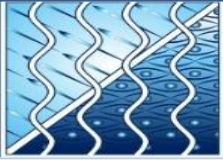


OFFICE OF HAWAIIAN AFFAIRS



NATIVE NATIONS EDUCATION FOUNDATION

Pane'e Mua Project

Evaluation Report

June 2017

Paia Kāne
Program Improvement Section

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Executive Summary

Project Summary

Native Nations Education Foundation (NNEF) began its work in Kalihi, O‘ahu, offering an adult basic education program that included training for the General Educational Development test and Competency-Based Community School Diploma (C-Based) testing, adult employment preparedness and computer literacy courses. It included recreational classes and Hawaiian culture lessons in hula, chants, ‘ukulele, guitar, and feather lei and ipu (gourd) making. Its goal was to increase self-sufficiency of low-income Native Hawaiians by improving their ability to obtain and maintain employment.

In 2008, Native Nations moved to East Hawai‘i focusing on the vast area from Hilo to Puna and Ka‘ū where they had identified a **need** for obtaining a General Equivalency Diploma (GED), vocational training, employment preparation, and/or college support. Their **target** was adult Native Hawaiians who were underemployed, displaced workers, and students academically underprepared to move on to higher education. The **goal** of this project was a continuation of their work on O‘ahu to increase self-sufficiency for low-income Native Hawaiians by improving their ability to obtain and maintain employment.

They learned that 26% of their participants in East Hawai‘i lacked basic adult education needed for a high school diploma and many in that same group had been incarcerated or been in a community re-integration program. The community response to their project was overwhelming, especially the need for college scholarships.

They also learned that 61% of their participants were unemployed, but Native Nations was able to change that by helping participants earn a high school diploma which led 75% of them to employment, college or vocational training.

NNEF offered assistance for college/university enrollment or vocational training and provided limited scholarship funds for eligible participants. An important part of their services involved monitoring the progress of each participant and providing support, especially post-employment support to assist participants with addressing any participant barriers for remaining employed for more than 90 days.

Questions answered by the Evaluation

NNEF responded to OHA Solicitation No.: OHA 14-02 *Employment Core and Career Support Services for Native Hawaiians*. In order to fully understand the purpose of their project and its final outcome, the following questions will need to be answered:

- a. Was there a need for these services in East Hawai‘i and what was the response?
- b. What was the greatest need in terms of services offered?
- c. Was the project able to increase the availability of jobs in East Hawai‘i for participants?
- d. Was this an economic self-sufficiency project or an education project?
- e. How did this project compare to similar projects?
- f. Were any “best practices” identified based on a comparison of Grantees’ performance?

FINDINGS

1) Pane‘e Mua Project was successful in their mission despite a major stumbling block.

In the middle of the project, the State of Hawai‘i Department of Education (DOE) adopted a new GED on-line program. GED and Competency-Based Community School Diploma (C-Based) classes were cancelled until the Fall when their technology could be updated to the new program. The DOE did not provide instructions for the final exam to be taken only on-line which caused a greater problem for participants who were not computer literate.

2) The greatest need for services was for General Equivalency Diplomas (GED) and Job Preparation (Milestone 2.A).

A comprehensive eighty-seven percent (87%) of participants sought GED and employment compared to 13% seeking two-year college degrees or vocational training. Of these 112 participants, 84 or 75% were in Tier 1. Combining two categories made it impossible to determine whether the participant’s intent was education or employment without reviewing each Individual Service Plan.

3) The challenges for this project involved time and placing participants in full-time jobs.

A two-year time period proved too limiting for individuals needing to first go through educational training, employment preparation and job readiness training before finding and maintaining 20+ hours of employment for at least 90 days. C-Based participants generally take about nine months to complete education, while those needing more basics must first pass Adult-Based Education (ABE) work which takes about one year.

Despite best efforts, NNEF was unable to obtain enough job opportunities given the economic environment in East Hawai‘i. Employers showed preference for part-time positions which do not offer benefits leaving participants to work several part-time jobs in order to be gainfully employed.

4) OHA Solicitation No. 14-02 is more *Ho‘ona‘auao* (Education) than *Ho‘okahua Waiwai* (Economic Self-Sufficiency).

Although the Grantee Proposal and the OHA Contract state the goal is to assist underemployed Native Hawaiians, it also seeks to prepare those who are under-prepared academically. During the first quarter of this grant, the largest issue was the overwhelming community response, particularly from individuals seeking scholarship assistance for post-secondary, technical and vocational education. At the end of 2 ½ years, 17% of participants assessed for career pathway services, were able to obtain employment for at least 90 days, while 30% completed educational goals.

5) The Milestone Payment System is designed to create an incentive for compensation by producing significant *outcomes* in a cost-effective and timely manner, but was used to assess differing goals mingled together. Participants working on basic adult education or a GED were combined with participants being prepared for jobs while college was combined with vocational training certificates and scholarship requests, which proved difficult to maintain accurate individual counts. Milestone 3 (Job Placement) was inconsistent for three final reports - 20 for the Milestone report, 29 for the narrative Final Report, and 31 for the Performance and Outcome Measurements Table.

One reason for this inconsistency was that Native Nations was given approval to record in the Performance tables, participants who worked 10 hrs./week rather than the required 20 hrs./week. This was later allowed when employers chose to restrict work hours in order to avoid paying for employee benefits (medical, etc.).

6) The quarterly Performance and Outcome Measurements Final Report should correlate to the Monthly Milestone Achievement Summary. Both reports reflect each other but were slightly different which could be the reason for errors in the count. The Performance and Outcome Table also required recording the number of individuals attending class each month, number referred to other programs, and reporting hourly wages for those who were able to increase their earnings after completing their GED, 2-year degree, 4-year degree, and vocational training certificate. Overall, quantitative data for this project was not accurately depicted.

7) The target population and goal of the project do not equate to some of the activities. The focus was on undereducated, unemployed and underemployed Native Hawaiians yet some of the course discussions addressed the basics of small business, forming a non-profit corporation, and grant writing.

8) Four organizations implemented the same program with varying results. Levels of success were dependent upon the amount of their funding and chosen location. The goal was employment but OHA split its resources between economic self-sufficiency and education with final results showing the emphasis was needed on education before qualifying for employment.

RECOMMENDATIONS

Administrative

1. Allow the Grantee autonomy to propose its own program activities and outcomes to meet OHA Strategic Priorities, rather than requiring a wide spectrum of specific educational goals that lessens resources for the Grantee's intended targets.
2. Continue combining education with job preparation and employment, but education must be limited to short-term objectives with respect to two-year grants. C-Based participants generally take about nine months to complete education, while those needing more basics must first pass Adult-Based Education (ABE) work which takes about one year.

