
A Review of the Incentive and Innovation Grant Review Panel of the Department of Education

A Report to the
Governor
and the
Legislature of
the State of
Hawai'i

Report No. 94-24
December 1994



THE AUDITOR
STATE OF HAWAI'I

The Office of the Auditor

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THE AUDITOR STATE OF HAWAII

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OVERVIEW

THE AUDITOR
STATE OF HAWAII

A Review of the Incentive and Innovation Grant Review Panel of the Department of Education

Summary

The Legislature established the Incentive and Innovation Grant Review Panel to encourage innovation in Hawaii public schools. The panel is to review proposals and recommend grants for experimental and innovative instructional programs, in-service training, and other activities that promote innovation. The panel is also directed to assist the superintendent of education with the ongoing evaluation of all programs receiving grant awards. This audit of the Incentive and Innovation Grant Review Panel assessed the panel's purpose, authority, responsibilities, duties, and the effectiveness of its operations.

We found the panel's role in the grant award process was limited because it did not review all projects receiving grants and did not have full access to available funds. A number of projects had been transferred into the grant program or guaranteed a grant award by legislative directive. The Department of Education also made available to the panel only 20 percent of the available funds for grant awards during FY1993-94 and 50 percent during FY1994-95. The department used the remaining funds to make up for the shortfalls for other projects that had been transferred into the program and for other departmental programs.

We found the panel's award process was flawed by unclear criteria that it applied inconsistently. Panelists sometimes relied on their own unwritten criteria. In addition, the maximum grant amount was unclear and may have resulted in schools unnecessarily restricting the scope of their projects because they did not interpret the guidelines correctly. We also found that the panel did not always enforce its guidelines on proposal format and content requirements. Furthermore, some schools received grants without having to compete for the awards and other schools affiliated with review panelists were given the unequal opportunity to clarify their proposals before the panel.

The department and panel also failed to adequately evaluate programs receiving grant awards. They relied upon self-evaluation by schools receiving grant awards. Panelists also did not visit all schools receiving grant awards. In addition, panelists did not always receive and read the written evaluations for the site visitations and the annual program reports. The panel relied upon the verbal reports of the panelists visiting the school when deciding whether to continue funding for multi-year projects.

Recommendations and Response

To improve the effectiveness of the panel's operations we recommended that the superintendent ensure that the panel reviews and makes recommendations for all programs receiving grants. We also recommended the Legislature appropriate funds for the program with a specific proviso requiring that the funds only be used for incentive and innovative grants. The Legislature should also require the department to submit annual reports detailing the expenditures of grant funds for specific projects and any evaluations that have been conducted.

To improve the grant award process, we recommended that the panel clearly define when and how a proposal is innovative, require panelists affiliated with specific projects to disclose this information, adopt a standardized proposal form and format, and require a detailed budget and a budget narrative of how the school plans to expend the requested funds.

The department disagreed with two of our five recommendations. The department believes a specific proviso is unnecessary since it is already required to expend appropriations for the purposes intended. The department also disagreed that grant projects should be evaluated independently. It believes an internal evaluation conducted by the school, supported by an on-site visitation by the department and panel, is sufficient for one-year projects.

The panel responded that it will be making a number of changes based on the audit report. It acknowledged the need for clearer selection criteria and guidelines.

Both the department and panel commented on the voluntary nature of the review panel and the time needed for panel members to carry out their responsibilities.

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Submitted by

THE AUDITOR
STATE OF HAWAII

Report No. 94-24
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Foreword

This audit was prepared in response to Section 13, of Act 364, Session Laws of Hawaii 1993 which requested the State Auditor to examine the operations of the Incentive and Innovation Grant Review Panel. The panel is charged with making recommendations for grants to the superintendent of education for innovative public school projects and with assisting the superintendent with evaluating all programs receiving grant awards.

We wish to express our appreciation for the cooperation extended to us by the officials of the Department of Education and the members of the Incentive and Innovative Grant Review panel.

Marion M. Higa
State Auditor

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Chapter 1

Introduction

The Legislature, in Section 13, of Act 364, Session Laws of Hawaii 1993, established an Incentive and Innovation Grant Review Panel to be appointed by the Board of Education. The purpose of the panel is to review proposals and recommend grants for public schools for experimental and innovative instructional programs, in-service training, and other activities that promote innovation. In Section 14 of the same act, the Legislature directed the State Auditor to examine the operations of the review panel and report on them to the 1995 legislative session.

Background

In recent years, the Legislature has embarked on a series of reforms to improve education for Hawaii's children. One fundamental reform was School Community Based Management (SCBM). SCBM was designed to allow decisions on curriculum and student learning to be made by those closest to the public schools. An essential element of SCBM is to encourage innovative programs in the schools.

The Legislature has appropriated funds for specific innovation pilot projects in the past. These pilot projects have included the development of middle schools, team teaching, and year-round schooling. But in 1991, the Legislature decided that schools should compete for incentive grants. Act 296, SLH 1991, appropriated \$150,000 for grants for FY1991-92. The grants were awarded by a review panel composed of five Department of Education (DOE) officials appointed by the director of the department's Administrative Services Office. The DOE reported to the Legislature that to ensure fairness and equal opportunity, no panel member was affiliated with any particular school or district. In 1992, Act 300 appropriated an additional \$150,000 for incentive grants.

In Act 364, SLH 1993, the Legislature enacted a four-part omnibus measure to further reform Hawaii's schools. The purpose of the act includes "encouraging innovation and changing incentives." The act required the Board of Education (BOE) to establish an Incentive and Innovation Grant Review Panel.

Act 364 also created the Incentive and Innovation Grant Trust Fund to support experimental and innovative instructional programs and other activities that promote innovation. However, no funds were appropriated to the trust fund. Instead, in a separate act, the Legislature appropriated \$1,518,472 for FY1993-94 and \$1,565,520 for FY1994-95 for incentive and innovation grant awards.¹

Grant review panel

Act 364 charged the grant review panel with two primary duties: (1) to review proposals and make recommendations to the superintendent of education for incentive and innovation grant awards; and (2) to assist the superintendent in evaluating all grant programs on a continuing basis.²

In support of the SCBM concept, the Legislature specified that the composition of the grant review panel should match that of the SCBM process. The panel, therefore, was required to have membership representing parents, students, teachers, school administrators, school support staff, business persons, the military, and each of the seven school districts.

The law required the BOE to appoint the members of the panel. The BOE's Committee on Curriculum and Instruction reviewed 11 applications expressing interest in serving as a panelist and 33 DOE nominations. The committee recommended nine candidates. The BOE accepted all the committee's recommendations and appointed a nine-member panel on July 29, 1993. Panel members serve a two-year term without compensation, but are entitled to reimbursement for necessary expenses while attending meetings.

Criteria for grant awards

Act 364 required the review panel to develop a proposal submittal process that is simple and with minimal paperwork. The law specified that all grant proposals must contain a clear statement of how the program will improve student performance, a method of evaluation to determine whether the program achieved its goals, a detailed budget and expenditure plan, and other criteria required by the grant review panel.

The DOE created a steering committee to assist the review panel. The steering committee suggested parameters for the selection of grant awards, which the review panel adopted with only minor changes. These parameters require that the program pay only for start-up or non-recurring costs such as equipment, instructional materials, and short-term staff who would be involved in restructuring school programs. Funds are not to be used for maintenance or continuing costs. The funding parameters include:

1. Limiting grant award funding to four years since the awards are not meant to maintain long-term positions or continuing program costs;
2. Limiting grant award amounts to a maximum of \$50,000 for any given year with the total not to exceed \$125,000 for four-year projects and \$100,000 for three-year projects; and
3. Requiring multi-year proposals to have a plan for phasing down funding. Funding for four-year projects is to be phased down to 75 percent, 50 percent, and 25 percent of the original grant amount over

the three subsequent years. Funding for three-year projects is to be phased down to 66 2/3 percent and 33 1/3 percent of the first year of funding over the next two years. Schools are allowed flexibility in applying the phase down formula as long as they do not exceed the maximum funding amounts for three- and four-year projects.

