

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

**RECEIVED**  
JAN 17 2019  
BY: *[Signature]* 1040AM

Type of Grant Request:  
 Operating                       Capital

Legal Name of Requesting Organization or Individual:    Db:                      Db:  
 Family Support Hawaii    Family Support Hawaii

Amount of State Funds Requested: \$ 115,000

Brief Description of Request (Please attach word document to back of page if extra space is needed):  
 A'ole Bullying and Harrasment  
 Despite efforts by the DOE and committed community groups, bullying and harassment is still widespread in Hawaii's schools, particularly in the neighbor islands. This proposal seeks to establish a pilot, school based program that will implement proven best practices for reducing bullying and harassment so that our keiki can feel safe at school and learn the tools for better health and safety in our communities.

Amount of Other Funds Available:  
 State:                      \$ 115000  
 Federal:                      \$ \_\_\_\_\_  
 County:                      \$ \_\_\_\_\_  
 Private/Other: \$ 30000

Total amount of State Grants Received in the Past 5 Fiscal Years:  
 \$ 100000  
 Unrestricted Assets:  
 \$ 425000

New Service (Presently Does Not Exist):     Existing Service (Presently in Operation):

Type of Business Entity:  
 501(C)(3) Non Profit Corporation  
 Other Non Profit  
 Other

Mailing Address:  
 75-127 Lunapule Rd. Ste. 11  
 City:                                      State:                                      Zip:  
 Kailua Kona                              HI                                      96740

Contact Person for Matters Involving this Application	
Name: Ankearath Phem	Title: Program Director
Email: ankyphem@hotmail.org	Phone: 808-365-4453

Federal Tax ID#: <u>                    </u>	State Tax ID#: <u>                    </u>
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*[Signature]*                      Ankearath Phem - Program Director                      1/15/2019  
 Authorized Signature                      Name and Title                      Date Signed



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

The undersigned authorized representative of the applicant certifies the following:

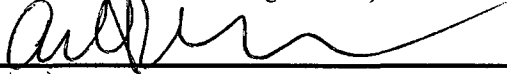
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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.

Family Support Service Hawaii

(Typed Name of Individual or Organization)

  
\_\_\_\_\_  
(Signature)

1/15/2019  
\_\_\_\_\_  
(Date)

Ankearath Phem  
\_\_\_\_\_  
(Typed Name)

Program Director  
\_\_\_\_\_  
(Title)

**Goal:**

Pilot a proven school-based anti-bullying program in 1 public Middle and High School complex in West Hawaii to reduce the physical, emotional and psychological tolls of bullying on victims and its adverse socioeconomic outcomes and to increase resiliency in students, as evidenced by display of social competence, problem-solving skills, personal responsibility and a sense of purpose and future.

**Objectives:****Objective 1:**

Integrate a current *proven* best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the “A’ole Bullying in the Aloha State Program”.

**Objective 2:** Implement the “A’ole Bullying in the Aloha State Program” integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student’s school population in order to shift the entire culture.

**Objective 3:** Provide skills, resources and raise awareness of bullying and harassment by organizing an “A’ole Bullying in the Aloha State” community event directed at parents, business and community leaders to create a safer environment for our youth.

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

The public purpose and need to be served with this proposal, is to address the fear and isolation thousands of Hawaii’s youth experience on a regular basis from bullying and harassment.

Consider that every 7 minutes, a child in the U.S. is bullied. It may be the son or daughter of someone you know. It may even be your own child. Meanwhile, only 4% of adults will intervene. And only 11 percent of a child’s peers might do the same. The remaining 85 percent — will do nothing.

According to the CDC’s 2017 Youth Risk Behavior Surveillance System, 19% of students in grades 9-12 said they were bullied at school property in the previous year. 14.9% of students surveyed said they were cyberbullied. Bullying takes many forms, and technology is opening up new ways for bullies to remain anonymous.

Besides the physical, emotional and psychological tolls it takes on victims, bullying produces many adverse socioeconomic outcomes. The Association for Psychological Science recently found that those who are bullies, victims or both are more likely to

experience poverty, academic failure and job termination in their adulthood than those who were neither. In addition, the affected individuals are more likely to commit crime and to abuse drugs and alcohol.

