

House District \_\_\_\_\_

Senate District \_\_\_\_\_

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

Log No: \_\_\_\_\_

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 (LEAVE BLANK IF UNKNOWN): \_\_\_\_\_

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): \_\_\_\_\_

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Db: Kaua'i Economic Opportunity, Inc

Street Address: 2804 Wehe Road, Lihue, HI 96766

Mailing Address: Same

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name \_\_\_\_\_ ALFRED NEBRE, JR.

Title \_\_\_\_\_ Youth Service Director

Phone # \_\_\_\_\_ (808) 245-4077 ext. 238

Fax # \_\_\_\_\_ (808) 245-7476

e-mail \_\_\_\_\_ keo@keoinc.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

ANTI-BULLYING & SUICIDE PREVENTION PROGRAM

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: \$ 91,185

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ \_\_\_\_\_

FEDERAL \$ \_\_\_\_\_

COUNTY \$ \_\_\_\_\_

PRIVATE/OTHER \$ \_\_\_\_\_

\_\_\_\_\_  
FUJIUCHI CHIEF EXECUTIVE  
NAME & TITLE

6/30/13  
\_\_\_\_\_  
DATE SIGNED

COPY

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**CHIEFESS KAMAKAHELEI MIDDLE SCHOOL**  
***Anti Bullying & Suicide Prevention Program***

**I. BACKGROUND & SUMMARY**

**Kaua`i Economic Opportunity, Inc.**, is a 501(c)(3) non-profit community action agency that was chartered on March, 16, 1965 with a goal of alleviating the low-income individuals and families on Kaua`i from conditions of poverty and assist them in attaining a status of social and economic self-sufficiency. It is currently administering 30 projects and programs that address the needs of un-served and under-served persons including school youth who are potentially at risk of substance use and drug abuse. KEO has received more than 70 million dollars in grants from Federal, State, County, and Private Sources that are disbursed in accordance with the highest standard of fiscal management. Outstanding audit reports of agency accounts over the years are testimonials to its high esteem and integrity in regards to disbursement of funds.

Kaua`i Economic Opportunity, Inc and its partner, Chiefess Kamakahahelei Middle School will strive to prevent Anti Bullying & Suicide among at-risk youth at CKMS. This will include Peer *Mediation* and *homework assistance* services.

Chiefess Kamakahahelei Middle School have an enrollment of over 1,200 students, of which, 41 % come from middle income families that participate in the free lunch school program. Seventy students have been identified to be in danger of academic failures their operations are supported by 315 teachers and staff that provide both educational and counseling services through regularly scheduled appointments, group counseling, classroom guidance, walk-in counseling and post suspension counseling. The schools are participating in the Effective Behavior Support Initiative, which is a systems-focused and data-driven approach to behavior management. The school climate committee is especially concerned with the number of referrals occurring during the “free time” periods of the day when *youth supervision* is minimal. Alcohol, Tobacco, and Other Drugs problems exist in a seriously alarming level on the Island of Kaua`i and there is evidence which shows that youth in the 6<sup>th</sup> through 8<sup>th</sup> grades are at risk and highly vulnerable. These findings show the need for steps to be taken if we are to address the problems of bullying, *substance use* and *drug abuse and suicide*.

The target populations of this program are the grade 6<sup>th</sup> through 8<sup>th</sup> middle school students at the Chiefess Kamakahahelei Middle School where the program will be sited. The project will involve a total of 40 students and their parents in two cohorts of 20 per group over a period of one year. Chiefess Kamakahahelei School is well documented. Students are at risk during the unsupervised hours of 1:40 to 6:00 PM, the time when school lets out for the day and before their parents return home from work. The project’s primary goal is to stem Substance abuse, Anti Bullying & Suicide prevention among the target group, by introducing an intervention strategy that provides them with protective skills and knowledge that last a lifetime. The **goals** of the program are: [a] Reduce risk factors, [b] Enhance protective and resiliency factors, and [c] Strengthen family relationships, and the **objectives** are: [1] Improve school functioning, [2] Improve family functioning, and [3] Improve Life Management Skills, for the 40 students.