In addition, the review panel adopted the following five criteria for the selection of awards: (1) potential to innovatively improve student performance, (2) a plan for evaluation, (3) use of other resources to give additional support to the project, (4) agreement to comply with the specified use of funds, and (5) adherence to format and technical requirements.

Grant award process

Exhibit 1.1 charts the grant award and evaluation process. The process begins with the superintendent of education issuing a request for proposals with a deadline for submittal. Interested schools submit proposals to DOE's Office of Instructional Services (OIS), which provides administrative support to the review panel. OIS sends each panel member a copy of each proposal and informs the member of the total amount of funds available. The panel reviews proposals for content and format requirements and makes funding recommendations to the superintendent.

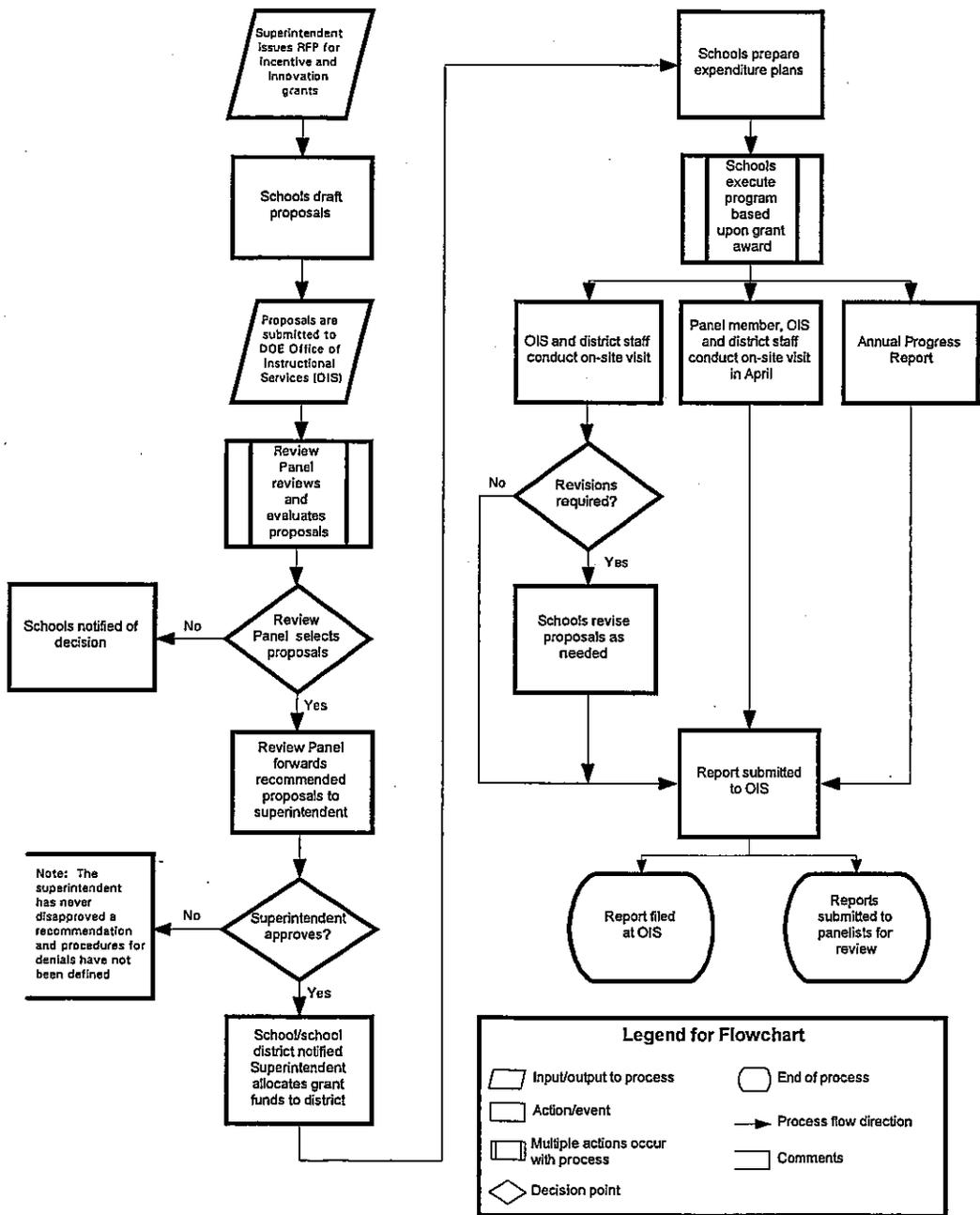
The superintendent makes the final selection and schools are notified of grant awards. To date, the superintendent has approved all panel recommendations (the Appendix lists all projects that have been reviewed by the panel and the award amounts). Schools must submit expenditure plans before funds are released to them. Projects approved for one year of funding are considered one-year projects. Projects approved for two, three, or four years of funding are considered multi-year projects.

For the 1993-94 school year, schools submitted 96 proposals for incentive and innovation grants. The grant review panel recommended \$655,679 in awards for 24 projects. For the 1994-95 school year, schools submitted 100 proposals. The panel recommended 18 new projects for a total funding of \$778,095. It also recommended continued funding of an additional \$373,811 for multi-year projects initiated during the 1993-94 school year.

Evaluation process

The law makes the review panel responsible for assisting the superintendent in the ongoing evaluation of all incentive and innovative programs. Schools awarded grants are subject to several evaluations during the course of the grant.

Exhibit 1.1 Incentive and Innovation Grant Process



Originally, the Legislature had wanted the review panel to evaluate all of the DOE's innovative pilot programs to ensure that they are continued only if they demonstrate measurable school improvement. To this end, Section 77 of Act 289, SLH 1993, transferred the following pilot projects to the incentive and innovation grant program—the special needs schools, educational innovations, incentive grants, and the Ahuimanu Elementary School's Mastery in Learning Project. A year later, however, in Section 73.3 of Act 252, SLH 1994, the Legislature removed certain pilot projects from the grant program—the middle schools program, Castle High School's Gold Core Project, Kahuku High and Intermediate School's Aquaculture Project, and Ahuimanu Elementary School's Mastery in Learning Project. By removing these pilot projects from the grant review program, the Legislature also removed them from the program's evaluation requirements.

Objectives of the Review

The objectives of this review were to:

1. Determine the Incentive and Innovation Grant Review Panel's purpose, authority, responsibilities and duties.
2. Assess the effectiveness of the operation of the grant review panel and the grant award process.
3. Make recommendations for improvement as appropriate.

Scope and Methodology

To accomplish these objectives, we reviewed relevant statutes and committee reports. We reviewed the processes and practices of the grant review panel and its relationship with the BOE, the DOE and the superintendent. Our review focused on incentive and innovation grants awarded for FY1993-94 and FY1994-95.

We examined all proposals that received grant awards and the pilot projects that were transferred into the grant review program. We interviewed panel members, key officials, and pertinent staff who provided administrative support to the panel. We also interviewed principals and project coordinators for schools that had received grants, schools that had been denied grants, and schools that had not applied for grants. We analyzed relevant documents relating to the panel including its budget and expenditure reports.

The scope of the review did not include an evaluation of the projects themselves or an audit of how the grant moneys were spent. As requested by the Legislature, we focused on the operations of the panel.

Our work was performed from June 1994 through November 1994 in accordance with generally accepted government auditing standards.

