

House District(s) 29

Senate District(s) 14

THE TWENTY-NINTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

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

I. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Susannah Wesley Community Center

Dba:

Street Address:

1117 Kaili St., Honolulu, HI 96819

Mailing Address:

Same as Above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name RONALD M. HIGASHI

Title Executive Director

Phone # 808-847-1535

Fax # 808-847-0787

E-mail

rhigashi@susannahwesley.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

WORKFORCE DEVELOPMENT PROJECT

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: **146,437**

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 \$ 20,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[REDACTED]

RONALD M. HIGASHI EXECUTIVE DIRECTOR
NAME & TITLE

1/19/18
DATE SIGNED

JAN 19 2018 *[Signature]*

Application for Grants

Please check the box when item/section has been completed. If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

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

Please include the following:

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

Susannah Wesley Community Center began with the outreach work of a single Home Missionary in 1899, giving desperately needed English language and sewing lessons to immigrants in the plantation community of Waipahu. In 1903, the Susannah Wesley Home was established for abandoned and orphaned children of plantation workers. In 1919, the Home moved to its present site in Kalihi where it cared for over 100 children at any one time. Responding to a decreasing need for orphanages, the Susannah Wesley Home in 1956 converted into a treatment center for young children with serious emotional and behavioral problems. Difficulty with funding and finding qualified workers forced the treatment center to close in less than a year.

From its modest beginnings, the Susannah Wesley Community Center developed a focus on services to youth and immigrants, later expanding to include services to the elderly, the poor, and, the disadvantaged.

- **Services to Youth and Families**

The agency reorganized in 1957 into a community center with a nursery school, playground, after-school boys and girls clubs, and adult English classes. Through the last four decades, the Center has remained in the forefront of youth issues as an innovator and leader in youth services and advocacy. In 1964, it established outreach programs connected to the War of Poverty with Head Start classes and

study halls in public housing facilities and neighborhood schools. It pioneered outreach-counseling programs in the 1970s for youth and families to help combat juvenile delinquency, runaway, truancy, and family breakup. In the 1980s, it began alcohol and substance abuse services and programs to fight the growing trend in juvenile gang violence. In 1994, it implemented mental health treatment services to immigrant adults and to youth and families.

Today, Susannah Wesley Community Center continues to develop innovative and effective projects to service youth. The newest program is the Kalihi-Palama Juvenile Assessment Center, which is a citation diversion program. The project will receive youth arrested by the police for “status offenses” and first-time minor law violations. The goal of the project is to divert and reduce the number of youth from entering the juvenile justice system, by providing multiple opportunities for learning, reflection and positive development in a family-centered and youth-driven process.

- **Services to Immigrants and Refugees**

In 1967, three years after the outreach program to youth and families began, the present building was completed and outreach services increased to include immigrants arriving from the Pacific Basin. In 1975, an immigrant services program was established in the Hui Kokua Department of Kuhio Park Terrace. The program later moved to the Center's main site on Kaili Street to meet its growing needs. A Waipahu program office was established in 1986 through a joint effort with the Catholic Immigration Center. In 1990 and 1993, respectively, two bilingual outreach programs were created to provide mental health services to immigrants and refugees. Though organized under a separate department, the Immigrant and Refugee Support Services Program complements and supports the family development program for immigrants. The language capability of the Center includes Tagalog, Ilocano, Vietnamese, Cantonese, Korean, Laotian and Samoan.

Since 2007, SWCC has been providing support and case management services to victims and survivors of human trafficking (labor and minors in sex trade). Our Immigrant Resource Center (IRC) was established in 2014, designed as a cross cultural hub to help newcomers obtain basic information about a variety of health and human service programs and assist in acculturation into American society. This year, the IRC will expand the IRC's services to support youth who may be eligible for the Deferred Action for Childhood Arrivals (DACA) as a connector and guide through the screening and application process.

- **Services to the Poor**

Each year Susannah Wesley Community Center continues to provide assistance to the poor, homeless, and needy by distributing thousands of dollars worth of

donated items and services.

