

(A). Need for Project: The Journey to Success Project seeks to provide mentoring and support services to Native Hawaiian youth and their caregivers currently or formerly in foster care, residing on the Island of O’ahu to include students who are certified as receiving Individuals with Disabilities Education Improvement Act (IDEIA) or Section 504 services. Project services are targeted to enable the youth to: (1) earn sufficient credits during the academic year to graduate with a high school diploma or certificate of completion; (2) earn sufficient credits during the academic year to be promoted to the next higher level and avoid retention; (3) improve their academic performance; and (4) improve their post-high school employment opportunities.

The impetus for this Project stems from the 20 plus -years experience of the Foundation’s Surrogate Parent Program, which provides, in coordination with the Hawaii State Department of Education, educational advocacy services for individual youth who are placed in foster homes in the State of Hawai’i as mandated by the Individuals with Disabilities Education Improvement Act (IDEIA). A surrogate parent is an individual who acts in place of the legal parent to make decisions regarding the student’s education, and makes decisions in all matters relating to a student’s identification, evaluation, and educational placement, and the provision of educational services. In Hawai’i, youth lose their surrogate parent services after they age out (reach 18 years of age), are returned to the custody of their parents, are deemed to be ineligible for special education or Section 504 services, are withdrawn from school, or where legal guardianship of the youth is awarded to a third party (a non-parent).

As result, former foster youth and their caregivers, foster youth ineligible for IDEIA services and those youth who have reached age 18 years are left without guidance and support to navigate the all important educational systems.

Youth in foster care have experienced fear, abuse and neglect, affecting every aspect of a youth's life, significantly impacting his/her school life. Compared to other youth, foster or former foster youth are more likely to:

- Have academic and behavioral problems in school
- Have higher rates of absenteeism and disciplinary referrals
- Perform below grade level
- Have higher probability of having Attention Deficit Disorder, deficits in executive functioning, anxiety as well as other developmental problems.

These problems do not dissipate when caregivers are awarded legal permanency of foster youth or when other events as earlier delineated occur, resulting in the discontinuation of educational surrogate parent services. Moreover, caregivers, oftentimes taxed by the day to day care of the youth and lack of knowledge as to school systems, seek and welcome the support and assistance of an "outside" resource focused solely on the youth's educational needs.

Thus, the Project seeks to provide outreach mentoring and support services to foster and former Native Hawaiian foster youth who are at risk of low academic performance, school failure, retention and of dropping out of school,

(A) Need for Project (i): The magnitude or severity of the problem, and the need for the Journey to Success Project, is confirmed by the continuing high number of youth who annually enter foster care and their low academic performance results, state budgetary limitations, and state law which deems a foster youth capable of independent living and decision making at age 18 and studies comprising the current knowledge base about this group and the best practices for mentoring and support services for high-risk youth.

Background Educational Information Relating to Native Hawaiian Students: Academic success in the State of Hawai'i, for Native Hawaiian students has generally been focused upon data related to earning a high school diploma or its equivalency. For example, in 2010, the United States, Bureau of the Census, reported that an estimated 145,815 Native Hawaiian adults, ages 25 and over, about 66,346 adults (45.5%) earned at least a high school diploma or its equivalency.<sup>1</sup> The survey added that with regard to higher education, about 45,786 adults (31.4%) earned an associate's degree or had some college education.<sup>1</sup> However, only about 14,727 adults (10.1%) earned a bachelor's degree, and an even smaller number, about 6,124 adults (4.2%) earned a graduate or professional degree.<sup>1</sup>

Further, in 2010, an estimated 93,430 Native Hawaiian students, ages 3 and over, were enrolled in school (from nursery or preschool to college or graduate school) in the State of Hawai'i.<sup>1</sup> About 40,922 students (43.8%) were enrolled in elementary school (grades 1 to 8), and about 21,769 students (23.3%) were enrolled in high school (grades 9 to 12).<sup>1</sup> As a comparison about 17,098 students (18.3%) were enrolled in college or graduate school. It is worth noting that out of the 62,691 Native Hawaiian students enrolled in elementary and high school in 2010, the State of Hawai'i, Department of Education reported about 8,069 of these students qualified for special education services, and 922 students qualified for Section 504 services.<sup>2</sup> Thus, about 14% (about 8,991 students) of the 62,691 Native Hawaiian students qualified for special education or Section 504 services around 2010.