Chapter 2

Findings and Recommendations

In this chapter we examine the purpose, authority, and operations of the Incentive and Innovation Grant Review Panel. We found that the panel's effectiveness in achieving its purpose is limited because it does not review all grant projects and lacks access to all funds appropriated for the program. We also found flaws in the panel's operations that affect both the grant award recommendation process and evaluation requirements. We believe that clearer guidelines for proposals will improve the panel's operations. We also believe that the panel must assure that all projects are reviewed and are subject to the panel's guidelines. The panel's responsibility is then to apply and adhere to its guidelines consistently.

Summary of Findings

1. The panel's role in the grant award process is limited because it does not review all projects and does not have full access to available funds.
2. The operations of the panel are flawed by an award process that is based on unclear and inconsistently applied criteria. In addition, schools are not competing for awards on an equal footing.
3. The evaluation of grant projects is inadequate and is not tied to decisions on awards.

Panel's Role in Grant Awards Process is Limited

A primary responsibility of the panel is to review proposals and make recommendations to the superintendent for incentive and innovation grant awards. However, a number of projects in the incentive and innovation grant program were not reviewed or recommended for awards by the panel. They include projects transferred or placed in the incentive and innovation grant program directly by the Legislature or by the DOE in response to legislative directive.

Some projects were transferred into the program

Section 77 of Act 289, SLH 1993 required the DOE to transfer special needs schools, educational innovations, incentive grants and Ahuimanu Elementary's Mastery in Learning Program into the incentive and innovation grant program to ensure that these pilot projects are evaluated on a regular basis. To comply with Act 289, the DOE transferred *some* educational innovation projects into the program. However the transfer did not include the special needs schools because the DOE chose to

differentiate special needs school projects as separate and not subject to the incentive and innovation grant panel's guidelines. The panel was not given an opportunity to review any of the transferred projects. Neither did the panel review the funding for these projects. The DOE decided to fund all of the on-going projects the same amount they had been allocated in FY1992-93. This amount often exceeded the maximum award amount set by the panel.

In addition, Section 67, Act 289, SLH 1993 further required that Waialae Elementary, Castle High, and Kapaa complex special needs schools be awarded incentive and innovation grants. The act also guaranteed grants to three other schools if they so requested for the planning, development, and implementation of year-round school programs. Two of these schools requested and received grant awards. The superintendent decided on the funding levels for these projects without consulting the panel.

Panelists unclear about responsibility

Panel members are unclear about their responsibility under these conditions. Panelists believed that they had no role in recommending funding levels because the Legislature had already established them in Act 289. However the act did not in fact set a grant amount for each of the projects transferred into the program. Panelists were also unaware that the superintendent decided on the amounts to be granted. One panelist who became aware that the funding amount had been decided on by the superintendent told us that the panel should have been given the opportunity to review the proposals and make funding recommendations to the superintendent.

Panel should review all projects

The Legislature stipulated that one function of the panel is to make recommendations to the superintendent for funding of innovation projects. Thus, all projects under the incentive and innovation grant program should be subject to the panel's review and recommendation, regardless of how the projects came to be included in the program. In addition, to assure equity and fairness in a competitive process, all projects in the program should be subject to the same guidelines. A subgroup of projects that follows different rules limits the panel's effectiveness in meeting its purpose.

Panel access to available funds is limited

The panel's effectiveness has been impaired by limitations on its access to available funds. Its access to these funds has been limited by: (1) the superintendent's decision to use a portion of the funds to make up the funding shortfall for projects that were transferred into the program; and (2) the DOE's restriction of approximately one-third of the funds appropriated by the Legislature for this program.

We found the panel made award recommendations for only 20 percent of the total funds available for grant awards in FY1993-94 and 50 percent of the funds available for FY1994-95. Exhibit 2.1 compares the amount expended for proposals recommended for funding by the panel with the amount for projects that were not reviewed by the panel.

Exhibit 2.1
Incentive and Innovation Grant Program
Expenditure Summary

	FY1993-94		FY1994-95	
	Amount	%	Amount	%
COMPETITIVE GRANT AWARDS				
(by District)				
Honolulu	\$139,481		\$271,845	
Central	138,914		150,000	
Leeward	55,195		47,540	
Windward	167,378		49,034	
Hawaii	97,003		119,786	
Mauai	21,250		113,000	
Kauai	36,458		26,890	
TOTAL COMPETITIVE AWARDS	\$655,679	21	\$778,095	33
FY1993-94 Multi-Year Projects				
(competitive) ¹	n/a		\$373,811	16
NON-COMPETITIVE AWARDS²	\$1,959,076	62	\$678,962	29
DOE RESTRICTION	\$501,095	16	\$419,308	18
ADMINISTRATIVE COSTS	\$60,869	2	\$88,940	4
TOTAL EXPENDITURES	<u>\$3,176,719</u>		<u>\$2,339,116</u>	

Notes:

1. Represents continued funding for multi-year projects awarded competitive grants in FY1993-94.
2. FY1994-95 reflects removal of several projects from program by Legislature in Act 252, SLH 1994.

During FY1993-94, \$3.2 million was available for incentive and innovation projects. Only \$655,679 of these moneys were awarded to projects that had been recommended for funding by the panel. In FY1994-95 the amount of available grant funds was reduced to \$2.3 million because the Legislature removed specific projects along with the funding they received in FY1993-94 from the incentive and innovation grant program. We found that \$1.2 million of the \$2.3 million available was granted to programs that were recommended for funding by the panel.

Funds for transferred projects

The superintendent decided to award \$1.6 million to projects the Legislature had transferred into the grant program in FY1993-94. The superintendent decided to give the projects the same level of funding they had received in the prior year. This was \$188,329 more than DOE had available for these programs. To make up this shortfall, DOE used funds the Legislature had appropriated for grant awards. This weakened the panel's role in recommending how much should be awarded because it had no input. It also reduced the funds available to the panel for grant awards.

More money was available to the panel in FY1994-95 since the multi-year projects were funded at only 75 percent of the amount awarded to them in FY1993-94. This enabled the panel to recommend 30 percent more in award funds than it did in FY1993-94.

Restricted funds

The DOE also reduced the amount of funds available to the panel by restricting approximately one-third of the funds appropriated for incentive and innovation grants for FY1993-94 and FY1994-95. The DOE was able to use the grant funds because the appropriation was made to DOE's school level instruction and support program (EDN 100). These restrictions reduced awards for incentive and innovation grant projects and the panel's role in making award recommendations.

The DOE used the restricted funds to make up for shortfalls in other program areas in FY1993-94. It plans to use restricted funds for FY1994-95 to make up for a loss in projected turnover savings from teachers who have postponed their retirement as a result of the recent early retirement act. According to DOE personnel, the superintendent restricted grant funds because school principals preferred the grant program to be cut instead of their school budgets. This reason appears insufficient since the Legislature had appropriated almost 99 percent of what the DOE had requested in its budget.

Trust fund criteria not met

The Legislature had established an Incentive and Innovation Grant Trust Fund to support the program. However, the appropriation was made to EDN 100 and not the trust fund. If the appropriation had been made to the trust fund, then the DOE could not have diverted the funds for other purposes. However, we also have reservations concerning the funding of the trust fund.

Trust funds must meet certain criteria. The criteria are the extent to which a fund:

- Serves the purposes for which it was originally intended;
- Provides benefits or services originally intended to the beneficiaries; and
- Requires no general fund appropriation.

Although the Incentive and Innovation Grant Trust Fund has not been funded, it appears that it would meet the first two criteria—serving the purpose for which it was originally intended and providing specific services for the beneficiaries (the schools). However, the trust fund will not be self-supporting. It is inappropriate to fund trusts with general fund appropriations. The Legislature should therefore continue to appropriate funds to EDN 100 but specify its use more definitively.

More specific proviso is needed

To ensure that the moneys appropriated for the incentive and innovation program are expended for that purpose, we urge the Legislature to have a clearer and more specific proviso in the appropriations act. The proviso should stipulate that funds appropriated for innovation grants should not be restricted or transferred to other programs. In addition, the proviso should require the DOE to provide detailed expenditure reports that clearly identify the use of innovation grant funds.