Even our schools take a financial hit from bullying. According to a National Association of Secondary School Principals report, the average public school can incur more than \$2.3 million in lost funding and expenses as a result of lower attendance and various types of disciplinary actions.

In a recent survey of 47 states, Hawaii ranks 27 in schools with the biggest bullying problem showing that the aloha state has plenty of room to grow in terms of bullying and harassment. According to the National Bullying Prevention Center, school-based bullying prevention programs decrease bullying by up to 25% which would be a considerable improvement for Hawaii's schools.

The following statistics provide an even more in depth look at the effects of bullying on our youth;

- Students who experience bullying are at increased risk for poor school adjustment, sleep difficulties, anxiety, and depression (*Center for Disease Control, 2017*).
- Students who are both targets of bullying and engage in bullying behavior are at greater risk for both mental health and behavior problems than students who only bully or are only bullied (*Center for Disease Control, 2017*).
- Bullied students indicate that bullying has a negative effect on how they feel about themselves (19%), their relationships with friends and family and on their school work (14%), and physical health (9%) (*National Center for Educational Statistics, 2016*).
- Students who experience bullying are twice as likely as non-bullied peers to experience negative health effects such as headaches and stomachaches (*Gini & Pozzoli, 2013*).
- Youth who self-blame and conclude they deserved to be bullied are more likely to face negative outcomes, such as depression, prolonged victimization, and maladjustment (*Perren, Ettakal, & Ladd, 2013; Shelley & Craig, 2010*).

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

The target population to be served directly will be middle and high school youth in the school complex that is selected for the program. Indirectly, the families and entire community benefit when our youth commit to a bully free environment.

Businesses and the economy benefit from having a work force that have learned about the prevention and application of bullying and harassment whether in school or in the workplace.

## Application for Grants

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

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

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

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2018.

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

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

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

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

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

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

#### **Summary**

School was getting out and we had just completed our mentor circle at Konawaena High School when I looked over and saw her sitting on the stone wall, by herself, crying. I asked her if I could sit down, she said yes and I asked if she was doing okay. She shared, through sobs, that she had been getting harassed at school and having problems at home. She finally had reached a breaking point and went to see her school counselor who, according to her, seemed annoyed to be bothered at the end of the day and promptly asked if she was suicidal. The girl, named Malia, replied that she wasn't going to kill herself but she needed help. The counselor asked her to come back tomorrow.

I sat with her for some time, listening. At one point I said, "I understand", she looked at me, still with tears in her eyes and replied, "no you don't". I realized in that moment that she was right, I had no idea what it was like to be in her shoes, in her life and in her



moment of struggle. I told her, "you're right, I don't understand. I just want to help." She looked up, stopped crying and said, with deep sincerity, "thank you".

It was a moment I'll never forget, because nearly a year later, she saw me in a crowd, not far from our initial conversation. She pulled me aside to let me know how much it mean to her that I took a moment to listen, not judge, not give advice but listen. It was enough to get her through to the next day, and the day after. She managed to stay away from her harassers and mom's abusive boyfriend moved out of the house, she even had a boyfriend that treats her well.

For every youth that I've had a chance to sit with and listen to, there are countless that continue to struggle and dig deeper into their sadness, depression and anxiety. They are being bullied by their peers, they are going home to unsafe environments and when they reach out for help they are told to come back at a more convenient time. Those are the children we read about in the paper, the ones we see homeless and addicted on the side of our roads.

It doesn't have to be this way; school should be a place where kids can find the support and encouragement to overcome whatever challenges they are facing. School should be a place where everyone is learning how to treat one another better and know how to recognize and respond when they see someone struggling. This proposal seeks to create a model for doing just that in our schools.

It was only two weeks ago that Malia volunteered at our annual Christmas event; beaming and happy to have the opportunity to serve food and gifts to some of our communities most unfortunate children. She graduated High School this past May and is making plans for her future. Sometimes all it takes is one adult, one mentor, one stranger who cares, to change the course of someone's life.

