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House District 12,3,4

Senate District 12,3

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND 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.

1. APPLICANT INFORMATION:

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

Dbas: Same as Above

Street Address: 47 Rainbow Drive, Hilo, HI 96720

Mailing Address: 47 Rainbow Drive Hilo, HI 96720

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name GEORGE YOKOYAMA

Title Resource Mobilizer

Phone # 808-961-2681

Fax # 808-935-9213

e-mail hceocgy@hawaii.rr.com

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

OFFER SCHOOL REFERRED 3RD AND 4TH GRADE UNDERACHIEVING STUDENTS ACCESS TO QUALITY AFTERSCHOOL PROGRAM WHICH PROVIDES ACADEMIC ASSISTANCE, SOCIAL INTERACTION, MULTICULTURAL UNDERSTANDING, AND TRANSPORTATION SERVICES

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 583,646

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 \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED SIGNATURE]
AUTHORIZED SIGNATURE

Jay T. Kimura / Ex Director
NAME & TITLE

1/17/14
DATE SIGNED

Application for Grants and Subsidies

LANGUAGE ARTS MULTICULTURAL PROGRAM

I. Background and Summary

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

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

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

2. The goals and objectives related to the request:

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

The objectives of the LAMP program are as follows:

COMPONENT	OBJECTIVE
Reading Comprehension	80% of the program's students will gain a minimum of 2 percentile per year as measured by the Stanford Diagnostic Reading Test (SDRT), comprehension subtest.

SAT WRITING ASSESSMENT	80% of the program’s students will attain a 4.5 on the SAT Writing Assessment or gain one point in writing skills as measured by the Stanford Achievement Test Writing Assessment on a seven point scale, one being low.
Keukaha Oral Language Test (KOLT) Listening/Speaking	70% of LAMP students will attain 4.5 on the KOLT or gain one point in listening/speaking skills as measured by the KOLT on a seven point scale, with one being low.
Multicultural Understanding/Attitude	80% of the program’s students will achieve 80% on the teacher made LAMP Teacher’s Attitudinal Observation Worksheet or make an increase of 10% between the pre and post scores.
Socialization	90% of LAMP students will improve in their socialization skills by 10%.
Parent Contact	100% of the parents of the project students will be contacted by the LAMP staff at a minimum of four (4) times during the year.

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

A. Public Purpose

Public purpose stems from the 1949 territorial legislative mandate to abolish the dual stand schools to attain educational parity for all schools in the territory of Hawaii, the 1976 acknowledgment by our Department of Education in its Desegregation Plan that states, “with the school population comprised of minority group children whose ethnic, multi-ethnic heritages are “non-western”, there continues to be some unmet needs for supplementary services to overcome inherit, disadvantages,” and more recently the national mandate of “No Child Left Behind” in the education of our students.

B. Need to be Served

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

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

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

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

4. Describe the target population to be served:

Target population to be served is third and fourth grade underachieving students referred exclusively by DOE classroom teachers of schools with majority population composed of minority group students with low scores on the Achievement Tests and high percentage of student receiving free or reduced lunch.

5. Describe the geographic coverage.

In agreement with the Complex Area Superintendents, the targeted five elementary schools are Naalehu, Pahala, Hilo Union, Mountain View, and Keonepoko. Criteria used for selection of schools to be served are on the most recent DOE Hawaii Content and Performance Standards (HCPS) scores and schools with students from low-income families based on percentage receiving free or reduced lunch in the 2012-2013 school year.

	HCPS Reading Proficiency	HCPS Math Proficiency	Free or Reduced Lunch
School	Grade 3/Grade 4	Grade 3/Grade 4	
Naalehu	42%/55%	35%/43%	92.0%
Pahala	23%/53%	18%/42%	82.4%
Hilo Union	51%/47%	46%/39%	85.6%
Mountain View	61%/54%	64%/59%	93.4%
Keonepoko	52%/57%	51%/49%	90.5%

II. Service Summary and Outcomes

1. Scope of work, tasks and responsibilities:

A. Scope of Work

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

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

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

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

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

Special Project Features: LAMP includes a psycho-instructional dimension woven into the cultural and linguistic components to foster internality and autonomous learning in underachieving students based on the Locus of Control expounded by James A. Vasquez Ph.D. and DOE Hawaii English Program, and historical research conducted by applicant on education of minority students.

