

House District 2

Senate District 2

THE TWENTY-SIXTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 95-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN):

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
The Salvation Army, a California Corp

Dba: The Salvation Army Family Intervention Services

Street Address: 1786 Kinoole Street
Hilo, HI 96720

Mailing Address: P.O. Box 5085
Hilo, HI 96720

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name: ROXANNE COSTA

Title: Director of Operations

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3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

INDEPENDENT LIVING RESIDENTIAL SERVICES FOR YOUTH AGES 17 TO 24 ON THE ISLAND OF HAWAII

4. FEDERAL TAX ID #  _____
5. STATE TAX ID #:  _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 200,000.00

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$69,870.00
FEDERAL \$ _____
COUNTY \$ _____
PRIVATE/OTHER \$ _____

TYPE OF REPRESENTATIVE:

ROXANNE E. COSTA, DIRECTOR OF OPERATIONS
NAME & TITLE

1/30/12
DATE SIGNED

A Grant in Aid request for INDEPENDENT LIVING RESIDENTIAL SERVICES

I. BACKGROUND AND SUMMARY

The Salvation Army Family Intervention Services (TSA-FIS) Independent Living Residential Program has provided Transitional Living Services on the *Island of Hawaii* for both males and females since 1999 and is requesting State funding to help supplement our current contract with the Office of Youth Services to expand providing out-of-home care to youth ages 17-22. As we are presently funded by the Office of Youth Services to serve 1.5 youth in our Independent Living Program, we have a wait list. The funding that is being requested is to allow TSA-FIS to serve more youth that are aging out of foster care or homeless youth that are ready to receive services. TSA-FIS will serve four youth that are troubled, abused or neglected youth, or youth in the juvenile justice system that presently lack the attitudes, skills and resources for independent living. Our experience over the past 40 years with this population is that many of these youth have barriers, which hinder them from making the right choices and living the quality of life they deserve. Such barriers include economic status; low self-esteem; poor social skills; absence of peer and adult role models; low expectations by self and others; negative peer influences and negative perceptions by the community. In our quest to provide productive and fulfilling services for participants, TSA-FIS has embraced a *Transitional Services Model* and a *Foster Care Model*. The youth driven approach of the Transitional Services Model, which allows youth to be causal agents in their lives, coupled with family strengthening values and safe guards of the Foster Care Model has been effective thus far. Both models give youth instruction on strategies for self-determination while achieving specific transitional competencies in the areas of life skills: cultural and personal identification formation, housing, supportive relationships and community connections, interpersonal and social skills; educational success and learning; and career exploration and employment development and family strengthening.

The East Hawaii region is a rural community and as such has the most social problems in the State. For example, Hawaii County ranks the highest amongst all counties with percentage rates of their population below the 100% and 200% Federal Poverty Rate, Hawaii County had 13.7% of the Juvenile population committed to HYCF. Young adults between the ages of 18-24 constitute 15% of homeless population in this County, which is the highest rate in that age bracket in the State. The Puna District has the highest unduplicated counts of confirmed abuse within this East Hawaii County. This staggering statistics further illustrate the need for services in our community. More so, when out-of-home care youth reach the age of 18, as do over 20,000 nationally each year, they emancipate or “age out” from the foster care system and ready or not, are thrust into the world. Our nations foster care system serves more than 800,000 children and adolescents each year. Of that, 300,000 are between the ages of 18-24, commonly referred to as the traditional college-going years (National Association of Student Financial Aid and Administrators.) It is widely documented that youth exiting the foster care system are at a higher disadvantage in areas of education, self esteem, housing and retention in employment. Not surprisingly, these young adults are particularly vulnerable to drugs, crime and early pregnancy (Casey Family Services.) One

study found that 12-18 months after exiting the system, 27% males and 10 % females became incarcerated, 33% went on public welfare assistance, 37% did not finish high school and 3 of 10 became homeless (Hawaii Foster Youth Coalition.)

For the purpose of this proposal, the West Hawaii region will consist of the North/South Kohala, North/South Kona, and Kau Districts. The total population count for this district per the Hawaii County Data (HCD) book, as of 2010 is 80272. The total land area of this service region is 2231.3 square miles, which is still larger than the combined landmass of the Islands of Maui, Oahu, and Kauai (HCD). There are 3 major Police Stations and 1 sub station located here. The West side of the Big Island is generally considered more urban, characterized with heavy tourism, densely populated areas particularly in the North Kona, South Kohala districts. With heavy tourism, crime becomes a concern. Kona police station receives the 2nd highest amounts adult and juvenile arrests counts on the Big Island. Our Shelter program receives approximately 100 youth annually from this Service area. This region has its own share of other risk problems facing the families and youths living here, that still reflect its rural economic issues. Kau ranks 1st among 27 other communities in the State Hawaii as being highest under the Federal 100% poverty level, and 2nd highest percentage under the Federal 200% poverty level (HPCNA 2009) at 47.4%. Overall statewide social economic health risks, indicate that the Kau district ranks the highest among 27 communities. Kau ranked highest in unemployment rates at rate of 11.5%. Other risk concerns in the district include South Kona ranking 4th among Hawaii communities to births to Teens 10-17 years of Age; North Kohala ranking 2nd among individuals who drink heavy and 5th among individuals who smoke. More recently, the community has also seen an influx of Pacific Islander migrants that have begun taking residents in the Kailua Kona area, many of which are becoming homeless. The major schools of this district include Konaweana High and Middle, Kealakehe High and Inter, Kau High, and Kohala High. According to specific School Reports from the Department of Education, School Accountability: School Status and Improvement Report (SSIR 2010), each school community has its own share of risk problems. Percentage of students that received free or reduced cost lunch ranges from 50-59% student population. Percentage of students in special education programs from Konaweana High school was 13.0%. 14.7% of Kealakehe Inter had a limited English speaking proficiency; Attendance rates from Kealakehe and Konaweana High schools were all below the 95% State at 91.0% and 88.2% respectively; Average daily absences range from 8.8 to 19.4 in middle and High schools, but the trend indicates that as Kona district youth get older, their absences become more frequent. Kealakehe and Konaweana High schools comprised of 14% and 12% of their student body who were suspended. Of concern, particularly in Konaweana, was that the majority of their suspensions (46%) were considered class A offenses, which include Burglary, Robbery, and sale of dangerous drugs; Drop rates of schools from the West Region ranged from 15.9% (Kealakehe) to 20.1% (Konaweana).