Those working toward two-year college degrees were not focused on finding employment or job preparation at this time.

Programmatic

1. Ensure accuracy by cross-checking quantitative data to auxiliary documents before submittal.
2. Supplement reports with participant assessments of activities to document progress toward meeting goals and further identifying personal barriers.
3. Identify all partnerships and any on-the-job training offered by potential employers to validate gains in employment and document approaches that increased job possibilities.
4. Formulate course activities more relevant to target participants originally defined as low-income, academically underprepared Native Hawaiians seeking employment.
5. Increase efforts to obtain constructive feedback from students that identify knowledge gained from workshop activities that can be applied toward obtaining and maintaining employment or increasing their overall education.

INTRODUCTION

Native Nations Education Foundation

Native Nations Education Foundation (NNEF) was founded in 2002 as a non-profit 501(c)(3) organization with a mission to serve indigenous people through advocacy, education, information, service and volunteer efforts.

Purpose of the Evaluation

The purpose of this multi-grant evaluation is to determine whether Native Nations Education Foundation (NNEF) met its scope of services and whether the results of its activities met OHA's Strategic Priority – *Ho'okahua Waiwai* and impacted Native Hawaiian participants. The focus will be on the success of job preparedness and the final outcome of securing full-time employment.

This evaluation report will also provide a comparative analysis of three other organizations, Parents and Children Together (PACT), Kauai Community College, and Goodwill Industries, which were promoting job preparedness and may provide baseline data for future projects designed to increase economic self-sufficiency.

Scope of the Evaluation

This summative evaluation addresses Contract #2897 between the Office of Hawaiian Affairs (OHA) and Native Nations Education Foundation (NNEF) for their Pane'e Mua Project funded under OHA's economic self-sufficiency priority for the period of July 1, 2013 to June 30, 2015 and extended another six months to December 31, 2015 as a no-cost extension.

Methodology

Performance measures gathered from Grantee final reports will be used to assess the extent of coverage offered by both projects, its outcomes, and the barriers faced by Grantees and participants. Review of any surveys and/or testimonials combined with any personal interviews will bring substantial insight into this program.

Questions answered by the Evaluation

NNEF responded to OHA Solicitation No.: OHA 14-02 *Employment Core and Career Support Services for Native Hawaiians*. In order to fully understand the purpose of their project and its final outcome, the following questions will need to be answered:

- a. Was there a need for these services in East Hawai'i and what was the response?
- b. What was the greatest need in terms of services offered?
- c. Was the project able to increase the availability of jobs in East Hawai'i for participants?
- d. Was this an economic self-sufficiency project or an education project?
- e. How did this project compare to similar projects?
- f. Were any "best practices" identified based on a comparison of Grantees' performance?

Project Goals

To provide a comprehensive High School diploma program and an Employment Core and Career Support Services program for the Native Hawaiian community in East Hawai'i.

Target Population

The Department of Education in Hawai'i County has identified the areas from Hilo-Waiākea and Ka'u-Kea'au-Pahoa as complex areas where Native Hawaiians are underemployed and academically unprepared to move on to credited secondary pathways.

OHA Strategic Priority

OHA offers Native Hawaiians choices for a sustainable future and economic self-sufficiency as one of its strategic priorities – *Ho`okahua Waiwai* through programs designed to assist participants in acquiring either basic education skills, or advanced education, vocational training, and job opportunities.

HISTORY

Native Nations Education Foundation (NNEF)

Native Nations was founded in 2002 as a nonprofit with its mission to serve indigenous people through education, information, and advocacy efforts. For more than 14 years, its focus has been on creating and supporting educational opportunities for Native Hawaiians with funding from the U.S. Department of Education under the Native Hawaiian Education Act.

Native Nations began its work in Kalihi, O‘ahu offering an adult basic education program that included General Equivalency Diploma (GED) and Competency Based High School Diploma testing, adult employment preparedness and computer literacy courses. It included recreational classes and Hawaiian culture lessons in hula, chants, ‘ukulele, guitar, and feather lei and ipu (gourd) making.

In 2008, Native Nations moved to East Hawai‘i where they had identified a need for the adult Native Hawaiian community. Over the course of their program, they found that 26% of their participants lacked basic adult education needed to gain a high school diploma and/or had been incarcerated or in a community re-integration program.

They also learned that 61% of their participants were unemployed, but were able to improve that by helping them earn a high school diploma which led 75% of them to gain employment, pursue college or vocational training.

Two years later Native Nations received a grant from the U.S. Department of Health and Human Services, Administration for Native Americans (ANA) to fund the *Pane‘e Mua Project* using the OHA grant award to qualify as matching funds.

Pane‘e Mua Project

The goal of this project was to increase self-sufficiency of low-income Native Hawaiians by improving their ability to obtain and maintain employment. The project sought to provide comprehensive high school diploma training, job preparedness and life skills with Native Hawaiian cultural components to meet the needs of the East Hawai‘i Native Hawaiian community and high school drop-outs.

Native Nations created support service plans for community education and high school equivalency in East Hawai‘i then began working with the Hawaii State Department of Education to teach high school equivalency courses to adults in Hilo, Hawai‘i. For participants pursuing a GED, they should be able to pass their course and pass their exams in as little as five to eight weeks. C-Based participants generally take about nine months, while those needing more basics must first pass Adult-Based Education (ABE) work which takes about one year.

In order to progress to the level of obtaining a job, participants must complete Milestone 2.A which ensures they are furnished with the knowledge and skills needed to obtain and maintain a job and be able to adapt to a formal workplace environment. In this phase, any barriers to

employment that were revealed when creating their Individual Service Plan will be addressed. The overall goal for this phase is to promote job retention and advancement.

Project Activities

The project initially recruits participants during the first month of the project through an outreach program that recruits individuals for a formal assessment of participant eligibility and capability in preparation for a General Equivalency Diploma, college or training courses, job preparation, job placement and support. Intake and assessment are continuous activities except for scholarship participants where funds are no longer available. In order to be compensated for meeting each milestone, Native Nations was required to perform the following services and describe in detail how they would provide them:

1. Outreach, Intake, Assessment & Individual Service Plan - (Milestone 1)

a. Outcome

A formal assessment of each participant is made to determine eligibility and a determination of their job and career pathway choice. Identify the supports each participant will need to be successful.

b. Services

Formal assessment of participant's aptitude, skills, interests, English language, family and job stability to develop an Individual Service Plan (ISP) to include goals, barriers to employment, specific individual and family support needs.

c. Minimum Requirements

- Verify Income Eligibility
- Formal Participant Assessment
- Highly Challenged Checklist (if applicable)
- ISP signed by Participant

2. GED or Employment Preparation/Job Development - (Milestone 2.A)

a. Outcome

Participants are prepared to successfully take GED tests. Those seeking employment will understand how to seek, apply, and enter employment with a better idea of the demands and pressures they will face.

b. Services

Ensure participants have acquired the knowledge and skills necessary to obtain employment and complete educational goals. These services can include job referrals, collaborating with potential employers, counseling, assisting with job applications and preparing applicants for job interviews. The overall goal is to promote job retention and advancement. The Employment Preparation training shall include:

- Learning how to absorb the culture of another group by employing workplace ethics that address punctuality, professional conduct and regular attendance.
- Resume and interviewing skills
- Increasing English proficiency

- Time management
- Dress for success on a budget, and personal hygiene
- Financial literacy and budgeting
- Self-motivation techniques to improve self-worth.

c. Minimum Requirements

For GED preparation:

- Copy of GED certificate
- Program syllabus indicating class times and course description and attendance sheets signed by participant

For one-on-one services:

- 10 hours of employment preparation
- Summary of services provided, dates and amount of time spent on training and signed off by participant.