Note: Contingent on the amount of available funding, LAMP presently serves four schools for the 2013 – 2014 school year. LAMP has been in existence for 36 years and served from one school to seven schools depending on the amount of funds mobilized.

B. TASKS

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

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

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

Training in LAMP will cover:

- Locus of Control as expounded by James A. Vasquez Ph.D.
- The Hawaiian English Program utilized by the DOE in the 1970's as presented to us by Elaine Kono, Ph.D., DOE Program Specialist on autonomous learners at the beginning of LAMP implementation 36 years ago.
- Historical research on minority children, particularly the significance of children of low-income families of non-English speaking oriental field hands, some illiterate in their own language, excelling in public schools despite the generally accepted view that children of lower income families are externally oriented underachievers; however, research on the laborers' children indicated otherwise, that income of a family is not related to student's failure in school work, that the most crucial element in academic achievement is a strengthened family unit with parental affection and encouragement.

C. Responsibilities:

In-school Activities: LAMP staff will be directly supervised by the regular DOE classroom teacher exclusively to assist the teacher in classroom work particularly

to work with identified underachievers so that the classroom teacher can provide equal teaching time to all students, and LAMP staff becomes familiar with underachievers for the afterschool sessions.

After-school LAMP activities: The LAMP teacher is responsible for activities to be carried out by the LAMP center with assistance of the LAMP aide to enhance and develop independent thinkers and learners, and to deliver them to the regular classroom for the professional, certified DOE teachers to teach them in the regular classroom curriculum.

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

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

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

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

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

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

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

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

“The teacher threw us a curve. That was a hard test.”

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

Importance of Locus of Control to learning:

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

Inter-related factors of Locus of Control:

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

Related factors from DOE developed Hawaii English Program curriculum on autonomous learners as presented to applicant by Elaine Kono, Ph.D., DOE Staff Specialist at the onset of LAMP 36 years ago.

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

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

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

More examples are offered to students during the session.

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

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

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

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

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

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

Staff will inform students of the progress s/he made, praise the student of his/her accomplishments, discuss with student the items needing improvement, encourage student to become inquisitive and/or to conduct research on questions requiring an explanation or an answer.

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

Assessment of Student Progress

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

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

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

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

July 2014

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

August 2014

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

September – November 2014

- Continue LAMP interventions

December 2014

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

January – April 2015

- Continue LAMP interventions

May 2015

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

June 2015

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

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

The academic objectives, which include those relative to reading comprehension, writing, speaking and listening improvement will be evaluated using pre and post measures, namely the Stanford Diagnostic Reading Test (SDRT), Stanford Writing Assessment, and the Keaukaha Oral Language Test (KOLT).

Improvement in social skills and attitude will be determined using teacher prepared checklists. Substance abuse and negative peer pressure resistance education will also enhance our students' knowledge base and will be tested via role-playing activities, written and oral tests.

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

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

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

The LAMP Teacher and Aide will:

- Maintain daily logs of work completed by target student in the after-school segment of the Program.
- Maintain tutoring logs of students tutored during the morning hours in the DOE classrooms.
- Keep attendance records.
- Keep anecdotal records.
- Maintain logs of LAMP parents contacted by staff.
- Maintain individual student folders for each child that will include test results, anecdotal records, attendance, etc.
- Complete and submit monthly reports using appropriate format.
- Complete and submit required reports and final report as required by funding agency and Program Coordinator.

The Program Coordinator will:

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

Agency Quality Assurance Plan is attached.