Our experience is that services to the “aging out” or “out-of-home care” population have been fragmented and lacking in coordination among agencies. Therefore, it has been necessary to become advocates for these youth and families, many of whom feel they do not have the power or knowledge to access the services they require, and often are of the belief that there is no one to assist them in a helpful, supportive way.

TSA-FIS, which is part of a larger Salvation Army organization that helps needy individuals in more than 100 countries in this world, is a non- profit organization providing services to youth in this community since 1970. Our specific Salvation Army organization has been recognized with the distinguished National Social Service Award from our Salvation Army Western Territory in 2009. Throughout our agency's **40 years** of experience in implementing services, we have developed a continuum of **Residential** and **Outreach** programs to meet the diverse needs of youth at various levels of care. Our Mission Statement reflects our approach in assisting at-risk youths and their families, and is the guiding principle in delivering residential and outreach services: **"TO PROVIDE YOUTH WITH SKILLS FOR A HEALTHY LIFE AND INSTILL PURPOSE, HOPE AND VISION TO YOUTH AND THEIR FAMILIES."**

It is imperative that we recognize all youth are **"Youth of Promise"**, and has the potential to become self-directed, goal oriented and contributing members of our community. As such, we need to offer youth in "all systems" the opportunity to access Independent Living Programs.

In our delivery of service, we will utilize a holistic and comprehensive system that involves working with the participant as a whole versus targeting bits and pieces. ILP will utilize case management and an education-based format ensuring that each participant receives the full tandem of services available to him or her.

Through this approach, we plan to attain our outcomes and performance measures of increased resiliency, decreased risk factors and to promote a positive and successful transition to a safe and permanent living situation.

Proposed Outcome: All participants will be actively involved in an appropriate educational, vocational or employment situation and not commit additional criminal offenses or engage in delinquent or at risk behaviors for at least a six month period after completing the program

Performance Target 1: In FY 2012-2013, of the 4 youth served by the program, 75% will be placed in a stable living situation and will remain in a stable living situation for at least six months after discharge from the program.

Performance Target 2: In FY 2012-2013, of the 4 youth served by the program, 75% will increase their attendance and grades in an educational, vocational or work program and maintain that increase for at least six months after discharge from program.

II. SERVICE SUMMARY AND OUTCOMES

A. Scope of Work

The Salvation Army Family Intervention Services Independent Living Residential Program has embraced a Transitional Services model and implemented a Foster-Care Residential Model to

complement the additional services needed by our participants. The Transitional Services model, developed in part by and in collaboration with the Casey Family Programs helps youth who have been in out-of-home care make a successful transition to healthy productive and responsible adulthood. The model is designed to assist youth in achieving interdependency on one's physical, cultural, social, emotional, economical and spiritual needs in the context of families, friends, employers and the community. The Foster-Care Residential Model has enhanced our current model by providing protective factors in the areas of Family Strengthening. Key components that the foster parent builds upon are family unity, family conflict and family management, building positive peer relationships and securing safeguards for a healthy and safe environment of learning. Both models in unison practice a Youth-Driven approach to ensure youth participants are causal agent of their own lives and encourage self-determination while knowing where and how to ask for help when needed. Youth are given instruction on strategies for self-determination and given support for their own navigation through life while achieving specific programmatic transitional competencies in the areas of *life skills: cultural and personal identification formation, housing, supportive relationships and community connections, interpersonal and social skills; educational success; career exploration and employment development, and Family Strengthening*. The collaboration of the two models ensure ideal services to the out-of-home care youth in the areas of nurturing, guidance, stability, assessment, case management and service planning. We believe strongly in experiential living, whereby youth are given opportunities to address static and dynamic issues in a safe and nurturing environment while experiencing the challenges of living independently. We introduce and manage appropriate behaviors/attitudes of participants in a home setting, while being sensitive to ethnicity, culture and sexual diversity. Youth residing in the foster home will participate in a level system program in accordance to their Transitional Assessment Service Plan (TASP) that fosters opportunities for positive growth and successful transition to self-interdependency.

- Orientation Level – 2 Weeks, fully understands the general program rules, program policies and house rules, has made necessary contacts with respective workers and is confident that the program is appropriate and feels right. Privileges are at a minimum and very restrictive during this level
- Level I – 4 weeks, begin to work on Social/Leadership Skill Development, attend all meetings as scheduled by level system guide. Opportunities to earn designated privileges including extended curfews. Privileges contingent on academic and/or employment success. The TASP orchestrate level change
- Level II - 4 weeks, utilize and understand advanced skills and demonstrate competence in financial literacy, my pyramid and safe food handling research and facts. Increased privileges contingent on academic and/or employment success, opportunities
- Level III – 5 weeks, demonstrate skills in personal development, volunteerism, community service projects and academic and/or employment success. Privileges contingent on satisfactory progress

- Level IV – 5 weeks, accelerated skill building activities, facilitation of meetings, and works towards completing discharge requirements. Privileges contingent on academic and/or employment success
- Level V – 4 weeks, practice and understand all skill levels, demonstrate leadership ability, and a commitment to program and personal goals and objectives. Privileges are less restrictive and promote trust and independence
- Extension-- length of stay to be determined, must demonstrate a dire need to remain in transition home, must show progress in securing housing options, facilitates his/her own success, must present revised TASP
- Follow-up/After-care – minimum of six months, work towards post placement success, support, participate in face-to-face meetings with case manager, maintain academic/employment success

The level system is based on reinforcement of positive behaviors and acquiring the desired developmental competencies.

In addition, TSA-FIS will implement the Botvin Life Skills Transitions Training Program, integrated during specific group sessions. The curriculum consists of 10-15 sessions (40-45 minutes each session) per year. The Life Skills Transitions Training Program is a comprehensive, dynamic, and developmentally designed to promote healthy, positive youth development. This program has been recognized as an *Exemplary Program* by the U.S. Department of Education, *Model Program* by the Center for Substance Abuse Prevention, Office of Juvenile Justice and Delinquency Prevention, White House Office of National Drug Control Policy, and *Programs That Work* by the National Institute on Drug Abuse. This highly interactive program strengthens student skills in the following areas:

Personal Self-Management Skills- Students develop skills that enhance self-esteem, help with problem-solving, reduce stress and anxiety, and help manage anger.

