

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

Type of Grant Request:

Operating                       Capital

Legal Name of Requesting Organization or Individual:    Dba:  
Maui Hui Malama

Amount of State Funds Requested: \$ 765081

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Learning disabilities and teen pregnancies can affect the lives of youth for the rest of their lives and become a major barrier to inclusion and advancement in the workforce. In one way or another, these deficiencies affect our entire Maui community. The intent of this grant proposal is to help these Maui residents mitigate some of these stigmas.

Amount of Other Funds Available:

State:            \$ 80,000  
Federal:        \$ \_\_\_\_\_  
County:        \$ 297,616  
Private/Other: \$ 100,000

Total amount of State Grants Received in the Past 5  
Fiscal Years:

\$ 400,000

Unrestricted Assets:

\$ 100,000

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:

375 Mahalani Street

City:                                  State:                          Zip:  
Wailuku, HI                          HI                          96793

Contact Person for Matters Involving this Application

Name: Chelsie Haunga	Title: Maui Hui Malama
Email: chelsie@mauihui.org	Phone: (808)464-5441

Federal Tax ID#: ██████████	State Tax ID#: ██████████
--------------------------------	------------------------------

  
Authorized Signature

*Chelsie Haunga, Executive*  
Name and Title *Director*

1/14/20  
Date Signed

**received**  
1/17/20 *cc*  
12:26 pm

## 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.

- x 1) Certificate of Good Standing (If the Applicant is an Organization)
- x 2) Declaration Statement
- x 3) Verify that grant shall be used for a public purpose
- x 4) Background and Summary
- x 5) Service Summary and Outcomes
- x 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](#))
- x 7) Experience and Capability
- x 8) Personnel: Project Organization and Staffing

  
AUTHORIZED SIGNATURE

Chelsie Haunga, Executive  
Director  
PRINT NAME AND TITLE

1/20/19  
DATE

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## 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

**MAUI HUI MALAMA**

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



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

Dated: January 07, 2020

Director of Commerce and Consumer Affairs

## DECLARATION STATEMENT OF APPLICANTS FOR GRANTS PURSUANT TO CHAPTER 42F, HAWAI'I REVISED STATUTES

The undersigned authorized representative of the applicant certifies the following:

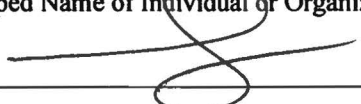
1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:

1. 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;
  2. 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;
  3. c) Agrees not to use state funds for entertainment or lobbying activities; and
  4. d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F- 103, Hawai'i Revised Statutes:
1. a) Is incorporated under the laws of the State; and
  2. b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F- 103, Hawai'i Revised Statutes:
1. a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  2. b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

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

Chelsie Haunga, Maui Hui Malama  
(Typed Name of Individual or Organization)

 1/14/20 (Signature) (Date)

Executive Director (Typed Name) (Title)



# MAUI HUI MALAMA

375 Mahalani Street  
Wailuku, HI 96793  
(808) 244-5911

January 15, 2020

Senate Committee on Ways And Means  
House Committee on Finance  
415 South Beretania St.  
Honolulu, HI 96813

**RE: 2020 GIA Public Purpose**

Dear Honorable Legislators:

I, hereby, certify that our Maui Hui Malama 2020 GIA proposal will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Sincerely,

A handwritten signature in black ink, appearing to be 'Chelsie Haunga Evans'. The signature is stylized with a large, looping 'S' shape at the beginning and a horizontal line extending to the right.

Chelsie Haunga Evans  
Executive Director

EIN# 99-0153863  
State ID # W40402042-01

## Application for Grants

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

### **I. Certification – Please attach immediately after cover page**

#### **1. Certificate of Good Standing (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2019.

#### **2. Declaration Statement**

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

#### **3. Public Purpose**

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

*See Public Purpose Letter in Appendix and expanded explanation on Page 5*

### **II. Background and Summary**

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

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

Maui Hui Malama was created in 1973 as an alternative education option for teenage moms.



While that need is still there, Maui Hui Malama has expanded its mission to incorporate additional programs to reach youth with comparable needs through additional encouragement -- and reinforcement -- to help them achieve their educational goals. Maui Hui Malama's mission is providing resources for youth and their families to overcome barriers to their educational, career, and cultural goals.



We have taken students Maui schools have not wanted to deal with. We are unofficially known as the place where parents and educators “drop-off-and-run.” Our agency has been the place where the most at-risk Maui youth have discovered themselves and reached their educational and career goals.