4. Measures(s) of Effectiveness:

COMPONENT	OBJECTIVE	METHODOLOGY
Reading Comprehension	80% of the students will gain a minimum of 2 percentile per year as measured by the Stanford Diagnostic Reading Test (SDRT), comprehension subtest.	Pre and post test will be administered to measure student progress in reading comprehension
SAT Writing Assessment	80% of the students will attain a 4.5 out of 7 on the SAT Writing Assessment or gain one point in writing skills as measured by the Stanford Achievement Writing Assessment	Pre and post test will be administered to measure student progress in writing.

Speaking/Listening Assessment Keaukaha Oral Language Test (KOLT)	80% of students will attain 4.5 on the KOLT or gain one point in listening/speaking skills as measured by the KOLT on a seven point scale, with one being low	Pre and post test will be administered to measure student progress in listening/speaking.
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COMPONENT	OBJECTIVE	METHODOLOGY
Multicultural Awareness/Attitude	80% of the program's students will achieve 80% on LAMP Teacher's Attitudinal Observation Worksheet or make an increase of 10% between the pre and post scores	LAMP teacher's observations on student's multicultural awareness and attitude
Socialization	90% of students will improve their socialization skills by 10%	Administration of LAMP teacher's assessment on the Student Socialization Evaluation
Parent Contact	100% of the parents of the project students will be contacted by the staff at a minimum of twenty (20) times during the year with the outcome of parents awareness of their role in providing affection and encouragement in the studies of their child	Contacts with parents are conducted in person, telephone, email, or by other means shall be documented and tallied for the parent contacts report.

III. Financial

Budget

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

Please see attached budget forms.

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

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$145,912	\$145,912	\$145,911	\$145,911	\$583,646

3. The applicant shall provide a listing of all other funding requests for the fiscal year 2014-2015.

HCEOC actively seeks and competes for federal, state, county, and foundation grants for the continuation of the Language Arts Multicultural Program. Presently, four LAMP centers are funded by state grants-in-aid, and DOE state funds.

4. NO APPLICABLE state and federal tax credits within the prior three years.

5. The applicant shall provide the balance of unrestricted current assets as of December 31, 2013.

The applicant has ZERO BALANCE of unrestricted assets as of December 31, 2013.

IV. Experience and Capability

Historical aspects of LAMP

The LAMP has been successfully field-tested and operated for over 36 years in various Department of Education schools in Hawaii County, producing an established history with the DOE. LAMP is designed to help underachieving, school-referred third and fourth grade students become independent life-long thinkers and learners. The majority of students are from low-income families and minority backgrounds. Student achievement is measured by pre and post-tests administered to LAMP students and demonstrate clear gains in reading, writing, speaking, and socialization

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

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

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

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

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

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

NOTE: DOE discontinued Honor Roll recognition at the close of the 2004-2005 school year.

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

Funding for LAMP: 1976 – Present**Federal Funds**

Federal grants were awarded in national competition.