**The Central Kauai Area** where Chiefess Kamakahahei Middle school is located is home to almost 23,000 residents in the neighborhoods served by the Kauai High School complex including Koloa, Poipu, Lihue, Puhi and Hanamaulu as well as parts of Eleele and Kalaheo. The median age of 39.8 is in the highest 20% of communities in the State, as is the percentage of senior citizens over the age of 65. A relatively high proportion of senior citizens, more than one-third live alone. The ethnic makeup of the residents in Central Kauai is similar to the rest of the Hawaii except that Filipinos are found here in a higher proportion than 80% of the communities Statewide. Only about 18% of the residents identify themselves as Hawaiian or Part-Hawaiian, slightly less than the State average. The neighborhoods of Central Kauai are relatively stable. More than 60% of the residents have lived in the same house for 5 years or more, and more people own their own homes than in half of all communities Statewide. The per capita income is about the average for the State, and the unemployment level is lower than State and County levels. Although this area ranks low for the percentages of adults who have high school diplomas or college degrees than 90% of the communities Statewide, and 3<sup>rd</sup> graders do better on the SAT math and reading tests than students from more than half of the other communities. The data for most other indicator of child and family well-being in Central Kauai are similar to the State as a whole.

## **II. Service Summary and Outcomes:**

Chiefess Kamakahahei Middle School substance and drug abuse prevention and reduction program will be administered by KEO.

**The Chiefess Kamakahahei Middle School project will consist of the following programs,**

**Anti Bullying & Harassment program.** This program can happen to any student. All it takes to become a target of bullying is for a student to be perceived as different, offbeat or not conforming to what's "normal". When a student are bullied because of legally protected characteristics, such as disability, actual or perceived sexual orientation, gender or race, the behavior is considered harassment. Without intervention, students who fall into the roles of bully or target are at higher risk for truancy, mental health challenges, drug and alcohol abuse and suicide. In schools where bullying and harassment are tolerated, fear, aggression and violence can become the cultural norm. Bullying is serious. Bullying is different from playing around or peer conflict. It occurs when a student, or group of students, intentionally and repeatedly try to get power over or hurt another student. It happens in four main ways.

- Physical bullying, when a student uses physical force to hurt another student by hitting, pushing, shoving, kicking, taking a student's belongings or stealing their money.
- Verbal bullying, when a student uses words or gestures to humiliate another student by threatening, taunting, intimidating, insulting, sarcasm, name-calling, teasing, slurs, graffiti, put-downs and ridicule.
- Relational bullying, when a student isolates another student from their peer group through leaving them out, gossiping, spreading rumors and scapegoating.
- Cyber bullying, when a student uses a cell-phone, text messages, e-mails, instant messaging, chats and social networking sites to bully another student in any of the ways described above.

**Drug Abuse Reduction and Prevention Project, Anti Bullying & Suicide Prevention** will provide services to the 6<sup>th</sup> through 8<sup>th</sup> grade youths at this location. The project will add new service in the Lihue area that is currently underserved. Access to services will be facilitated through improved linkages with other organizations. This site will receive Life Skills training, mentoring, and homework assistance approach for youth as a means to address the substance use and drug abuse problems in both program sites.

The target population for these projects includes Hawaiian, Filipino and Asian/Pacific Islander males and females in the 6<sup>th</sup> through 8<sup>th</sup> grades who are at risk for substance abuse. Risk factors encompass psychological, behavioral, family and social characteristics. This often involves chaotic home environments, poor social coping skills, poor academic performance, negative peer pressures, and perceptions for approval of drug-use. The target youths are part of an underserved population residing in Kaua'i. In addition to the need for effective prevention and reduction services, there is a dearth of research in this area.

The project will use Life Skills Training, which is designed for middle school students and addresses the risk and protective factors, outcomes, and service gaps more accurately than any of the other models currently available. It is exceptionally flexible, easy to implement after initial training, and cost effective. Specifically, it provides: [1] **drug resistance skills**, enables young people to recognize and challenge common misconceptions about tobacco, alcohol and other drug use. Through coaching and practice, they learn information and practical ATOD (ALCOHOL, TOBACCO, AND OTHER DRUG) skills for dealing with peers and media pressures to engage in ATOD use [2] **personal self-management skills**, teach students how to examine their self-image and its effects on behavior; set goals and keep track of personal progress; identify everyday decisions and they may be influenced by others; analyze problem situations, and consider the consequences of each alternative solution before making their decisions; reduce stress and anxiety, and look at challenges in a positive light, and teaches [3] **general social skills** to youth in the middle school age bracket, to overcome shyness, communicate effectively and avoid misunderstandings, initiate and carry out conversations, handle social requests, and recognize that they have choices other than aggression or passivity when faced with tough situations. As a science-based program, Life Skills combats the primary underlying causes of substance abuse.