Maui’s high school drop-out rates seem low, but they do not include the youth considered homeschooled though not meeting educational goals. These statistics are not available to the public. But -- in speaking with an administrator at one of our largest high schools – he mentioned the school gets 3-to-4 homeschooling requests a week. When asked what percentage he thought would follow through with a homeschool curriculum, he estimated 10-15 percent. That means 85% – 90% of those youth are neither in school nor getting homeschooled. Then what do they do all day...?

Maui Hui Malama is the last chance many Maui youth have to take a path with a future that does not include prison or substance use. If these youth commit minor offenses early in their lives, are stigmatized and forever relegated to the ranks of the chronically-unemployed or –underemployed in one of the highest-cost communities in the nation. They are inextricably caught in a vortex of



false starts. They soon fall further and further behind, and eventually become resigned to a dependency on government support. This severe underutilization of their talents and experience creates stressors that, many times, cause them to revert to the behavior that led to their initial offenses or worse.

Poverty does not create crime. Nor is limited wealth and income -- necessarily -- a predictor of involvement in the justice system. However, evidence shows that people with the fewest financial resources are more likely to end up in prison or jail. And during an economic crisis, like the one we are experiencing on Maui, people at the lower end of the income and wealth spectrum frequently bear a disproportionate share of the consequences.

Maui Hui Malama contracts teachers to provide additional tutoring for either credit recovery or classes that students are failing or at risk of failing. They are identified by the school as at-risk. They meet 2-to-3 times per week for tutoring and get additional case management services from Maui Hui Malama to identify what barriers have been, and could be, hindering educational goal accomplishment.

In each program and population Maui Hui Malama serves, one barrier remains constant -- basic needs. We define "basic needs" as access to: food; clean clothing; personal hygiene/sanitation; shelter; education; and the internet. Too many of our clients are sent to us due to "failing" in one area without the lack of access to basic needs being considered or addressed. We have youth clients that are hungry, don't have clean clothes, have recently become homeless, are in foster care, etc.

Statistics show that youth who are hungry or dealing with stress due to lack of basic needs, are much less likely to succeed in the educational goals. Maui Hui Malama decided we will not just support educational needs and turn a blind eye to basic needs. Students' basic needs must be addressed before setting educational or career goal expectations.

All Maui Hui Malama clients have access to our food bag program where food is given to all families to take home weekly. Our pantries are open to all our clients throughout the week anytime they are needed. We now have a closet of clothing, shoes, feminine products, and hygiene products open to our clients as well. We hope to have a washer and dryer installed soon to make sure our youth can have clean clothes.

Maui Hui Malama has been a dependable refuge for these youth for over 45 years. While others have run away from Maui's most at-risk youth, we run towards them offering faith, hope, encouragement, and self-esteem.

## **2. The goals and objectives related to the request;**

Community Need: People with dyslexia comprise 20% of our Maui population. The few services available are expensive and inaccessible to Maui's most at-risk youth. For years, educators -- *from elementary school to college* -- have been looking for an entity that would provide appropriate support services to this population.

There has been a shortage of afterschool spaces available in our local Maui schools. Declining school budgets have severely limited art and music opportunities even though statistics show art and music have a positive impact on children's brains.

Working families -- *many already struggling financially* -- have shared their frustration. Their children feel like failures in homework assignments due to being in large groups with very small support, when they really need more individualized homework assistance. These issues leave our young community members vulnerable to the high risk of: failing; continuing generational poverty; and engaging in dangerous activities.

**Goal 1:** Art and music have a strong impact on brain growth. Maui Hui Malama will provide afterschool homework assistance paired with hands-on art and music opportunities and intense math tutoring.

**Objective 1:** Maui Hui Malama's objective is prevent or decrease school-aged children's struggle to reach academic goals by identifying barriers, providing resolutions for those barriers, and affording access to the opportunities needed to increase their abilities.

**Goal 2:** Maui Hui Malama will provide access to resources and programs.

**Objective 2.1:** Increase students' self-esteem and ability to reach goals by minimizing barriers.

**Goal 3:** Maui Hui Malama will compile resources available for dyslexia, and other learning differences, and develop tutor training and services.

**Objective 3.1:** Educate the Maui educator, families', and participants' communities on what services are currently available.



**Goal 4:** Maui Hui Malama will provide dyslexia and other learning differences tutoring services.

**Objective 4.1:** Educate the Maui educator, families', and participants' communities on how the dyslexic brain works and how to teach dyslexic students effectively.