For group training:

- 20 hours of employment preparation
- Syllabus and sign-in attendance sheets

Hybrid training:

- 15 hours of employment preparation includes 5 hours of one-on-one.
- Summary of services provided dates and amount of time spent on training and signed off by participant.
- Syllabus and sign-in attendance sheets

3. Community College/Training Course Enrollment - (Milestone 2.B.1)

Depending on the Individual Service Plan and career goal chosen, an education/training scholarship will be paid directly to the provider up to \$5,000 for a maximum of 2 years.

a. Minimum Requirements

- Participant class/training schedule
- Copy of invoice from training provider to Grantee

4. Monthly Monitoring of Students Enrolled - (Milestone 2.B.2)

Those enrolled in community college/training courses will be monitored monthly to ensure completion of coursework.

a. Minimum Requirement

- One documented contact per month starting from training start date

5. Job Placement - (Milestone 3)

a. Outcome

Achieved when participant is placed in new, permanent employment that matches his or her goal. Employment must total at least 20 hours/week. If already employed, the participant must gain an *20 additional* hours/week or a 50% increase in hourly wage

without decreasing hours worked. Job placement is achieved upon completion of the first day of work.

b. Minimum Requirements

- Employment summary received from participant or employer
- Includes name of employer, job title, employment start date, hours/week, and hourly pay.
- For self-employment, copy of GE tax license and 1099 tax form.

Continuing case management support services for new workers available for 90 days of employment

6. Job Support - (Milestone 4)

a. Outcome

Participant has been employed for 90 days within 135 days from confirmed start date.

- b. Participant provided with on and off site job support to assist in meeting job demands, overcoming job barriers and arrange other needed support services. Grantee shall maintain communication with employer to facilitate participant's adjustment to the job.

Develop partnerships with employers and other agencies and encourage sound relationships with staff and participants, learning needs of employers.

c. Minimum Requirements

- Minimum of one documented contact per month starting from job start date
- Copy of paycheck or employer written verification
- For self-employed, a billing statement showing number of hours worked, pay rate and total monthly earnings.

For a complete, detailed listing of all Outcomes, Services, and Minimum Requirements, see Appendix 1.

Tier Groups

Participants were divided into two groups, Tier 1 (T1) was a normal designation and Tier 2 (T2) was for more challenged participants as the service provider would need to spend more time and resources for this group.

In return, higher fees were paid to help participants in the Tier 2 category. In order to be eligible, these participants had to meet two of the following criteria:

- ❖ During the last five (5) years, has had health issues which interrupted ability to obtain or sustain employment (independent verification needed, i.e., doctor's certificate verifying health condition);
- ❖ During the last five (5) years, has had mental issues which interrupted ability to obtain or sustain employment (independent verification needed, i.e., doctor's certificate verifying mental condition);
- ❖ During the last five (5) years, has been arrested on serious criminal charges;

- ❖ Has a physical disability, with the exception of obvious physical impairments such as being legally blind, for example, (independent verification needed, i.e., doctor's certificate verifying condition);
- ❖ Has a documented history of alcohol and/or substance abuse which has resulted in a loss of employment;
- ❖ Currently homeless (i.e., at the time of intake, not residing in a house or apartment) **are automatically designated as "Tier 2" and are not required to meet the three criteria.**

Compared to the entire group, notable milestones achieved by Tier 2 participants included:

Table 1. Tier 2 Highlights

25%	Obtained a 2-year college degree
30%	Earned their GED certificate
25%	Completed Job Readiness training
16%	Obtained Employment
33%	Increased earnings w/2-yr. degree or training
15%	Employed 90 days or more

OHA is clear that it is not the intent of this program to serve participants who have a severe, chronic disability and reserves the right to deny a Tier 2 designation upon review of the participant's file. However, OHA will allow service providers to request an exemption to the eligibility rule on a case-by-case basis.

Milestone Payment System

The Milestone Payment System (MPS) is performance-based compensation in which specific actions are requested, received and paid for. Created originally within the Department of Rehabilitation Services in Oklahoma, the system used monetary incentives to meet desired outcomes in a more cost-effective and timely manner. The MPS methodology is being embraced by other organizations which report an increase in efficiency. In addition, the need for funders to regulate a project's process is lessened which reduces work for the staff.

MPS is used to create financial incentives for Grantees using multiple levels of payments based on pre-determined *outcomes*. The results have both a social and financial return which can be attractive for other funders, especially philanthropic institutions. The focus has shifted from service providers being paid for delivering services, to being paid for delivering results, thus establishing value for dollars invested.

In this project, *Outputs* were used to record the number of participants enrolled in different activities and categorized by their level of education and comprehension using the tier system. *Outcomes* were used to record the number of participants who met their goals.

A good example of how this system works would be helping a disabled participant find employment. Payment to the service provider would be based on several increments of pre-determined outcomes such as the severity of the person's disability and needs, for which the rate of payment would be negotiated and the service provider would be paid for the outcome, not their time. Other outcomes would include vocational training, one-on-one assistance, job placement, and job maintenance.

For the Pane'e Mua project, each milestone had a maximum fixed rate as shown in Table 2 below:

Table 2. Milestone Payment System

Milestone	Service Provided	Tier 1 Rate	Tier 2 Rate
1	Outreach, Intake, Assessment & Individual Service Plan	\$ 450	\$ 575
2A	General Equivalency Diploma and/or Job Preparation / Job Development	1,100	1,300
2B.1	Enroll in 2-year College/Training Course/Scholarships (Actual costs up to \$5,000)	5,000	5,000
2B.2	Monthly monitoring of students \$100/person/mo. up to \$2,400/person	2,400	2,400
3	Job Placement	450	575
4	Job Monitoring (90 days)	600	725
TOTAL:		\$10,000	\$10,625

The Monthly Milestone Achievement Form (MMAF) was used to request payment from OHA by listing the number of participants that completed milestones, to provide a clear picture of how many participants were in each milestone (category), the maximum number of participants or dollars payable per milestone, and the percentage of the actual to the allowable number of participants or dollars.