Daily procedures of the program include: (1) Preparing daily lessons, (2) Preparing daily activities (3) Providing case management/monitoring as needed, (4) Getting the program room ready, (5) Providing tutoring and academic guidance, (6) Providing a nutritious afternoon snack, (7) Teaching Life Skills Program materials, (8) Teaching teamwork and peer group skills in the classroom, (9) Providing social skills counseling through role playing and gaming, (10) Transport youth to their homes, and (11) Record daily events and attendance.

Other activities for the youth includes taking part in the "Adopt-A-Highway" project by picking up litters in designated areas of Kauai's highways. They also serve in the Kauai Humane Society by caring for pets on a voluntary basis, and the Lihue Early Learning Center by assisting children learn how to read. When the program ends, some of the students decide to continue serving in these facilities as volunteer workers. Volunteer work keeps the youth occupied when they are at risk for substance use and drug abuse during the period when school lets out for the day and their

parents arrive from work. Free transportation services are provided to all participants in the program to ensure that they return to their homes safely after program activities. Not providing transportation facilities could possibly be a barrier to their participation in the after-school program.

KEO collaborates with several organizations that contribute to the success of its programs. KEO just ended a similar program 2 years ago an ATOD prevention for youth at the Chiefess Kamakahahei Middle School in central Kaua'i area. Although KEO is the primary contractor for services, the program is overseen by a partnership of agencies including the State of Hawai'i Department of Education, Chiefess Kamakahahei Middle School, and the Kaiola Canoe Club. The project will operate in a similar manner with administration and staff. Chiefess Kamakahahei Middle school staff will help select and refer appropriate students to the program and monitor their academic and behavioral progress at school. Program staff, school staff, and selected program participants will meet quarterly to review the program and its effectiveness

There is much support and research that gives strength to the Life Skills Training Program. The program has shown its effectiveness nationwide and with the youth of Kaua'i. Using Life Skills Training Program as an integral component of this program will help build drug resistance skills of at-risk youth on Kaua'i.

#### ***Process Evaluation Methodology:***

***Process Evaluation*** provides information on project planning, development, implementation, and coordination. This level of evaluation describes success, barriers, and the process by which the project is administered. A significant portion of the process evaluation of this project will include the assessment of one of the project's goal to expand capacity of their current service delivery agreements and collaborative efforts with other community agencies. In order to conduct such an assessment, information will be collected on: [1] Outreach efforts, [2] Number of youths and families recruited, [3] Project staffing, including training, [4] Intervention characteristics and strategies along with its associated costs, [5] Utilization of the type and amount of services by participants (dosage), [6] Ability of the Project to meet the cultural and linguistic needs of the participants, [7] Involvement of the participants and the community in planning and implementation, [8] Participant's satisfaction with project services, [9] Program completion rate as well as dropout rates, and [10] Collaboration efforts with other organizations. The value in this type of information is that it provides feedback that guides the project as it evolves. Process data will be collected on an ongoing basis and submitted quarterly to the project Evaluation Coordinator.

#### ***Outcome Evaluation Methodology:***

In contrast to process evaluation, ***Outcome Evaluation*** is primarily concerned with the efficacy of a program – the attainment of measurable goals and objectives. In the proposed evaluation design, program effect can be detected at both immediate-term and longer-term levels by comparing the dependent variable scores ( immediate outcome and impact outcome variables )

between intervention and comparison groups after adjusting for pretest differences between these groups at posttest and 6-month follow-ups. The expected sample size is 40 for both groups across 2 cohorts over the course of one year. This is a rigorous methodology that has the capability to establish casual effects of program effectiveness in *Preventing / Anti Bullying, Suicide among youth and reducing substance abuse risk* among the target population. Outcome data will be collected for both intervention and comparison groups at baseline, posttest, and 6-month follow-up measurement points for each cohort, and submitted quarterly to the Project Evaluation Coordinator (PEC).