Background Foster Care Information Relating to Native Hawaiian Students: The Department of Human Services, of the State of Hawai'i ("DHS"), which has the administrative oversight over all youth placed in foster homes in the state, reported in

2010 that there were 1,332 youth in foster care, with about 50% being Native Hawaiian.

These following challenges confirm why the Journey to Success Project is needed.

The Challenge of School Changes: School changes often occur when children are

initially removed from their home, or are moved from one foster placement to another.

A 1996 study reports that children who change schools frequently make less academic

progress than their peers, and they fall farther behind academically each time they

change schools.<sup>4</sup> Falling behind academically is also associated with dropping out of

school. In addition, children who experience frequent school changes face challenges

in developing and sustaining supportive relationships with teachers or with their peers.<sup>5</sup>

When youth are removed a home, they lose the stability, love, and support of the family,

suffer a sense of loss, and experience a void in their lives which frequently results in

academic regression. The Project's mentors seek to mitigate the loss, by meeting

regularly with the youth and his caregivers, encouraging the youth to attend school and

complete their academic assignments, and by serving as the youth's academic cheer

leader.

The Challenge of Delayed School Enrollment: Delayed school enrollment can be

caused by a social worker's failure to register a child immediately after placement in a

foster home, or by the child's prior school failing to forward his or her records in a timely

manner. A 2006 California study reports that the delay in school enrollment has a

negative impact upon the child's attendance, may result in the child having to repeat

courses previously taken or being enrolled in inappropriate classes, and may result in

the child's Individualized Education Program ("IEP") not being implemented (if the child

is eligible for special education services).<sup>6</sup>

Delayed school enrollment causes youth to sit idly and fall behind in their school work and affects academic performance years later . The Project's mentors seek to mitigate the effects of delayed school enrollment, by ensuring the prompt registration of the youth in their new school, by meeting with school personnel to develop a schedule which contains appropriate classes and preserves the youth's academic credits, and by meeting with school personnel to ensure that the youth's IEP is appropriate and will be implemented by the school. The mentors work closely with caregivers to increase their awareness of these necessities and to elicit their cooperation and action.

The Challenge of Irregular Attendance: Children who are or formerly were in foster care have often missed a significant number of school days, and often have higher school absence rates than their non-foster care peers.<sup>7</sup> Irregular attendance or high absence rates impacts a student's grades, particularly where class participation is a factor in computing these grades, affects the student's ability to develop relationships with his or her peers and school personnel, and causes the student to lose interest or a connection with the school. The Project's mentors seek to mitigate the effects of irregular attendance, by meeting regularly with the youth and their caregivers, encouraging the youth to attend school and complete their academic assignments, involving the youth's caregivers in encouraging regular school attendance, and by serving as the youth's academic cheer leader.

The Challenge of School Discipline: Children currently or formerly in foster care appear to experience school suspensions and dismissals at a higher rate than their non-foster care peers according to a 2009 California study.<sup>7</sup> This is not a surprise especially if the youth is moved several times to different foster homes, registered late for school, has

inappropriate classes, is behind in credits, has irregular school attendance, and has an inappropriate IEP or an IEP which is not implemented by the school.

School suspensions and dismissals have a devastating and lasting effect upon a student's grades and credit accumulation, and may cause a student to lose interest in and drop out of school. The Project's mentors seek to mitigate the effects of school discipline, by working with the caregivers to meet with school personnel to ensure that the facts relating to the discipline are accurate, the discipline is appropriate in light of the youth's IEP and academic needs, and the youth's academic needs are adequately addressed in an alternate forum.

