

PROPOSAL APPLICATION CHECKLIST: Trainings & Apprenticeships

Applicant: Friends of the Future

RFP No.: 4576

The applicant’s proposal must contain the following components in the order shown below.

Return this checklist to the purchasing agency as part of the Proposal Application.

Item	Reference in RFP	Format/Instructions Provided	Required by Purchasing Agency	Applicant to place "X" for items included in Proposal
General:				
Proposal Application Checklist	Section 1, RFP	Attachment A	X	X
Proposal Application Form	Section 1, RFP	Attachment B	X	X
B Proposal Table of Contents Entity Description COGS Project Description Community Benefit Leveraging Partns. & Resources Mgmt. Capacity & Outcomes Budget & Financials/Statement.	Section 3, RFP	Section 3, RFP	X	X
One Unredacted Electronic Copy of Proposal (PDF format)	Section 1, RFP	Section 1, RFP	X	X
One Redacted Electronic Copy of Proposal (PDF format)	Section 1, RFP	Section 1, RFP	X	N/A
Certifications:				
Federal Certifications	Section 5, RFP	Attachment F, App. I	X	X
Program Specific Requirements:	N/A			

PROPOSAL APPLICATION FORM


Project Title:	Early Childhood Trainings and Apprenticeships
Organization Name:	Friends of the Future
Contact Name:	Susan Maddox
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Project Category: EARLY CHILDHOOD INITIATIVES PROGRAM

Funding Summary.	Amount
SLFRF Funds Requested.	\$1,000,000
Funds From Other Sources (if available).	\$0
In-kind Contribution Value (if available).	\$0
Total Project Cost.	\$1,000,000

ACKNOWLEDGEMENT

I, the undersigned, hereby certify that the information provided in this County of Hawai'i Request for Proposals has been reviewed in its entirety and the affixed signature accepts responsibility on behalf of said organization to inform its members of the content herein. All terms and conditions of this County of Hawai'i Request for Proposals shall be a part of any contract entered into as a result of this proposal.

Signature:	
Name (please type or print clearly):	Susan Maddox
Title:	Executive Team Leader
Date Signed:	May 15, 2024

Proposal Application Table of Contents

Proposal Application Checklist.....	1
Proposal Application Form.....	2
Table of Contents.....	3
3.1. Entity Description.....	4
a. Brief Description.....	4
b. Name(s) of Principals Responsible for Organization.....	4
c. Number of Jobs Entity Provides.....	4
d. Community Served by the Organization.....	4
e. Certificate of Good Standing.....	4
3.2 COVID-19 Impacts.....	4
a. Description of Economic Harm.....	4
b. Response to Negative Impacts of COVID.....	4
3.3 Project Description.....	5
a. Project Description.....	5
b. Description How Project Responds to Negative Impacts of COVID.....	5
c. Timeline.....	6
d. Entity’s Capacity to Carry Out Goals.....	7
3.4 Community Benefit.....	7
a. History of Creating Community Benefit.....	7
b. Ongoing Community Benefit.....	7
c. Benefit to the County.....	8
3.5 Leveraging Partnerships and Resources.....	9
a. Entity’s Track Record.....	9
b. Leveraging Additional Partnerships.....	9
3.6 Management Capacity and Measurable Outcomes.....	10
a. Entity Experience and Capacity.....	10
b. Management, Implementation, Measurement and Reports.....	10
c. Additional Staff.....	10
d. Identifying and Tracking Beneficiaries.....	10
3.7 Budget and Financials.....	10
a. Total Funding Request.....	10
b. Category A N/A.....	10
c. Budget Narrative.....	10
d. County or Federal COVID-19 Funding.....	11
e. Detailed Project Timeline.....	11
f. Attached Financial Reports.....	12

Attachments

- A. Executive Team Leader CV
- B. Certificate of Good Standing
- C3. Project Budget: Early Childhood Training & Apprenticeships
- D. Current Year Financial Statements
- E1-4. FYE 22 and FYE 23 Audits and Form 990s
- F. FYE23 and FYE24 Operating Budgets
- G. Statement Related to Use of Federal Funds

3.1 Entity description

a. Provide a brief description of your entity including mission, goals, and history in the County of Hawai'i.