Hui Kokua provides adult education classes and services to meet basic human needs, such as an emergency food pantry, household items and clothes bank, and others, at the Terraces at Kuhio Park (formerly known as Kuhio Park Terrace). Staff actively participates with other on-site agencies in providing community events and support services. Susannah Wesley Community Center is a member of the Kuhio Park Terrace Family Center.

- **Services to the Elderly**
In our community, there are many senior citizens who live in care homes or who are handicapped or isolated. Many also live in poverty or have mental illnesses. Susannah Wesley Community Center offers help to many of these elderly.

The Seniors Program, initiated in the 1970s, provides seniors citizens with opportunities to socialize and participate in activities such as excursions, making crafts, singing, exercising, learning about their health, and other fun events.

The main site of the Susannah Wesley Community Center is located within the Kalihi-Palama community. The agency is affiliated with the United Methodist Church and is a member agency of Aloha United Way. Susannah Wesley Community Center maintains an independent board of directors and a separate status as a non-profit, tax-exempt, IRS 501 (c)(3) organization.

2. The goals and objectives related to the request;

Program Goals	Program Objectives
1. Teens 16-22 years old in the Kalihi-Palama community <u>will receive services to improve their economic status and open doors to a better future.</u>	100 intakes/assessments of Youth from Kalihi-Palama will be completed and youth enrolled in the project 75% of enrolled students will receive outreach, case management and support.
2. Teens 16-22 yearsold in the Kalihi-Palama community will have opportunities to <u>gain knowledge and skills in a variety of areas</u>	75% of CB students interested in higher education will explore their options through

Program Goals	Program Objectives
<p><u>and implement skills learned in their daily lives</u>, including: health and wellness, academic support, career development, social and life skills.</p>	<p>case management and support services</p>
<p>3. Teens 16-22 years old in the Kalihi-Palama community will be involved in activities that <u>improve/enhance their employability</u>.</p>	<p>75% of students who obtain FT or PT employment will continue employment for at least 3 months after receiving their diploma.</p> <p>50 Youth from Kalihi-Palama will participate in community services activities and other activities that promote social responsibility</p>
<p>4. Teens 16-22 years old in the Kalihi-Palama community will receive services to achieve/improve their educational goals</p>	<p>25% of CB students will successfully complete graduation requirements for their diploma</p>

3. The public purpose and need to be served;

The services provided by SWCC and the organizations we collaborate with are intended to focus on youth and their families living in at-risk situations. These youth are frequently over-represented in the juvenile justice system, at risk for participation in gangs, substance abuse, and other risky behaviors, and are more likely to fail in school than youth in other areas. While services are intended to help youth develop in positive ways and “create a vision of their future and strive to reach their academic, artistic, recreational and vocational skills,” accomplishing this will also decrease public costs. Prevention/intervention programs are much less costly than following youth in the juvenile justice system or putting them in treatment programs.

4. Describe the target population to be served; and

The target population for this Project are alienated, at risk students 16-22 years old from Kalihi and surrounding areas who have dropped out of school and do not have their diploma. 16-17 year olds must be officially withdrawn from school (DOE Form 4140) or in progress; Students whose CASAS test scores are at the 2nd to 6th grade reading level for PreCbase and at the 7th grade level and above for CBase Students must want to earn their diploma. These youth have a complement of at risk indicators.

They are alienated and/or disconnected from school, have dropped out or been pushed out of school, are not attending classes or attending intermittently, are marginalized students failing classes or grade levels and who have fallen through the cracks of the public school system. A secondary target population includes immigrant and limited English speaking individuals who are not able because of language difficulties to pass their tests in order to graduate. The Pre-CBase student is probably the most difficult population to work with. These are the students testing at the 2nd to 6th grade reading level. These are students who have been repeatedly ostracized. Students who know constant academic failure. Students who have much difficulty with reading nor can they do simple math computations. They are the students who have repeated grade levels up to 3 times (3RR) or have been socially promoted. They could be a 10th grader functioning at the 3rd grade level. For students from Kalihi, many risk indicators add to the difficulty of school success. The latest data from the University of Hawaii Center on the Family supports the need for and importance of a high school diploma. This community is the second most high risk community based on social, economic and risk indicators. Kalihi has the lowest percentage of adults in the state with a high school diploma, while it has one of the highest high school dropout rates; approximately 12% of teens 16-19 years of age reported not being in school and not working as compared to 7.9% in the State; Kalihi has the highest percentage of immigrants in the State and the highest percentage of residents who speak another language other than English at home; the majority of the people in Kalihi work in blue collar and service industries, the latter being the most volatile in terms of continuous employment; the per capita income for this community is \$14,634 compared to \$21,526 for the State; civilian unemployment rate is 8.6% compared to 6.3% for the State; 3 of the 4 census tracts with the highest unemployment rate are in the Kalihi community; 9.8% of the families in the community receive some form of Temporary Assistance to Needy Families (TANF), which is almost double the State rate.

