



Honolulu Community Action Program, Inc.

Community Action Plan FFY 2016 - 2018

I. INTRODUCTION

Honolulu Community Action Program, Inc. (HCAP) is a private, non-profit 501(c)(3) community action agency serving Oahu's low-income residents since 1965. HCAP offers a range of programs and services to assist individuals and families to gain self-sufficiency. Annually, HCAP impacts over 20,000 people throughout the island of Oahu (City and County of Honolulu).

HCAP serves the community through its mission of "POI: Providing Opportunities and Inspiration to enable low-income individuals or families to achieve self-reliance." HCAP offers programs and services in six major areas: Early Childhood; Employment; Education; Economic Development; Emergency & Transitional Programs; and Community Development & Advocacy.

HCAP's programs are designed to benefit low-income and disadvantaged clients. Eligibility for individual programs varies based on specific guidelines set by funders. While programs are its primary service delivery vehicle, equally important are HCAP's efforts to mobilize community members and groups to advocate for the needs of low-income people.

A. Overview

Every three years, HCAP conducts a Community Needs Assessment (CNA), in compliance with requirements of the Community Services Block Grant. The assessment is then updated on a yearly basis. HCAP's CNA presents data on the characteristics and needs of low-income individuals and families in the agency's service area, the City and County of Honolulu, which includes the entire island of Oahu. Once collected, the data is analyzed to determine significant areas of need, identify any potential gaps in programs and services, and to develop goals and objectives accordingly.

The following Community Needs Assessment has been prepared for the three year planning cycle, October 1, 2015 to September 30, 2018.

B. Methodology

HCAP's planning staff collected data through multiple sources. Demographic information was collected based on current and projected trends. Target areas were determined by the highest concentration of low-income residents and HCAP's presence through its District Service Centers and program locations. Whenever possible, county-based data was used; when county-based data was not available, state data was used.

Sources include:

- City and County of Honolulu
- Community partners and stakeholders
- First Hawaiian Bank Economic Forecast
- Good Beginnings Alliance
- Hawaii Department of Education
- Hawaii Health Data Warehouse
- HCAP internal databases
- Honolulu Advertiser
- Individuals eligible for HCAP services
- National Center for Children in Poverty
- People Attentive to Children (PATCH)
- State of Hawaii – Department of Business, Economic Development and Tourism
- State of Hawaii – Department of Health, Family Health Services Division
- State of Hawaii – Department of Labor and Industrial Relations
- State of Hawaii – Hawaii State Energy Office
- The Council for Community and Economic Research
- The Hawaii Appleseed Center for Law and Economic Justice
- The Economic Research Institute
- The National Center for Children in Poverty
- The National Institute for Early Education Research
- The National Science Foundation
- The State of Hawaii Data Book
- University of Hawaii – Center on the Family
- U.S. Census Bureau
- U.S. Department of Education
- U.S. Department of Labor
- US Energy Information Administration

II. COMMUNITY PROFILE AND NEEDS ASSESSMENT

A. Oahu’s Poverty Population

According to the U.S. Census Bureau’s Small Area Income and Poverty Estimates for 2013 (SAIPE), 153,375 people in the State of Hawaii are living in poverty. Honolulu County is home to 60% of the state’s impoverished population, with 91,757 people or 9.6% of Oahu’s residents living at or below the poverty line.¹ Poverty is determined by comparing annual income to a set of dollar values called thresholds that vary by family size, number of related children, and age of householder. If a family’s before tax money income is less than the dollar value of their threshold, then that family and every individual in it are considered to be in poverty.²

The following table shows the U.S. Census Bureau’s 2013 poverty estimates for the State of Hawaii and Honolulu County.

TABLE 1: POVERTY ESTIMATES (2013)

	Poverty Estimate All	Poverty Percent All	Poverty Estimate < 18 yrs	Poverty Percent <18 yrs	Poverty Estimate 5-17 yrs	Poverty Percent 5-17 yrs	Poverty Estimate 0-4 yrs	Poverty Percent 0-4 yrs
State	153,375	11.2	43,574	14.4	29,374	13.9	12,392	13.9
Honolulu County	91,757	9.6	25,612	12.2	17,361	11.9	Data not available	Data not available

Source: 2013 Small Area Income and Poverty Estimates, Table 1: 2013 Poverty & Median Income Estimates-Counties, U.S. Census Bureau, Small Area Estimate Branch (Release date: 12.2014)

¹ U.S. Census Bureau.” Small Area Income Poverty Estimates for Hawaii Counties.” 2013. < <http://www.census.gov/did/www/saipe/data/statecounty/data/2013.html> >

² U.S. Census Bureau, “Small Area Income Poverty Estimates 2013 Highlights,” n.d. 2013 <<http://www.census.gov/did/www/saipe/data/highlights/files/2013highlights.pdf>>

B. Race and Ethnicity

Native Hawaiians and Other Pacific Islanders are overrepresented in the poverty population, as shown in Table 2 below. 20.8% of Native Hawaiians and Other Pacific Islanders live in poverty, as compared to 9.2% of whites and 6.7% of Asians.³

TABLE 2: POVERTY ESTIMATES BY RACE IN HONOLULU COUNTY (2013)

	Asian	White	Native Hawaiian & Other Pacific Islander	Black	Two or More Races
All Residents (Percent) ⁴	44.8	20.5	9.5	2.0	22.3
Individuals at or Below Poverty Level (Percent)	6.7	9.2	20.8	9.0	11.9

Source: U.S. Census Bureau, 2013 American Community Survey 1-Year Estimates, Poverty Status in the Past 12 Months (Hawaii). U.S. Census Bureau. <<http://factfinder.census.gov>>.

Though there have been improvements for Native Hawaiians and Other Pacific Islanders, particularly Micronesians, these groups are still overrepresented in Honolulu’s poverty population. There is a need for outreach, advocacy and services targeted specifically to these groups throughout HCAP’s service area.

C. Language

23% of people in the State of Hawaii speak a language other than English in their home. Almost one-fifth of this group is limited in their English proficiency (LEP).⁵ Most are of Asian (Filipino, Japanese, Chinese, Korean and Vietnamese) or Native Hawaiian and Other Pacific Islander (Hawaiian, Samoan, Tongan, Marshallese, etc) descent.

The top 11 languages, other than English, spoken in Hawaii are:⁶

1. Ilocano
2. Tagalog
3. Japanese
4. Chinese- Cantonese/ Mandarin
5. Korean
6. Spanish
7. Vietnamese
8. Other Pacific Languages (Chuukese, Marshallese, Yapese)
9. Samoan

³ U.S Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Poverty Status in the Past 12 Months (Honolulu County). <<http://factfinder.census.gov>>

⁵ Colmenares, Serafin. State of Hawaii Office of Language Access. "Language Access in Hawaii – Powerpoint presentation from the 2013 First Hawaii Conference on Language Access. 2013. <<http://hawaii.gov/labor/ola>>.

⁶ Colmenares, Serafin. State of Hawaii Office of Language Access. "Language Access in Hawaii – Powerpoint presentation from the 2013 First Hawaii Conference on Language Access. 2013. <<http://hawaii.gov/labor/ola>>.

- 10. Visayan (Cebuano)
- 11. Hawaiian

With the majority (84%) of Hawaii’s limited English proficiency population living on Oahu, there is a need for English-as-a-second-language classes, as well as translation of agency materials to encourage LEP individuals to access needed services. In addition, children whose parents are limited in English proficiency can benefit from language-rich environments in early childhood education.

D. Employment

Hawaii’s unemployment rate as of May 2015 was 4.1%.⁷ In Honolulu County, the April 2015 non-seasonally adjusted unemployment rate was 4.1%.⁸ According to the Economic Research Organization at the University of Hawaii (UHERO), “Despite weak growth, the number of jobs statewide has now finally surpassed prerecession levels to set a new all-time high. The household survey paints a more encouraging picture. In response to better job prospects, individuals are now returning to the labor force, which expanded by 2.3% last year. The number of people employed increased by 2.8%, the strongest growth in more than 20 years. As a result, the unemployment rate edged down to 4% by the end of 2014.”

The February 2015 State Forecast Update also states, “In addition, the number of part-time workers who want a fulltime job but cannot find one (so called involuntary part-time workers), remains elevated, although considerably lower than a few years ago. These challenges represent a painful legacy of the Great Recession that is not yet fully behind us.”⁹

HCAP sees this as an indication of the need for employment support services that not only address unemployment, but underemployment as well.

E. Cost of Living (Inflation)

The Consumer Price Index (CPI) is a measure of the average change in prices over a time in a fixed market basket of goods and services (food, clothing, shelter, fuels, transportation fares, medical services, and other goods and services that people buy for day-to-day living. The Honolulu CPI (inflation) advanced 1.3% in the second half of 2014. Over the last 12 months, the Consumer Price Index rose 1.8%.¹⁰ In the 3rd quarter of 2014, Honolulu was ranked the second highest in cost of living among 264 urban areas in the United States.¹¹

HCAP sees this as an indication of the need for employment support services to help underemployed individuals and families obtain employment.

F. Housing

1. Rental and Home Ownership

⁷ U.S. Department of Labor, Bureau of Labor and Statistics. “Local Area Unemployment Statistics.” 2015. <<http://www.bls.gov/web/laus/laumstrk.htm>>.

⁸ U.S. Department of Labor, Bureau of Labor and Statistics. “Local Area Unemployment Statistics.” 2015. <<http://www.bls.gov/laus/laucntycur14.txt>>

⁹ Economic Research Organization at the University of Hawaii. State Forecast Update. “Hawaii on Steady Course for 2015.” 2015. <<http://uhero.hawaii.edu/assets/15Q1StateUpdatePublicSummary.pdf>>

¹⁰ U.S. Department of Labor, Bureau of Labor and Statistics. “Consumer Price Index, Honolulu – Second Half 2014.” 2015. <http://www.bls.gov/regions/west/news-release/consumerpriceindex_honolulu.htm>

¹¹ The Council for Community and Economic Research. “COLI Release Highlights, Third Quarter 2014.” n.d. <<http://www.coli.org/ReleaseHighlights.asp>>.

According to the U.S. Census Bureau, in 2010-2012, there were 309,803 households in Honolulu County.¹² Of those households, 172,043 (55.5%) were owner-occupied and 137,760 (44.5%) were renter-occupied. The average owner-occupied household size was 3.18 people and the average renter-occupied household was 2.76 people. The median income of owner-occupied households was \$94,977 and \$50,868 for renter-occupied households.¹³

Housing is generally expensive in Hawaii, both to rent and own, due in part to the high price of land. According to the National Low-Income Housing Coalition, fair market rent (FMR) for a two-bedroom apartment in Honolulu County is \$1,640 a month. Assuming that a household spends no more than 30% of gross income on utilities, the household must earn \$5,467 a month, or \$65,600 a year to rent a two-bedroom apartment at FMR. A household must contain 4.4 people, earning at least minimum wage, and working no less than 40 hours a week year-round in order to afford such an apartment¹⁴.

According to Civil Beat, in December 2013, the median price of a single-family home in Honolulu reached an all-time high of \$685,000. That's compared to \$426,750 in Boston in November and \$385,000 in Los Angeles.¹⁵

This data indicates a need for agencies to support low-income families in increasing their earning potential, gaining financial literacy skills, and maintaining positive credit ratings in order to obtain and maintain housing. Both home ownership and rental options must be considered; ownership may simply not be an option for many households.

2. Homelessness

The City and County of Honolulu periodically conducts point-in-time counts of individuals and families experiencing homelessness. On January 25, 2015, a total of 4,903 people were identified as being homeless on Oahu (a 15.8% increase since the 2011 point-in-time count). Of those identified, 40% (1,939) were unsheltered and 60% (2,964) were sheltered (residing in an emergency shelter or transitional housing program). The majority of sheltered homeless were located in Leeward Oahu (34%), Downtown Honolulu (33%) and Ewa (24%). The majority of unsheltered homeless were in Downtown Honolulu (42%), Leeward Oahu (24%), and East Honolulu/Waikiki (18%). It should be noted that there was a decrease in the East Honolulu and Leeward 2015 unsheltered totals compared to the 2010 count, with a 4% decrease in East Honolulu, and a 5% decrease in Leeward Oahu.¹⁶ This improvement is likely due to the increase in emergency and transitional shelter options provided by State, local and private agencies, including HCAP's Kumuhonua Transitional Living Center.