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

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

State Funds

Year	Title	Amount
1981-82	Language Arts Multicultural Program	\$150,000
1982-83	Language Arts Multicultural Program	\$150,000
1983-84	Language Arts Multicultural Program	\$144,450
1984-85	Language Arts Multicultural Program	\$160,500
1985-86	Language Arts Multicultural Program	\$170,291
1986-87	Language Arts Multicultural Program	\$181,189
1988-89	Language Arts Multicultural Program	\$181,189
1989-90	Language Arts Multicultural Program	\$237,846
1990-91	Language Arts Multicultural Program	\$247,262
1991-92	Language Arts Multicultural Program	\$256,972
1992-93	Language Arts Multicultural Program	\$269,064
1993-94	Language Arts Multicultural Program	\$269,064
1994-95	Language Arts Multicultural Program	\$269,064
1995-96	Language Arts Multicultural Program	\$215,251
1996-97	Language Arts Multicultural Program	\$210,494
1997-98	Language Arts Multicultural Program	\$138,750
2000-01	Language Arts Multicultural Program	\$138,750
2001-02	Language Arts Multicultural Program	\$168,827
2002-03	Language Arts Multicultural Program	\$119,655
2003-04	Language Arts Multicultural Program	\$121,244
2004-05	Language Arts Multicultural Program	\$148,159
2005-06	Language Arts Multicultural Program	\$178,941
2006-07	Language Arts Multicultural Program	\$185,000
2007-09	Language Arts Multicultural Program	\$225,000
2009-10	American Recovery and Reinvestment Act	\$411,972
2010-11	County of Hawaii Non-Profit Grant	\$70,000
2010-11	Community Services Block Grant	\$70,000
2011-12	County of Hawaii Non-Profit Grant	\$45,000
2011-12	Community Services Block Grant	\$45,000
2012-13	County of Hawaii Non-Profit Grant	\$45,000
2012-13	Community Services Block Grant	\$45,000
2013-14	Hawaii Department of Education	\$300,000
2013-14	Grants-in-Aid	\$200,000

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

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

Program	Language Arts Multicultural Program
Contracting Agency	Department of Labor & Industrial Relations Office of Community Services
Contact Person	En Young
Contact Information	830 Punchbowl Street Room 420 Honolulu, Hawaii 96813 Phone: 808-586-8680
Contract/Grant No.	OCS-ARRA-09-02
Contract Period	02/01/2010 – 09/30/2010
Funding Amount	\$903,563 (includes funding for various HCEOC programs including LAMP)

Program	Language Arts Multicultural Program
Contracting Agency	Department of Education
Contact Person	Tammy Keller
Contact Information	Department of Education Procurement & Contracts Branch 94-275 Mokuola Street Room 200 Waipahu, Hawaii 96797 Phone: 808-675-0130
Contract/Grant No.	CO-90044
Contract Period	07/01/08 – 08/31/09
Funding Amount	\$225,000

B. Facilities

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

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Proposed Staffing

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

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

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

Staff Qualifications

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

Program Manager

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

LAMP Teacher

- College graduate, preferably meeting DOE certification requirements.
- Able to speak Standard English and has knowledge of at least one other community tongue.
- Skill in use of general office equipment, computer, and software applications.
- Knowledge of the cultural and social values of Hawaii's ethnic groups.
- Ability to communicate with target parents and students
- Skill to correct, edit, and proofread instructional materials and documents.
- Ability to plan, and organize events.
- Ability to work cooperatively as an effective team member of HCEOC and the DOE.
- Excellent verbal and written skills

- Detail oriented. Must be able to maintain records and input data for reports
- Knowledgeable of community, agencies, and organizations within the area served.
- Must have the ability to relate and communicate effectively with minority groups, people and community.
- Must possess a valid driver's license and have daily access to a vehicle.
- Meets health and physical requirements

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

LAMP Teacher Aide

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

Supervision and Training

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

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

B. Organization Chart

LAMP Organizational chart is attached.

Agency organizational chart is attached

C. Compensation

The top three paid officers/employees of agency

Executive Director	\$72,000 (3%TIME TO CONTRACT) = \$2,160
Human Resources Director	\$60,000 (0% TIME TO CONTRACT) =\$0
Fiscal Officer	\$52,000 (5% TIME TO CONTRACT) = \$2,600

VI. Other

A. Litigation

Not applicable.

B. Licensure or Accreditation

Not applicable.

ATTACHMENTS

- Quality Assurance and Evaluation Plan
- Budget Request By Source of Funds – Page 4
- Personnel-Salaries and Wages Budget Justification – Page 5
- Equipment and Motor Vehicles Budget Justification – Page 6
- Capital Project Details Budget Justification – Page 7
- Declaration Statement – Page 8
- LAMP Organizational Chart
- Agency Organizational Chart

Hawaii County Economic Opportunity Council Quality Assurance Plan

Purpose: To provide guidance for evaluating the effectiveness of the programs conducted by the Hawaii County Economic Opportunity Council. Program evaluation is an important component of HCEOC's effort to assure that a program is operating as intended and achieving results.