**Objective 4.2:** Change the way the educational system views dyslexic students -- or differential learning -- from

a disability to a gift resulting in an increase in student accomplishment, self-esteem, and overcoming of barriers.

**Goal 5:** Maui Hui Malama contracts teachers to provide additional tutoring for school credit recovery and/or classes students are failing or at risk of failing.

**Objective 5.1:** Provide student credit recovery and/or failing prevention assistance in addition to more in-depth look at barriers causing client to be at-risk of failing.

Objective 5.2: Clients will have higher probabilities of catching up on credits or passing classes they are currently failing.

Goal 6: Increase Maui teen parents' participation in support programs, including: life and parenting skills and financial management.

Objective 6.1: Decrease Maui teen parent high school drop-out rates by providing quality care for children.

Goal 7: With full case management support, Maui Hui Malama clients will be able to address barriers that hindered their educational accomplishments.

Objective 7.1: Additional educational support will increase likelihood of students creating a pathway to educational and career goal accomplishment.

### **3. The public purpose and need to be served;**

Learning disabilities and teen pregnancies can affect the lives of youth for the rest of their lives and become a major barrier to inclusion and advancement in the workforce. In one way or another, these deficiencies affect our entire Maui community.

The intent of this grant proposal is to help these Maui residents mitigate some of these stigmas. Otherwise, they are caught in a normally inescapable conundrum. They need to work to make the life changes that can lead to economic self-sufficiency and greater personal opportunity. But they are unable to access meaningful work due to a lack of experience, skills, and support required to successfully enter the labor market.

Our Maui dyslexic population receives very limited services. Only two private tutoring sectors report having some dyslexic population training. These private sectors charge 60+ dollars per hour. Many families are frustrated by the lack of education system and community support, and the inability to afford the support they need. Teaching the dyslexic brain doesn't just require knowledge of a certain curriculum, it requires understanding how the brain works. There are no Maui non-profits specializing in this area.



Our teen parent population is choosing to stay out of school and find work, especially after the shutdown of the Maui High School teen parent programs last year. This – essentially -- locks them into long-term poverty situations. The statistics of poverty level living will not go away without access to support resources and much needed childcare. The cost of childcare is barely

afforded by families with a two-person moderate income level. The further away from holistic support these teen parents get, the less likely they are to participate in skills classes -- like parenting and financial management. This deficit allows generational poverty to start or continue.

Teachers are contracted by Maui Hui Malama to provide additional tutoring for either credit recovery or classes that students are failing or at risk of failing. The school identifies students that are at-risk. MHM teachers meet 2-to-3 times per week with the students for tutoring and get additional case management services. They help identify the barriers have been and could be in the way of educational goal accomplishment.

#### **4. Describe the target population to be served; and**

Our target is Maui's most at-risk population in the 5-to-24 age range. We intervene early for those in the 5-to-10 age range. We provide access to opportunities to minimize their risk of education and career path barriers. Programs offered for ages 10-and-up go from medium- to high-level support.

Many Maui students drop out of school legally when their parents file a "Exceptions to Compulsory Education (Form 4140) homeschool form with their children's schools. Parents submitting a notice to homeschool their child are responsible for the child's total educational program, including athletics and other extracurricular activities. An annual progress report, showing satisfactory progress in all content areas, is supposed to be submitted at the end of each school year.

However, the reality is most of these parents do not follow through with a homeschool curriculum. They -- or their children -- often call Maui Hui Malama when they are not sure what to do or when the educational system finds out they have not been doing the expected work.

In addition, students are being turned away from High School Equivalency options because they do not have the reading skills to even understand the curriculum provided. These youth are usually told to go back to school and come back when they have a higher reading level. Very few go back to school to increase their reading level.

When dealing with students they consider too dangerous to be on their campus, some Maui intermediate and high schools encourage these students participate in online curriculum options they can do from home. The students are also told they are not allowed on campus and must do their work from home on their own.

The schools are also receiving an increasing number of phone calls from parents of kindergarten through college students in dire need of support for children having difficulty with what are considered "learning disabilities," including Dyslexia and Dyscalculia.

***Dyslexia:*** Learning disorder that involves difficulty reading due to problems identifying speech sounds and learning how they relate to letters and words

***Dyscalculia:*** Difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, performing mathematical calculations and learning facts in mathematics.