According to the DOE, more than 500 students on Oahu officially withdraw from school each year and this number will increase dramatically with more stringent graduation requirements.

5. Describe the geographic coverage.

SWCC is located in the Kalihi-Palama community which encompasses census tract numbers 48.00 to 65.00 and includes the Farrington School Complex. The agency also serves some youth from the McKinley School Complex which encompasses parts or all of census tracts 25.00, 26.00, 35.00 to 57.00. SWCC also serves youths and families from the following public housing projects: Kuhio Park Terrace, Kalakaua Homes, Ka'ahumanu, Mayor Wright, Kamehameha and Pu'uhala Homes. These projects combined constitute the largest concentration of public housing in Hawaii, as well as a higher than average percentage of families living in poverty.

A statewide study conducted by the Center for Families at the University of Hawaii reporting on 42 separate communities in Hawaii found that the Kalihi-Palama community is the second most high risk community based on social, economic and risk indicators. Based on the most recent census figures:

- The per capita income for this community is \$14,634 compared to \$21,526 for the State of Hawaii.
- Civilian unemployment rate is 8.6 percent compared to 6.3 percent for the State; 3 of the 4 census tracts with the highest unemployment rate is in the Kalihi community.
- 9.8 percent of the families in the community receive some form of Temporary Assistance to Needy Families (TANF), which is almost double the State rate.
- Kalihi has the lowest percentage of adults possessing high school diplomas in the State, while it has the highest high school dropout rate.
- Kalihi has the highest percentage of immigrants in the State and the highest percentage of residents who speak another language other than English at home.
- The majority of the people in Kalihi work in blue collar and service industries, the latter being the most volatile in terms of continuous employment.

The vast majority of the agencies' youth and family programs serve students from the following public schools: Farrington High School, McKinley High School, Dole Middle School, Kalakaua Middle School and Central Middle School.

According to the Hawaii Department of Education (DOE) Yearly School Trend Reports from 2006 to 2008 (2009 data is not yet available), attendance rates at all the above schools (except Kalakaua Middle School) decreased each year, while suspension rates for all the schools (except McKinley) ranged in the double digits (11percent to 19 percent). Graduation rates at Farrington and McKinley High Schools remained below 75 percent, with both schools failing to meet the Hawaii state target graduation rate of 80 percent for the last 3 years running. The majority of students at all five schools receive free or reduced lunches, with 48 percent of students at McKinley High School all the way up to 73 percent of students at Central Middle School. The level of free/reduced lunches at a given school also indicates the poverty level of the school community.

