

House District _____

Senate District _____

**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): _____

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Family Programs Hawaii

Dbas:

Street Address:

250 Vineyard Street, Honolulu, HI 96813

Mailing Address:

250 Vineyard Street

Honolulu, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Keith Kuboyama

Title Executive Vice President

Phone # 808.540.2545

Fax # 808.533.1018

E-mail kkuboyama@familyprogramshi.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Skills for Success 2.0 is an interactive six week training program for high school youth in care and their resource caregivers. Youth will learn soft and advanced skills that will help prepare them for adulthood with the assistance of their resource caregivers. By participating in the program, youth will gain valuable pre-employment skills, competencies and work experience through an internship program.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 283,368.00

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 \$ 0
 FEDERAL \$ 0
 COUNTY \$ 0
 PRIVATE/OTHER \$ 0

Paulette M. Bethel, President & CEO
NAME & TITLE

1/22/16
DATE SIGNED



RECEIVED
1/22/16 10:47

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

Family Programs Hawaii (FPH) is a 501 (c) (3) non-profit, direct services agency with a history of engaging a broad range of community support for foster children and families in Hawaii since 2004. Since then, FPH has grown, adding several large state contracts as well as numerous smaller grant funded programs to the original Enhancements Program for foster youth and Long Term Foster Care services. FPH's mission is to strengthen youth and families in the child welfare system through high quality prevention, support and transition services. Many of the recent program development efforts of FPH have centered on providing services to the 14-18 age group as they begin to transition to adulthood and to young adults 19+ who are already out of the formal foster care system. FPH has successfully developed and piloted several innovative programs for this age group including Youth Empowerment & Success Hawaii (Y.E.S. HI) as well as coordinating Teen Day and the 'Ohana is Forever conferences.

Through our work with this population of youth, FPH has staff that is well trained in both group services and case management. We have the tools and capacity to provide financial literacy training, programs such as Street Smart and Why Try, and access to the Kuder (career interest assessment) and Casey Life Skills Assessment. FPH has shown its interest and ability to ensure that youth have an active voice in the work we do. We have continuously employed individuals who were former foster youth and have used their valuable counsel to improve services.

FPH is led by President and CEO, Paulette Bethel, PhD, MPA, and a committed board of 17 directors, and currently employs 60 staff in its two offices located in Honolulu and Hilo and a receiving home in Ma'ili. We have 1200 volunteers and work statewide. Many of the current clinical staff have over 20 years of experience providing high quality services to children and families. FPH is accredited by the Council on Accreditation and is a Partner Agency of Aloha United Way. FPH is also licensed by the State of Hawaii as a Child Placing Organization and Child Care Institution and has a budget of \$4 million.

2. The goals and objectives related to the request;

The goal of our new program, *Skills for Success 2.0* is to target the adolescent foster population and build upon the training received from the original Skills for Success program. We would like to develop an advanced program that would service Oahu and East Hawaii to further enhance life skills and delve into career building skills.

Skills for Success - Part I

The original Skills for Success (S4S) program focused on providing foster youth opportunities for normal adolescent development by working closely with their caregivers to develop basic tangible and intangible life skills. Involving the foster parent allowed opportunities for the caregiver to learn and develop life skills alongside their youth, giving youth the opportunity to practice skills they've learned with the support of caring adults. S4S covered topics such as social/physical/financial wellbeing, housing, intellectual development, and touches on employment/career. S4S aimed at teaching the foster youth fundamental life skills needed to prepare, practice and build critical competencies in these areas with the support and involvement of their resource caregiver. Each cohort group of foster youth consisted of between 8-10 youth along with their caregivers. Each group ran for six consecutive weeks with a review meeting scheduled a month later.

We know that without an organized or consistent method of preparing these youth for adulthood, many of them fail to survive on their own (Festinger, 1983). Their lack of preparation leaves them vulnerable to exploitation and abuse. About half of the youth had less than \$250 when they left foster care (Courtney & Piliavin, 1998). According to the Midwest Evaluation of the Adult Functioning of Former Foster Youth at the University of Chicago (Hall, 2010), young people aged 23-24 who experienced foster care had median yearly earnings of \$8,000, compared to their peers in the general population at the same age, who earned \$18,300. The study looked at typical causes for the poor outcomes including: limited opportunities to learn about employment or careers; lack of adult role models to teach appropriate professional behavior; lack of caring and educated adults to help youth apply for available opportunities; lack of caring adults to give emotional support, lack of opportunities for youth to learn and practice money management skills; and being disconnected from social networks.

