

House District _____
Senate District _____

THE TWENTY-FOURTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 113-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING GRANT REQUEST - CAPITAL SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST
OFFICE OF COMMUNITY SERVICES
AND PROGRAM I.D. NO. _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Honolulu Community Action Program, Inc.
Dba:

Street Address:
33 South King St., Suite 300 Honolulu, HI 96813
Mailing Address:
SAME

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LYNN K. CABATO
Title Head Start Director
Phone # 808-521-4531
Fax # 808-521-4538
e-mail lynnc@hcapweb.org

3. TYPE OF BUSINESS ENTITY:

4. NON PROFIT CORPORATION
 FOR PROFIT CORPORATION
 LIMITED LIABILITY COMPANY
 SOLE PROPRIETORSHIP/INDIVIDUAL

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Provide comprehensive Head Start Preschool Services to children 3-5 years old
(Maximum 300 Characters)

4. FEDERAL TAX ID # _____
5. STATE TAX ID #: _____
6. SSN (IF AN INDIVIDUAL): _____

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 200~~8~~-200~~9~~ \$ \$71,429
FY 2008-2009 \$ _____

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ _____
FEDERAL \$ _____
COUNTY \$ _____
PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]
AUTHORIZED SIGNATURE

JOAN P. WHITE, EXECUTIVE DIRECTOR
NAME & TITLE

11/01/07
DATE SIGNED

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

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply 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) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

Honolulu Community Action Program, Inc.

(Typed Name of Individual or Organization)



(Signature)

11/01/07

(Date)

Joan P. White

(Typed Name)

Executive Director

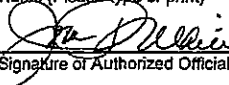
(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

(Period: July 1, 2008 to June 30, 2009)

App

HCAP Oahu Head Start

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	52,820			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	15,582			
TOTAL PERSONNEL COST	68,402			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	747			
7. Telecommunication				
8. Utilities				
9. Program Activities	2,280	\$380 tuition x 2 families x 3 months		
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	3,027			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	71,429			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	71,429	Name (Please type or print) <u>Robyn Antonucci</u> Phone <u>808-847-2400</u>		
(b)		Signature of Authorized Official  Date <u>11/01/07</u>		
(c)				
(d)				
TOTAL REVENUE	71,429	Name and Title (Please type or print) <u>Joan White HCAP Executive Director</u>		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

HCAP Oahu Head Start

Period: July 1, 2007 to June 30, 2009

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
Teacher II	40/hrs/wk	\$39,336.00	25.00%	\$ 9,834.00
Teacher I (Mobile Pre-School Teacher)	40/hrs/wk	\$32,028.00	100.00%	\$ 32,028.00
Teacher's Aid	30/hrs/wk	\$10,958.00	100.00%	\$ 10,958.00
				\$ -
Fringe Benefits:				\$ -
Social Security				\$ -
Unemployment Insurance:				\$ -
Worker's Compensation				\$ -
Temporary Disability Insurance				\$ -
Health Insurance				\$ -
Retirement				\$ -
Total Fringe =				\$ -
				\$ -
TOTAL:				\$ 68,402.00

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

HCAP Oahu Head Start

Period: July 1, 2007 to June 30, 2009

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	0
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	0
JUSTIFICATION/COMMENTS:				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

HCAP Oahu Head Start

Period: July 1, 2007 to June 30, 2009

TOTAL PROJECT COST	FUNDING AMOUNT REQUESTED						FUNDING REQUIRED IN SUCCEEDING YEARS	
	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED		FY: 2009-2010		FY: 2010-2011	
	FY: 2005-2006	FY: 2006-2007	FY: 2007-2008	FY: 2008-2009				
PLANS								
LAND ACQUISITION								
DESIGN								
CONSTRUCTION								
EQUIPMENT								
TOTAL:	0	0	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:								

Honolulu Community Action Program, Inc.

Expansion of Head Start Services

Honolulu Community Action Program, Inc.

33 South King Street, Suite 300

Honolulu, Hawaii 96813

Ph: (808) 521-4531

Fax: (808) 521-4538

Honolulu Community Action Program, Inc.

EXECUTIVE SUMMARY

**Honolulu Community Action Program, Inc.
33 South King Street, Suite 300
Honolulu, Hawaii 96813
Ph: (808) 521-4531**

EXECUTIVE SUMMARY

O'ahu Head Start is a federally funded program administered by the Administration for Children and Youth, Department of Health and Human Services. It is the largest early childhood program in the State of Hawaii, serving preschool children, ages 3 – 5 years old, and their families in all communities within the City and County of Honolulu. The program provides comprehensive child development services to economically disadvantaged children and families through a variety of program options, including center-based, home-based, and family child care homes. The program promotes school readiness by enhancing the social and cognitive development of children through comprehensive services in the areas of education, health, social services, and parent involvement. Head Start's uniqueness among early childcare providers is the firm belief that parents are their child's first teachers and are "key" to the continued growth and development of their child and family.

In 1985, O'ahu Head Start made a program shift towards the provision of full-day early childhood education services to support welfare families' transition into employment, training, or school. Since then, the program has continued to seek funding to offer full day, full year programs to qualifying parents.

The services proposed in this application will cover (2) projects. O'ahu Head Start is proposing to operate another full-day, full-year center-based program in the Waimanalo community and a mobile preschool program, "Preschool-on-Wheels", in Windward O'ahu to support the State's effort to increase preschool opportunities and meet the needs of homeless families in the community.

For this project, the center-based program will be in an existing Head Start portable classroom, located across the street from Waimanalo Elementary School in a complex of buildings that house an HCAP office and the Waimanalo Health Center. It will target Waimanalo families whose income falls at or below the Federal Poverty Index, and who, because they are working, attending school or are enrolled in an employment training program, are in need of full-day, full-year child care services. The use of an existing classroom eliminates the initial startup for any new project.

The mobile preschool, "Preschool-on-Wheels", will service the homeless children and families living in either sheltered or unsheltered conditions in Windward O'ahu. Because of the transient nature of these families and their priorities for food, shelter, and clothing, the needs of their young children for education and health services are often secondary or more often than not, neglected. This project will include a teacher and aide setting up at park pavilions or transitional shelters 1 to 2 times a week with a van equipped with age appropriate equipment and materials. It will provide opportunities for a growing number of homeless children to engage in age appropriate activities and the development of skills and knowledge to prepare these children for entry into kindergarten. The program will engage parents in the activities and provide linkages to needed resources for the families. A strong emphasis of the program will be enrollment into other Head Start program options for continued monitoring in the Head Start system. By doing so, O'ahu Head Start can continue to follow these children and families wherever they relocate to, continue to support their progress, and provide resources and services as they are needed.

Honolulu Community Action Program, Inc.

I. Background and Summary

**Honolulu Community Action Program, Inc.
33 South King Street, Suite 300
Honolulu, Hawaii 96813
Ph: (808) 521-4531
Fax: (808) 521-4538**

I. Background and Summary

Incorporated in 1968 as a private, non-profit agency under the federal government's Economic Opportunity Act, the Honolulu Community Action Program, Inc. (HCAP) is committed to the belief that all individuals should have the opportunity to obtain the basic necessities of life and to achieve social and economic self-sufficiency. Towards this end, HCAP focuses its efforts on providing low-income families and communities on Oahu with a broad range of opportunities and services targeting three major focus areas: education, employment, and support services. Services include family development, including case management; work force preparation and job placement; and leadership development, including education and community advocacy. In addition, a variety of support services are provided to individuals and families, including information and referral, crisis intervention, mobilization of resources and childcare. One of its longest-standing programs, O'ahu Head Start, is currently in its 42nd year of operation and is funded to serve 1,650 children, with at least 10 per cent enrollment opportunities to children with disabilities.

O'ahu Head Start is a federally funded program administered by the Administration for Children and Youth, Department of Health and Human Services. It is the largest early childhood program in the State of Hawaii, serving preschool children, ages 3 – 5 years old, and their families in all communities within the City and County of Honolulu. The program provides comprehensive child development services to economically disadvantaged children and families through a variety of program options, including center-based, home-based and family child care homes. The program promotes school readiness by enhancing the social and cognitive development of children through comprehensive services in the areas of education, health, social services, and parent involvement. Head Start's uniqueness among early childcare providers is the firm belief that parents are their child's first teachers and are key to the continued growth and development of their child and family. Parents are encouraged to become actively involved in the program as classroom volunteers or in the decision making processes as members of Parent Committees or the governing body, known as the O'ahu Head Start Policy Council.

In 1985, O'ahu Head Start made a program shift towards the provision of full day childcare to support welfare families' transition into employment, training or school. The program pioneered what we believe to be the first wrap-around program for parents. Since then, the program has continued to seek funding to offer a full day, full year program to qualifying parents. There is a strong direct relationship between the availability of needed childcare and families with young children joining the work force. Absenteeism from work is highly dependent upon the reliability and dependability of childcare. Furthermore, the quality of childcare impacts directly on young children's readiness for kindergarten and later success in school.

A. Public Purpose

The selection of the sites for any of our program options is based on where we have historically had waitlists, where we know children are underserved, and where we see trends for an increased

Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

need for our services. Demographics related to race and ethnicity also serve as a basis for identifying high need areas for program services. It is with this approach that the Waimanalo community was selected as an area in need of increased services.

Family needs assessment data, internal self-assessment data, ongoing monitoring and Federal review findings all have an impact on our approach to planning and providing services. Data collected through these venues help us identify areas where we are doing well in meeting family and program needs, and areas where we need to strengthen and/or expand our efforts. Needed resources and services for our families are secured through numerous partnerships with education, health and social service agencies within the community, both on a referral basis as well as through initiatives that enhance our program's capacity to meet the needs of our families. Partnerships within the Waimanalo community with Job Corp/Parents and Children Together Early Head Start, Waimanalo Health Clinic, and Weinberg Village will enable us to work together to provide needed resources and services.

Our community assessment and Honolulu Community Action Program's growing concern for the homeless population and Oahu Head Start's goal to address the health and educational needs of the young children of these families has prompted an outreach project, Preschool-on-Wheels.

1. Geographic location

Waimanalo is located on the south eastern shore of O'ahu. It is bordered by the Koolau Mountains on one side and the Pacific Ocean on the other. Homestead and agricultural lands make up a large portion of Waimanalo. A one lane highway gives Waimanalo access to both east Oahu and Windward districts.

According to the City & County of Honolulu's GIS Mapping System, the 2004 unemployment rate for Waimanalo was 7.2%, exceeding both the State average of 4.3% and the national average of 6%. Additionally, 24.6% of the families live below the poverty level, earning less than \$10,000 in annual household income, and more than 14.2% of the population are comprised of children below the age of 9 years.

Additional demographics revealed in another report by the City & County of Honolulu on 22 school-complex based communities ranked Waimanalo "above average" on a risk index for child abuse and neglect, and highest in terms of both children and adults with special needs. (The Waimanalo average for students in need of special education services was 15.6%, far greater than the State average of 11%.) These statistics result in a population where children are at high risk for early intervention and /or special education services.

Another growing concern for this windward community has been the homeless population. The City & County of Honolulu's 2007 Point-In-Time (PIT) Count indicates an overall increase of 28.2% in the number of homeless families since 2005. The number of homeless families with

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Expansion of Head Start Services

children in Windward Oahu has also increased by 4% for the area from Kaneohe to Waimanalo and 5% from Kahahuu to Kahuku.