Taking a broader view than the Point-in-Time Count, the University of Hawaii Center on the Family determined that 14,282 homeless individuals were served statewide through shelter and outreach

¹² U.S Census Bureau "2009-2013 American Community Survey 5-Year Estimates. Occupancy Characteristics." 2013
<www.factfinder.census.gov>

¹³ U.S Census Bureau "2009-2013 American Community Survey 5-Year Estimates. Financial Characteristics." 2013
<www.factfinder.census.gov>

¹⁴ National Low Income Housing Coalition. "Out of Reach 2014: Hawaii." 2014.
<<http://nlihc.org/oor/2014/HI>>

¹⁵ Living Hawaii: Priced Out of Paradise — Where \$600K Is a Bargain Home. 2014
<<http://www.civilbeat.com/2014/01/20844-living-hawaii-priced-out-of-paradise-where-600k-is-a-bargain-home/>>

¹⁶ City & County of Honolulu – 2015 Oahu Point-in-Time (PIT) Count. 2015.
<<http://humanservices.hawaii.gov/bessd/files/2012/12/PIT-Oahu-2015-PIT-Report-Rev-4.18.15.pdf>>

programs in FY 2014. In Honolulu County, a total of 9,548 individuals received shelter services; 2,428 (25.4%) of those individuals were children under the age of 18.¹⁷

Certain ethnic groups are overrepresented in the homeless population on Oahu. According to the 2014 Homeless Service Utilization Report, Hawaiians/Part Hawaiians (30.4%), Caucasians (24.4%), and Micronesians (12.9%) were the three largest ethnic groups accessing shelter services on Oahu. Approximately 55% of Oahu adults who accessed shelter services had a high school diploma/GED or less; nearly 71% were unemployed.

Taking into account the data presented, HCAP recognizes a need for a multi-faceted approach, including the following: providing transitional housing with support services to continue reducing the number of unsheltered homeless on Oahu; offering quality education options for homeless children, with corresponding support services for parents; maintaining partnerships and keeping abreast of developments in homelessness prevention strategies at the Federal, State and local level, including transition-in-place.

G. Energy and Utilities

While there is a statewide initiative to build a clean energy economy, Hawaii is still the most petroleum-dependent state in the nation. In 2012, Hawaii imported 93% of the energy it consumed and, in 2013 the state had the highest electricity prices in the nation.¹⁸ Oil dependency is a major risk for the state as whole – for low-income populations in particular – as fluctuations in price and supply can greatly impact the daily costs of utilities.

At an average of 35 cents per kilowatt hour (kWh) in 2013,¹⁹ the cost of electricity in Hawaii is almost three times the national average retail price of 12.35 cents per kWh.²⁰ Individual electric meters in Hawaii record a statewide average of 523 kWh per month. This translates to an average monthly utility bill of \$181.²¹ Low-income households are especially vulnerable to the impacts of high energy costs, as a larger percentage of their income is used to pay for utilities. Financial hardships can force low-income residents to make difficult choices between using electricity and paying for other necessities, even food. Installation of energy-saving measures in low-income homes can lessen the financial burden; however, the purchase of these devices is often cost prohibitive for the target population.

Increases in consumer energy demand for transportation and household needs, combined with an overall decline in reserves of extractable oil, have resulted in escalating energy costs. Oahu's low-income families will continue to need affordable methods and education to help them reduce their energy use. Honolulu County could also benefit from increased advocacy for energy conservation on an individual, family and community level.

¹⁷ UH Center on the Family. "Homeless Service Utilization Report." 2014.
<http://uhfamily.hawaii.edu/publications/brochures/1ff01_HSUR_StatisticalSupplement2014.pdf>

¹⁸ U.S. Energy Information Administration. "Hawaii State Energy Profile." 2014.

<<http://www.eia.gov/state/?sid=HI>>

¹⁹ State of Hawaii, Hawaii State Energy Office. "Hawaii Energy Facts & Figures." 2015.

<http://energy.hawaii.gov/wp-content/uploads/2011/10/HSEO_FF_May2015.pdf>

²⁰ U.S. Energy Information Administration. "Electricity Monthly Update" May 2015.

<<http://www.eia.gov/electricity/monthly/update/>>

²¹ State of Hawaii, Hawaii State Energy Office. "Hawaii Energy Facts & Figures." 2015.

<http://energy.hawaii.gov/wp-content/uploads/2011/10/HSEO_FF_May2015.pdf>

H. Educational Needs

1. Early Childhood Education

The U.S. Census Bureau's 2013 Small Area Income and Poverty Estimates indicate that 13.9% or 12,392 of all children under the age of five in the state of Hawaii live at or below the poverty threshold.²² The report does not provide a breakdown by county; however, Census data from 2000 shows the relative geographic distribution of children (0-5) living in Oahu. Table 4 provides this information according to school complex area, showing the highest percentages of young children in poverty are in the Leeward Coast, downtown Honolulu, and North Shore (Kahuku) areas. According to data collected in November 2013, the Hawaii Department of Human Services reported a total of 7,745 children under five years old as recipients of Temporary Assistance for Needy Families (TANF) or Temporary Assistance for Other Needy Families (TAONF) in the City and County of Honolulu. 16% or 1,263 of these children were between the ages of three to five years old.²³

TABLE 4: GEOGRAPHIC LOCATION OF OAHU CHILDREN (AGES 0-5) IN POVERTY

HCAP District	Geographic Area	Children under age 5	Children 0-5 living in poverty	% of children 3-5 in preschool, nursery or kindergarten
LEEWARD	Waianae	2744	32.8 %	56.3 %
	Nanakuli	1005	25.0 %	62.6 %
	Kapolei	2291	7.8 %	73.3 %
<i>SUBTOTAL (LEEWARD)</i>		6040	21.9 %	
CENTRAL	Campbell	3971	6.1 %	64.3 %
	Waialua	777	20.0 %	73.9 %
	Leilehua	4577	16.5 %	61.6 %
	Mililani	3339	6.3 %	74.1 %
	Pearl City	2687	13.7 %	72.9 %
	Aiea	2270	11.4 %	73.8 %
	Moanalua	2649	8.8 %	79.7 %
	Radford	3102	8.4 %	74.8 %
	Waipahu	3977	12.2%	61.4%
<i>SUBTOTAL (CENTRAL)</i>		27349	11.5 %	
KALIHI-PALAMA	Farrington	3071	27.0 %	61.7 %
	McKinley	2843	23.7 %	77.3 %
<i>SUBTOTAL (KALIHI-PALAMA)</i>		5914	25.4 %	
LEAHI	Roosevelt	2550	18.0 %	81.6 %
	Kaimuki	3188	19.6 %	79.7 %
	Kalani	1389	1.5 %	97.5 %

²² US Census Bureau , Small Area Income and Poverty Estimates. "Poverty Rates or Income: Under Age 5 in Poverty." 2013. < <http://www.census.gov/did/www/saipe/data/>>

²³ Department of Human Services, State of Hawaii. 2013 Annual Report. 2014. < <http://humanservices.hawaii.gov/wp-content/uploads/2014/02/FINAL-2013-DHS-Annual-Report1.pdf>>

	Kaiser	1533	2.1 %	95.8 %
<i>SUBTOTAL (LEAHI)</i>		8660	13.1%	
WINDWARD	Kailua	1675	5.7 %	75.6 %
	Kalaheo	2771	8.0 %	77.6 %
	Castle	3129	6.1 %	87.4 %
	Kahuku	1412	22.2 %	70.7 %
<i>SUBTOTAL (WINDWARD)</i>		8987	8.6%	
TOTALS	Oahu	56,950	16.1 %	74.2 %
	State	78,750	15.4 %	72.7 %

Source: http://uhfamily.hawaii.edu/cof_data/profiles/profiles.asp

School readiness assessments and data on children in poverty provide demographic characteristics of young children in low-income families. The Hawaii State School Readiness Assessment indicates that out of 7,695 children who attended kindergarten in the 2013-2014 school year, 55% received free/reduced lunch subsidies; 14% were non-native English speakers (ESL, ELL), 5% were special education students, and 43% did not attend any preschool prior to starting kindergarten.²⁴ A study by the National Center for Children in Poverty lists multiple risk factors facing young children in Hawaii, including a single-parent household, poverty, linguistic isolation, parents with less than a high school diploma, and parents without paid employment. The same study finds that 47% of children in Hawaii face at least one or two of these risk factors at an early age.²⁵

State-level data shows a lack of school readiness for children entering kindergarten. The 2013-2014 Hawaii State School Readiness Assessment (HSSRA) indicates that only 15% of students entering public kindergarten consistently displayed the skills and characteristics necessary to succeed in school.²⁶ The assessment also indicates that 29.9% (less than 1 out of 3) of the state's public school kindergarten classes had a majority of students who exhibited necessary literacy skills; for math skills, the result was only slightly better, at 34.9%. Although the state has indicated a new emphasis on early childhood education, the percentage of children that attend preschool prior to starting kindergarten has dropped every year for the past 3 years. In 2014, only 57% of kindergarteners had attended preschool.²⁷

In its report, "Quality Counts 2015: Preparing to Launch, Early Childhood's Academic Countdown," the Editorial Projects in Education Research Center ranked Hawaii 23rd among the 50 states for student achievement in grades K through 12. The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, informs the public about the academic achievement of elementary and secondary students across the country. The Nation's Report Card compares performance among states, urban districts, public and private schools, and student demographic groups.²⁸

²⁴ State of Hawaii, Department of Education. "Hawaii School Readiness Assessment – State Results." 2014. <<http://arch.k12.hi.us/PDFs/hssra/2014/State-999-State.pdf>>

²⁵ National Center for Children in Poverty. Mailman School of Public Health at Columbia University. "Hawaii Early Childhood Profile." 2015. <http://www.nccp.org/profiles/pdf/profile_early_childhood_HI.pdf>

²⁶ State of Hawaii Department of Education. "Hawaii State School Readiness Assessment." 2014. <<http://arch.k12.hi.us/PDFs/hssra/2014/State-999-State.pdf>>

²⁷ State of Hawaii Department of Education. "Hawaii State School Readiness Assessment." 2014. <<http://arch.k12.hi.us/PDFs/hssra/2014/State-999-State.pdf>>

²⁸ National Assessment Governing Board. "NAEP: Nation's Report Card" 2015. <<https://www.nagb.org/naep/what-naep.html>>

2. Preschool Services

Hawaii's Early Childhood Education Task Force developed five- and ten-year plans for a "comprehensive and sustainable early learning system that would provide a continuum of early learning opportunities for the children of Hawaii, from birth to 5 years of age."²⁹ The task force recognized that a large gap exists between the academic abilities of high- and low-income children by age six. It also recognized that early interventions through quality programs for the child and family can make a tremendous difference. Children in these programs have higher literacy, school achievement and reading and math test scores. Benefits extend into adulthood, including increased earnings and rates of home ownership, and decreased instances of contact with the criminal justice system and social services.³⁰

Hawaii's Statewide Child Care Resource and Referral Agency People Attentive to Children (PATCH) reports that in 2014, there was a total of 1,012 licensed preschool facilities in the State of Hawaii, with 618 located on the island of Oahu. On Oahu, enrollment in these programs was 20,120 as of June 2014, which was lower than the desired capacity of 23,019 and the licensed capacity of 24,618. The following are some of the larger, multi-facility early childhood education providers, with the number of preschool locations and enrollment capacity each offers: HCAP Head Start: 84 locations, capacity- 1659; Kama`aina Kids: 19 locations, capacity- 1013; Kamehameha Preschools: 13 locations, capacity- 832; KCAA: 7 locations, capacity- 930; Seagulls Schools 5 locations, capacity- 708; Rainbow Schools: 6 locations, capacity- 398; Parents and Children Together Head Start: 4 locations, capacity- 162; and Cole Academy: 6 locations, capacity- 463.

As the need for quality early childhood education grows, the options for low-income families are shrinking. The decision for low-income families to enroll their children in preschool is affected by many factors, not the least of which is the cost of center care and the availability of financial subsidies. The average monthly full-time rates in child care centers in June 2014 were \$759 for children ages 3-4 and \$834 for children ages 4-5.³¹ In June 2014, the average monthly full-time rates for children ages 3-4 in Hawaii were \$701 and \$746 for ages 4-5.³²

3. Children with Disabilities

According to the 2013 Individuals with Disabilities Education Act (IDEA) Child Count and Census, 4.7% of children with a disability in Hawaii, ages 3-5 were reported in the 2011-2012 school year.³³ A national average for the 2011-2012 school year was 6%. The IDEA report also reported the percent of children in Hawaii with disabilities by disability category for ages 3-5.

²⁹ State of Hawaii. Act 259 Report to the 2008 State Legislature. Early Learning Educational Task Force. 2008.
<<http://www.kinoshita-communications.com/wp-content/uploads/2011/01/Act-259.pdf>>

³⁰ State of Hawaii. Act 259 Report to the 2008 State Legislature. Early Learning Educational Task Force. 2008.
<<http://www.kinoshita-communications.com/wp-content/uploads/2011/01/Act-259.pdf>>

³¹ PATCH. "Report on Facilities and Capacity." 2014.
<<http://www.patchhawaii.org/files/content/community/stats/Data%20for%20Web%20Child%20Care%20Capacity%206.2014.pdf>>

³² PATCH. "Report on Average Monthly Full-Time Rates." 2014.
<<http://www.patchhawaii.org/files/content/community/stats/Data%20for%20Web%20Ave%20FT%20Rates%206.2014.pdf>>

³³ Individuals with Disabilities Education Act (IDEA). "Child Count and Census." 2013.
<<http://www2.ed.gov/fund/data/report/idea/partbspap/2013/hi-acc-stateprofile-11-12.pdf>>

Table 4: Children in Hawaii with Disabilities

Disability Category	Ages 3-5 (%)	Disability Category	Ages 3-5 (%)
All disabilities	100	Multiple disabilities	2.6
Autism	10.5	Orthopedic impairment	0.8
Deaf-blindness	0.0	Other health impairment	3.3
Developmental delay	72.3	Specific learning disabilities	X
Emotional disturbance	0.5	Speech or language impairment	7.1
Hearing impairment	1.7	Traumatic brain injury	X
Intellectual disability	0.7	Visual impairment	0.3

Source: Individuals with Disabilities Education Act (IDEA). Child Count and Census 2013

A 2013 Program Information Report (PIR) by CLASP stated 11% of children enrolled in Head Start programs had been diagnosed with a disability (having an IEP or IFSP). Of those children, 33% were diagnosed during the program year and 67% had been diagnosed the previous year.³⁴

A number of different support systems and organizations are in place for parents and families with children with special health needs.