Founded on Hawaii Island in 1991 by Native Hawaiian business executive and community service leader Kenneth Brown, Friends of the Future (FOF), is an ever changing collective of programs and initiatives led by community for community.

FOF's mission: Facilitating a sense of lokahi (harmony and balance) among the diverse people of Hawai'i, we encourage each person to contribute their deepest values to create shared visions and to continuously improve our communities.

Goals: 1) increase community stability and esteem by preserving the cherished cultural anchors of Hawai'i Island; 2) effectively focus community resources on community identified needs by promoting dialogue that brings together community members from diverse backgrounds and interests; and 3) significantly improve the quality of life of all who live, work and play on Hawai'i Island.

b. Provide the name(s) of the principal(s) responsible for the entities' organizational operations. Be sure to include their qualifications.

Susan Maddox has served as Executive Team Leader for Friends of the Future since 1996. During that time FOF has provided administration, accounting, grants management, technical assistance, strategic planning and meeting facilitation services to more than 110 community-based programs and initiatives. She is responsible for all day-to-day operations, budget and finance, human resources, and community outreach. (See Attachment A for CV)

c. Describe how many employees or jobs your entity provides opportunities for.

There are eight (8) full time, two (2) part time paid staff, 20 independent contractors and 60 regular volunteers across the 35 programs currently active within FOF. The proposed **Early Childhood Training & Apprenticeships** project will add two (2) full time paid staff and between 12 to 15 training sites.

d. Describe the community served by your entity.

Based in Waimea, FOF's broad community-capacity building philosophy allows inclusion of programs around Hawaii Island. Programs serve all people of all ages, ethnicities, and socio-economic backgrounds.

Early childhood experiences are the foundation for brain development, school readiness, and early academic achievement.¹

The **Early Childhood Training & Apprenticeships** project has two (2) distinct, yet interrelated components:

- 1) During the contract period, FOF will plan, implement, and evaluate three (3) annual early childhood conferences, and at least two (2) to three (3) workshops each year to increase the skills and knowledge of those working in early childhood education careers.
- 2) Explore the feasibility of establishing a Hawai'i Department of Labor and Industrial Relations licensed early childhood education apprenticeship program in partnership with the Early

¹ Why Early Childhood Matters.N.D. NC Department of Health and Human Services.
<https://www.ncdhhs.gov/about/department-initiatives/early-childhood/why-early-childhood-matters#:~:text=Early%20childhood%20experiences%20of%20from%20birth,future%20learning%2C%20behavior%20and%20health.>

Childhood Resource Team (ECRT), Hawai'i Community College, Honolulu Community College and Keiki O Ka 'Aina.

e. Submit a Certificate of Good Standing from the State of Hawai'i DCCA, which must be dated within thirty (30) days of proposal submittal. (See Attachment B)

3.2 COVID-19 Impacts

a. Description of Economic Harm

As a result of the COVID pandemic, families across Hawai'i Island, especially those with young children, were often forced to make a decision about staying in the workforce or staying home to care for their children. Statewide, the majority (61%) reported lost income directly related to the pandemic, and 24% reported little confidence they would meet basic living expenses. Today, four (4) years later many families continue to experience post-pandemic financial insecurity and/or lack of employment with a livable wage and benefits. Parents also face increased difficulty finding childcare, which has never regained pre-pandemic capacity. Many centers did not reopen after COVID and those that did continue to struggle to find qualified staff. The lower enrollment also contributed to centers decreasing staff, which caused a ripple effect. Those who lost their jobs, often turned to other employment options to sustain their families.

b. Description of How Project Responds to Negative Impacts of COVID

Increasing the professional skills of those charged with the care and nurturing of our children, in a high quality childcare center can assist in providing the socialization, fine and gross motor skills, and learning children missed during COVID when mandated social distancing and business shut downs occurred.