The Challenge of Lower Standardized Test Scores: Children in or formerly in foster care also appear to perform more poorly on standardized reading and mathematics tests, in comparison to their non-foster care peers.<sup>8</sup> Poor performance on the standardized reading and mathematics tests may preclude a child from taking more rigorous courses, or may result in lower grades or retention. The Project's mentors seek to mitigate the effect of lower standardized test scores, by assessing with the youth and caregivers the needs and circumstances and assisting to make appropriate referrals and connections and provide ongoing monitoring to ensure progress.

The Challenge of Retention: Children in or formerly in foster care are more likely to be retained than their non-foster care peers, and are likely to be older for their grade level than their non-foster care peers.<sup>9</sup>

Retention means that a youth's peers advance while he or she is held back, is a source of embarrassment, and also means that a youth is older than his or her grade level. It should not be a surprise that retention may result in a youth dropping out of school. The Project's mentors seek to mitigate the effects of retention, by meeting with the youth,

caregivers and the school personnel to ensure that the facts relating to the retention are accurate, retention is appropriate in light of the youth's IEP and academic needs, and the youth's academic needs are adequately addressed in an alternate forum.

The Challenge of Special Education: Children in or formerly in foster care appear to have special education needs and/or receiving special education services at a significantly higher rate than their non-foster care peers.<sup>10</sup> The research also suggests that children in or formerly in foster care appear to be placed in more restrictive educational settings, and have poorer quality IEPs than their non-foster care peers in special education.<sup>11</sup>

Special education is complex and challenging for most youth, since their input is generally not sought by the adults involved. Further, being placed in a more restrictive educational setting and a having a poor quality IEP do not build academic success for a foster youth. The Project's mentors seek to mitigate the effects of special education, by meeting with the youth, caregivers and school personnel to ensure that the youth is appropriately eligible for special education services, has an appropriate IEP developed and implemented by the school on his or her behalf, and encouraging the youth to attend school and complete their academic assignments in a loving and firm fashion.

The Challenge of Graduation: Children in or formerly in foster care appear less likely to complete high school and graduate with a high school diploma than their non-foster care peers.<sup>12</sup> Further, it also appears that children in foster care are more likely to complete high school with a general equivalency degree ("GED"), and it follows that a GED is not the equal of a regular high school diploma when it relates to job opportunities and post-secondary educational achievement as seen in a 2010 study.<sup>13</sup>

Simply stated, if a foster youth fails to earn a high school diploma upon exiting high school, this results in a life time of limited economic success, career opportunities, and financial independence. The Project's mentors seek to mitigate the effects of a failure to earn a high school diploma and graduate, by meeting regularly with the youth and caregiver , encouraging the youth to attend school and complete their academic assignments , involving the youth's foster family in encouraging regular school attendance and earning a high school diploma, and by serving as the youth's academic cheer leader.

The Challenge of College Enrollment: Children in or formerly in foster care appear to have lower college enrollment rates than their non-foster care peers.<sup>14</sup> The research suggests that even if foster youth did not graduate with a college degree, completing any college work would increase their work-life earnings, on an average, by about [REDACTED].<sup>15</sup>

Being considered an adult at age 18, attaining financial stability or independence, attaining adequate housing and medical care, and obtaining an adult mentor are several of the barriers which hinder foster or former foster youth from pursuing post-secondary education. The Project's mentors seek to mitigate the effects of a failure to pursue post-high school education, by meeting regularly with the youth and their caregivers, encouraging the youth to pursue post-high school education by completing college applications and financial assistance forms, making and following up with appropriate referrals, involving the youth's family in encouraging the completion of college applications and financial assistance forms.

The Challenge of Aging Out: Children in or formerly in foster care, once they attain age 18, are legally considered as adults and soon age out of the foster care system. As an adult, the foster youth is now responsible for attaining his or her own financial stability or independence, attaining adequate housing and medical care, pursuing a career, employment, or post-secondary education, and obtaining an adult mentor to assist the maturation process.<sup>16</sup>

In short, foster youth face an expedited path to a maturation and independence as an adult, without the financial, physical, and emotional resources which their non-foster care peers possess. The Project's mentors seek to mitigate the effects of aging out, by meeting regularly with the youth, encouraging the youth to pursue post-high school education by completing college applications and financial assistance forms, plan for a post-high school career by completing employment applications and practicing employment interviews, involving the youth's foster family (ohana) in encouraging the completion of college applications and financial assistance forms, and completing employment applications and practicing employment interviews.

