

House District 38 to 44

Senate District 17 to 21

THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"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.

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

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

DEPARTMENT OF EDUCATION

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Child and Family Service

Dbas: Child & Family Service

Street Address: 91- 1841 Fort Weaver Road
Ewa Beach, Hawaii 96706

Mailing Address: same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JOEY KEAHIQALALO

Title Director of Oahu Programs

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3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

TO PILOT AND EVALUATE A NEW THERAPEUTIC MODEL TO MEET THE MORE SEVERE AND CHANGING NEEDS OF THE STUDENTS SERVED IN THE HALE O ULU ALTERNATIVE SCHOOL PROGRAM. THE PROGRAM IS A CO-ED SECONDARY EDUCATION SCHOOL FOR AT-RISK YOUTH IN THE LEEWARD OAHU SCHOOL DISTRICT PROVIDING EDUCATION, CLINICAL COUNSELING, AND SOCIAL SERVICES TO STUDENTS WHO HAVE SOCIAL ADJUSTMENT, EMOTIONAL, OR SCHOOL RELATED DIFFICULTIES. SINCE 2013, STUDENTS SERVED IN THE PROGRAM EXHIBIT SEVERE PROBLEMS AND BEHAVIORS THAT REQUIRE INTENSIVE THERAPEUTIC SERVICES.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 500,000.00

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 \$ 290,000.00
 FEDERAL \$ _____
 COUNTY \$ _____
 PRIVATE/OTHER \$ 25,000.00

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

AUTHORIZED SIGNATURE

PATTI BATES, EXECUTIVE VICE PRESIDENT & COO
NAME & TITLE

1/30/15
DATE SIGNED



Application for Grants

I. Background and Summary

1. A brief description of the applicant's background

Since 1899, Child & Family Service (CFS) has dedicated its efforts to its mission of **“Strengthening families and fostering the healthy development of children.”** CFS has 38 programs statewide that offer an array of effective and culturally relevant services to Hawai`i’s residents in need. The broad spectrum of services provided by CFS include: domestic violence intervention, case management, residential group homes, alternative education for alienated youth, prevention and treatment of child abuse, and family, school, and community-based counseling services for children and their families. Infants, children, adolescents, young adults, older adults, individuals, and families in need benefit from these services.

In Fiscal Year 2014, CFS directly served 9,509 individuals ranging from infants to elder adults. In addition the organization has “touched” the lives of over 40,000 individuals through hot-line calls, educational presentations, and providing food and clothing to those in need.

CFS’s programs are responsive, flexible, and focused on positive outcomes. Services are provided in homes, schools and in the community as well as in CFS’s offices throughout the State. CFS provides services at 36 sites throughout the State, on the islands of Oahu, Hawai`i, Kauai, Maui, Molokai, and Lanai. CFS’s strengths lie not only in its size and ability to share expertise and resources statewide, but also in its ability to adapt services so that they are unique and appropriate to the island and communities it serves.

CFS is at the forefront of creating a culture that is outcomes driven. We are committed to determining what interventions are working for our clients. If interventions aren’t working, CFS analyzes the data and responds with better ways to achieve the desired outcomes. Some proactive steps CFS is taking to provide effective services include implementing a new Electronic Health Records system so all services are documented uniformly into an organization-wide database and having management and direct service staff strategize together to create mission-based goals and action plans that produce valuable outcomes.

CFS has 35 years of experience providing the Hale O Ulu Program, an alternative school program that provides academic and social services to at-risk students in the Leeward Oahu School District. These students come from middle, intermediate and high school, grades 6-12, and are identified as at-risk or their behavior and actions jeopardize the safety and well-being of other students on their home school campus. The focus of the program is to provide quality services to meet educational needs of the DOE’s most challenging youth. CFS is committed to making sure that no student

is left behind. Hale O Ulu has a dedicated team of professionals who are committed to delivering the highest quality services and providing students with every possible chance to make changes and succeed. Over the years, the program has developed a classroom model that provides an effective balance of alternative learning opportunities and traditional classroom experiences. This model equally balances educational support and instruction with empirically supported clinical interventions.

2. The goals and objectives related to the request

The overall goal of the program is to provide comprehensive alternative educational and intensive behavioral health services so that students develop appropriate social behaviors and emotional competencies which will allow them to successfully return to their home school campus.

Objective 1: Sixty percent (60%) of the students in the program for 60 or more days will stabilize their attendance.

Definition: Attendance is defined as being in school at least 75% of the number of school days per trimester.

Method of Measurement: Record of daily attendance rate.

Objective 2: Sixty percent (60%) of the students in the program for 60 or more days will increase their productivity in relation to their academic level as measured by objectives in their individual plans.

Definition: Academic level is defined as class level (e.g., 6th grade, 7th grade, 8th grade, 9th grade, etc.).

Method of Measurement: Tracking of completed academic assignments required while at HOU.

Objective 3: Eighty five percent (85%) of the students in the program will return to their home school environment within 90 days and have received individualized social-emotional supportive services while at HOU.

Definition: Individualized social-emotional supportive services include in school counseling, assessments, and appropriate referrals for long term individual and/or family intervention services.

Method of Measurement: Documentation of individual and/or counseling sessions, and community referrals as reported upon discharge to home school.

Objective 4: Sixty percent (60%) of the students in the program up to 90 days will improve their self-esteem.

Definition: Self-esteem is defined as feeling better about self.

Method of Measurement: The Hudson Index of Self-Esteem will be administered at intake and at discharge. A decrease in score of 10% reflects an improvement in self-esteem.

Objective 5: Sixty percent (60%) of the students in the program up to 90 days will increase their self-control.

Definition: Self-control is defined as the ability to follow the rules/expectations of the school, to not get in fights, and to not be argumentative.

Method of Measurement: The rule violations will be tracked as well as progress in showing positive behaviors and the incentives earned. The program will involve the students in tracking their improvements and incentives.

3. The public purpose and need to be served

Schools in the Leeward Oahu School District face challenges such as truancy and dropout rates, a greater number of students being retained or failing required classes, an increase in pre-delinquent and delinquent behaviors, and many families that come from low socio-economic levels who receive public assistance. The area lacks alternative education and social services. Programs addressing alternative education, literacy, truancy, pregnant teens, abuse and neglect, status offenders, and domestic violence are needed by this community.

4. Describe the target population to be served

The target population includes students in the Leeward Oahu School District in middle, intermediate and high school, grades 6-12, who are identified as at-risk or if their behavior and actions jeopardize the safety and well-being of other students on their home school campus.

A recent review of the backgrounds of students who have enrolled in the Hale O Ulu Program reveals that they have histories of trauma, which impact all aspects of development, including emotional regulation, memory, cognitive processing, social skills, and physical health. These students exhibit adaptive behaviors that include non-compliance, aggression, disrespect toward authority figures, thoughts of suicide, legal problems, serious problems at home, homelessness, possession of weapons, and alcohol and substance use and abuse. The Hale O Ulu Program often receives youth who are diagnosed with Attention Deficit Disorders (ADD), depression, anxiety, oppositional defiant disorder, conduct disorder, and more.

Youth are referred by the Department of Education; the placement of a student in the program is determined by any one of the three Leeward District Complex Area Superintendents (CAS). Students will meet one or more of the following criteria:

- Has been struggling in their home school due to adverse behaviors that resulted in a suspension and requires an alternative education program for up to 90 days, and;
- Displaying behaviors that are not aligned with DOE rules, State or local criminal laws as described in HAR Sections 8-19-1 through 8-19-26, of Chapter 19, Student Misconduct, Discipline School Searches and Seizures, Reporting Offenses, Police Interviews and Arrests, and Restitution for Vandalism and Negligence

On average, the program will provide services to 60 students per day.

Through our 35 years of experience, we have found that students who participate in the program have social, family, and educational challenges. The majority of the students are from low economic, socially disorganized, and multi-problem families, where problems have been long-standing. Many of the students have experienced trauma, displays signs that are considered pre-delinquent, have substance abuse problems, poor socialization skills which cause low self- concept, and demonstrate social behaviors that are problematic. They struggle to function in the traditional school setting. Non-attendance, truancy, academic failure, difficulty regulating emotions and developing healthy relationships, and disciplinary problems are common and the students are on the verge of becoming "dropouts" or "pushouts" from school. They are also characterized as immature and irresponsible, defiant, having problems with authority, and using the defenses of denial and projection.

The parents are often in need of support and may be experiencing challenges in life as well as parenting their child(ren). They are often indifferent to their children, have lost their parental control, or feel overwhelmed by their own problems (emotional and financial); thus they have very little to give emotionally. Many also lack parenting skills.

5. Describe the geographic coverage

The geographic area to be served is the Leeward Oahu School District which includes the following schools:

Complex	School Name
Campbell	Ewa Makai Middle Ilima Intermediate James Campbell High
Kapolei	Kapolei Middle

	Kapolei High
Nanakuli	Nanakuli High and Intermediate
Pearl City	Highlands Intermediate
	Pearl City High
Waianae	Waianae Intermediate
	Waianae High
Waipahu	Waipahu Intermediate
	Waipahu High

II. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

This section describes how CFS provides an alternative education program, Hale O Ulu, to Hawaii's students in the Leeward Oahu District. Specifically, this proposal is requesting funds to pilot and evaluate a new therapeutic model to meet the more severe and changing needs of the students served in the Hale O Ulu Alternative School Program. In order to appropriately serve youth referred to HOU, additional resources are needed. These resources include additional Master's level therapist hours, one-on-one attention in the classroom from Educational Assistants, as well as curricula and an evaluation component.

Program Design

Hale O Ulu provides a structured educational and therapeutic setting with integrated educational and clinical counseling services. Placement in Hale O Ulu is a temporary, term-limited intervention. It is designed for students to achieve academic progress and successfully transition back to their home school setting. HOU strives to provide a safe and nurturing environment, building strong, positive, supportive, and trusting relationships for adolescents to promote positive social and emotional skills. The environment is structured, consistent, predictable, and individually tailored to meet the changing needs of each student.

HOU integrates the concepts of responsibility, respectfulness, resourcefulness, and responsiveness into its program philosophy. These four key concepts are defined below:

Responsibility: Developing an attitude of having internal control in recognizing our clear choice in a situation and accepting the consequences (results) of our choice;

Respectfulness: Recognizing and accepting the right to make decisions for ourselves and allowing others to make theirs;

Resourcefulness: Using our existing skills and developing other skills necessary to cope with life in support of our own life goals and objectives;

Responsiveness: Showing others we care for them by listening to and considering their concerns, ideas, and beliefs. Relationships are important and necessary to our own well-being.

The philosophy also embodies a commitment to trauma-informed care (Patricia Wilcox, 2012; Trauma-Informed Treatment; The Restorative Approach) where students are able to build trusting relationships in a safe environment that will foster change in their lives. Also part of the philosophy is that students have the right to individualized service plans that will address their needs and will serve as guides in implementing services and interventions. Included in this is that families are an integral part of students' services and are an essential part of the treatment team. Services are problem-specific, developmentally focused, and time limited.

Students are encouraged to use creative thinking and there is frequent opportunity for self-expression and personal interaction. Successes are celebrated and high quality work or extreme efforts are recognized as accomplishments. For many students, the program provides their first encounter with academic success. Students are provided the opportunity to see themselves in a new light, i.e. as a successful student. The stories below illustrate how powerful this realization can be.

Keala is a 16-year-old girl who was suspended from her home school for fighting with another girl on campus. She has struggled to attend school consistently and finds it hard to interact with others. Since coming to HOU, Keala has learned to work with other students in a smaller class setting, knows that she can ask for help from the school counselor or other staff in the program, and has started to attend school more consistently. She has expressed more confidence in handling her emotions and now knows how to ask for help.

Lopaka is a 15 year old boy who has been suspended from his home school for gambling and having illegal substances in his possession while on campus. Since coming to HOU, the school counselor has been working with him and his family to address his gambling and substance use and he is now participating in weekly substance use classes. His grades have improved and he has not been observed participating in gambling activities while at HOU.

When asked what they liked about HOU they both said the small classes and the teachers. They shared that the ongoing encouragement, learning to plan ahead and the incentives as they complete each credit keeps them motivated. They like having the ability to walk into the office at any time and talk through things that are bothering them. They described the staff as caring and they know the staff are concerned and want them to succeed.

Hale O Ulu uses a Trauma-Informed Care model called Risking Connection®. The Risking Connection model allows staff the opportunity to offer "Respect, Information, Connection and Hope (RICH)" to each student. In Risking

Connection®, staff work with the students and recognize that the negative behaviors they are displaying are adaptive, meaning their negative behaviors have worked in some capacity to meet their immediate needs despite the long term affects it may have in their life. Staff seek to find out what is behind the behavior rather than simply punishing the behavior. This approach takes more time, but ultimately has better outcomes as it focuses on what is really going on for each student. For example, if a youth is yelling at the teacher, this model would have the staff and/or teacher work with the youth to find out why they are so upset. The old model would simply “punish” the yelling, which really doesn’t get to the real reason for the behavior. In order for this model to work, the staff must build relationships and connections with each student. Over time, they begin to understand that staff members are there, not to judge or punish, but to provide the “shaping” necessary to recognize and change inappropriate patterns. For the students, learning to look beyond their behavior to what is causing it is the most difficult task toward a new, more positive view of themselves.