2. Ethnicity

The majority of the residents of Waimanalo are of Native Hawaiian or other Pacific Island ethnicity. Other groups represented, but in much smaller percentages, are Asians, Caucasians, African-Americans, and Hispanics or others of Latino origin. The percentage of Oahu Head Start preschool children of Native Hawaiian or Pacific Islander ethnicity has increased steadily during the past few years - from 44% in 2002, to 48% in 2003, to 51% in 2004. During the 2005-2006 school year, 81% of the children in our Waimanalo classrooms were of Native Hawaiian or other Pacific Island ethnicity, 9% Caucasian, 6% Asian, and 3% Hispanic or Latino origin. This high proportion of Native Hawaiians in our classroom is significant because a 2002 analysis (Hawaii Kids Watch) of the family income of Native Hawaiian children under age 5, found that although there were only slightly fewer Hawaiians than non-Hawaiians receiving TANF assistance, 66% of Hawaiian children had family income below 185% of the federal poverty level, as compared to 40% of non-Hawaiian children.

3. Target population

Waimanalo project. This grant will target Waimanalo families whose income falls at or below the Federal Poverty Index, and who, because they are working, attending school or are enrolled in an employment training program, are in need of full-day, full-year child care services. Enrollment opportunities will also be made available to children with special needs. Special consideration will be given to toddlers transitioning from the Job Corps Early Head Start program, and to children residing in the Weinberg Village transitional housing. Scholarships for low-income families unable to obtain child care subsidies will be made available through this grant. The selection of children will be based on the priorities defined by federal regulations and by the Oahu Head Start Policy Council.

Preschool-on-Wheels project. The target population will be the homeless children and families living in either sheltered or unsheltered conditions in Windward Oahu.

B. Need for Services

Waimanalo project. In September 2003, Oahu Head Start was awarded a contract to operate the Waimanalo Pre Plus Program, located on the Waimanalo Elementary & Middle School campus. This collaboration between the Department of Human Services, Department of Education and Oahu Head Start allowed us to provide working families and families in training or in school, an affordable, quality full-day, full-year program for their children. Since then, the number of children on the full-day, full-year waitlist has steadily increased each year.

According to People Attentive To Children (PATCH), Hawaii's state-wide child care resource and referral agency, the number of licensed child care programs and providers in the Waimanalo

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Expansion of Head Start Services

community is limited. The programs include: Oahu Head Start with the Waimanalo Pre Plus (Waimanalo Elementary), Waimanalo Head Start (located in a building across the street from Waimanalo Elementary) and Pope Head Start (located on the campus of Blanche Pope Elementary), serving a total of 56 preschool children; PACT Early Head Start's Infant and Toddler program at Hawaii Job Corps; Kamehameha Preschool that operates two 3-year old classes and two 4-year old classes for children of Hawaiian ancestry for a total of 72 slots; and three (3) Family Child Care Home providers who can service up to 16 children. In total, there are 144 child care slots available in the Waimanalo community. With the conversion of the Waimanalo Head Start program last year to a full-day, full-year program, the community now has 56 full-day, full-year slots, all of which are currently filled. The need to continue to provide these full-day, full-year child care services is critical to this community. As families are making the transition from homelessness to shelter living and finding their way to gainful employment, affordable child care is a critical necessity.

Mobile Preschool project, "Preschool-on-Wheels". On January 28, 2007 the City & County of Honolulu conducted a survey/interview, Homeless Point-In-Time Count, of unsheltered homeless persons while the City & County of Honolulu's Department of Community Service's interviewed homeless persons living in shelters. The results indicated a growth in the homeless population from 1,400 in 2005 to 1,793 in 2007, an estimated 28.2 percent increase over a two year period. The concern is with the increasing number of homeless families with children living in Windward Oahu. The survey indicates a 4% increase in the Kaneohe to Waimanalo area and a 5% increase of homeless families living in the Kahaluu to Kahuku area. Because of the transient nature of these families and their priorities for food, shelter and clothing, the needs of their young children for education and health services are often secondary or more often than not, neglected.

With the "Preschool-on-Wheels" project Oahu Head Start will provide age appropriate preschool materials, equipment and activities to children living in sheltered and unsheltered conditions. The objectives are to: enhance access of Head Start services to homeless families; to provide services responsive to the special needs of homeless children and families; and to provide enrollment opportunities into an available Head Start program option.

Honolulu Community Action Program, Inc.

II. Experience and Capability

**Honolulu Community Action Program, Inc.
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II. Experience and Capability

A. Necessary Skills & Experience

1. Current Operations

Over the past four decades, Oahu Head Start has evolved from its humble beginnings as a part-day summer program serving 600 children to establishing itself as a major provider of preschool services in the State of Hawaii. This year marks forty-two (42) years of Head Start providing preschool services to income-eligible families in the City and County of Honolulu. Operational guidelines and Program Performance Standards ensure the implementation of high quality services through three service delivery options. Each option provides a comprehensive program of education, health, and family support services that distinguishes Head Start from all other early childhood education and care programs.

Center-based Programs: Licensed by the State Department of Human Services, these programs operate in classrooms on DOE campuses, in churches, community centers, City and County park sites, military installations, and other facilities managed by private or state entities. Part-day programs are offered to income-eligible families who are not involved in work or school activity and, therefore, do not need full-day services. These programs operate 5 days a week and provide a minimum of 170 school days each year. Full-day programs are available for those families needing longer hours of childcare due to work, school, or job-training activities. These programs operate 5 days a week, year-round. Oahu Head Start currently operates 82 preschool classrooms and 1 infant/toddler classroom for teen parents funded through a State contract.

Home-base Programs: This program option, designed for families for whom transportation is a problem or for whom educating their child at home is a personal preference, involves a teacher working with families in their homes. Weekly home visits of approximately 1 ½ hours and bi-monthly group socialization activities twice a month are provided. We currently operate 5 home-base programs island wide.

Family Child Care Homes: In operation for five years, this program option provides full-day, full-year services to families needing extended day services within military-certified or state-licensed child care providers' homes. Children benefit from preschool experiences provided in an intimate home-base setting, and are afforded the same comprehensive range of services as provided through the other program options. There are currently nine (9) family childcare homes where Head Start children are enrolled.

2. Preschool Curriculum and Philosophy

It is Head Start's firm belief that the lives of young children and their families can be enriched and strengthened by the quality of the program provided for them. We believe that the quality of this program depends on several factors, including but not limited to, the following:

Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

- providing a safe and nurturing environment
- providing a developmentally appropriate curriculum that addresses all areas of growth and learning
- providing learning experiences within the context of the children's cultures and communities
- working in partnership with families on early intervention and preventive health practices
- working in partnership with families to plan, implement and evaluate the educational experiences provided for both children and families.

All children, no matter what program option or setting they are enrolled in, are provided the kinds of experiences and supports necessary to help them gain the awareness, skills, and confidence necessary to succeed in their present environment and to deal with later responsibilities in school and in life. Head Start's primary goals for children - social competence and school readiness - can only be achieved through collaborative efforts of staff and families working together towards this end. In all program options and settings for Head Start children, family members are seen as integral partners in the process of planning and implementing meaningful curriculum for children, and in the program's overall approach to child development and education.

Head Start recognizes that children differ in their rates of growth and development, and that they have individual temperaments, interests, learning styles, family and cultural backgrounds, languages and life experiences that they bring to their program settings. Because of this recognition of individual differences, a developmentally and linguistically appropriate approach is used in designing learning environments and curriculum experiences for children, as well as in how adults interact with children in the various program options and settings. Curriculum goals for children address all areas of child development through an integrated approach. Curriculum planning is based on observations of children's interests and learning styles, as well as through an assessment of children's development in all areas. A developmental screening is done for all enrollees as a first level of identifying children's developmental status. Staff and family observations, the Creative Curriculum Developmental Profile, and the Head Start Child Outcomes Framework are tools used as a basis for further identifying children's strengths and needs in different areas.

Curriculum planning emphasizes learning as an interactive process, and the teaching staff uses their knowledge of child development to ensure that learning activities and materials are concrete, real, and relevant to the skills, interest, and life experiences of the children. Oahu Head Start currently utilizes the Creative Curriculum to ensure that the children's individual strengths and needs are addressed. This curriculum is also used for planning purposes to ensure that staff addresses key components in their approach to teaching. Curriculum may be based on a thematic or project approach, depending on the children's interests or the teachers' goals for the children.

The teaching staff provides a variety of activities and experiences throughout the year, and increases the complexity and challenge of those activities and experiences as children develop new understanding and skill. Staff develops lesson plans based on children's interests and needs as determined from a variety of sources, including assessment information, children's individual plans, individual education plans (IEPs), family needs and strengths assessments, input from parents, and knowledge of child development. Lesson plans include nutrition, health and dental education activities, as well as activities addressing all developmental areas. In addition to outlining specific activities and learning objectives, lesson plans also include activities for parent involvement, and a focus on individualization for children.

Field trips are incorporated into the curriculum on a regular basis to extend children's learning outside of the classroom and daily routine. Multi-cultural and non-sexist experiences, materials, and equipment are provided for children to foster respect for children's individuality and diversity. The staff demonstrates through their actions with children and families a genuine respect for each family's culture and lifestyle, and design classroom environments reflecting the cultures of the children in the program in a natural and integrated way.

3. Special Needs Children

Oahu Head Start has been a proponent of inclusion even before the 1972 congressional mandate which required that at least ten percent of enrollment opportunities be provided to children with special needs. We support the rights of all children, regardless of their diverse abilities, to participate actively in natural settings within their communities. All three of our program options or settings - the classroom, family child care home, or the child's own home - are natural settings in which children, regardless of their abilities, experiences, or needs, can be provided opportunities to learn and grow together. Head Start teachers, parents, and specialists provide meaningful educational experiences to support the growth and development of each child within these settings.

Once enrolled into the program, children with special needs and their families receive the full range of Head Start services, including the development of an Individualized Education Plan (IEP). Health specialists (special educators, behavioral health specialists, speech pathologists, audiologist, nutritionists, dental hygienist, and nurses) perform screening and assessments (or refer to community professionals for these services), provide consultation and technical assistance to families and staff, and assist families in accessing services to meet the specific needs of their children. Head Start also has contractual agreements with community professionals for teacher support and therapy services.

For the past sixteen years, Oahu Head Start and Department of Education/Special Education Services have collaboratively operated preschool inclusion classrooms on DOE campuses, team-taught by DOE and Head Start staff. We currently operate eighteen such classrooms, island-wide. Interagency Agreements have been developed to support these collaborative inclusion

Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

arrangements for children. Special needs children are dually enrolled in the inclusion classes, and receive the full benefits and services of each agency. Where we have classrooms on DOE campuses (or nearby) which are not operating full inclusion programs, arrangements are often made between the Head Start and DOE teachers to include special needs children in our classrooms for a portion of the day if the child's IEP indicates that socialization with typically developing peers is needed. In all of these arrangements, the DOE is responsible for the case management and coordination of services, conducting the IEP conferences, coordinating the child count, and monitoring the child's program in compliance with IDEA and Chapter 56. Head Start works closely with DOE in the referral and identification process, in the IEP development, and in placement decisions, wherever possible. We see our partnership with DOE as mutually beneficial for children, families, staff, and programs alike, and can attest to its success through the many positive outcomes we've witnessed over the years.

4. Meeting Head Start Program Performance Standards

The Head Start Program Performance Standards are the mandatory federal regulations that local grantees must implement in order to operate a Head Start Program. These Standards provide a national definition and measure of quality services to children and their families. Initially developed in 1978, and most recently "revised" in 1998, the Standards are organized into five basic areas, with an emphasis on the integration of services and systems for children, birth to age 5, and their families. Specifically, the Performance Standards hold Head Start programs accountable for:

- ensuring a well-managed program that involves parents in decision-making
- linking families to needed community resources
- providing needed education, health, and nutrition services to children
- strengthening/supporting parents as primary nurturers of their children, and
- enhancing children's growth and development

Major topics areas in the Performance Standard include the following:

- *Early Childhood Development and Health Services:* This section looks at child health and development services, education, and early childhood development, health and safety, child nutrition, and child mental health.
- *Family and Community Partnerships:* This section looks at developing collaborative partnerships with individual families in order to access services and resources that are responsive to each family's interests and goals, and establishing ongoing relationships
- with community organizations and individuals to promote access of services and to support successful transitions.
- *Program Design and Management:* This section looks at the structure for parent involvement in program governance, management systems, and procedures (communication, record-keeping and reporting, ongoing monitoring and self-assessment), human resources management (organizational structure and staff qualifications), and

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facilities, materials, and equipment.