However, the complexity of milestone accounting is one of the reasons the MPS will not be continued in the next OHA bi-ennium grants cycle (FY2018-2019). The in-depth monitoring for payment and the use of dollars mixed with quantitative results does not reflect the number of participants served. Assigning a maximum dollar amount for completing an activity is an incentive for the service provider to move the participant up the ladder, yet the compensation decreased for Milestone 3 – Job Placement. (See Appendix 2)

Table 3 shows a different rendering for each Milestone by comparing the unduplicated number of participants served, to the maximum allowable. Some T2 Milestones are shown as exceeding their limit but were approved by the OHA contract monitor using unspent T1 funds. However, T2 funds spent exceed the excess T1 funds.

The MMAF lists a maximum amount OHA will pay for Milestone 2B.2, T2 as \$1,200 but the Contract lists \$2,400 allowable per participant for a 2-year degree program.

Table 3. Participants served vs. Maximum Allowances

Milestone	Tier 1 Goals	Participants Served (Unduplicated)	Maximum # of Participants or Dollars Allowed
1	Outreach, Intake, Assessment & Individual Service Plan	131	19
2A	General Equivalency Diploma and/or Job Preparation / Job Development	44	11
2B.1	Enroll in 2-yr. College/Training Course/ Scholarships up to \$5,000/person	30 / \$51,407 (\$ paid)	\$85,000
2B.2	Monthly monitoring of students \$100/person/mo. up to \$2,400/person	30 / \$19,100 (\$ paid)	\$20,400
3	Job Placement	16	20
4	Job Monitoring (90 days)	13	19
Milestone	Tier 2 Goals	Participants Served (Unduplicated)	Maximum # of Participants or Dollars Allowed
1	Outreach, Intake, Assessment & Individual Service Plan	32	11
2A	General Equivalency Diploma and/or Job Preparation / Job Development	16	20
2B.1	Enroll in 2-yr. College/Training Course/ Scholarships up to \$5,000/person	20 / \$41,409 (\$ paid)	\$5,000
2B.2	Monthly monitoring of students \$100/person/mo. up to \$2,400/person	20 / \$15,600 (\$ paid)	\$1,200
3	Job Placement	4	11
4	Job Monitoring (90 days)	2	10

Source: Monthly Milestone Achievement Form – Summary – December 2015

A clear count would have been possible if each education and employment goal had been separated instead of consolidated.

Project Results

A Performance and Outcome Measurements Table (POM) was used to record Outputs and Outcomes for participants separated by levels of ability, with Tier 2 reserved for those with special needs requiring additional training and more attention.

There were two different reporting tables used, one being the *Performance and Outcome Measurements Table* used to record quarterly, unduplicated numbers of participants served which should match the monthly Milestone Summaries. The POM received on September 12, 2016 does not reflect the same numbers as the Monthly Milestone forms. In addition, the descriptions for Outputs and Outcomes do not match the Milestones making it difficult to confirm actual numbers.

One reason for the difference was that Native Nations was given approval to record in the Performance tables, participants who worked 10 hrs./week rather than the required 20 hrs./week. This was later allowed when employers chose to restrict work hours in order to avoid paying for employee benefits (medical, etc.).

The *Monthly Milestone Achievement Form – Summary* (MMAF) is for calculating payment to Native Nations. The last monthly milestone achievement form is dated December 2015 - the final month for this grant which includes the 6-month no-cost extension. Table 4 reflects the final count for *projected* and *actual* number of participants in each activity for FY2014-2015 as reported by Native Nations:

Table 4. Performance and Outcome Measurements Table

OUTPUTS – Services Provided	FY2014 Projected		FY2014 Actual		FY2015 Projected		FY2015 Actual	
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
Assessed for career pathway services	16	14	50	19	11	10	79	10
Enrolled for 4-yr. university degrees	1	0	0	0	1	0	8	0
Enrolled for 2-yr. Degrees - colleges/universities	5	0	4	4	4	0	28	30
Enrolled for Training Certificates less than 2-yrs.	4	1	3	1	3	0	10	2
Enrolled for GED classes	4	2	25	8	3	1	60	6
Job Readiness training	2	10	26	8	2	7	31	12
Referred to Scholarships	12	5	19	6	10	4	94	33
Referred to other programs	15	13	26	9	10	4	48	10
Two-Year End Totals	104		208		70		461	

OUTCOMES – Accomplishments	FY2014 Projected		FY2014 Actual		FY2015 Projected		FY2015 Actual	
	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2
Completed Individual Service Plans (ISP)	16	14	50	19	11	10	79	10
Monitoring for 2-yr. degrees or <2-yr.training	10	1	8	5	7	0	39	33
Obtained 2-yr. Degrees	1	0	0	0	1	0	4	1
Earned <2-yr. Training certificate	4	1	3	1	3	0	6	0
Earned GED Certificate	3	2	7	4	2	2	16	6
Completed Job Readiness	2	10	7	2	2	5	41	14
Obtained Employment	11	6	2	2	11	6	24	3
Increased Earnings from GED Certificate	1	1	2	2	1	1	15	2
Increased Earnings from 2-yr. Degree/Training	6	1	0	1	5	0	8	3
Employed 90 Days or more	11	6	0	1	8	4	23	3
Two-Year End Totals	107		116		79		330	

The number of participants for Intake & Assessment was projected at 51 for two years. The actual number of participants, including the six-month extension, totaled 158 participants. The Project Director believes the large increase in Year 2 was due to the overwhelming response for scholarships managed through Hawai'i Community College (HCC). The relationship and procedures with HCC were not in place until Spring 2014 which accounted for the increased response. Native Nations was then able to help participants get accepted and registered as more people learned about the project.

Under Milestone 2.B.1 Native Nations does not earn compensation for referring qualified participants to receive scholarships up to \$5,000 for a 2-year term. Some only needed funds for vocational courses and licensing exams and all scholarship awards were submitted directly to the providers, not the individuals.

The final narrative report included discussion on project implementation, outreach efforts, staffing, assessment of program components focusing on strengths and challenges, identification of areas

improved, and in need of improvement, a summary of project outcomes, project sustainability and growth.

The most important needs expressed by Native Hawaiian participants were to obtain a general equivalency diploma (GED) and complete job readiness training. The second year of this project shows eight participants seeking 2-year college/university degrees in 2014 then jumping to 58 in 2015. Native Nations believes the reason for this increase was because more people learned about the scholarships being offered through the project which was limited to a total of \$85,000 for Tier 1 and a total of \$5,000 for Tier 2.