Counseling and clinical interventions (including individual, group, and family therapy) are combined with individual educational programming that provides support when necessary, for overcoming the barriers that have impeded the learning process. Staff members seek to understand the causes of each student’s behaviors within the context of the classroom. For example, if the function of an inappropriate behavior is to seek the approval of classmates, staff members may separate the student and work with the Therapist IV to develop alternative behaviors to accomplish the same goal. Staff members will spend one-to-one tutoring time away from the other classmates to identify learning gaps or disabilities and develop a program to help build basic reading skills.

Service and Work Activities

This section describes the service and work activities offered by the Hale O Ulu Program and includes a description of the following: referral, intervention planning, exit transitions, program calendar, program schedule, curriculum/educational plan, academic instruction, student discipline, positive behavioral support, program assessments and monitoring student progress, medication and medical emergencies, and other program requirements.

1) Referral and Intervention/Planning

a. Referrals

The Education Coordinator or designee is the primary contact for referrals to the program. After review of the referral information, the program staff contacts the home school personnel to confirm the referral from the Complex Area Superintendent (CAS). Staff members work with the DOE team to further describe the services available through the program and to gain an increased

understanding of the needs of the student. Following the preliminary decision that Hale O Ulu is the most appropriate placement, the home school will refer the student. The Education Coordinator will then contact the student and parent(s) and schedule an intake appointment.

Student referrals are processed on a first come first served basis. Hale O Ulu collaborates with DOE to develop an appropriate service/treatment plan for entry into the program within ten calendar days of the date placement determination is made. Once a referral is received all efforts to process the referral immediately are made. A delay in the intake process typical is a result of the inability of parents to meet in a timely manner to complete the intake paperwork. In these events, the student's home school, and the Leeward District Office are made aware of the delay and work in collaboration with HOU staff to expedite placement.

If the enrollment exceeds 65 students, HOU staff will notify the DOE to discuss how to prioritize the students or create a waitlist.

Placement in Hale O Ulu is a temporary, term-limited intervention not to exceed 90 days in duration, with the goal of returning to the general education learning environment on their home school campus. Services are determined according to the student's term at Hale O Ulu. Each student's length of stay is determined by the DOE's Leeward District Office CAS and is based on the Chapter 19 rule violation at time of suspension. A student's social/academic plan reflects his/her need based on his/her current academic level requirements, and his/her IEP or 504 plans if applicable. Hale O Ulu works in collaboration with the student's home school to make certain that necessary requirements are being met.

Hale O Ulu does not reject any student referral. Students who meet entrance requirements are accepted into the program. The length of stay in the program determined based on their length of suspension with the overall goal of the student maintaining or improving their academic performance, and working on behavioral concerns. Transition into the program begins as soon as the intake meeting and planning session with the student and parent(s) occurs.

Baseline data on the student is completed within three weeks of the referral. Referral materials, including a Functional Behavioral Assessment and when appropriate, IEP/Behavior Support Plans are reviewed with staff members prior to the student's start date. Active participation by the student in the program begins within one week of intake. Individual student planning is completed within two weeks of intake. The parent(s) are contacted daily if a student is absent and a call explaining the absence was not received from the parent(s) or legal guardian. The staff will attempt to work with the family to engage the student in services and also report to the DOE any concerns.

Transition into the program is planned in advance with the previous placement whenever possible. Information regarding previous interventions, academic status, standardized test scores, history of aggressive behavior, effective reinforcements, strengths, family/community resources, and any other relevant information is collected and reviewed in order to provide a smooth transition to the program.

The program's procedures and expectations are fully explained to the student and parent(s)/legal guardian(s) during orientation and are reviewed throughout the social and academic assessment portions of intake. The student is asked to sign relevant documents relating to placement and agreement to abide by program expectations.

b. Intervention Planning

Intervention planning is based on the information gained from previous assessments, as well as information and observation of the student in the program. Additional ongoing assessments are also conducted, as appropriate. Planning includes input from the student, the parent(s)/guardian(s), other significant people in the student's life (as appropriate), DOE staff, program staff, and other designated individuals.

Intervention success will be evaluated on an ongoing basis with weekly case reviews involving DOE Teachers and HOU clinical staff, case consultation, and formal quarterly social reports.

2) Exit Transition

When a student is accepted into the program, staff members are committed to providing the highest quality care and providing the student with every possible chance to succeed.

Hale O Ulu staff develop a transition plan collaboratively with DOE during intake and review and modify the plan within ten calendar days prior to the transition date and/or if appropriate in accordance with the student's IEP/504. The transition plan includes steps and strategies to support the student's successful return to their home school. There is no exit without an IEP/504 change of placement decision for students in special education with IEPs/504 Modification Plans.

In the event that a student fails to make progress during their stay at HOU, or appropriate behavior declines, a service team meeting is called to develop strategies to support the student's forward progress. When behavior becomes dangerous or becomes detrimental to the school climate, a service team meeting is held to determine if other alternative placements are available. Students at HOU

are never suspended or expelled for lack of progress or declining behaviors, although when safety becomes a concern for self or others, students may be sent home with homework. Parents and the student's home school Vice Principal are contacted and if necessary, a student/parent conference will be held in the morning of the following school day to problem solve and develop strategies to prevent continued unsafe behaviors.

When ongoing evaluation indicates progress on service goals and the student has demonstrated marked improvement in identified areas of concern, a team meeting may be held to discuss early transition back to the student's home school. Plans are developed to include supplemental services to provide support to the student during the transition phase.

Discharge is considered when:

- Student has completed their predetermined suspension time;
- Student has demonstrated the ability to achieve marked progress on their educational and social-emotional deficiencies prior to their predetermined suspension time;
- Student or parent(s) wishes to withdraw; or
- A student becomes unsafe to self and others and an alternate setting is determined to be a better placement option.

Staff members are available to DOE school personnel for consultation for 30 days following discharge from the program. Services and supports are implemented prior to the student's return to the home school.

Student and parent(s)/guardian(s) are provided counseling to support all types of discharges. Where appropriate, the Therapist IV assists the student in referral to another agency for extended supportive services, such as substance abuse counseling, or long term individual and/or family therapy.

3) Program Calendar

The Hale O Ulu program follows the DOE Single Track School Calendar. The staff attempt to plan vacation time during the months of October, December, March, and July. The school has many years of experience providing alternative education services and continues to provide consistent, year-round educational programming.

4) Program Schedule

The school day is from 8:30 AM to 2:30 PM, Monday through Thursday and 8:30 AM to 11:30 AM on Friday with the option to offer classes until 2:30 PM. Other services and activities are also scheduled for Fridays including individual and family counseling, one-to-one tutoring, job training workshops, DOE team meetings, student case reviews, staff development, staff collaboration and collateral contacts, staff meetings, and administrative tasks. All State and Federal holidays are observed.

5) Curriculum/Educational Plan

The Hale O Ulu Program offers the following academic services in compliance with the Common Core State Standards. Counseling services are integrated into the educational plan. Counseling services consist of individual, family, and peer group counseling, social services, aggressive outreach, crisis intervention, and socialization. These services are described in detail later in this section under Positive Behavioral Supports.

a. Curriculum

Classroom curriculum is based on their current academic level determined at their home school. Information related to their academic level and performance is provided to HOU upon intake.

The program provides students with access to general and special education curriculum opportunities based on the student's home school and in accordance with their IEP or 504 Modification Plan when applicable. Formative, remedial, or specialized instruction in reading is available to students reading below grade level. All classroom curriculum is provided by their home school teachers. Each referring school provides HOU Teachers with supporting books and teaching materials to ensure adequate support can be provided to the student while at HOU. School material is returned once the student has completed their term at HOU and is scheduled to return to their home school for further educational activities.

As part of the education process, program staff members coordinate the subjects taught with school requirements and content standards, in order to make certain that the students will continue to receive credit toward graduation. Program instruction is designed to address the student's general curriculum and applicable special educational needs. Curriculum is available in the core courses including English Language Arts, Math, Science, and Social Studies as provided by each DOE home school. A variety of math and language arts curriculum resources are made available by home schools in hard copy or online.

A thematic approach is used to teach science, with "hands-on" experiments and projects guiding course content. Current events are taught using a variety of resources such as the incorporating the Star Advertiser Newspaper in the

educational program as well as the internet. Discussions regarding contemporary issues are valuable in defining and discussing personal values and opinions.

The ability to work independently, follow through on assignments, and keep work organized are skills also taught during the program. One to one tutoring, close monitoring of work, and positive feedback is also an important component in guiding students to become more confident and capable. Learning to ask for help appropriately, wait for assistance, or move on to something that is understood are skills necessary for success in the regular education setting.

Many students that are referred lack skills for “thoughtful problem solving and the integration of knowledge and skills from different disciplines as well as feelings management”. The learning process for these students has little or no depth and the skills learned in school are not generalized to real-life situations. Critical thinking and problem solving are encouraged and nurtured within the program. Instilling the usefulness of learning is a challenging task to accomplish with this population, but when students achieve this goal, the value of learning can make changes that last a lifetime.

The HOU Program Teachers work with each student’s home school teachers to ensure an appropriate grade is given for the student’s academic achievements while attending HOU. Grades for students attending HOU for up to 20 instructional days are provided by their home school teachers with input provided by their assigned HOU Teacher. For students who attend HOU for 20 or more instructional days, grades are determined based on their academic achievement at HOU and are submitted by their HOU Teacher to their home school for official grade posting.

b. Educational Plan

Students must participate in five classes lasting 45 minutes four days a week. Each class activity is standards-based and has clear overall objectives that are used as indicators of course mastery. Classes are designed to be of high interest and to achieve three purposes:

- Change negative attitudes toward learning,
- Allow the student to experience success, and
- Demonstrate core curriculum competency skills and academic knowledge that will prepare them to meet their educational goals.

The program is designed to have students transition between classrooms and teachers throughout the school day and includes daily homeroom assignments. This design helps maintain a level of familiarity with systems in place at their home school. School bells are used between classes to announce transition between classrooms and breaks. A logical system of control and limits is always maintained. At no time is a student unsupervised. Although the program includes

a flexible, unstructured learning environment, students are held accountable to adhere to school rules and HOU has a structured referral process for in school counseling for disruptive behaviors in the classroom or during breaks.

Instruction is provided in a private setting or together with other students that share the same challenge. Most students, who are reluctant at first, eventually engage in this one-to-one attention and actually enjoy the intense learning that takes place in this supportive, private setting. Students often build the confidence necessary to become better readers. As skills improve, academic confidence increases and this new self-image as a successful learner, is incongruent with past behavior patterns. The student becomes open to adopting new behaviors and the cumulative effect of success and change often have a profound effect on the school experience for the student, and other family members as well.

6) Academic Instruction

a. Academic Classes

Classes are offered in all core subject areas as well as extra credit courses. These subjects are geared to meet the individual's needs from grade 6 to grade 12. Formative, remedial, or specialized instruction is provided to all students performing below proficiency to address learning gaps and increase student achievement and is provided in collaboration with their home school teachers.

Of the students served in the current program, 60% to 70% have had learning disabilities or gaps in knowledge that became very problematic in intermediate and high school. At times students are unwilling or unable to admit they have limited ideas how to approach an assignment. They may be embarrassed in front of classmates and instead tend to "act out" to distract others from the real issue. A surprising number of students referred to the program lack basic reading skills. Generally, these deficiencies are remedied with carefully planned one-to-one tutoring sessions. This may include reinforcement of commonly used sight words and a review of basic content and comprehension skills.

While the majority of the lessons are taught in a classroom/group setting, students are frequently instructed individually to customize assignments that capitalize on strengths and improve gaps and weaknesses. A balance between this strengths-based approach and remedial education is the key component to student success.

Academic advising is provided by the Education Coordinator as needed during their term at HOU and recommendations are forwarded to their home school for further advising. Students work individually and in class settings and track their academic progress on a summary chart with support for their HOU Teacher.

The classroom is arranged to allow for grouping of students sharing a similar area of difficulty. While working in small groups, the instructional staff provides tutoring, support and assistance. The primary teaching method for subjects is one-to-one tutoring, group and independent instruction. Basic concepts may be taught in large or small group settings with practice and application occurring individually. To support classroom learning, a DOE Educational Assistant is provided to float between classrooms and support one-to-one tutoring, and group instruction. This allows for individual expectations and performance while also providing opportunities for students to engage in the learning process with others. Discussion and sharing of finished work is a guiding principle in many of the basic subject areas. By sharing their successes in a group setting, students strengthen socialization skills and develop a support for each other. Strained peer relations is a common characteristic of this population and by sharing the positive experience of learning together, those skills are constantly practiced and reinforced.

b. Creative/Vocational Classes

The creative curricula (elective courses) help students explore new and diverse ways of learning. The majority of students are "turned off" to learning by the traditional method. The excitement of learning and viewing learning as a positive experience must be rekindled. These classes are a means to achieve this by providing successful and fulfilling experiences. Subject areas offered include art, crafts, music, recreational games, advanced writing, speech, news writing, home economics, computers, vocational/ life skills training, and advanced health/ guidance.