General Social Skills- Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.

Drug Resistance Skills- Students build effective techniques against pressures to use tobacco, alcohol, and other drugs.

Incorporated into the Independent Living Program, TSA-FIS will use the Cognitive Restructuring Program which includes an overview of the Franklin Reality Model, it consists of six lessons and includes participant reports and journaling. The curriculum touches on the social learning theory (Attitude, Beliefs and Thinking patterns, Franklin Reality Model of identifying behavior patterns, identifying the problem, different points of view, thinking, targeting behaviors, steps to change and relapse prevention.

Core Service Activities

A Healthful & Safe Environment

As part of our licensing requirement to be certified, we comply with all the rules indicated under the Hawaii Administrative Rules Chapter 1625 Title 17 under licensing of resource families, homes for children. As such, each resident has his/her own room. There are locks on each door for privacy, with the foster parent holding the spare keys as a safe guard. In the event that a participant requests a visitor, it must be brought before the mandatory house meeting for a vote. This method ensures that our participants have a say in who comes to the house and the extent of the visit. All Salvation Army employees as well as the foster parent follow agency policy and procedures and receive specialized training with regards to working in a foster home setting. TSA-FIS follows guidelines from the Child Welfare League of America (CWLA) in working with males, females and gay, lesbian and transgender youth.

Screening for Program Appropriateness

The ILP program receives referrals via Hawaii Youth Correctional Facility, Family Court, Department of Human Services, and other OYS service providers. The referral application addresses basic information in the areas of: vital statistics, family background, education, problem behaviors, juvenile system involvement, health, and presenting issues and/or concerns. Once the referral is thoroughly completed, the Director of Operations reviews the application and contacts the respective worker and/or youth to schedule an interview. The Transition Specialist and Foster Parent then interview the youth. The Youth Level of Service Inventory as well as the Risk/Focused assessment is integrated into a structured interview. The programs first priority is to assess the youth's ability to live in a room mate type environment with his or her peers and respond positively to a program that operates less restrictively than a residential group setting. They must have the ability to attend secondary, post secondary and/or employment placements. In compliance with safety and civil rights, we do assess the youth's ability to live in a co-ed environment and with those of different ethnic/cultural and sexual identities.

Risk/Needs Assessment & Reduction, Assets Assessment & Development

Our experience to date, which is similar to other programs we administer, is that assessment is a dynamic and on-going process. Psychosocial barriers, personal, educational employment and family problems and needs change constantly. The Independent Living Program utilizes several assessment tools in our service to the participants. A level of service inventory (YLSI) developed by the University of Cincinnati of Criminal Justice is implemented to assess risk and need factors of youth. The YLSI measures risk factors in eight different areas including: criminal history, family circumstances and parenting, education and employment, peer relations, substance abuse, leisure and recreation, personality and behaviors, and attitudes/orientation. The intent is to formulate immediate short-term goals and long-term goals of participants and address steps in completing those goals. This assessment is integrated with the Person Centered Planning process. We also use the Risk Focus Prevention Assessment developed by Hawkins and Catalano, of Communities that Care (CTC). This tool identifies risk factors in areas of clients: individual/peers, family, school, and community domains. This tool enables us to determine which domain(s) require(s) our area of concentration. We can measure improvements at the end of completion as part of our pre and post test evaluations. The Ansell Casey Life Skill Assessment (ACLSA) is also a dependable tool for assessing a youth's competency in the life skill, education and career and employment domains. To encourage a developmentally

appropriate assessment, the ACLSA provides three age-based versions of the assessment to achieve an enhanced reflection of the youth's abilities. The participant and Foster Parent complete the assessment and receive a summary in which to develop specific goals. The ACLSA is utilized as a pre-test instrument to reflect progresses in mastery of the mentioned domains when completing the program.

Upon entry to the program, the participant will also be given the CASAS Test, which is a widely used system for assessing basic skills within a functional context. CASAS is approved and validated by the U.S. Department of Education in the area of literacy. The assessment, training and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family.

Lastly, The Transitional Assessment and Service Plan (TASP) incorporate and summarize all assessments utilized and illustrate the types of specific services, supports or financial assistance needed. This is driven by the participant and can involve his/her family or significant others in his/her life. The initial TASP must be completed within 15 working days of administering the ACLSA and CASAS. The participant's completion of specific levels of the ILP level system is contingent on completing specified goals generated by the TASP.

Case Management

Throughout our involvement with the participant, the TASP is and will be a "living document," constantly monitored and revised to address and meet the participant's needs. Our experience is that the initial TASP must be revised as we become more involved with the participant and family in delivering services. In part, this is due to the trust that is developed, resulting in more accurate personal and confidential data that is shared, and thereby, a more appropriate service plan. Therefore, the TASP must be individualized to meet the specific and unique needs of each participant.

Every participant will receive case management services from point of intake to six months after discharge from the program. Case Management will include, but is not limited to, the YLSI, ACLSA, CASAS, development of the TASP and person centered plan, case documentation and record keeping, and facilitation of all individual and group activities. The goals of Transition Specialist is to 1) Determine and secure the services participant requires; 2) Monitor progress in reaching skill achievement and goal attainment; 3) Assess and address other existing barrier, or problems that affect achieving goals; and 4) Maintain support of the participant throughout the program. Because we believe strongly in the need to nurture his/her interest(s) and foster a positive access to services, case management services will also include linking of participants to various community, organizations, housing and employment resources.

Relapse Prevention

As a participant enters the program, is in the middle, or exits the program, Relapse Prevention is one of the key factors that will help maintain his/her course. First he/she must recognize the target behaviors that may impede success in his/her life. He/she must come up with situations and determine ways in which to avoid that behavior. The Transition Specialist helps in this

process by facilitating what the warning signs may be and counter strategies. Techniques and protective factors are written into the plan along with an area of self-evaluation.

Referral to Appropriate Resources

In its years of experience, TSA-FIS has built a strong system of collaboration, which has been developed, strengthened and expanded to aid in providing direct and/or indirect services to youth. Since 2000, our collaborative approach has expanded to the employment sector as well as the secondary and post secondary sectors.