- *Implementation and Enforcement:* This section looks at what actions the grantee must take if quality improvement plans are needed.
- *Services for Children with Disabilities:* This section looks at the provision of services to children with special needs.

5. Partnerships

Perhaps one of the best indicators of management success and program effectiveness lies in the collaborations Oahu Head Start has formed over the years in order to pool resources and enhance program services to children and families. These partnerships are direct evidence of our attention to Family/Community Partnerships, one of the focus areas in the Performance Standards. The following is a brief description of these collaborations:

Department of Education: A long-standing partnership with DOE Principals has resulted in rent-free use of available classrooms on elementary school campuses island-wide. We currently operate 54 classrooms on DOE campuses.

Department of Education/Special Education: In its sixteenth year of operation, inclusion classrooms are a partnership between Oahu Head Start and the DOE/Special Education Section to serve DOE special education-eligible preschoolers and Head Start children in the same classrooms on DOE campuses. Head Start currently operates 19 inclusion classrooms. An interagency agreement was originally developed between the Head Start Director and the District Superintendents of Windward, Leeward, and Honolulu districts in 1990. This agreement has been updated most recently in 09/03 and an implementation plan most recently developed in 04/06. Contact: Mike Fahey, State 619 Preschool Coordinator from the Office of Curriculum Instruction Student Support, 641 18th Avenue v-201, Honolulu, Hawaii 96816.

Department of Human Services: In 2002, the Hawaii State Legislature created the Pre-Plus Program as a public-private partnership as a first step to making preschool more universally available, particularly to children of low-income families. The Head Start Program was awarded 10 contracts through a competitive bid process and operate Pre Plus programs on DOE campuses at Aiea Elementary, Jefferson Elementary, Kaala Elementary, Kailua Elementary, Salt Lake Elementary, Waiiau Elementary, Wahiawa Elementary, and Waimanalo Elementary. Contact: Marja Leivo, Pre-Plus Coordinator for the State of Hawaii Department of Human Services, 820 Mililani Street Suite 606 Honolulu, Hawaii 96813.

Military: Partnering with the Military has resulted in rent-free use of facility space in order to serve children of income-eligible military families. We currently operate classrooms at the Helemano Military Reservation facility, KMCBH, and Schofield. Partnering with the Navy five years ago has also resulted in our being able to serve Head Start children and families in Navy family child care homes. Contact: Marla Menard, Directorate of Community Activities, U.S. Garrison Hawaii, Schofield Barracks, HI 96817.

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City and County of Honolulu: With the 1994 amendment to the City Charter allowing the use of park facilities to operate affordable child care programs, Oahu Head Start has been given the use of eleven park facilities over the years to operate early education programs. Initial collaboration dates back as early as 1995. Eight of these facilities have been operating full-day programs, one has operated a part-day program, and two are used for socialization activities for home base families, and occasionally, for staff training and parent activities. Contact: Ernie Martin, City and County of Honolulu, Department of Community Services, 715 S. King Street-Suite 311, Honolulu, HI 96813.

University Of Hawaii School of Medicine (Dyson Initiative): Through an initial grant funded by the Dyson Foundation in New York State, pediatric residents gain community-based experiences through Head Start classroom field placements. Residents work with staff and families to identify and address health issues of children they may see in these classrooms settings. This project has now been formalized within the John A. Burns School of Medicine at the University of Hawaii Department of Pediatrics. Contact: Dr. Louise Iwaishi, 1319 Punahou Street-7th Floor, Honolulu, HI 96826.

University of Hawaii Center on the Family: Several initiatives have evolved since 2001; one was to provide classrooms as training sites to provide educational outreach services to parents and informal care providers, thus improving the quality of "kith and kin care" ("Learning to Grow" Project). A second initiative was a curriculum research and development project ("Learning Connections"), which supported the development of early literacy and numeracy skills in Head Start children. Head Start staff, parents, and UH researchers worked together to design, implement, and evaluate learning activities that may be packaged and made available to Head Start programs, nationwide. Recently, the Center on the Family was awarded a three-year Early Reading First grant to implement the "Learning Connections" with our Head Start Program. A select group of eight classrooms are current participants. Contact: Sylvia Yuen, Director of Center on the Family, 2515 Campus Road, Miller Hall #103 Honolulu, Hawaii 96822.

U.S. Department of Justice: Head Start was part of the "Weed and Seed" Program from 1998 in the Kalihi area. The program provided families with health, literacy, and child care services, as well as economic development opportunities. Currently, we provide services to families in the Kukui Gardens Association Complex. Contact: Allen Lau, 408 N. Beretania Street, Honolulu, Hawaii 96817.

Throughout its history, O'ahu Head Start has demonstrated its commitment to providing high quality comprehensive services to children and families, often through a variety of innovative approaches and in partnerships with local, state, and federal agencies. The program continually tries to serve families with the highest need, and whenever possible, in those geographic areas that are under served. Developing family partnerships and supporting family goals has been an

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ongoing effort, along with providing comprehensive health and education services to children, age three to five. Recognizing that it cannot champion its cause alone, O'ahu Head Start actively pursues community partners so that resources, services, and activities can be better coordinated and utilized.

In order to enhance services and better meet the need of these families, O'ahu Head Start has collaborative agreements in the community with Weinberg Village, the Waimanalo Health Center, and Job Corps. There will be ongoing communication to refer children and families needing our services. The proposed center is located in a complex of buildings that houses the Waimanalo Health Center who provides health services to many of our families and the HCAP's Waimanalo office who provides support services and employment readiness classes for the community residents. (Please see attachments for support letter from Weinberg Village Waimanalo.)

B. Quality Assurance and Evaluation

Continuous improvement in program quality and effectiveness in meeting Head Start Program Performance Standards is a goal towards which Oahu Head Start strives on an ongoing basis. Our Operational and Procedures Manual and Service Area Plans are based on the Performance Standards, and serve as the basis for all of our program operations. Briefly, program quality improvement is addressed through several venues:

- ***Ongoing monitoring:*** This involves conducting regular site visits by program managers and staff who provide technical support, monthly staff meetings and trainings; weekly as well as monthly review of paperwork; and monthly parent group meetings. In addition, quarterly progress reports are submitted to the HCAP Board (grantee) and the State Department of Labor and Industrial Relations, Office of Community Services (funding conduit); the City and County of Honolulu for Childcare in the Parks Program, and the State of Hawaii Department of Human Services for Pre-Plus programs; monthly financial reports are submitted to the regional office (Administration for Children and Families), HCAP and OCS; and a quarterly review of program goals and objectives is done by the O'ahu Head Start Policy Council's Program Planning Committee.
- ***Annual program self-assessment:*** This involves members of the HCAP Board, Policy Council, parents and staff. Documents are reviewed and interviews held with management and staff to assess the program's effectiveness and progress in accomplishing program goals and implementing Federal requirements. Staff and parents are also asked to complete mid-year and year-end program satisfaction surveys to help management address areas of needed improvement. Program Information Report (PIR) and Child Outcomes data are also reviewed to identify program goals. Findings from these surveys and reports are combined into a Program Improvement Plan. This plan is

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submitted to the Policy Council for approval and shared with the Board.

- **Federal review:** This review is conducted by a Federal Team every three years with a comprehensive review of services provided and systems in place to determine if grantees are meeting federal Performance Standards adequately. Throughout the years that regional reviews have been conducted, reviews have been consistently favorable, overall.

As mentioned in the previous section on "Meeting Performance Standards", Oahu Head Start has in place a system and process for overall program monitoring and quality assurance. The same process would be adhered to for this Waimanalo Project.

1. **Financial Accountability:** A certified public accounting firm conducts an organization-wide audit annually for the year ending March 31st. The audit is conducted in accordance with applicable auditing standards, and includes an examination of the system of internal controls affecting the expenditure of grant funds, statements, reports, and schedules.
2. **Grant Management:** Grant management, including, but not limited to, a review of systems, contract management, equal employment opportunity and grievance procedures, is the responsibility of the Head Start Director. Operational responsibility for the program, such as human resources, fiscal and program implementation, is assigned to the appropriate personnel.
3. **Financial Management:** Functional responsibility for fiscal oversight is assigned to the Head Start Program Managers and the HCAP Chief Financial Officer. The financial management information system is the responsibility of the Chief Financial Officer. The program staff maintains informal financial records. The Program Managers and the Head Start Director approve purchase order requests. When needed, the Chief Financial Officer, the Director, or the Program Manager may initiate corrective action.
4. **Program Management:** The Program Manager is responsible for the monitoring and direct supervision of line staff, and for all services and activities of the program, including approving the actions of the line staff. Program management, including oversight of the review of eligibility determinations, verifications, intake procedures, provider and family selection, case management, documentation, support services, training activities, and managing contracts is primarily the responsibility of the Program Manager. The Head Start Director reviews policies and procedures for program management.
5. **Operations:** The Program Manager conducts monthly site visits to classrooms and family child care provider homes, and less frequent home visits to home-based families. A Program Manager oversees an FCCH Monitor who visits the FCCH providers on a regular basis. These visits ensure that program operations are being implemented effectively and that program quality, as well as environmental health and safety, is being maintained. A specific monitoring tool (checklist) is used to "standardize" and provide focus to observations during site visits, that

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include the review of lesson plans and children's folders. The Program Manager also holds monthly administrative meetings and training with staff to keep them updated with program information and procedures. Managers monitor monthly Parent Committee meetings to see that parents are included in curriculum planning and other educational activities and decisions directly affecting their children. Managers do a monthly review and monitoring of the Creative Curriculum reports, observations, and other documentations, including services and needs tracking forms to ensure that needs are being met in a timely manner and to monitor children's progress on an ongoing basis. Managers do a monthly review of attendance and meals tracking forms for each classroom and family child care home to monitor children's attendance and meals consumed, and to ensure that proper follow-up on absences is taking place. If improvements or corrective action is warranted, the Program Manager will work with the staff and monitor the situation until improvement/correction has been completed.

6. Program Evaluation: Some of the methods used for ongoing monitoring and program annual self-assessment have been describes in previous sections (II.A.4. and II.B.). In addition, evaluations are done for every parent training activity to ensure that parents' needs are being met and to plan for future parent training. A mid-year and year-end parent evaluation is also conducted to assess parent satisfaction with program services and to identify additional need as part of the annual program assessment for planning purposes. A Program Information Report (PIR) is provided annually to the U.S. Congress, summarizing the activities and profiles of the staff and participants, and the extent to which services were provided to families.

7. Staff Performance Concerns: Concerns regarding staff performance can usually be identified through the vehicles for monitoring described under "Operations" above. Concerns may also be identified by support staff that visit classrooms and interact with families, through communication with parents themselves, or through communication with DOE or other agency staff. Whenever concerns arise, Program Managers, as supervisors and technical advisors, schedule meetings with staff to address the issue and to work out a corrective plan of action including a performance improvement plan. This plan would describe specific tasks or procedures to be implemented, as well as a time frame and a re-assessment date. At the re-assessment meeting, a determination would be made as to whether the issue has been addressed satisfactorily or the time frame for the corrective plan needed to be extended.

Program Managers are also responsible for conducting a performance appraisal with each staff under their supervision on a yearly basis. This is another opportunity for staff and management to look at professional development issues and to identify specific goals and training/support needed to accomplish those goals.