7) Student Discipline

The HOU Program utilizes tiered interventions that are evidence-based approaches to respond to elevated disciplinary responses. These individualized approaches have been found to be more effective than a focus on general classroom management. A description of each tier is as follows:

Tier I, universal, for all students: This tier includes positive behavioral supports, such as frequent recognition for appropriate behaviors, cueing, and predictable structure.

Tier II, short term, supplemental intervention: This tier includes observations, functional behavior assessments, behavior plans, and includes classroom observations to determine environmental contributors, antecedents, frequency, patterns across subjects or times of day and task demands, self-monitoring, and reinforcement plans. This tier also includes counseling, and data progress monitoring.

Tier III, intensive, individual, long term: This tier includes behavior plans and counseling, individualized, often addressing multiple, sometimes chronic, issues

simultaneously. This may also include a need for coordination with outside agencies or other providers.

The office of Superintendent of Public Instruction, State of Washington (2005), details best practices for these interventions:

Issue	Desired Outcome	Observation	Intervention
Maintaining Boundaries	Students keep appropriate distance from others and use touch in "okay" ways.	Students touch others appropriately.	Teach boundaries; respect cultural differences; recognize cultural biases; teach about personal bubbles; define boundaries as being "at arm's length"; encourage alternatives to intrusive touching; teach alternative strategies for positive attention; clearly define space boundaries; use carpet squares; monitor room or seating arrangements; collaborate with parents and professionals; develop a safety plan; maintain appropriate confidentiality.
Recovering from Upsetting Events	Students can recover from upsetting events.	Students enter the classroom/school exhibiting behaviors that suggest anger, frustration, and an inability to cope with the demands of the current environment.	Support students following upsetting events; use assistive techniques; process the event; give regular feedback; be patient with the recovery process; develop timeline of events; determine if need for professional assistance; discuss recommendations with student; transition student back into classroom when appropriate; provide skill enhancement; address cognitive distortions; proceed with caution.
Respecting Property	Student respects the property of others, as well as the student's own.	Student destroys property.	Clearly define problem; encourage self-monitoring; give verbal or non-verbal cues; promote communication and understanding; help students who are out of control; encourage restitution; coach them through apologies; model respect and pride in ownership.
Safety	Student will be safe with others.	Student harms others with physical contact, such as hitting or kicking.	Clearly define problem; clearly establish rules; develop individual contracts; use positive reinforcement; separate students; be consistent; teach and model journaling; teach relaxation; use role modeling.
Appropriate Self-Expression	Students express their ideas, thoughts, and emotions using non-offensive language.	Students use inappropriate language (e.g., swearing).	Clearly define offensive language; post lists of offensive and non-offensive words; send lists home to family members; establish link between self-esteem and language; teach about emotions; teach alternate ways to express anger; share feelings with others; role-play strong emotions; provide feedback;

Issue	Desired Outcome	Observation	Intervention
			use journaling for self-expression; redirect attention; create incentives.
Following Directions	Student follows directions and rules, both at home and at school.	Student refuses to follow directions given by adults.	Clearly define problem; develop plan; use simple directions; be consistent; know when to ignore noncompliance; know when to address noncompliance; directly teach compliance; empower students in positive ways; use positive reinforcement.
Honesty	Students will be honest with themselves and others.	Students lie at home, at school, in the community, to family, peers, staff.	Clearly define problem, clearly establish rules, have specific class discussion about lying; recognize honest behavior; do not punish honesty; role-play honesty; tell stories about being honest.

In summary, in order to appropriately serve youth referred to HOU, additional resources in terms of additional staff need to be added in order to address the more severe, and changing needs of the youth that are referred. We are committed to the best outcomes possible for these youth, which require individualized interventions in the context of the trauma-informed model established in the program.

The rationale for the discipline process is not only to correct behavior, but also to allow each student the opportunity to better understand why they are behaving in a negative way. Hale O Ulu's discipline procedures are in accordance with Chapter 19 and/or Chapter 60 guidelines. Students and staff must adhere to basic rules/expectations and logical responses described below. These rules/expectations are an important and integral part of the program. Students and staff must give a clear indication of their understanding and acceptance of these rules/expectations as a condition of admission and hiring.

a. Expectations

- Do nothing that COULD be harmful or dangerous to yourself, to others, or to the property.
- Be in a supervised activity at all times. (8:30 a.m. to 2:30 p.m.)
- When given the "Go" signal, the student leaves the classroom immediately, in silence and with no gesture. The student may go to any supervised area and may go see the Educational Coordinator to discuss what happened. This is a non-confrontational way to communicate with the student that the behavior is not acceptable. The Education Coordinator may mediate the situation.

As CFS moves towards a trauma-informed care model recognizing that behaviors are adaptive and work in the moment for those who have experienced trauma,

staff will work with each student on identifying what might be a trigger for the student and what may have prompted the behavior. Staff will offer each student the opportunity to cool down, talk about what happened and work with the student to develop coping skills that might be helpful for future situations.

b. Logical Responses

A staff member informs a student that they have fallen short of expectations. The student then reports to the Education Coordinator where he/she has the opportunity to talk through what happened and come up with a plan to restore the situation. If the student is in disagreement, the Education Coordinator discusses the concern to ascertain if the student understands what they did and why they did it. They then proceed to the reporting staff who describes the incident to the Education Coordinator. They return to the Education Coordinator's office where a decision is made.

Whenever needed, during this process, counseling is provided by the Education Coordinator to help understand what may be causing the student's negative behavior. Throughout this process, counseling with the student and/or parent(s) occurs and the Therapist IV will increase check in and counseling sessions with the student to ensure supports are in place for their academic success.

c. Interventions

Rewards and consequences are used when needed during the school day to address negative behavior. The Hale O Ulu Program has found that this strategy works best when the rewards and consequences are meaningful to each student. Although the Program has set rewards and consequences in place for behaviors exhibited, this is translated into individual-specific ones for a more effective response. Staff members have reported an increase in positive behavior when rewards and consequences are implemented consistently. Evidence-based *Best Practices* interventions are utilized in individual and group counseling sessions, including cognitive behavioral and solution-focused strategies.

The DOE recognizes that HOU's Progressive Discipline system tracks rule violations and the staff work with the students to offer counseling and support to make positive behavior changes. The DOE and HOU are committed to using the bi-weekly reports to document improvements and challenges faced by the students as well as opportunities to peer review meetings when students are struggling with the HOU program. Both HOU and DOE are discussing the current Progressive Discipline system to work on revising some of the language.

The following forms of discipline are prohibited:

- i. Degrading punishment, corporal or other physical punishment;

- ii. Forced physical exercise solely for the purpose of eliminating behavior rather than for instructive or athletics value;
- iii. Punitive work assignments;
- iv. Group punishment for individual behavior;
- v. Medication for the purpose of punishment;
- vi. Extended isolation of the student;
- vii. Deprivation of the student rights or needs;
- viii. Painful aversive stimuli;
- ix. Use of seclusion or mechanical restraints;
- x. Use of any locked facilities; or
- xi. Administration of noxious substances.

DOE is notified of student infractions and an incident report is submitted as warranted. Hale O Ulu and the CAS must agree on exiting a student early due to disciplinary measures.

8) Positive Behavioral Support

The program is based on the theories of **Individual Education** developed by Dr. Raymond Corsini, a Honolulu psychologist. Hale O Ulu has modified his theories to meet the needs of the target group it serves. The program has integrated clinical counseling/therapy with educational services. The program believes the ultimate purpose of a school is to help develop students individually and socially. It accomplishes this by integrating the key concepts of responsibility, respectfulness, resourcefulness and responsiveness (the Four Rs) of **Individual Education** into its program philosophy. These four key concepts are described below:

RESPONSIBILITY - developing an attitude of having internal control in recognizing our clear choice in a situation and accepting the consequences (results) of our choice.

RESPECTFULNESS - recognizing and accepting the right to make decisions for ourselves and allowing others to make theirs.

RESOURCEFULNESS - using our existing skills and developing other skills necessary to cope with life in support of our own life goals and objectives.

RESPONSIVENESS - showing others we care for them by listening to and considering their concerns, ideas and beliefs. Relationships are important and necessary to our own well-being.

a. Clinical Counseling/Therapy

A recent review of the backgrounds of the students who have enrolled in the program since 2013, has revealed that they come with more severe problems than has been the case in the past. Issues now include diagnosed attention deficit

disorders, depression, anxiety, oppositional defiant disorder, conduct disorder, non-compliance, aggression, disrespect toward authority figures, thoughts of suicide, legal problems, serious problems at home, homelessness, possession of weapons, and alcohol and substance use and abuse. The trauma that has touched these youth impacts all aspects of their development, including emotional regulation, memory, cognitive processing, social skills, and physical health. Trauma can undermine a youth's ability to learn, handle relationships, and manage classroom requirements. This also impacts the development of communication skills, and affects executive functions required for planning and anticipating, and the capacity to engage in a classroom situation.

The National Association of School Psychologists (NASP 2010 conference) , identifies clinical interventions specifically effective for individual disorders, including ADD, and ADHD, Anxiety, Depression, Obsessive Compulsive Disorder, Oppositional Defiant Disorder/Conduct Disorder, and Fears/Phobias.

Effective Interventions by Disorder - Summary:

Disorder	Interventions
ADD/ADHD	Behavior medication; positive behavioral reinforcement; parent training; medication; Cognitive Behavior Therapy (CBT)
Anxiety	Cognitive Behavioral Therapy; Coping Skills Intervention
Depression	Cognitive Behavior Therapy
Obsessive Compulsive Disorder	Behavioral Parent Training
Oppositional Defiant Disorder/Conduct Disorder	Behavioral Parent Training; CBT; Anger Management; Parent-Child Therapy
Fears/Phobias	Graduated Exposure; Modeling; Self-Calming Techniques

To address identified disorders and provide individualized Clinical Counseling/Therapy interventions, the Therapist IV works with students and families through individual, family, and peer group counseling, social services, aggressive outreach, crisis intervention, and socialization. These services are described in detail below.

i. Individual Counseling

The Program Supervisor I, Education Coordinator and the Therapist IV will provide individual counseling. Counseling is mandatory in that it is an integral part of the program. Weekly sessions are offered but because of the type of students, sessions may occur more frequently. Among the areas discussed during

the counseling sessions are intra-physic and interpersonal problems, patterns of behavior, individual and family problems, assuring responsibility for behavior, learning better coping and socialization skills, problems in the academic areas, and handling behavior problems that occur in the classroom which impinge on the student's academic achievement.

ii. Family Counseling

Involvement of the family in counseling has high priority and is a key segment of the program. The student's poor performance and inappropriate behavior in school is usually related to family problems or concerns. The importance of parental involvement and the expectation of parental participation are stressed during the intake process. The meetings are led by the Therapist IV and other select staff support all involved family members in identifying and obtaining family supports offered in their community to ensure extended supports exists after program discharge.

iii. Clinical Group Work/ Peer Group Counseling

The Program Supervisor I, Therapist IV, and the DOE Teachers provide peer group counseling. Peer groups occur daily during the homeroom periods and, this is the one class that is mandatory.

The Guided-Group Interaction Model is used during these group sessions. Subject areas discussed include personal and family problems, adolescent concerns, socialization skills, development of problem solving skills, and relationship problems.

Group therapy intervention forms the foundation of the classroom community. Rotating leadership of students (guided by the Homeroom Teacher of other staff) allows each student to practice leadership skills in a simple, structured way. Psycho-educational topics are sometimes discussed as well as community issues and concerns, and/or successes. The group also provides an arena for welcoming new students and saying good-bye to departing students and staff members.

iv. Social Services

Social services are offered as an adjunct to counseling services. Many of the families have multiple problems; hence, the families are known to community agencies or are in need of other services not provided by Hale O Ulu. Social services are offered to coordinate service/treatment plans with other agencies. Information and referral is provided when needed.

v. Aggressive Outreach

Aggressive outreach is provided from intake and continues throughout the student's enrollment. The students tend to be unmotivated, resistant or fearful; hence, reaching out is important. If a student or parent does not initiate an intake appointment or fails to keep an appointment, the Therapist IV reaches out and encourages the family to at least come in once to discuss the program. Once admitted, reaching out continues when a student fails to attend school and their home school support systems are included as part of the outreach process.

vi. Crisis Intervention

The Program Supervisor I or the Therapist IV is available to help and provide services to the students and parents whenever crises occur. The families tend to be crisis-oriented. It is during these periods that they are motivated more than at other times, to look at and deal with problems. They are informed about the availability of the Program Supervisor I and Therapist IV and encouraged to call during crisis. Crises occurring at school are handled immediately by staff.

vii. Socialization

A primary goal of the program is to encourage the development of socialization skills. Students must develop and use skills that enable them to function within a system that requires them to engage in decision-making and goal setting. Social skill development is a learning area that encompasses communication skills, relationships, and learning how to respect the rightful choices and decisions of self and others. Daily activities are designed to help students improve relationships with staff and peers; consider the concerns, ideas, and beliefs of others; increase communication skills; share responsibilities; increase group cooperation; gain understanding of self; raise self-esteem; and develop a better self concept. The homeroom plays an important role in this process. Homerooms meet daily during the first period and again briefly at the end of the day to "wrap up" the day's activities. Attendance is mandatory.

b. Cultural Sensitivity

Culturally sensitive interventions are implemented to meet the identified needs of the individual family. The effectiveness is measured via program outcomes. One measure of the appropriateness of interventions will be through the client satisfaction surveys.