- Community Children's Councils: A partnership of parents, school personnel, private providers and other community members, coordinated by the Department, who are concerned with the delivery of services and support to special needs children and families.
- Special Parent Information Network: The Special Parent Information Network (SPIN) is a project of the DCAB and the Department of Education. Its purpose is to enhance the participation of parents with children with disabilities in the decision making process involving their child's education. SPIN's responsibilities are to:
 - A. Provide parent-to-parent support through the SPIN "warm-line" to assist parents in accessing services for their child with a disability.
 - B. Promote parent involvement in the education of their child with special needs through information about the special education process, due process options, and parent-professional partnerships. www.spinhawaii.org
- Autism Society of Hawaii www.autismhawaii.org
- United Cerebral Palsy Association of Hawaii www.ucpahi.org
- Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD) www.chadd.org
- Hawaii Down Syndrome Congress www.hawaiidownsyndrome.com
- Learning Disabilities Association of Hawaii www.ldahawaii.org
- Hawaii Families as Allies <http://hfaa.net>
- Easter Seals Hawaii www.eastersealshawaii.org

4. Early Childhood Health and Nutrition

Approximately 3% of children ages 3-5 in Hawaii were without health insurance in 2013.³⁵ The other 97% of children were covered by private or public health insurance, including Quest and Medicaid.

³⁴ CLASP. "Hawaii Head Start by the Numbers 2013PIR Profile." 2013. <<http://www.clasp.org/in-the-states/publications/publication-1/HSDData2013HI.pdf>>.

Access to quality health care services is important to assuring the quality of a healthy life for everyone. Access to quality health care impacts physical, social, and mental health, prevention and treatment of health conditions, quality of life, and life expectancy. According to the World Health Organization's 2013 Meeting Report, "early exposures and experiences impact our developmental trajectories across the life course."³⁶ At this point in time, a child's experiences and environment exposures will be instrumental in the development of early brain function and provides an important window of opportunity to build a strong foundation and a strong future.³⁷ Early childhood is also a period "of great vulnerability to negative influences and constitutes a unique phase for capitalizing on developmental forces to prevent or minimize disabilities and potential secondary conditions."³⁸

a. Nutrition and Obesity

Obesity is linked to a number of life threatening and chronic illnesses, including heart disease, stroke, diabetes, and some cancers. The Hawaii State Nutrition, Physical Activity, and Obesity Profile report shows that among Hawaii's children aged 2 years to less than 5 years, 12.5% were overweight and 9.1% were obese.³⁹ 11.5% of youth age 10-17 were obese. Obese children and adolescents are more likely to become obese as adults. According to the World Health Organization, "Overweight and obese children are likely to stay obese into adulthood and more likely to develop noncommunicable diseases like diabetes and cardiovascular diseases at a younger age."⁴⁰ Approximately 40% of Hawaii children in families below the poverty line are overweight or obese.⁴¹ According to the State of Hawaii Department of Health, "Youth who are publicly insured (36.0%) have a significantly larger percentage of being obese/overweight compared to those who are private insured (23.6%)."⁴² All Head Start families are referred to the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). WIC provides nutrition education and health foods enabling families to make life-long healthy eating and life-style choices.

The alarm over obesity among Hawaii's children has prompted several local initiatives. The American Academy of Pediatrics – Hawaii Chapter has partnered with a non-profit corporation, the Pediatric Foundation of Hawaii, on a joint initiative to respond to the childhood obesity epidemic. Their initiative, the Hawaii Pediatric Weight Management Toolkit, is designed for implementation by pediatricians and other clinicians who care for children and adolescents. In introducing the program, the two organizations wrote about the severity and effects of this epidemic: In Hawaii, childhood obesity constitutes one of our most pressing health problems today. Obesity in children has been associated with the growing incidence of type II diabetes, poor self-esteem, and poor health as adults.⁴³

³⁵ UH Center on the Family. "Snapshots of Hawai'i's Young Children (Ages 0-5)." 2013.
< http://uhfamily.hawaii.edu/publications/brochures/Snapshot_Young_Children.v9.pdf>

³⁶ World Health Organization. "Meeting Report – Nurturing Human Capital along the Life Course. Investing in Early Child Development." 2013.
<http://www.who.int/maternal_child_adolescent/documents/investing_ecd/en/>

³⁷ World Health Organization. "Meeting Report – Nurturing Human Capital along the Life Course. Investing in Early Child Development." 2013.
<http://www.who.int/maternal_child_adolescent/documents/investing_ecd/en/>

³⁸ World Health Organization. "Early Childhood Development." 2015.
< http://www.who.int/maternal_child_adolescent/topics/child/development/en/>

³⁹ Hawaii State Department of Health. "Hawaii State Nutrition, Physical Activity, and Obesity Profile." 2012.
<www.hawaii.gov/health/statistics>

⁴⁰ World Health Organization. "Childhood Overweight and Obesity." 2015.
< <http://www.who.int/dietphysicalactivity/childhood/en/>>

⁴¹ State of Hawaii Department of Health. "Health Status of Children in Hawaii." 2014.
<<http://health.hawaii.gov/about/files/2013/06/health-status-of-children-in-hawaii-report.pdf>>

⁴² State of Hawaii Department of Health. "Health Status of Children in Hawaii." 2014.
<<http://health.hawaii.gov/about/files/2013/06/health-status-of-children-in-hawaii-report.pdf>>

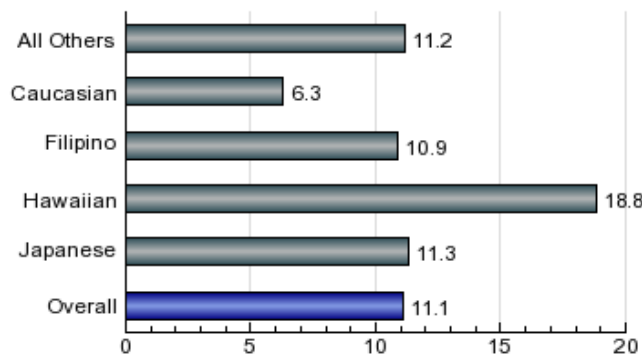
⁴³ A Report on the Development of the Hawaii Pediatric Weight Management Toolkit. July 2011.
<<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3158458/>>

Hawaii launched the “5-2-1-0 Let’s Go Initiative,” which promotes healthy living through the following: 5 or more fruits or vegetables a day; 2 hours or less of screen time; 1 hour or more of physical activity per day; and 0 sugary drinks. The campaign was launched by the University of Hawaii at Manoa John A. Burns School of Medicine, its Department of Pediatrics, and the Hawaii Initiative for Childhood Obesity Research and Education (HICORE). Local healthcare and educational organizations are supporting this collaborative effort.⁴⁴ The University of Hawaii has also been awarded a \$24.8 million grant to fund a far-reaching research, training and education initiative to improve the health of Pacific Region residents and to prevent childhood obesity.⁴⁵ The Children’s Healthy Living Program for Remote Underserved Minority Populations in the Pacific Region (CHIL) is a partnership between Hawaii, Guam, Palau, Alaska, American Samoa, Micronesia, and the Marshall and Marianas islands. HCAP Head Start Director Lynn Cabato has participated in the project in an advisory capacity.⁴⁶

b. Asthma

Asthma is a chronic lung disease that affected an estimated 60,400 children in Hawaii in 2013. Child lifetime asthma prevalence was 12.3% of children age 0-4 and 21.4% of children age 5-9.⁴⁷ Asthma is a serious health concern, especially for children, resulting in missed days of school, limitations on daily activities, emergency department visits for treatment of asthma symptoms, and hospitalizations. According to a Hawaii Health Matters study from 2005-2010, Native Hawaiian children had the highest rates of asthma.⁴⁸

Table 5: Children with Current Asthma by Race/Ethnicity



c. Allergies

Allergic diseases, such as allergic rhinitis (hay fever), food allergy, and atopic dermatitis (eczema), are common for all age groups in the United States. Hay fever, respiratory allergies, and other allergies affect approximately 10 percent of children under 18 years old. In addition, food allergy affects an estimated 5

⁴⁴ University of Hawaii Foundation. "Hawai'i 5-2-1-0 Let's Go! Tackles Childhood Obesity." 2011. <<http://www.uhfoundation.org/news/hawaii-5-2-1-0-lets-go-tackles-childhood-obesity#sthash.9xD8mkvP.dpuf>>
⁴⁵ University of Hawaii- Manoa. "College of Tropical Agriculture takes lead in \$24.8M federal grant." 2011. <<http://manoa.hawaii.edu/news/article.php?aId=4375>>
⁴⁶ Hawaii Initiative for Childhood Obesity Research and Education. "Current Project." 2010. <<http://www.hicore.org/19/current-projects>>
⁴⁷ Hawaii Health Data Warehouse. "Child Asthma Prevalence." 2013. <http://www.hhdw.org/cms/uploads/Data%20Source_%20BRFFS/Asthma/BRFSS_Asthma_IND_00012_2011.pdf>
⁴⁸ Hawaii Health Matters. "Children with Current Asthma." 2005-2010. <<http://www.hawaiihealthmatters.org/modules.php?op=modload&name=NS-Indicator&file=indicator&iid=735080>>

percent of children under 5 years old in the United States.⁴⁹ Children with food allergies are two to four times more likely to have other conditions, such as asthma. Additionally, a study from the Center of Disease Control (CDC) showed that children living in families that made more than 200 percent of the federal poverty level had the highest rates of allergies. The prevalence of food and respiratory allergy, but not skin allergy, increased with higher income levels. The prevalence of both food allergy and respiratory allergy increased with the increase of income level. Among children with family income less than 100% of the poverty level, 4.4% had a food allergy and 14.9% had a respiratory allergy. Food allergy prevalence among children with family income between 100% and 200% of the poverty level was 5.0%, and respiratory allergy prevalence was 15.8%. Among children with family income above 200% of the poverty level, food allergy prevalence was 5.4%, and respiratory allergy prevalence was 18.3%. There was no significant difference in the prevalence of skin allergy by poverty status.⁵⁰

5. Youth Education

In Education Week's Annual Report *Quality Counts 2015*, Hawaii was ranked 23rd among the 50 states for student achievement in grades K through 12.⁵¹ The National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, informs the public about the academic achievement of elementary and secondary students across the country. The Nation's Report Card compares performance among states, urban districts, public and private schools, and student demographic groups.⁵²

In 2011, all 50 states participated in the NAEP science skills assessment. The average score of eighth-grade students in Hawaii was 142. This was lower than the average score of 151 for public school students in the nation; however, the average score for 2011 was only 3 points higher than the 2009 score.⁵³ The results of 8th grade students in Hawaii assessed in 2011 NAEP science are as follows: 45% were below basic level proficiency, 33% at basic level proficiency, 21% were proficient, and 1% was advanced. Compare this to the nation-wide findings of 36% below basic, 34% basic, 29% proficient, and 2% advanced.⁵⁴ The result of 8th grade students in Hawaii assessed in 2013 NAEP mathematics are as follows: 72% at or above basic achievement level, 32 at or above proficient level, and 7% at advanced level. For the 2013 NAEP reading assessment, 71% at or above basic achievement level, 28% at or above proficient, and 2% at advanced.⁵⁵

Many low-income families are not able to provide supervision or learning opportunities for their kids during working hours. Afterschool Alliance reports that in Hawaii, 33% of K-12 youth are responsible for taking care of themselves afterschool and 39% are currently not enrolled in an after-school program, but would if one were available to them.⁵⁶ In addition, overburdened public schools are suffering budget cuts and the reduction or elimination of many after-school and enrichment programs. This lack of parental supervision and limited availability of after-school programs can have negative effects on children and youth.

⁴⁹ National Institute of Allergy and Infectious Diseases. "Allergic Diseases."

< <http://www.niaid.nih.gov/topics/allergicdiseases/Pages/default.aspx>>

⁵⁰ NCHS Data Brief No.121 May 2013. "Trends in Allergic Conditions Among Children: United States, 1997-2011." 2013.

< <http://www.cdc.gov/nchs/data/databriefs/db121.pdf>>

⁵¹ Education Week Research Center. "*Quality Counts 2015: Preparing to Launch – Early Childhood's Academic Countdown.*" 2015.