(A) Need for Project (ii): The gaps or weaknesses in services, infrastructure, or opportunities will be addressed by the proposed Journey to Success Project in the below listed manner.

The Project's services are: (1) dedicated exclusively to Native Hawaiian youth, ages 14 to 20, who reside in a foster home or previously resided in a foster home on the island of O'ahu, who are no longer represented by an adult advocate or surrogate parent, to enable the youth to: (a) earn sufficient credits during the academic year to graduate with a high school diploma or certificate of completion; (b) earn sufficient credits during the academic year to be promoted to the next higher level and avoid retention; (c)

improve their academic performance; and (d) improve their post-high school employment opportunities; (2) available each week day, from Monday through Friday; (3) available during school breaks such as fall, winter, spring, and summer vacation, and during intersession for multi-track schools; (4) available for the majority of the calendar year, with the exception of the observance of only nine (9) holidays; and (5) designed to be outreach services, which calls for the staff member to be meeting and interacting with the youth in an educational and/or residential setting on an ongoing basis.

(B) Quality of the Project Design (i): The Journey to Success Project’s goals, objectives, and data sources are illustrated below.

Goal 1. To improve students’ performance and attitudes so that they can be promoted to the next higher level during the following school year.		
Objective	Outcome Indicator	Data Source
<u>Objective 1</u> : Ensure a high level of student participation rate and caregiver involvement in all Project services.	<ul style="list-style-type: none"> <li>100 % of the participating students and caregivers will be involved in the mentoring and support services of the project.</li> </ul>	<ul style="list-style-type: none"> <li>Activity participation logs</li> <li>Student/caregiver interviews</li> </ul>
<u>Objective 1.1</u> Assess the student’s learning and academic needs and intensively monitor, support and intervene accordingly Utilizing the “Check and Connect” methodology	<ul style="list-style-type: none"> <li>100% of the students are given pre (baseline), quarterly, and post-assessments using a set of standardized tests published by Northwest Evaluation Association (NWEA)</li> <li>100% of the students show improvements in attitudes toward school and learning</li> <li>100% of the students will have a collaboratively developed Youth Success Plan</li> <li>100% of the participating students will experience a decrease in grade level</li> </ul>	<ul style="list-style-type: none"> <li>Longitudinal performance test results (NWEA)</li> <li>Hawaii State Assessments</li> <li>Survey data</li> <li>Youth Success Plan and Progress Reports</li> <li>Student School Report Cards</li> </ul>

	retention when compared with baseline <ul style="list-style-type: none"> <li>• 75% of the participating students will be promoted to the next grade level.</li> </ul>	
Goal 2: To promote high school graduation and increase the opportunity of post secondary enrollment or employment.		
Objective	Outcome Indicator	Data Source
2.1 Inspire attitudes and engage in activities that promote the goals of graduation, post secondary education and employment.  2.3 Increase the accessibility for students and caregivers to employment and post secondary opportunities	<ul style="list-style-type: none"> <li>• 100% of the students will improve or maintain the number of credits earned during the year when compared to baseline.</li> <li>• 75% of the participating students will earn the required credits to be promoted to the next grade level</li> <li>• 100% of the students entering the Project by the 9<sup>th</sup> grade and participating in Project services will graduate.</li> <li>• 100% of the students of graduation age will have a collaboratively developed plan for continued education or employment</li> <li>• 75% of the students of graduation age will enter post high school education, employment or training.</li> </ul>	<ul style="list-style-type: none"> <li>• Student report cards,</li> <li>• Student transcripts</li> <li>• Student interviews and surveys</li> <li>• Youth Success Plans and Progress Reports</li> </ul>

The Journey to Success Project’s proposed methodology is to “Check and Connect” with the student on an ongoing basis.<sup>17</sup> The “Check and Connect” program was developed by the University of Minnesota in 1990, and has been modified by the Journey to Success Project for its proposed use in the State of Hawai‘i.

