Profit Grant	\$15,875

NOTE: For the 2009-2010 school year, no funds for LAMP were appropriated. However, HCEOC was able to continue LAMP from January 2010 with ARRA funds for six months, serving seven elementary schools. For 2011-2012 and 2012-2013, County funds allowed LAMP for one school, Naalehu.

Listing of the most recent three years of verifiable experience or contracts for the LAMP Program:

Program	Language Arts Multicultural Program
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	Benjamin Cabreros

Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-586-8675
Contract/Grant No.	OCS-15-02
Contract Period	03/01/17-02/28/18
Funding Amount	\$200,000

Program	Language Arts Multicultural Program
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	Jovanie Dela Cruz
Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-586-3955
Contract/Grant No.	OCS-15-02
Contract Period	04/01/15-11/30/16
Funding Amount	\$200,000

Program	Language Arts Multicultural Program
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	Jovanie Dela Cruz
Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-982-4719
Contract/Grant No.	OCS-14-14
Contract Period	1/26/14-12/31/14
Funding Amount	\$200,000

B. Facilities

Each LAMP site uses classroom space provided by participating schools. No additional facilities are needed.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Proposed Staffing

The LAMP Program will require one Program Manager and ten (10) full-time positions which consist of five (5) teachers and five (5) aides for the following schools:

School	Teacher	Aide
Naalehu	1	1
Pahala	1	1
Mountain View	1	1
Keonepoko	1	1

Proposed client number is 26 students per center divided by staff of 2 = 13 students per one adult per center.

Staff Qualifications

The Program Manger shall supervise and monitor LAMP Teachers and Aides periodically to provide support and will meet with Teachers on a monthly basis as part of the monitoring and evaluation process.

Program Manager

- Knowledge of legislative process
- Knowledge of teaching and instructional methods, processes, and practices
- Skill in use of general office equipment, computer, and software applications.
- Skill to correct, edit, and proofread instructional materials and documents
- Ability and skill to plan, organize, and present instructional presentations and demonstrations to staff
- Ability to work cooperatively as an effective member of HCEOC and the DOE
- College graduate in the field of Education or two years of progressively responsible experience in a related field
- Excellent verbal and written skills
- Detail oriented. Must be able to maintain records and submit reports and other information accurately
- Knowledgeable of community, agencies, and organizations within the areas served
- Must possess a valid driver's license and have daily access to a vehicle.

LAMP Teacher

- College graduate, preferably meeting DOE certification requirements.
- Able to speak Standard English and has knowledge of at least one other community tongue.
- Skill in use of general office equipment, computer, and software applications.
- Knowledge of the cultural and social values of Hawaii's ethnic groups.
- Ability to communicate with target parents and students
- Skill to correct, edit, and proofread instructional materials and documents.

- Ability to plan, and organize events.
- Ability to work cooperatively as an effective team member of HCEOC and the DOE.
- Excellent verbal and written skills
- Detail oriented. Must be able to maintain records and input data for reports
- Knowledgeable of community, agencies, and organizations within the area served.
- Must have the ability to relate and communicate effectively with minority groups, people and community.
- Must possess a valid driver's license and have daily access to a vehicle.
- Meets health and physical requirements

The LAMP Teacher will supervise and provide guidance and support to the Aide. The Program Coordinator will meet with the Teacher and Aide on a monthly basis.

LAMP Teacher Aide

- High School graduate.
- Speaks Standard English and has knowledge of at least one other common tongue.
- Desire to work with children.
- Detail oriented to keep accurate daily, monthly reports
- Meets health and physical requirements

Supervision and Training

Supervision: The Program Coordinator will conduct on site visits to each center a minimum of four times a year routinely according to a schedule. Unannounced visits may also be conducted. After each visit, the Program Coordinator will issue a written report to the LAMP personnel to comment on various aspects of the visit, and make suggestions to improve on the implementation of lesson and activities observed.