CFS is committed to providing culturally competent services throughout the State of Hawaii. The core values for staff at CFS are respect and acceptance. These values manifest themselves in daily interactions between clients, stakeholders, funders, community agencies, and with colleagues. CFS staff members are required to attend

annual Cultural Competence training. The training is intended to increase knowledge of diverse cultural groups and develop skills that result in positive client outcomes. Some of the topics covered in this training include understanding and being aware of one's own cultural values; being aware of, accepting and understanding cultural differences; understanding the client's culture; and respecting differences.

CFS has a Cultural Diversity Task Force which helps to improve the services the organization provides to Hawaii's culturally diverse communities. The Task Force consists of staff from various programs including supervisors and front line workers, administration staff, department staff, and anyone who has an interest in improving our work as it relates to cultural diversity.

The Cultural Diversity Task Force meets on a quarterly basis and more frequently when needed. The Task Force is a clearinghouse for questions and recommendations on how to improve our cultural sensitivity relative to the services we provide. Two Task Force members are designated as the point of contact and staff can e-mail questions or suggestions to them. The questions and suggestions are then brought to the larger group for discussion before a response is made. This is a valuable opportunity as CFS has rich, diverse, and knowledgeable staff resources. If the information is not available internally, an external search will be conducted. The CFS Cultural Diversity Task Force is responsible for developing cultural diversity materials for the organization; this material includes information on various cultural groups for front line workers. The Cultural Diversity Task Force continues to recruit new members as we enhance culturally sensitive practice in our work with children, adults and families.

9) Program Assessments and Monitoring Student Progress

All educational services are consistent with the Common Core State Standards.

Program staff collect data and document the number of hours of instruction by course. This information is used in transition planning to assist the appropriate home school in granting academic credit to and proper placement of the student. Written progress reports to the home school are also provided by program staff.

Students' progress is monitored on various levels during their time at the program:

- **Daily:** The discipline system provides feedback about behavior, self-control, peer relationships, and overall performance. Attendance is also closely monitored.
- **Weekly:** During one-to-one academic counseling, the previous week's educational performance is evaluated and discussed in order to monitor progress. Program staff communicates weekly with the school and/or District staff regarding the status of each student.
- **Monthly:** Individual counseling sessions are held to discuss progress made on social and emotional goals.

- Quarterly: Students are involved in quarterly service/treatment plan reviews. Services are provided for up to 90 days in duration and all attempts to conduct a transition meeting with HOU staff and student's home school and parent(s)/legal guardian(s) are held prior to discharge and transfer.

The review will address:

- Success of interventions
- Anticipated alterations in interventions
- Coordination with other service providers, if applicable
- Additional services needed
- Revisions of plan
- Transition planning
- The functional Behavioral Assessment/Behavioral Support Plan is also reviewed at least quarterly

10) Medication and Medical Emergencies

CFS procedures have been developed in consultation with health professionals.

Hale O Ulu staff members are all trained in CPR and First Aid and are recertified every three years, thereby exceeding the minimum requirement of one trained staff member present at all times. Students have an individualized crisis plan when appropriate, that outlines specific steps to be taken in the event of emergency, either medical or behavioral. This plan is reviewed with staff and updated as part of the review process. Individual case records contain the names of the student's physician, clinic or hospital in case of emergencies and written authorizations from the parent or guardian to obtain emergency care.

Telephones or cell phones, first aid kits and safety manuals are available in the program office and agency vans during program hours. Each staff member follows safety precautions and all procedures for handling medical emergencies. These procedures are outlined in the CFS organization-wide and program manuals. An arrangement for emergency services with a nearby health care facility will be formalized.

Hale O Ulu staff receive training in the identification of child abuse and neglect and in mandated reporting requirements.

Serious accidents, injuries, emergencies, or dangerous situations including abuse and neglect are reported to authorities following the CFS incident report procedure. CFS Incident Reports and DOE Incident Reports are completed and sent to the appropriate agency and/or school personnel. Program staff notifies CFS and/or DOE personnel of any incidents which may compromise the safety of the child within 24 hours via telephone. This report illustrates hypothesized antecedents to the event and will allow for more preventive measures in the future. Also included are interventions that were implemented to address incidents. These reports are tracked and trends are identified

which may result in reviewing program procedures or making programmatic changes. Trends and patterns of incidents that occurred are logged monthly via the Quality Assurance report.

Personnel involved in direct care are trained in the identification of abuse and neglect and in mandated reporting requirements. Medication is stored and administered, when necessary, according to organization policy and procedure. The organization policy and procedure includes guidelines on storage of medication, proper labeling, destruction of out-of-date medication and proper disposal of unused medication, syringes and medical waste.

11) Other Program Requirements

CFS will comply with the following requirements:

- Provide IDEA required services as necessary.
- Provide interpreter services if needed for students and their families.
- Participate in internal reviews or service testing or District and/or Complex Quality Assurance meetings.
- Participate in IEP/MP or student specific team meetings.
- Follow due process requirements.
- Provide information to DOE personnel or IEP/MP teams on program services.
- Provide all curriculum and instructional materials and equipment to implement the student's academic coursework/IEP/MP.
- Conduct emergency drills including fire, lock downs, evacuations, and hazardous materials, with proper safety maps and procedures.

12) Research Component

CFS is committed to providing services that impact clients in a positive way. In order to do so, it is imperative that we assess how our pilot with our new therapeutic model at Hale O Ulu is working. This proposal provides includes an evaluation component to hire an outside evaluator to help us assess whether or not we are having a positive impact on the youth we serve. This evaluator's input and findings can be used to guide us in our work with the youth and ensure that we modify services for the best outcome for each youth. Our goal is to show that the therapeutic services Hale O Ulu is offering to youth is impacting them in a positive way, and ultimately helping them to successfully manage life challenges and graduate on time.

Management Requirements

Day-to-Day Program Operations

Ongoing day-to-day program operations and monitoring of program staff will be the responsibility of the CFS Program Supervisor I. School management, direct staff supervision, contract requirements, required training, outputs and outcomes, and

client satisfaction will be monitored by the Program Supervisor I. Management of quality issues including adherence to agency values and ethics, and compliance with accreditation is overseen by the Director of Oahu Programs and the Director of Quality Assurance and Training in conjunction with the Performance and Quality Improvement Committee. CFS will measure output and performance/outcome measures as established by the DOE.

The staff provides services based on *Best Practices* that are strengths-based. Staff members are required to take cultural competency training annually and other pertinent training topics. The Therapist IV conducts a very thorough assessment with the student and parent/guardian. Service/treatment plans are individualized and based on the needs of the student and family. The staff meets regularly to discuss each new student and the best plan of action is decided.

Adequate staff to student ratio is maintained at all times, and program staff will meet the educational requirements set by the DOE. Staff receive ongoing training and criminal history checks are conducted.

CFS will also meet all reporting requirements for program and fiscal data.

FERPA Compliance

CFS protects the privacy of the students' education records as required in the Family Educational Rights and Privacy Act (FERPA). CFS has processes in place that protect the parent's and student's rights with respect to the education records of their children, provide annual notification of these rights, permit access to their records, and account for all requests for access.

In compliance with agency procedure, CFS employees, independent contractors, and volunteers are vigilant about protecting the youth's and family's right to privacy at all times including when services are being provided in natural settings.

2. Projected Annual Timeline for Accomplishing the Results or Outcomes of the Service

CFS projects to accomplish the outcomes in this proposal by June 30, 2016. CFS anticipates hiring an additional Therapist IV and two additional Educational Assistants within 30 days of award to support the students in their educational and behavioral needs while at Hale O Ulu School. Data will be collected to ensure proper tracking of program outcomes and used to report progress. In addition, an independent evaluator will assist in evaluating the pilot project's impact.

3. **Quality Assurance and Evaluation Plan**

The Hale O Ulu Program – Program Quality Assurance Activities

Educational services at Hale O Ulu are consistent with the Common Core State Standards. Program staff collect data and document the number of hours of instruction by course. This information is used to support appropriate placement upon return to their home school and a plan is developed during transition planning. Written monthly progress reports to the home school are also provided by program staff.

Students' progress is monitored on various levels during their time at the program discussed in an earlier section.

Output/Contract Management/Outcome Measurements

In addition to monitoring the quality of our service, CFS is also committed to monitoring the output and staff efficiency rate of our staff members. This information along with outcomes data is used to measure overall program and employee performance. Not only is this important in managing the fiscal aspects of our direct service staff, but efficient services also benefit the student and family as well.

Program staff will collect the data to support performance measures. Data includes at a minimum:

- A. Satisfaction of parents and schools with the provided services. Client Satisfaction is collected at discharge and reported on a quarterly basis. The program utilizes a standardized survey instrument designed to: provide anonymity; provide information on satisfaction or dissatisfaction with the organization's personnel and services; and include basic demographics (age, gender, race/ethnicity). Feedback from the Complex Area Superintendents and DOE personnel on the program's effectiveness is received through the Referral Source Satisfaction Survey. Survey data is then collected and reviewed/analyzed for trends. An action plan is created as needed to address any issues/concerns that may arise as a result of the survey. The data is also reported to the PQI committee and to the Board of Directors.
- B. Progress and outcome measures are developed related to academic achievement and behavioral success in school, at home and in the community. Outcome Measurement is determined based upon *Best Practices*; funder requirements, and accreditation standards. Outcome activities are documented at the program level and help evaluate student progress and program effectiveness.

Quality outcomes for students are imperative. The staff is able to develop these outcomes when a functional social/behavior assessment has been completed. During intake, staff members are tasked with determining the cause or factors of the presenting behaviors and to apply *Best Practice* strategies in order to alleviate

symptoms and to correct poor performance. Starting with presenting problems and clearly identified stimuli that impede educational goals, interventions are used that will most likely result in success. In the course of service, goals and interventions are adjusted to make the most positive gains. In order to measure progress toward these goals, objectives are clearly stated and defined. Data is collected on a regular basis by reporting academic progress, monitoring behaviors, and skills development. Progress is often made when the students improve self-control and increase self-esteem.

- C. Timeliness of services, including time from authorization of service to initiation of service and completion of documentation requirements. The program processes referrals as soon as they are made. The program documents all contacts to the student's school, District office, and parent/guardian. Furthermore, phone contacts are logged and all correspondence and progress reports are also documented.

Operational Plan

CFS has an operational plan in place to address the referral process, verification of service delivery and any service provider concerns.

1) Referrals

Referrals are received from the DOE's three Complex Area Superintendents (CAS) or their designated representatives. Students are accepted regardless of sex, religion, ethnicity, sexual orientation, or economic level. The intake process consists of three sessions:

- Orientation
- Social Assessment
- Academic Review

Once the program receives a referral, program staff then contact the parent/guardian within 2 to 3 working days to schedule an appointment providing space is available in the program. The staff will work with the family to schedule the appointment within 10 days of the referral. This three part intake process occurs with the student and parent(s).

Orientation is conducted by the Therapist IV or the Program Supervisor I/ and occurs on the day of the scheduled appointment date. At the orientation the student and their parent(s)/guardian(s) are provided with a detailed explanation of the Hale O Ulu program, including the program's design, philosophy, and expectations.

A social assessment is conducted. A social history of the student and family is obtained in the social assessment and includes information related to the student's educational background. Following intake, an admission date is established with the student and parent and DOE personnel are notified. The purpose of the intake interviews are to gather information about the reason for the referral, secure psychosocial history, evaluate educational strengths and deficiencies, gauge the motivation of the student and parent(s),

arrive at a diagnostic assessment, and develop treatment objectives and service/treatment plans.

The face-to-face intake appointment will occur at the Program, which will allow the student and family to gain familiarity with the location and environment. Enrollment and first day of instruction will occur no later than ten days following the referral. The parent/guardian is expected to participate in the intake process. Information on family therapy sessions is also provided. For students in foster care, foster parents do participate in the intake process; however consents are signed by the Department of Human Services Case Worker due to legal guardianship. Following intake, an individual student program plan will be completed within ten days.

2) Verification of Service Delivery

In order to verify service delivery, the Hale O Ulu Program maintains academic and social files for each student, as well as attendance logs, phone logs, communication/correspondence with home schools, and progress reports. Documentation is updated as needed. Furthermore, there is an extensive quality assurance process in place which involves case record reviews, client grievance review, client and referral source satisfaction survey reviews, fiscal review, and outcomes reviews. These activities are summarized through a Quarterly Manager's Report, which is completed by the Program Supervisor I and reviewed by the Director of Oahu Programs.

Reports and client records are reviewed by the Program Supervisor I on a regular basis to make certain services are in accordance with DOE standards and that contract requirements including timelines are being met. CFS/Hale O Ulu submits a number of forms/reports to the DOE and home schools upon intake/termination, bi-weekly, quarterly, and annually (progress reports, DOE Quarterly reports, Annual Variance reports). Additional program monitoring is performed by the Clinical Coordinator who conducts intermittent program quality assurance activities. Any issues of non-compliance with service provision or reporting are conveyed to the Program Supervisor I and Director of Oahu Programs for corrective action.