The lack of resources for these students and these families is alarming. Our youth are made to feel “stupid” next to their counterparts. When talking with Maui school teachers and community tutors, there are very few that could explain how a dyslexic brain works and many did not know what to do when child was diagnosed. Common options used to deal with these students include: allotting these students more time to complete work assignments: or decreasing the amount of work assignments they are given. Neither one of these methods has proven effective over time.

It was for these marginalized populations -- in addition to students identified as currently failing or are high risk of failing, including teen parents -- that Maui Hui Malama created and continues to create programs for.

#### **5. Describe the geographic coverage.**

While Maui Hui Malama proposes offering the services above on the entire island of Maui, we anticipate opportunities to help Neighbor Island agencies dealing with similar issues.

### **III. Service Summary and Outcomes**

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

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

##### **Maui Hui Malama Services are:**

***Individualized:*** Maui Hui Malama’s focus is on meeting the specific needs of each client individual or family through joint development and implementation of their Individual Service Plan (ISP).

***Outcome-Based:*** The ISP’s goals and strategies are linked to observable and/or measurable success indicators. Indicators progress is monitored, and ISPs are revised to reflect achievements or address unanticipated or new challenges.

***Professionally Responsible:*** The clients’ privacy, confidentiality, health, and safety information are maintained by adhering to ethical, legal, and program standards and guidelines.

***Strength-Based:*** A friendly and positive approach is used to identify and build on the knowledge, skills, and assets of the individual, his/her family, and their community.

***Culturally and Linguistically Competent:*** Maui Hui Malama's staff understands local culture and communicates with clients in culturally appropriate ways.

***Community Resource Based:*** Maui Hui Malama's staff facilitates access to other community resources, as needed.

***Compassion-Based:*** Maui Hui Malama's activities are implemented with empathy and an understanding of the life experiences and challenges our clients face.

### **Scope of Work:**

1. ***Prevention or Early Education Services:*** Afterschool homework assistance is paired with hands-on art and music opportunities and intense math tutoring. Art and music have a strong impact on brain growth.

***Community Need:*** There has been a shortage of afterschool spaces available in our local schools. In addition, declining school budgets have severely limited art and music opportunities even though statistics show art and music have a positive impact on children's brains. Working families -- many already struggling financially -- have shared their frustration in students feeling like failures in their homework due to large groups/small supports vs. more individualized homework assistance. All these issues leave our young community members vulnerable to the high risk of failing, continuing generational poverty, and engaging in dangerous activities.

2. ***Dyslexia and Learning Difference Resources:*** Maui Hui Malama will provide island-wide dyslexia and other learning difference training educators, families, tutors, and anyone interested in knowing how the dyslexic brain works. Tutor training and services would be developed and provided for those in need.

***Community Need:*** People with dyslexia comprise 20% of our Maui population. The few services available are expensive and inaccessible to Maui's most at-risk youth. For years, educators -- from elementary school to college -- have been looking for an entity that would provide appropriate support services to this population.

3. ***Increased Support For Students At-Risk Of Failing:*** Teachers contracted by Maui Hui Malama provide additional tutoring for either school credit recovery and/or classes that students are failing or at risk of failing. The students are identified by their school as at-risk. The teachers meet with them 2-to-3 times per week for tutoring. The students also get additional case management services from Maui Hui Malama to identify what barriers have been -- and could be -- hindering their educational goal accomplishment.

***Community Need:*** Our major Maui high schools already identify over 50 youth per school who are failing or at risk of failing before the first day of school. Those numbers increase by over 200% after first quarter and -- *if not provided additional support* -- those numbers increase again after the second quarter. Schools are struggling to keep up with the number of students who slip further and further behind.

4. **Teen Parent Support:** With the last teen parent support program minimized at Maui High School last year, many teen parents have been choosing to drop out of school due an inability to find affordable childcare. In addition to having priority spots in our Liko Program listed below (#5), we offer childcare options while clients are in the program and working. Additional barriers would also be identified, and resources provided.

*Community Need:* In speaking with Maui High School about the existing situation when they stopped their on-campus teen parent childcare program, they shared that 50% of those students dropped out and a majority of the other 50% spoke about not returning. Although our teen parent statistics have not grown in years, they have also not decreased. A local nonprofit, who receives funding for teen parents, shared that their participation numbers have dropped tremendously since they have not had childcare resources so these students can continue school.

5. **Liko Program:** This Maui Hui Malama program provides students curriculum support from an educational institution -- and the chance to participate in cultural project-based learning -- while receiving small group tutoring to meet their educational and career goals. The program includes youth suspended for 30 or more days, who need help in keeping up with schoolwork and eliminating behaviors that led to the suspension.