II. Service Summary and Outcomes

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

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

The WorkForce Development Project focuses on the general area of "economic opportunity". The overall project goal is to provide a comprehensive complement of services beyond instructional classes to help Competency Based High School Diploma Program (CBase) and PreCBase students to attain self sufficiency and provide them with skills and opportunities to prevent or help them to rise out of poverty. Preparing youth and young adults who have dropped out or been pushed out of high school to obtain their diploma is a significant way for them to forge a pathway out of poverty with the hope of improving their economic status through employment and higher education. Research has shown that individuals with a high school education and beyond are more likely to be employed and contribute to the tax base, and less likely to live in poverty and on public assistance. SWCC's WorkForce Development Project provides students with the opportunity to restore their self-esteem as well as improve their outlook for economic self-sufficiency by helping some of the most alienated and at risk students obtain their Hawaii Community School Diploma. These students have the same dreams graduating, going on to higher education and seeking gainful employment as their peers. But they have no diploma, often lack the self-confidence because of their history of poor academic success, and do not have the foundational work readiness skills. This diploma opens up pathways towards those dreams. SWCC's WorkForce Development Project offers the most alienated, at risk students 16-22 years old from Kalihi and surrounding areas the opportunity to earn their diploma and to learn vital life skills and work readiness skills to help prepare them for higher education and the job market. The Project offers an alternative learning environment and 3 vital components for a student's success: (1) academic instruction; (2) case management and support; and (3) employment & work readiness. This request is to fund a position to provide case management and support services which is the glue that brings all components together for a student and enhances the student's opportunity for success. But all components are important and will be discussed here. Through a partnership with the Department of Education Community School for Adults, instructors are paid by the DOE and placed at our alternative school. We utilize what the DOE uses for learners whose reading scores are below the GED and High School Diploma programs, the Competency Based (CBase) Community School Diploma Program. SWCC currently offers two CBase and one Pre-CBase class. CBase utilizes the DOE approved CBase life skills curriculum. Students who cannot test into CBase at the 7th grade level enter Pre-CBase for students testing from the 2nd-6th grade level. CBase students must meet educational requirements to complete Phase I. They must also complete Phase II- 100+ hours of work experience/volunteer experience over a 3 month period. PreCBase students utilize a DOE online curriculum for Adult Basic Education learners. When they test at the 7th grade level they can move onto CBase. The DOE requires

CBase students to test at the 9th grade level while SWCC takes students from the 7th grade level. SWCC provides the necessary services to get students oriented, tested, enrolled, and tracked for ongoing testing during Phase I. The DOE has registrars for those functions that are not extended to SWCC or other off site campuses. So we provide our own staffing for those functions. Unlike the DOE Community School campuses, we provide students with case management and support to help them navigate and achieve success with their goal to earn their diploma. The DOE has consistently maintained that SWCC is able to sustain more students in our classes and to graduate more students than the Community School. We attribute this to the support and case management provided to students and the kind of learning environment offered to students. Despite the loss of our Grant in Aid Case Management contract earlier in 2017, we have maintained services while also expanding classes to PreCBase students. Most recently Farrington has informed us that we are the priority site for off campus CBase classes in the Kalihi district. In order to increase students chances of success in Phase I academic instruction and Phase II employment, support and case management services must be an integral component of the services offered. Much of the work of the Case Management position is helping students who have been demoralized by repeated school failure and feelings of being less than, restore their self-esteem and belief in themselves as learners and as contributing members of the community. Its helping restore student's identity and helping them walk towards opportunities for a better future rather than a life of drugs, gangs and other negative life choices. They all dream of a better future. They just need the self-confidence, life skills and the help to take those steps moving forward beginning with their diploma. Support may come in the form of helping students get to class on time, help with tutorial needs, help link students to needed medical and social services, help student develop life and work skills they missed along the way in their development, 1:1 counseling, problem solving; assistance with developing life goals & planning; and dealing with day to day life challenges many of these youth who live in poverty face. Through the support and outreach efforts of the Case Manager, students will have a better chance of completing the five books or classes and all Phase I requirements and they will have a greater chance of sustaining their Phase II efforts. If they can completed both Phases, they can apply for their diploma, graduate and achieve that elusive dream. The Case Manager and Employment Specialist will help them explore options post graduation whether employment, the military or higher education.

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

Program Activities	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Hire New Staff	X											
Orientation	X											
Delivery of Program Services												
Receive Referrals		X	X	X	X	X	X	X	X	X	X	X
Contact & Register Clients		X	X	X	X	X	X	X	X	X	X	X
Provide Service Based On Assessments		X	X	X	X	X	X	X	X	X	X	X
Initiate Activities & enroll Participants		X	X	X	X	X	X	X	X	X	X	X
Program Operations												
On Going Staff Supervision	X	X	X	X	X	X	X	X	X	X	X	X
Staff Meetings	X	X	X	X	X	X	X	X	X	X	X	X
Staff Development												
On Going Staff Training	X	X	X	X	X	X	X	X	X	X	X	X
Profession Development Plan		X	X									
Performance Appraisal												X
Quality Improvement												