The Main Components: (1) An individual staff member, referred to as a mentor, works with a Native Hawaiian youth and his or her family, over an extended period of time, of

at least one (1) year, frequently more. (2) The mentor meets with the youth and his caregivers and collaboratively assesses the youth's academic and educational status, learning needs, goals and assistance and support needed and develops the Student Success Plan which serves as the blueprint for goal attainment. (3) The mentor regularly checks on the educational progress of the youth. (3) The mentor intervenes, or connects, in a timely manner to re-establish and maintain the youth's connection to school and learning if the youth is disengaged from school.<sup>17</sup>

The Role of the Mentor: The mentor regularly checks the youth's school attendance and academic performance, provides concrete feedback to the youth and caregivers about the youth's educational performance, and communicates both positive and negative information in a non-blaming fashion.<sup>17</sup> The mentor is an individual who must know the youth's educational and family background, and is available to the youth and his or her caregivers for the entire school year and summer. The mentor's message to the youth, is: you can succeed; complete the work; attend each class; be on time; express your frustration constructively; and stay in and complete school.<sup>17</sup> The mentor's role is to work with, and not replace, each key adult in the youth's life in a process of supporting the student's engagement in school.

Attributes of an Effective Mentor: (1) A belief that each youth has the capacity to learn. (2) A willingness to work closely with the youth's family using a non-blaming approach. (3) Advocacy skills, including the ability to negotiate, compromise, and confront conflict. (4) Solid organizational skills and self discipline. (5) The ability to accurately and timely document their intervention efforts. (6) The ability to work independently and incorporate constructive feedback into their efforts to assist the youth.<sup>17</sup>

The Concept of Checking: “Checking” is defined as a continual assessment of the Native Hawaiian youth’s engagement with school. The word engagement refers to three (3) types of indicators: (1) attendance (skipping classes, absenteeism); (2) social/behavioral performance (out-of-school suspension, dismissal, detention, in-school suspension, reprimands) and (3) academic performance (accrual of credits, course failures).<sup>17</sup>

A student is usually considered disengaged from school, if he or she meets one or more the following conditions: (1) skipping 15% or more of classes per month (18 classes per month); (2) absent 15% or more days per month (3 days per month); (3) suspended from school 2 or more days, for which the student is not allowed on school property for a defined number of days; (4) other behavioral incidents (inappropriate behavior) 4 or more times per month, including detention, in-school suspension, reprimands, and/or referrals to the administrative office; (5) failing a class, defined as 1 course failure (F) or no credit (NC) per grading period; and (6) behind in credits, earning less than 80% of possible credits per grading period and thereby not earning enough credits to graduate in at least 5 years.<sup>17</sup>

The mentor’s primary source of information is the student’s school records, which assists the mentor in determining whether the student is engaged with school.

The Concept of Connecting: “Connecting” is the type of intervention the mentor uses, to ensure that the Native Hawaiian youth remains engaged with school.<sup>17</sup> There are two (2) types of connecting or interventions: basic connecting; and intensive connecting.

Basic connection is administered to all Native Hawaiian youth, and is essentially a monthly or more frequent conversation with each youth. The conversation may include the student’s progress in school, the importance of staying in school, the relationship

between school completion and the three check indicators of engagement, and review of problem solving steps to resolve conflict and handle life's challenges. For problem solving, the mentor guides a student through using a five step problem solving strategy: (1) stop and think about the problem; (2) what are your choices (?); (3) select one of your choices; (4) do it; and (5) how did your choice work (?). Thus, the monthly conversation with each student, is a systematic opportunity for the mentor to share information, and reinforce skills that the student needs to actively promote their own connection with the school.<sup>17</sup>

Intensive connection is used for “disengaged” Native Hawaiian youth, who are skipping classes, absent from classes, suspended from school, involved in several behavioral incidents, failing a class, and behind in their credits. Here, the mentor meets with the youth, as many times as is needed, and guides the student through use of the five step problem solving strategy, as many times as is needed. The mentor also uses existing support services in the school and community, to promote the student's community participation and to avoid service duplication.<sup>17</sup> For example, if a Native Hawaiian youth is assessed to be in need of academic support or skills instruction, the mentor may refer the youth to the EPIC Foundation's 'Imi 'Ike Project (a Project of the Department of Education Native Hawaiian Education Program) for tutoring help. The mentor will strive to bring the youth's caregivers into the process as resources and partners as home support is considered critical.