Supporting this proposal puts caring people in the lives of our youth when and where they need it.

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

Family Support Hawai'i (FSH) was founded in 1979 as a grassroots organization providing family support in communities throughout West Hawai'i. FSH incorporated in 1981 as a private, non-profit organization whose mission is "to Support Families and Communities in Providing Love and Care for our Children." As are all mission statements, this one is carefully chosen. It embodies two key elements: support for families and support for communities.

FSH administers the Early Head Start program, the Newborn Enhanced Support Team (NEST) program and the West Hawaii Fatherhood Initiative, to name a few. All of the programs hosted at FSH serve a critical role in improving outcomes for the families of West Hawaii.

The 'A'ole Bullying in the Aloha State' pilot program is directly in line with FHS's mission and capacity in 'providing love and care for our children' in that the children and families we serve come from the demographics that are most identified with victimization through bullying and harassment; the low income, Marshallese (and other immigrant populations) as well as youth with mental health and physical disabilities.

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

Students in Hawaii consistently report high incidences of bullying. Although the conversation of bullying started at policy level in the early 1990s, it is still a hot topic. Most recently, on October 4<sup>th</sup>, 2018, the Board of Education in Hawaii, approved a review to the student misconduct and discipline code known as Chapter 19. Among the key changes are: elevating bullying and cyberbullying at the secondary levels to a Class A offense, the most serious category. The Board of Education is in the final stages of the proposal cycle for an anti-bullying app that will allow safe and secure reporting of incidents.

In 2015, the "Bullying Prevention Task Force" was formed in Hawaii, with the goal to identify, increase and develop a network of groups and community agencies to model and spread the benefits of prevention BEFORE intervention is necessary and a "Hawaii Bullying Prevention Toolkit" was developed. The list of local bullying prevention programs in Hawaii, shows that most of them are based on Oahu, outside of the school environment.

There is a need, especially for The Big Island of Hawaii, to address bullying within the school setting, targeting large number of students and allow for a culture shift in the entire school to happen. The need for school-based anti-bullying programs, has been reiterated by the Asian American and Pacific Islander (AAPI) Bullying Prevention Task Force in 2016, (<https://www.stopbullying.gov/sites/default/files/2017-10/AAPI-Bullying-Prevention-Task-Force-Report-2014-2016.pdf>), in which they recommended to: "Establish comprehensive schoolwide programs to address bullying prevention, diversity, and cultural awareness training in collaboration with local community-based organizations and other relevant agencies".

The A'ole Bullying in the Aloha State Program is proposing to pilot an anti-bullying program at one Middle and High school complex in West Hawaii, targeting 80% of the total students.

The proposal seeks to integrate proven national anti-bullying strategies, as identified by National Registry of Evidence-based Programs and Practices (NREPP) as an effective anti-bullying intervention, adapted to the local cultural Hawaiian context.

The strategies proposed in the "A'ole Bullying in the Aloha State Program" to address bullying, are outlined below in the Goal and Objectives.



**Goal:**

Pilot a proven school-based anti-bullying program in 1 public Middle and High School complex in West Hawaii to reduce the physical, emotional and psychological tolls of bullying on victims and its adverse socioeconomic outcomes and to increase resiliency in students, as evidenced by display of social competence, problem-solving skills, personal responsibility and a sense of purpose and future.

**Objectives:****Objective 1:**

Integrate a current *proven* best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the “A’ole Bullying in the Aloha State Program”.

**Objective 2:** Implement the “A’ole Bullying in the Aloha State Program” integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student’s school population in order to shift the entire culture.

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Consider that every 7 minutes, a child in the U.S. is bullied. It may be the son or daughter of someone you know. It may even be your own child. Meanwhile, only 4% of adults will intervene. And only 11 percent of a child’s peers might do the same. The remaining 85 percent — will do nothing.

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experience poverty, academic failure and job termination in their adulthood than those who were neither. In addition, the affected individuals are more likely to commit crime and to abuse drugs and alcohol.