Team Meetings		X	X	X	X	X	X	X	X	X	X	X
Team Reports			X			X			X			X
SWCC QA Meetings			X			X			X			X
Program Reports												
Monthly Summaries	X	X	X	X	X	X	X	X	X	X	X	X
Quarterly Reports			X			X			X			X
Year End Report												X

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

SWCC is accredited by the Council on Accreditation (COA) and, consequently has a comprehensive quality assurance plan in place: This comprehensive plan is on file at SWCC and is available for review upon request. In addition, SWCC will develop quality improvement activities to include plans being proposed in this GIA. These activities include:

A. Establishing a regular case conferencing process through which case managers can obtain feedback/input on difficult cases

B. Quality review of the core service area performance targets and milestones:

- Outreach
- Positive Alternative Activities (school performance/educational achievement)
- Academic Achievement

C. Quality review of the performance targets and milestones for the Positive Alternative Activities components targeted for enhancement/expansion:

- Positive Alternative Activities
- Vocational Employment
- Culture, Arts and Humanities
- Health, Fitness and Wellness
- Youth Leadership

- C. A Management Information System (MIS) and centralized data collection to standardize data collection and reporting;
- D. Quality staffing of programs and sites, ensuring that all staff meet minimum qualifications as indicated in position descriptions;
- F. Regular, documented staff development and supervision;
- G. Regular opportunities for consumer input (youth, families, and community members) through the youth board, focus groups and satisfaction surveys.
- H. An overall Quality Management Team, coordinated by SWCC's Performance and Quality Improvement (PQI) Director to oversee all Quality Improvement activities as described above and, in addition:
 - Review the results of the agency's internal case record reviews and other processes as appropriate
 - Review quarterly narratives and reports
 - Monitor MIS data collection and reporting process
 - Maintain documentation of Quality Improvement activities
 - Reports results of Quality Improvement activities to Youth staff and Executive Directors

The Quality Management Team takes action based on findings of the quality process to: build on strengths; eliminate or reduce identified problems; determine possible causes when data reveal issues of concern; develop solutions and replicate Best Practices; and implement and monitor the effectiveness of corrective action plans.

These quality activities are designed to maintain confidentiality of consumer and business information and comply with the confidentiality, privacy and security of information mandates as established by the Health Insurance Portability and Accountability Act (HIPAA).

Furthermore, SWCC will continue to participate in contract monitoring activities as requested by monitoring State Agency and utilize evaluation tools and forms developed by that agency.

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

from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Program Objectives	Measures of Effectiveness
<p>100 intakes/assessments of Youth from Kalihi-Palama will be completed and youth enrolled in the project</p> <p>75% of enrolled students will receive outreach, case management and support.</p>	<p>Number of intakes/assessments completed.</p> <p>Number of youth enrolled in the project</p> <p>Number/percent of students receiving outreach, case management & support services</p>
<p>75% of CB students interested in higher education will explore their options through case management and support services</p>	<p>Number/percent of students interested in higher education utilizing case management and support services to explore their options.</p>
<p>75% of students who obtain FT or PT employment will continue employment for at least 3 months after receiving their diploma.</p> <p>50 Youth from Kalihi-Palama will participate in community services activities and other activities that promote social responsibility</p>	<p>Number/percent of students obtaining FT or PT employment who continue employment 3 months or more after receiving diploma.</p> <p>Number of youth participating in community service and other activities promoting social responsibility.</p>
<p>25% of CB students will successfully complete graduation requirements for their diploma</p>	<p>Number/percent of students of total enrolled that successfully complete graduation requirements.</p>

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2019.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$36,609	\$36,609	\$36,609	\$36,610	\$146,437

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2019.
 1. Atherton Family Foundation
 2. Aloha United Way

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

None

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

See Attached

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2017.

\$237,666

IV. Experience and Capability

1. **Necessary Skills and Experience**

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

SWCC provides direct prevention, case management, education and employment services in a holistic, culturally competent and community-based approach. Services focus on developing competencies and skills, and empowering individuals towards personal development, self-sufficiency and long term earning capability. The following is a partial list of services offered:

- transitional services to special needs youth
- bilingual mental health services
- bilingual employment and training services
- bilingual case management for victims of human trafficking
- daily activity and meal program for senior citizens
- after school drop-in center and recreation program
- alternative high school diploma program

- truancy prevention programs
- case management
- parenting classes
- computer-based Learning Center

- adult basic education and English as a Second Language classes
- employment services
- emergency food pantry

The Susannah Wesley Community Center is accredited nationally by the Council on Accreditation(COA). Accreditation ensures its stakeholders that the agency and its programs operate from an industry-wide "Best Practices" and/or "Evidence-Based" framework for both governance and program services.