*Community Need:* Maui Hui Malama receives at least five to six calls per week about a student who is “not fitting” in the current program. Some calls come from parents, some from schools. There is nothing new about a lack of resources for youth who think differently, need different learning environments, or need more individualized plans. The numbers on Maui are overwhelming and the resources extremely limited. The schools are held to standards that do not always work. Kalama School attempted an alternative learning program. It was shut down within the year due to DOE standards that these students just could not meet.

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

*Timeline is in the Appendix*

3. **Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and Through personal plans and intensive case management case records will be kept and personal plans will be tracked. Quarterly reports will show the indicators of success through these reporting methods.**

Maui Hui Malama Office Staff will:

- welcome clients and put them at ease.
- create Individual Service Plans (ISP).
- listen to challenges clients are facing without judgement.



- will provide clients wraparound case management services that include direction, tools, affirmation, and self-confidence they need to stabilize the immediate crisis and offer hope for their future education and goal attainment.
- collaborate with clients to plan, implement, monitor, and amend individualized services that promote clients' strengths, advance clients' well-being, and help clients achieve their future education and goal attainment.
- assesses clients' needs and strengths, and support networks.
- determine type and level of services needed, and clients' willingness/readiness to engage in the program.
- prioritize needs and document them in the ISP.
- create a work plan based on meaningful assessments.
- help clients determine specific, attainable, measurable goals.
- have clients sign agreement on recommended work plan, specific goals, interim objectives, and time frames.
- document referrals to other services, including follow-up and feedback from or recommendations by outside agencies or individuals.
- provide monthly updates on clients' status and progress.
- will meet monthly to track clients' progress.

*Evaluation Plan is in the Appendix*

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

*Clients:*

*One-Month and Three-Month Surveys:* client demographics; attitudinal responses to training; and self-reported expectations.

*Teachers:*

*Same-Day Feedback Surveys:* Maui Hui Malama teachers will share effective approaches they found for implementing program content into their classroom teaching.

*One-Month and Three-Month Surveys:* how teachers used Maui Hui Malama materials and activities in their classrooms; how they connected activities to educational and career exploration; and how much they shared knowledge with colleagues. Data collected and analysis reports will be shared among Maui Hui Malama to improve the programming.

**Community Participants:**

- **Same-Day Feedback Surveys:** client demographics; attitudinal responses to training; and self-reported expectations. Maui Hui Malama teachers will also share effective approaches they found for implementing program content into their classroom teaching.
- **One-Month and Three-Month Surveys:** how training participants used Maui Hui Malama materials and activities in their respective situations; how they connected activities to student educational and career goals; and how much they shared knowledge with colleagues. Data collected and analysis reports will be shared among Maui Hui Malama to improve the programming.

**IV. Financial**

**Budget**

1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**
  - 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](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
191,270.25	191,270.25	191,270.25	191,270.25	765,081

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.**

Harold K. L. Castle Foundation: \$100,000 (pending not applied yet)  
 Friends of Hawaii Charities: \$100,000 (pending not applied yet)

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

N/A

5. **The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within**

the prior three years and will be receiving for fiscal year 2021 for program funding.

*Maui Hui Malama Grants – 2017 - 2020*

<b>Source</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Maui County	\$297,616	\$297,616	\$297,616
State Office of Youth Services	\$ 80,000	\$ 80,000	\$ 80,000

6. **The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.**

\$75,000

**V. Experience and Capability**

**1. Necessary Skills and Experience**

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

Maui Hui Malama has earned its reputation for excellent service delivery from funders, auditors, and the community who have noted our commitment and ability to provide an integrated continuum of services. Maui Hui Malama has over 47 years of experience in delivering holistic services to youth who others have completely given up on. Over the past 10 years Maui Hui Malama has been increasing it’s capacity to utilize lessons learned so these inform revision and expansion of services. Staff have trained to deliver a number of culturally-based, values driven, project based activities that data has shown expands children’s minds to create a learning environment that works outside the walls of a classroom.

In the last two years alone, Maui Hui Malama has helped:

- over 600 youth practice and develop social competence and capacity through engagement in client developed Individualized Service Plans
- over 300 youth improve life, work, and learning skills through our programs, or assistance with enrollment or completion of GED or career skills’ training.
- over 500 youth connect to resources through in-house services or referrals to community partners that helped provided basic needs for them and their families.