Native Nations assessed its programs and direct services through participant evaluations, community surveys, focus groups, and records of performance outputs and outcomes to determine success. It also sought to obtain at least two (2) employer contacts each month in 2015 which was critical to helping their participants obtain jobs in a limited market.

Participant Comments

The number of responses to survey questions ranged from 5 to 12 depending on the number of Pane'e Mua participants in class that day. Overall, their responses to the workshops were positive as to what was most useful or least useful, what was best, and how workshops could be improved. The survey questions did not include a rating scale resulting in unstructured narratives. Listed below is a summary of those comments for Milestone 2A - Employment Preparation:

1. What was most useful / liked best about workshop:

- Instructors – the best – and their Aloha.
- Goal planning
- How to write a resume
- Hawaiian history videos
- How to do a small business
- Identified prior skills before starting the project

2. What was least useful / how to improve workshop:

- Social security skills / improve by putting address / update fastest growing jobs
- Type and quantity of food offered / improve from snacks to meals
- Few breaks / increase number of breaks
- Grant money / how to find them
- Short time for training / increase to 3 days
- Majority said everything was good / no need to change anything

3. What kind of workshop would you like in the future:

- How to own my own company
- Grant writing
- Politics / Sovereignty
- Money management / Budgeting
- Ex-con project
- Hawaiian language and culture
- Career openings

- Tax help
- Scholarships
- Lava in Puna
- Mock job interviews
- Have tie ins with employers

4. Miscellaneous Comments:

“Barriers face: Self-confidence. I have a hard time asking for help. I am unable to find the right person to teach in a method I can catch on to. Also need gas on my vehicle to get to school. Work: got hired at Minit Stop in Hilo on 5 /14/14 & start work on 5/19 /14.”

“Still deciding on a career. Attend HCC in Liberal Arts → Hawaiian Studies → thinking of switching to Fire Science. Lots outside distractions, life circumstances. Financial issues. Job issues. Need own place so able to focus. Need help apartment searching.”

“Concern - in the event I am not able to fulfill my obligation w / my GED, is there another way I would be able to continue my education, maybe a lower class, CB maybe, so I can be able to continue my study for my self and for my kids.”

The identities of participants were not known except for comments received for one workshop in Year 2, Quarter 3. Therefore, it was not possible to assess individual progress or determine themes as the questions were general and the responses wide-ranging.

Project Budget

Native Nations was awarded \$120,000 for FY14 and \$80,000 for FY15 totaling \$200,000 for a two-year contract to expire June 30, 2015 which was later granted a six-month, no-cost extension to 12/31/2015 to complete more training. The OHA Contract stipulates that \$90,000 of the grant award must be used for participant education and/or training and any unused funds be returned. Native Nations refunded \$8,450 to OHA at the close of this grant.

OHA’s partial funding of the Pane’e Mua Project enabled Native Nations to secure a five-year grant from the Administration for Native Americans (ANA) for Employment Readiness and Career Pathways Support for Native Hawaiians to the end of September 2018.

Project Extension

The contract was amended to expire on 12/31/15 with the final report due on or before 2/29/16, but was not received until 9/12/16. The extension mainly impacted Tier 1 Milestones 3 & 4 (Job Placement & Support) where NNEF was able to increase job placement by 100% and job retention by 229%, but was still unable to meet its projected goals. Tier 2 Milestones 3 & 4 increased job placement by 67% and job retention by 100% but did not meet its projected goals. The extension was needed to reach projected outputs and outcomes for Milestones 3 & 4. The goal was to obtain employment for 34 participants and because of the extension, they were able to finish the project and obtain jobs for 31 participants. However, securing full-time jobs was a major problem with employers offering part-time jobs to save on medical costs and resulting in some participants having to work several part-time jobs.

Problems / Concerns

A major challenge arose when the State Dept. of Education adopted a new GED program in the middle of the project period and made it available only on-line. It came with no instructional curriculum for the on-line final exam but Native Nations was able to analyze the new exam and sought additional help from Keaukaha Technology and Resource Center to prepare their students.

Native Nations was unable to meet all of their goals within the timeline established and requested a no-cost extension of six (6) months. As a result of the extension, the number of Tier 1 participants who completed their GED or job preparation increased by 29%, while for Tier 2 it increased by 13%. The numbers *doubled* for participants obtaining and maintaining employment. Table 5 provides detailed information on milestone outcomes:

Table 5. Milestone Outcomes including extension period

Milestone Outcomes	Participants as of end of Contract 6/30/15	Participants added during extension to 12/31/15	Percentage Increase	Total Number of Participants	Maximum Participants allowed by OHA to pay
Tier 1					
M1: Intake/Individual Service Plan	117	12	+10%	129	19
M2A: GED, Job Preparation (Projected 5 participants)	55	16	+29%	71	11
M2B1: Earned two-year College Vocational Training (Projected 2 participants)	13	0	0%	13	17
M3: Job Placement (Projected 22)	13	13	+100%	26	20
M4: Job Support for 90+ days Projected 19 participants	7	16	+229%	23	19
Tier 2					
M1: Intake/Individual Service Plan	29	0	0%	29	11
M2A: GED, Job Prep (Projected 4 participants)	23	3	+13%	26	20
M2B1: Enrollment in college or vocational courses	2	0	0%	2	1
M3: Job Placement/ Post-Employment Support (Projected 12 participants)	3	2	+67%	5	11
M4: Job Support for minimum 90 days (Project 10 participants)	2	2	+100%	4	10

Multiple reports of statistical data showed mathematical errors, seven of which were in the Final Report. The monthly milestone achievement reports should match the performance measurement tables and the narrative reports. The performance measurement tables contained statistics, such as

the number of individuals successfully attending class every month, the number of individuals referred to other programs, and the post wages of participants at closeout.

Comparison to Other Projects

Four organizations received OHA grant awards for the same type of program, providing services in Kona, Hilo, and Kaua‘i. Details of milestone achievements were not available from Goodwill and PACT evaluation reports to further describe outcomes and techniques used to reach their goals. Table 5 provides a compilation of their milestone results and respective funding:

Table 5. Outcomes from comparable projects

Goals	Native Nations	Kaua‘i Community College	Goodwill Industries	Parents and Children Together
OHA Grant Award	\$200,000	\$250,000	\$300,000	\$500,000
M1: Individual Service Plan	158	57	83	219
M2A: GED/Job Prep	97	4	0	5
M2B1: 2-yr.College Degree	5	1	6	4
M2B1: Training Credential	10	6	38	80
M3: Job Placement	31	2	20	93
M4: Employment for 90+ days	27	1	12	76

Parents and Children Together (PACT) provided the same program to Native Hawaiians in Waimānalo and Papakōlea homesteads on O‘ahu. Only 2% of their participants enrolled in GED, job preparation, and college, versus 37% enrolled in vocational training courses. Forty-two percent (42%) of their participants gained employment.