SWCC has much experience in being the lead agency in collaborative efforts and in managing federal funds. Examples within the past ten years are:

- SWCC was the lead agency in coordinating a \$1.5 million federal grant to five collaborative agencies serving the immigrant populations in the Hawaii Immigrant Employment Program. We executed subcontracts and did both fiscal and program monitoring of partner agencies.
- SWCC was the lead agency in the implementation of State Incentive Grant(SIG) funds for three agencies located in Kalihi.
- SWCC was part of a collaboration, Hui Malama Ohana, that coordinated the delivery of Youth Service Center services to three geographic locations on Oahu.
- We were a subrecipient to manage \$1.7 million federal grant funds for special needs youths and families in the Leeward Oahu "Ohana" project.
- We are currently a subrecipient of \$ 500,000 from Substance Abuse and Mental Health Services Administration(SAMSHA) for services to transition adolescents to adulthood.
- SWCC also received a CDBG grant of \$500,000 in the late 1990s as part of a capital improvement project. The project was completed on time with no liens.

SWCC is governed by a Board of Directors who are deeply committed to carrying out the mission of the organization in the community. The SWCC Board of Directors has expertise that would benefit various phases of this project.

2. Facilities

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

SWCC operates primarily from its main site located at 1117 Kaili Street in Kalihi. This 70,000 sq. ft. site houses the administrative and program operations. This facility has, within the last decade, expanded to a total of approximately 18,000sq. ft. under the roof. The site provides offices, a variety of program and meeting spaces. It includes:

- A large multi-purpose room
- A dedicated recreation and lounge area outfitted with a variety of recreational equipment
- An arts and crafts room with a kiln
- A dedicated computer lab equipped with fourteen computers
- A 6,000 sq. ft. gymnasium
- Office space for approximately seven administrative staff members
- Office space for approximately 14 program staff members
- A program records room
- A staff library
- Three shared interview spaces
- A large centralized reception area

This property is leased to the center for a 20 year period by the General Board of Global Ministries of the United Methodist Church. The General Board of Global Ministries of the United Methodist Church has designated this property for use as a mission agency providing social service to the community.

V. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

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

Staffing for this proposal is 1.00 FTE Program Coordinator and 2 case managers and a half time employment specialist. These positions will be responsible for assessments and eligibility determination for all referrals. In addition, the individuals hired will collaborate with the Youth Services Program Administrator in the planning and future implementation of the program.

The Program Coordinator position will require a minimum of a Bachelor's degree in Social Work or related field with at least 4 years experience. The case manager positions will require a Bachelors degree in a human service field and two years experience. The Program Administrator is required to have a Master's degree in Social Work and a minimum of 5 years post Master's degree experience.

Supervision procedures include:

- Weekly supervision for each staff member which can be accomplished individually or as a group
- Regularly monitoring files, service plans, and other documentation
- Regular informal evaluations
- Written performance appraisals at least once a year to assess performance and identify goals and training needs for the upcoming year

Staff development is seen as an integral part of each employee's professional development. Each staff member receives an orientation that includes program purpose and philosophy, casework policies/procedures, due process, data collection and community resources. After orientation, the employee and his/her supervisor completes a staff development plan outlining training needs for the year. The training plan is developed around the employee's job description and areas of interest and will be reviewed and updated at each yearly performance appraisal

2. **Organization Chart**

See Attachment

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

3. **Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

Ronald Higashi	Executive Director	\$80,000
Dominic Inocelda	Program Administrator	\$71,400
Carol Imanaka	Program Administrator	\$70,350

VI. Other

1. **Litigation**

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

None

2. **Licensure or Accreditation**

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

SWCC is licensed by the Council on Accreditation through 4/30/2019.