3.3 Project Description:

a. Describe your project in detail and how it increases resilience, supports recovery, and/or provides relief.

America's future depends on quality childcare. It fuels our country's economic engine by allowing parents to work, while also building the future workforce. Of the 12 million infants and toddlers in the United States, more than half spend some or all their day being cared for by someone other than their parents. The COVID-19 pandemic further exacerbated an already fragile, underfunded childcare system that does not adequately provide what babies and families need to thrive and our economy needs to stay strong. As we build back, policymakers must recognize childcare as an essential public good and ensure all families who need it have *quality, available, affordable, and accessible* care that supports children's healthy development. An integral part of that quality is to continuous opportunities for early childhood educators and staff to receive additional education, training and experience.

The **Training** component will include:

- 1) Work collaboratively with ECRT and early childhood education partners to plan, implement and evaluate three (3) annual 2-day professional development conferences to bring national speakers and best practices to Hawai'i Island
- 2) Based on conference evaluations and participant surveys, plan, implement and evaluate 2-3 additional workshop format education experiences

The **Apprenticeships** component, in partnership with the ECRT, Hawaii Community College, Honolulu Community College and Keiki O Ka 'Aina, will include:

- 1) Research into the feasibility of creating a County-level early childhood education apprenticeship program under the Hawai'i Department of Labor & Industrial Relations licensed apprenticeship

- 2) Execute a Memorandum of Agreement with Keiki O Ka 'Aina
- 3) Draft a Hawai'i County specific apprenticeship program
- 4) Recruit early childhood care center and program participants
- 5) Oversee/manage the financial aspects of the apprenticeship program
- 6) Track successful candidate participation and post-apprenticeship employment

b. Describe how this proposal directly responds to the negative economic impacts of the COVID-19 pandemic consistent with ARPA guidelines (include relevant citations from the U.S. Treasury materials).

Training and Apprenticeship activities are eligible for ARPA funds because they respond to “a harm ... caused or exacerbated by the public health emergency or its negative economic impacts and the program, service, or capital expenditure responds to such harm.” The negative impacts of the pandemic for families in Hawai'i County are documented in *The Hawai'i County Early Childhood Community Profile*.² Already experiencing a lack of resources and opportunities, Hawai'i young children continue to face additional disadvantages from the pandemic. Across Hawai'i, early care and learning enrollment remains 18% below pre-pandemic rates.³ Reduced exposure to quality infant and toddler learning opportunities provided by highly skilled early childhood educators, which allow parents to go or obtain jobs, means our youngest future leaders arrive at Pre-K already behind.⁴

c. Include a timeline for regular check-in meetings with ECRT staff.

Friends of the Future will schedule monthly check-in meetings with partners and the ECRT staff to review progress and attend to any project modifications that may be needed. The program coordinator (2) will meet with the FOF Executive Team Leader at least bi-weekly to review the work plan, progress, potential barriers and solutions to ensure the work moves forward in a timely manner.

d. Describe the experience this entity has to carry out the goals of this project.

Since its founding in 1991, FOF has served as fiscal sponsor for more than 110 community-based programs and initiatives. The organization has extensive history with foundation and trust grants, as well as County, State and Federal grants and contracts. Specifically, FOF has worked with Hawaii County for more than 20 years in a variety of contracts. The financial accounting and reporting systems are well established, and annual federally required program audits are conducted.

FOF has more than 20 years of previous experience with conference planning and execution and in the early childhood education sector.

3.4. Community Benefit

a. Describe your entity's history of creating community benefits (e.g. people served, jobs created, tax revenue generated, or other measurable indicators, etc.).