(B) Quality of the Project Design (ii): The Journey to Success Project's proposed “Check and Connect” design reflects up-to-date knowledge and follow up studies that corroborate its effectiveness. A four (4) year study of 206 ninth grade students in a large, high-poverty urban school district, found that 61% of the “Check and Connect”

group's students completed or were still enrolled in high school, as compared to 43% of the control group.<sup>18</sup> Further, the study also found that 41% of the "Check and Connect" students had a record of persistent school attendance, as compared to 30% of the control group.<sup>18</sup> This study, which had a long term follow up, provided evidence of "Check and Connect"s" effectiveness in real world public school settings.

In another example, a one (1) year study of 94 ninth grade students in a northern Midwest, high-poverty urban school district, found that 91% of the "Check and Connect" students were still enrolled in high school, as compared to 70% for the control group.<sup>19</sup> The study also found that the average number of credits earned for the "Check and Connect" students, increased from 6.6 to 12.1 credits, and that these credits put 46% of the "Check and Connect" students on pace to graduate on-time, as compared to 20% for the control group.<sup>19</sup> Further, the study also found that 85% of the "Check and Connect" students had a record of persistent school attendance, as compared to 64% of the control group.<sup>19</sup> This study, although its duration was for only one year, is significant because an increase in earned credits places a student on track to graduate with a high school diploma, and enhances the opportunities for post-high school education and employment.

The Journey to Success Project incorporates Hawaiian values into its "Check and Connect" design. Mentors work with students and families using these traditional Hawaiian values as core values with the intention that students and caregivers will embrace them as well. It is believed that these values correlate with positive attitudes toward learning, development of self regulation, success in cooperative activities and goal setting and attainment.

*Onipa'a*, the Hawaiian word for steadfast, which was the motto of Queen Lili'uokalani, Hawai'i's last reigning monarch, will serve as the foundation of the "Check and Connect" design. *Aloha*, will reflect the value of the "Check and Connect" design. Our mentors will work with our youth, their caregivers and families and all professionals involved with our youth in an accepting fashion, "with aloha", to ensure that the youth remain connected to their schools, academically and socially. *Laulima*, meaning many hands working together, will reflect its approach. *Ho'olohe*, the Hawaiian word for listen, will reflect one of the techniques of the "Check and Connect" design. In learning, the first step is to listen. As mentors demonstrate this value by listening intently to the youth and his caregivers, it is believed that the youth, too, will learn to listen intently and with respect, a skill and attitude necessary for school success.

(B) Quality of the Project Design (iii): The Journey to Success Project is committed to and will work cooperatively and in coordination with other community, State, and Federal resources. The Project will seek to draw its youth from referrals from the State of Hawa'i, Family Court of the First Court, and Department of Human Services.

(C) Adequacy of Resources (i): The Journey to Success Project's proposed three (3) year budget ( [REDACTED] – first fiscal year; [REDACTED] – second fiscal year; and [REDACTED] – third fiscal year) is reasonable in relation to the number of persons to be served (50 to 60 Native Hawaiian youth at any given time) and to the anticipated results and benefits. The Project's total costs of [REDACTED] are reasonable, lean, and center upon procuring and sustaining staff members, who are dedicated and passionate about serving a unique and under-served group of Native Hawaiian youth, obtaining and maintaining an appropriate physical facility, equipment, and supplies, and ensuring adequate supervision and training for the staff members.