Through the use of assessment tools, the Transition Specialist will be able to gauge what types of additional services are required by the participant. Referrals will be made via the Transition Specialist in collaboration with the participant. Any and all follow-up actions will be performed by the Transition Specialist to ensure continuity of services.

Participation in Meetings

The ILP team, consisting of the Director of Operations, Transition Specialist and Foster Parent, will initiate orientation meetings periodically to HYCF, FC, DHS, DOE, DOH and any other pertinent agency with regards to the operation of the Independent Living Residential Program. Support services are provided in coordination with the ILP team to provide feedback of the participant's adjustment, compliance with general rules, school performance, psychosocial progress, cognitive development and assessments if applicable. The ILP team becomes a liaison for participants to Guardian Ad Litem, Therapist, Employers, Social Workers, Probation Officers, Housing Authority and any other related collateral contacts. The team is expected to advocate for the success of the participant in the program.

Follow-Up Services

Aftercare is a variety of services conducted by TSA-FIS Residential and Outreach programs following a period of placement or Case Management involvement, as the participant is still considered a client of the agency. Aftercare is considered part of our continuum of services to participants in monitoring how he/she are adjusting subsequent to termination or completion of services, and whether we may assist in re-establishing services or link him/her to resources within the community.

Follow-up services, therefore, are similar to the aftercare activities we currently provide. Follow-up will be provided for at least six months after completion. Follow-up with participants will be through face-to-face contacts at school, employment or at home, telephone contact, announced and unannounced home visits, and if necessary, via written communication. A generated tickler system will be maintained to alert Transition Specialist of specific intervals when follow-up contacts are due. The frequencies in which we maintain contact ranges anywhere from once a week in the beginning to once a month, to daily contact depending if further assessment or service is needed. We will also include advanced counseling sessions dedicated to housing, budgeting, financial literacy career development to fostering the connection between participant and community

Social, Independent Living Skills Development

Leadership development opportunities expose youth to educational and career experiences as well as social and life skill development. The major developmental task of adolescence is to prepare for a successful transition to adulthood, and for economic self-sufficiency. This is a very critical challenge, which can be met and accomplished only through the development of various skills, which include:

- Learn how to be productive-how to set a goal and develop and implement an action plan to attain that goal
- Develop a range of academic, technical, and social skills to be effective in work situations that are becoming increasingly complex, with the introduction of the computer and related technology
- Connect to the labor market by exploring various career interests and goals

TSA-FIS will implement the Botvin Life Skills Training Program, integrated during specific group sessions. The curriculum consists of 10-15 sessions (40-45 minutes each session) per year. The Life Skills Training Program is a comprehensive, dynamic, and developmentally designed to promote healthy, positive youth development. This program has been recognized as an *Exemplary Program* by the U.S. Department of Education, *Model Program* by the Center for Substance Abuse Prevention, Office of Juvenile Justice and Delinquency Prevention, White House Office of National Drug Control Policy, and *Programs That Work* by the National Institute on Drug Abuse. This highly interactive program strengthens student skills in the following areas:

Personal Self-Management Skills- Students develop skills that enhance self-esteem, help with problem-solving, reduce stress and anxiety, and help manage anger.

General Social Skills- Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.

Drug Resistance Skills- Students build effective techniques against pressures to use tobacco, alcohol, and other drugs.

In addition, Transition Specialist will highlight the following areas:

- Orientation & Personal Development
- Education Success & Planning
- Social & Community Awareness
- Vocational/Job Skills Training
- Career Exploration & Employment
- Life Planning & Money Management
- Self Care & Positive Relationship Building
- Daily Living & Community Involvement
- Housing Opportunities
- Budgeting
- Bank Accounts & Credit Reports
- Parenting/Childcare
- Home Management

Substance Abuse Treatment and Prevention Services

As participants are assessed as needing substance abuse treatment services, the Transition Specialist will make referrals to our partner agencies in the community. For example, we have utilized Big Island Substance Abuse Clinic (BISAC), Ke olo pono, Lokahi Treatment Services and/or individual Therapists. In addition, for prevention type services, we will utilize programs in house such as: underage drinking, tobacco prevention, substance abuse prevention to provide focus groups and classes.

Positive Peer Relationship Development

Having participants learn from other individuals including their own peers fosters Positive Peer Relationship Development. As such, all group activities whether it is house meetings or skill development meetings, will incorporate a “positive peer culture” to promote a healthy balance and positive well-being. Participants will learn the importance of interacting with various social groups including: Peers, families, schools, and community members. During group activities, he/she will be encouraged to meet new people to help promote different ideas, growth, and self-development. Cultural activities will help participants learn about different ethnic cultures and counter the potential of prejudice, especially with regards to ones sexual identity and gender responsiveness. The Transition Specialist and Foster Parent will encourage involvement in clubs, organizations, sports, and other positive activities. As part of the level system, the participant is required to participate in Community Service Projects or “Random Acts of Kindness”. This process is facilitated by the Transition Specialist and Foster Parent. Projects already completed by the ILP include: feeding the homeless, visiting the sick and elderly at the local care homes, beautification of residential properties and volunteerism at local businesses and offices.

Leisure Time Management

To minimize the risk of delinquent behaviors, each participant is required to enter secondary school, post secondary school and/or employment upon entry into the program. The development of the program utilized a strategy that the youth would be occupied on a full time basis. However, reality shows us that it is not always possible. As part of his/her acceptance into the program, each participant must indicate how he/she relieves stress, maintain health and wellness and engage in a healthy leisure time management schedule. The Transition Specialist works with each participant to ensure that the plan is reasonable and should he/she need ideas or available resource, they are provided. The Foster Parent also provides activities in the evening and weekends to promote peer involvement. The Foster Parent and Transition Specialist utilize physical exercise, craft making, water sports, cooking classes, community service and various other “fun activities.”

Educational Support

TSA-FIS has established positive working relationships with all high schools and post secondary institutes. We understand that some if not most participants may experience setbacks in the area

of education whether it be due to learning disabilities or difficulty learning in certain settings. As such, we work as a team to support the participant and advocate for solutions to identified problem areas. We may request IEP meetings with the school, suggest tutoring or study skills strategies. If college bound, there are services that are afforded to the participant to make higher learning a reality.