8. Parent Complaints: A Parent Grievance Policy is in place and provided to parents at the beginning of each new school year. Should parent complaints occur, line staff (Family Advocate and Teacher) attempts to resolve the issue with the parent. If the parent is not satisfied with the outcomes of this initial meeting, staff might recommend that the parent contact the Program

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Manager directly, or might recommend having a follow-up meeting to include the Program Manager. If the parent is still not satisfied after the meeting with the Program Manager, the parent is invited to share his/her concerns directly to the Head Start Director. Ultimately, the parent has the right to appeal to the HCAP Board of Directors if she/he feels that the concerns have not been adequately addressed.

Sometimes, the parent group itself has an issue or concern that they want addressed. In these instances, the Family Advocate might call a special parent committee meeting and invite the Program Manager to attend and facilitate. If, after this special meeting, the parent group still has the concern, the Policy Council Representative from the parent group has the right to bring the issue up for discussion and resolution at a Policy Council meeting.

C. Facilities

Oahu Head Start operates programs in a variety of facilities including Department of Education classrooms, churches, City and County of Honolulu/Department of Parks and Recreation sites, military installation sites and other non-profit community-based sites.

The Department of Human Services licenses all Head Start facilities. Facilities on military installations must also pass Federal inspections. All classrooms are handicap accessible and meet all applicable State of Hawaii fire, health, zoning, and building (including ADA) standards.

O'ahu Head Start facilities must also adhere to strict Federal guidelines as described in the Head Start Program Performance Standards and Other Regulations. Performance Standard 1304.53 Facilities, Materials, and Equipment are regulations regarding:

- a) Head Start Physical Environment and Facilities
- b) Head Start Equipment, Toys, Materials, and Furniture

These standards are the requirements for the Head Start physical environment and the equipment, toys, materials, and furniture that support programming for the ages and the individual needs of the children served. Grantee must provide appropriate space for the conduct of all program activities and for specific access requirements for children with disabilities. Our most current Federal Review conducted in May 2005 found O'ahu Head Start in compliance with the Head Start Performance Standards requirements.

O'ahu Head Start is proposing to operate a full day, full year center-based program in the Waimanalo community and a mobile preschool program, "Preschool-on-Wheels" in Windward Oahu to support the State's effort to increase preschool opportunities and meet the needs of homeless families in the community.

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For this project, the classroom will be in an existing Head Start portable classroom that meets State and ADA requirements and is licensed by the Department of Human Services. It is located across the street from the Waimanalo Elementary School in a complex of buildings that house the HCAP Waimanalo Office and the Waimanalo Health Center. The address of this center is 41- 1347 Kalaniana'ole Highway, Waimanalo, Hawaii 96795. The "Preschool-on-Wheels" project will include a teacher and teacher aide setting up at Waimanalo Beach Park and other park pavilions and/or transitional shelters twice a week with a van equipped with age appropriate equipment and materials.

Honolulu Community Action Program, Inc.

III. Personnel: Project Organization & Staffing

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III. Personnel: Project Organization and Staffing

A. Staffing

1. Proposed Staffing

Classroom. The Waimanalo full-day, full-year facility will accommodate a maximum of twenty (20) preschool children. Staff will include one teacher and two assistant teachers, along with parent and/or community volunteers. Minimally, a 1:10 adult/child ratio will be maintained at all times during the hours of operation. Services will be provided from 7:00 a.m. to 5:00 p.m. daily on a year-round schedule, excluding State and Federal holidays and Head Start training days. In addition to the regular teaching staff assigned to the classroom, a support team consisting of a family advocate, nurse, and other health specialists will visit the classroom and provide supplemental services to enrolled children and families, including technical assistance, written resources, training, consultation, and referrals to community agencies.

Community partnerships with various agencies, including the Retired Seniors Volunteer Program, Foster Grandparent Program, DHS First-to-Work and Employment Works Programs, local university and high schools also result in community volunteers who may assist in the classrooms on an assigned schedule. Volunteers are provided an orientation to familiarize them with the Head Start program's philosophy, work expectations, and appropriate code of conduct when interacting with children and parents. Additionally, because parent involvement is a cornerstone of the Head Start Program, parents will be encouraged to use this Head Start classroom as a site for their DHS-related work or volunteer activities. In this way, parents will benefit in several ways -- they will see their children learn and develop, discover new parenting strategies and activities to do with their children at home, and meet their work and/or volunteer requirements. As with the community volunteers, parents will receive an orientation before they begin their volunteer experience. Parents may be asked to help with educational activities, food service, materials preparation, assistance on field trips, and other related tasks. The teacher will supervise and provide guidance and support to all classroom volunteers and will communicate with agency supervisors around performance issues and concerns, if they arise.

Mobile Preschool. The "Preschool-on-Wheels" project will be staffed by a teacher who has been with the Head Start Home Based program for 6 years. A Teacher's Aide will be hired to assist the teacher. Both staff will set up a learning environment in park pavilions and/or transitional shelters and service approximately 10 preschoolers. The teacher and aide will visit these sites 1 - 2 times a week for 2 hours, Monday through Friday excluding state and federal holidays and Head Start training days. Parents will be encouraged to participate with their child in all activities.

2. Staff Qualifications

Head Start Performance Standards require that all program staff have the knowledge, skills and experience they need to perform their assigned duties responsibly. Head Start applicants are screened to assure that only qualified individuals who meet the necessary education and work experience requirements for specific positions are interviewed as potential staff. Teaching staff must minimally meet all DHS licensing requirements, as well as the Oahu Head Start education and experience requirements outlined in position descriptions. These measures ensure that staff is able to provide the necessary services to children and families. Our current policy requires teachers to have an Associate's Degree in Early Childhood Education or a related field. All new assistant teachers who do not have a Child Development Associates Credential (CDA) are required to obtain this credential within three years of their date of hire, and are considered "trainees" ("aides" by the DHS standards) during this time.

For the *Waimanalo classroom site*, the assigned teacher will have an Associate's Degree in Early Childhood Education, with at least 15 years of work experience. At least one of the two Assistant Teachers will have a Child Development Associate's Credential (CDA), with at least 10 years of experience. The second Assistant Teacher assignment is still pending. The Program Manager assigned to this project has a Bachelor's degree in Human Development, with an emphasis in early childhood, and has 21 years of early childhood experience.

The teacher for the "*Preschool-on-Wheels*" project, has a Bachelor of Science degree in Early Childhood Education. Her experience includes 2 years as a Parent Educator for the Early Head Start program and 4 years as a Home Base teacher. The Teacher's Aide to be hired will have a high school equivalent vocational child care training course or participated in a Head Start in-house orientation training course and have some work experience in the field of Early Childhood Education.

3. Supervision and Training

Reference has been made in the previous "Quality Assurance" section (II.B.) regarding the monitoring and supervision of staff, and the administrative support given to the delivery of services within the Head Start Program in general. The same process and procedures will be in place for the Waimanalo project.

The Program Manager will be responsible for the supervision and training of line staff. Goals will be set on a yearly basis as part of the performance appraisal meeting in order to identify professional development priorities and to plan for training opportunities that will improve staff skill level and effectiveness in the program. In addition, training and technical assistance needs will be identified through on-site reviews, feedback from DHS licensing reviews, training needs surveys conducted within the cluster groups, and mid/year-end staff evaluations. The Program Manager will provide resources and support in helping staff work towards their goals, and every

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effort will be made to have staff enroll in university or community college classes, attend community and other government-sponsored workshops/conferences, and join professional organizations to enhance their knowledge, awareness, and skill. The Program Manager and staff development personnel will also coordinate training for staff on a monthly or semi-monthly basis, utilizing in-house staff or other consultants for variety of topics, based on expressed or perceived need. Educational leave and training reimbursement for staff that satisfactorily complete coursework toward their degree will continue to be implemented to support ongoing professional development activities.

As a general practice, all new staff attends an orientation with both the HCAP Human Resources Department and Head Start training staff. This orientation includes agency/program philosophy, services, policies, procedures, the staff person's roles and responsibilities, and how it fits into the "big picture" of the agency. The Manager may ask a more experienced teacher to assist the newly hired teacher transition into his/her new position. A newly hired teacher may also be teamed with a more seasoned assistant teacher. Newly hired assistant teachers also receive ongoing training from their immediate supervisors, the classroom teachers. All staff meets at least once month with their Program Managers for program updates, networking, and cluster training sessions. In this way, new staff can become more familiar with the program and its operations. Program Managers also do weekly site visits for monitoring, observation, and technical assistance purposes. An Operations and Procedures Manual is available to staff in all classrooms and at satellite offices as a reference guide, and staff is encouraged to ask for assistance from their peers, mentor teacher, or their Program Manager.

Pre-service training at the beginning of each new school year, and in-service training on a quarterly basis, is also provided to support staff in their job responsibilities. A Training Committee, consisting of staff and parent representatives and facilitated by the Staff Development Manager and Training Specialist, plans and coordinates the staff in-service training activities for the school year.

B. Organizational Chart

Organization-wide Chart (See Attachment)

The Honolulu Community Action Program, Inc. (HCAP) receives federal funding to administer the O'ahu Head Start Program and other programs which provides services and resources to children and families in the community. The HCAP Board has governance and oversight responsibilities for the agency, and shares responsibilities with the District Councils and the Head Start Policy Council by having representatives from these entities on the Board as voting members. The Executive Management Team consists of the Executive Director, Director of Community Services, Director of Finance, Head Start Director and the Director of Human Resources. The HCAP Executive Director directly supervises the Head Start Director.

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Program Organization Chart (See Attachment)

The Parent Policy Council shares governance and oversight responsibilities with both the HCAP Board and the Head Start Management Team. The Head Start Program has a management team that consists of a Director, three Assistant Directors, five (5) Program Managers who supervise the education staff, two (2) Family & Community Partnership Managers who supervise the Family Advocates, an Information & Technology Manager, Staff Development/Training Manager, and a Facilities Manager. The Managers are the direct supervisors of their respective line staff.

The classroom team consists of a Family Advocate who recruits and enrolls families into the program while the nurse, and other health and disabilities specialists assigned to each cluster, provides health education and services to the children and families. The teaching staff (teachers and assistant teachers) serves as the case managers for their families, and implement an age appropriate curriculum for the children.

The shaded bar on the Program Organizational Chart indicate the line of supervision of the Waimanalo Project and the Mobile Preschool Project, "Preschool-on-Wheels".

Honolulu Community Action Program, Inc.

IV. Service Summary and Outcomes

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IV. Service Summary and Outcomes

A. Scope of Work, Tasks, and Responsibilities

The Waimanalo Head Start classroom will operate Monday through Friday from 7am to 5pm. The center will be closed on all state and federal holidays, and designated Head Start training days. Classroom operations will be monitored by the Program Manager to ensure that state licensing regulations and Head Start Performance Standards, including staffing requirements and regulations for serving children with disabilities, are followed.

The "Preschool-on-Wheels" project will operate Monday through Friday, except on state and federal holidays and Head Start training days. The teacher will work 40 hours per week, for 12 months from July to June assisted by a teacher's aide who will work 30 hours per week for the same time period.

The mobile preschool concept brings age appropriate materials, equipment and activities to preschool children who may not have access to a regular preschool program. In this proposal the teacher and aide will visit park pavilions and transitional shelters two times a week for two hours with a van equipped with materials and equipment suitable for preschoolers. The teacher will set up the equipment and materials at the site and engage children and parents in activities that will enhance children's language, social-emotional, cognitive and physical development. The teacher will also be available to provide Head Start applications, child development information and community resource and referral information to parents.