3. **Private Educational Institutions**

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

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

4. **Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2018-19 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2018-19, but

- (b) Not received by the applicant thereafter.

Whether we receive funds or not after FY 2019, we will continue to explore funding sources for the Workforce Development Project. We are hoping that the DOE can continue to provide instructors to minimize our cost. Exploring the possibility of funding from Trusts and Foundations will continue.

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

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2017.

See Attached

6. **Declaration Statement**

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

7. **Public Purpose**

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

The grant will be used for a public purpose in accordance with Section 42F-102, Hawaii Revised Statutes.

ATTACHMENTS

BUDGET

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2018 to June 30, 2019

App **Susannah Wesley Community Center**

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	87,500			40,000
2. Payroll Taxes & Assessments	10,281			
3. Fringe Benefits	25,956			
TOTAL PERSONNEL COST	123,737			40,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	300			
3. Lease/Rental of Equipment	1,000			
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	700			
7. Telecommunication	1,400			
8. Utilities	14,000			
9. Independent Audit	1,300			
10. Program Activities	4,000			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	22,700			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	146,437			40,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	146,437	Stanley S. Inkyo 808-847-1535		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	40,000	1/19/18 Date		
TOTAL BUDGET	186,437	Stanley S. Inkyo PQI Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: Susannah Wesley Community Center

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
None			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:			\$ -	
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: Susannah Wesley Community Cente

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2016-2017	FY: 2017-2018	FY:2018-2019	FY:2018-2019	FY:2019-2020	FY:2020-2021
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

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

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App: Susannah Wesley Community Center