Even our schools take a financial hit from bullying. According to a National Association of Secondary School Principals report, the average public school can incur more than \$2.3 million in lost funding and expenses as a result of lower attendance and various types of disciplinary actions.

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

The target population to be served directly will be middle and high school youth in the school complex that is selected for the program. Indirectly, the families and entire community benefit when our youth commit to a bully free environment.

Businesses and the economy benefit from having a work force that have learned about the prevention and application of bullying and harassment whether in school or in the workplace.

**5. Describe the geographic coverage.**

The geographic area of the pilot program will most likely be either the Kealakehe School Complex or the Konawaena School complex on the west side of Hawaii Island. Once the program is established, it could be replicated across the state.

**III. Service Summary and Outcomes**

**The problems this proposal seeks to solve are:**

**Problem A:**

Despite recent efforts by the DOE, federal investigators found that bullying and harassment are still widespread in Hawaii’s schools; nearly 1 in 3 Hawaii public school students report being the victims of bullying or harassment.

**Problem B:**

The same report found a system — the 10<sup>th</sup> largest in the United States — struggling to handle bullying and harassment on campus and failing to take steps to protect victims or follow up. It also found tens of thousands of students were victimized again after reporting an incident of bullying or harassment.

**Problem C:**

Nearly 40 percent of students said incidents of bullying they’d experienced or witnessed made them feel unsafe at school.

**Problem D:**

Bullying belongs to all of us. School staff can address incidents and support students at school, but they cannot stop bullying — in all its forms, and in all the places it occurs — on their own. Families, students, and communities have a role to play to adopt and promote a culture of respect, responsibility and resiliency.

The **scope of work, tasks and responsibilities** proposed in this funding request to address the problems, are:

<p><b><u>Objective 1:</u></b></p> <p>Integrate a current <i>proven</i> best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the “A’ole Bullying in the Aloha State Program”.</p>
<p><b><u>Tasks:</u></b></p> <p>1.a) Identify a proven Middle and High school level anti-bullying program from the NREPP registry, such as “Point Break” or “Safe School Ambassador”; these are one to two-day workshops, that are delivered to students to address the behaviors, values and</p>

attitudes of middle and high school youth. It provides opportunity to listen, interact and engage on specific topics that shape a young person's life at school, in the home and in community.

1.b) To train and/or certify a minimum of two staff members of the "A'ole Bullying in the Aloha State Program" to become anti-bullying coaches. The training includes a four-step training and certification program on the mainland. These four steps include: (1) experiencing the workshop as a small group leader; (2) observing the day as a coach and coordinator; (3) mastering the Program script (including some memorization) and taking the lead role as a workshop presenter with a trainer; and finally (4) conducting a workshop from the beginning to the end of the day.

1.c) Identify best practices and essential cultural factors for anti-bullying in Hawaii, through consulting with local resources and agencies, such as peer mediation programs, school mentoring programs, E Ola Pono campaign, multi-cultural awareness training and reducing sexual violence programs.

1.d) Developing the "A'ole Bullying in the Aloha State Program" based on the evidence-based models and integrating local elements and seeking endorsement for the model from the Hawaii Bullying Prevention Task Force.

**Responsibilities:** The director of the "A'ole Bullying in the Aloha State Program" will be trained, as well as one to two staff members to be an anti-bullying coach. The director will also research, coordinate and reach out to partner agencies organizing and attending meetings for collaboration with local resources.

**Objective 2:**

Implement the "A'ole Bullying in the Aloha State Program" integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student's school population in order to shift the entire culture.

**Tasks:**

2.a) Consult and coordinate with Middle and High Schools in Hawaii and select specific schools to decide on number of total sessions and set up program implementation dates;

2.b) Develop baseline data and survey to track current bullying status in the selected school population;

2.c) Implement the "A'ole Bullying in the Aloha State Program" as a pilot program in at least 1 Middle and 1 High School, targeting 80% of their total student population;

2.d) Complete follow-up sessions and conduct a post-survey;

2.e) Improve program based on received feedback of students, teachers, parents and other relevant stakeholders.