1. Recruitment, Selection, and Enrollment

Selection for enrollment into the Waimanalo Head Start program will be children, 3 to 4 years of age, whose families fall within the Head Start income guidelines and who are employed, attending school or in employment training. Also included in this target population are children with special needs whose families may or may not meet the income criteria. Selection of families is done according to the priorities defined by the federal regulations and the Policy Council. Priorities include children who are: repeaters -- (children who completed the previous school year and are eligible for another year in the program), referrals from the center team or by specialists, re-enrollees -- (children who were enrolled one day and then moved to another center), children identified as having disabilities, eligible at-risk children (includes CWS, homeless, social or health needs, families with substance abuse, incarceration, transfers from other local Head Start programs), and other children who meet income and age requirements. For this project, age eligible children transitioning from the Job Corps Early Head Start Program, and preschool children residing in the Weinberg Village transitional housing, will be given special consideration.

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Children currently waitlisted will be selected first, once all requirements have been met. Recruitment for this project will be on-going in the Waimanalo community. Children who cannot be enrolled at the present time will be placed on the waitlist and enrolled as vacancies occur.

For the "Preschool-on-Wheels project, parents will be encouraged to complete an application to enroll their preschooler in the nearest Head Start program to their current home. By enrolling the child in the program, Head Start can continue to monitor the child/family's progress and provide services, community resource and referral information where ever they may be on Oahu.

2. Early Childhood Development and Health

Within 45 days of enrollment, children are required to complete health screenings, including physical examinations, growth screenings, hemoglobin, blood pressure, lead screening, immunizations, tuberculosis clearance, and dental examinations. Through the program, children receive developmental, sensory and mental health screenings. Follow-up services are provided, as needed. Throughout the school year, the teaching staff monitors children's growth and development in all areas through on-going observations and assessments. Parents, as partners with staff, are encouraged to share their child's strengths, interests and needs. This information, along with screening and assessment results, enable parents and staff to plan strategies and activities that will best achieve the goals set for each child.

Nutrition: Due to the increasing numbers of children who are overweight or at risk for overweight status in our program, growth screenings are conducted minimally twice a year. Children at risk are identified by the Nutritionist in the program who follows-up with a nutrition assessment of family meals, provides recipe suggestions, refers to WIC program services, and/or recommends follow-up with the child's pediatrician. The Nutritionist also provides written resources for families and conducts parent workshops when requested. Program staff works with the University of Hawaii Expanded Food and Nutrition Education Program to provide families with a 6-week series of workshops on purchasing foods and preparing low-cost nutritious meals. Children learn about good nutrition through books, songs, games, discussions, and field trips, and are encouraged to be physically active through indoor and outdoor gross motor activities. A recently developed inter-agency agreement with the University's Cooperative Extension Services will also result in nutrition education workshops for parents and nutrition curriculum technical support for teaching staff this coming school year. (For this project, additional growth screenings or Body Mass Index (BMI), which is the ratio of weight to height, will be taken and reported on the children at Waimanalo Head Start.)

Dental: Oral health promotion is a strong emphasis within the program, particularly because Hawaii's children rank among the highest in the nation in rates of dental caries. The rate of early childhood tooth decay in five-year-olds in Hawaii is greater than 13%, compared to the national average of 5%. In Oahu Head Start, oral health education is promoted through daily tooth brushing, dental hygiene education activities that include songs, stories, videos and discussions,

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and field trips to the UH Dental Education Center. The "Cavity Free Kids" dental curriculum developed specifically for the Head Start population, is implemented in several classrooms on a pilot basis, and the Colgate "Bright Smiles, Bright Futures" curriculum will be a new resource for staff this coming school year. The program's dental hygienist and nutritionists team together to talk about the relationship of good food and oral health with parent groups and at staff and community groups presentations. Additionally, community partnerships with the Hawaii Dental Association's Dental Samaritans, the "Adopt A Center" program, and the University of Hawaii School of Nursing and Dental Hygiene has resulted in oral health volunteers who do educational activities for classrooms, parents and staff. (For this project children's dental status will be reported each quarter. The report will indicate if the child is receiving treatment, in need of treatment or is currently "okay" and not needing treatment.)

Mental Health: In an effort to promote positive social development in our children and to encourage a more consistent approach among staff to do this program-wide, a behavioral support program plan has been adopted. This program plan integrates developmentally appropriate practices, the "Second Step Violence-Prevention/Social Skills" curriculum, and the "Teaching Pyramid" concept (Center on the Social and Emotional Foundations for Early Learning). The "Second Step" curriculum is in its third year of implementation program-wide. This involves workshops for parents, as well. Behavioral health specialists work with staff and parents to identify behavioral health concerns, and provide support through consultation, training, written resources and referrals to outside professionals and agencies. A mental health professional is also contracted to provide technical support, as needed.

Education: During the first week of the school year, teachers set up their classrooms, review information on enrolled children with the family advocate ("enrollment packet conference"), schedule initial home visits, and meet parents at an Initial Parent Committee (IPC) meeting. The IPC meeting is a time when parents meet the Head Start staff to learn more about: 1) Head Start program services for children and families; 2) school rules and policies; 3) ways parents can become actively involved in the program; and 4) parent's role in their child's education and development. This discussion continues at the initial home visit (IHV) conducted during the first few weeks of school. During this time, information is shared about the Head Start philosophy, services, and program policies. A "Getting to Know You" (Behavioral Health and Wellness Survey) is also completed. This gives staff information about individual children and their needs, parents' goals and expectations, and serves as the program's mental health screening tool. The initial home visit is also a time of relationship building between parent and staff, and between staff and child. Additional home visits are scheduled throughout the year as a vehicle for communication, sharing of concerns, and discussions about children's progress.

During the orientation period at the beginning of the new school year, children and parents spend a couple of hours on specified days, becoming familiar with the staff, the environment and materials, and the daily routines. Children begin full day service with meals (breakfast and lunch), once the orientation period is over. Full-day programs serve an afternoon snack in

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addition to breakfast and lunch. For the purpose of this project, meals will be purchased from the Waimanalo Elementary and Middle school cafeteria.

A developmental screening helps to identify children who may be at risk for, or who may have, developmental delays. If evidence of a screening by the primary physician is not indicated on the child's physical exam form, screening with the Battelle Developmental Inventory is conducted within 45 days of school entry. Developmental screening results may indicate that a child may require a more complete assessment/evaluation in the area(s) of suspected delay(s).

Team meetings are held three times a year to discuss children's progress and any concerns needing follow-up. At the initial team meeting held with center team members and support staff, screening information, staff observations, developmental assessment information (Creative Curriculum), and information gathered from parents at the initial home visit are reviewed and discussed. Staff discusses the strengths and needs of each child and family and develops a draft of an individual plan (Creative Curriculum "Child Progress and Summary Report"). The plan is then shared with parents at the parent/staff conference scheduled within the first two or three months of school. Parents have input into the development or revision of the plan. If any concerns are identified, written consent is obtained from parents for specialists to conduct additional assessments or to refer the child to an educational or medical agency for follow-up evaluation. A follow-up plan for any condition needing further attention is then discussed and developed with parents. In this way, the educational program is individualized for each child, with special attention given to appropriate programming for children with disabilities or other needs that put children at risk for learning. The teacher, as case manager, is responsible for communicating with component staff to promote the timely completion of follow-ups.

Daily and weekly lesson plans (based on the program's use of the Creative Curriculum) reflect the individual plans developed for children and families. It is within these lesson plans that staff addresses learning objectives, as well as children's individual and group needs. Learning objectives include all areas of development, including language and literacy, mathematics, science, creative arts, social-emotional development, physical health and development, and approaches to learning. In addition, health activities (personal hygiene, dental, nutrition) activities and components of the Second Steps Curriculum are integrated into the weekly lesson plans.

Also reflected in these lesson plans are ways parents can be involved in the program. Parents are asked to contribute ideas towards curriculum activities, projects, and field trips. They are also encouraged to volunteer in the classroom or on field trips to the extent they are able, as well as sit on curriculum committees or Policy Council Standing Committees to provide program planning input. When they are unable to be physically present, opportunities are made available for parent involvement through home projects, assistance with materials preparation, contribution of recyclable goods, and other means.

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A mid-year team meeting is held in January/February to review and update individual plans developed for each child and to check on the status of follow-ups being completed by staff. A mid year parent/staff conference is then held. In April or May, a final team meeting is held to discuss overall child progress made and to make recommendations for the summer activities to parents. A final update of the individual plan is written to reflect these discussions, and a final parent/staff conference is held in the home or in the classroom to share the individual plan. A transition plan for children moving on to another program setting is discussed at this time, as well. Children's folders, which include the different services provided during the course of the year, as well as child assessment information, are given to parents at the end of the school year. Parents are encouraged to share this folder with their child's kindergarten teacher as one way to support the child's transition into the new school setting. If the child is returning to the Head Start program the following year, requirements to update the child's packet are discussed with parents at the final parent/staff conference.

The following schedule reflects a typical day for children in a full day program. Because we are proposing to convert the Waimanalo Head Start to a full-day, full-year program, children will now have more opportunities for a variety of activities and experiences.

7:00am Greeting / health check / quiet activities
7:30 Breakfast service / tooth brushing
8:30 Circle time: morning message, singing, sharing, and storytelling
8:45 Centers: free choice of activities, including art, block building, dramatic play center, library center, manipulatives, math/science center, special projects
9:45 Clean up / music or creative movement
10:15 Outdoor play
11:15 Preparation for lunch / lunch service *
12:00pm Story time / quiet reading
12:30 Quiet time / nap
2:15 Snack / table manipulatives
2:45 Outdoor play
3:30 Music or creative movement
4:00 Indoor activities: arts and crafts, projects, manipulatives, reading, journaling
5:00 Departure

*Lunches will be purchased from the Waimanaolo Elementary & Middle School cafeteria. Breakfast and afternoon snacks will be prepared and served by our teaching staff. On days that the cafeteria is closed (extended DOE vacations, DOE Teachers' Institute Day, and semester breaks), lunches will be purchased from other licensed vendors, or the teaching staff will prepare meals approved by the program nutritionists.

3. Transportation

Although transportation services are not provided to and from the center each day, transportation

is provided on field trips. Children are transported on Head Start buses driven by licensed drivers. Head Start buses meet all safety standards, including child restraints, and safety rules are reviewed before the bus leaves the center.

4. Transition

In order to facilitate a smooth transition for children and families, and to ensure as much continuity as possible, staff in both the sending and receiving environments shall collaborate to make whatever accommodations are necessary for the child's success. Head Start staff supports and assists families and children entering from infant/toddler programs or from home, as well as those transitioning from Head Start into the public school system. Staff makes arrangements to share child progress information and often schedule transition meetings to discuss transition planning between the sending and receiving programs. Staff provides information about community agency resources, parents' rights under the Public Law (Individuals with Disabilities Education Act), if a child is eligible for special education services, and activities which parents can use to further promote their child's development at home. Staff also assists families in notifying the public school or other placement of the child's planned enrollment prior to the date of enrollment.

5. Family and Community Partnerships

Family partnership-building is a key activity for Head Start staff. Families are encouraged to utilize existing resources to increase their knowledge, strengthen their skills and broaden their awareness of what is available to them, both within and outside their communities. The following are examples of ways that staff supports and partners with families to create change in their lives.

- Staff supports parents as the primary educators of their children by providing observation opportunities and by serving as role models for parents in order for them to learn good child development practices and to enhance their parenting skills.
- Staff provides parents with information and training on preventive health practices, developmental needs of preschoolers, behavior management, home and money management, transition issues, and other topics based on expressed interests and needs.
- Staff assists parents in identifying their family strengths and needs and in developing a plan of action to meet those needs. A Family Partnership Agreement form is used to document the goal-setting process that staff and parents engage in together.
- Staff distributes Parent Handbooks (a program-developed resource directory), as well as notices of available resources within and outside their immediate communities.
- Staff establishes linkages with mental health and social service agencies to meet the counseling needs of children and families.
- Staff encourages parents to participate in the classroom as volunteers, observers, or paid staff, as well as become involved in Parent Committee and Policy Council activities. These opportunities ultimately increase parents' knowledge and awareness, and strengthen their self-confidence, self-esteem and leadership skills.