Vocational Training (Job Skills)

As the participant reaches Level I, he/she begin to formulate ideas as to their course in life. The Independent Living Program utilizes the Career Kokua personality and interest Assessment software to assist youth in learning more about which occupations suit them best. Keep in mind that this assessment is based on his/her personality and skill levels. We also utilize the Career Game Explorer and the Work Interest Inventory. As the assessments are complete, the participant is given the opportunity to engage in work experiences that are designed to give youth exposure to the working world and its requirements. This is done primarily through the following agencies: Goodwill Industries, The Paxen group, Alu like, Work Force Development and/or temp agencies. When work experience is not an option, we develop internships or job shadowing experiences. Internships can range from 4-6 weeks and is designed to enlist specialized fields of interest. Job shadowing places the participant in a one-on –one situation with a professional. The experience will last from one to three days. Job shadowing has the following goals:

- To assist youth in making a meaningful career decision by providing the opportunity for first hand knowledge
- To help the youth identify factors to be considered in researching a job prior to reaching a final career decision
- To increase self confidence and communication skills
- To provide an experience that will assist in future independent research and job interview

Job Search, Application & Retention Skills Development

Included in our services is a curriculum in employability skills totaling 24 hours. Staff has been trained in this curriculum by Stanley Inkyo of Hawaii Human Development Corporation of Hawaii, which is designed to prepare youth with the necessary work readiness training that will enhance their opportunity to become employable. This curriculum addresses three areas: Job Preparation; Job Search; and Job Acquisition. Services will be offered to each participant based on the needs identified through the TASP.

College Exploration & Application Skills Development

TSA-FIS Independent Living Program believes that exposing youth and young adults to post-secondary educational opportunities is an integral part of the successful transition to adulthood. Exposing participants to community events such as, career fairs, military orientations, and community college and university open houses has been a significant benefit and helps to build self-confidence. Participants in the Independent Living Program are provided College Exploration and Application Skills Development through our Independent Living Skills

Curriculum. We currently implement components on Educational Success and Learning, Educational Planning and Career Exploration & Employment. Each of these targets the importance of education, educational mapping, exploring post high and career choices and financial aid planning.

Family Strengthening (Enhancing Communication and Relationship)

In order to provide safeguards to our participants, we will first determine that maintaining family connection is in the best interest of the youth. To gather this information, we will utilize information obtained through the application process and contact with primary worker. Should a youth's participation with family be approved, we will utilize a series of family gatherings that implement skill-building activities. Project Family: A TSA-FIS developed promising approach program to reduce risk factors of family management and family conflict problems and increase protective factors will be used. Youth and families, along with agency staff, will participate in scheduled "Family Gathering" which are activity based and fun. The objectives are to:

- Increase trust between families and TSA-FIS
- Reduce potential problem family situations, such as miscommunications, and harmful conflicts
- Increase communication between youth and their families
- Increase parent's involvement
- Increase family's ability to network with other families and support systems

In addition, the Foster Parent will with participant's permission, include family members upon request in family dinners, potlucks and outings over the weekend. Each participant will be encouraged to maintain contact via telephone, letters, and use of overnight passes.

Transition Plan

Prior to discharge from program services, the participant must meet all level requirements that dictate a positive exit. A review of the TASP, goals, objectives and completion of the Relapse Prevention Plan must be in place. Both participant and family must be oriented to the follow-up requirements. Each participant must provide reliable information to the Transition Specialist, indicating work, education, financial and housing status. Much like follow-up, the Transition Specialist will maintain contact to ensure that relapse prevention plan is in effect and working. Primary contact will be done through Face-to-face contact, telephone calls, and letters.

B. Timeline

During the first quarter, TSA-FIS would need to execute a contract with the State. Once the contract is approved, TSA-FIS would start to recruit foster parents for the Independent Living Program. TSA-FIS would contact youth on the waitlist to see if they want to take part in the residential services component and be placed in a foster home. TSA-FIS would begin to outreach to eligible youth and enroll in program. Comprehensive assessments with each youth will be conducted upon enrollment. Individualized service plans will be developed with youth to achieve identified goals. Ongoing case management and support services will be provided.

Individual youth goals will be measured regularly and reported on a quarterly basis to assess if the program is meeting the State's required outcomes for this contract

C. Quality Assurance and Evaluation

In accordance with mandated requirements, TSA-FIS is committed to provide services that are sensitive, responsive and implemented to ensure that each youth receives a positive experience and personal growth. Director of Operations, Program Directors and staff are involved in the ongoing evaluation of services provided and tracking of progress toward successful achievement of performance measures through feedback from participants, foster parents, schools, social workers, probation officers, and collateral agencies. Responsibility and accountability is stressed and is the basis for our quality assurance procedures. They include:

- The Independent Living Program has established and implemented an **Independent Living Transitional Programs Practice Standard** that emphasizes the framework of coordinating services with youth transitioning to self sufficiency as well as minimum documentation requirements for individual files.
- Regular monitoring by state funding agencies is conducted. Recommendations for improvement are documented and corrective actions are taken and utilized for change and improvement.
- Planning all services and activities with methods of monitoring and evaluation developed prior to the service or activity
- Evaluate outcomes and milestones to measure the success of our services in producing desired results
- Build in pre and post tests for skill building activities (ensuring fidelity)
- Utilize best practice/evidence based curriculum (Botvin Life Skills)
- Maintain accurate records through our Salvation Army Youth Data Base System
- Review and implementation plan of transportation and other liability issues
- Completion and review of consumer, parent/guardian, worker evaluations upon graduation from program and utilizing information in appraisal of program and services.
- Weekly staff meetings are held to ensure program is meeting identified needs of consumers, contracted scope of services, utilization of community resources and future planning.
- Weekly meeting with foster parents and Transition Specialist to ensure roles and responsibilities, issues and concerns, compliance with contact services, safety issues, open communication
- Weekly site visits by Transition Specialist
- Submission of monthly and quarterly reports by staff, including numbers served, performance targets and milestones achieved, and problems encountered

D. Outcomes

We plan to attain our outcomes and performance measures of increased resiliency, decreased risk factors and to promote a positive and successful transition to a safe and permanent living situation.

Proposed Outcome: All participants will be actively involved in an appropriate educational, vocational or employment situation and not commit additional criminal offenses or engage in delinquent or at risk behaviors for at least a six month period after completing the program

Performance Target 1: In FY 2012-2013, of the 4 youth served by the program, 75% will be placed in a stable living situation and will remain in a stable living situation for at least six months after discharge from the program.