**Responsibilities:** The program director will liaise with schools and stakeholders regarding program implementation. Trained staff will execute the programs at the schools and will be supervised by the program director. The program assistant will be in charge for the pre- post survey and review the data and consolidate all the resources, fathers and coaches for collaboration and sharing.

<b>Objective 3:</b>
Organize an “A’ole Bullying in the Aloha State” community event directed at parents, business and community leaders to raise awareness of bullying and harassment in order to create a safer environment for our youth.
<b>Tasks:</b>
3.a) Collaborate with other agencies and programs, such as peer mediation programs, school mentoring programs, E Ola Pono campaign, suicide prevention task force, multi-cultural awareness training and reducing sexual violence programs, for obtaining input into the most effective type of event for anti-bullying purposes.
3.b) Set up an event committee with relevant stakeholder to recruit volunteers and plan the community event.
3.c) Execute and report on a large-scale an “A’ole Bullying in the Aloha State” community event directed at parents, business and community leaders to raise awareness.
<b>Responsibilities:</b> The program’s event specialist will organize the events under supervision of the program director. Volunteers will be recruited and an event committee will be set up.

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

<b>Objective 1:</b>		
Integrate a current <i>proven</i> best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the “A’ole Bullying in the Aloha State Program”.		
Task	Expected Outcome	Timeline (Based on project start date of July 1, 2019)
1.a) Identify a proven Middle and High school level anti-bullying program from the NREPP registry.	A model is identified that is geared towards addressing the behaviors, values and attitudes of middle and high school youth.	July/August 2019
1.b) To train and/or certify a minimum of two staff members of the “A’ole Bullying in the Aloha State Program” to become anti-bullying coaches.	A minimum of 2 staff members of the “A’ole Bullying in the Aloha State Program” are trained and/or certified anti-bullying coaches in one of the evidence-based models as found in the NREPP.	October 2019
1.c) Identify best practices and essential cultural factors for anti-	A minimum of 4 agencies have provided input on local specific anti-	August-November, 2020

bullying in Hawaii, through consulting with local resources and agencies, such as peer mediation programs, school mentoring programs, E Ola Pono campaign, multi- cultural awareness training and reducing sexual violence programs.	bullying factors to be incorporated into the "A'ole Bullying in the Aloha State Program".	
1d) Developing the "A'ole Bullying in the Aloha State Program" based on the evidence-based models and integrating local elements and seeking endorsement for the model from the Hawaii Bullying Prevention Task Force.	The "A'ole Bullying in the Aloha State Program" is finalized and approved by the Hawaii Bullying Prevention Task Force.	September 2019

**Objective 2:**

Implement the "A'ole Bullying in the Aloha State Program" integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student 's school population in order to shift the entire culture.

<b>Task</b>	<b>Expected Outcome</b>	<b>Timeline (Based on project start date of July 1, 2019)</b>
2.a) Consult and coordinate with Middle and High Schools in Hawaii and select specific schools to decide on number of total sessions and set up program implementation dates;	One Middle and one High School agreed to pilot the program and will reduce the number of school incidents of bullying and harassment as evidenced by school records from previous years compared to reported incidents upon completion of the project in	October/November 2019
2.b) Develop baseline data and survey to track current bullying status in the selected school population;	A baseline survey is developed and implemented in order to reduce the rate of students reporting feeling unsafe at school based on baseline data established at the beginning of the school year and compared to data available at the end of the proposed project.	November/December 2019
2.c) Implement the "A'ole Bullying in the Aloha State Program" as a pilot program in at least 1 Middle and 1 High School, targeting 80% of their total student population;	In addition to a reduced number of school incidents of bullying and harassment and reduced rate of students feeling unsafe, a shift in school culture is observed by more than 55% of the respondents.	February- May 2020
2.d) Complete follow-up sessions and conduct a post-survey;	A post-survey is developed and implemented in order to reduce the rate of students reporting feeling	June 2020

	unsafe at school based on baseline data established at the beginning of the school year and compared to data available at the end of the proposed project.	
2.e) Improve program based on received feedback of students, teachers, parents and other relevant stakeholders.	Final "A'ole Bullying in the Aloha State Program" with community feedback was developed and has been endorsed by the Hawaii Bullying Prevention Task Force.	July 2020