Contract compliance is also monitored by the Clinical Coordinator who reviews program records against contract standards on a quarterly basis utilizing a Program Specific Chart Review Checklist which incorporates DOE and COA requirements and Performance and Quality Improvement criteria. Any area of non-compliance is reported to the Program Supervisor I and Director of Oahu Programs for corrective action via a comprehensive report and corresponding work plan identifying specific timelines for completion.

3) Service Provider Concerns

If concerns about a direct service staff member is identified during internal monitoring, the specific concerns are brought to the Program Supervisor I's attention and the staff

member is counseled and educated on proper procedures. Increased supervision is provided to monitor for improved performance or adherence to protocols.

If concerns about a staff member are identified by the client and/or family they will follow the Client Grievance and Complaint Procedure given to them during the initial meeting, prior to the inception of services. This form outlines the complaint process and timelines for a response from CFS to the complaint. If the staff member is not able to resolve the initial complaint, an informal investigation will be conducted by the Program Supervisor I.

Any allegations which appear to be a serious breach of standards or professional ethics by a direct service staff is immediately reported verbally and in writing to the Vice President of Programs and a prompt investigation is conducted in consultation with the Director of Human Resources.

The above protocols come from already established procedures and practices at CFS.

As necessary, records, personnel, and operations are available for monitoring by authorized DOE agents.

4. Measures of effectiveness

CFS offers the following objectives to support the measurement of effectiveness of services outlined in this proposal. The overall goal of the program is to provide comprehensive alternative educational and behavioral health services so that students develop appropriate social behaviors, and emotional competencies which will allow them to successfully return to their home school campus.

Objective 1: Sixty percent (60%) of the students in the program for 60 or more days will stabilize their attendance.

Definition: Attendance is defined as being in school at least 75% of the number of school days per trimester.

Method of Measurement: Record of daily attendance rate.

Objective 2: Sixty percent (60%) of the students in the program for 60 or more days will increase their productivity in relation to their academic level as measured by objectives in their individual plans.

Definition: Academic level is defined as class level (e.g., 6th grade, 7th grade, 8th grade, 9th grade, etc.).

Method of Measurement: Tracking of completed academic assignments required while at HOU.

Objective 3: Eighty five percent (85%) of the students in the program will return to their home school environment within 90 days and have received individualized social-emotional supportive services while at HOU.

Definition: Individualized social-emotional supportive services include in school counseling, assessments, and appropriate referrals for long term individual and/or family intervention services.

Method of Measurement: Documentation of individual and/or counseling sessions, and community referrals as reported upon discharge to home school.

Objective 4: Sixty percent (60%) of the students in the program up to 90 days will improve their self-esteem.

Definition: Self-esteem is defined as feeling better about self.

Method of Measurement: The Hudson Index of Self-Esteem will be administered at intake and at discharge. A decrease in score of 10% reflects an improvement in self-esteem.

Objective 5: Sixty percent (60%) of the students in the program up to 90 days will increase their self-control.

Definition: Self-control is defined as the ability to follow the rules/expectations of the school, to not get in fights, and to not be argumentative.

Method of Measurement: The rule violations will be tracked as well as progress in showing positive behaviors and the incentives earned. The program will involve the students in tracking their improvements and incentives.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

The required budget forms are attached to this proposal.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
125,000	125,000	125,000	125,000	500,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016.

All funding for fiscal year 2016 has been secured except for a private grant of \$25,000 through Stronger Families Fund.

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

None.

5. The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.

Attached is the Government Contracts and/or Grants Form.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

\$10,225,000.00

IV. Experience and Capability

A. Necessary Skills and Experience

The Hale O Ulu (Alternative Education) Program—Demonstrated Skills, Abilities and Knowledge

CFS's current Hale O Ulu program has assisted many students who have difficulty functioning in a regular school setting. Some of the staff members have been with the program since its inception and many other staff have multiple years working in the program. These staff members have been trained in various disciplines and are culturally diverse. Most recently the staff have been training in Risking Connection®. This trauma-informed care model recognizes that behaviors are adaptive and how to address the individual needs of the clients when they are often functioning the best way they know how in the moment. The multi-disciplinary team includes a Program Supervisor I, two Therapist IVs, DOE Teachers (funded by DOE), one Education Coordinator (funded by DOE and the Department of Human Services (DHS)), one the Male Responsibility Coach (funded by DHS) and three Education Assistants (one funded by DOE). The program milieu consists of therapeutic, recreational and academic components and has provided students with a repertoire of skills that have allowed them to achieve academic success when returning to the home school setting. Furthermore, in 2005 Hale O Ulu was the

proud recipient of the Kapolei Outstanding Achievement (KOA) award for the education category.

In March 2008, CFS developed an additional program component to Hale O Ulu, funded by the Department of Human Services. This component offers DOE students computer training, job skills training, and male/female role training to help prevent early pregnancy and encourage delaying the experience of early parenthood. This component is supported by the Male Responsibility Coach and Education Coordinator.

In 2012, the program developed a Tuition Assistance component to offer students the opportunity to continue with HOU when they are truly thriving and benefiting from smaller individualized setting. The students are able to remain at HOU and work on credit recovery. The project served 11 students during the year. CFS has funded this initiative through private donors and has also received funding from the James and Abigail Campbell Family Foundation.

In addition, HOU is partnering with The Institute for Family Enrichment to provide substance abuse counseling and education to those students who were referred for substance use or students who disclose current use of drugs and/or alcohol. Individual and group counseling will be provided as well as a transition plan when the student returns to their home school to continue service as needed.

Students are referred to HOU for school problems such as truancy, non-attendance, and disciplinary issues. Merely dealing with the educational deficiencies will not suffice to remedy the larger social problems; the individual and family dysfunction also needs to be addressed. "Securing an education" is the model that Hale O Ulu uses in engaging the students and families and treating the dysfunctional problems. Since the students and parents view Hale O Ulu as being a school, they are less threatened by the program's treatment services and are more likely to utilize them rather than "traditional" treatment services. The HOU staff encourage the family's involvement from the point of referral until the student is transitioned back to their home school. They understand that each student is an individual and each family is unique and not one approach works for all. The staff works with each family to help them realize that education in and by itself is not the only reason they are referred to the program. Their genuine caring and concern helps families understand that a major part of their difficulties in school are usually attributable to individual and family problems, and that the program can help them in these areas.

Having been involved in the service planning process with families since 1980, CFS staff members have learned not only how to adapt and improve learning interventions, but have also learned how to engage even the most challenging families in the service process. Staff are able to see when families have almost given up. They continue to encourage and support the families to give them hope. The program has learned that by providing education and support to families, they can become the key components in a comprehensive plan that works to help the student achieve success. Families are involved in the intake and are encouraged to be involved in the youth's education and success.

Engaging the parents/caregivers can make a significant difference. The program encourages and welcomes communication and provides counseling to the families on all aspects of the students' progress and challenges. Families can greatly enhance the effectiveness of behavioral and academic interventions by reinforcing these strategies in the home setting. Parents often report feeling that they have failed, and that they have lost the power to be effective with their child. They are guided and supported in implementing practical, realistic strategies that are concrete and attainable. By experiencing success, their confidence as parents increases and they are once again empowered to embrace the student as an integral part of the family unit. Through their many years of experience, HOU staff understand that it is never too late to get the family engaged and involved.

The staff's willingness to connect to the student and the family can potentially result not only in the prevention of family breakdown, delinquent behavior, and placement or institutionalization, but also results in rekindling their interest in learning and securing an education. The program design offers a way for students to see a reward or payoff.

The program is based on the theories of **Individual Education** developed by Dr. Raymond Corsini, a Honolulu psychologist. Hale O Ulu has modified his theories to meet the needs of the target groups it serves. The program has integrated clinical counseling/therapy with educational services. The program believes the ultimate purpose of a school is to help develop students individually and socially. It accomplishes this by integrating the key concepts of Responsibility, Respectfulness, Resourcefulness and Responsiveness (the Four Rs) of **Individual Education** into its program philosophy.

What We Have Learned From the Students

One might assume that we as providers are only on the teaching end of the service relationship and yet through our many years of work with these students we have learned many things. Some of these include:

- To look beyond the behavior and take a broader "whole child" view of the student. This view encompasses not only what happens in the classroom, but also the many varied histories the students bring to school every day.
- The value of consistency and the importance of searching to find the student and family strengths that must be cultivated and nurtured on a daily basis.
- It is easy for parents, siblings, and staff to fall into patterns that reinforce the negative self-image and prevent the student from breaking away from destructive patterns.
- The value of an "outside point of view" and how sometimes simple changes can make big differences.
- Each student is unique. While certain strategies may work with one student, they may not work with another.
- The importance of flexibility as the needs of these students (and families) are constantly changing, and may fluctuate from day to day.
- The value of consistent interventions that reinforce positive behavior and the difference it makes in the wholeness of a family unit when someone is available for

- support and advice.
- A student's learning environment is extremely influential to his or her healthy development.

Importance of Family Involvement and Fostering a Supportive Environment to Maximize the Student's Learning Potential

At Hale O Ulu, family involvement is a critical component. Often reluctant at first, families are soon comforted by the support, assistance, and guidance provided in a coordinated approach to service. Over the years, staff members have learned the power of listening, the value of shared concern, and the effectiveness of offering advice and specific strategies from an informed point of view. Parents express feeling frustrated, overwhelmed and alone in their attempts to meet the sometimes-complex needs of their children and eventually embrace the service planning process. Plans are designed to coordinate the efforts of school personnel, family members and CFS staff, by applying empirically based strategies and interventions in the student's life. Given this coordinated approach, the student's progress accelerates and families become even more active partners in the service planning process by requesting assistance and ideas for dealing with problematic behaviors at home.

CFS recognizes that in addition to families, DOE personnel are critical resources for the student. The program staff is committed to receiving and offering guidance, as appropriate, to DOE school personnel to maximize each student's learning potential.

Hale O Ulu develops an educational plan based on the academic schedules submitted by the student's home school. These plans are developed to adhere to the Common Core State Standards, General Learner Outcomes, the high school graduation requirements and College and Career Readiness. Hale O Ulu works closely with the DOE administration, registrars, counselors, and SPED staff to ensure seamless services to students. As of January 2009, Hale O Ulu, by DOE-Leeward District request, now follows the DOE Single School Calendar.

Using the Individual Education model as a guideline, Hale O Ulu utilizes the experience of its seasoned staff and offers a strengths-based, Trauma-Informed Care approach to education. Hale O Ulu treats each student as an individual and makes necessary adjustments to meet each student's needs. Hale O Ulu conducts a social assessment on each student upon intake. Based on this information, Hale O Ulu will formulate a service/treatment plan to address the specific needs of the student. The Therapist IV, Program Supervisor I, and home school will develop a plan of action to address social, emotional, and behavioral deficits. Also, based on the student's academic support needs, Hale O Ulu will plan and provide remedial instruction, small group, or one-to-one tutoring to address deficits in reading fluency and comprehension. Furthermore, Hale O Ulu reviews a student's IEP/MP goals upon intake to ensure that the student's goals are addressed. The DOE SPED teachers placed at Hale O Ulu will review documents to make

certain that a student is receiving quality services and maintains the communication/services between Hale O Ulu and a student's home school.

Hale O Ulu can provide a variety of services to students and their families according to their individual needs. Services include but are not limited to: academic counseling, individual and family counseling, therapeutic group sessions, one-to-one tutoring, and referral services. In addition to these services, students continue to receive counseling services as indicated by their IEP from the students' home schools. These services can take place either on the Hale O Ulu campus or on the student's home school campus. Communication between Hale O Ulu and a student's home school is maintained to ensure quality service.

Throughout a student's tenure, Hale O Ulu staff will work with the students, parents, schools, and other involved service providers to discuss any concerns or upcoming events that may impact the student.

The Hale O Ulu Program – 35 Years of Experience in Providing an Alternative Learning Center for the Leeward Oahu Community

The Hale O Ulu Program was created to meet the needs of alienated students through innovative alternative education concepts and methods. The program began in 1980 and since 1985, when funding was secured from the DOE, the Hale O Ulu Program has been supported by the Leeward Oahu School District. The program continues to serve this community and remains the only alternative education school in Leeward Oahu. CFS offers an educational model that provides time-limited, off-campus education services with the goals of successfully transitioning students back to their home school environment. To accomplish this goal, Hale O Ulu provides education, clinical counseling and therapy, and social services to students and their families who are referred by the DOE. Students referred to the Hale O Ulu Program have been identified as displaying behaviors and actions that are not aligned with the DOE rules as outlined in Chapter 19 and who jeopardize the safety and well-being of other students on their home school campus.

Hale O Ulu has provided a strengths-based, highly structured program of instruction and support for students whose behavioral difficulties precluded success in their home schools. Students benefit from research validated programming and the attention and support of an experienced multi-disciplinary team.

The current model was designed with input from community members, research on successful behavioral interventions, local expertise, and a broad understanding of the needs of the regular or special education student. Academic success has been the goal of the program since its inception.