Performance Target 2: In FY 2012-2013, of the 4 youth served by the program, 75% will increase their attendance and grades in an educational, vocational or work program and maintain that increase for at least six months after discharge from program.

Process indicators:

Number of youth entering program
Total number of youth in program during any part of the quarter
Number of youth exiting program
Number of youth enrolled in educational/vocational programs
Number of youth who participate in life skills education

Outcome indicators:

Number of youth that complete a vocational/education program
Number of youth that obtain full or part time employment
Housing status upon exit
Number of youth demonstrating improvement in life skills

III. FINANCIAL

Budget

The Salvation Army Family Intervention Services is requesting \$200,000.00 as a Grant in Aid from the State of Hawaii to supplement the contract we presently have with the Office of Youth Services to serve youth in need of Independent Living Services. The budget forms required for this grant are enclosed.

Of the \$200,000.00 requested, \$50,000.00 will be requested each quarter for the fiscal year 2012-2013.

For fiscal year 2011-2012, The Salvation Army Family Intervention Services has a contract with the Office of Youth Services to serve 1.5 youth in East Hawaii for \$69,870.

The Salvation Army Family Intervention Services has never applied for or received any state or federal tax credits.

IV. EXPERIENCE AND CAPABILITY

A. Necessary Skills and Experience

1. Necessary Skills

The Salvation Army-Family Intervention Services (TSA-FIS) has implemented Independent Living Residential Program services and activities for youth since 1999. For four decades, TSA-FIS as an entire organization has advocated for and administered services to youth with various needs. Our services are delivered on the Big Island of Hawaii and Maui with special attention given to rural and high-risk areas. We have developed an understanding of the ever-changing trends, needs, and resources of the community at large and the people that live here. Our agency has had the opportunity and cultural training to work with youth and families in almost every specific sub-community within the Island of Hawaii including but not limited to; Central and Downtown Hilo, Pahoa, Keaau, Mt. View, Volcano, Kau, North and South Kona, Kealakehe, Hamakua, Honokaa, Waimea, and Kohala. These experiences have been critical in building relationships with various sectors and developed into a strong network base. Being “directly involved” with youth has made our agency acutely aware of the immense barriers and hardships they face. As such, TSA-FIS in its desire to provide a continuum of care to youth on our island also implements several other programs including:

- Independent Living Program Residential Services (Since 1999)
- Emergency Shelter Residential Services
- Intensive Residential Services (Group Home)
- Safe Houses for Girls and Boys(Captain Cook, Hawaii, Honokaa Hawaii, Wailuku Maui)
- Independent Living Skills Program-non residential (since 1999)

TSA-FIS is currently contracted by the Office of Youth Services to provide Independent Living Residential Services (implemented in 1999.) Therefore, we are very familiar from an experience and operational standpoint of the requirements. TSA-FIS has received specialized training on best practice/evidence based life skills curriculum, cognitive behavior training and strategies, trauma informed care, risk focused assessment, transitional planning, financial literacy, housing options and opportunities, academic success and strategies, client rights and grievances, gender specific programming, and establishing personal and professional boundaries. From 2000-2005, TSA-FIS was contracted to provide academic and employment training to youth ages 14-21 through the Workforce Investment Act Program. The needs of this program prompted TSA-FIS to develop a network of collaborators and resources that extended beyond human services to the employment and educational sector. In addition, we were responsible for teaching employability skills that focused on job preparation, job search and actual job placement opportunities.

Our Administrative and Management personnel provide the expertise and professional development within the agency. Along with the demonstrated stability with the agency, each of these individuals has contributed their own unique strengths, diversity, and specialization. These individuals have been instrumental in developing necessary program policy and best practice guidelines, identifying necessary training for staff, recruitment of staff needed, establishing inter

and intra agency collaborations and effective evaluative tools critical in the success of our programs. Roxanne Costa, Director of Operations has 20 years of experience.

2. Experience

The Salvation Army -Family Intervention Services, formally known as the Hilo Interim Home, was established in December of 1970 to provide emergency shelter services to youth 12-17 years of age in need of temporary out-of-home care. The Emergency Shelter services continue today with a focus on placement of youth referred by Department of Human Services, Family Court, Drug Court, and for youth arrested by police for status offenses and minor law violations who are unable to be returned home. A residential group home was added in 1989 for placement of the same population for a minimum of six months and included those being discharged by Hawaii Youth Correctional Facility in Honolulu. The Group Home, located in Hilo, serves 20 youth annually and assists youth in positive skill development, completing High School and enhancing self-sufficiency. In an effort to provide continuing residential options, the Independent Living Residential services was established in 1999 and targeted youth exiting the system and who were at risk of being homeless. In 2005, Ke Kama Pono (Girls Safe House) was established in Honokaa to serve females between the ages of 13-17. The Prevention and Intervention programs provide a comprehensive approach and add to the continuum of care we provide for the at-risk youth population ranging in ages 5-24. TSA-FIS serves approximately 2000 youth annually, 350 of which receive residential placement. TSA-FIS residential programs extend beyond placement services; residential staffs are trained in cognitive behavioral strategies, Managing Aggressive Behavior (MAB) and utilize the Botvin Life Skills Curriculum in group sessions.

*March 2009,
TSA-FIS receives
National Social
Service Award for
Program
Excellence and
Achievement*

TSA-FIS currently employs 67 staff in our Residential, Outreach and Administration programs in Hilo, Puna, Honokaa, Kona and Maui. For the current fiscal year, we administer (13) contracts in the residential program and (14) in the outreach program, with total funding of \$3,912,018 primarily from Federal, State, County, and Private Foundations. In addition, we have received specialized training from Department of Labor, National Association of Job Training Assistance (NAJA) and received technical assistance from the Office of Housing and Community Development. From 2000-2005, TSA-FIS implemented the Work Force Investment Act – WIA Work Experience Training Program. The Program Director of Outreach Services and Director of Operations have combined 36 years of experience with TSA-FIS, administering and monitoring Work Experience Training Programs, Independent Living Programs, Residential Programs, Street Outreach Programs, and Prevention Programs. TSA-FIS is represented as Chairman of the Workforce Investment Act-Youth Council and member of the Big Island Workplace Connection and Office of Housing Self Sufficiency Program. TSA-FIS has sustained various contracts to provide Residential Programs in East and West Hawaii as well as Maui.