This program has been designed to prevent and reduce substance use and drug abuse among the 11-13 year old grade 6<sup>th</sup> to 8<sup>th</sup> youth at **Chiefess Kamakahahei Middle School**. The expected outcome would be a significant *reduction in risk factors* and *enhancement of protective factors* among the target population. The mentoring initiative which is complemented by homework assistance services will go a long way towards helping youth in resisting pressures to use drugs and substances and improving academic performance in school. This will transmit into efficiently and effectively preventing and reducing substance and drug abuse in 180 young students at three project sites. An equal number of highly informed parents in drug and substance abuse prevention, will be similarly educated through the *Life Skills Training Program*. The impact upon the community will be the creation of an environment that is safe, health and drug-free.

2013-2014	Chiefess Kamakahahei Cohart 1	Chiefess Kamakahahei Cohart 2		Total
Number Served Per Site	20	20		40
Total Student Served 2013-2014				40

As the Community Action Agency on Kauai, KEO, Inc. is held to high standard of Performance and Measures consisting of 6 National Goals and 12 National Performance Indicators. In addition, to program specific outcomes, KEO's performance is measured according to the National Indicators and Outcomes:

Goal 1. Low-income people become more self-sufficient. (Family)

National Performance Indicator 1.1 – Empowerment

National Performance Indicator 1.2 – Employment Supports

National Performance Indicator 1.3 – Economic Asset Enhancement and Utilization

Goal 2. The conditions in which low-income people live are improved. (Community)

National Performance Indicator 2.1 – Community Improvement and Revitalization

National Performance Indicator 2.2 – Community Quality of Life and Assets

Goal 3. Low-income people own a stake in their community. (Community)

National Performance Indicator 3.1 – Civic Investment

National Performance Indicator 3.2 – Community Empowerment through Maximum Feasible Participation

Goal 4. Partnerships among supporters and providers of services to low-income people are achieved. (Agency)

National Performance Indicator 4.1 – Expanding Opportunities through Community-Wide Partnerships

Goal 5. Agencies increase their capacity to achieve results. (Agency)

National Performance Indicator 5.1 – Broadening the Resource Base

Goal 6. Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other support systems. (Family)

National Performance Indicator 6.1 – Independent Living

National Performance Indicator 6.2 – Emergency Assistance

National Performance Indicator 6.3 – Child and Family Development

For this project specifically, the National Goals and Performance Indicators are:

Keo After School Program will utilize the Shah Client Tracking Software to report outcomes for National Performance Indicators (NPI). The following is a list of outcomes indicators that will be reported under the ADAD After School Program:

- NI 6.3B 1 Youth improve physical health and development
- NI 6.3B 2 Youth improve social/emotional development
- NI 6.3B 3 Youth avoid risk-taking behavior for a defined period of time
- NI 6.3B 4 Youth have reduced involvement with criminal justice system
- NI 6.3B 5 Youth increase academic, athletic or social skills for school success by participating in before or after school programs

The Shah Client Tracking Software also tracks participants' progress, outputs and outcomes and case management notes. In addition to the Shah Tracking, each student has a "working" program file with corresponding case management notes and required documentation.

Below are the projected performance measures:

- Before and after school recreational or enrichment programs for school aged youth;
- Youth counseling and peer support group activities
- Family counseling
- Substance abuse prevention programs
- Teen pregnancy and STD prevention programs
- Educational skill enhancement programs
- After-school and summer youth employment training and placement programs



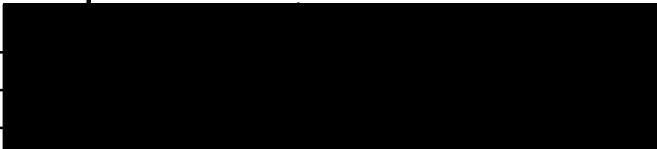
- Food and nutrition assistance and instructional programs
- Anger management and conflict resolution instruction