< <http://www.edweek.org/media/ew/qc/2015/shr/16shr.hi.h34.pdf>>

⁵² National Assessment Governing Board. "NAEP: Nation's Report Card." 2015.

< <https://www.nagb.org/naep/what-naep.html>>

⁵³ National Center for Education Statistics. "The Nation's Report Card. 2011 State Snapshot: Science." 2011.

< <https://nces.ed.gov/nationsreportcard/pdf/stt2011/2012467HI8.pdf>>

⁵⁴ National Center for Education Statistics. "The Nation's Report Card. 2011 State Snapshot: Science." 2011.

< <https://nces.ed.gov/nationsreportcard/pdf/stt2011/2012467HI8.pdf>>

⁵⁵ National Center for Education Statistics. "State Profiles: Hawaii." 2013.

< <http://nces.ed.gov/nationsreportcard/states/>>

⁵⁶ Afterschool Alliance. "Afterschool by the Numbers in Hawaii." 2014.

< http://www.kidsdeservebetter.org/states_docs/pdfs/2014/Hawaii_Fact_Sheet.pdf>

According to After-School All-Stars Hawaii, unsupervised children are threatened with crime and juvenile delinquency and are three times more likely to engage in violent crime, drug use, alcohol and sexual activity.⁵⁷

6. Adult Education

According to 2013 American Community Survey 1-Year Estimate, 91% of adults living in Hawaii (over the age of 25) and 90.5% of those living in the City and County of Honolulu (over the age of 25) have a high school diploma (including equivalency) or higher.⁵⁸ This is a positive statistic; however, the education level of parents in low-income families is, on average, lower than the education level of higher-income families. 72% of children in Hawaii whose parents do not have a high school diploma live in low-income families; 54% of children whose parents have only a high school diploma live in low-income families; and 26% whose parents have some college or more live in low-income families.⁵⁹

Because the cost of childcare is often a barrier to parents pursuing higher education, providing daytime and after-school programs can help support low-income parents seeking to go back to school. There is also a need for GED and Competency-Based High School Diploma (C-Base) programs, as well as training in computer skills and adult literacy.

⁵⁷ After-School All-Stars Hawaii. "About Us." <<http://asashawaii.org/about-us/>>

⁵⁸ US Census Bureau. "2013 American Community Survey 1-Year Estimates." 2013.
<http://factfinder.census.gov/bkmk/table/1.0/en/ACS/13_1YR/DP02/0400000US15|0500000US15003>

⁵⁹ National Center for Children in Poverty. "50-State Data Wizard. Income Status of Children Under Age 18, by Parental Education." 2013.
<<http://www.nccp.org/tools/demographics/>>

III. INTERNAL ASSESSMENT

A. Methodology

From May 12, 2015 to May 28, 2015, HCAP conducted a series of seven focus groups at the agency's five District Service Centers, Kumuhonua Transitional Living Center, and program managers from Youth Services, Na Lima Hana- Employment Core Services, and the Senior Community Service Employment Program (SCSEP). Participants included HCAP clients (including eligible Head Start families), staff, Board Members, District Advisory Council Members and community partners. Using a pre-established set of open-ended questions, facilitators asked participants to identify their community's strengths and challenges, as well as solutions to community issues. Discussion within the groups was encouraged. All comments were recorded and compiled to develop the following analysis.

B. Strengths

The majority of the focus groups stated one of the main strengths in their communities is the sense of community or "ohana." They shared that people in their communities are willing to help each other when someone is in need. They want to help take care of each other. In addition, four of the five District Service Center focus groups and the Kumuhonua focus group identified that opportunities to get help and access resources was a strength in their communities.

C. Challenges

The main challenges stated in the focus groups were affordable housing, drug/ alcohol abuse, homelessness, employment, and education. Of the seven focus groups, five stated affordable housing as a major challenge (Windward, Leeward, Leahi, Kumuhonua, Youth Services). Five of the focus groups (Windward, Leeward, Central, Kalihi-Palama, Youth Services) stated drugs and alcohol abuse as major challenges in their communities. Drug and alcohol abuse is apparent from teenagers through adults. Part of the challenge with drug and alcohol abuse is getting people the help they need to become sober. Education was listed as a challenge with four of the focus groups (Leeward, Leahi Central, Youth Services). Education is a challenge beginning with preschool through high school (earning a high school diploma) and adult education (earning a GED). For various reasons, five of the groups (Leeward, Leahi, Kalihi-Palama, Kumuhonua, Na Lima Hana) stated employment as a challenge, for example: lack of required skills, low minimum wage, lack of education, transportation to/from work. In each area of the island, employment is a challenge for a different reason. Four of the seven focus groups (Windward, Central, Kalihi-Palama, Kumuhonua) stated homelessness as a challenge. There are many forms of homelessness in these areas, from visible to hidden and also "sheltered" homeless.

D. Solutions

Each group was asked their opinion on how the challenges in their communities could be better addressed. The focus groups proposed the following:

- Offer assistance in navigating the services low-income people are eligible for
- Provide an environment where people feel comfortable asking for help
- Compile a list of all the resources and services available in the community
- Provide a venue for collaboration and partnerships between programs and organizations
- Place a strong emphasis on education
- Encourage family involvement and participation with children
- Recruit volunteers to act as mentors to youth

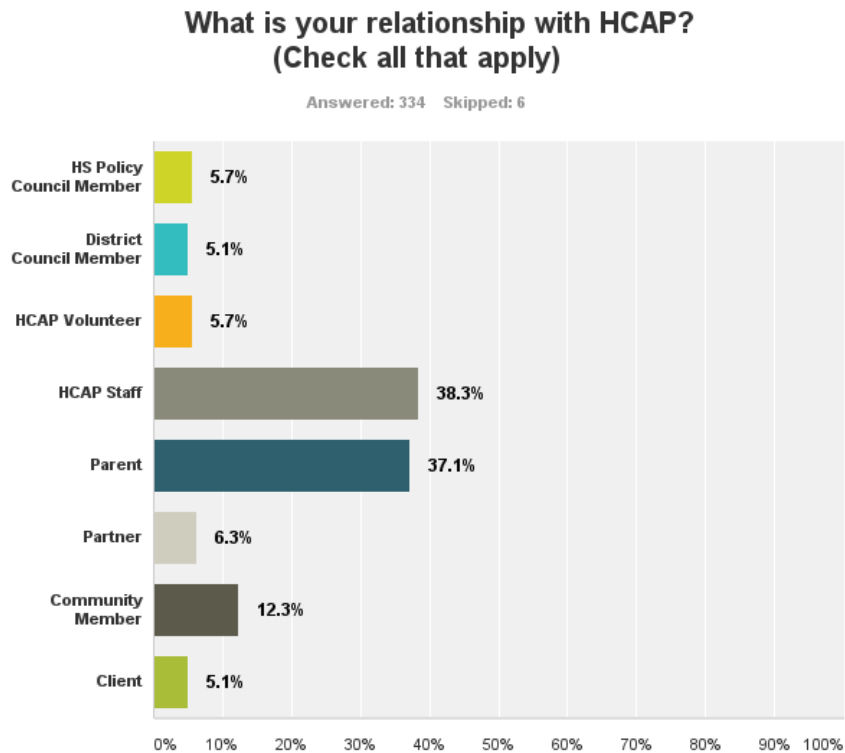
- Provide translators to assist in filling out documents

E. HCAP Community Survey Results

HCAP distributed the 2015 Community Survey to staff, partners, clients (including eligible Head Start families), and community members. The Community Survey had two sections and consisted of 30 questions. The first asked demographic questions as well as questions on knowledge of HCAP programs. The second section broke community issue areas into Employment, Education, Housing, Nutrition, Income, Transportation, Health, and Community.

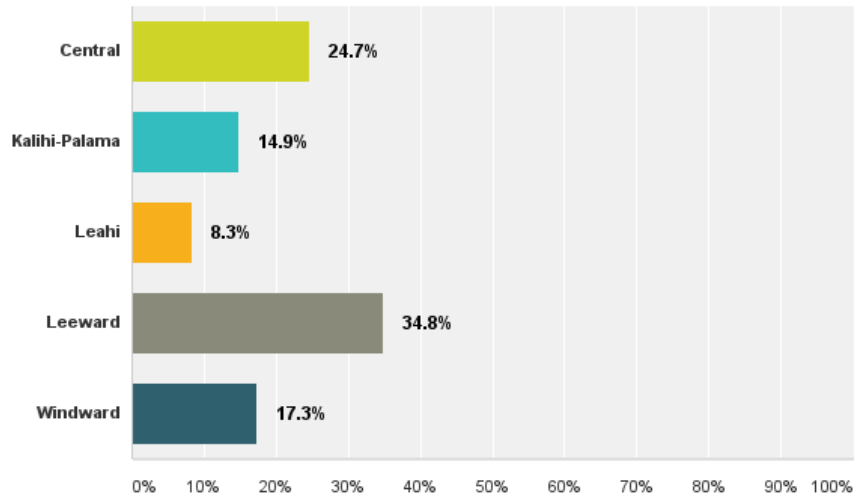
1) Demographics

Shown below are the results to the demographic questions asked of the survey participants. The largest number of participants were HCAP Staff and Parents of Head Start students.



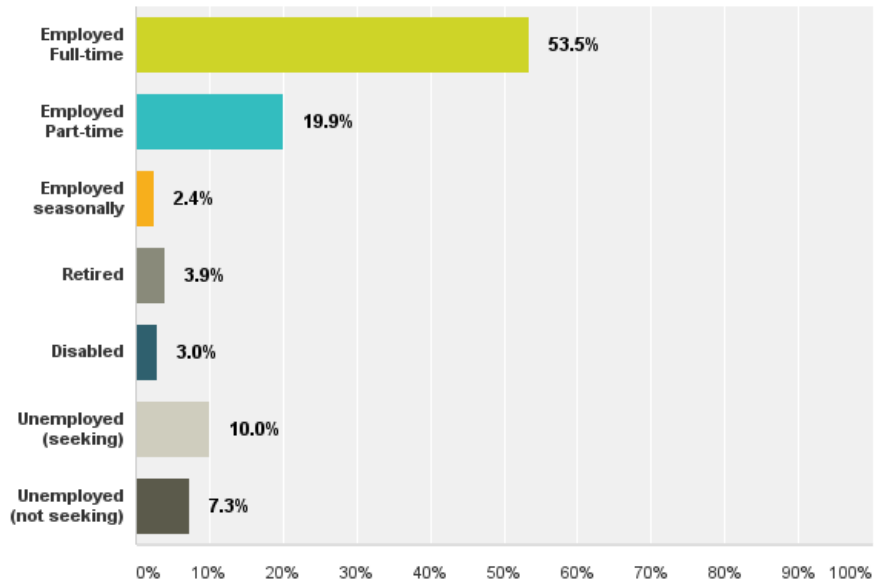
Which district do you live in?

Answered: 336 Skipped: 4



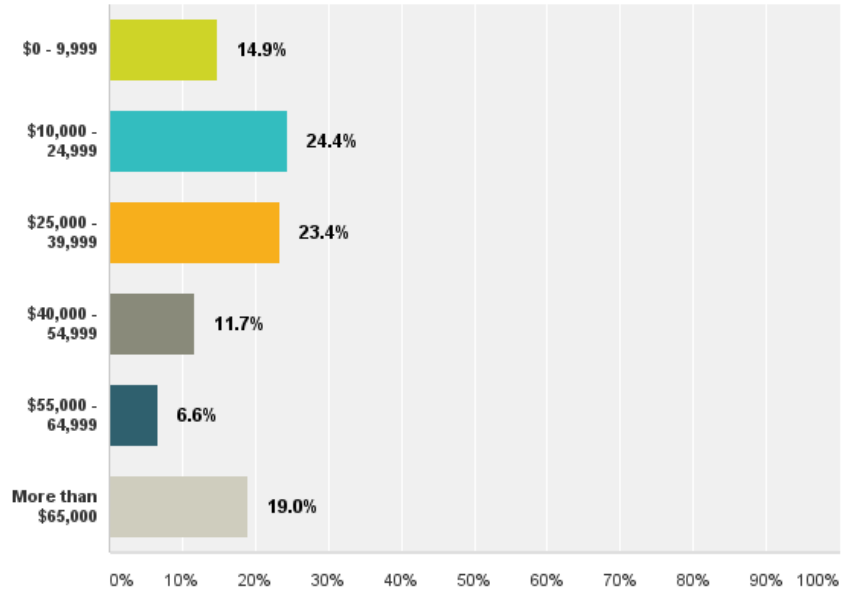
What is your employment status?