<b>Objective 3:</b>		
Raising awareness of bullying and harassment by organizing an "A'ole Bullying in the Aloha State" community event directed at parents, business and community leaders to create a safer environment for our youth.		
<b>Task</b>	<b>Expected Outcome</b>	<b>Timeline (Based on project start date of July 1, 2019)</b>
3.a) Collaborate with other agencies and programs, such as peer mediation programs, school mentoring programs, E Ola Pono campaign, suicide prevention task force, multi-cultural awareness training and reducing sexual violence programs, for obtaining input into the most effective type of event for anti-bullying purposes.	A minimum of 4 agencies have provided input into the community event.	August – November 2019
3.b) Set up an event committee with relevant stakeholder to recruit volunteers and plan the community event.	An "A'ole Bullying in the Aloha State Event Committee" has been set up with a minimum of 4 members.	November 2019
3.c) Execute and report on a large-scale an "A'ole Bullying in the Aloha State" community event directed at parents, business and community leaders to raise awareness.	Community Event was implemented and 150 or more people and children have been reached.	May 2020



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

Objectives	Monitoring, Evaluation & Improvement
<p>1. Integrate a current proven best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the "A'ole Bullying in the Aloha State Program".</p>	<p><u>Monitoring:</u> To collect information on the program's first objective, the "A'ole Bullying in the Aloha State Program" will use minutes of meetings and/or correspondence with the Hawaii Bullying Prevention Task Force and other stakeholders, such as peer mediation programs, school mentoring programs, E Ola Pono campaign, suicide prevention task force, multi-cultural awareness training and reducing sexual violence programs.</p> <p><u>Evaluation:</u> The Hawaii-based model will be based in proven models from the National Registry of Evidence-based Programs and Practices (NREPP). Individual Impact studies of each of these models, will be considered in evaluating the "A'ole Bullying in the Aloha State Model".</p> <p><u>Improvement:</u> The feedback from the Hawaii Bullying Prevention Task Force, as well as all other consulted stakeholders, will provide insight into how the model can be improved.</p>
<p>2. Implement the "A'ole Bullying in the Aloha State Program" integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student's school population in order to shift the entire culture.</p>	<p><u>Monitoring:</u> To collect information on the program second objective, the "A'ole Bullying in the Aloha State Program" uses pre- (baseline) and post-surveys on the participants' knowledge, skills and attitudes will be collected. Monitoring of number of fathers and coaches attending the conference and summit as well as completed satisfaction surveys. Existing data regarding reported bullying incidents and harassment will also be measured pre- and post the program implementation.</p> <p><u>Evaluation:</u> The outcomes and process evaluation will be systematically completed before and after each activity related to the listed expected outcome.</p> <p><u>Improvement:</u> The feedback from the students, schools and all other consulted stakeholders, will provide insight into how the model can be improved.</p>
<p>3. Raising awareness of bullying and harassment by organizing an "A'ole Bullying in the Aloha State" community event directed at parents, business and community leaders to create a safer environment for our youth.</p>	<p><u>Monitoring:</u> To collect information on the program third objective, minutes with stakeholders and event committee meetings, will be tracked. Registration forms during the event will be used to track the number of participants that show up.</p> <p><u>Evaluation:</u> The amount of volunteer hours and numbers of participants, will be considered in evaluation the success of the event.</p> <p><u>Improvement:</u> The "A'ole Bullying in the Aloha State" event committee will gather feedback from community leaders and anti-bullying program agencies for improvement.</p>

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.