### **III. Financial**

#### **Budget**

**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2013 to June 30, 2014)

Applicant: Kaua'i Economic Opportunity, Inc

<b>BUDGET CATEGORIES</b>	<b>Total State Funds Requested (a)</b>	<b>(b)</b>	<b>(c)</b>	<b>(d)</b>
<b>A. PERSONNEL COST</b>				
1. Salaries	34,660			
2. Payroll Taxes & Assessments	4,495			
3. Fringe Benefits	10,660			
<b>TOTAL PERSONNEL COST</b>	<b>49,815</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	500			
2. Insurance	1,500			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	300			
6. Supplies	1,000			
7. Telecommunication	1,500			
8. Utilities				
9. Audit Service	1,000			
10. Contractual Service - Payroll	500			
11. Supplies	4,000			
12. Mileage	500			
13. Transportation	300			
14. Pre Diem	200			
15. Postage	100			
16. Repair and Maintenance	5,000			
17. Gasoline	4,000			
18. Admin	20,970			
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>41,370</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>91,185</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested				
(b)				
(c)				
(d)				
<b>TOTAL BUDGET</b>		MaBel Ferriero-Fujiuchi, CEO Name and Title (Please type or print)		



Applicant: Kauai Economic Opportunity, Incorporated

Period: July 1, 2013 to June 30, 2014

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME BUDGETED TO REQUEST B	TOTAL SALARY BUDGETED IN REQUEST A x B
CEO	1	101,556	5.00%	\$ 5,078
Fiscal Officer	1	80,112	5.00%	\$ 4,006
Administrative Officer	1	62,703	5.00%	\$ 3,135
Planner	1	0	0.00%	\$ -
Accountant	1	25,505	5.00%	\$ 1,275
Account Clerk/Administrative Clerk	1	38,628	5.00%	\$ 1,931
Janitorial	1	10,740	5.00%	\$ 537
				\$ -
<b>TOTAL:</b>				15,962
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Kaua'i Economic Opportunity, Inc

Period: July 1, 2013 to June 30, 2014

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

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

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

##### **A. Necessary Skills and Experience:**

Kaua`i Economic Opportunity, Inc.(KEO) is currently managing an ADAD after-school program at Chiefess Kamakahahei Middle School that started over 2 ½ years ago that is scheduled to end in March, 2011. All evaluation measures conducted on the project has consistently yielded very encouraging results that points to nothing but a successful program. Administering the CKMS program has allowed KEO and its partners to broaden their knowledge and sharpen their skills in managing substance and drug abuse prevention projects. KEO managed a Care-A-Van homeless service for individuals and families that includes substance abuse prevention counseling to youth in 1992 that is still ongoing, and a youth outreach project for residents in the three public housing communities on Kaua`i: [1] Hale `Ohana O`Kapa`a, [2] Hui O`Hanamaulu, and [3] Kekaha Ha`aheo, with the establishment of a Youth Advisory Council, and a substance abuse prevention education program in 1997. KEO and partners have the needed experience and possesses the skills and capabilities that are highly appropriate for the effective management of a substance use and drug abuse prevention and reduction program among the youth. Added to these is KEO's familiarity with both the program and the target population. Note, that the proposed program is to be sited at CKMS, the same site where the current ADAD project is being conducted.

##### **B. Quality Assurance and Evaluation:**

The best practice, Life Skills Training Program, comes with an evaluation tool that will be used to measure the effectiveness of the after-school program that focuses on the youth at risk for drug and substance use at the Chiefess Kamakahahei and Kapa`a Middle Schools, including an education program to the youth's parents or families. The education program that both youth and parents will take part in, will allow them to have a clearer view and gain a better understanding of the different issues involved in drug abuse prevention.

Monthly reports will be submitted by the program Director that will include: (1) the number of children registered, (2) daily attendance, (3) program activity log, (4) staff training activity, and (5) meeting agendas including minutes of meetings.

Client files will be maintained and updated as needed by the staff. A summary final report will be provided at the end of the school year. Additionally, A contractor will be hired to administer pre and post surveys to assess changes in the participant's knowledge, beliefs, behaviors, and other outcomes. Plans to conduct both **Process & Outcome** evaluations will be followed and be a prominent feature of this proposal will be done.

### **C. Facilities:**

Primary facilities will be located at Chiefess Kamakahahelei [CKMS] up to one class room from CKMS will be made available for purposes of program execution. CKMS are more than three years old and in excellent conditions and the physical location are perfectly suited to conduct an after-school program. The classrooms are outfitted as typical middle school classrooms and are located close to restrooms, parking, and outdoor recreational facilities. Each classroom includes computers, storage and other educational aids.