A program evaluation is a thorough examination of the program and its effectiveness using statistical and analytical tools. It also uses expertise within and outside the program under review to enhance the analytical properties and to add credence to the evaluation and recommendations.

HCEOC's communication efforts, its impact and effectiveness in the community will be done. The evaluation will review publicity, the agency's activity with the media, the web site and other public communication efforts.

Objectives:

1. Each program at HCEOC will develop outcomes/goals for each participant. The program will monitor the program at periodic intervals. The information obtained will be used to evaluate the program and to initiate changes when needed.
2. Performance Measurement System (self assessment tool) will be developed for each program. The Performance Measurement System will be used to determine overall effectiveness of the program. Surveys, regarding programs, activities and or projects; customer service, development, finance, shall be an essential component of the Performance Management Tool.

Verification and Validation of Data

HCEOC's program activities require reliable financial and human resources information to assess agency operation and performance results and to make good management decisions. HCEOC will put maximum effort to ensure the accuracy of program information and any analysis of the information.

HCEOC shall continually review the information it collects in various databases for accuracy by using software tracking programs and program reviews of a sample of records. In addition, management shall conduct analyses regularly to review the information collected in order to identify any anomalies that indicate erroneous entries requiring correction to collection procedures.

HCEOC shall utilize software systems that enable the agency to collect information more rapidly and accurately by eliminating the need to enter information multiple times before it can be reviewed and analyzed. In addition, a series of edit checks shall be used to determine the accuracy of data entered from program staff. HCEOC shall utilize a software system that ensures ease of data entry and incorporates a number of checks to prevent the entry of incorrect data.

HCEOC shall maintain quality guidelines and internal procedures which ensure its ability to verify and validate the quality of data before it is released to the public and funding sources. All information received shall be used to improve HCEOC's systems and data.

GRANT PROPOSAL

1. Prior to any grant application submission, HCEOC will ensure that it has the staff and expertise to accomplish the requirement of the grant.
 - a. The Request for Proposal (RFP) will be distributed to all individual who will be involved in the management of the grant.
 - b. A meeting to discuss HCEOC's participation will be held. Each proposed participant will be assigned an area to research, compile information and write a draft of their area for inclusion in the proposal.
 - c. Each manager will develop questions which should be addressed prior to any submission.
 - d. The program manager for the grant will develop outcomes and indicators (if not provided in the RFP) for tracking the grant program participant's progress.
 - e. Utilizing the outcomes and indicators, the program manager will develop a Performance Management tool (forms, charts, guidelines for reporting findings, recommendations for corrective action when objectives are not met, etc).
 - f. All Federal grants shall utilize an independent third party evaluator.
 - g. All grant proposals shall be approved by the Board of Director prior to submission.
2. The Executive Director will meet with all management and program staff to discuss the individual submissions.

GRANT AWARD

Upon grant award, all management staff will meet to review the grant and to discuss the grant requirement. This will insure that any staff involved understands the requirement.

PERFORMANCE MANAGEMENT SYSTEM

1. All staff will receive training on the grant, the monitoring and self assessment tools and procedure for reporting noncompliance with the terms of the grant.
2. All staff involved in the grant will receive a packet of the self assessment tools.

GRANT PERFORMANCE

1. Participant Eligibility – What are the requirements for inclusion in the grant?
2. Participant Recruitment
 - a. Recruitment – Who will be recruited? How will the participants be recruited? Once accepted, how will they be evaluated? What will be the procedure for dealing with failing or non-performing participants? If the number of participants do not meet the objectives established in the grant, what procedure(s) will be utilized to increase participation?

- b. Monitoring – How many people were contacted? How many of the people contacted were accepted/included in the grant? If monitoring reveal a failure to meet established objectives/goals, what corrective actions should be initiated?