The Project anticipates serving between 50 to 60 Native Hawaiian youth at any time, and anticipates about at least 75% of these youth to earn sufficient credits during the academic year to graduate with a high school diploma or certificate of completion, or earn sufficient credits during the academic year to be promoted to the next higher level and avoid retention. The average cost per youth (based upon a minimum of 50 Native Hawaiian youth), per fiscal year (██████████ – first fiscal year; ██████████ – second fiscal year; and ██████████ – third fiscal year) is reasonable in light of the anticipated results and benefits.

(C) Adequacy of Resources (ii): The Journey to Success Project’s proposed partners, the Family Court of the First Circuit (“Family Court”), and the State of Hawaii Department of Human Services (“DHS”), have verbally indicated that they are supportive of the Project’s application, since the Project seeks to address a need which is currently not being addressed by either entity. Although the Family Court and DHS are not committing any financial resources to the Project, they indicated they are willing to refer appropriate Native Hawaiian youth to the Project.

(C) Adequacy of Resources (iii): The Journey to Success Project’s proposed three (3) year budget (██████████ – first fiscal year; ██████████ – second fiscal year; and ██████████ – third fiscal year) is adequate to support the Project for the entire three (3) year period, since it accounts for anticipated personnel, facility, equipment, supply, travel, and training costs. The Project anticipates providing mentoring services for each student, including face to face and telephone contacts with the student and his caregivers, crisis response, collaboration and communication with service providers, education and referral accompaniment with student and caregivers to school and other

meetings as needed and progress monitoring. The Project Director will also provide additional mentoring services for the students.

(D) Quality of the Management Plan (i): The Journey to Success Project's proposed management team consists of the Grant Administrator and Project Director. The Foundation's Executive Director will serve as the Grant Administrator, will have ultimate responsibility of grant funding, personnel, and Project services to ensure that grant funds are used appropriately and in compliance with applicable Federal and State laws, and in accordance with the United States Department of Education's administrative rules. The Grant Administrator will meet with the Project Director weekly, and more frequently as needed. Occasionally, the Grant Administrator will assist the Project Director in executing the Project's daily operations.

The Project Director will provide full time administrative oversight of the Project's daily operations. In coordination and consultation with the Grant Administrator, the Project Director will develop and maintain the Project's office, develop and implement the Project's referral process and services, and hire, train, and supervise the mentors. The Project Director will meet with individual mentors weekly, and more frequently as needed, to review and assess students' goals and objectives, academic progress, and strengths and limitations.

(D) Quality of the Management Plan (ii): The Journey to Success Project's key management personnel are the Grant Administrator and Project Director. In addition to the general oversight of the Project, the Grant Administrator is anticipated to spend about four (4) hours per week in direct work on the Project (e.g. supervision with Project Director, back for Project Director to staff, meeting with External Evaluator). The Project Director, who will be a full time staff, is anticipated to spend 40 hours per week working

on the Project. Both the Grant Administrator and Project Director work twelve (12) months of the year.

(D) Quality of the Management Plan (iii): The Journey to Success Project's Grant Administrator and Project Director proposed plan for the Project is ambitious. Listed below is our agenda for the first several months.

The first priority is to hire mentors who are highly qualified (academically and work experience), provide them with rigorous training and supervision, ensure that they understand and are delivering the "Check and Connect" Project design, ensure that they are spending sufficient time and meeting the needs of our youth, ensure that they are working in a cooperative manner with the caregivers, school personnel, and other professionals involved in the youth's life, completing the written documentation of their efforts in a timely manner, tracking the youth's academic performance, and obtaining input from the youth and their caregivers.

Secure an office facility for the Journey to Success Program usage, and ensure that facility is operational (telephone, computer, printer, copier, secure filing cabinet, and paper and ink supplies) by August 31, 2012.

- Develop a record keeping system (report cards, attendance summaries, Individualized Education Programs ("IEP") and IEP related documents, Section 504 Eligibility and Plan, teacher reports, disciplinary notices, and other education related documents) for the Native Hawaiian youth to be served by August 31, 2012.
- Develop written description of the mentor's responsibilities and duties, and a written evaluation of the mentor's prospective performance by August 31, 2012.