Answered: 331 Skipped: 9



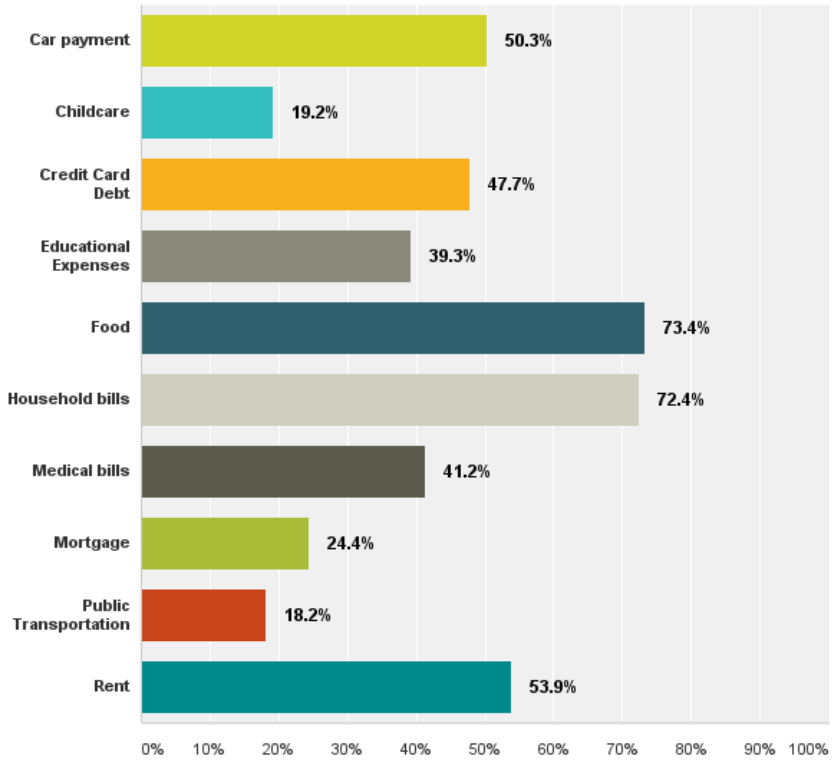
What is your annual household income?

Answered: 316 Skipped: 24

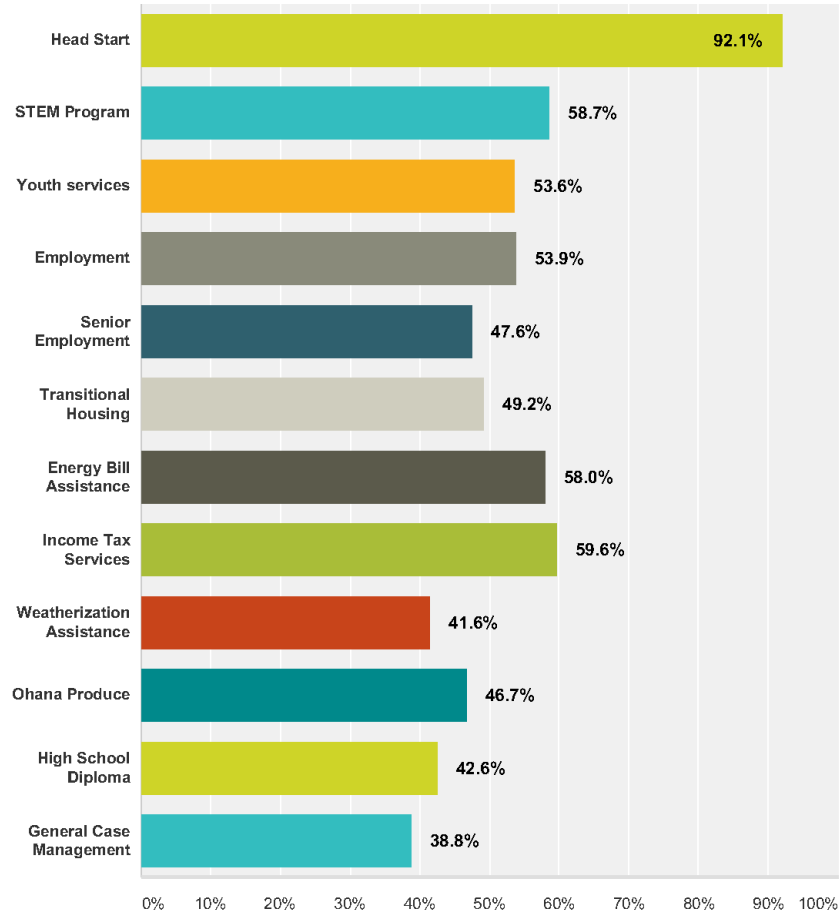


What expenses do you currently have? (Check all that apply)

Answered: 308 Skipped: 32

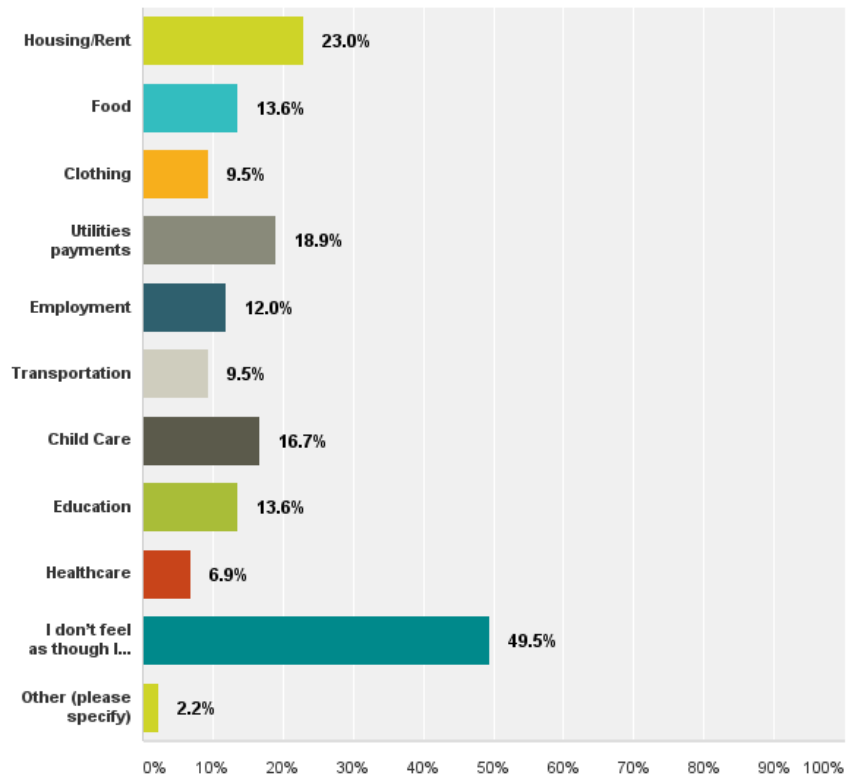


Are you aware that HCAP provides the following services? (Check all of the programs that you are aware of)



**Do you feel your household currently needs assistance with any of the following?
 (Check all that apply)**

Answered: 317 Skipped: 23



2) Employment

Participants of the HCAP Community Survey agreed that employment is a problem in their community for several reasons. About 46% settled on the fact that many lack the skills to obtain a job. Another 44% said that a lack of childcare during working hours presents large barriers for families. The majority of participants also agreed that factors such as a lack of education (42%), an inability to find a job (39%), or even a deficit of good paying jobs (34%) create employment challenges for the community.

When asked how individuals could better their current employment status, about 68% selected increased pay. Flexible working hours (34%), increased benefits (31%) and job stability (26%) were among other elements many felt would improve their employment status. Approximately 59% said that additional employment services such as career goals planning, resume building, basic computer classes, and budgeting classes would alleviate the issues with employment.

3) Education

When asked to consider education within their community, many agreed there is a need for more educational opportunities. The most popular answer, 50% of participants, felt that there should be more after-school programs for students. Close to 48% of participants felt materials and resources (computers, software, textbooks, writing materials, etc.) should be available, and 43% agreed that classes to improve reading skills are needed. Other desired opportunities included classes to improve math skills (37%), classes to improve English or language skills (37%), and courses to obtain a GED or a high school diploma (32%).

Education is a problem in my community because (Check all that apply):

Answered: 300 Skipped: 40

Answer Choices	Responses
Cost of childcare	51.3% 154
Lack of childcare	37.7% 113
Lack of after-school programs	19.3% 58
Lack of transportation	21.0% 63
Lack of access to programs for obtaining GED or High School Diploma	13.3% 40
Lack of tuition money for vocational or college education	39.7% 119
Threats of violence in school	8.0% 24
High rate of dropouts	17.7% 53
Not a problem	24.3% 73
Total Respondents: 300	

4) Housing

According to the HCAP Community Survey results, about 52% of participants currently pay rent and 31% own their own homes. Others currently live with friends or relatives (20%), are houseless (4%), in an emergency shelter (1%), or in transitional housing (4%). The quality of these living conditions vary from each situation; however, 31% claim they live in good conditions and 22% claim they live in very good conditions. Of the total number of participants, 2% stated that their current living conditions are extremely poor, 5% stated poor, and 28% stated their living conditions were fair.

Housing is a problem in my community because (Check all that apply):

Answered: 311 Skipped: 29

Answer Choices	Responses
Cost of rent	74.9% 233
Cost of utilities	50.2% 156
Housing size doesn't meet family needs	28.6% 89
Affordable housing not available	52.1% 162
Lack of emergency housing	16.7% 52
Lack of temporary housing	17.7% 55
Lack of shelters	18.3% 57
Unsafe living conditions	13.2% 41
Not a problem	17.4% 54
Total Respondents: 311	

5) Income

The HCAP Community Survey asked participants to state why they believe the use of income is a problem in their community. According to the results, 54% agreed that salaries are not high enough to pay all expenses and 46% say a lack of knowledge about budgeting creates financial problems. 44% feel that individuals have difficulties with money management, 14% struggle with opening a checking account and 13 % a savings account, 39% don't have sufficient knowledge about savings and 24% have high credit card debt. Others noted that high medical bills and poor financial literacy are also common issues that contribute to financial hardship.

Which of the following best represents your income flexibility? (Check all that apply)

Answered: 305 Skipped: 35

Answer Choices	Responses
Income meets all family expenses with money left for unexpected financial needs	23.3% 71
Income balances with all family expenses	27.9% 85
Income is only enough for rent/mortgage, utilities and food	43.9% 134
Income is onl enough for rent/mortgage	9.5% 29
With zero rent, income is onl enough for utilities and food	4.9% 15
Total Respondents: 305	

6) Transportation

Transportation is felt to be a problem in communities mostly due to costs. Fifty-one percent said that the cost of purchasing a car is a challenge, and 45% say the cost of gasoline is too high. Forty-three percent say the cost of maintaining a car is out of their budget, and 40% say they do not have the credit to buy a car. Others stated that public transportation fares are out of their financial reach (13%), insurance payments are too expensive, and the bus does not run at convenient times or to enough locations.

7) Nutrition

Participants felt as though their communities faced challenges with nutrition on a regular basis. About 48% stated that the cost of eating healthy was too high and 34% said that there was not enough income to purchase food. Some agreed that food banks or pantries were not conveniently located (31%) or that they were not eligible for food stamps (22%), though felt that they needed food assistance. Twenty-three percent even detailed that the food supply in some households may not be adequate.

Others noted that there is a strong need for nutrition education in their community. The availability of fast-food and cheap, unhealthy foods are also more readily available than affordable nutritious foods. Some also feel that prepared or frozen foods, while they know may be unhealthy, are faster if their job makes it difficult to find time to cook.

8) Health

Health is believed to be a problem in the community particularly due to a lack of resources and income. Twenty-six percent believed that healthcare is a challenge because of a lack of income to pay for medical emergencies. Another 37% feel as though they do not have access to affordable healthcare insurance. Other factors include a lack of income to pay for prescriptions (24%), facing a waiting list for dental services (16%), or unable to find doctors that accept Medicaid (15%).

9) Community Concern

Participants were asked what they felt are the most pressing health and/or safety concerns in their communities. The top concerns selected were drug and alcohol abuse (57%) and homelessness (55%). Other concerns selected as pressing health and/or safety concerns included domestic violence/abuse (41%), mental illness (30%), and unsafe neighborhoods (24%).

IV. COMMUNITY RESOURCES

As a final step in assessing community need, HCAP looked at the existing resources on Oahu. In developing its Community Action Plan, HCAP will compare existing resources with the needs identified in each section of the above assessment, to determine gaps in service and to develop an action plan.

The following table lists local resources available to low-income Oahu residents.