Contracts Total: 3,239,880

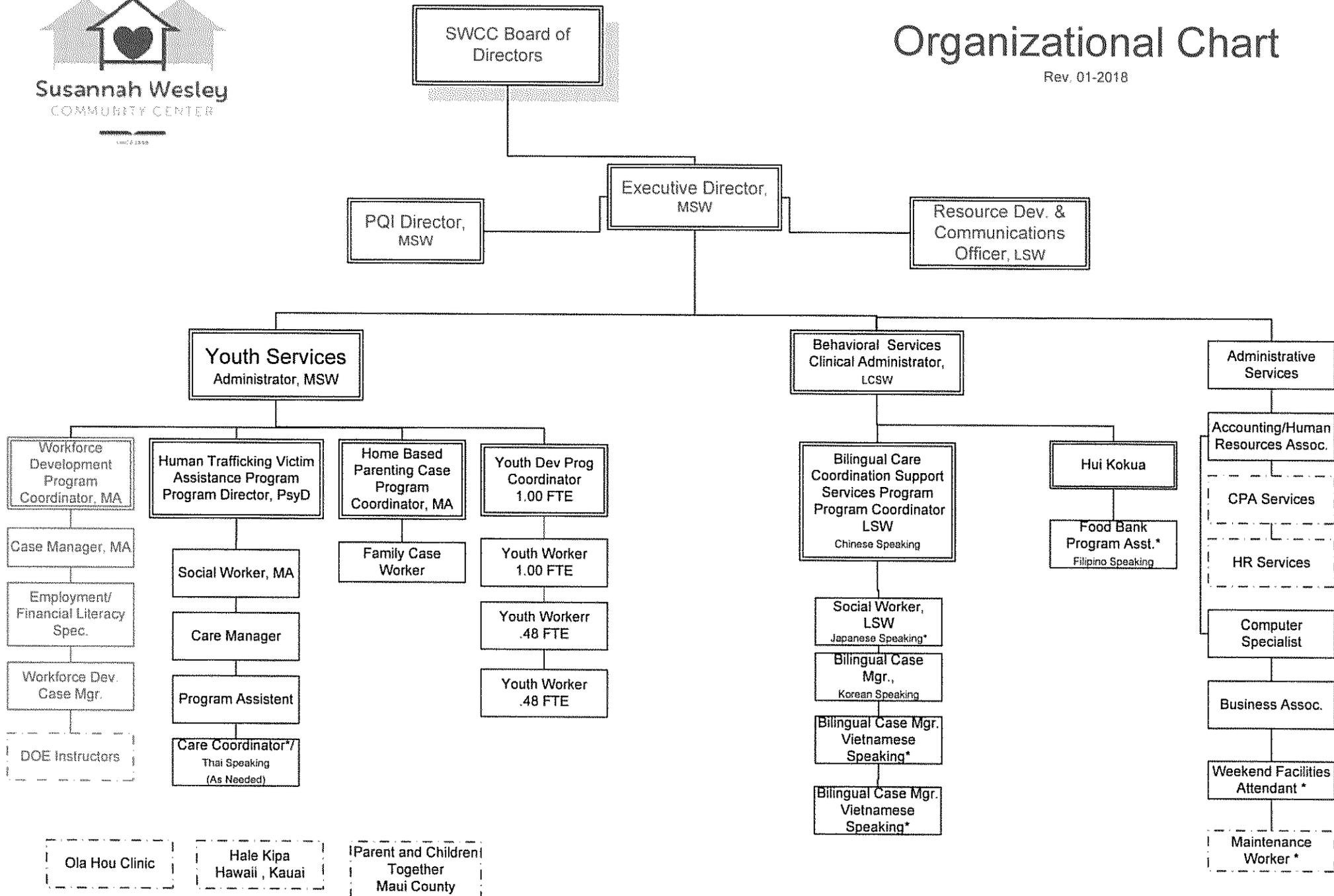
	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Home Based Parenting and Family Counseling	1/1/15-12/31/18	DHS	State	100,000
2	Community Resource Centers & Acculturation Services	7/1/14-6/20/15	DHS, DOH, DLIR-OCS	State	402,731
3	Supported Case Management/Case Coordination	10/1/14-3/31/17	DOH-AMHD	State	358,096
4	Competency Based High School Diploma, Adult Basic Education, ESL	2/3/14-2/2/15	DCS	Hon	166,053
5	Kalihi Palama School's Out Project	1/29/14-7/31/15	DLIR-OCS	State	90,000
6	Kalihi Palama School's Out Project	5/4/15-4/20/16	DLIR-OCS	State	90,000
7	WorkHawaii Juvenile Justice Center for At Risk Youth	9/1/14-6/30/17	DCS	Hon	454,000
8	Teen Pregnancy Prevention & Positive Youth Development	7/1/14-6/30/18	DHS	State	90,000
9	Truancy Prevention & In School Suspension	7/1/14-6/30/18	DHS	State	95,000
10	Services for Victims of Human Trafficking	11/19/12-12/31/15	OVS	U.S.	269,000
11	Summer Food Service		DOE	State	Fee for Service
12	National Human Trafficking Victim Assistance Program	10/1/11-9/30/12	OVS	U.S.	Fee for Service
13	VOCA	7/1/16-6/30/18	AG	U.S.	200,000
14	VOCA	7/1/17-6/30/19	AG	U.S.	291,000
15	VOCA	7/1/17-6/30/19	AG	U.S.	341,000
16	Trafficking Victim Assistance Program	7/1/16-6/30/20	DHS	State	293,000
17					
18					
19					
20					
21					
22					
23					
24					
25					

ORGANIZATION CHART



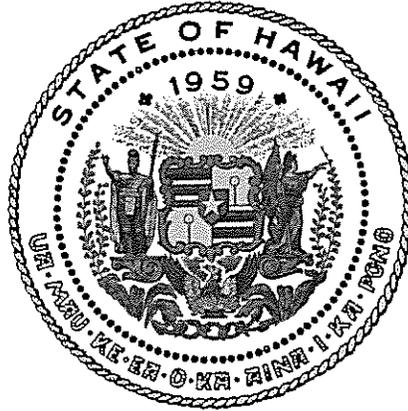
Organizational Chart

Rev. 01-2018



PROPOSED PROJECT IN GREEN

**CERTIFICATE OF GOOD
STANDING**



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

SUSANNAH WESLEY COMMUNITY CENTER

was incorporated under the laws of Hawaii on 02/14/1968 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.



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

Dated: January 16, 2018

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT
PURSUANT TO CHAPTER 42F,
HAWAII REVISED STATUTES**

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

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

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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

Susannah Wesley Community Center
(Typed Name of Individual or Organization)



(Signature)

(Date)

Ronald M. Higashi
(Typed Name)

Executive Director
(Title)