For all contracts TSA-FIS has been funded by various state agencies, our Quarterly and Annual Reports have been submitted to the respective Program staff, and should be available for review. The achievement of outcomes in contracts with other providers is available upon request. We believe TSA-FIS has been very successful providing effective services in achieving outcomes and results over the past 40 years in all contracts awarded.

Each year, we provide residential services to well over 300 youth, providing a safe, nurturing and trauma free atmosphere. We utilize curriculum-based activities (Making Choices Curriculum, Botvin Life Skills), outreach services, case management, support and advocacy, and positive alternative activities (retreats, recreation, and leadership development). Each year, we have been able to exceed our projected number of youth served, and continue positive relationships with youth and their families, the schools within each community, and networking with other service providers and agencies.

B. Facilities

TSA-FIS is licensed to operate a child caring institution and a child placing organization by the Department of Human Services and meets all applicable building, zoning, and health and fire standards. The facility is located at 1786 Kinoole Street in Hilo and is comprised of three separate buildings:

- A two-story structure to house both male and female for emergency and group home contracts, Also houses Residential staffing and Transition Specialist. The lower level serves as storage and conference space.
- Another single level building houses the Positive Youth Development program, Substance Abuse Prevention (SAP) programs, Domestic Violence Prevention (DVP) and other prevention programs, Independent Living Program-Na Ho'olo Pono for Youth, and Foster Care Alumni Support Programs.
- A separate single level building houses our administration office

The **Independent Living Residential Program** is also licensed by the Department of Human Services and permits TSA-FIS to license its foster parents.

The Emergency Shelter facility in West Hawaii is located at 75-235 Kalani St. Kailua-Kona. It is a single level building that houses the shelter residents and the Na Ho'olo Pono and Community Based Outreach programs. The shelter is licensed to serve eight youth male or female. A separate dwelling connected to the Emergency Shelter facility is used to house the Independent Living Residential participants.

The TSA-FIS facilities are easily accessible to parent and primary agency workers and is handicapped accessible. The facilities are located near high schools, colleges, a major shopping plaza and the industrial district. It is two miles from Family Court, Department of Human Services, and Workforce Development Division.

V. PERSONNEL: PROJECT ORGANIZATION AND STAFFING

A. Proposed Staffing, Staff Qualifications, Supervision and Training

1. Proposed Staffing

Independent Living Residential Services Program on the Island of Hawaii proposes the following staffing:

- | | | |
|---|----------|---|
| 1 | 1.00 FTE | Administrator (assigned at 10.00% to contract) |
| 1 | 1.00 FTE | Administrative Services Director (assigned at 10.00% to contract) |
| 1 | 1.00 FTE | Office Manager (assigned at 10.00% to contract) |
| 1 | 1.00 FTE | Fiscal Assistant (assigned at 10.00% to contract) |
| 1 | 1.00 FTE | Fiscal Manager (assigned at 10.00% to contract) |
| 1 | 1.00 FTE | Director of Operations (assigned at 25% to contract) |
| 1 | 1.00 FTE | Transition Specialist (assigned at 100.00% to contract) |
- 2 Foster parents (assigned to program at 100.00% and subcontracted for services)

The Director of Operations will be responsible for monitoring the overall service delivery and contractual requirements, monitor program activities, train staff, complete contract requirements and documentation and oversee the delivery of all program services.

The Foster Parent will be responsible to:

- Provide structure and support meeting individual needs of each resident
- Provide a stable environment; loving, nurturing family
- Comply and support TSA-FIS philosophy and policies
- Adult supervision of all clients required
- Help promote independent living skills through social, cultural, educational and vocational activities
- Comply with HIPAA guideline
- Participate in ongoing training as foster parent
- Provide for leisure activities and management

The Transition Specialist will be responsible to:

- Provide Independent Living services for youths in the areas of education, life skills and career/employment
- Provide intake of all participants
- Provide individualized services to or on behalf of youth residing in foster home or transitional supervised living arrangement or living independently
- Provide all case management services and follow-up
- Provide training of foster parents, outreach services, assessments and development of the youth's individualized independent living plan, collateral contacts
- Implement Transitional Services/Case Management Standards of Care System
- Conduct individualized meetings or groups that emphasize Positive Peer Relationships, Leisure Time Management, Family Strengthening, Cognitive Behavior strategies
- Monitor progress of participants to ensure needs are being met
- Work flexible hours, including evenings and weekends to implement services
- Provide own vehicle to implement services
- Maintain direct contact with Director of Operations

The staff/client ratio will be one staff per two active youth in program and the foster parent will be responsible for two active youth. Total youth served for the year will be four. In addition, staff (Transition Specialist) is responsible for all follow up services to youth who have exited the program.

2. Staff Qualifications

Core Competencies required by staff include: issues specific to independent living, knowledge and practice of youth development frame work, ability to engage and motivate youth, respect for diversity, effective listening and communication skills, positive and appropriate role modeling, ability to network and resource services for youth, general knowledge of local community services, knowledge of adolescent development stages and capacity to reflect and improve on work performance. The **Independent Living Residential Program Foster Parent** will have at a minimum a high school diploma, and at least two years of college, preferably in the Human Services field or life experiences that match or exceed educational requirements. The **Transition Specialist** must have a Bachelor's Degree in the Human Service field or an Associate's Degree with 4 years experience working with at-risk youth. The **Director of Operations** has a Bachelor's Degree with over twenty years of experience working with teens in residential settings.

Since 1997, the Felix Consent Decree has had an impact on recruitment of staff by all non-profit agencies, as the wages they offer are substantially higher. TSA-FIS has developed our own seven level classification system to recruit staff at the Associates Degree level for some of our programs and provide employees with an extensive in-house training on skills needed to provide case management services. With experience, training and satisfactory performance, staff can be considered for promotion. However, the preferred recruitment level will remain at the Bachelors level.

In accordance with our State Licensing requirements, existing staff, successful job applicants, and volunteer whose positions give them access to minors are required to go through professional background checks. Any offer is contingent on satisfactory clearance of Social Security validation, address verification, felony and misdemeanor records check for the preceding seven years, previous employment reference verification, meeting required educational background, and a check of the Sex Offender Registry. In addition, child abuse and/or neglect checks, State of Hawaii Criminal History Background Checks and Federal Bureau of Investigation are mandatory. To further ensure safety, we also have employees, volunteers and potential hires sign consent to release information from the protective service central registry. TSA-FIS does not allow any volunteer or employee to begin work or interact with any program participants without proper clearance. Furthermore, our Human Resources Division conducts annual checks on existing employees and requires TB screening, health certificate and annual driver's abstract.