ADMINISTRATION/MANAGEMENT

Financial Management Practices

1. Board Participation

- a. HCEOC shall insure that all Board members clearly understand their roles and responsibilities for financial health.
- b. HCEOC shall insure the board receives and reviews complete financial information at every meeting
- c. Board in collaboration with the management staff regularly reviews short-term and long-term plans and goals.

2. Fiscal

- a. The financial management staff are qualified and knowledgeable
- b. There is a process in place to develop a well constructed and realistic budget.
- c. Financial reports are prepared in an accurate and timely manner.
- d. HCEOC has a regular plan for adequate cash balances, including cash flow and monitoring.
- e. HCEOC maintains cash balances or reserves appropriate for the organization.
- f. HCEOC maintains a system for tracking restricted or designated funds.
- g. HCEOC insures payroll tax deposits are timely.
- h. HCEOC insures bills are paid in a timely manner.
- i. There is a written financial policy in place including responsibility and authority for financial decisions.
- j. HCEOC insures that there are adequate and appropriate internal controls in place and maintained.
- k. HCEOC insures the financial system is in compliance with all required legal and funding reporting.
- l. HCEOC insures that the agency has an annual financial audit.
- m. HCEOC's CFO shall ensure that the financial system data are complete and accurate.
- n. HCEOC's CFO shall ensure that documentation is maintained to support the transactions recorded in the general ledger. In addition, HCEOC shall ensure that timely, complete and accurate reconciliations are performed and that differences identified are researched and resolved.
- o. Program Mangers shall have the necessary information for operating the program.
- p. There is evidence of cost containment.

Human Resources and Staffing

1. HCEOC shall ensure that there is a formal human resources program.
2. HCEOC shall ensure that all employment practices comply with federal, state and local laws and regulations.
3. HCEOC shall provide to each employee a handbook of the personnel policies.

4. HCEOC shall have a formal grievance program.
5. HCEOC shall have a formal staff orientation and an exit interview program.
6. HCEOC Human Resource Office shall review time and attendance reporting to ensure that all employees report accurate and complete information to the audit clerk. HCEOC HR office shall ensure that timesheets with incorrect or incomplete information are returned to employees for correction before certifying time and attendance information. The reporting of time and attendance information shall comply with all funding source requirements.

PROGRAM MANAGEMENT

Outcome Evaluation

HCEOC shall have a formalized program self assessment system.

- a. All staff shall receive training concerning funding sources and the need for outcome measurements for client services and program activities.
- b. All staff shall understand the mission of the organization.
- c. Data collection:
 1. All direct service providers staff members shall receive training in the importance of the use of outcome evaluation for ongoing program and client services improvement.
 2. Outcome data shall be routinely collected, analyzed and shared throughout the agency.
 3. Data collection shall be part of the daily and/or weekly routine of the organization, shall be used to conduct program planning, target resources and improve delivery of service.
- d. Program evaluations shall be outcome driven.
 1. Self assessment checklist, to evaluate the quality and effectiveness of the program shall be used for all programs and activities. The focus of the evaluation shall be on the program beneficiaries (clients, participants) and what has been accomplished for them.
 2. All programs shall be evaluated at scheduled intervals.
 3. All program staff shall be trained on the evaluation tool. A copy of the self-assessment tool will be provided each program manager.
 4. The information gathered will be compiled and subjected to statistical analysis. The results of the analysis will be used to determine modifications are needed. If the analysis indicates that problems exists, the Program Manager in collaboration with the Program Director and the management staff will attempt to determine the reasons for the problems, and develop new procedures for program improvement.

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants 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.