Operations of the Review Panel Are Flawed

Other factors have impeded the effectiveness of the review panel. The program is not meeting its objectives of ensuring open competition for innovative grant funds. In addition, the criteria for selecting projects are unclear and the review panel has been inconsistent in applying them. We also found that schools affiliated with review panelists are given an unequal opportunity to receive awards.

Some schools receive grants without competing

We found that schools do not compete on an equal footing. Several schools received grants without having to compete for them. Other schools received grants even though they did not meet the panel's criteria for proposal content and format. The program contains a mix of schools that compete for grants and those that are guaranteed grants. This detracts from the intended competitiveness of the program. Some administrators said it was unfair for certain schools to be guaranteed awards by the legislature without having to show why their projects deserved funding. During FY1993-94, schools received almost \$2 million in incentive and innovation grants but only \$655,679 of this was awarded to schools on a competitive basis. For FY1994-95 only a little less than half of the funds appropriated by the Legislature was awarded competitively.

Some schools were guaranteed grants when the Legislature transferred pilot projects into the program. The legislative decision to guarantee specific projects undermines the concept of a review panel and the program's objective of awarding grants to schools based on competition and merit. We believe that all projects that receive funding under the incentive and innovative grant program should be held to the same rules and guidelines.

Award criteria are unclear

The criteria for grant awards are contained in a *Fact Sheet* issued by the superintendent to district superintendents and principals. The *Fact Sheet* lists criteria for selection, maximum amounts to be awarded, format requirements for the proposals, and a form for presenting the proposed budget. The format requirements specify that proposals must be typed, double spaced, pica size type with 1-inch margins on an 8 1/2 X 11 inch page. Proposals must also include a standard budget form identifying current and projected costs of personnel and other expenses. The criteria listed on the fact sheet are unclear and are applied inconsistently. At times panel members relied on their own personal unwritten criteria.

For example, one panel member favors proposals that are math and science oriented while another prefers projects that target at-risk students. Several panel members told us they look for proposals that benefit a broad base rather than a small target group. These criteria are not in the *Fact Sheet* and are inconsistent with each other.

“Innovation” undefined

A fundamental difficulty with the award process is that “innovation” is not clearly defined. This makes it difficult for schools to draft proposals and for panelists to review them. Grant writers and panelists rely upon their own individual interpretations of the term.

Guidelines are needed even though innovation projects are meant to encourage creativity and should not be stifled by stringent definitions. For example, one criterion is that funds will be used for start-up costs only. But some proposals were for expansions of existing programs and not for start-up costs. One school expanded its performing arts program which had already received innovation grant funds for a school-wide project. Some panel members believed that proposals for expansions qualify if they result in something being done differently. However, there was no common understanding or agreement on when expansions would be innovative. A rigid definition of innovation is not necessary. However, guidelines are needed on how different a project must be from the norm to be considered innovative.

Award amount unclear

Some confusion also exists on the maximum grant award. The 1993-1994 *Fact Sheet* informed schools that the maximum grant award was \$50,000. It failed to clarify the maximum amount available for multi-year projects. Some schools thought the \$50,000 was an annual cap. Others thought it was for the life of the project. Some schools may have unnecessarily restricted the scope of their proposals because they did not interpret the guidelines accurately. It was also not clear whether the maximum award was for the school or for each proposal at a school.

The *Fact Sheet* for FY1994-95 grant proposals clarified some of these issues. It stated clearly that multi-year projects were eligible for a maximum grant amount of \$125,000 for four-year projects or \$100,000 for three-year projects. No maximum amount was given for two-year projects. The *Fact Sheet* further stated that the phase out of grant funds should follow a formula. The phase out formula was flexible, but schools could not exceed the maximum amount allowed for multi-year projects.

DOE personnel at two schools said that based on the *Fact Sheet* for 1993-94, they had thought that the maximum they could request was \$50,000 over four years. One of the schools requested \$46,350 for the first year of the program. The other school submitted a two-year proposal for a total of \$50,000. Based on the updated policy, the first school submitted an additional proposal for \$37,500 for FY1994-95. The review panel recommended that the school be granted funds as a multi-year project for a second year. The second school did not submit a proposal for additional funds because it believed it had received the maximum amount. School staff said they wished they had waited until FY1994-95 to apply for the incentive grant because they could have received more funding.

The majority of proposal writers we interviewed told us they found the *Fact Sheet* useful. They said, however, that they were not really sure what the panel was looking for. In addition, they were unsure whether the maximum grant award of \$50,000 was to be applied to the entire school or to each specific project for which a school may seek funding. Grant writers described the grant writing experience as a “hit or miss strategy.”

To prevent these kinds of misunderstandings, the review panel should ensure that criteria for grant awards are clearly explained.

In addition to the lack of clarity on the maximum award amount, we found the \$50,000 maximum award is not consistently applied to all projects. Most of the projects transferred into the program by the Legislature received more than the \$50,000 grant cap established by the review panel during FY1993-94. The DOE told us that many of the transferred projects included positions which had been funded in the past and that the superintendent decided these programs would be funded at the level they received in FY1992-93. The DOE did say, however, that the funding for these projects will be phased down by reducing the number of positions funded from 38.5 to 9.5 by FY1996-97.

Review panel does not apply criteria consistently

Panel members have applied selection criteria inconsistently. The cover sheet for the panel’s proposal form states that schools failing to meet the format requirements will be *automatically* disqualified. In doing the preliminary screening, some panelists adhered strictly to the format requirements. Others did not and the proposals recommended for funding included some that did not meet technical format and content requirements.

Technical requirements not always met

For example, the *Fact Sheet* requires each proposal to be submitted in a double-spaced format, otherwise it is supposed to be automatically rejected. However, the panel selected one proposal that was largely single-spaced. The panel also selected many proposals that did not meet the margin requirements given in the *Fact Sheet*. In another example, a school that had been originally disqualified because it did not use the prescribed budget worksheet was later reconsidered on its merit and was awarded a grant.

Content requirements not always met

In addition to format requirements, each proposal is supposed to address specific content areas and state clearly how the project will improve student learning. It should have a plan for establishing a multi-year program within the school. We found that approximately one-third of

the projects receiving grants in FY1993-94 failed to explain how the projects would improve student learning. When DOE staff made site visits in 1993 to assist project staffs in strengthening funded grant proposals, they recommended to seven projects that the proposals be revised to clearly connect the project's objectives with student performance. This was especially true for projects that focused on teacher development.

Although both the law and the panel's criteria require proposals to have a specific plan for including multi-year programs within the school or school's biennium budget, we found that approximately half of the multi-year project proposals receiving grants did not meet this requirement. Some proposals did project increased school funding as grant funds were to be phased out. However, these projections did not show whether school funds would be sufficient to meet the expected costs.

Proposals not standardized

The review panel is having a difficult time determining whether proposals meet the content requirements. The review panel does not require the proposals to be submitted in a standardized way or to present information in a consistent order. This makes it difficult to compare proposals and to determine whether all the requirements are being met.

For example, the *Fact Sheet* contains five criteria for selection. These include: (1) shows the potential to innovatively improve student performance and is related to the School Improvement Plan, (2) has an evaluation plan relating to project goals and objectives, (3) has budget plans indicating how the school will use other funds to support the project, (4) complies with specified use of funds, and (5) adheres to project proposal and technical requirements. Since schools are not required to respond to these criteria in any particular sequence, it is difficult to compare proposals and to make sure all requirements are being met.

Currently, panelists have to read through the entire proposal and search out whether each criterion is met. Instead of this tedious and haphazard process, schools could be directed to submit applications in a standardized sequence and format. They could answer a series of specific questions: how is the project innovative?, how does it relate to the School Improvement Plan?, how will its evaluation relate to project goals?, and so on. This standardization would enable the panel to determine quickly whether all criteria for selection are met and to compare responses from schools in a methodical and simple way.