## 2. Facilities

**The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.**

Maui Hui Malama's address is 375 Mahalani Street, Wailuku, Maui. MHM occupies a space owned by Maui County. The approximately 5,000-sq-ft building has 10 rooms. Seven are used for educational support, one room for our finance office, and an open office area for staff. It's porch and outside area are used for hands-on, project-based activities.

Childcare and Teen Parent programs would be at another site. Currently negotiating agreement with Lili'uokalani Trust to use their site and a partnership to enhance intensive case management services for native Hawaiian clients.

## VI. Personnel: Project Organization and Staffing

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

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

Maui Hui Malama, a constant Maui servant to underserved and underprivileged youth in ways of assisting to overcome barriers to education, careers and culture.

Maui Hui Malama's experienced staff provide:

- Safe spaces; trained resource providers in trauma-informed care; support in client's specific school curriculum; case management for youth ages 12-24 who are no longer wanted on a DOE campus but are working towards their High School Equivalency; teen parents needing childcare and education support or who are registered as being in home school, but whose parents are unable to provide an educational support.
- Training and development of data-driven methods for youth diagnosed with learning differences to thrive. Tutoring services that work for youth with these diagnoses. Support and case management for their families.
- Early intervention and prevention of barriers to education to 5-12-year-olds through art and homework help methods.
- Support by trained DOE teachers who we contract to give direct support to students at risk or currently failing their classes in the high school setting.

*Personnel Qualifications' Chart is in the Appendix*

## 2. Organization Chart

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

*Org Chart is in the Appendix*

## 3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Executive Director - \$72,000 - \$98,000  
Program Manager - \$50,000 - \$72,000  
Office Manager - \$50,000 - \$72,000

## VII. Other

### 1. Litigation

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

N/A

### 2. Licensure or Accreditation

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

N/A

### 3. Private Educational Institutions

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

N/A

#### **4. Future Sustainability Plan**

**The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:**

- (a) Received by the applicant for fiscal year 2020-21, but**
- (b) Not received by the applicant thereafter.**

Through various fundraising activities since 1973, our Maui Hui Malama's programs have been sustained through support from private foundations, charities, government grants, and individuals. We will continue to pursue this program's goal after the funding period ends. This GIA grant will increase island-wide access to dyslexia and other learning differences training for educators, families, tutors, and anyone interested in knowing how the dyslexic brain works. Long-term plans/efforts are in place to continue reaching more individuals, families, educators, and researchers with our programs to expand and enrich the Maui services available.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App

Maui Hui Malama

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	442,249			
2. Payroll Taxes & Assessments	42,217			
3. Fringe Benefits	55,752			
<b>TOTAL PERSONNEL COST</b>	<b>540,218</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance	6,700			
3. Lease/Rental of Equipment	873			
4. Rental of Space	8,145			
5. Staff Training				
6. Supplies				
7. Telecommunication/Dues and Fees	3,900			
8. Maintenance/Utilities	9,000			
9. Professional Fees Program	24,452			
10. Program Activities	45,000			
11. Professional Development and Training	22,000			
12. Postage and Freight	660			
13. Mileage	2,888			
14. Professional Fees Admin	66,000			
15. General Admin	35,245			
16.				
17.				
18.				
19.				
20.				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>224,864</b>			
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>			
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>			
<b>E. CAPITAL</b>	<b>0</b>			
<b>TOTAL (A+B+C+D+E)</b>	<b>765,081</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	761,682	<i>Chebsie Haunga</i> (808) 244-5911 Name (Please type or print) <span style="float: right;">Phone</span> Signature of Authorized Official <span style="float: right;">Date</span> 1/14/20 Executive Director Name and Title (Please type or print)		
(b) Total Federal Funds Requested				
(c) Total County Funds Requested	297,616			
(d) Total Private/Other Funds Requested				
<b>TOTAL BUDGET</b>	<b>1,059,298</b>			

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Maui Hui Malama

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$72,000.00	50.00%	\$ 36,000.00
Program Manager	1	\$57,000.00	75.00%	\$ 42,750.00
Operations Manager	1	\$57,000.00	50.00%	\$ 28,500.00
Problem Solver	1	\$47,000.00	100.00%	\$ 47,000.00
Math Tutor	0.5	\$17,333.00	75.00%	\$ 12,999.75
Project Based Facilitator	1	\$47,000.00	100.00%	\$ 47,000.00
Intensive Education Facilitator	1	\$47,000.00	100.00%	\$ 47,000.00
Program Support	1	\$47,000.00	100.00%	\$ 47,000.00
Teen Parent Coordinator	1	\$47,000.00	100.00%	\$ 47,000.00
Childcare Facilitator	1	\$42,000.00	100.00%	\$ 42,000.00
Equitable Learning Advocate	1	\$47,000.00	100.00%	\$ 47,000.00
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>444,249.75</b>
<b>JUSTIFICATION/COMMENTS:</b>				