TABLE 5: COMMUNITY RESOURCES LIST

Resource	Program or Service Title	Provider Agencies
General Financial Assistance	<ul style="list-style-type: none"> • Temporary Assistance for Needy Families (TANF) • Temporary Assistance for Other Needy Families 	<ul style="list-style-type: none"> • State Dept. of Human Services (DHS) – Benefits, Employment Services, Support Services Division (BESSD)
Employment Placement and Support Services	<ul style="list-style-type: none"> • Employment Core Services for Low-Income Persons, Immigrants & Refugees • First to Work • Oahu WorkLinks One Stop Center System 	<ul style="list-style-type: none"> • Pacific Gateway Center • Institute for Human Services • DHS – BESSD • Oahu WorkLinks • HCAP • Goodwill Industries Hawaii • Catholic Charities
Resource	Program or Service Title	Provider Agencies
Food Assistance	<ul style="list-style-type: none"> • Emergency Food Assistance Program • Ohana Produce Food Distribution • Special Supplemental Nutrition Program for Women, Infant, and Children (WIC) • Supplemental Nutrition Assistance Program (SNAP) • Congregate Meals 	<ul style="list-style-type: none"> • DHS-BESSD • State Dept of Health • HCAP • HCAP/Hawaii Food Bank • River of Life Mission Church
Housing Assistance	<ul style="list-style-type: none"> • Public Housing • Section 8 Vouchers • Emergency Shelters • Transitional Housing 	<ul style="list-style-type: none"> • Hawaii Public Housing Authority • Dept. of Community Services – City & County of Honolulu • Institute for Human Services • HCAP Kumuhonua Transitional Living Center • Onemalu Transitional Shelter • Onelauena Transitional Shelter • Ulu Ke Kukui • Kahikolu Ohana Hale O’ Wai’anae • Family Promise Hawaii

		<ul style="list-style-type: none"> • Pai'olu Kaiaulu • U.S. Vets
Legal Assistance		<ul style="list-style-type: none"> • Volunteer Legal Services Hawaii • Legal Aid Society of Hawaii • UH Law School Elder Law Program • Lawyers for Equal Justice
Energy & Utilities Assistance	<ul style="list-style-type: none"> • Low-Income Home Energy Assistance Program (LIHEAP) • Utility Assistance • Weatherization Assistance Program (WAP) 	<ul style="list-style-type: none"> • HCAP • Helping Hands Hawaii
Full-Day/Full-Year Preschool Services and/or Infant Toddler Program	<ul style="list-style-type: none"> • HCAP Head Start Full-Day/ Full-Year • Early Head Start/Head Start • Other Preschool Programs 	<ul style="list-style-type: none"> • Honolulu Community Action Program (HCAP) • Parents and Children Together (PACT) • Kamaaina Kids • Kamehameha Preschools • KCAA Preschools • Keiki O Ka Aina Family Learning Center • Rainbow Schools • Seagull Schools
Resource	Program or Service Title	Provider Agencies
Preschool Tuition Assistance	<ul style="list-style-type: none"> • Child Care Connection • First to Work • HELP Childcare • Preschool Open Doors • Puaahi Keiki Scholars Program 	<ul style="list-style-type: none"> • Arbor Education and Training • State Dept. of Human Services (DHS) – Benefits, Employment Services, Support Services Division (BESSD) • Keiki O Ka Aina Family Learning Center • PATCH • Kamehameha Schools/ Bishop Estate
After-School Programs for At-Risk Youth	<ul style="list-style-type: none"> • Hā Initiative: Creative STEM After-School Program • Sports Teams • Tutoring Program • Civic Clubs • Farming/Gardening Program 	<ul style="list-style-type: none"> • HCAP • Boys and Girls Club • After-School All-Stars Hawaii • A+ Kamaaina Kids • Pop Warner Football • Keiki O Ka Aina • Palama Settlement • Susannah Wesley Community Center • Kaala Farms
Literacy Services	<ul style="list-style-type: none"> • Adult Literacy Program • Family Literacy Program • Read to Me International 	<ul style="list-style-type: none"> • Dept of Education Community Schools for Adults • Hawaii Literacy • Read to Me International Foundation

IV. SERVICE DELIVERY SYSTEM

A. Description of HCAP's Service Delivery System

Honolulu Community Action Program, Inc. (HCAP) operates direct services programs, develops and maintains community partnerships, and facilitates citizen advocacy to meet the needs identified in Oahu's low-income communities. Fundamental to HCAP's service delivery system are its District Service Centers, located throughout the island in areas with high concentrations of low-income residents: Central, Leeward, Windward, Kalihi-Palama, and Leahi. The centers serve as the "front door" to all the opportunities HCAP provides, whether provided by the centers themselves, HCAP's stand-alone programs, or by HCAP's community partners. Each District Service Center has deep, long-established roots in the communities it serves and is familiar and accessible to the HCAP's target populations of low-income individuals and families.

HCAP also provides a range of other programs that receive referrals from the District Service Centers or recruit participants directly. As with the District Service Centers, they start with program outreach and marketing to inform those in need of the availability of assistance. Staff members (including case managers, community workers, family advocates, counselors, etc.) work with potential clients to understand their concerns and needs and determine program eligibility. The staff works with the applicant to complete intake forms and needs assessments to help the client determine individual service plan goals. Clients then either receive direct services from HCAP and/or referrals to additional resources within HCAP's network of government, private, and community-based service providers.

The agency disseminates information about its programs through its weekly e-newsletter *HCAP Weekly*, quarterly newsletter *Ku'i Na Lono: Spread the News*, Annual Report, press releases, flyers, television and radio advertisements, earned media, presentations at community groups, events, and other agencies, and door-to-door outreach.

HCAP's current programs include:

HCAP District Service Centers: Leeward, Central, Kalihi-Palama, Leahi, and Windward offer a variety of programs and services to people of all ages. Community workers provide outreach, recruitment, intake, assessment, service planning and assistance accessing needed resources. Services provided by the District Service Centers include case management, job readiness training, job placement, support services, housing referrals, individual tax preparation, the Competency-Based (C-Base) Hawaii Adult Community School Diploma Program, utilities assistance and emergency food assistance. District Service Centers are encouraged to also develop and implement programs particular to their respective districts. For example, the Leeward District Service Center offers the Kupuna Independent Life Series, the Homeless Health Project, and a Free Health Center.

HCAP Head Start provides quality services to qualifying preschoolers and their families. Beginning as a summer project in 1965, we have grown to become the largest early childhood program in the State of Hawaii serving over 1,659 children and their families each year. There are 84 Head Start classroom and 4 home-based programs located throughout Oahu.

The Hā Initiative: Creative STEM After-School Program is a fun and creative place for kids in grades 2 through 8 to learn and grow by exploring the worlds of Science, Technology, Engineering & Math (STEM). The Hā Initiative offers programming at five locations (STEM Exploration Centers) on the island of Oahu: Kalihi, Waianae, Aiea, Palolo, and Waiahole.

Kumuhonua Transitional Living Center: Located at Kalaeloa, Barbers Point, Kumuhonua is for single adults and couples (18 and over) who are homeless or at-risk for homelessness. Kumuhonua provides housing (up to 2 years), case management services and ongoing workshops for residents.

Income Tax Services: In partnership with the IRS and as part of the Hawaii Volunteer Income Tax Assistance (VITA) & Financial Empowerment Coalition, HCAP's Earned Income Tax Credit (EITC) income tax services program helps working families and individuals get the federal tax credits they have earned.

Low-Income Home Energy Assistance Program (LIHEAP): primarily assists households by applying an energy assistance grant directly to the energy provider on behalf of the eligible household to keep their utilities (gas or electric) on.

Na Lima Hana "for the working hand" Employment Core Services: provides employment preparation training, personalized case management services and job placement to unemployed and underemployed individuals.

Ohana Produce: In partnership with the Hawaii Food Bank, HCAP's Kalihi-Palama, Windward, Central, and Leeward District Service Centers offer the Ohana Produce Food Distributions at least twice a month. Food distributions help to address the emergency food needs of Hawaii's houseless and low-income residents.

Senior Community Service Employment Program (SCSEP): is a federally funded program under Title V of the Older Americans Act. The primary functions of the SCSEP program are two-fold: To provide meaningful part-time subsidized "hands-on" training to low-income seniors aged 55 and older and to assist program participants into finding regular jobs in the community.

Weatherization Assistance Program (WAP): reduces energy costs for eligible low-income through a home energy audit plus household-specific energy efficiency tips and education, and a selection of cost-effective energy efficient measures.

Youth Services: helps youth 16 to 21 years of age to obtain their Hawaii Adult Community School Diploma using the Competency-Based Community School Diploma Program (C-Base) developed by the Department of Education.

B. Approach to Meeting Identified Needs

Based on the 2015 Community Needs Assessment, HCAP Community Survey, and Focus Groups, HCAP identified several areas of need. A brief explanation on how HCAP's programs and services are addressing the needs is explained below.

Top 5 Areas of Need as Identified by HCAP

1. **Affordable Housing & Homelessness**
HCAP addresses affordable housing and homelessness through HCAP's Kumuhonua Transitional Living Center. At the District Service Centers, staff provide case management and support services to assist in this area. In addition, HCAP partners with other community agencies and provides referrals to assist clients with their housing needs.

2. Drug and Alcohol Abuse

HCAP addresses drug and alcohol abuse through the Youth Services program and Hā Initiative: Creative STEM After-School Program. This is accomplished by providing safe and engaging programs for youth to attend. 11.3 million kids in the United States are alone and unsupervised from 3 to 6pm. After school is the peak time for kids to experiment with drugs, alcohol, cigarettes, and sex.⁶⁰ Teens who do not participate in after-school programs are nearly three times more likely to skip classes at school than teens who do participate. They are three times more likely to use marijuana or other drugs, and also more likely to drink alcohol, smoke cigarettes and engage in sexual activity than teens not in afterschool programs.⁶¹ At the District Service Centers, case management and support services are available to assist clients who have these issues. Kumuhonua Transitional Living Center also assists residents who have these issues.

3. Education

HCAP offers educational programs for several age groups. HCAP Head Start: 3 - 5 years old; Hā Initiative: Creative STEM After-School Program: 2nd – 8th grade; Youth Services: 16 – 24 years old; Competency-Based (C-Base) Hawaii Adult Community School Diploma Program: 18 years and over. HCAP also offers programs that assist with budgeting, resume building, and energy saving.

4. Employment

HCAP's Na Lima Hana- Employment Core Services program addresses the employment needs of low-income individuals and families. The Senior Community Service Employment Program (SCSEP) assists senior citizens aged 55 and over in finding meaningful part-time subsidized "hands-on" employment training.

5. Utility Assistance

HCAP's Weatherization Assistance Program (WAP) and Low-Income Energy Assistance Program (LIHEAP) and Emergency Crisis Intervention (ECI) address the need of utility assistance. WAP uses education and provides energy efficient measures to lower utility costs. LIHEAP and ECI primarily assist households by applying an energy assistance grant directly to the energy provider on behalf of the eligible household.

C. Agency Priorities

Based on the 2015 HCAP Community Survey and Focus Groups, HCAP identified several key strategies to help HCAP better fulfill its mission.

1. Coordinate services within the agency to ensure that all participants are aware of HCAP's range of programs and services that may be of benefit to them.
2. Improve upon methods to assist individuals and families in navigating the web of social services offered.
3. Provide sensitivity training to HCAP staff specific to the low-income client base.
4. Continue using communications strategies to promote HCAP to the general public.

Plans to implement solutions to the identified needs are discussed in greater detail below.

⁶⁰ Afterschool Alliance. America After 3pm. 2014. http://www.afterschoolalliance.org/imgs/AA3PM/AA3-CRIME-FP_web.png

⁶¹ Afterschool Alliance. After School Alert- Issue Brief. April 2007. http://www.afterschoolalliance.org/issue_briefs/issue_CrimeIB_27.pdf

1. Coordinate services within the agency to ensure that all participants are aware of HCAP's range of programs and services that may be of benefit to them.

In order to continue moving the agency forward and to truly become "One Agency with One Mission," HCAP's staff need to work as one cohesive unit. HCAP staff in management level roles from all programs will meet on an as needed basis. These meetings will build rapport between staff and allow programs to share the work they are doing, as well as give and receive support as needed. The management will then take what they've gained at each meeting and share it with their staff. This will ensure that all HCAP staff are up to date on the current events happening within the agency.

In addition, staff from each program may be asked to provide information about their programs and services at district council meetings, STEM after-school family nights, HS Policy Council, during specific times of the year. For example, in May, before the Low-Income Home Energy Assistance Program (LIHEAP) begins; in the spring, as HCAP Head Start begins recruiting for the school year; in March before the Income Tax Assistance (EITC) begins.

2. Improve upon methods to assist individuals and families in navigating the web of social services offered.

HCAP staff will gain further expertise in navigating the web of social services offered to low-income individuals and families. HCAP will continue to partner with non-profit organizations and service providers to ensure that when a client comes to HCAP, they are provided assistance in meeting all of their needs. Staff will be trained to do more in-depth case management and follow clients through the stages of gaining self-sufficiency. Staff will be able to help clients every step of the way, from contacting outside agencies, to assisting clients in completing forms, on an as-needed basis.

3. Provide sensitivity training to HCAP staff specific to the low-income client base.

HCAP expects staff members to offer the highest level of professionalism and service to all individuals and families served by the agency. Providing Sensitivity Training to staff will help to ensure that all staff throughout the agency are consistently welcoming and engaging clients with the highest level of service.

4. Continue using communications strategies to promote HCAP to the general public.

HCAP will continue to grow its communications strategy. Using social media, the HCAP website, and engaging the media will allow HCAP to continue spreading the word about the programs and services the agency offers. The goal is that as the general public becomes increasingly aware of the services HCAP offers and the positive impact it makes in the community, donations and funding will increase, and additional individuals and families will be served by the agency.