Although the Milestone Payment System worked for PACT, OHA Grant staff preferred the cost reimbursement payment system which they felt would help expand the project to other locations. With the MPS, each office had to earn enough milestone revenue to support its operation and low enrollment periods were shown to be detrimental to survival.

Goodwill Industries provided the same program as Native Nations and PACT, concentrating their efforts in Hawai‘i County where they had established a network of support from local community partners who helped with employment by acquiring bus passes for transportation, clothing vouchers, subsidized training, and help with union job registration. Goodwill maintains an up-to-date list of potential employers who offered job development activities with individuals in the program, something that was not noted in the other programs which might explain why Goodwill employment numbers were so much higher.

Native Nations was specific about the vicinity they chose to work in and was asked to explain the spike in interest for their second year. They responded it was due to the community spreading the word about their project and the fact they offered scholarship funding. Native Nations provided a strong cultural component which their participants felt created a more welcoming and less inhibiting classroom atmosphere. Of the four comparable organizations, Native Nations had the smallest grant award but produced strong results given their resources.

Sixty-one percent of their enrolled participants sought GED/Job Preparation assistance and 20% were able to gain employment.

Of the four organizations, **Kauai Community College (KCC)** had a similar scope of service but produced fewer participants. It offered case management services, math and English courses, enrollment in college and universities, GED training, short-term training certificates, job preparation and job placement for Tier 1 participants only.

Its goal was to increase self-sufficiency of low-income Native Hawaiians by improving their ability to obtain and maintain employment. Initially, it had an understanding with a contractor for a large solar photovoltaic project in the Anahola homestead area to provide on-the-job training, but changes in management ended with them hiring workers who did not require training.

KCC found that students' biggest barrier was believing in themselves and for those taking credit courses, KCC stated Native Hawaiians took as much as two years to complete a 1-year certificate and between 2.5 to 3 years for a 2-year degree.

Table 6 provides a comparison of projected goals versus actual achievements for each organization's outcome listed in Table 5:

Table 6. Projected vs. Actual Accomplishments

Outcomes	Native Nations		Kaua'i Community College		Goodwill		PACT	
	Projected	Actual	Projected	Actual	Projected	Actual	Projected	Actual
Completed Individual Service Plans	51	158	25	57	36	83	87	219
Monitor for 2-yr. Degrees or Training	18	85	25	126*	31	75	86	245
Obtained 2-yr. Degree	2	5	1	1	7	6	10	4
Earned Training Certif.	8	10	20	6	17	38	76	80
Earned GED Certificat	9	33	0	0	18	0	10	5
Completed Job Readiness	19	64	20	4	18	55 / 0**	77	105 / 0**
Obtained Employment	34	31	15	2	3	20	85	93
Employed 90+ Days	29	27	5	1	35	12	85	76
TOTALS	170	413	111	79	165	289	516	827

Source: Performance and Outcome Measurements Tables.

* KCC registered 41 which did not match their year-end numbers which totaled 126.

** Conflicting numbers

Conclusion

Although the Native Nations project has proven itself to be valuable and meets the educational needs of Native Hawaiians in this area, the one factor that cannot be altered through increased training and funding is the fact that full-time jobs are scarce in the Hilo area and Native Nations had not established a network of potential employers for their participants.

FINDINGS

1) Pane'e Mua Project was successful in their mission despite a major stumbling block.

In the middle of the project, the State of Hawai'i Department of Education (DOE) adopted a new GED on-line program. GED and Competency-Based Community School Diploma (C-Based) classes were cancelled until the Fall when their technology could be updated to the new program. The DOE did not provide instructions for the final exam to be taken only on-line which caused a greater problem for participants who were not computer literate.

2) The greatest need for services was for General Equivalency Diplomas (GED) and Job Preparation (Milestone 2.A).

A comprehensive eighty-seven percent (87%) of participants sought GED and employment compared to 13% seeking two-year college degrees or vocational training. Of these 112 participants, 84 or 75% were in Tier 1. Combining two categories made it impossible to determine whether the participant's intent was education or employment without reviewing each Individual Service Plan.

3) The challenges for this project involved time and placing participants in full-time jobs.

A two-year time period proved too limiting for individuals needing to first go through educational training, employment preparation and job readiness training before finding and maintaining 20+ hours of employment for at least 90 days. C-Based participants generally take about nine months to complete education, while those needing more basics must first pass Adult-Based Education (ABE) work which takes about one year.

Despite best efforts, NNEF was unable to obtain enough job opportunities given the economic environment in East Hawai'i. Employers showed preference for part-time positions which do not offer benefits leaving participants to work several part-time jobs in order to be gainfully employed.

4) OHA Solicitation No. 14-02 is more *Ho'ona'auao* (Education) than *Ho'okahua Waiwai* (Economic Self-Sufficiency).

Although the Grantee Proposal and the OHA Contract state the goal is to assist underemployed Native Hawaiians, it also seeks to prepare those who are under-prepared academically. During the first quarter of this grant, the largest issue was the overwhelming community response, particularly from individuals seeking scholarship assistance for post-secondary, technical and vocational education. At the end of 2 ½ years, 17% of participants assessed for career pathway services, were able to obtain employment for at least 90 days, while 30% completed educational goals.

5) The Milestone Payment System is designed to create an incentive for compensation by producing significant *outcomes* in a cost-effective and timely manner, but was used to assess differing goals mingled together.

Participants working on basic adult education or a GED were combined with participants being prepared for jobs while college was combined with vocational training certificates and scholarship requests, which proved difficult to maintain accurate individual counts. Milestone 3 (Job Placement) was inconsistent for three final reports - 20 for the Milestone report, 29 for the narrative Final Report, and 31 for the Performance and Outcome Measurements Table.

One reason for this inconsistency was that Native Nations was given approval to record in the Performance tables, participants who worked 10 hrs./week rather than the required 20 hrs./week.

This was later allowed when employers chose to restrict work hours in order to avoid paying for employee benefits (medical, etc.).

6) The quarterly Performance and Outcome Measurements Final Report should correlate to the Monthly Milestone Achievement Summary. Both reports reflect each other but were slightly different which could be the reason for errors in the count. The Performance and Outcome Table also required recording the number of individuals attending class each month, number referred to other programs, and reporting hourly wages for those who were able to increase their earnings after completing their GED, 2-year degree, 4-year degree, and vocational training certificate. Overall, quantitative data for this project was not accurately depicted.