Having provided this service consistently for 35 years, the team has refined and improved program components to better serve students and their families, as evidenced by the

continuous successful program outcomes. Staff members have been trained in a variety of intervention techniques and have developed a coordinated team approach that maximizes program effectiveness.

The program staff has learned over the years that behavior change comes more easily in an environment that is supportive and nurturing. While this program continues to offer alternative learning opportunities, Hale O Ulu has come to recognize the importance of the development of skills that meet classroom expectations. The program helps students learn very basic classroom survival skills such as:

- Coping skills that help them sit in their seat for extended periods of time,
- How to ask for help appropriately,
- How to organize work, and
- How to communicate their needs in a respectful and effective way.

While the identification and development of these skills often needs to be approached through a cognitive-behavioral intervention, the incorporation of these skills into an appropriate learning behavior must occur in a more traditional classroom setting.

A culturally diverse group of professionals make up the current service team. Staff members have a wide variety of skills and experience, thereby presenting a rich multi-disciplinary approach to interventions. An experienced Director of Oahu Programs and a Program Supervisor I lead the team in effective, research supported interventions that balance the educational and therapeutic needs of the student and family. The Therapist IV has worked with this population for over 25 years and the DOE Teachers bring with them years of teaching experience in the public school system. The Education Coordinator, Male Responsibility Coach, and Administrative Secretary provide both direct and indirect service. Their combined years of experience working with adolescents makes them valuable resources.

The staff members have learned the value of working together as a cohesive, consistent team to deliver comprehensive services to the student and families. Each staff member's opinions are valued as part of the decision making process, thereby instilling some ownership in improved program outcomes and the satisfaction of delivering the highest quality services.

In monitoring the quality of the program services, program outcomes are tracked on a regular basis. The program receives feedback from students, parents and referral sources. Some examples of behaviors that are measured include school attendance, academic performance, social skills and self-esteem.

Projects and Contracts Pertinent to the Proposed Services

Contract Name / Service Period	Description	Contractor Information (contact Name, Address Email, Phone Numbers)
Hale O Ulu, Alternative Learning Center, Leeward Oahu School District 1985-Present	Provide alternative education to alienated youth in the Leeward District.	Department of Education Alternative Learning Center, Leeward Oahu School District 601 Kamokila Boulevard, Room 418 Kapolei, HI 96707 Tammy Keller Tammy_Keller/LEEDO/HIDOE@notes.k12.hi.us 808-692-8000
Hale O Ulu, In-Community Alternative Learning Center 1982-Present	Provide alternative education to status offenders in the Leeward District.	The Judiciary, State of Hawaii First Judicial Court 4675 Kapolei Parkway Kapolei, HI 96707 Mona Yano Program Specialist Office of the Deputy Chief Court Administrator (808) 954-8226 Ramona.H.Yano@courts.hawaii.gov
Foster Homes with Therapeutic Services 1988-Present	Coordination of services for students in Therapeutic Foster Homes.	Department Of Health Child and Adolescent Mental Health Division 3627Kilauea Avenue Honolulu, HI 96816 John MacDonald Contracts Management Specialist (808) 733-9333 John.MacDonald@doh.hawaii.gov
Therapeutic Group Homes 1997-2012	Group living within a community-based setting for adolescents that need 24 hour care. Community-based education, recreational or occupational activities that address behavioral, emotional, or family problems. Support and assistance to foster positive participation in group living and community activities.	Same as above
Community - Based Residential 1997-Present	Residential services for adolescents requiring 24 hour care whose needs can best be met in a planned program of small group living within a community-based setting. For youth not able to attend public school due to severe emotional or behavioral problems.	Same as above
Department of Human Services 2008-Present	Provide health education, male coaching, and computer/vocational training to students of Hale O Ulu.	State of Hawaii Department of Human Services 820 Mililani Street, Suite 606 Honolulu, HI 96813

Contract Name / Service Period	Description	Contractor Information (contact Name, Address Email, Phone Numbers)
		Stacie Tonouchi stonouchi@dhs.hawaii.gov 808-586-7088
Special Schools/ Community Based Instruction for ASD/MR Students 1999-2011	Provide services that are individualized to the student's IEP/MP goals and objectives by working in conjunction with the student's IEP/MP team and home school Special Education Teacher. At both autism schools, a student's academic, communication, social, self-help, and vocational skills are addressed through a variety of mediums.	Department of Education 475 22nd Avenue, Rm 108B Honolulu, Hawaii 96816 Marilyn Jakeway, Educational Specialist (808) 203-5565 X 1629 Marilyn_jakeway@notes.k12.hi.us

B. Facilities

Child & Family Service's corporate office is located at 91-1841 Fort Weaver Road, Ewa Beach, Hawaii. CFS maintains 41 sites throughout the State. These sites are located on the islands of Hawaii, Kauai, Maui, Molokai, and Oahu.

ADA Accessibility: CFS sites meet accessibility requirements of the Americans with Disabilities Act (ADA).

Communication Accessibility: CFS has committed significant resources towards the development and maintenance of its information systems and communications network. CFS has a Wide Area Network (WAN) in place and provides data and resource sharing between its seven main offices and numerous satellite offices on five islands using frame relay technology. Our primary sites are located in Ewa Beach and Honolulu on Oahu, Kauai, Kona, Hilo, Maui and Molokai. CFS computers are issued with a minimum of 2GB RAM, Intel based Core i7 processors, Microsoft Windows 7 Pro, Microsoft Office 2007 Enterprise Edition (including Word, Excel, PowerPoint, Publisher, InfoPath, Outlook, and Access), Adobe Acrobat Reader, Internet Explorer and enterprise email running on Exchange Server 2007.

The Organization is Well Equipped and Resources are Shared Throughout. Resources include: 1) video monitors, DVD players and VCRs for showing educational tapes; 2) audio and video/DVD recorders for use in taping mock job interviews for the purpose of showing the applicant's participation and analyze ways to best demonstrate his/her skills and abilities to the interviewer; 3) an extensive library of print and electronic material covering topics such as employment skills, parenting skills, self-esteem, family systems, family preservation, and family planning; and 4) videoconferencing capability is available at the Honolulu and Ewa sites on Oahu and at each neighbor island office. This facilitates communication between sites and creates more opportunities for training.

The Hale O Ulu Program Facility

The current program is located on the corporate office site in a series of classrooms set apart from the corporate office by an open courtyard. This location is ideal for serving students in the Leeward District because of its central location and convenient access to the public transportation system.

The air-conditioned classrooms were designed with educational instruction as the main function of the rooms. Each classroom is equipped with a large chalkboard, built-in storage closets with compartments for each student, computer ports, telephone jacks, and a sink. The four classrooms are located in the single story wing with adjacent administrative offices for the staff. ADA compliant restrooms are available to students in the same wing as the classrooms which also meet ADA standards.

A large meeting room is available as an alternate classroom, for service team meetings, IEPs, group therapy, and trainings. A kitchen is available in the main building. The close proximity to the corporate office provides the program with access to a variety of resources including office equipment and supplies, as well as easy access to the infrastructure necessary to support the operation of the program.

The program has the ability to request use of a CFS van that is utilized to transport students to community resources and activities. Recreational activities as well as other field trips to various community settings are designed to enhance community integration and social skills training.

Hale O Ulu has an on-site safety coordinator. The program also uses organization wide safety policies and procedures and follows a designated disaster preparedness plan. Staff are trained and certified in CPI, CPR, and First Aid.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

1. Proposed Staffing

The proposed staffing pattern is designed/structured to facilitate timely access to alternative education services that meet DOE requirement.

The proposed service team consists of a Director of Oahu Programs, Program Supervisor I, Therapist IVs, DOE Teachers, Education Coordinator, Education Assistants, Administrative Secretary and a Clinical Coordinator. The Male Responsibility Coach is funded by the Department of Human Services, TANF.

a. Staffing Patterns

The proposed staffing pattern described in this section is based on utilizing three DOE Teachers in three classrooms. A fourth classroom is utilized by the Male Responsibility Coach to provide elective programming/curriculum.

There is a maximum of 15 students to one staff member in the classroom. The program can accommodate a maximum of 60 students per day, but not to exceed 65. CFS recognizes that student to staff ratio increases during the school year. The program will provide a staffing pattern to address staff availability during times of increased activity, community activities, or times when emotions are escalated. This may be achieved through the use of practicum students under the supervision of the Therapist IV or Program Supervisor I. During safety situations, additional CFS staff members are available from administrative and program offices on the Ewa campus. Staffing patterns are planned and modified throughout the school year to provide coverage during vacation, sick, and training times. CFS works with DOE to ensure that whenever possible, substitute teachers are provided during all types of leaves throughout the school year.

Students are supervised constantly from the time they arrive on campus until they leave campus. Supervision is also provided 60 minutes before the program starts and 60 minutes after program ends for students who arrive early or stay late.

If the DOE is not able to provide 3 Teachers, the program may need to restructure or reduce its caseload as appropriate.

b. Staffing Positions

Below are the staff positions and qualifications. The current staff positions are funded under the DOE and the Department of Human Services. CFS is proposing additional staff positions to provide a pilot program with intensive therapeutic interventions to address the more severe and changing needs of the youth that are referred. Positions that are included in this request:

Director of Oahu Programs

Requires a Master's Degree from a school accredited by a recognized accrediting agency and over six years of experience. This position oversees the functioning of the program staff and communicates with CFS administrative personnel and support staff around issues relating to the successful functioning of the Hale O Ulu program. This proposal includes a .01 FTE for the position.

Program Supervisor I

Bachelor's Degree in Education or related Human Services field. This position manages the daily operations of the Hale O Ulu Program. This proposal includes a full-time position.

Department of Education (DOE) Teachers

Bachelor's Degree in Education and have taken and passed the PRAXIS exam. Special education certification is preferred. Provided by the DOE, under the supervision of the Leeward Oahu District Office, the teacher positions are responsible for the instruction in required academic and elective courses.

Therapist IV

Master's Degree in Social Work or related Human Services field. This position provides clinical services to students and parents. This proposal includes a full-time therapist and one part-time therapist to deliver the intensive therapeutic services the population requires.

Education Assistants

High School Diploma. This position supports students and teachers in a classroom setting. Provides in class subject matter support based on class curriculum and instruction. One Education Assistant is provided by the DOE, under the supervision of the Leeward Oahu District Office. CFS seeks to add two additional Education Assistants to support student learning.

Clinical Coordinator

Master's Degree in Human Services related field. This position assists the program staff in developing their procedures and adhering to both contract and accreditation standards. This proposal includes a .01 FTE for this position.

Administrative Secretary

High School Diploma. Supports the administrative needs of Hale O Ulu School and its students and staff. Supports data tracking for program outcomes. This proposal is for .50 FTE to make the position full-time.

Positions funded by other contracts:

Education Coordinator

Bachelor's Degree in early childhood education, child development or related human services field. This position handles secretarial, clerical, and receptionist responsibilities, case records, and also implements the Individual Education positive support, and discipline requirements.

Male Responsibility Coach

High School Diploma. This position maintains campus grounds and facilities and provides instruction in select elective classes.

2. Staff Qualifications

For this proposal CFS has assembled a highly qualified, multi-disciplinary team with the experience needed to deliver quality service and maintain the viability of these services at

high standards. The staff delivering core academic instruction have been chosen by the DOE to meet the No Child Left Behind requirements for highly qualified Teachers, and other staff have been in-serviced by the DOE to provide standards based instruction.

The Director of Oahu Programs, Joey Keahiolalo, has direct management authority of the contract. She has over 8 years of management experience. She has a Master's Degree in Social Work, over 2 years experience as a CPI trainer, is a faculty trainer for the Risking Connection® Model, and has over 14 years experience working with children, adolescents, and families.

Program Supervisor I, Sili Lualua holds a Master's of Science. She provides in-program leadership and staff support. Sili is responsible for the day-to-day operations of the program, and collaborates with DOE Supervisors and Principals to ensure a smooth transition of students in and out of the HOU Program and that their individual needs are met while at HOU.

Keith J. Howe is the Therapist IV for the program and has over 22 years of experience providing therapeutic counseling services to adolescents in Hale O Ulu. He has also provided outreach and counseling to young children and their families for over 25 years.

The Education Coordinator, Kim Tabilisma, has been with HOU for over 3 years. She has a Master's in Social Work and experience in both educational and social service settings. She assists the Program Supervisor I with addressing student educational and behavioral needs at Hale O Ulu School and is the main point of contact with each school. She also assists with vocational and computer training.

Clayton K. Asuncion, Male Responsibility Coach, has 35 years of experience with Hale O Ulu and has taught the elective/vocational classes at the school. Clayton is currently providing instruction as the Male Responsibility Coach under the TANF funded program.

Missy Pasco, Administrative Secretary for HOU, holds an Associate in Applied Science. She provides administrative support for the HOU program. Missy has a clear understanding of how the program supports students in their time of need, as she is a former HOU student who now has the opportunity to give back to the program who helped make a difference during her formative years.

Jennifer Vosberg, Clinical Coordinator, holds a Master of Arts degree in Organizational Management. Jennifer has over 14 years of experience working with adults, children and families in the social services field. Of the 14 years, four years were dedicated to providing educational home visiting services to families with allegations of child abuse/neglect. Ten years of the experience include program management of contracts related to child abuse and neglect prevention/intervention and to low-income immigrants and refugees providing support and employment services.