- Recruit, hire and train first mentor by August 15, 2012.
- Recruit, hire and train second mentor by September 15, 2012.

The second priority is to develop and maintain solid and open working relationships with the Family Court and DHS, since both entities indicated that they will refer appropriate Native Hawaiian youth to the Project. This will be reflected in meetings and ongoing communications with Family Court and DHS personnel, and in informational presentations, when the need arises.

The third priority is to develop and maintain solid and open working relationships with the Native Hawaiian youth and their caregivers, since they are the focus of this project. This will be reflected in meetings and ongoing communications with Native Hawaiian youth and their caregivers, and in informational presentations or informal gatherings, when the need arises.

- Begin meeting with individual youth and their caregivers as they are referred, starting August 17, 2012, to inform them of the Journey to Success Program's purpose, goals, expectations, and services.
- Undertake first informational presentation or informal gathering for individual Native Hawaiian youth and their foster families, by October 26, 2012.

The fourth priority is to develop and maintain solid and open working relationships with school personnel, since these personnel will work with our Native Hawaiian youth on a daily basis during the school week. This will be reflected in meetings and ongoing communications with school personnel, and in informational presentations, when the need arises.

- Begin meeting with various school personnel, with regard to individual Native Hawaiian youth who are referred, starting August 17, 2012, to inform them of the Journey to Success Program's role relating to the youth and its services.
- Undertake first informational presentation for various school personnel working with our Native Hawaiian youth by November 30, 2012.

The fifth priority is to develop and maintain solid and open working relationships with other Foundation programs, since these programs work with our Native Hawaiian youth. Create a system of in house referral.

(E) Quality of the Project Evaluation: The Journey to Success Project will use an external evaluator, Dr. Jonathan Wong, to handle the Project's data collection, data base development, data analysis, and evaluation reports. The external evaluator will meet monthly with the Grant Administrator and Project Director to review data, and to provide technical assistance for data interpretation and for use in improving the Project's services.

Dr. Wang, a former Evaluation Specialist with the Hawai'i Department of Education, holds a Ph. D. in Educational Psychology (research methodology and program evaluation) from the University of Hawaii at Manoa. He has served as the evaluator for numerous state and federal projects (including a number of Native Hawaiian Education Program grants), developed the data tracking system, and helped develop survey instruments. Further, Dr. Wang is involved in in-depth data management, analysis, and reporting for three (3) high schools and two (2) middle schools in Hawai'i, and eleven (11) high schools in the federal Hawai'i Consortium of Smaller Learning Communities.

(E) Quality of the Project Evaluation (i): Project evaluation is an integral component of the program. Data collection, analysis, and reporting will be conducted to address the

goals and objectives of the project, for improving project implementation, monitoring the outcomes of the project, and enhancing the communication of the evaluation findings with the students, parents, and the federal grant office. A data base system will be used to track participation and performance of the students in order to achieve longitudinal data for addressing the goals and objectives of the project and beyond project years.

(E) Quality of the Project Evaluation (ii): Two (2) kinds of measures will be used, performance and outcome. Performance measures will encompass the number of students participating, the effectiveness of activities conducted, and the satisfaction of the students about the project for addressing their needs. Outcome measures will address student developmental skills and academic achievement related to the mentoring services of the project. Specifically, the project will collect data on the number and proportion of Native Hawaiian students participating in the project who increase on school engagement and self-efficacy in reading and mathematics, in addition to actual proficiency in state assessments.

(E) Quality of the Project Evaluation (iii): Evaluation Methodology. A mixed methods approach will be used: (1) **quantitative** methods will include administering pre and post tests on reading and mathematics, surveys on student attitudes and engagement in school work, collecting and analyzing Hawai'i State Assessment data, and reviewing records on student attendance and available school records on student performance; and (2) **qualitative** methods will include conducting structured interviews of students. Data analysis will encompass both descriptive and analytical statistics. Wherever possible, student attendance, attitude, and engagement data will be used to disaggregate the student achievement data, to provide substantial evidence on the