Objectives	Measure of effectiveness
1. Integrate a current proven best practice for addressing bullying, identified as an effective anti-bullying intervention by the National Registry of Evidence-based Programs and Practices (NREPP), with essential elements of the local cultural Hawaiian context, into the "A'ole Bullying in the Aloha State Program".	<ul style="list-style-type: none"> <li>- Whether or not "A'ole Bullying in the Aloha State model" is endorsed by the Hawaii Bullying Prevention Task Force and its participating schools;</li> <li>- Staff is trained and/or certified and increased their skills in an evidenced based anti-bullying model.</li> <li>- The model takes into account the local Hawaiian context.</li> </ul>
2. Implement the "A'ole Bullying in the Aloha State Program" integrated model for eliminating bullying and harassment at one Hawaii public Middle and High School Complex as a pilot program, targeting 80% of the total student 's school population in order to shift the entire culture.	<ul style="list-style-type: none"> <li>- A minimum of 80% of the student's school population have participated in the "A'ole Bullying in the Aloha State pilot-program.</li> <li>- Reduced number of school incidents of bullying and harassment and reduced rate of students feeling unsafe, a shift in school culture is observed by more than 55% of the respondents.</li> <li>- Reported improvement from post- and satisfaction surveys completed by participants compared to baseline and pre-surveys.</li> </ul>
3. Raising awareness of bullying and harassment by organizing an "A'ole Bullying in the Aloha State" community event directed at parents, business and community leaders to create a safer environment for our youth.	<ul style="list-style-type: none"> <li>- One community event has been organized by the event committee with a minimum of 20 volunteer hours, reaching an audience of over 60 people.</li> </ul>

## **IV. Financial**

### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))
  
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

e. Government contracts, grants, and grants in aid ([Link](#))

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
28,750	28,750	28,750	28,750	115,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.
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.
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 2020 for program funding.
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

**V. Experience and Capability**

**1. Necessary Skills and Experience**

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

**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.

Operations for this project will be conducted out of Family Support Hawaii’s Kona office at: 75-127 Lunapule Rd STE 11, Kailua Kona, Hi. 96740. On-site training and program implementation will take place at the school’s selected for the pilot program.

The “A’ole Bullying in the Aloha State Program” falls under the supervision of Family Support Services of Hawaii (FSH). FSH’s main role is to hold the program accountable for its financial management; FSH is financially healthy and viable, with a current stable sixty-day net operating reserve of \$425,000. Primary financial support comes from federal, state, and local contracts, including contracts with the State of Hawaii’s Department of Health, Department of Human Services, and Office of Youth Services. Secondary support is provided to the agency from individual donations and foundation and other grants, including grants from the County of Hawaii. In addition to fundraisers sponsored by the community to benefit FHS (such as the Wahine Fishing Tournament and the Kona Brew Fest), Family Support’s own annual “Serve it Forward” tennis tournament has become, within three years of its initiation, the largest tennis tournament on the Big Island. All federal and state contracts have been awarded, through a competitive process, to provide for five-year renewals starting July 2017, which assures a continuation of 80% of FHS’s current operating revenue of more than \$2.6 million through June, 2022.

**Program Director:** Ankea Phem is an education and social development specialist with two Master degrees. She has over 15 years of international experience, specializing in setting up large-scale education projects, working with a wide range of stakeholders. In Hawaii, she gained experience as a social worker since 2007, working with persons with mental health issues and children at risk for abuse and neglect. In addition, Ms. Phem has a passion for mentoring young adults. In Cambodia, she worked with trafficked female teenagers in resolving trauma and developing their self-esteem. In Hawaii, she is vice-president and an active board member at “Ohana Martial Arts”, a non-profit geared towards youth empowerment. Ms. Phem has also been mentoring youth at the West Hawaii Explorations Academy; helping them develop their social and emotional learning, while guiding them into career and college opportunities.

**Responsibilities:** As the program director of the “A’ole Bullying in the Aloha State Program”, she will lead the development of the anti-bullying model, get trained in a proven anti-bullying model, coordinate with schools and stakeholders and ensure overall program implementation.

**Trainer/Program Specialist –** To be determined.

Bachelor or master degree in human services related field, or equivalent experience / training

- 2 years’ experience in nonprofit sector case management & experience in setting up surveys;
- 2 years’ experience with group facilitation and/or as a teacher trainer;
- 2 years’ experience working with youth.