An additional Therapist IV and two Educational Assistants will be recruited upon award of this contract to support the educational and behavioral needs of our students. CFS anticipates having these positions filled within 30 days of award. Due to similar positions posted in other CFS programs, CFS does not anticipate a long delay in finding the right candidates for these positions.

The composition of the program staff in terms of personalities, tolerance levels, and expectations is critical to the effectiveness of the program. Although the team includes a wide variety of types of professionals, there is ongoing communication and respect among the staff members. This cohesiveness is very important when working with this population. The respect shown to each other as team members is observed by the students and reflected back in their treatment of other students and the staff.

Background Checks

The Human Resources Department conducts background and reference checks on all prospective employees according to CFS's Policies and Procedures. Credentialing is also verified to ensure that prospective employees meet the qualifications of the job description.

DOE employees must meet criteria set forth by the DOE. They must also meet all prerequisites and requirement standards.

CFS credentials and re-credentials direct service staff in order to assess their qualifications and that of their supervisors during the hiring process and throughout employment on a periodic basis. This is accomplished through primary verification of education, work history, licensure, and state and federal background checks. The credentialing process makes certain that staff maintain licensure or certification requirements as required by position and program with the organization. These are our key procedures:

- At a minimum, CFS performs a local criminal background check and keeps a certified copy of the search on file with the Human Resources Department subject to review or audit by DOE. CFS will conduct fingerprint checks according to DOE requirements. Criminal background checks will be conducted every three years.
- The highest degree earned is verified and copies of diplomas, transcripts or verification letters from educational institutions are kept in the employee's personnel file. CFS's practice is to only accept degrees from accredited institutions.
- Licenses and certifications are verified for current status, expiration date and whether any complaints have been made against the individual.
- A minimum of three references are checked-at least two employment, preferably three, and one professional.
- CFS will provide DOE with updated copies of the resumes of all personnel in accordance with DOE requirements. In addition, DOE will be notified of any changes to the status of employment of all personnel providing service as defined in this

- proposal.
- Tuberculosis clearance is required to be submitted and kept in personnel files. The Department of Human Resources maintains records of certificates of TB examinations for employees.

The procedures apply to subcontractors and volunteers of CFS as well.

3. Supervision and Training

Focus on Supervision Organization-Wide

CFS has well established procedures and expectations for supervision. The process of supervision holds individual staff accountable for appropriate performance of their assigned duties and responsibilities, monitors the quality of client services, and provides a mechanism for professional development. One of the major goals of the supervisory process is to provide direct line staff with the knowledge and support to remove barriers to accessing services and achieving outcomes with their clients.

The immediate supervisor is responsible for ongoing supervision of staff. The supervisory ratios will not exceed one direct service supervisor to seven full-time direct service staff. The supervisor will determine how frequently supervision sessions need to occur based on accreditation and contract standards.

Supervisory sessions may be individual sessions or group sessions as defined by contract, accreditation standards and/or professional practice. Supervisory sessions are documented in an individual supervisory file, maintained by the supervisor. The supervision notes document the date of the session, issues discussed, and related action plans. During the supervisory session, the supervisor will review case record documentation to ensure that it:

- Complies with the organization and program policies and procedures.
- Reflects implementation of direct practice principles within the scope of the program philosophy and/or method of service/treatment.

CFS has implemented client-centered supervision which enhances the quality of client services and provides a mechanism for professional development. Client-centered supervision occurs monthly, at minimum, and includes the following:

- Evaluation of the client's progress toward achieving his/her service/treatment goals.
- Review of the appropriateness of the service/treatment plan.
- Review of case record documentation.

Supervision of Program Staff - Accountability and Adherence to the Service Model and Performance Standards

The program staff members are under the direct supervision of the Program Supervisor I. The Program Supervisor I meets with each of the staff at least once a month for individual supervision. The initial meeting involves the development of an individual supervision plan, which identifies specific goals to be met. This plan is reviewed during supervision to determine progress made on each of the goals. Topics addressed may include implementation of behavioral strategies, engagement with student, academic success of students, and student response to redirection and consequences. The Program Supervisor I is located on site and is able to provide ongoing supervision and make observations. The Director of Oahu Programs directly supervises the Program Supervisor I.

The supervision process addresses staff accountability and close adherence to the service/treatment plan goals. Each employee has an individualized supervision and training plan based on a needs assessment completed by the supervisor. The plan identifies the required DOE and COA training that is relevant to their positions as well as additional trainings which may be needed to increase that individual's skills and knowledge base. In ongoing supervisory sessions, application of the information and skills gained in the training are stressed, with the goal of improving the employee's ability to overcome barriers and achieve service/treatment plan goals.

To maintain effective, efficient service for the student and families served, regular case reviews continue to be a part of supervision. Documentation of a supervision session is maintained by the Program Supervisor I.

The Program Supervisor I is able to integrate training into the supervisory sessions. There are many training opportunities provided to the staff. Also, when program staff attends training, an overview of the training is presented to the other staff. Material from these trainings is discussed in supervision sessions as it applies to the students served in the program. This allows for theoretical knowledge to be practiced in this therapeutic environment.

Training – Enhancing Skills and Knowledge

CFS is committed to increasing staff knowledge and skill development through its training program. In a survey, CFS employees identified the ability to learn and develop their skills as an important reason they work for CFS. The organization has invested considerable resources in training and the development of training modules, as well as videoconferencing capacity. This enables CFS staff on all islands to receive standardized information.

To promote excellence in supervision, CFS provides extensive supervisory training. New hires receive a supervisory orientation that includes organization overview and structure,

staff management, financial management, program development, risk management, and a communication overview. Supervisors are provided with the procedures and tools for each of these processes. Within the first year of employment, supervisors attend advanced sessions focusing on human resources, fiscal, and administration. In addition, CFS requires supervisors to attend a clinical supervision training module. This module covers topics such as assessing staff strengths, defining supervisory styles, core components of supervision, and understanding the dynamics of change.

CFS has developed internal training modules for direct service staff and supervisors on Child Abuse and Neglect, Substance Abuse, Engaging Challenging Families, Positive Behavior Supports, and Medication Management. In addition to these training modules, the CFS Quality Assurance and Training Department developed PowerPoint trainings on Case Management, Client Advocacy, Reportable Criminal Behavior, Stress Management, Case Documentation, Maintaining Professional Boundaries, Therapeutic Rapport, Communication Barriers, Family Violence, Emergency Response Practice and Safety in the Field, and Community Based Practice – Psychosocial Approach. These trainings are available and accessible to all staff via the CFS computer network.

Orientation to the Program and the Organization

CFS's Training Committee has established requirements for orientation and ongoing training at an organization-wide level. These requirements include those topics that are mandated for the organization to meet accreditation standards. In addition, each program has identified specific requirements for orientation and training that meet contract requirements and accreditation standards. CFS staff receive announcements of upcoming training opportunities, both internal and external, through the Quality Assurance and Training Department.

The Hale O Ulu Program provides orientation to the program within the first week of employment with the organization. In addition, CFS requires all new hires to attend an organization orientation within 60 days of employment. A new hire orientation and a supervisor orientation are offered on a monthly basis. The lists below highlight some of the topics covered in these orientations. The list is not exhaustive; details of all topics can be found in the Program Orientation Checklist in the attachments section of this proposal.

Program Specific Orientation – within five days of hire

Hale O Ulu provides a program specific orientation within the first week of hire, which includes:

- Overview of program's philosophy and history
- Positive Behavior Supports
- Discipline system
- Attendance policy

- General information
- Student orientation process
- Program services
- Individual Education Training
- Common Core State Standards
- General Learner Outcomes

New employees are required to review the CFS Employee Handbook (CFS employees), Hale O Ulu Teacher's Manual, and the Hale O Ulu Orientation Packet within the first two days of hire.

New employees are required to observe an intake with the Therapist IV and to participate in classroom observation of both homeroom and academic classes within four days of hire.

On the fifth day of employment, training using the Individual Education system is provided by the Program Supervisor I and includes all staff.

Organization Orientation – within 60 days of employment

CFS provides orientation on the following topics:

- Mission and vision and values of CFS
- Organization structure and overview, including communication plan and strategic planning
- Performance and Quality Improvement process
- Safety program and purpose, including worker's compensation overview
- Information technology, including computer network access and usage
- Overview of behavior management policy, general overview of State and Federal laws on confidentiality including HIPAA and FERPA
- Overview of philosophy of person and family-centered services, cultural diversity, client participation in planning and delivery of services, strengths-based client assessment and services, collaboration with other agencies/ partners
- Client rights and responsibilities, client grievances and complaints process and client satisfaction
- Trauma Informed Care, Risking Connection® Model training

By the end of the first quarter of employment, employees receive training in:

- Cultural competency/cultural approaches with various populations
- Personal safety and appropriate behavior management techniques
- Awareness of special needs populations
- HIPAA and FERPA Policies and Procedures

Ongoing Training

Once an employee completes orientation, ongoing training opportunities are provided. An individualized training plan is developed between the supervisor and staff. The plan identifies areas that need further development. The supervisor tracks staff training and development as an integral part of regular supervision.

Hale O Ulu staff are required to be trained and certified in CPI, CPR, and First Aid. Certifications are renewed when required.

Training topics for ongoing training include but are not limited to:

- Common Core State Standards and the Hawaii State Assessment (HSA)
- Comprehensive Student Support Services (CSSS) review
- Identification of child abuse and neglect/mandated reporting requirements
- Awareness of available referral resources in the community
- Program outcomes development and measurement
- Substance use and abuse
- Case management/collaboration/coordination
- Professional boundaries

CFS/Hale O Ulu staff members are required to attend annual Cultural Competence training. The training is intended to increase knowledge of diverse cultural groups and develop skills that result in positive client outcomes. Some of the topics covered in this training include understanding and being aware of one’s own cultural values; being aware of, accepting and understanding cultural differences; understanding the client’s culture; and respecting differences. In addition to the staff, Cultural Competence topics are covered with the students in group counseling discussions by homeroom teachers and by the Therapist IV.

B. Organization Chart

The statewide CFS organization chart showing where the Hale O Ulu Program fits in to the CFS structure is attached. The organization chart for the Hale O Ulu Program is also attached that illustrates the position of each staff and line of responsibility/supervision.

C. Compensation

The annual salaries paid by the applicant to the three highest paid officers, directors, or employees are listed below:

Title	Annual Salary
President and Chief Executive Officer	\$198,070.00
Executive Vice President and Chief Operating Officer	\$132,054.00
Vice President of Programs	\$106,232.00

VI. Other

A. Litigation

Child & Family Service is not involved in any pending or current litigation.

B. Licensure or Accreditation

The Council on Accreditation (COA) has accredited CFS since 1980. As a member of COA, CFS maintains the highest standards in organization management and program delivery. In 2013, CFS successfully completed reaccreditation with COA. This was the second consecutive review in which CFS did not have a single citation that needed a response. The reviewers commended CFS on its exemplary client satisfaction responses, dedicated staff, and having one

of the best Performance and Quality Improvement (PQI) systems in place with clear and precise reports and a strong PQI committee structure.

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

As of July 1, 2014 Hale O Ulu has not received county grant monies or direct federal funding. All secured funding is provided through the State of Hawaii. However, we do receive pass through funds from the Department of Human Services: \$100,000 for FY 2015 and \$100,000 for FY2016.

D. Private Educational Institutions

Not applicable.

E. Future Sustainability Plan

The review of current records of the youth enrolled in HOU reveal that most of them are in families utilizing Medicaid or Quest plans. Some are in military families utilizing medical plans under those plans. A few others utilize commercial insurance.

The future sustainability plan after fiscal year 15-16 is to utilize clinically licensed personnel (social workers, licensed marriage and family therapists, and psychologists) to develop treatment plans for youth, and to provide the necessary periodic assessments to track individual progress of the youth. By utilizing clinically licensed staff who are eligible to bill Medicaid or Quest plans for eligible services provided, CFS will be able to provide long term sustainable

funding to support clinical services in HOU that in turn increase improved academic achievement for all students.

In the first year of the grant funding:

1. Licensed personnel will be recruited to provide hourly treatment and assessment services for the youth. HOU will initiate discussions with the health plans described above to establish the HOU location for delivery of services.
2. Discussions will be initiated with the existing billing contractor that provides billing services to CFS, currently in place with a CFS Maui program. The possibility of using the existing contractor will be reviewed, along with pursuing a review of contracting with other insurance billing agencies.
3. Individual clinicians hired for the HOU services will pursue their individual credentialing with various health plans relevant to the HOU youth.

In the second year of grant funding:

1. Clinical staff will be identified, hired, and credentialed by health care plans relevant for HOU youth.
2. Continuous recruitment of clinical staff will occur, in order to maintain the hourly staff needed for the services provided.
3. Clinical Staff will provide ongoing modeling, mentoring, and support for non-clinical staff in the trauma focused model.
4. Clinical staff will also provide support and training for non-clinical staff and youth in tracking and monitoring individual data.