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- Staff invites community resource speakers to parent committee meetings and workshops as a way to increase public awareness of the needs of the Head Start community.
- Staff works in partnership with other agencies to prepare parents to be advocates for their children as they transition into the primary school system, and provide education and training so that parents can participate effectively in decision-making related to their children's education.
- Staff encourages parents to attend neighborhood and community meetings and public hearings to gain information, network with others, and have a forum for advocacy.

In addition to the above-mentioned strategies, staff for this proposed project will also encourage parents to participate in the Weinberg Village transitional housing program to address their housing and employment training needs. (please see section on "Experience in Meeting Head Start Program Performance Standards" for more information about community partnerships)

6. Program Design and Management

Program Governance: A formal structure of shared governance through which parents can participate in policy making or in other decisions about the program is established and maintained in the following ways:

- Parent Committees are established for every program option, enabling parents to meet and assist in the development of activities that address their interests and needs, nurture their child's development, and keep them linked to resources in the community.
- The Policy Council, made up of parent representatives from each Parent Committee and representatives from the community, meets monthly with the Head Start management team to network, hear about program updates, share their ideas and concerns, and to approve policies, funding applications, and program initiatives. The Policy Council has policy-making authority and is governed by locally determined by-laws.
- The Policy Council Standing Committees provide another vehicle for Policy Council representatives and other parent representatives to be involved in program development and evaluation activities.
- The Honolulu Community Action Program, Inc. (HCAP) Board of Directors meet bi-monthly to ensure that the Head Start Program is in compliance with Federal Laws and regulations, including the Head Start Program Performance Standards, and all applicable State and local laws and regulations. It is essential that the HCAP Board of Directors understands the Head Start Performance Standards and the role of parents since the Head Start Policy Council and the HCAP Board of Directors share governance responsibilities. The HCAP Board is fiscally and legally accountable for overseeing the Head Start program and its funding.

Management systems: Management systems and procedures are in place to support and manage all of our program services. Through the design and implementation of effective systems for program planning, communication, record keeping, reporting, program self-assessment, and on-going monitoring, Head Start is better able to integrate all aspects of the program and to provide

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high quality services to children and families. Management systems thus serve to support continuous program improvement.

Program planning is the process used to set clear program goals and to define an organized approach to the kinds of services that will be delivered to meet the needs and priorities of a given community. In Head Start, program planning is a dynamic process that involves staff, parents, the Honolulu Community Action Program (HCAP) Board, the Head Start Parent Policy Council and its standing committees, the Health Advisory Committee and other community partners. Data from Community Assessments, Program Self Assessment (parent and staff surveys, Program Information Report, Child Outcomes, Checklists) audits, and federal Triennial reviews are analyzed and serve as the basis for developing program goals and objectives for long and short-term program planning. The planning process also results in a written-year-long plan that describes Head Start's approach to serving children and families, referred to as the "Road Map". The "Road Map" is included in the Master Calendar that staff receives at the beginning of each new school year, and is reviewed on a monthly basis at Policy Council meetings.

Communication systems ensure the timely exchange of information that allows everyone to be knowledgeable about program activities and to make group decisions that promote a quality program. To be effective, information flows to and from parents, staff, HCAP Board, Policy Council and Parent Committees, and community groups through different forms: informal and formal, written, verbal and through tele-communication (phone and email). Interpreters are used for families as needed, by tapping family members, staff and community resources.

Record-keeping and reporting Oahu Head Start uses a specific management information system called the "Head Start Family Information System (HSFIS)". This system allows for timely and accurate reports to be generated, as well as serves as an efficient means of monitoring and tracking information needed in working with children and families. Standardized HSFIS forms are used to provide complete and congruent information and to help simplify the record-keeping process. The HSFIS system also allows the program to document that it is meeting its program requirements, as well as complying with Federal, State and local laws.

Head Start's reporting system enables the program to communicate to funding sources, licensing agencies, governing bodies, and community groups, information they request or require regarding program services and outcomes. The system ensures required reports are submitted to Federal, State and local entities at specific times during the program year. Reports are reviewed by management staff, Policy Council, and the HCAP Board to help in planning and managing program operations and quality assurance. (For the purpose of this project, all quarterly and final Program Progress and Fiscal reports will be reviewed by the Program Manager for monitoring and quality assurance purposes prior to submittal to OCS.)

Program self-assessment enables Head Start to measure its accomplishments, as well as identify areas of strength and areas needing improvement. It enables the program to assess its

effectiveness and progress in meeting program goals and objectives and in implementing regulations. (see section C. Quality Assurance and Evaluation)

Ongoing monitoring is a process that involves analyzing program reports, self-assessment findings, written plans, and other important documents or sources to determine whether program services and fiscal operations are in compliance with regulations. (see section C. Quality Assurance and Evaluation)

Facilities, Materials and Equipment: Head Start staff ensures that the physical environment supports the delivery of high quality services to children and families. Facilities, materials, and equipment are selected and maintained to create a learning environment that is safe, accessible, comfortable and welcoming. Attention is also given to ensure that the physical environment is both age-appropriate and culturally sensitive in addressing the individual needs of children and families and the particular features of the community.

The Department of Human Services (DHS) is the State agency responsible for the licensing of childcare facilities. Licensing workers conduct annual site visits to classrooms to determine if the child care program is in compliance with State requirements with regards to administration, staffing, staff qualifications, health standards for children and staff, and environmental health standards, for example.

The selection of equipment, toys, materials and furniture for children has a direct impact on their overall learning and development. In order to meet educational objectives and to address individual needs, equipment, toys, materials and furniture are selected to match the developmental levels, interests, temperaments, languages, cultural backgrounds and learning styles of children in the program.

For this project, the classroom site selected is Waimanalo Head Start. This center has been licensed by DHS and has been in operation since December 1991. Due to the transient nature of homeless families, a specific sites for the Mobile Preschool project will be determined as the start of the project nears.

B. Timeline of Program Activities

Below is a matrix showing the goals, objectives, start dates and completion dates of activities and reports for this project.

The family assessment will identify the family's current needs and may result in generating a HSFIS Activities and Service Delivery Tracking (ASDT) form to monitor family activity or services requested, or a HSFIS Individual Family Partnership Agreement (IFPA) to monitor family goals. For this project, we will identify the household income of each family at enrollment and at the end of the year. The information will be reported in the first quarter report

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and the final report for comparison purposes. The family status report is the activity the family members are engaged in, such as work, school or job training. The data will be reported quarterly.

The child screening and assessment will assist staff with early identification of any health or developmental concerns. The information will also assist staff and parents to plan strategies and activities to accomplish goals set for individual children. Children's progress will be documented on the Creative Curriculum "Child Progress and Summary Report". For this project, the dental information of each child, whether they are receiving treatment, in need of treatment, or do not need treatment, will be reported each quarter. Children's growth screening or (BMI) results will also be monitored and reported each quarter.

First Quarter:

Goal	Objective	Start date	Completion date
Full enrollment	Begin recruitment	January 1, 2008	On-going
	Enroll 20 children	June 1, 2008	July 31, 2008
Complete staffing	Hire/transfer qualified staff	July 1, 2008	July 15, 2008
Family Assessment	Complete a family needs assessment	August 1, 2008	August 15, 2008 or within 2 weeks of enrollment
	Complete Individual Family Partnership Agreement (IFPA)	August 1, 2008	September 1, 2008 or within 30 days of enrollment
	Complete assessment of household income	August 1, 2008	September 1, 2008
	Complete family status report	August 1, 2008	September 1, 2008
Child Screening and Assessment	Complete health screenings (including growth, vision, hearing and dental)	August 1, 2008	October 15, 2008
	Conduct developmental assessment	September 1, 2008	November 1, 2008
	Complete 1 st Child Progress Report	November 1, 2008	December 15, 2008
Summary of program progress and financial status	1 st Quarter report <ul style="list-style-type: none"> • Program Progress • Financial 		December 31, 2008

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Second Quarter

Goal	Objective	Start date	End date
Family Assessment	Complete family status report	February 1, 2009	February 28, 2009
Child Assessment	Complete 2 nd Child Progress Report	January 1, 2009	February 28, 2009
	Complete growth screening (BMI)	February 1, 2009	February 28, 2009
	Complete dental service survey	February 1, 2009	February 28, 2009
Summary of program progress and financial status	2 st Quarter report <ul style="list-style-type: none"> • Program Progress • Financial 		March 31, 2009

Third Quarter

Goal	Objective	Start date	End date
Family Assessment	Complete family status report	May 1, 2009	May 31, 2009
Child Assessment	Complete 3rd Child Progress Report	April 1, 2009	May 31, 2009
	Complete growth screening (BMI)	May 1, 2009	May 31, 2009
	Complete dental service survey	May 1, 2009	May 31, 2009
Summary of program progress and financial status	3rd Quarter report <ul style="list-style-type: none"> • Program Progress • Financial 		June 30, 2009

Final Quarter

Goal	Objective	Start date	End date
Family Assessment	Complete family status report	July 1, 2009	July 31, 2009
	Complete assessment of household income	July 1, 2009	July 31, 2009
Child Assessment	Complete final Child Progress Report	July 1, 2009	July 31, 2009
	Complete growth screening (BMI)	July 1, 2009	July 31, 2009
	Complete dental service survey	July 1, 2009	July 31, 2009
Summary of program progress and financial status	Final report <ul style="list-style-type: none"> • Program Progress • Financial 		August 31, 2009

Timeline narrative of program services

Oahu Head Start will enroll, screen, assess, provide services, and monitor the progress of children and families in this project.

- 20 children will be enrolled in the Waimanalo Head Start by July 31, 2008.
 - Staff servicing the Waimanalo community will begin recruiting children for this project immediately. Children currently on the waitlist will be selected first, once all requirements have been met. All eligible children who are not selected for enrollment will be placed on the waitlist and enrolled as vacancies occur.
- Staff will meet with families to complete a family needs assessment within two weeks of enrollment in the program.
 - A “HSFIS Activities and Service Delivery Tracking (ASDT)” form will be generated to monitor family needs and requests for services.
- Staff will assist parents in identifying personal and/or family goals and objectives and will complete a “HSFIS Family Partnership Agreement (IFPA)” form within 30 days of enrollment.
 - The Family Advocate monitors and updates the IFPAs as families achieve their goals and generates a new IFPA as new family goals are identified.
 - (For this grant, the Family Advocate will work with community agency/program staff at the Waimanalo Weinberg Village, Hawaii Job Corp, PACT Early Head Start, Waimanalo Health Center, and DOE) to address family needs and/or assist families in working towards achieving their personal and/or family goals.
- Upon enrollment, the household income and family status will be identified.
 - Information on the household income will be included in the first quarter and final report.
 - Family status which indicates if the family members are employed, attending school or in a training program, will be monitored and reported quarterly.
- Health screenings will be completed within 45 days of enrollment (October 15, 2008).
 - Data on children’s health from previous years has shown a rise in the number of preschool age children with dental caries and an increase in the number of children identified as being overweight. Because of these concerns, we will be tracking and the following data on the quarterly and final reports:
 - Growth screening (BMI) status will be completed three times during the school year to monitor underweight and overweight children. Data will be included in the quarterly and final reports.
 - Dental status report will include:
 - Children who are in need of dental treatment
 - Children who are receiving dental treatment
 - Children who have completed dental treatment
 - Health Specialists will monitor and follow up on all health screening requirements using the “HSFIS Activities and Service Delivery Tracking (ASDT)” form. The ASDT forms are reviewed by Program Managers and discussed at team meetings as a method of ongoing monitoring of service delivery.