### **V. Personnel: Project Organization and Staffing**

#### **A. Proposed Staffing, Staff Qualifications, Supervision and Training:**

##### ***Proposed Staffing***

**Kaua'i Economic Opportunity, Inc.**, shall be responsible for staffing requirements and will employ a total of three staff members to the after-school program at CKMS. A full time Program Director who will provide program leadership, supervision, and case management will take charge of this project at Chiefess Kamakahahelei Middle School One part time Program Coordinator and one Program Assistant will be assigned to provide direct educational and support services to students. The client/staff ratio is 20 to 2 for the school project that can be further broken down into 10 to 1. This ratio allows for bonding and one-on-one time for each student participant in the program. The ratio also allows for acceptable levels of staffing if one of the coordinators is absent.

The coordinator will report to the Program Director, who in turn reports to the Chief Executive Officer of KEO. Program Director is responsible for updating Chief Executive Officer with appropriate information relative to the program on a monthly basis.

The current organizational structure of KEO provides for an effective communications capability between line staff and top management that facilitates prompt feedback and corrective responses to needs and requirements of the program. The monthly reporting to the coalition instills a sense of belonging and involvement to partnership members and an appropriate opportunity for the group to interact with one another and also to respond to needs of the projects with dispatch and great effectiveness.

Chiefess Kamakahahelei School Substance Use and Drug Abuse Prevention and Reduction Program require contracting the services of a Consultant and Evaluator, who will also provide consultative and technical assistance in Project Development.

To ensure a successful implementation and outcome of the program, KEO and its partners shall provide a variety of services and assistance at various levels of program execution. They will be Memorandum of Understanding agreement between it partners.



- KEO, has overall responsibility for the program as the lead agency. It is specifically responsible in the direct delivery of program services including: administration, staffing, delivering the Life Skills Training, and structured social activities. All of these fall under the responsibility of the Program Director who is answerable to the KEO Chief Executive Officer. KEO will take responsibility in collecting data for evaluation of the program.
- The principal at Chiefess Kamakahahei Middle School (CKMS) are responsible for providing physical space on-site for 20 students each per cohort group as well as needed staff. The school will also provide referrals as well as direct and technical supports. Both schools will facilitate communications between the program, school staff, and the families of the students attending the schools. The schools will likewise assist in marketing the program, in case management, and in gathering data for evaluation measurements.
- Kaiola Canoe Club is responsible for providing a safe and nurturing environment with youth directly participating in canoeing activities. It will provide water safety instructions, canoeing skills, and an appropriate team development environment. It will also provide volunteers, equipment, and training that help support youth peer and teamwork development.
- A private contractor will be contracted; will conduct program evaluation by the administration of pre and post surveys to assess changes in participant's knowledge, behaviors, beliefs, and other outcomes. The agency will also provide technical assistance, as well as advisory and consultative services as needed to the Program Director.

### **Staff Qualifications**

The Program Director administered the Chiefess Kamakahahei Middle School and Kapaa Middle School after-school program, a function he has been performing since he joined the program 8 years ago. Program evaluations conducted under his administration has been consistently satisfactory, an indication of a good supervisory and managerial performance. The encouraging evaluation reports on the current program are testimonials to the capability of the Program Director to address drug and substance problems that face the youth at CKMS. The Program Director will attend training programs that will be scheduled to further sharpen his skills and increase his knowledge about the proposed project. He holds a degree in Business Administration from the Kennedy Western University, a credential that further reinforces the skills gained from administering the CKMS-ADAD project. In managing the proposed program, the Project Director will share 25% each to the school project.

The Program Director will be assisted by a Program Coordinator once he/she has been hired. She/he will then attend Life Skills training and be certified to teach Life Skills. Another staff member who will be assisting the Program Coordinator in the conduct of Life Skills Training (LST) is the Assistant Coordinator who will be assisting the Program Coordinator in conducting

the LST program. She/he will provide tutoring and homework assistance services to CKMS students and will remain in the program until its conclusion in June, 2014, at which time; she/he will have over a year exposure to program. One Program Coordinator and one Assistant Coordinator will be hired to comply with staffing requirements of the program. New hires, including the program staff members will participate in training programs that will be scheduled before program implementation. It is very important that adequate training is given to all staff members to ensure an effective and efficient management of the proposed program.