² U.S. Department of the Treasury 31 CFR Part 35 Final Rule (2022 Final Rule): <https://www.govinfo.gov/content/pkg/FR-2022-01-27/pdf/2022-00292.pdf> P. 111 § 35.6 (b)(1); Hawai'i County Early Childhood Community Profile. 2023. <https://www.rd.hawaiicounty.gov/data-information/r-d-reports>

³ Hawai'i Child Care Capacity Dashboard. 2024. March. https://lookerstudio.google.com/reporting/6266e4b8-c275-4801-bc86-aa3488baad0d/page/p_55m4kzprwc

⁴ c.f.: Figure 8 in Christina Weiland, et. al.. 2021. Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the Covid-19 Crisis on Young Children and Early Care and Education Programs. Education Policy Initiative at the University of Michigan and The Urban Institute. <https://edpolicy.umich.edu/sites/epi/files/2021-07/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>

Across its 30+ year history and more than 110 community-based programs and initiatives, FOF has served more than 7,500 unduplicated individuals and generated more than \$28M in revenue from individual and business donors, foundations and trusts, County, State and Federal contracts. Each program or initiative fills a unique community-identified need and operates independently under FOF's fiscal sponsorship. Programs focused on youth specifically have included: Toddler P.R.E.P Group which served families from 1997-2001 after Kamehameha Traveling Pre-School ended and before Tutu & Me was established. From 2010-2015 FOF was actively engaged in a KKP Complex Area early literacy project.⁵ The federally funded Aloha MAP program currently serves 1,200 K-12 students providing tutoring, college and career coaching, family-focused learning excursions, and early college/dual credit programs in partnership with Palamanui. The East Hawai'i Early Childhood Education Career Pathways project is a partnership with Hawai'i Community College, Kamehameha Schools, Samuel N. and Mary Castle Foundation and The Harry and Jeanette Weinberg Foundation.

b. Describe how this project will provide ongoing community benefits with impactful, measurable outcomes.

Increasing the accessibility and availability of advanced education and learning opportunities for Hawai'i Island early childhood educators will elevate the quality of center experience for infants and toddlers, and model age appropriate activities parents can practice with their children at home. The **Apprenticeship** component will provide increased earning capacity for the early childhood educators who participate, as well as provide the childcare centers with additional staff. The impactful, measurable outcome will be in the increased number of children ready for school, decreasing behavioral issues in the classroom, and ultimately children reading at grade level by 3rd grade. The resources saved in terms of specialized curriculum and interventions needed to address learning gaps can be quantified and the level of peacefulness can be qualitatively measured. In Hawai'i as well nationally, data indicates reduced exposure to early learning is now widespread, leading more children to reach kindergarten without the developmental foundation in place that they need to thrive, and this is particularly true for children from low-income and/or racial or ethnic minorities.⁶

Working in collaboration with the ECRT staff, the **Training and Apprenticeship** program will support improvement in the following measurable indicators:

- 1) Successful implementation of a Hawai'i County early childhood education apprenticeship program
- 2) The number and percent of:
 - ~ individuals who attend conferences and workshops
 - ~ post-conference and workshop surveys indicate high value/satisfaction
 - ~ childcare centers and individuals who participate in the apprenticeship program
 - ~ individuals who successfully complete the apprenticeship program
 - ~ individuals who obtain full time employment at a minimum wage of \$20/hour + benefits
 - ~ parents who express high satisfaction about the care their child receives

⁵ Final report on the Hawai'i P-3 Evaluation. https://www.rand.org/pubs/research_reports/RR1100.html

⁶ c.f.: Figure 8 in Christina Weiland, et. al.. 2021. Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the Covid-19 Crisis on Young Children and Early Care and Education Programs. Education Policy Initiative at the University of Michigan and The Urban Institute. <https://edpolicy.umich.edu/sites/epi/files/2021-07/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>

c. Describe if and how this project benefits the County.

Training and Apprenticeships will significantly increase the professional knowledge and skills of the early childhood education workforce on Hawai'i Island which will also improve the quality care for infants and toddlers receive, giving parents confidence in the knowledge their child(ren) while they are at work. Improved wages of early childhood educators will translate to increased economic stability for those families. Long term outcome infants and toddlers in high quality care centers will successfully transition to pre-schools and P-K classrooms eager and ready to learn, significantly decreasing the need for remediation and behavior modification. Ultimately an educated workforce will benefit the entire island.