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- The teaching staff will complete a developmental assessment on the children by November 1, 2008.
- Staff will begin meeting with parents from early November to discuss and develop their child's written individual.
 - The Creative Curriculum "Child Progress and Summary Report" will be used to document children's goals and progress.
- Staff will meet with parents between February and March and again between May and June to discuss their child's progress and plan activities and strategies to assist children to achieve new goals.
 - Strategies and goals will be written on the "Child Progress and Summary Report".
 - If a concern should arise, staff will meet with parents immediately to explain the concern and discuss possible strategies or plan of action to be taken. An ASDT may be generated to monitor any service delivery requested by the parent.

8. Performance outputs and outcomes

Waimanalo Head Start

Performance Outputs and Outcomes	Estimated Numbers
Total Enrollment	20
Children	20
Families	20
Enrollment of Children by Program Option	0
Full Day	20
Part Day	0
Children Who Received Physical Examinations	20
Children Who Received Medical Treatment	2
Children Who Received Dental Exams	20
Children Who Received Dental Treatment	2
Children with Up-to-Date, or All Immunizations	20
Children with Health Insurance	20
Children Professionally Diagnosed with Disability	2
Children with Disability Who Received Services	2
Children with Mental Health Problems	2
Children Who Received Mental Health Services	2
Families Who Participated in a Goal Setting Process Leading to Individualized Family Partnership Agreement	20
Parents/Guardians Who Received Job Training/School Services	10
Total Parents/Guardians Employed	10

“Preschool-on-Wheels” Project

Performance Outputs and Outcomes	Estimated Numbers
Total Enrollment	5
Children	5
Families	5
Transition of Children into a Head Start program	3
Link families to a medical home	3
Link children to receive physical examinations	3
Link children to receive immunizations	3
Link children to dental facility to receive dental exam	2
Link families to agency to receive Health Insurance	3
Link children with mental health problems to appropriate agency	2
Link families to appropriate agency to receive child care subsidies	1
Families Who Participated in a Goal Setting Process Leading to Individualized Family Partnership Agreement	5

All of the performance outputs identified for this project are documented in the Head Start Family Information System (HSFIS). The system is used to monitor program service delivery and ensures that outcomes are achieved.

Enrollment

Of the 40 full-day, full-year slots available in the Waimanalo community, all are currently filled. The current State grant to convert 20 part-day, part-year slots to 20 full-day, full-year slots will reduce the waiting list in Waimanalo. Recruitment for children is a year round, on-going process so these numbers will probably go up within the next few months as more families are find employment, return to school or seek job training.

Child health assessment

As mentioned earlier in this section, children will receive all necessary health screenings within 45 days of enrollment.

- o The nurse will generate a “HSFIS Activity and Service Delivery Tracking (ASDT)” form with tickler dates for children who enter the program needing health screenings to be completed. The ASDT will be used by the staff to monitor and/or identify any barriers, such as needing a medical home or medical insurance, which might hinder parents from completing the screenings within the timeframe. Once barriers are identified, staff will

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assist parents in addressing the issue(s). The ASDT form will also be used to monitor other health needs such as immunizations, dental treatment, referrals to other agencies for follow-up, evaluations and/or services. The Program Manager reviews and monitors the ASDTs and discusses them at team meetings.

- If children are identified as needing special education services, a "HSFIS Child Development Issues" form is generated. This form also documents eligibility for children with disabilities who have not yet enrolled in the program. The "HSFIS Child Development" form documents that a child has an Individual Education Plan (IEP), either developed by the DOE or the Head Start program. Family Notes are used to monitor interactions with families, and the ASDT is used to monitor service delivery.
- Children suspected of having mental health issues identified during the initial mental health screening are referred to the Behavioral Health Specialist and monitored using the ASDT form. A "HSFIS Child Development Issues" form is generated for children needing mental health services and the "HSFIS Child Development" form documents if an IEP is developed.

Family assessment

For this project, a primary focus will be on assisting families in achieving their goals

- A "HSFIS Individualized Family Partnership Agreement (IFPA)" form is used to identify and monitor progress towards accomplishing family goals and objectives, which may include more schooling, job training or better paying job.

Honolulu Community Action Program, Inc.

V. Financial

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V. Financial

A. Budget Forms (See Attachment)

B. Budget Justification

1. Personnel

Two part-day/part-year (PDPY) employees currently work at our Waimanalo Head Start Program. To extend the hours of service to families, the employees will need to work full-time, 40 hours per week. A full-day/full-year (FDFY) program also runs year round, creating additional costs. A third Assistant Teacher is needed for the center to maintain an appropriate teacher/child ratio throughout the 7:00 a.m. to 5:00 p.m. day. The three full-time employees will be paid according to allocation chart listed below.

For the mobile preschool project, a teacher and teacher's aide will be hired. The teacher will work full-time, 40 hours per week and the Teacher Aid, 30 hours per week. Both will work a year round schedule. The salary allocation to the grant is listed below.

Data from the Hawaii's Employer's Council (HEC), the State of Hawaii Department of Education (DOE), and Monster.com was used as a wage study. Verbal information from Kamehameha Schools was also confidentially shared for wage comparability purposes. It is the intent of HCAP Oahu Head Start to recruit and retain highly professional, well-trained employees in order to provide the highest quality program possible to our Head Start families. To do this, we need to maintain salaries that are competitive with other programs in the state.

Staff Salary Allocation Chart

Title	Hours	Annual Salary	Charged to Head Start	Charged to the project
1. Teacher II - Waimanalo	40/wk	\$39336.00	75% -	25% = \$9,834
2. Assistant Teacher - Waimanalo	40/wk	\$29,952	100%	-
3. Assistant Teacher - Waimanalo	40/wk	\$25,356	100%	-
4. Teacher II - Mobile Preschool	40/wk	\$32028	-	100% = 32028
5. Teacher Aide - Mobile Preschool	30/wk	\$10958	-	100% = 10958

TOTAL = \$52,820

The HEC Pay Rate Survey shows that our Teacher II pay rate is above entry level for our HCAP program, but is above mid-range for other non-profits. The Assistant teachers' salaries are also above entry level for our HCAP program, and close to mid-range for our other non-profits.

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2. Fringe

HCAP fringe benefits amount to 29.5% of an employee's salary. The break down of the 29.5% is as follows:

Payroll Taxes & Assessments Fringe Benefits	Percent of Salary	Total
Social Security	7.65%	\$4,041
Unemployment Insurance	3.05%	1,611
Worker's Compensation	1.45%	766
Temporary Disability Insurance	1.25%	660
Health Insurance	8.10%	4278
Retirement	8.00%	4226
TOTALS	29.5%	\$15,582

3. Travel

No travel monies are being requested in this grant application

4. Supplies

Our goal is to provide age appropriate materials, equipment and activities to children who may not have these opportunities on a regular basis. Funds from this grant will provide the mobile preschool van with age appropriate materials and equipment to advance children's knowledge and skills in all developmental areas.

5. Contractual

No contractual monies are being requested in this grant application

6. Other (Program Activities)

Many families cannot afford to send their children to a FDFY classroom. Parents who have a safe nurturing place to leave their children for the day feel more at ease and less anxious about their children while they work, look for jobs, or training. Families often need more than the PDPY four-hour program.

Waimanalo Head Start is located very near to the Weinberg Village in Waimanalo, a temporary housing facility. These families often have pre-school children who would benefit from a daily structure, including balanced meals, social-emotional support, and a chance to "be a kid". We would like to use some grant monies to provide scholarships to the children of these families, as well as other families in our program who are not eligible for state subsidies. For this **Program Activity**, we propose to sponsor two children's slots for three (3) months which equals to six slots of \$380. This equals to **\$2,280**. Because of the transient nature of these potential families, we are funding slots instead of specific children.

7. Indirect Charges

No indirect charges are being requested in this grant application.

C. Other Financial Related Materials

1. Accounting System

The following is an "Organizational Profile" which reviews quality assurance and evaluation for the Honolulu Community Action Program. It is followed by our current audit report which describes the many grants and contracts our fiscal department maintains with accurate procurement and financial records required by law, the state purchasing agency, or the State Procurement Office.

Organizational Profile

For forty years HCAP has effectively and efficiently managed grants, funds and donated contributions to meet the growing needs of local recipients and their families. Governance for policy and procedures to maintain program objectives is achieved through implementing and reviewing accounting practices in accordance with generally accepted accounting principles.

- HCAP's Board of Directors provides the governance, strategic direction and fund development to ensure program compliance for each fund with continued assessment of recipient's needs for program changes.
- Technology provides the tools to accurately track the detail of expenditures and revenues for cost benefit analysis and for reporting purposes.
- HCAP provides education and training to staff on related fund topics. Educational funds are available to staff for educational purposes for career development.
- Communication is encouraged and welcomed in HCAP at all levels. Regular department meetings, as well as cross-sectional meetings, are held to discuss current and future topics.

In addition to internal governance, external examiners perform an assessment of external compliance, as well. The external audits are performed by both independent auditors and grantor monitors. An organization-wide audit is conducted annually by a certified public accounting firm in accordance with applicable auditing standards which meet the A-133 Standards for Audit of Governmental Organizations, Programs, Activities, and Functions.

All grants are managed in accordance with HCAP's mission statement. Grant management, including, but not limited to, program operations, review of systems, contract management, reports, compliance with equal employment opportunity and grievance procedures, is the responsibility of the Deputy Director.

The Executive Director is responsible for ensuring contract compliance. Operational responsibility for human resources and fiscal services are assigned to the appropriate departments. The Director of Finance is responsible for updating financial management policies

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and procedures. HCAP's Administrative Policies and Procedures Manual ensure program quality and consistency throughout the agency.

HCAP staff conducts screening and application processing to determine client eligibility. They follow procedural guidelines to ensure programmatic guidelines are upheld. HCAP administration conducts routine audits to ensure districts centers comply with grant guidelines. HCAP Board of directors review quarterly progress reports generated by our fiscal department to ensure the program is adhering to its proposed timeline, milestones, budget, and program goals. Administration addresses problems that may arise, and streamlines procedures to achieve more effective and positive outcomes.

2. Need for Funding

Converting a part-day/part-year (PDPY) program to a full-day/full-year (FDFY) program obviously creates additional expenses in order to provide a high quality program. In addition to the increased personnel costs, (depicted in the *Personnel* section), there are everyday supplies, wear and tear of equipment, extra food costs, etc. HCAP Oahu Head Start researched what would be needed to provide a program that would allow us to "break even" operationally. The \$380 per child per month tuition that we charge is a very low cost in comparison with other programs in the state of Hawaii. Tuition fees are needed to run a FDFY program. We do not have the capacity to award "free" scholarships. This grant will enable us to develop a scholarship program in order to help families help themselves. More and more full-day programs will be needed in the future to service families. A tuition scholarship program to help families afford childcare as they move off of welfare and into the workforce will contribute to families' success.

The services proposed in this application will cover two (2) projects. The Waimanalo project will be part of a larger project supported by our FDFY HCAP Oahu Head Start Budget while the "Preschool-on-Wheels" project will be supported by this grant. As indicated on the Staff Salary Allocation Chart, the Waimanalo Head Start teacher's salary will be allocated 75% to Head Start and 25% to this grant. The two (2) Assistant Teachers' salaries will be 100% to Head Start. The "Preschool-on-Wheels" teacher and teacher assistants' salaries will be funded 100% by this grant.

3. Cost Effectiveness

The Waimanalo Project will accommodate the needs for another Full-Day/Full-Year Child Care classroom in the community and the need for funding as explained above. The use of the existing classroom eliminates the initial startup costs for any new project.

The "Preschool-on-Wheels" project will provide opportunities for a growing number of homeless preschool aged children to engage in age appropriate activities. These activities will be geared toward the development of skills and knowledge to prepare these children for entry into kindergarten. Due to the transient nature of these families, a strong emphasis of the program will

Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

be to enroll these children and families into a Head Start program option for continued monitoring in the Head Start system. By doing so, Head Start can continue to track these children and families where ever they relocate to and continue to monitor their progress, provide them with resources, services and/or referrals as they are needed.