Improving the forms would also help the review of the proposed budget plan. For example, the *Fact Sheet* limits the use of grants to non-

recurring costs. However, the budget worksheet attached to the *Fact Sheet* does not require costs to be broken down in sufficient detail to determine whether they are non-recurring. In reviewing proposals, we found that one-third of them failed to include a narrative discussion of the use of funds. We recognize that the review panel currently plans to revise the budget worksheet so that costs will be broken down.

The revised budget worksheet should require schools to present their budgets in sufficient detail to determine whether the figures are being developed based on realistic projected costs. We note that approximately 1/3 of the new projects approved during FY1994-95 requested and received the maximum grant award without a detailed budget request. This means the panel recommended funding amounts without information on whether the amounts requested were reasonable.

Unfair advantage

The current award process allows some schools to have greater access to the panel's decision making. We found that schools directly affiliated with a panelist had an unfair opportunity to clarify their proposals. In one instance, the panel chairperson was the project coordinator for her school's proposed project. In another instance, a panel member was the principal of a school that submitted a proposal and had signed off on the submission.

In the two cases of potential conflict, several panel members also stated that voting in such situations would be improper. However, the review panel has no policy or procedure specifying when panel members should refrain from voting. Neither does the review panel require panel members to disclose that they are affiliated in any manner with a particular proposal. The likelihood of an affiliation to occur is high since the current nine member panel is comprised of five DOE employees.

Even though the two panel members cited in our examples did not vote, they were allowed to answer questions from other panel members and to participate in the discussions about their proposals. Other schools did not have the same opportunity. Several panel members said that it would be too time consuming to allow schools to sit in on discussions on their proposals. However, the current procedure allows schools affiliated with a panel member to have the advantage of giving the review panel more information and clarification during discussions on proposals. The situation is of particular concern because several panel members do not perceive this situation as creating any potential conflict or advantage.

On-Going Evaluations Are Inadequate

The law requires the review panel to assist the superintendent in evaluating, on a continuing basis, all incentive and innovation projects. The panel is required to recommend the termination of funding for projects that do not meet the requirements of their proposals. Although several evaluations are done for each project, we found no assurance that projects awarded grants are meeting their objectives.

The DOE and the review panel have not adequately evaluated grant projects. Panelists do not always attend monitoring visits and the evaluations which are done are not always independent. In addition, the panel does not always use the evaluations in deciding on continued funding for multi-year projects. These factors hinder the meaningful assessment of projects, and the review panel does not have the necessary information for deciding whether funding for a project should be terminated.

Panelists do not evaluate all projects

The Legislature required all incentive and innovation grant projects to be evaluated by the DOE and the panel. The continued funding of projects was intended to be contingent upon these evaluations. The review panel adopted the evaluation procedures developed by the same DOE steering committee that drafted the program parameters. The procedures require several evaluations for each project awarded a grant.

First, shortly after a grant award is made, OIS and DOE district staff conduct an on-site visit to assist the school in strengthening its approved proposal. The school may be asked to make minor modifications for improving the project. Second, OIS staff and panel members make monitoring visits each April to observe the project's progress first hand. Third, schools must submit an annual progress report each April, explaining whether the project has met its goals and objectives. In addition the panel informs schools that external evaluations are conducted by the state DOE office in each of the first two years for three-year projects and each of the first three years for four-year projects. So far, however, no external evaluations have been conducted.

We found that half of the review panelists were either unaware of the different evaluations or did not understand how each of the evaluations is used. In addition, we reviewed site visit reports completed for each of the schools monitored during FY1993-94 and determined that 7 of the 39 projects receiving a grant award were not visited by a single panel member during FY1993-94. These seven projects included two which had been grandfathered into the program and five which had received grant awards competitively.

Panelists also expressed confusion as to why they were expected to monitor pilot projects grandfathered into the grant program when they had never recommended funding for these programs. One panelist also stated that it would not matter what the panel recommended for grandfathered projects because funding would be continued regardless of the panel's input.

Funding not tied to project evaluations

Panelists do not have sufficient knowledge of project evaluations to recommend termination of funding to the superintendent. In addition to the failure of the panel to assist the DOE in evaluating all projects, we also found that panelists are not routinely aware of what is written in the site visitation reports that document monitoring visits. Although OIS informed us that panelists receive copies of all monitoring reports, panelists told us they do not always receive these reports, and that they do not routinely read the evaluation reports they do receive. Panelists rely upon a verbal report from the panel member visiting the multi-year projects before deciding whether to recommend continued funding for these projects. This is of concern because the panel did not visit each of the incentive and innovative projects during FY1993-94, and yet it recommended continued funding for all multi-year projects.

Project evaluations lack independence

Evaluations rely largely on internal evaluations done by the schools. On-site project monitoring teams depend upon the data presented to them by the schools in assessing the progress of projects. The *Annual Progress Report*, which is submitted by the schools to OIS, also contains data generated by the schools. The panel has relied upon this data and has not tested its validity. Panel members and the DOE should not rely completely on information from the schools. They need to also do some independent monitoring.

Conclusion

The Legislature has actively supported innovative programs in schools as a means of fostering school reform. The review panel was created to make grant award recommendations to the superintendent and to assist the superintendent in the evaluation of incentive and innovation projects.

We found that the parameters of the incentive and innovation grant program are not clearly defined and limit the panel's advisory role. The panel has been hampered in making grant award recommendations because grants have been awarded and grant amounts decided without input from the panel. We also found that schools have not had an equal opportunity to compete for grant awards because selection criteria are not clearly stated and uniformly applied. Evaluations of projects receiving funds have also been inadequate, and the panel has not routinely used these evaluations in establishing grant award amounts for multi-year projects.

Recommendations

1. The superintendent of education should ensure that the panel reviews and makes recommendations and decisions on all grant proposals and projects funded by the incentive and innovation grant program.
2. The Legislature should appropriate funds for the incentive and innovation grant program with the specific proviso that funds are to be fully utilized solely for the program's purposes.
3. The Legislature should require the Department of Education to submit annual reports detailing the expenditures of grant funds, projects receiving awards, amounts awarded, and any evaluations that have been made.
4. The Incentive and Innovation Grant Review Panel should develop clear grant selection criteria and written policies and procedures to ensure that the criteria are consistently applied to all grant proposals. The grant criteria and selection procedures should include the following:
 - a. Criteria defining when and how a proposal is innovative;
 - b. Requirements for panelists affiliated with a specific project or school to disclose this information and refrain from panel discussions;
 - c. A standardized form and format; and
 - d. A detailed budget and budget narrative.
5. The Department of Education and the review panel should evaluate all grant projects independently from the internal evaluations done by the schools. The review panel should consider the evaluation reports in making grant awards.

Notes

Chapter 1

1. Act 289, Section 67, SLH, 1993.
2. Act 364, Section 13, SLH 1993.

Responses of the Affected Agencies

Comments on Agency Responses

We transmitted a draft of this report to the Department of Education, the Incentive and Innovation Grant Review Panel, and the Board of Education on December 5, 1994. A copy of the transmittal letter to the department is included as Attachment 1. A similar letter was sent to the panel and the BOE. The department's and panel's responses are included as Attachments 2 and 3, respectively. The board did not respond.

The Department of Education did not agree with two of our five recommendations. It did not agree that a specific proviso for appropriations to the incentive and innovative grant program is necessary since general laws already state that appropriations must be expended for the purposes intended. If this is so, then a more specific proviso should not constrain the department in any manner. The department also disagreed that schools receiving grant awards should be evaluated independently from the schools. It maintains that an internal evaluation supported by an on-site visit by the department and panel is sufficient for one-year projects. We believe that all evaluations should be independent and external to the entity being evaluated.