3.5. Leveraging Partnerships and Resources

a. Describe your entity's track record of leveraging partnerships, funding and other resources.

Friends of the Future has an established track record of leveraging partnerships, funding and other resources. FOF is regularly called upon by foundations, trusts and government entities to serve as fiscal sponsor for programs because it has a nimble and efficient organizational structure. FOF has worked in collaboration with various Hawaii County Departments, social service agencies, the University of Hawaii, Hawaii Community College, and Puakalehua Early Childhood Education Consortium, among others for a number of years and understands the importance of the developmental ages and stages of infants and toddlers, and the role childcare programs can play in a child's early development.

b. Describe how your entity will leverage additional partnerships, funding and other resources as part of a sustainable effort to continue the program beyond 2026.

Friends of the Future receives more \$2.5M in federal funding from both grants and earmarks annually and has a strong history of successfully creating partnerships. FOF serves as fiscal sponsor for both Puakalehua Early Childhood Consortium and Nest for Families, two (2) programs that specifically support early childhood development and education. FOF is also fiscal sponsor for the East Hawaii Early Childhood Education Career Pathways project, in a partnership that includes Hawaii Community College, Department of Education and Kamehameha Schools.

3.6. Management Capacity & Measurable Outcomes

3.6.a. Describe your entity's experience and capacity to manage, implement, measure and report on grant deliverables and use of funds,

Friends of the Future regularly manages a portfolio between \$4.0 and \$5.0M in governmental and philanthropic grant funds and contracts. FOF leadership brings extensive experience with grants management, implementation, reporting, and evaluation. The administrative staff are long time employees with strong relationships with funders, and County, State and Federal entities. Staff has the knowledge and expertise to manage complex programs and systems.

3.6.b Describe how your entity will manage, implement, measure and report as part of this proposal.

Consistent with RFP4576 ARPA SLFRF Section 2.2 Contract Monitoring and Evaluation, Friends of the Future will submit quarterly "Project and Expenditure Reports" to the County, following the guidelines provided (pp. 19-20).

The **Training and Apprenticeship** program coordinator(s) will work closely with the ECRT and partners to identify and capture specific key activities and results, including:

Key Outputs	
Dimension to be monitored	Potential Indicator
Successful implementation of the Training and Apprenticeship plan	SLFRF funds are encumbered by December 31, 2024
	SLFRF funds are fully expended by August 31, 2026.
	Quarterly "Project and Expenditure Reports" are submitted to the County, consistent with RFP guidelines
	Completion of three (3) annual early childhood conferences and 3-4 follow up workshops
	Successful creation of Hawai'i Island pilot apprenticeship program

Key Outcomes	
Dimension to be monitored	Potential Indicator
Annual early childhood conferences and workshops	# Participants indicate high level of satisfaction and demonstration of new skills and knowledge
	# Parents report high level of satisfaction at enhanced learning/care environments for their children
Apprenticeships	Approval of Hawai'i Island apprenticeship program
	# centers and educators who participate & complete
	# educators who receive living wage & benefits

c. If requesting funding for additional staffing, describe how the addition of staffing will support regaining pre-COVID enrollment numbers and how long you estimate being able to fill the new childcare seats.

Friends of the Future seeks funding for 1.0 FTE program coordinator and 1.0 FTE administrative assistant, (to be named). The program coordinator will work closely with ECRT and partners to plan, implement and evaluate conferences and workshops. The program coordinator will also work closely ECRT, Honolulu Community College, Hawai'i Community College and Keiki O Ka 'Aina to research, draft and implement a Hawai'i Island apprenticeship program. The administrative assistant will be responsible for tracking and processing all invoices and payments and collecting data.

d. Describe how your entity will identify and track eligible beneficiaries.