V. LINKAGES

A. Internal Linkages

HCAP will continue its efforts to provide clients with a comprehensive array of services and resources while at the same time maximizing the utilization of its internal programs and resources. In other words, HCAP will strengthen its linkages within the agency itself. HCAP will continue training district and program staff on the services and eligibility requirements of all programs offered by the agency, and will encourage cross-selling of services and referral of clients. A particular opportunity in this area will involve increased coordination of wraparound services for the roughly 1,700 HCAP Head Start families the agency serves each year, almost all of whose household incomes are at or below 100% of Federal Poverty Guidelines for Hawaii. Close collaboration between district staff and HCAP Head Start Family Advocates will be encouraged and fostered.

B. External Linkages

HCAP will also continue to develop partnerships and implement collaborative projects to mobilize or leverage additional resources to better serve low-income communities and fill gaps in service. Some of HCAP's key partnerships and linkages are as follows:

Expanded Food and Nutrition Education Program/University of Hawaii – Nutrition Education

HCAP will continue its partnership with the University of Hawaii to provide the Expanded Food and Nutrition Education Program (EFNEP) at HCAP's District Service Centers and Head Start classrooms. Participants start with the 6-week Food and Money Basics, and then have the option to attend the next series of classes called Grow Your Own. Through the classes, participants learn easy, healthy recipes and instruction on how to budget their limited incomes when they shop for food. They also learn how to plant, grow and care for their own fresh fruits, vegetables and herbs at home, whether in the ground or in containers. For Head Start parents in particular, this series reinforces the healthy habits their children learn in the classroom and promotes wellness for the entire family.

Hawaii Foodbank – Food Assistance

HCAP will continue to coordinate Ohana Produce Food Distributions through a partnership with the Hawaii Foodbank. The Foodbank provides the food items, including fresh produce and canned and dry goods. HCAP staff and volunteers distribute the items on a regular on a monthly/ bi-monthly basis at the Leeward and Central District Service Centers, as well as at Kalihi Valley Homes, and at the Key Project located next to the Windward District Service Center. HCAP also plans to continue partnering with the Foodbank to help seniors purchase fresh and locally-grown fruits and vegetables through the Senior Farmers' Market Nutrition Program. Through this partnership, HCAP recruits and accepts applicants 60 and over who meet income eligibility requirements. The program provides seniors with \$50 voucher booklets that are redeemable at selected farmers' markets. The program also increases awareness of the nutritional value of fresh fruits, vegetables and herbs, and assists in developing new or expanding existing farmers markets.

Hawaii Pacific University – Leeward District Service Center

The Leeward District Service Center's current partnership with Hawaii Pacific University includes: clinical nursing classes each Spring and Fall semester to work with the Kupuna Independent Life Series. When available, practicum students from the School of Social Work assist in intake and working with the homeless. When available, practicum students from Public Health assist with youth programs and the Second Chances program.

Helping Hands Hawaii – Emergency Assistance

HCAP will continue to be a Helping Hands Hawaii (HHH) partner agency, which allows HCAP to offer HHH resources to HCAP clients. Through HHH, needy eligible families can receive rental and utility bill assistance through the Emergency Assistance Fund; school supplies through Ready to Learn School; clothing, personal hygiene items, furniture, and household supplies through the Community Clearinghouse; and holiday gifts through the Adopt a Family program. HCAP is a named HHH partner agency authorized to accept and process applications for HHH assistance. HHH representatives also serve on each of HCAP's Advisory District Councils.

Kalihi Interagency Community – Youth Programming

Although the Hā Initiative: Creative STEM After-School Program for at-risk Kalihi area youth began operations in 2011, HCAP recognizes that its capacity is limited in relation to the overall need for youth programming in this area. As identified in HCAP's community needs assessment, this area is densely populated and has the highest number of public housing facilities in the state. Thus, staff from HCAP's District Service Centers, Youth Services, and Hā Initiative: Creative STEM After-School Program will continue to participate in the Kalihi Interagency Community group, which meets on a monthly basis during the school year. This youth-focused community group was started in 2011 and has a membership of close to 50 individuals from various agencies serving the Kalihi-Palama area. The group is committed to sharing resources, increasing opportunities for at-risk youth, and advocating for the needs of families in the Kalihi-Palama area. Through this group, HCAP is to publicize its own events and programs, receive information on other resources and events to share with clients, and seek collaboration opportunities to advocate for larger-scale changes and improvements for low-income youth and their families.

Leeward Housing Coalition – Housing Issues on the Leeward Coast

The Leeward District Service Center is part of the Leeward Housing Coalition, which focuses on homeless housing and placement issues. Meetings are once a month.

Legal Aid Society of Hawaii/Volunteer Legal Assistance of Hawaii – Legal Assistance

HCAP has long-established working relationships with both LASH and VLSH, with both agencies conducting workshops and trainings at HCAP sites on various legal issues of interest to the agency's target populations, including Landlord-Tenant law, Employment law, Fair Housing, Family law, and Civil Rights. HCAP staff also participates in LASH's annual comprehensive training on general assistance programs. HCAP staff also refers clients to both agencies when confronted with civil legal issues that HCAP is not equipped, qualified, or permitted to handle. HCAP will seek to strengthen these relationships further and increase the number of LASH and VLSH workshops and trainings it can offer to HCAP clients and target populations. HCAP also has been approached to participate in the statewide Access to Justice initiative, in partnership with the state judiciary, the UH Law School, and LASH.

Oahu Worklinks – Employment Assistance

In the upcoming program year, HCAP has committed 100 staff hours to the Dillingham Boulevard location of Oahu WorkLinks as an original mandated partner of the Oahu One-Stop System Partnership. Through this collaboration, services are delivered by multiple partners through a seamless, integrated One-Stop System, in which partner agencies work cooperatively and coordinate resources to ensure effective and efficient delivery of workforce services. HCAP clients may also be enrolled with Oahu WorkLinks and have access to training resources, as well as Oahu WorkLinks' job bank database, which is one of the most extensive and up-to-date in the state.

VI. FUNDING STRATEGY

CSBG funding comprises approximately ten percent (10%) of HCAP's total annual budget, meaning that 90% comes from other federal and non-federal grants, program income, in-kind contributions, and private donations.

CSBG funding will continue to provide a base of funding that allows HCAP to provide other public and private programs with administrative, fiscal, human resources, planning, and technical support. Furthermore, CSBG-funded district staff provides outreach, recruitment, and support services to all non-CSBG programs, including Head Start, SCSEP, WAP, LIHEAP, Youth Services, and Kumuhonua Transitional Living Center, thereby adding value to and enhancing the quality and scope of these additional services. Other programs and services, such as Na Lima Hana- Employment Core Services, Hā Initiative: Creative STEM After-School Program, Tax Assistance Services/Earned Income Tax Credit Program, and Ohana Produce food distribution, are made possible because of the CSBG-funded staff and facilities. In addition, the District Service Centers create new programs to offer their clients, such as the Kupuna Independent Life Series and Stepping Stones: Homeless Health Project at the Leeward District Service Center. Additionally, because of its CSBG-funded activity, HCAP receives significant in-kind contributions from the State of Hawaii and the City and County of Honolulu for the use of facilities and property that house the agency's district service centers and many of the agency's Head Start classrooms.

As mentioned above, an example of a program that could not be accomplished without CSBG funds, and which requires partnership and coordination with other entities is the very successful Tax Assistance Program/Earned Income Tax Credit Program (EITC). This program is part of the statewide Family and Individual Self-Sufficiency Program coordinated by the Hawaii Alliance for Community-Based Economic Development (HACBED). The free tax assistance focuses on assisting low-income taxpayers file their returns and claim the Earned Income Tax Credit, a refundable tax credit for working individuals, as well as other federal tax credits such as the Child Tax Credit.

VII. INNOVATIVE COMMUNITY AND NEIGHBORHOOD-BASED INITIATIVES RELATED TO THE PURPOSES OF THE CSBG ACT

HCAP will mobilize resources and collaborate with community members and organizations to develop or maintain the following innovative initiatives related to the purposes of the CSBG Act.

Hā Initiative: Creative STEM After-School Program

The goal of the Hā Initiative: Creative STEM After-School Program is to provide a safe, nurturing, and healthy environment that inspires STEM (Science, Technology, Engineering, and Math) learning within Oahu's most disadvantaged and marginalized communities. Open to students in elementary and middle schools, this innovative program seeks to improve academic performance in science and math, increase family and community engagement, and develop the next generation of science and technology leaders. Community members and high school students serve as tutors and mentors and consistently engage with participants in positive and supportive ways. The free Hā Initiative program is offered on a "drop-in" basis for children in Grades 2 to 8. Students attend the program Monday through Friday, year-round, from 2:30 to 5:30 p.m.

The Hā Initiative: Creative STEM After-School Program supports working families by providing a high quality, free educational program for at-risk youth. The Honolulu Community Action Program, Inc. launched the Hā Initiative to provide easy access to educational materials and experiences, a safe and healthy environment, caring and responsive staff, and low child-to-adult ratios. The program recognizes that education and personal development for youth is essential to addressing the long-term causes of poverty and reversing the negative trends that face many of Hawaii's youth and families.

Each STEM Exploration Center is fully equipped with a high-technology environment including computer labs, indoor and outdoor learning spaces, and three sites have music recording studios. The program offers project-based activities in an out-of-school setting, structured into three "blocks" each day: Homework, Lab, and Independent Activity. The Homework Block creates a positive setting where students work on their homework with guidance from the teacher, peers, and community volunteers. During the Lab Block, the teacher encourages students to delve into STEM subjects through hands-on investigations. The Independent Activity Block gives the participants an opportunity for self-expression and exploring individual interests.

The Hā Initiative strives to foster family relationships by strengthening parent activity and support through Family Nights, field trips, and volunteer opportunities. The program also invites local guest speakers to give presentations on careers in STEM. Finally, through their participation in the FIRST LEGO League robotics, students gain valuable experience in teamwork, engineering, computer programming and presentations of their work. . The study of robotics encourages participants to think critically about issues affecting their families and communities through group projects. It also introduces the youth to a variety of STEM topics that can support and enhance their school performance and increase the likelihood that they will graduate from high school and pursue secondary education.

The program honors Hawaii's rich cultural history by introducing topics such as the study of local plant and sea life, ocean navigation, and alternative energy solutions. In addition to the learning blocks, we have been able to provide the students opportunities to participate in field trips to local institutions, businesses, and attractions as an extension of their learning and a way to connect STEM to their cultural heritage. Through all of these activities, program participants find a deeper level of involvement with their families and communities while they discover new types of STEM accomplishments, education paths, and careers they may have otherwise seen as unachievable.

Kupuna Independent Life Series

The Kupuna Independent Life Series is a program that provides health and social support through education for seniors aging in place on the Wai'anae coast. This program began as a vehicle for engaging isolated seniors, with minimal amount of services in these areas, who live in the area of Kapolei to Makaha. The program is offered twice a year, in the Spring and Fall. Each session lasts 13 weeks.

The program has three objectives: 1) provide health education through interactive workshops and activities, 2) create a safe and comfortable space for isolated seniors on the Wai'anae Coast who are seeking support for aging issues, and 3) become a vehicle for advocacy in the broader Wai'anae community.

The Kupuna Independent Life Series targets seniors 55 years and older. Our participants are 86% women, 50% disabled, 65% Native Hawaiian, 86% are caregivers (grandchildren or aging/disabled partner/spouse) and 100% have low or minimal incomes.

On the Wai'anae Coast, the Kupuna Independent Life Series is attempting to meet several needs, probably the most important being health education. There is an overwhelming number of seniors in the community dealing with diabetes and hypertension, a significant number who are Native Hawaiian. Many of the kupuna have health insurance and go to their physicians on a regular basis. However, among the elderly, there is a lack of communication between themselves and their doctors. For instance, they do not ask questions about their conditions, or if they do, they often do not understand the answers. Student nurses from Hawaii Pacific University facilitate workshops and provide one-on-one conversations in a safe and comfortable setting.

A component of the Kupuna Independent Life Series is having student nurses from Hawaii Pacific University's School of Nursing and Health Sciences teach health classes. These classes are structured to breakdown medical terminology and present health material so it is easily understood. During each session, student nurses spend time "talking story" with individual kupuna to discuss their medical history and seek updates on their current health issues.

At each workshop, a free healthy meal is provided for the kupuna. Often, due to economic constraints, kupuna may not be eating healthy and/or may not eat three meals a day. Most seniors in the program use food stamps. The focus of each meal is to teach seniors how to make meals they can afford and by using ingredients they may already have in their kitchens. During the course of a semester, we plan to introduce a workshop focusing on how to read food labels. Reading labels is important for seniors who might have diet-related diseases.

Seniors on the Wai'anae Coast are extremely isolated, especially if they do not have adequate transportation. The need to socialize is paramount to kupuna because the issue of depression is prevalent among seniors. Many of the seniors attending the workshop have lost their significant partners or are trying to deal with Alzheimers disease. The workshop has a support component to engage kupuna in discussions regarding disease, death and loneliness. These are difficult discussions with family members who would rather not or feel uncomfortable in talking about certain issues. The workshop series becomes an important outlet and support group for engaging in topics that seem to be taboo among families and communities.