The panel did not respond specifically to our recommendations but did comment that it will be making some changes as a result of the audit. The panel agreed that clearer selection criteria and guidelines are needed and acknowledged the potential conflict by members directly affiliated with schools submitting proposals. The panel noted that it plans to develop procedures to remove any unfair advantage or conflict where panelists are affiliated with a particular school.

Both the department and panel disagreed with our statement that the panel did not evaluate all projects. They state that the only projects not visited by panel members were those that had been grandfathered into the program by the DOE or Legislature. We note however that of the seven schools not visited by a panelist, five were schools that received grant awards competitively. In addition, we found that the panel did visit several projects that had been grandfathered into the program. We added this information to the report.

The panel and department also responded that all decisions to continue funding for multi-year programs were made only after the panel read all site-visitation and program annual reports. In interviews, panelists informed us they did not always receive or read these evaluation reports.

Both the department and panel emphasized the voluntary nature of the panel and the time needed to carry out its responsibilities.

ATTACHMENT 1

STATE OF HAWAII
OFFICE OF THE AUDITOR
465 S. King Street, Room 500
Honolulu, Hawaii 96813-2917



MARION M. HIGA
State Auditor

(808) 587-0800
FAX: (808) 587-0830

December 5, 1994

COPY

The Honorable Herman M. Aizawa
Superintendent of Education
Department of Education
Queen Liliuokalani Building
1390 Miller Street
Honolulu, Hawaii 96813

Dear Dr. Aizawa:

Enclosed for your information are three copies, numbered 6 to 8 of our draft report, *A Review of the Incentive and Innovation Grant Review Panel of the Department of Education*. We ask that you telephone us by Wednesday, December 7, 1994, on whether or not you intend to comment on our recommendations. If you wish your comments to be included in the report, please submit them no later than Thursday, December 15, 1994.

The Board of Education, the Incentive and Innovation Grant Review Panel, Governor, and presiding officers of the two houses of the Legislature have also been provided copies of this draft report.

Since this report is not in final form and changes may be made to it, access to the report should be restricted to those assisting you in preparing your response. Public release of the report will be made solely by our office and only after the report is published in its final form.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Marion M. Higa'.

Marion M. Higa
State Auditor

Enclosures

BENJAMIN J. CAYETANO
GOVERNOR



HERMAN M. AIZAWA, Ph.D.
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804.

OFFICE OF THE SUPERINTENDENT

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OFF. OF THE AUDITOR
STATE OF HAWAII

December 13, 1994

MEMO TO: Ms. Marion M. Higa, State Auditor
FROM: Herman M. Aizawa, Ph.D., Superintendent *H. M. Aizawa*
SUBJECT: Comments on Draft Report, *A Review of the Incentive and Innovation Grant Review Panel of the Department of Education*

Thank you for the opportunity to comment on the draft report, *A Review of the Incentive and Innovation Grant Review Panel of the Department of Education*.

The following comments are related to some inaccurate statements contained in the report.

1. Page 4, Exhibit 1.1, Incentive and Innovation Grant Process

The process does not end with the reports being submitted to the Office of Instructional Services (OIS). The reports are forwarded by OIS to the Review Panel. The Review Panel uses the on-site visitation and annual progress reports in making its decision about the continued funding of multi-year projects.

2. Page 16, Unfair Advantage

The panel used consensus, rather than voting, as its decision making process.

3. Page 17, Panelists do not evaluate all projects

External evaluations are conducted for, not in, each of the first two years for three-year projects and each of the first three years for four-year projects.

Also, it should be noted that the seven (7) projects which were not visited by panel members were projects that were grandfathered into the grant program.

Ms. Marion M. Higa
Page Two
December 13, 1994

4. Page 18, Funding not tied to project evaluations

The review panel did receive and read all on-site visitation reports, as well as all annual progress reports, in making its decision about continued funding of multi-year projects.

The following comments are related to the recommendations contained in the report. The Department does not concur with recommendations 2 and 5.

1. Recommendation 2: The Legislature should appropriate funds for the incentive and innovation grant program with the specific proviso that funds are to be fully utilized solely for the program's purposes.

The Department does not believe that a specific proviso for the Incentive and Innovation Program is necessary. The general laws already state that legislative appropriations must be used for the purposes intended. However, if the Governor exercises his authority to restrict funds from the Department's appropriation, the Department believes that it should retain the right to decide which program appropriations should be reduced.

2. Recommendation 5: The Department of Education and the review panel should evaluate all grant projects independently from the internal evaluations done by the schools. The review panel should consider the evaluation reports in making grant awards.

The review panel does consider all evaluation reports, both internal and external, in making its decision about continued funding for multi-year projects. While internal evaluations are completed for all projects, external evaluations are conducted only for multi-year projects. The Department believes that internal evaluations, supported by on-site visitations, are valid for single-year projects that receive one-time funding. Independent, external evaluations for all projects would further reduce the amount of monies available to fund school innovation projects.

Finally, it is recommended that the fact that review panel members serve voluntarily and without compensation be emphasized in the report. The commitment and dedication demonstrated by review panel members in carrying out their duties should be properly acknowledged. The review panel members devote between five to six days annually to perform such functions as reviewing project proposals and recommending proposals for funding, making on-site visitations, and revising program forms and procedures.

Ms. Marion M. Higa
Page Three
December 13, 1994

Thank you again for the opportunity to comment on the draft report. We hope that our comments will be given serious consideration as you prepare the final report.

HMA:RT:ad

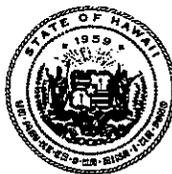
cc: Office of Instructional Services
Office of Business Services
Budget Branch
General Education Branch
Community Education Section

Benjamin Cayetano

~~JOHN WAIHEE~~
GOVERNOR

Herman M. Aizawa, Ph.D

~~CHARLES T. TOGUCHI~~
SUPERINTENDENT



COMMUNITY EDUCATION
SECTION

STATE OF HAWAII

DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES

595 PEPEKEO STREET, BUILDING H, ROOM 2
HONOLULU, HAWAII 96825

December 13, 1994

The Honorable Marion M. Higa
Office of the Auditor
456 S. King Street, Room 500
Honolulu, Hawaii 96813-2917

RECEIVED

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OFF. OF THE AUDITOR
STATE OF HAWAII.

Dear Ms. Higa,

Thank you for the opportunity to respond to your draft report, *A Review of the Incentive and Innovation Grant Review Panel of the Department of Education*. Members of the Review Panel met to discuss your report and those who did not attend sent their responses for the group to consider. We found the report to be helpful in seeing the work of the Incentive Innovation Grant (IIG) Review Panel through different eyes and will be making some changes as a result. We are in agreement with parts of the report, however there are some statements with which we disagree. The following comments are for your consideration:

Award criteria are unclear (page 12)

We are concerned with the statement, "At times panel members relied on their own personal unwritten criteria.", and the following paragraph which cites an example that panel members have differing perspectives that they favor which are not part of the criteria on the Fact Sheet and are inconsistent with each other.

The panel membership is made-up of individuals reflecting the SCBM process that is diverse in its make-up. Understanding this diversity, the panel members used consensus as a means to award grants, rather than to vote. This form of decision-making promoted in-depth discussion, clarification, understanding, and consistency to decisions made. Personal perspectives did not serve as criteria in this form of decision-making.

Ms. Marion Higa
December 13, 1994
Page 2

"Innovation" undefined (page 12)

We disagree that the panelists relied upon their own individual interpretations of the term Innovation. Prior to reviewing proposals, the panel members agreed to a common definition of innovation to mean anything new or different from the norm for that particular school which submitted the proposal.

We agree that this definition should be clearly stated to schools and will do so for the 1995-96 requests for proposals.