7) The target population and goal of the project do not equate to some of the activities. The focus was on undereducated, unemployed and underemployed Native Hawaiians yet some of the course discussions addressed the basics of small business, forming a non-profit corporation, and grant writing.

8) Four organizations implemented the same program with varying results. Levels of success were dependent upon the amount of their funding and chosen location. The goal was employment but OHA split its resources between economic self-sufficiency and education with final results showing the emphasis was needed on education before qualifying for employment.

RECOMMENDATIONS

Administrative

1. Allow the Grantee autonomy to propose its own program activities and outcomes to meet OHA Strategic Priorities, rather than requiring a wide spectrum of specific educational goals that lessens resources for the Grantee's intended targets.
2. Continue combining education with job preparation and employment, but education must be limited to short-term objectives with respect to two-year grants. C-Based participants generally take about nine months to complete education, while those needing more basics must first pass Adult-Based Education (ABE) work which takes about one year.

Those working toward two-year college degrees were not focused on finding employment or job preparation at this time.

Programmatic

1. Ensure accuracy by cross-checking quantitative data to auxiliary documents before submittal.
2. Supplement reports with participant assessments of activities to document progress toward meeting goals and further identifying personal barriers.
3. Identify all partnerships and any on-the-job training offered by potential employers to validate gains in employment and document approaches that increased job possibilities.

4. Formulate course activities more relevant to target participants originally defined as low-income, academically underprepared Native Hawaiians seeking employment.
5. Grantee should increase efforts to obtain constructive data from students that identify knowledge gained from workshop activities that can be applied toward obtaining and maintaining employment or increasing their overall education.

APPENDICES

APPENDIX 1

Contract 2897 – (Attachment 4)

PERFORMANCE MILESTONES

This Agreement is for Employment Core and Career Support Services that will prepare and assist unemployed or underemployed, low-income Native Hawaiians in obtaining and maintaining gainful employment.

I. MILESTONE PAYMENT SYSTEM

To receive payment for each of the four milestone payment outcomes listed below, the GRANTEE must provide appropriate documentation verifying that each participant has successfully completed all tasks, activities, and employment associated with a particular milestone.

Exceptions to the minimum requirements for all Milestones may be made on a case-by-case basis with prior written approval from OHA.

Milestone 1 – Outreach, Intake, Assessment & Individual Service Plan

Outcome: Potential participants are informed of the services, eligible persons who qualify for the services are enrolled, and necessary information is obtained on each person enrolled. A formal assessment of the participant has been conducted, a determination of the participant's job choice has been made, and the specific supports the individual will need to obtain and perform the chosen job successfully have been identified.

Services: Included are formal assessments of participant's aptitudes, skills, interests, English language capabilities, family stability situation, and barriers to employment and job stability. Also included is development of an Individual Service Plan (ISP), which at a minimum, identifies participant's needs, skills, career/employment goals, barriers to employment, and specific individual and family supports needed.

Minimum Requirements:

1. Verification of Income Eligibility (signed by client)(i.e., confirming that client's household is at or below 300 percent of the applicable Federal Poverty Guidelines for Hawai'i);
2. Verification of Hawaiian ancestry;
3. Formal Client Assessment;
4. "Tier 2" difficult-to-serve checklist documentation (if applicable); and
5. ISP (signed by client).

Milestone 2.A – GED or Employment Preparation/Job Development

Outcome: The participant is adequately prepared to take the GED tests; or for those seeking employment they have to understand the demands/stresses to seek, apply for, and enter employment, and is ready to successfully take part in the workforce.

Services: These activities are intended to ensure that participants are equipped with the knowledge and skills necessary to obtain employment and function effectively in the workplace. Participants will complete training for GED tests or accomplish an Employment Preparation/Job Development program that prepares clients to enter the workforce and be successful in a formal work environment. The program should include assistance to participants in removing, ameliorating, or managing barriers to employment identified in the Individual Service Plan. In addition, the program may include Job Development activities such as job referrals, collaborations with employers, employment counseling, job application assistance, and interview preparation. Employment Preparation and Job Development activities may be provided in either small group or one-on-one settings, but must be provided in person and be conducted by GRANTEE's staff, GRANTEE's contractor, or personnel from an agency funded by GRANTEE. The overall goal for the Employment Preparation/Job Development Training Program is to

promote job retention and advancement. Therefore the program should involve a work readiness curriculum that may include, but is not limited to, the following skills:

1. Acculturating participants to workplace norms, including workplace ethics, punctuality, professional conduct, and regular attendance;
2. Assisting with interviewing skills and resume;
3. Increasing proficiency in English;
4. Effective time management;
5. Dressing for employment success on a limited budget and personal hygiene;
6. Financial literacy and budgeting skills; and
7. Self-motivation techniques to improve sense of self-worth.

It is important that the foundation for job support efforts be established prior to job placement.

Minimum Requirements:

For GED preparation:

1. Copy of GED certificate; and
2. Program syllabus (indicating class times and course description), and attendance sheets (signed by client).

For one-on-one services:

1. Ten (10) hours of employment preparation/job development services; and
2. Summary listing (signed by client) detailing exactly what services were provided; the dates of when the services were provided, and the amount of time spent providing the services.

For group training:

1. Twenty (20) hours of employment preparation/job development services; and

2. Program syllabus (indicating class times and course description), and attendance sheets (signed by client).

For hybrid training:

1. Fifteen (15) hours of employment preparation/job development services, including a minimum of five (5) hours of one-on-one services;
2. Summary listing (signed by client) detailing exactly what services were provided, the dates of when the services were provided, and the amount of time spent providing the services; and
3. Program syllabus (indicating class times and course description), and attendance sheets (signed by client).

The GRANTEE shall not be compensated for Milestone 2 if a client progresses directly from Milestone 1 to Milestone 3, without completing a formal Employment Preparation program.

However, should the client later choose to complete a formal Employment Preparation Program, then and only then would GRANTEE be compensated for Milestone 2.

Milestone 2.B.1 – Community College/Training Course Enrollment

Depending on the ISP and career pathway goal of the participant, an education training scholarship shall be provided to be paid directly to the college/educational program with an amount up to \$5,000 per participant for up to two years.

Minimum Requirements:

1. Participant class/training schedule;
2. Copy of invoice from training provider to GRANTEE.

Milestone 2.B.2 – Monthly Monitoring of Students Enrolled

For all participants enrolled in Community College/Training Program above, the service provider shall monitor monthly the progress of participants in achieving their desired career pathway in

terms of academic achievement and continuous enrollment towards completion of the degree coursework or training program. The service provider is allotted \$100/participant per month as compensation for monitoring services to ensure successful program completion. The compensation shall be up to \$2,400/participant for a 2-year degree program.