Honolulu Community Action Program, Inc.

VI. Other

**Honolulu Community Action Program, Inc.
33 South King Street, Suite 300
Honolulu, Hawaii 96813
Ph: (808) 521-4531
Fax: (808) 521-4538**

Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

VI. Other

A. Litigation (See Disclosure of Litigation)

B. Licensure or Accreditation

Copy of Center License


Applicant: Honolulu Community Action Program, Inc.
Expansion of Head Start Services

TO: Office of Community Services

SUBJECT: Disclosure of Litigation

DATE: November 1, 2007

The Honolulu Community Action Program, Inc. is not part of any pending
Litigation at this time.



Joan P. White
Executive Director

STATE OF HAWAII
DEPARTMENT OF HUMAN SERVICES
BENEFIT, EMPLOYMENT AND SUPPORT SERVICES DIVISION

WAIMANALO HEAD START

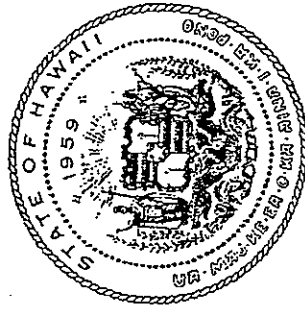
is hereby granted a

Certificate of Approval

to operate a child care center at 41-1347 Kalanianaʻole Highway, Waimanalo, Hawaii 96795
for children not to exceed 20 in number. Said children shall be over 2½ years
of age and under 6 years of age. This certificate is issued in accordance with

Section 346-161, Hawaii Revised Statutes, 1985, for the period
beginning July 21, 2007 and ending April 24, 2009

unless sooner revoked for cause



LILLIAN B. KOLLER

Director, Department of Human Services

BY *Lillian B. Koller*
Administrator

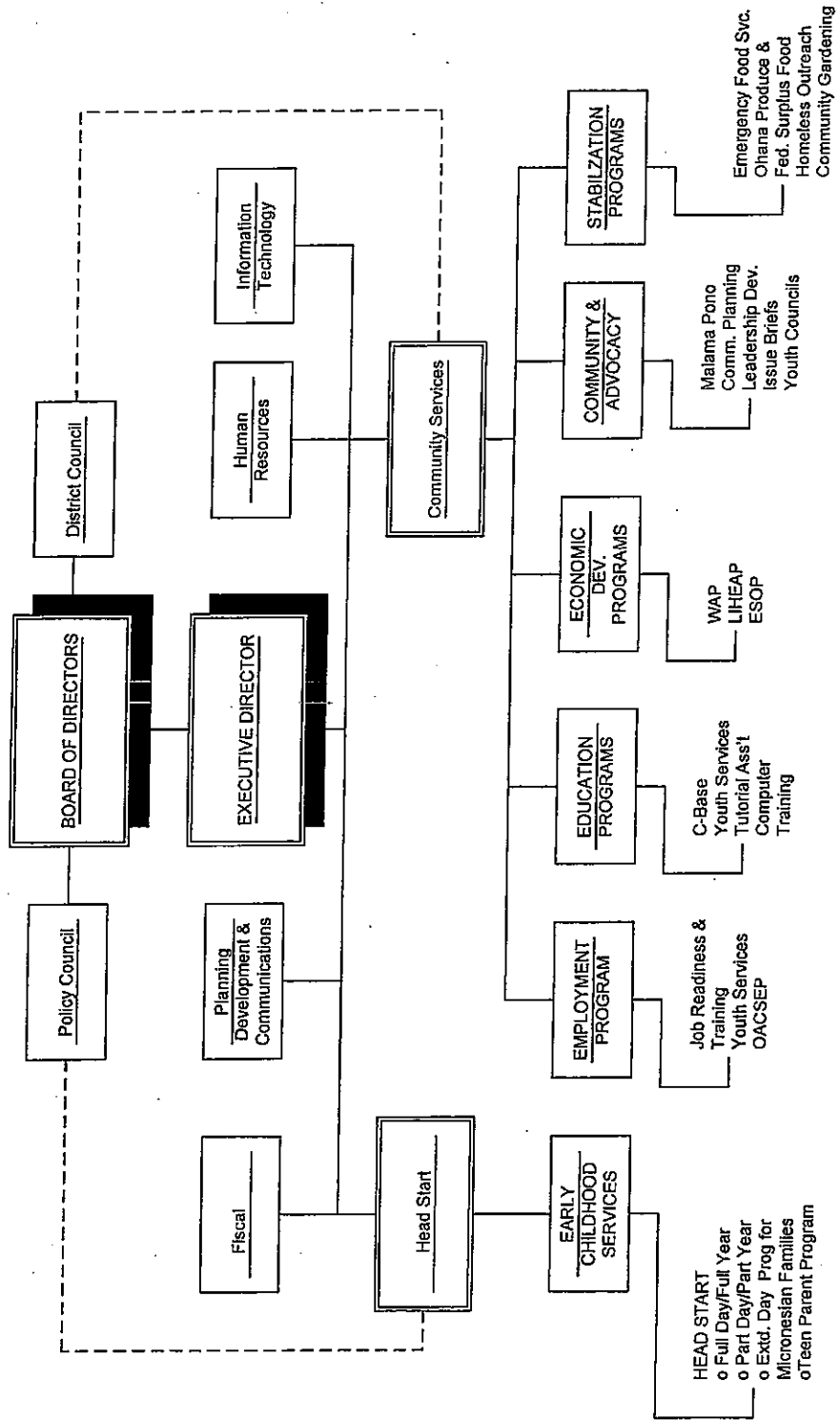
Honolulu Community Action Program, Inc.

VII. Attachments

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33 South King Street, Suite 300
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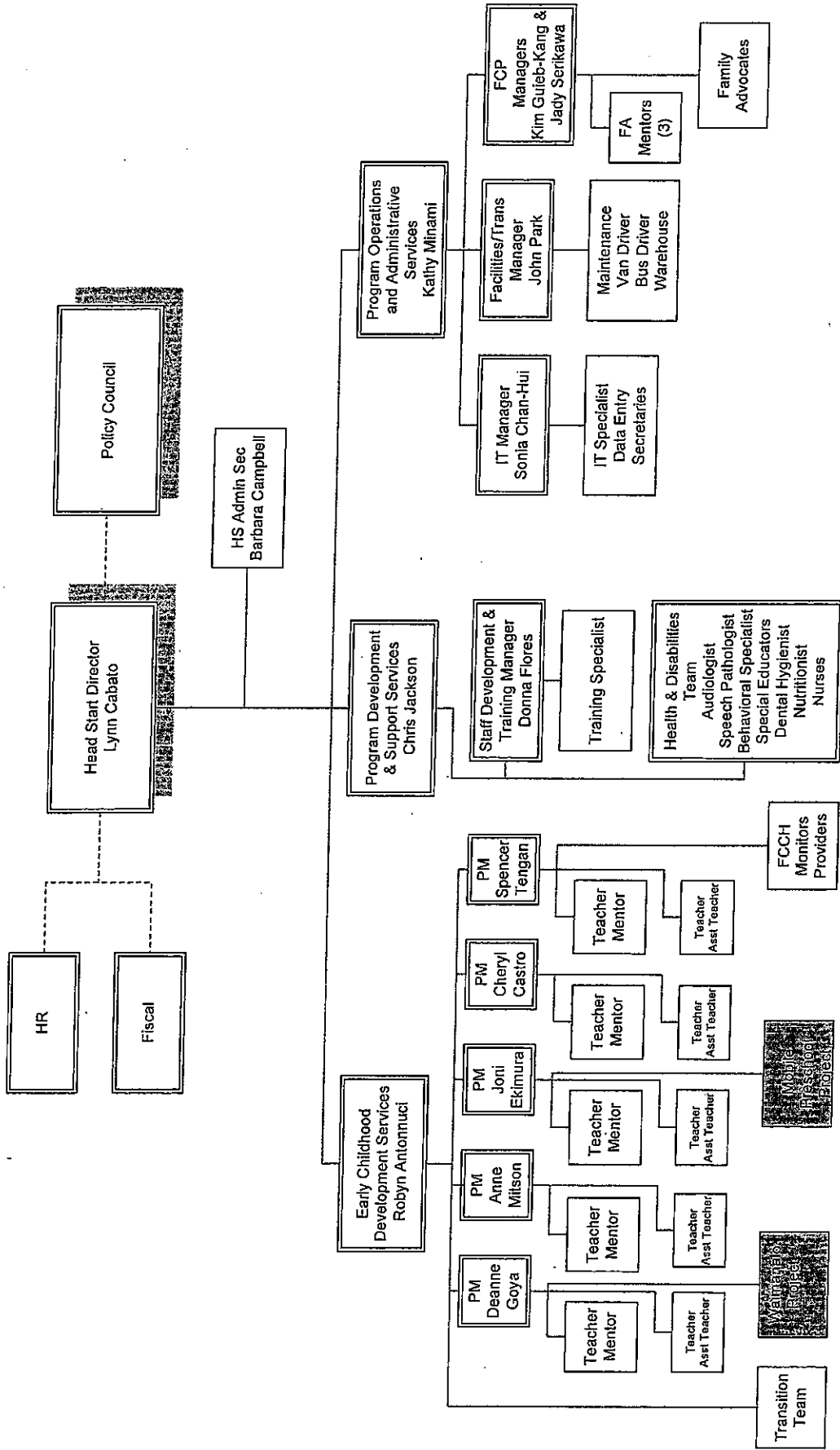
HONOLULU COMMUNITY ACTION PROGRAM, INC.

September 20, 2007



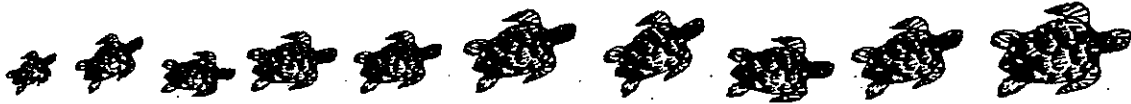
Oahu Head Start Organizational Structure

10/30/2007



Weinberg Village Waimanalo

Moving Families Forward to a Better Life



July 17, 2006

Ms. Lynn Cabato,
O'ahu Head Start Director
Honolulu Community Action Program
1109 Maunakea Street, 2nd floor
Honolulu, HI 96817

Dear Ms. Cabato,

Holo Loa'a Inc., managing agency for Weinberg Village Waimanalo, is pleased to support O'ahu Head Start in seeking supplementary aid to provide additional slots for full day services.

As you know, Weinberg Village Waimanalo is a service enriched transitional housing program for homeless families. One of the biggest challenges that our parents face is the critical need of competent full-day, full-year preschool and daycare services for their children. Our parents are required to enroll in school, go to job training or work full time to advance their position and become self-sufficient. Over the last year, approximately 8 of Weinberg Village Waimanalo children have received preschool services from your wonderful program. We understand that there is currently a substantial waitlist for full day, full year services in the Waimanalo area, validating the need for more full-day slots.

Through our continued partnership with the O'ahu Head Start program, Weinberg Village Waimanalo has been successful in providing preschool childcare for our families in transition. Your continued support of Weinberg Village Waimanalo to help us house more homeless families is gratefully appreciated. Thank you for continuing to refer families in need of housing to us.

Holo Loa'a Inc. is pleased to support and provide referrals to your Head Start program while also providing services to young adults who seek continued education, job training and employment.

Should you have further questions, please feel free to contact me.

Sincerely,

Holly Holowach
Program Manager

Holo Loa'a, Inc.
41-490 Saddle City Road
Waimanalo, HI 96795

Phone: 808-259-6658
Fax: 808-259-5303
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