**Responsibilities:**

- Train and/or get certified as an anti-bullying coach in one of the evidence-based models as found in the NREPP.
- Develop baseline data and survey to track current bullying status in the selected school population;
- Facilitate “A’ole Bullying in the Aloha State” workshops in a middle and high school.

**Program Assistant & Event Planner - To be determined.**

Qualifications:

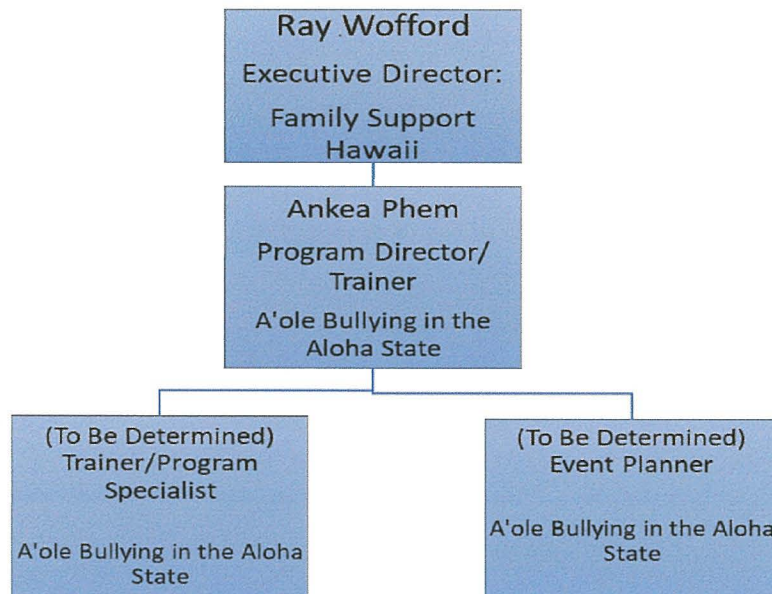
- Associate degree in related field or equivalent experience / training in organization and planning;
- 1 year experience in nonprofit sector;
- 2 years' experience with event planning and special events.

Responsibilities:

- Organizing a "A'ole Bullying in the Aloha State" community event to raise awareness on anti-bullying;
- Provide ongoing administrative support.

**2. Organization Chart**

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



**3. Compensation**



### 3. Compensation

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

- Executive Director – \$83,500
- Early Head Start Director – \$64,000
- Early Intervention Services – Program Manager – \$60,000

## VII. Other

### 1. Litigation

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

### 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.

### 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.

### 4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2019-20 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2019-20, but
- (b) Not received by the applicant thereafter.

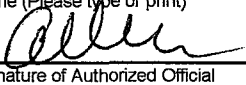
This proposal's plan for sustainability after fiscal year 2019-20 is to draft a proposal with the findings established by the program to be presented to the Department of Education, Office of Youth Services and Department of Human Services to determine the efficacy of continuing the program. In the event that the program is determined to be a proven model for reducing bullying and harassment in the pilot school but the



## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Family Support Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	99,200			10,000
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>	<b>99,200</b>			<b>10,000</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	3,000			2,000
5. Staff Training	4,000			4,000
6. Supplies / Materials	2,000			5,000
7. Telecommunication	500			1,000
8. Utilities				
9. Community Events	5,000			5,000
10. Outreach; design, print and promotions	1,300			3,000
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>15,800</b>			<b>20,000</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>115,000</b>			<b>30,000</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	115,000	Ankearath Phem <span style="float: right;">808-365-4453</span>		
(b) Total Federal Funds Requested		Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	30,000	Signature of Authorized Official <span style="float: right;">Date 11/5/19</span>		
<b>TOTAL BUDGET</b>	<b>145,000</b>	Program Director <span style="float: right;">Name and Title (Please type or print)</span>		



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Family Support Hawaii

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

**JUSTIFICATION/COMMENTS:**

N/A

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

**JUSTIFICATION/COMMENTS:**

N/A

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Family Support Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						
N/A						

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

Applicant: Family Support Hawaii

Contracts Total: -

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
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