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



(Signature)

1/17/14
(Date)

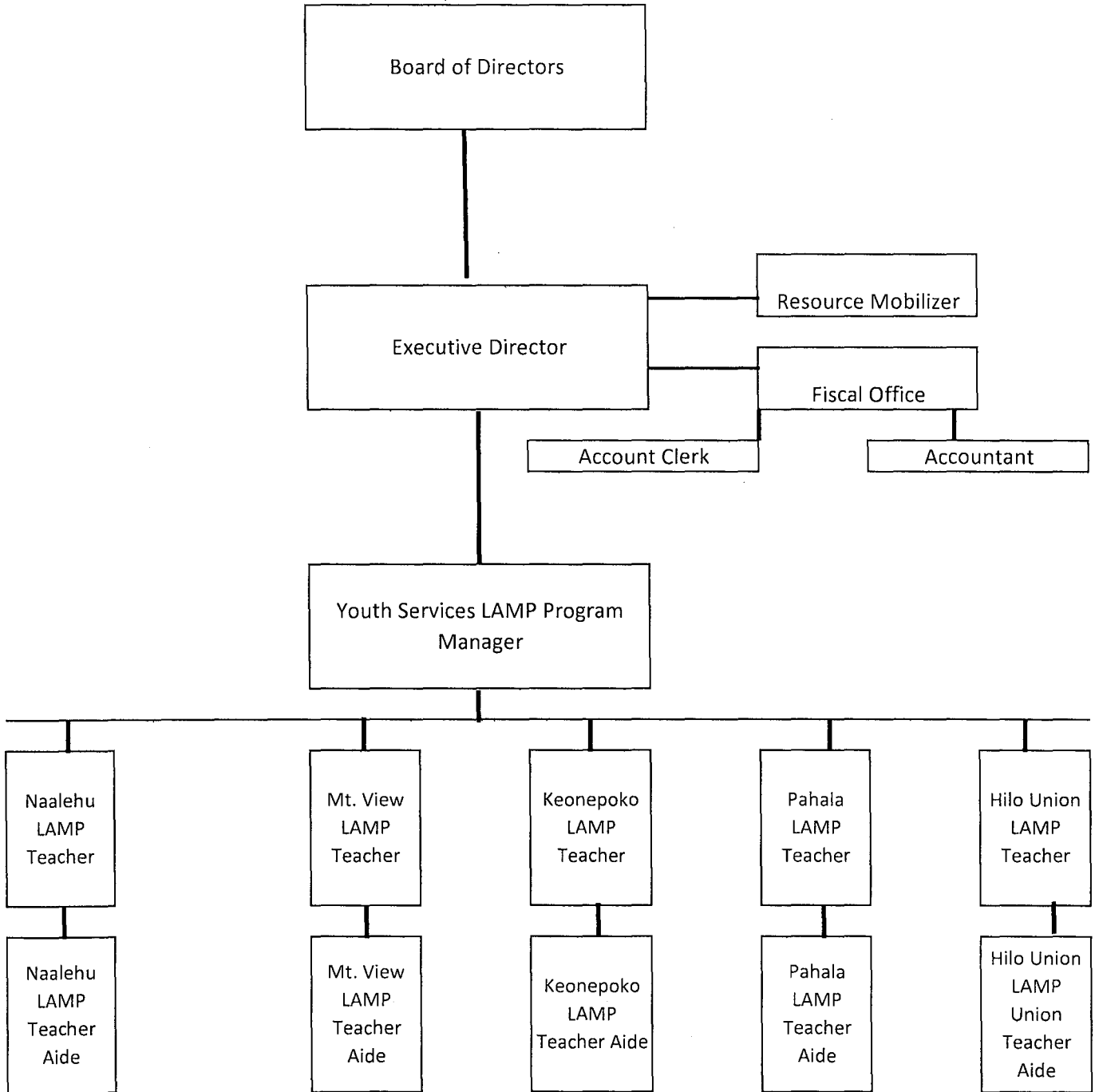
Jay T. Kimura

(Typed Name)

Executive Director

(Title)

Hawaii County Economic Opportunity Council
LAMP Organizational Chart



HAWAII COUNTY ECONOMIC OPPORTUNITY COUNCIL ORGANIZATIONAL CHART