**Supervision and Training**

KEO currently employs 50, the majority of whom are performing jobs at various project locations all over the Island. Over 48 years of experience as a community action program agency on Kaua'i, has molded KEO into a reliable source of high quality training and supervisory resources for its employees to benefit from. Implementing various substance and drug abuse prevention programs for over a decade, has given KEO the necessary experience and capability to provide an effective administrative direction to programs of this nature, which can be gauged by the success attained from these programs

**B. Organization Chart: ( See attached Organizational Chart )**

**KEO Board of Directors**

**Chief Executive Officer  
MaBel Fujiuchi**

**Fiscal Officer  
Brigitte Correia**

**Administrative Officer  
Lynn Kua**

Accountant (1)  
Account Clerk (.5)

Administrative Clerk (.5)  
Janitor (.375)

Intake Worker (1)

**Youth Services  
Director  
Al Nebre**

**Mediation  
Director  
Jessie Basquez**

**Elderly Nutrition, Food  
Service, WAP & PIN  
Director  
Celia Melchor-Questin**

**Homeles & Housing  
Director  
Stephanie Fernandes**

**CHILD CARE  
Head Teacher (2)  
Teacher (1)  
Asst. Teacher (1)  
Teachers Aide (3)**

Intake Worker (.5)

**After School  
Program Coordinator (1)  
Program Assistant(1)**

**ELDERLY NUTRITION  
Coordinator (1)  
Meals Mgr (.875)  
Meal Deliverers (8@.375)**

**FOOD SERVICE  
Coordinator (1)  
Cook (2)  
Prep Cook (1)**

**WAP  
Coordinator (.5)**

**HOMELESS OUTREACH  
Case Manager (1)**

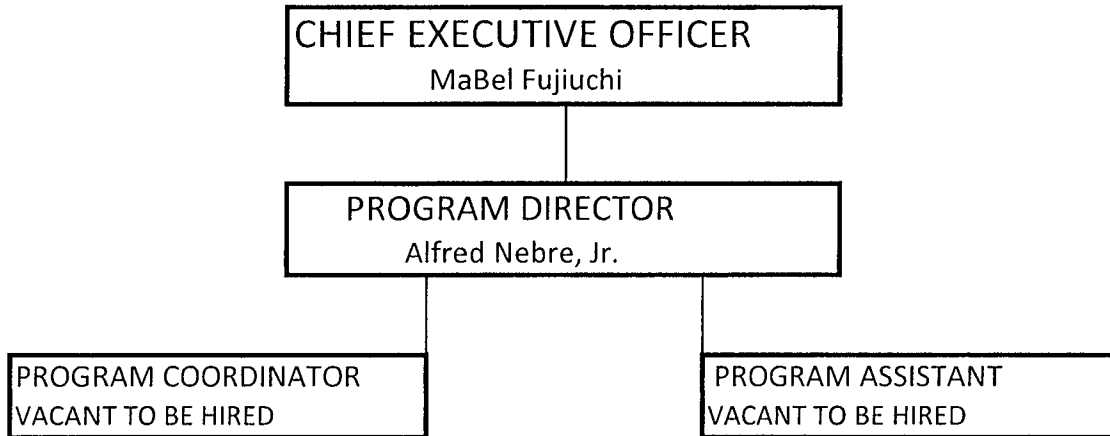
**EMERGENCY SHELTER &  
TRANSITIONAL HOUSING  
Program Director (.5)  
Coordinator (2@.80)  
Maintenance Worker (.5)**

**TRANSITIONAL HOUSING &  
GROUP HOME  
Coordinator (1)**

**HOMELESS EMERGENCY  
SOLUTIONS  
Coordinator (1)**

# KAUAI ECONOMIC OPPORTUNITY, INC

AFTER SCHOOL PROGRAM  
CHIEFESS KAMAKAHELEI MIDDLE SCHOOL  
ANTI-BULLYING & SUICIDE PREVENTION PROGRAM



**VI. Other:**

**A. Litigation** – Kaua'i Economic Opportunity, Incorporated is not involved in any litigation actions nor are any anticipated in the near future.

**B. Licensure or Accreditation** – N/A

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant 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 ensuring the proper expenditure of the grant or subsidy.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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



(Signature)

(Date)

Mabel Ferriero-Fujiuchi

(Typed Name)

CEO

(Title)