On-Going Evaluations Are Inadequate (page 17)

The panel members disagree that they did not always attend monitoring visits. They did monitor all projects which they recommended for funding. Those projects that were placed into the IIG program by the DOE or Legislature were not monitored by the panelists since they were not requested to do so.

Funding not tied to project evaluations (page 18)

We disagree with this paragraph. Prior to decisions made by the panel for continued funding, site visitation reports and evaluations were reviewed by members of the panel for each project they recommended. The panel did not make decisions for continued funding on projects folded into the IIG by the DOE or Legislature.

We strongly agree that the panel should review and make recommendations and decisions on all grant proposals and projects funded by the IIG program. This will help to promote equity and consistency in the program. We also agree that clearer selection criteria and guidelines are needed and changes are being made to improve this situation. Independent evaluations are needed and presently being conducted by the University of Hawaii Curriculum and Research Development Group on second and third year projects. These evaluation results will be used as part of the decision for continued funding.

The panelists also acknowledge the issue of potential conflict by members directly affiliated with schools submitting proposals. The panel will develop guidelines and procedures to remove any unfair advantage or conflict where members are affiliated with particular proposals.

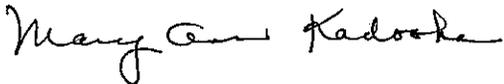
An over-all concern by the panel members in reviewing the report is that the expectation of panelists appears to be greater than the volunteer nature of the group. The amount of time required of panelists to carry out their responsibilities, as recommended by the

Ms. Marion Higa
December 13, 1994
Page 3

report, may be affected by the ability of employers to release panel members from their organizations. Additional costs for panel expenses is also anticipated as their responsibilities increase. This will decrease the total funding available for grants since administrative costs are funded by IIG funds.

This concludes our comments on the draft of your report. If there are any questions, I can be reached at 594-0400. Thank you again for this opportunity to respond to your report. We hope that you will seriously consider our comments.

Sincerely yours,

A handwritten signature in cursive script that reads "Mary Ann Kadooka".

Mary Ann Kadooka
Chairperson, Incentive and Innovation Grants Review Panel

**Appendix A
Incentive and Innovation Grant Awards**

FY1993-94

School	FY93-94	Percent of Total
Honolulu District		
Kalihi-Waena Elementary	\$ 40,579	
Liliuokalani Elementary	12,500	
McKinley High	9,000	
Roosevelt High	43,433	
Waikiki Elementary	33,969	
Honolulu District Total	\$ 139,481	
Central District		
Aiea High	\$ 43,010	
Kipapa Elementary	29,984	
Mililani High	5,200	
Mokulele Elementary	14,342	
Waialua Elementary	46,378	
Central District Total	\$ 138,914	
Leeward District		
Makaha Elementary	\$ 7,400	
Waipahu Complex	47,795	
Leeward District Total	\$ 55,195	
Windward District		
Aikahi Elementary	\$ 49,500	
Kailua Elementary	15,000	
Kapunahala Elementary	18,988	
Maunawili Elementary	4,183	
Blanche Pope Elementary	44,950	
Waimanalo Elementary & Intermediate	34,757	
Windward District Total	\$ 167,378	
Hawaii District		
Kahakai Elementary	\$ 32,990	
Hilo Union & Haaheo Elementary	12,068	
Konawaena High & Intermediate	32,760	
Waiakea High	19,185	
Hawaii District Total	\$ 97,003	
Maui District		
Maui High	\$ 21,250	
Maui District Total	\$ 21,250	
Kauai District		
Waimea High	\$ 36,458	
Kauai District Total	\$ 36,458	
Subtotal	\$ 655,679	21%
Administrative Costs	\$ 60,869	2%
DOE Restriction	\$ 501,095	16%

Other Awards

Ahuimanu Elementary Mastery-in-Learning	\$	16,624	
Castle High Team Teaching		217,110	
Hawaii District Middle Schools		37,605	
Honolulu District Middle Schools		805,520	
Ilima Intermediate Team Teaching		70,481	
Kahuku High Aquaculture		14,800	
Kapaa Elementary School-Within-School		52,647	
Kapaa Complex Special Needs		337,500	
Kawananakoa Intermediate Restructuring		94,465	
Kilohana Elementary Year Round School		50,000	
Waiatae Elementary		45,000	
Waihee Year Round School		167,324	
Waimea Elementary & Intermediate Year Round School		50,000	
Subtotal	\$	1,959,076	62%
Total	\$	3,176,719	

FY1994-95

School		FY93-94	Percent of Total
Honolulu District			
Kaimuki High	\$	28,922	
Princess Kaiulani Elementary		49,923	
Kalani High		47,000	
Likelike Elementary		46,000	
Stevenson Intermediate		50,000	
Washington Intermediate		50,000	
Honolulu District Total	\$	271,845	
Central District			
Aliamanu Elementary	\$	50,000	
Nimitz Elementary		50,000	
Waialua High & Intermediate		50,000	
Central District Total	\$	150,000	
Leeward District			
Pearl City High	\$	47,540	
Leeward District Total	\$	47,540	
Windward District			
Kahuku High & Intermediate	\$	49,034	
Windward District Total	\$	49,034	
Hawaii District			
Kalaniana'ole Elementary & Intermediate	\$	50,000	
Pahoa High & Intermediate		44,834	
Konawaena High		24,952	
Hawaii District Total	\$	119,786	
Maui District			
Hana High & Elementary	\$	13,000	
Iao Intermediate		50,000	
Lahaina Complex		50,000	
Maui District Total	\$	113,000	

Kauai District		
Eleele Elementary	\$	26,890
Kauai District Total	\$	26,890
Subtotal	\$	778,095
		33%
FY1993-94 Multi-Year Projects	\$	373,811
		16%
Administrative Costs	\$	88,940
		4%
DOE Restriction	\$	419,308
		18%
Other Awards		
Ilima Intermediate Team Teaching	\$	54,840
Kapaa Complex Special Needs		337,500
Kawananakoa Intermediate Restructuring		91,400
Kilohana Elementary Year Round School		37,500
Waialae Elementary		36,560
Waihee Elementary Year Round School		83,662
Waimea Elementary & Intermediate Year Round School		37,500
Subtotal	\$	678,962
		29%
Total	\$	2,339,116

**Appendix B
Incentive and Innovation Grant Awards
Program Descriptions
FB1993-1995**

School	Award Amount		Project Description
	FY93-94	FY94-95	
Honolulu District			
Kaimuki High School*	\$0	\$28,922	"Connecting School to Work" project focuses on guidance and counseling, student motivation, and instructional relevancy to improve student attendance and achievement.
Princess Kaiulani Elementary	\$0	\$49,923	Collaborative effort among all grade levels to participate with third graders in their semester long study of space and space living in the "Sharing Space" project.
Kalani High*	\$0	\$47,000	Open-Ended Interactive Math Program to ensure that all students have an equal opportunity to learn and become mathematically literate. Instructional approach through heterogeneous groups that include top to bottom stanines.
Kalihi Waena Elementary	\$40,579	\$0	Use of multi-media technology (computers) to excite and maximize student learning.
Likelike Elementary*	\$0	\$46,000	Program for parents which includes basic literacy and parenting skills. "Project Laulima" provides adult education and materials for parents (English, math, GED) to ensure that students entering kindergarten will be better prepared.
Liliuokalani Elementary	\$12,500	\$0	Hands-on student operated and executed Video Production Company to develop oral communication skills. Students become planners, managers, performers, interviewers, and producers.
McKinley High*	\$9,000	\$43,000	Integration of science/math curriculum and instruction with vocational-technical education.
Roosevelt High	\$43,433	\$0	Core Program taught, tutored and counseled by five teachers integrating language arts, science, world history, and guidance for at-risk ninth graders. Educational technology to be used to motivate and excite students.
Stevenson Intermediate	\$0	\$50,000	"Accelerated Reader" project to increase the student reading and student reading levels by purchasing more books and computer disks to meet the wide range of interests and reading levels of students.
Waikiki Elementary*	\$33,969	\$38,984	"Mindful School" to promote intellectual curiosity and thinking using portfolios, observations, and interviews as assessment instruments.