The administrative assistant will be responsible for using existing Friends of the Future tracking systems to monitor conference and workshop attendees and evaluations, as well as track apprenticeship candidates' participation, completion and post-apprenticeship employment.

3.7. Budget and Financials

3.7a. Total funding request to carry out the category's program.

\$300,000 over two (2) years for conferences and workshops and \$700,000 for two (2) years for apprenticeship program development, implementation and evaluation.

b. For category A. (Expansion of Existing Licensed Childcare Programs)

Not applicable

c. Provide a brief budget narrative to accompany "3 Attachment C3" Line Item Budget" summarizing major expenses and other sources of revenue including matching funds.

Brief budget narrative:

Budget category	Narrative	Cost/year	Total over grant period
Salaries and Benefits	1.0FTE project coordinator: Lead all components conference/workshop activities and establishment of apprenticeship program model	\$75,000	\$150,000
	1.0FTE administrative assistant: Coordinate all aspects of data collection of conferences/workshops and apprenticeship program participation, as well as monitor expenses	\$50,000	\$100,000
	Category Total	\$125,000	\$250,000
Services & Supplies	Monthly in-person meetings	\$5,000	\$10,000
	Conference & Workshop Supplies	\$30,000	\$60,000
	Printing	\$3,750	\$7,500
	Category Total	\$38,750	\$77,500

Apprenticeships	Tuition, fees, supplies, training wages	\$150,000	\$300,000
Contracts	Conference & Workshop Venues	\$150,000	\$300,000
Travel	Conference keynote speakers: airfare, accommodations, ground transportation, per diem	\$10,000	\$20,000
Equipment	Laptop	\$3,000	\$3,000
Other expenses	Travel: Staff Mileage 5,000 x .65/mi	\$3,250	\$6,500
	Administrative Overhead (5%)	\$21,500	\$43,000
	Category Total	\$24,750	\$49,500
Total Project Budget			\$1,000,000

d. List any funds received from other County or Federal COVID-19 packages (such as the Paycheck Protection Program)

FOF received \$198,000 in 2020 during the first phase of Paycheck Protection Program loans. All but \$23,000 of that loan amount was forgiven in mid-2022. The unforgiven portion was due to unanticipated staffing changes and was fully repaid in August 2022. During 2023-24 FOF received \$229,000 in County funding for an Early Childhood Symposium, a pilot Summer Pre-K enrichment program and an Early Childhood Conference.

e. Project Timeline

Date	Project Milestones
7.1.24	Grant awards announced
7.31.24	Program coordinator and administrative assistant hired & initial meeting with ECRT
Monthly thereafter	FOF/ECRT/partner update meeting continue
8.15.24	Conference planning complete and registration open
9.1.24	Research begins on apprenticeship models, including Keiki O Ka 'Aina
9-3-4.24	2024 Early Childhood Conference
10.31.24	Quarterly progress report

12.31.24	Draft Hawai'i County apprenticeship program plan complete
12.31.24	All project funds obligated
January 2025	Workshop based on conference surveys/feedback
1.31.25	Draft Hawai'i county apprenticeship program plan approved
2.1.25	Recruit apprenticeship sites
3.1.25	Apprenticeship program begins
4.30.25	Quarterly progress report
6.1.25	Planning for annual early childhood conference
7.31.25	Year 1 evaluation & progress report
9.12-13.25	2025 Early Childhood Conference
10.31.25	Quarterly progress report
November	Workshop based on conference surveys/feedback
1.31.26	Quarterly progress report
2.1.26	Planning for Spring-Summer annual conference
4.30.26	Quarterly progress report
5.15-16.26	Annual Conference
7.31.26	Project and Expenditure Report Due
8.31.26	All funds expended and all work completed

How will Friends of the Future be able to expend all funds and complete any required work?
Friends of the Future will move immediately to hire staff, meet with ECRT and all collaborating partners to finalize activities timelines, assign roles and responsibilities for implementation, completion and evaluation. Required agreements will be finalized by the beginning of the 4th quarter of the calendar year.

f. Attached financial documents