Minimum Requirements:

1. A minimum of one (1) documented contact per month (starting from training start date).

Milestone 3 – Job Placement

Outcome: The desired outcome of job placement is a client who is working successfully in a job that matches his/her goal. The participant is placed in permanent employment totaling a minimum of 20 hours/week. For participant who is already employed, the participant obtains 20 additional hours of employment or a 50% increase in hourly wage without any decrease in hours worked. Job placement is achieved when upon completion of the first day of work.

Minimum Requirements:

1. Employment Summary, obtained from information provided by client or employer;
2. The Employment Summary shall include the following information: Name of Employer, Job Title, Employment Start Date, Hours/Week, and Hourly Rate.
3. For participants who want to enter into self-employment, a copy of the participant's GE Tax license and a written statement from the employer to validate that the employer will furnish a 1099 tax form shall be obtained.

Post-Employment Services

Post-employment services assist clients in employment stabilization and to deal with crises that could lead to job loss. The first few months of employment are a critical time for new workers. Thus, post-employment follow-up is both challenging and time-consuming. Program participants

trying to balance work with family responsibilities often have little time for program participation. Program flexibility, community outreach resources, and staff availability are elements that can facilitate participant contracts.

Continuing case management is a common post-employment service. To support new workers, case managers should refer program participants to services, provide needed encouragement and support, and encourage goal setting and development of coping skills.

Job support services continue and are available for 90 days of employment from the date of job placement.

Milestone 4 – Job Support

Outcome: The participant has been employed for ninety (90) days within a one-hundred thirty-five (135) day period from the confirmed job placement date.

Services: During the Job Support phase, the participant will be provided with intensive on-and off-site job support that will assist him/her in adjusting to the demands of the job, overcoming identified barriers to job stability, and arranging for other needed external supports. The GRANTEE will maintain regular communication with employers to facilitate participant's adjustment and effective functioning on the job.

Job support is principally for the employee, not the employer.

Identifying barriers and helping clients find solutions to these employment obstacles is important to job stability. Frequent challenges that clients and their providers face include: Work problems, career planning, substance abuse, money management/economic independence, continued education, family violence, child care, health insurance, housing needs, and continued life skills training.

Potential strategies for dealing with these issues include: developing partnerships with other agencies/employers, creating a culture of employment within the program, encourage

relationship-building between staff and participants, building continuity between pre- and post-employment activities, maintaining a comprehensive network of services that meet a range of needs, strengthening relationships with employers and learning their wants/needs, and initiating retention early in the program to address gaps in service delivery.

Minimum Requirements:

1. A minimum of one (1) documented contact per month (starting from confirmed job start date); and
2. Copy of paycheck; or
3. Employer verification. Signed by employer or employer representative.
4. For self-employed participants: A billing statement or receipt that indicates the number of hours worked, the rate of pay and the total amount paid for the month shall be obtained.

II. CLIENT OUTCOMES

1. The GRANTEE shall be compensated according to the Milestone Payment System rate schedule, as set forth in Attachment "3" (Compensation) of this Agreement and Section 2-IV C of the solicitation, for the following agreed upon client outcomes by client category:

Client Categories

Tier 1

Milestone 1	19
Milestone 2.A	11
Milestone 2.B.1	17
Milestone 2.B.2	17
Milestone 3	20

Milestone 4	19
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Tier 2

Milestone 1	11
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Milestone 2.A	20
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Milestone 2.B.1	1
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Milestone 2.B.2	1
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Milestone 3	11
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Milestone 4	10
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2. The maximum number of payments made to the GRANTEE for Milestones 1, 2.A, 3 and 4 within the Milestone Payment System shall be limited to the total number of client outcomes listed above, notwithstanding that the GRANTEE's total number of clients actually achieving the aforementioned milestones during the term of this Agreement may exceed the maximum number of payments available for the milestone.

3. NINETY THOUSAND AND NO/100 DOLLARS (\$90,000.00) of the awarded amount must be used for client education and/or training. The GRANTEE may exceed the number of clients achieving Milestone 2.B.1 listed above if education and training funds remain after the number of clients listed above has completed education and/or training. The total number of clients achieving Milestone 2.B.2 cannot exceed the total number of clients achieving Milestone 2.B.1.

GRANTEE may not invoice OHA for Milestone 2.B.2 if the education and/or training program entered into by the client is less than one month in duration.

GRANTEE may revise the distribution of client outcomes between client categories only under special circumstances and with the prior approval of OHA. Under this provision, the GRANTEE shall be allowed only to substitute clients reimbursed at a lower rate for

APPENDIX 2

Final Monthly Milestone Summary

Office of Hawaiian Affairs
MONTHLY MILESTONE ACHIEVEMENT FORM - SUMMARY

Grantee Organization: Native Nation Education Foundation Contract #: 2897
Award Period: 7/1/2013 to 6/30/2015 NO-COST EXTE Billing Period (Month/Year): Dec-15

Tier: <u>1</u> Up to \$10,000							
	Billing Amount per Milestone	Total Number of Clients (Unduplicated Cumulative)	Number of Clients Requested for "OHA to Pay" for this Month		Total Amount Request for "OHA to Pay" Cumulative	Maximum Number of Clients/Dollar Amount Established for "OHA to Pay"	% of Total
Milestone 1	\$ 450	131	0	\$ -		19	689.5%
Milestone 2.A	\$ 1,100	44	0	\$ -		11	400.0%
Milestone 2.B.1	\$ 5,000	30	0	\$ -	\$51,407	\$85,000	60.5%
Milestone 2.B.2	\$ 2,400	30	0	\$ -	\$19,100	\$20,400	93.6%
Milestone 3	\$ 450	16	0	\$ -		20	80.0%
Milestone 4	\$ 600	13	3	\$ 1,800		19	68.4%
Total Funding Request	\$ 10,000			\$ 1,800			
Tier: <u>2</u> Up to \$10,575							
Milestone 1	\$ 575	32	0	\$ -		11	290.9%
Milestone 2.A	\$ 1,300	16	0	\$ -		20	80.0%
Milestone 2.B.1	\$ 5,000	20	0	\$ -	\$ 41,409	\$5,000	828.2%
Milestone 2.B.2	\$ 2,400	20	0	\$ -	\$ 15,600	\$1,200	1300.0%
Milestone 3	\$ 575	4	0	\$ -		11	36.4%
Milestone 4	\$ 725	2	0	\$ -		10	20.0%
Total Funding Request	\$ 10,575			\$ -			
TOTAL FUNDING REQUEST-GRAND TOTAL				\$ 1,800			

CERTIFICATION: I certify to the best of my knowledge and belief that this report is true in all respects and that all services have been performed for the purpose and conditions of the grant agreement.

Name and Title (print): Kahipuanani Brooks Richards, Projects Director

Date: March 1, 2016

Signature