Skills for Success 2.0 – Part II

After several meetings with foster and adoptive parents, teens, and young adults transitioning out of foster care, we created the framework for *Skills for Success 2.0*. This advanced program has four basic components:

1. Use of an assessment tool that will allow the youth to determine what areas they need to develop advanced competencies in Health, Relationships, Money Management, Education, Housing and Career Preparation. In addition, participants will gain familiarity with community resources.
2. Help foster parents/resource caregivers gain a greater understanding of their youth in care and how to teach the skills needed for them to live successfully on their own.
3. Develop and practice pre-employment skills (resume, job searching and interviewing) and work on maturity skills (work habits, behavior and time management).

4. Focus on employment skills and experience through selected employment opportunities, such as a paid internship program.

The goal of S4S 2.0 is to sharpen the employment and job-readiness skills of the foster youth. We hope to create partnerships with community businesses such as Altres in the development and implementation of the curriculum.

These are a few areas that will be addressed by the program curriculum:

1. Why do you get hired? What makes you likeable in an interview? What things are considered by the employer? What are some “stress questions” usually asked in an interview (ex. Why do you want this job? or What makes you think you are qualified for this job?)
2. Why do people lose their jobs and how not to
3. How to read and break down a Help Wanted ad – Questions to consider
4. How to prepare for a job interview and practice filling out application forms
5. How to get a Work Employment card

Housing:

1. How to find a place to rent?
2. What are security or utilities deposits?
3. What is a lease and what should I consider before signing one?
4. Should I think about furnished vs unfurnished?
5. What are the unknowns?
6. What factors to consider in getting a roommate.

While some parents have an idea of what skills youth should be building, some report not having concrete activities which could help them teach these skills in their own homes. The S4S series seeks to help resource caregivers become aware of the “teachable moments” in everyday life that provide opportunities for teaching skills. As a result, the resource book was created to guide discussions and give parents a user-friendly book filled with fun and developmentally appropriate activities. It is being created with the foster youth and resource caregivers in mind. We sought activities which we hope are practical and useful for caregivers as they teach life skills to youth in their care.

Woven into the design of this proposal, Family Programs Hawaii (FPH) creates a program that mimics, as closely as possible, the experience of youth growing up in their families. For most of us, the first decade of adulthood is a patchwork of dependency and independency. We try out jobs, apartments, and relationships, and when they do not work out, we can retreat to the emotional and financial support of our parents. Our ongoing dependence serves as both a safety net and stepladder. In contrast, foster youth take full responsibility for themselves, often at age 18.

Skills for Success 2.0 utilizes a strong transitional framework that are tailored to the young adult’s developmental and functional needs. It will teach tangible skills that are needed for daily living, self-maintenance, obtaining and sustaining gainful employment and managing one’s finances. The development of intangible skills would be necessary for interpersonal relationships

and maintaining employment. These include important skills such as knowing what motivates us, increasing our self-esteem, shedding labels that no longer work for us and getting plugged-in to others.

This framework was influenced by the Jim Casey Youth Opportunities Initiative, based upon 14 years of work with young people with foster care experience. We used concepts or ideas from the Person Centered Planning; Casey Family Programs' "It's My Life" series; ACLSA; Ready, Set, Fly series; and past resources developed by the Casey Family Program (Honolulu office). In addition, research articles on the transition needs of youth in foster care are being used to develop the curriculum. We believe it is also aligned with current thinking around prudent parenting and normalcy. We would like to use the grant-in-aid funds to develop and expand on the framework to create the material and curriculum for S4S 2.0.

A key feature of the program will be to utilize the nationally-known Casey Life Skills Assessment (CLSA) that is being used by the Department of Human Services. The CLSA was designed to stimulate a collaborative conversation between the caregiver and youth ages 12-21. We looked to the CLSA since it is being used by DHS; can be used to assess youth at certain developmental points; and designed with youth in out-of-home care in mind. The CLSA has forms for both youth and caregivers to complete and assesses youth knowledge and behavior in the scales of Social Relationships, Educational & Vocational Development, Physical Development & Self-Care, Moral Development, Money, Housing, and Transportation. The forms are scored together, and a report is generated summarizing both youth and caregiver responses. The report identifies areas of youth and caregiver agreement and disagreement, provides a starting point for dialogue on these issues, and creates opportunities for the youth and caregivers to learn from each other. The primary purpose of the CLSA is to identify the youth's like skills areas of greatest strength and achievement, as well as those which offer the greatest opportunity for growth. The program design includes training caregivers on how to best use the information and tool and help build confidence in developing life skills. The CLSA will also be administered a month after completion of the program to compare results.