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Maui Hui Malama \_\_\_\_\_

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Maui Hui Malama

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	N/A					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Maui Hui Malama

Contracts Total: 1,132,848

	<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	Training Youth For the Workplace	6/18-7/20	Dept of Housing and		
2			Human Concerns	Maui	297,616
3	High Risk Youth	2018 - 2020	Office of Youth Servies	State	80,000
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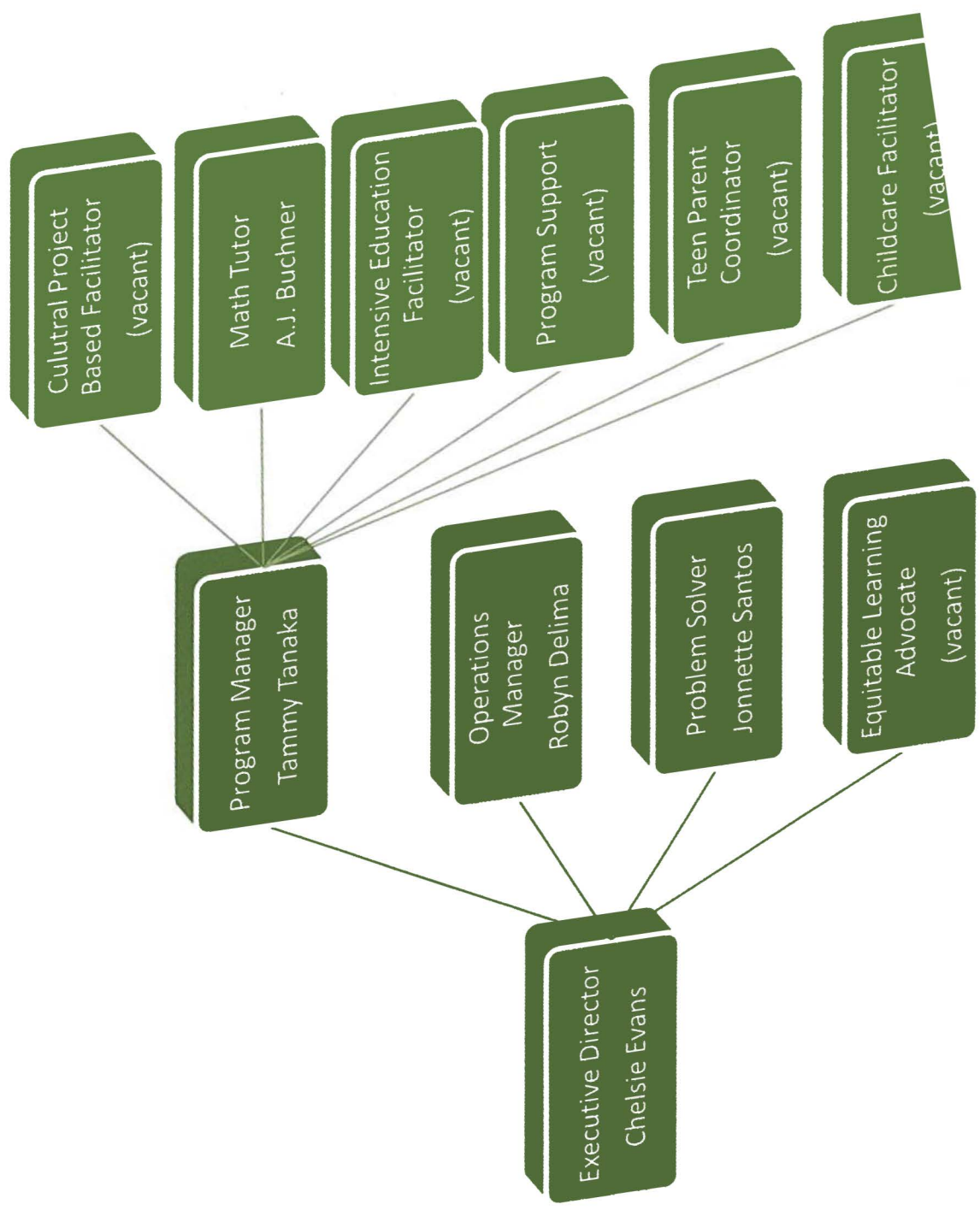