F. Certificate of Good Standing (If the Applicant is an Organization)

A certificate of good standing is attached.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: Child & Family Service

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

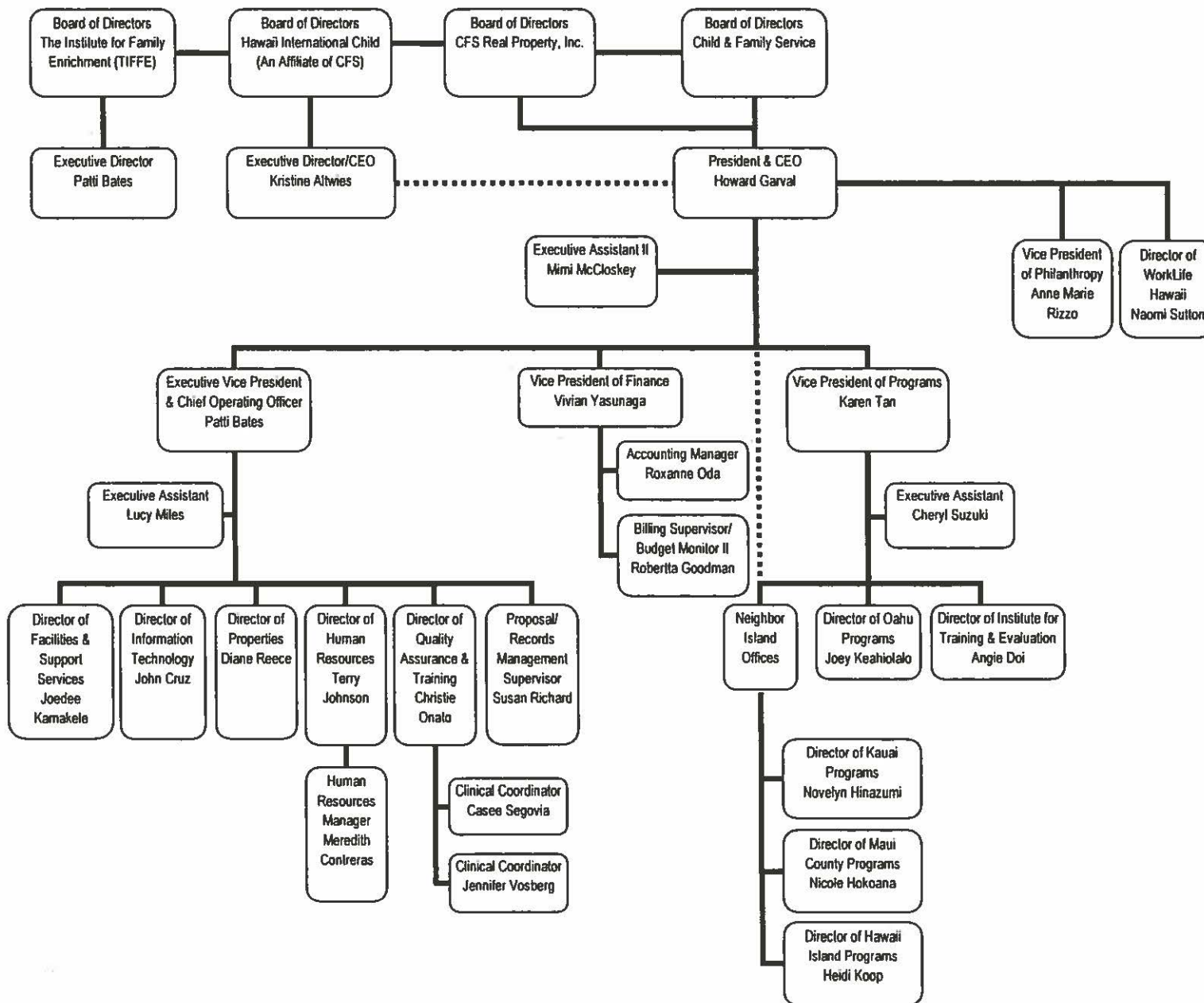
DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS AND/OR GRANTS

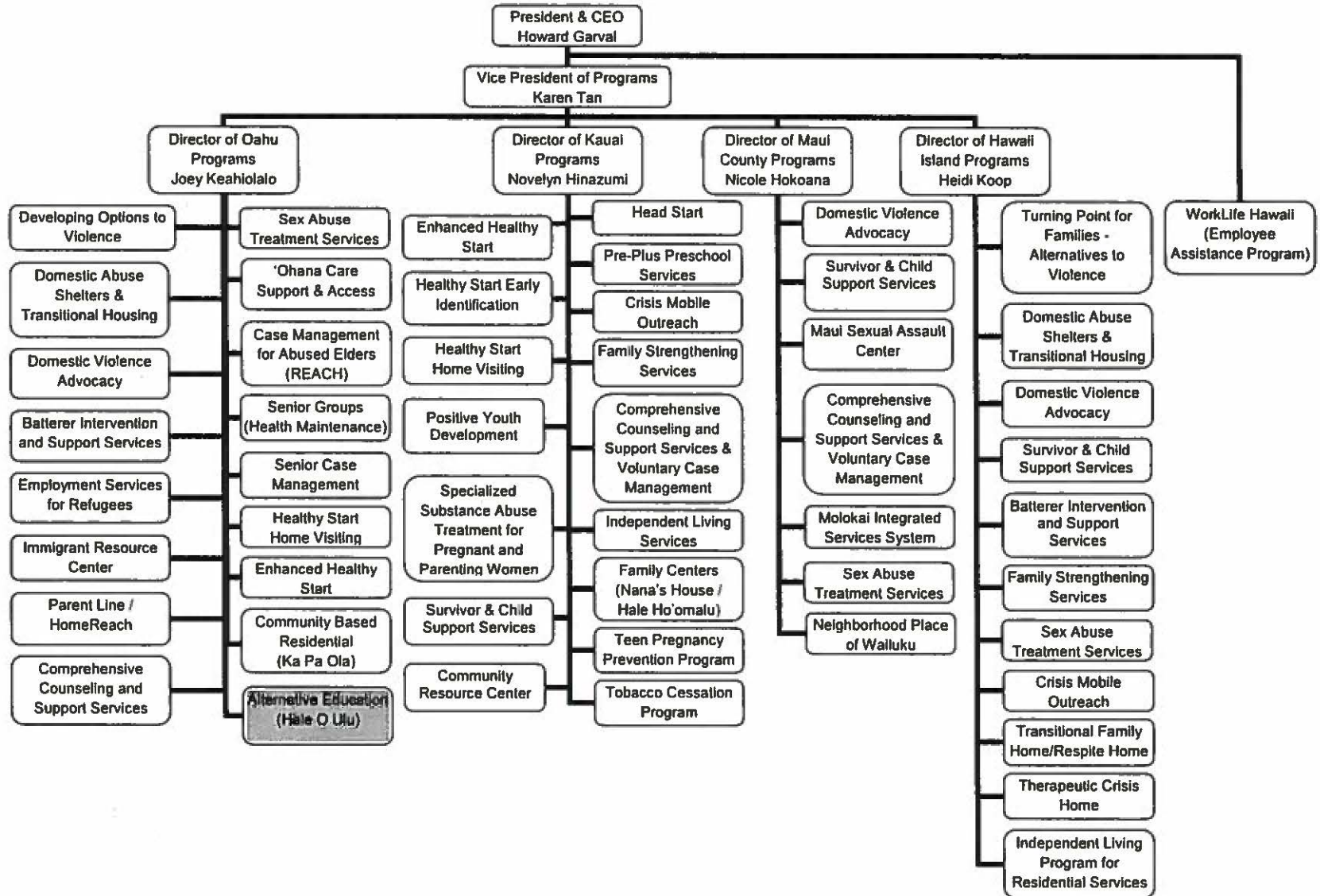
Applicant: Child & Family Service

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1.	Alternative Education- Hale O Ulu	07/01/14 – 06/30/15	Department of Education	State	\$190,000
2.	Alternative Education- Hale O Ulu	01/01/14-12/31/14	Department of Human Services	State	\$100,000
3.	Alternative Education- Hale O Ulu	07/01/14 – 06/30/15	Judiciary	State	\$58,350
4.	Alternative Education- Hale O Ulu	07/01/14 – 06/30/15	Private Grants	Private Grants	\$175,000
5.	Alternative Education- Hale O Ulu	07/01/15-06/30/16	Department of Education	State	\$190,000
6.	Alternative Education- Hale O Ulu	01/01/15-12/31/16	Department of Human Services	State	\$100,000
7.					
8.					
9.					
10.					
				TOTAL	\$813,350

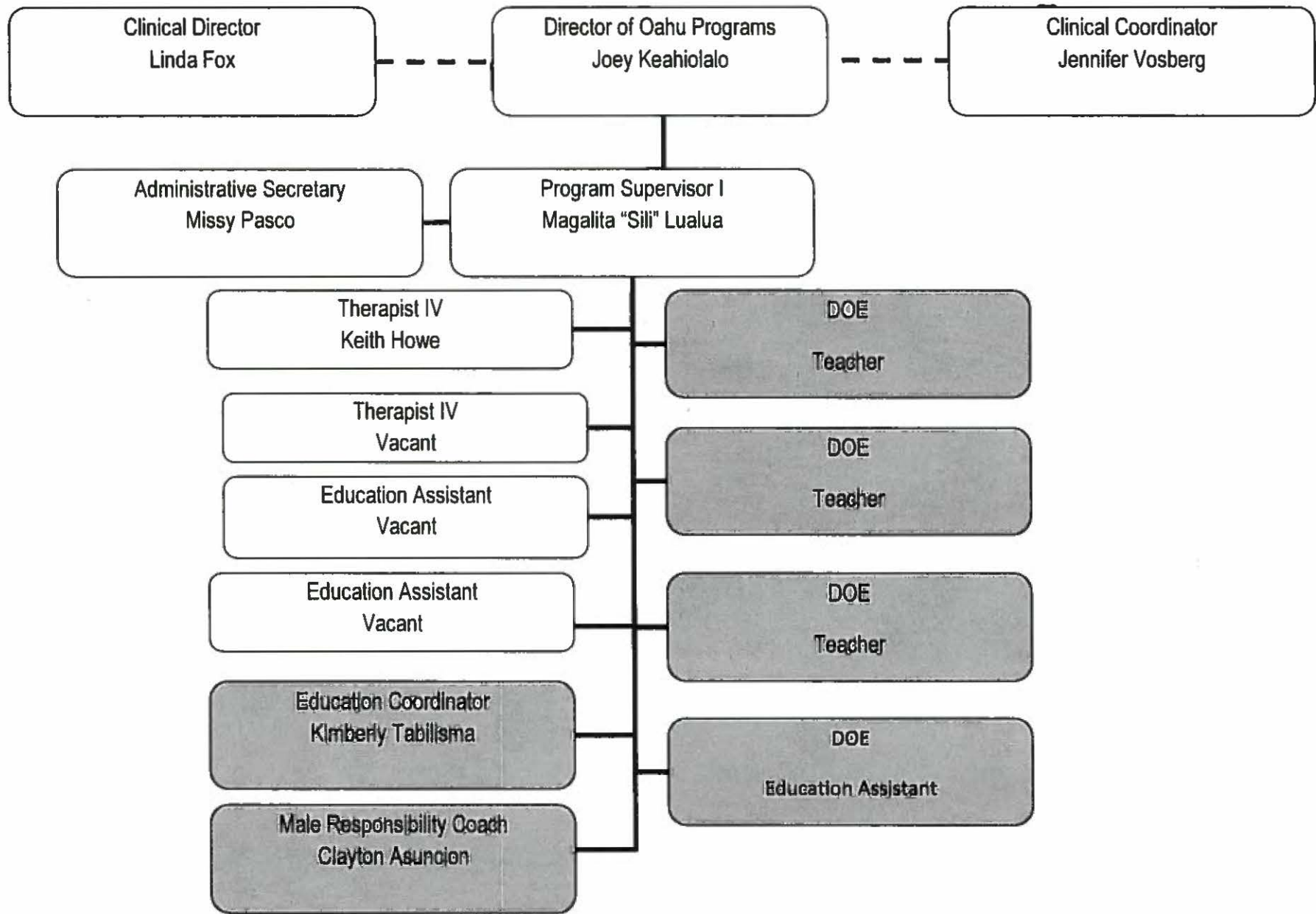
Child & Family Service Organization Chart



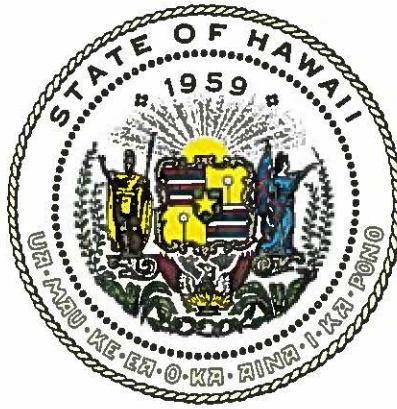
Child & Family Service Organization Chart



Hale O Ulu Program Organizational Chart



* Shaded boxes = staff funded through other sources.



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

CHILD AND FAMILY SERVICE

was incorporated under the laws of Hawaii on 01/11/1941 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 29, 2015



Director of Commerce and Consumer Affairs