3. Supervision and Training

TSA-FIS provides all employees and volunteers upon hire an organization handbook that contains written personnel policies including fringe benefits. New staff must complete our

agency's orientation process, which is eighty (80) hours in length and tailored to the respective program he or she is entering. It consists of program purpose, agency philosophy, program tasks, site visits, mandatory training, and CPR/first Aid. TSA-FIS provides a number of standard WEB based safety trainings, including Driver Safety, and also conducts monthly updates on various other safety issues. In addition, staff is required to shadow our senior/experienced staff for a minimum of one-month, and subsequently demonstrate the competencies to work with minors before providing services on their own. TSA-FIS provides all staff with training and on-going reviews on our Salvation Army's "Protecting the Mission: Policies for Work with Minors" handbook, and Sacred Boundaries, an on-line training for all staff, which provides specific steps and measures in various child safety situations. All staff are also required to go through and complete our Managing Aggressive Behavior "MAB" training course, which teaches staff on how to prevent and intervene in times of client crisis. Residential staff will also be trained in "**Vital Links**", which is a staff training curriculum specifically for Positive Youth Development. Both MAB and Vital Links come from the National Resource Center for Youth Services (NRCYS), in Oklahoma, where we have certified staff trainers on grounds.

We also provide on-going opportunities for our employees to attend job specific workshops and trainings, and online Webinars from NRCYS to build creative and non-traditional strategies, recognizing trends and the issues facing the at-risk population. HYSN has also agreed to provide technical assistance on specific trainings needs as identified.

The Director of Operations has 20 years of service with the agency providing supervision, training and oversight of programs. The Director of Operations will supervise the Transition Specialist and Foster Parent and provide oversight to the entire program, ensuring that all policies and procedures, guidelines, curriculum, contractual requirements and best practices are enforced.

To assure Independent Living Residential supervision, TSA-FIS will utilize written quality assurances procedures to help address evaluation of staff development and other needs including staff and participant safety. They include:

- ◆ Supervisory Conference: Regular planned bi-weekly conferences to review status of cases and other areas requiring corrective action.
- ◆ Consultation: Director of Operation is available for consultation on cases including being available by cell during after-hour periods and emergency situations. As required, consultation is also available from the Administrator and Divisional Headquarters.
- ◆ Random Case Review: Director of Operation randomly selects cases each month to assess appropriateness/quality or services being provided.
- ◆ Planned Site Visits: Once a month Director of Operation accompanies program staff to foster home and observes interactions and provides feedback to staff accordingly.
- ◆ Random Site Visits: Random site visits by Director of Operation to designated Residential activities to assure services are being carried out
- ◆ Monthly Reports: Staff submits monthly statistical and narrative reports, which are reviewed to identify problems or issues, which need to be addressed.
- ◆ Regular Weekly Staff Meetings: This allows for peer review and input for corrective action which may be required, including coordination of services.
- ◆ Transition Specialist must notify Director of Operations at all times when they may be sick. For short durations, ILP activities will be temporarily assigned until staff returns. For longer

durations (2 days or more), we will consider TA from other programs and/or temporary hire until permanent staff returns.

Staff development plans are determined and updated at the six month evaluation, and again updated at twelve months.

We provide on-going opportunities for our employees to attend job specific workshops and training so as to build creative and non-traditional strategies, recognizing trends and the issues facing the at-risk population.

B. Organizational Chart

Please refer to attached Organizational Chart.

VI. OTHER

A. Litigation


TSA-FIS is free of any litigation, liens or judgments.

B. Licensure or Accreditation

The Salvation Army Family Intervention Services is licensed by the Department of Human Services as a Child Care Institution and a Child Placing Organization.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2012 to June 30, 2013)

Applicant: The Salvation Army Family Intervention Services

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	77710.88			
2. Payroll Taxes & Assessments	12697.96			
3. Fringe Benefits	17042			
TOTAL PERSONNEL COST	\$107,450.84			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1200			
2. Insurance	12784.16			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	5025			
5. Staff Training	250			
6. Supplies	2400			
7. Telecommunication	1380			
8. Utilities	2160			
9. Audit	700			
10. Contractual Services	150			
11. Mileage	700			
12. Postage	150			
13. Publication and Printing	150			
14. Repair and Maintenance	2500			
15. Substinence/Per Diem	240			
16. Transportation	360			
17. Program Activities	42400			
18. Indirect Cost	20000			
19				
20				
TOTAL OTHER CURRENT EXPENSES	\$92,549.16			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	\$200,000.00			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	\$200,000.00	Roxanne Costa	(808) 959-5855 x. 37	
(b)			Phone	
(c)			1/30/2012	
(d)		Signature of Authorized Official	Date	
TOTAL BUDGET	\$200,000.00	Roxanne Costa, Director of Operations Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: The Salvation Army Family Intervention Services

Period: July 1, 2012 to June 30, 2013

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Administrator	1.00	\$76,772.80	10.00%	\$ 7,677.28
Office Manager	1.00	\$43,139.20	10.00%	\$ 4,313.92
Fiscal Manager	1.00	\$52,000.00	10.00%	\$ 5,200.00
Fiscal Assistant	1.00	\$30,742.40	10.00%	\$ 3,074.24
Administrative Services Director	1.00	\$52,166.40	10.00%	\$ 5,216.64
Director of Opertation	1.00	\$63,648.00	25.00%	\$ 15,912.00
Transition Specialist	1.00	\$36,316.80	100.00%	\$ 36,316.80
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				77,710.88
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: The Salvation Army Family Intervention Period: July 1, 2012 to June 30, 2013

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Applicant: The Salvation Army Family Interven

Period: July 1, 2012 to June 30, 2013

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:			0	0		
JUSTIFICATION/COMMENTS:						

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.


Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

The Salvation Army Family Intervention Services

(Name or Organization)

(Signature)

1/30/12

(Date)

Roxanne E. Costa

(Typed Name)

Director of Operations

(Title)