Table 1 - Program Personnel

<b>Position Title</b> (Please match titles between this narrative and the budget)	<b>Name</b> (List employee name OR indicate if position is currently vacant.)	<b>Required position qualifications</b>	<b>Brief description of main duties for this program</b>	<b>Position is funded in full or in part by Maui County? (Yes or No)</b>
Executive Director	Chelsie Haunga Evans	Master's Degree in Psychology, Human service or related field and 5+ years with management in the field.	Support programs with training and monitoring staff. All administrative responsibilities. Ensure that grant goals are being tracked and reported.	Yes
Program Manager	Tammy Tanaka	BA Education, Human Services, or related field and/or 5+ years' experience	Manage all program activities and staff being run in house at Maui Hui Malama. Manage all data tracking.	Yes
Operations Manager	Robyn Delima	BA Business or related field and/or 5+ years' experience.	Manage daily operations. Oversee school and outside entity partnerships.	Yes
Problem Solver	Jonnette Santos	BA Human Services or related field with 1+ years of experience	Provide intensive Case Management with high risk participations. Track case notes from intake to exit. Gather all possible resources to share and track what resources are unavailable in the community.	Yes
Math Tutor	AJ Buchter	BA Education or related field with 3+ years' experience	Provide math tutoring	Yes
Project Based Facilitator	Vacant	BA in Human Services or related field and 1+ years of experience	Plan, deliver, and collect data for project-based programs.	Yes
Intensive Education Support Facilitator	Vacant	BA in Education or related field and 1+ years of experience	Provide educational support by creating short term attainable goal plan with students. Provide intensive tutoring for all subjects except math.	Yes
Program Support	Vacant	BA in Human Services or related field and 1+ year experience	Help to deliver all program goals. Lead plan for youth coming in due to long term suspension.	Yes
Teen Parent Coordinator	Vacant	BA in Human Services or related field and 1+ year experience	Coordinate and deliver teen parent support programs and provide childcare.	Yes
Childcare facilitator	Vacant	HS diploma and 1+ experience	Provide childcare for children of teen parents	Yes
Differential Learning Specialist	Vacant	BA in Education or related field and 3+ years working with populations of differential learning	Create and lead community trainings on differential learning. Hire and train tutors in specializing in differential learning. Manage and Track Data of this program	Yes

### **Maui Timeline Hui Malama 2021 GIA Timeline**

July 2020	<ul style="list-style-type: none"> <li>- Hire vacant positions</li> <li>- Secure venue for Teen Parent Program</li> <li>- Meet with schools to share Teen Parent Program info</li> </ul>
August 2020	<ul style="list-style-type: none"> <li>- Conduct research on learning differences</li> <li>- Schedule community workshops on learning differences</li> <li>- Market community workshops</li> <li>- Start homework help and school credit recovery programs at beginning of school year</li> <li>- Market tutoring for learning difference students</li> <li>- Launch Teen Parent Program</li> </ul>
September 2020 - December 2020	All programs will operate on same schedule as main DOE schools
September 2020 – December 2020	Program assessments will be conducted monthly to track client progress and implement corrective measures as necessary. Quarterly reports will be provided to the State.
January 2021 – May 2021	All programs will operate on same schedule as main DOE schools
January 2021 – May 2021	Program assessments will be conducted monthly to track client progress and implement corrective measures as necessary. Quarterly reports will be provided to the State.
June 2021	Final Program assessments and final GIA reporting

**Quality Assurance and Evaluation Plans**

<b>FY2021 Program Evaluation</b>	<b>ANNUAL GOAL</b>	<b>1ST QTR</b>	<b>2ND QTR</b>	<b>3RD QTR</b>	<b>4TH QTR</b>
<b>Total Unduplicated Persons Served:180</b>					
Outcome: 180 youth will have access to resources that minimize barriers to education, career, or cultural goals.					
30 youth will experience art/music opportunities in conjunction with small group homework help					
30 youth will have access to someone who has been trained to provide support services to youth diagnosed or inquiring about diagnosis of what is considered learning disabilities					
90 high school youth will have access to credit recovery or intense tutoring to minimize risk of failing in classes					
15 teen parents will have access to resources that maximize their ability to accomplish educational and/or career goals					
15 youth will receive support in education curriculum assigned by their district's school or home school curriculum chosen by parents in addition to cultural project-based opportunities, and community give back experiences					