The third need centers around seniors wanting to be involved in issues of the broader community. Seniors have the tendency to feel as if they are no longer needed in the community. Another component of the Kupuna Independent Life Series is getting seniors involved with the community. We do this by having conversations about current events and how that translates to their own communities. Last year, a participant joined an environmental group in Wai'anae, and has been consistently going on beach clean-ups on the coast. Another senior got her church involved with feeding the homeless. Others have become involved in Food Bank distributions as volunteers.

Stepping Stones: The Homeless Health Project

Stepping Stones: The Homeless Health Project, is a new undertaking that addresses the health needs of the unsheltered homeless on the Waianae Coast, specifically at the Waianae Boat Harbor. Developed by HCAP's Leeward District Service Center, in conjunction with Hawaii Pacific University's School of Social Work and School of Nursing and Health Science, the project is an important vehicle for delivering much needed non-emergent healthcare to an at-risk, hidden population consisting of men, women, children and seniors.

Stepping Stones has three major components. The first component is the utilization of the HCAP Health Center to meet the non-emergency medical needs of the homeless. The HCAP Health Center is under the auspices of the Leeward District Service Center located next to the Waianae Boat Harbor. The Center will contract with a family nurse practitioner to specifically deal with the healthcare of the homeless.

The second component is focused on the mental health of the homeless, working strategically with Hawaii Pacific University (HPU) partners to engage in mental health assessments. As a result of these assessments, HCAP will engage progressively with the homeless by offering different types of support groups to aid with mental health or addiction issues.

The third component deals with life skills workshops such as anger management, self-esteem, motivation, art therapy, nutrition and legal matters. These workshops are, first and foremost, a tool to improve and stabilize lives in an unsheltered environment. They are facilitated by Social Work students completing their Masters level practicum at Hawaii Pacific University.

Stepping Stones is a project that nurtures and enhances trust among the homeless community in working with HCAP and social work students. Because of these relationships, other outcomes are achieved as a result of project components, such as finding employment, continuing a high school education, housing placement and family reunification.

HCAP Free Health Center

The HCAP Free Health Center is a new community-based project that will focus on providing free and immediate non-emergent health services to low-income residents on the Wai'anae Coast. Residents who are currently underserved will have the opportunity to receive free services in the area of non-urgent medical care, in addition, the program will offer education in the prevention and management of chronic diseases and hypertension. These health services will be in collaboration with student and nurse practitioner volunteers from Waianae Health Academy (Waianae Coast Comprehensive Health Center) and Hawaii Pacific University (School of Nursing and Health Sciences).

Second Chances

Second Chances is a developing project targeting homeless/runaway youth ages 14-21 on the Waianae Coast. Components of the program will include services in social and mental health, addiction counseling, education, employment, housing, and case management. This project is in collaboration with a youth program at Hale Wai Vista, an affordable housing complex where many former unsheltered

homeless now reside. Currently, a practicum student from George Washington University is working on a community assessment and program development.

VIII. STRATEGIC GOALS AND OBJECTIVES

GOAL 1: SELF-SUFFICIENCY LOW-INCOME PEOPLE BECOME MORE SELF-SUFFICIENT

NPI Code:	1.1A
National Performance Indicator:	Number of participants unemployed, who obtained a job.
HCAP Outcome:	Of all unemployed clients seeking employment, 200 will obtain a job.
Goal:	200 clients
NPI Code:	1.1E
National Performance Indicator:	Number of seniors who were assisted with subsidized job placements.
HCAP Outcome:	138 seniors will be placed in subsidized employment.
Goal:	138 seniors
NPI Code:	1.2A
National Performance Indicator:	Number of participants who obtained skills/competencies required for employment.
HCAP Outcome:	200 participants will obtain pre-employment skills/competencies required for employment and receive a training program certificate or diploma.
Goal:	200 individuals
NPI Code:	1.2B
National Performance Indicator:	Number of participants who completed ABE/GED and received certificate or diploma.
HCAP Outcome:	60 participants enrolled in a GED program or Adult Basic Education (ABE) program, such as the Competency-Based High School Diploma (C-Base) program will receive their certificate or diploma.
Goal:	60 individuals
NPI Code:	1.2H
National Performance Indicator:	Number of participants who obtained and/or maintained safe and affordable housing.
HCAP Outcome:	100 participants will have a safer and/or more affordable housing situation that improves their employment prospects.
Goal:	100 individuals
NPI Code:	1.2M
National Performance Indicator:	Number of participants who obtained other services or material goods to reduce or eliminate barriers to employment.
HCAP Outcome:	At least 250 participants are expected to receive at least one or more support services or material goods such as transportation, uniforms, tools, etc., which will help with employment acquisition and retention.

Goal: 250 individuals

NPI Code: 1.3A1
National Performance Indicator: Number and percent of participants in tax preparation programs.
HCAP Outcome: 700 low-income people will be assisted with free tax preparation services.

Goal: 700 individuals

NPI Code: 1.3A2
National Performance Indicator: Number and percent of participants in tax preparation programs who qualified for any type of Federal or State tax credit.

HCAP Outcome: Of all low-income people participating in tax preparation programs, 320 will qualify for at least one type of Federal or State tax credit.

Goal: 320 individuals

NPI Code: 1.3D1
National Performance Indicator: Number of low income participants demonstrating ability to complete and maintain a budget for over 90 days.

HCAP Outcome: Of participating low-income clients receiving individualized financial literacy services, 100 will demonstrate the ability to complete and maintain a budget for over 90 days.

Goal: 100 individuals

NPI Code: 1.3D2
National Performance Indicator: Number of low income individuals completing financial literacy training.

HCAP Outcome: Of participating low-income clients attending financial literacy or any related consumer economics training or education services, 200 will complete.

Goal: 200 individuals

GOAL 2: COMMUNITY REVITALIZATION THE CONDITIONS IN WHICH LOW-INCOME PEOPLE LIVE ARE IMPROVED

NPI Code: 2.1D
National Performance Indicator: Safe and affordable housing units in the community preserved or improved through construction, weatherization or rehabilitation achieved by community action activity or advocacy.

HCAP Outcome: 20 housing units will be preserved or improved through weatherization services, including home energy audits, conservation education, and installation of energy-efficient devices

Goal: 20 housing units

NPI Code: **2.1G**
National Performance Indicator: Accessible before-school and after-school program placement opportunities for low-income families created, or saved from reduction or elimination.

HCAP Outcome: Five (5) After-School Science, Technology, Engineering, and Math (STEM) program locations will be offered, with a capacity to serve elementary and middle-school students from low-income communities.

Goal: 5 locations

NPI Code: **2.1I**
National Performance Indicator: Accessible or increased educational and training placement opportunities for low-income people that are available in the community, including vocational, literacy, and life skills training, ABE/GED, and post-secondary education.

HCAP Outcome: Four (4) projects/initiatives will be accessible to maintain or increase educational or training placement opportunities for low-income people in the community.

Goal: 4 projects/ initiatives

NPI Code: **2.3A**
National Performance Indicator: Number of community members mobilized by Community Action that participate in community revitalization and anti-poverty initiatives.

HCAP Outcome: 3,000 community members will serve as volunteers for HCAP's programs.

Goal: 3,000 members

NPI Code: **2.3B**
National Performance Indicator: Number of volunteer hours donated to agency.
HCAP Outcome: 100,000 volunteer hours will be donated to community action efforts through HCAP's programs and community activities.

Goal: 100,000 hours

GOAL 3: COMMUNITY ENGAGEMENT LOW-INCOME PEOPLE OWN A STAKE IN THEIR COMMUNITY
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NPI Code: **3.2A**
National Performance Indicator: Number of low-income people participating in formal community organizations, government, boards or councils that provide input to decision-making and policy-setting through community action efforts.

HCAP Outcome: 120 low-income people will participate in formal community organizations, government, boards or councils that provide input to decision-making and policy-setting through community action efforts.

Goal: 120 individuals

**GOAL 4: AGENCY PARTNERSHIPS
PARTNERSHIPS AMONG SUPPORTERS AND PROVIDERS OF
SERVICES TO LOW-INCOME PEOPLE ARE ACHIEVED**

NPI Code: 4.1
National Performance Indicator: Number of unduplicated organizations, both public and private, that community action actively works with to expand resources and opportunities in order to achieve family and community outcomes.

HCAP Outcome: HCAP will have active partnerships and linkages with 400 other organizations (public and private) in order to achieve family and community outcomes.

Goal: 400 organizations

**GOAL 5: AGENCY CAPACITY
AGENCIES INCREASE THEIR CAPACITY TO ACHIEVE RESULTS**

NPI Code: 5.1E
National Performance Indicator: Number of human capital resources available to community action that increase agency capacity to achieve family and community outcomes.

HCAP Outcome: 800 training sessions will be attended by HCAP staff (individual staff x number of trainings attended by each individual) in order to increase agency capacity to achieve family and community outcomes.

Goal: 800 training sessions

NPI Code: 5.1F
National Performance Indicator: Number of human capital resources available to community action that increase agency capacity to achieve family and community outcomes.

HCAP Outcome: 21 training sessions will be attended by HCAP Board Members (individual Board Members x number of trainings attended by each individual) in order to increase agency capacity to achieve family and community outcomes.

Goal: 21 training sessions

NPI Code: 5.1G
National Performance Indicator: Number of human capital resources available to community action that increase agency capacity to achieve family and community outcomes.

HCAP Outcome: HCAP staff will attend 15,000 hours of trainings in order to increase agency capacity to achieve family and community outcomes.

Goal: 15,000 hours

NPI Code: 5.1H
National Performance Indicator: Number of human capital resources available to community action that increase agency capacity to achieve family and community outcomes.
HCAP Outcome: HCAP Board Members will attend 100 hours of trainings in order to increase agency capacity to achieve family and community outcomes.
Goal: 100 hours

GOAL 6: FAMILY STABILITY
**LOW-INCOME PEOPLE, ESPECIALLY VULNERABLE POPULATIONS,
ACHIEVE THEIR POTENTIAL BY STRENGTHENING
FAMILY AND OTHER SUPPORTIVE SYSTEMS**

NPI Code: 6.1C
National Performance Indicator: Number of vulnerable individuals in transitional housing.
HCAP Outcome: 160 homeless individuals and individuals at-risk for homelessness will receive safe, affordable, transitional housing and support services.
Goal: 160 homeless/ at-risk individuals

NPI Code: 6.1D
National Performance Indicator: Number of vulnerable individuals who transition to permanent housing.
HCAP Outcome: 50 homeless individuals and individuals at-risk for homelessness will transition to a permanent housing situation as a result of community action.
Goal: 50 homeless/ at-risk individuals

NPI Code: 6.2A
National Performance Indicator: Number of low-income individuals who received assistance for food.
HCAP Outcome: 6,000 individuals will be provided assistance with food.
Goal: 6,000 individuals

NPI Code: 6.2B
National Performance Indicator: Number of low-income households which received assistance for emergency fuel or utility payments funded by LIHEAP or other public and private funding sources.
HCAP Outcome: 4,600 households seeking assistance will be provided assistance for payments to vendors, including fuel and energy bills.
Goal: 4,600 households

NPI Code:	6.3C1
National Performance Indicator:	Number of children who participated in pre-school activities to develop school readiness skills.
HCAP Outcome:	1,659 children ages 3 to 5 will participate in Head Start pre-school activities to develop school readiness skills.
Goal:	1,659 children
NPI Code:	6.3C2
National Performance Indicator:	Number of children who participated in pre-school activities to develop school readiness skills.
HCAP Outcome:	200 pre-school aged children will be provided with wraparound day care through the Full Day/Full Year component of the Head Start program to develop school readiness skills.
Goal:	200 children
NPI Code:	6.3D1
National Performance Indicator:	Number of children participating in pre-school activities who are developmentally ready to enter Kindergarten or 1st Grade.
HCAP Outcome:	900 children will be developmentally ready to enter Kindergarten at the end of the Head Start enrollment year.
Goal:	900 children
NPI Code:	6.3D2
National Performance Indicator:	Number of children provided with special education and related services.
HCAP Outcome:	166 preschool-age children will have an Individualized Education Program (IEP) and receive special education and related services.
Goal:	166 children
NPI Code:	6.3I
National Performance Indicator:	Number of youth participating in developmental or enrichment programs who increase their academic, athletic, or social skills for school success.
HCAP Outcome:	Of youth participating in the Hā Initiative: Creative STEM After-School Program, 90 will increase their academic and/or social skills.
Goal:	90 youth
NPI Code:	6.3J
National Performance Indicator:	Number of parents and other adults who learned and exhibited improved parenting skills.
HCAP Outcome:	1,659 parents and family members of Head Start preschool children will learn and exhibit improved parenting skills by participating in developmentally appropriate practices in the classroom.
Goal:	1,659 parents/ family members