School	Award Amount		Project Description
	FY93-94	FY94-95	
Washington Intermediate*	\$0	\$50,000	"Knowing the Good, Desiring the Good, Doing the Good" project addresses need to implement character education by developing community and school service curriculum through collaboration with teachers, parents, and students.
Honolulu District Total	\$139,481	\$353,829	
Central District			
Aiea High	\$43,010	\$0	Extended school day or flexible hours, including Saturday classes, to meet needs of "at-risk" students who need to make up a few credits but have jobs, are teenage parents, etc.
Aliamanu Elementary*	\$0	\$50,000	"Alignment of Math Curriculum to NCTM Standards" project to assist students in developing a broader and more integrated view of mathematics by retraining teachers to shift math curriculum to achieve NCTM standards.
Kipapa Elementary*	\$29,984	\$19,984	Use of performing arts or Educational Theater to strengthen student learning/achievement of communication skills and knowledge. Build a "within the school" staff development that capitalizes on the strengths and resources of staff as well as consultants.
Mililani High	\$5,200	\$0	An integrated/interdisciplinary agriculture program that involves students in the production and sale of tropical fish.
Molulele Elementary*	\$14,342	\$29,861	A collegial coaching staff process where teachers support each other. Focus on both student and teacher growth in inquiry and questioning skills.
Nimitz Elementary*	\$0	\$50,000	"Math on the Move" project to promote interactive learning in mathematics. The program includes MathKeys, a Macintosh-based software series to engage students in making the connection from the concrete to the abstract.
Waialua Elementary*	\$46,378	\$3,590	Restructuring of curriculum and instruction to involve students in real life situations via school community turned "micro-community." Political, economic, judicial, and social systems of society are replicated in the school setting.
Waialua High & Intermediate*	\$0	\$50,000	"Partnerships in Education" project to implement Tech Prep which will place students with career goals in focused and articulated programs. Program will prepare students for success as adults by exposing them to multiple career options.
Central District Total	\$138,914	\$203,435	

School	Award Amount		Project Description
	FY93-94	FY94-95	
Leeward District			
Makaha Elementary	\$7,400	\$0	"Hands-on" science program that builds on concrete experiences and resources of students.
Pearl City High*	\$0	\$47,540	"Developing Resilient Students" project attempts to meet the diverse learning styles by immersing 50% of students in the applied Mathematics Materials developed as part of the Tech Prep Initiative by teaching problem-solving through hands-on activity.
Waipahu Complex	\$47,795	\$0	A complex-wide cooperative learning training program for teachers using the Complex Instruction Model (CIM) developed at Stanford University.
Leeward District Total	\$55,195	\$47,540	
Windward District			
Aikahi Elementary*	\$49,500	\$37,125	A "hands-on" exploration/experimentation environmental education program that impacts on where students live. Uses technology in enhancing curriculum and instruction.
Kahuku High & Intermediate*	\$0	\$49,034	"Marine Science Certification Program" to promote marine science program. Program will equip marine science laboratory to inspire students and enable them to see the relevance of science in their lives by requiring an 80% performance mastery level of fundamental concepts in marine biology.
Kailua Elementary*	\$15,000	\$15,000	A technology-based curriculum which centers around student projects in a variety of subject areas.
Kapunahala Elementary*	\$18,988	\$9,400	A Quality Instructional Management System (QIMS) that will provide teachers with timely student information to assist in instructional decision-making. A database will be developed for studying and analyzing information on instructional objectives, student evaluation, test results, etc.
Maunawili Elementary	\$4,183	\$0	School-wide portfolio assessment.
Blanche Pope Elementary*	\$44,950	\$37,500	Support for the required six days of Accelerated Student training for teachers.
Waimanalo Elementary & Intermediate*	\$34,757	\$20,734	School-wide History of Waimanalo project designed to integrate academic disciplines into an inquiry-based research/presentation effort. Incorporate sound/video (technology) modes to enhance learning and presentation.
Windward District Total	\$167,378	\$168,793	

School	Award Amount		Project Description
	FY93-94	FY94-95	
Hawaii District			
Kahakai Elementary*	\$32,990	\$27,950	School-wide sequential series of studies to address environmental problems. Uses telecommunication to facilitate information exchange with professionals, other classes in the state, the National Geographic Kids Network, etc.
Kalaniana'ole Elementary & Intermediate	\$0	\$50,000	"Early Elementary Learning Enhancement with Technology" project to improve SAT scores in reading and math by delivering lessons using IBM's Teaching and Learning with Computers methodology which uses cooperative learning and learning centers as basic strategies for instruction.
Hilo Union and Haaheo Elementary*	\$0	\$16,800	Expansion of the Gifted/Talented (GT) program to incorporate multiple intelligence via staff training in multiple intelligence theory, differentiated curriculum planning and implementation and recognized nurturing characteristics of "giftedness."
Konawaena High & Intermediate*	\$32,760	\$37,500	"West Hawaii Explorations Academy" project to create an operational, integrated learning laboratory for secondary students to be headquartered at the National Energy Laboratory of Hawaii. Use of accessible aquaculture and energy projects to motivate student learning and achievement.
Konawaena High*	\$0	\$24,952	"Konawaena High Tech Prep Academy" project to restructure the current curriculum to provide more adequately for non-college bound students who are not prepared for employment by using applied academic materials, cooperative learning strategies, group learning activities and project orientation learning.
Pahoa High & Intermediate	\$0	\$44,834	"Hanakahi" project to create a multi-media computer lab in order to house 24 Macintosh computers and peripheral equipment. Project goal is to integrate the use of computers with programs within the school.
Waiakea High*	\$19,185	\$21,903	Expansion of current Hawaiian student mentoring program for students whose GPAs fall under 2.0. College students and other interested adults to serve as "anchors" for students.
Hawaii District Total	\$97,003	\$223,939	

School	Award Amount		Project Description
	FY93-94	FY94-95	
Maui District			
Hana High & Elementary*	\$0	\$13,000	"Lifescaping" in the Middle School project provides for the establishment of a school-within-a-school to embrace the middle school concept. Funds will be used to restructure four classroom environments into "learning centers" which integrate science, math, language arts, Hawaiian culture, and technology for 6th and 7th graders.
Iao Intermediate*	\$0	\$50,000	"Technology Integration" project to improve students' skills in: writing, oral communications, historical research, problem-solving in mathematics, and to build community relationships by providing a technology lab with equipment, proper space and trained personnel to integrate the technology into language arts, social studies, math and science.
Lahaina Complex*	\$0	\$50,000	"Lahaina Complex 2000" project to bridge the gap between students' educational achievement and career opportunities through the development of career curricula that encompasses career awareness (K-5), career exploration (6-8), and career experience (9-12).
Maui High*	\$21,250	\$14,480	Interdisciplinary teaching teams and curriculum to provide "hands-on" learning in English, math, science and social studies.
Maui District Totals	\$21,250	\$127,480	
Kauai District			
Eleele Elementary	\$0	\$26,890	"Peer Publishing Program" is a project to create a multimedia center to enable students and teachers to cooperatively focus on developing the understanding and learning of the "authoring" process. Students will participate in researching, creating art/graphics, and publishing their own materials.
Waimea High	\$36,458	\$0	Collaborative research by students with UH students in the Rainbow Advantage Program via electronic mail.
Kauai District Totals	\$36,458	\$26,890	
Total All Districts	\$655,679	\$1,151,906	

Note: Reflects awards for FY1993-95 only. Multi-year projects are identified with an asterisk (*) and do not reflect award amount past FY94-95.