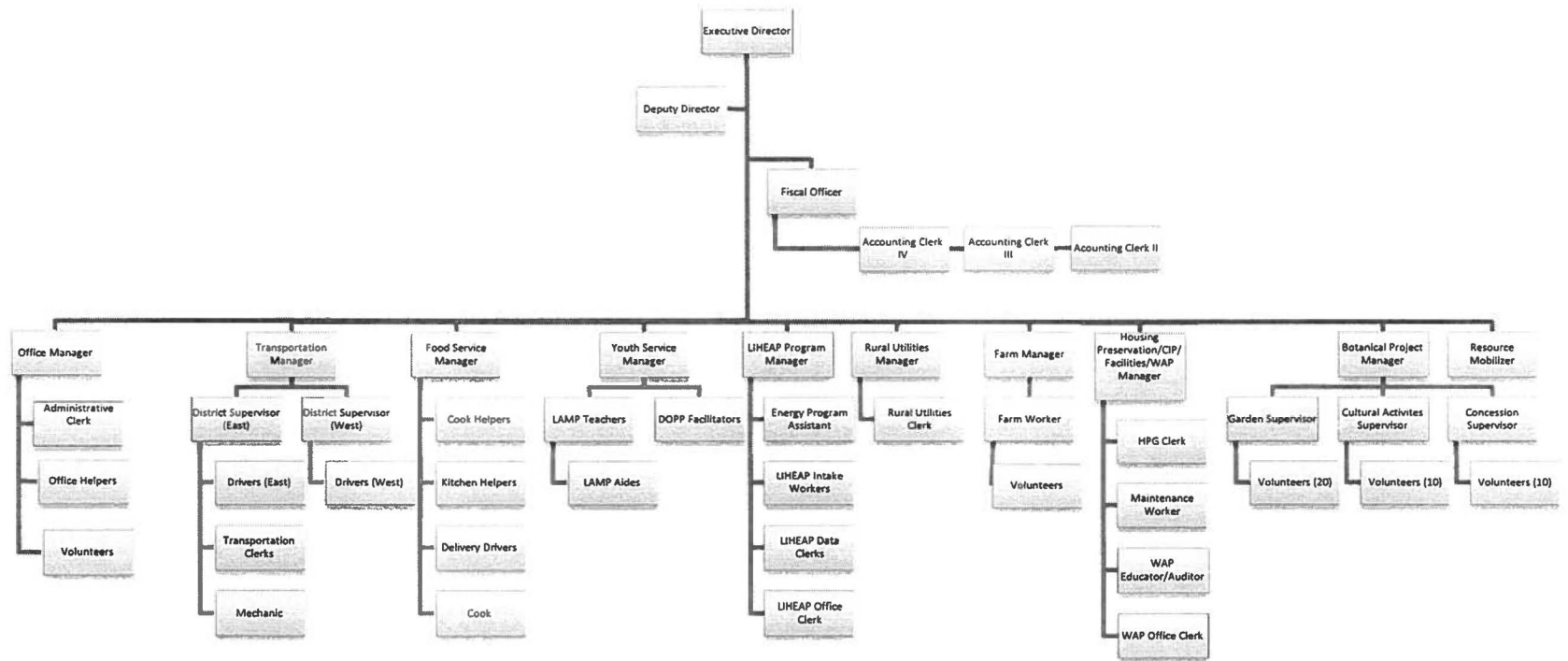
Training: Every LAMP Teacher and Aide will be expected to attend monthly training sessions. During these monthly meetings, an array of topics ranging from instructional strategies to proper administration of tests will be presented. Staff will have opportunities to discuss, prepare plans, practice presenting mini lessons, and evaluate each other's lessons and presentations. Part of the training will include making site visits to possible field trip locations, introducing cultural speakers, and upgrading the teachers' skills in evaluating, writing, and reporting.

B. Organization Chart

LAMP Organizational chart is attached.

Agency organizational chart is attached

HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL – Organization Chart



C. Compensation

The top three paid officers/employees of agency

Executive Director	\$61,800 (0.8% TIME TO CONTRACT) = \$618
Deputy Director	\$51,500 (0% TIME TO CONTRACT) = \$0
Fiscal Officer	\$50,985 (1.5% TIME TO CONTRACT) = \$765

VI. Other

1. Litigation

Not applicable.

2. Licensure or Accreditation

Not applicable.

3. Private Educational Institutions

This grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

Should funding be received for fiscal year 2019-20 and not received thereafter, HCEOC is and will continue to look for county, federal, and private funds to sustain this program. HCEOC is also looking toward partnerships and funding through the Department of Education as well.

5. Certificate of Good Standing

A copy of a good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2018 is attached along with this application.

6. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes
The declaration statement is attached to this application.

7. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.
HCEOC hereby states the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes without all pertinent information contained in this application.