The goal of S4S 2.0 is to help youth engage in skill building activities that will give them experiences in making decisions on their own and provide opportunities to develop meaningful long-term relationships with peers and adults. We believe young adults need to cultivate a strong and resilient self-identity and supportive and nurturing relationships and to feel hopeful about their life and their future.

3. The public purpose and need to be served;

According to an Environmental Scan compiled by EPIC 'Ohana (2015), there were approximately 127 youth in foster care between the ages of 14-18 on Oahu in 2014. Over 50% of this population lived in a non-relative placement. While the number of youth aging out of care has been steadily decreasing, it averaged about 85 during 2011 and 2012.

Fortunately, in 2014, the State of Hawaii began the implementation of Imua Kākou ("moving forward together"), which extended care up to the age of 21. With Hale Kipa, the ILP contractor

for the City & County of Honolulu, foster youth are brought together and receive skills training, which includes financial literacy training on Oahu. The needs of youth transitioning out of foster care are extensive. While the ILP program is able to provide information and guidance regarding education, health, housing, financial management, and other activities, these skills are often taught in groups, without engaging their extended support system, such as their resource caregivers, thus limiting their opportunities to practice and apply these skills. After a few months, many youth are unable to recall or maintain what they learned. Resource caregivers will be trained on how they can challenge and support the youth to utilize and practice the different soft skills in their everyday environment.

Youth in care with minimal or no job experience may benefit from collaborations that blend social services with workforce development. Foster youth need developmentally appropriate opportunities to systematically develop a strong work ethic and skills. The more preparation and training young people receive through education and pre-employment skills development, the better equipped they will be to achieve economic success.

Skills for Success 2.0 is an advanced program designed to expand independent living and job readiness skills for youth by involving their resource caregivers. According to the *Recommendations for Comprehensive Independent Living Program Services completed* (SAS Services, 2013) “Youth, service providers, and resource caregivers all discussed the importance of resource caregiver involvement. Many of the skills that youth need in their adulthood come from their experiences at home. Resource caregivers play a significant role in the development of foster youth. Opportunities for youth to practice life skills (such as money management, home maintenance, and personal care, among others) within a natural home environment cannot be replicated in other settings. Resource caregivers must be educated, trained, and supported to provide quality care to the youth in their homes.”

We would like to run 6 cohort groups consisting of between 8-10 youth in each group on Oahu and 4 cohort groups with 6-8 youth in Hilo along with their caregivers. Each group would run for 6 consecutive weeks with a review meeting scheduled a month later. We hope to reach approximately 50 unduplicated youth on Oahu and 30 in East Hawaii. At the end of the program, it is hoped that the youth will be able to demonstrate mastery, understanding and skills in the areas of employment and career development and well as being exposed to community resources in their respective communities. Knowing about community resources helps youth realize the support and information available to them, as well as the responsibility of being a good community member and develop their social capital.

In order to participate, the youth and their caregiver(s) will need to complete the CLSA. Prior to sharing the results, the youth and caregiver(s) will be given information about the CLSA and its use throughout the program. The report should be used as a “yardstick” and not viewed as a “report card.” At the end of the series, a participant satisfaction survey will be given to the youth and caregiver. A month later, the youth and caregiver will be asked to complete the CLSA. We will be able to measure the results of the series, evaluate their effectiveness, and improve the delivery of services, as needed.

Foster parent encouragement and support can be a valued experience, and it promotes relationship building with their parent. The process of skill building with a foster parent may be as equally important as mastering a skill. Learning these skills can help youth overcome several challenges often faced in adulthood such as debt and homelessness.

4. Describe the target population to be served; and

The Skills for Success 2.0 program is primarily aiming for youth in out of home care, ages 16-18 on Oahu and Hilo. While we know the research indicates that skill building should occur at the earliest time possible, we would like to focus on the older youth for our advanced program S4S 2.0, as it is most relevant to them in their immediate future. The program will help the foster youth obtain their work permit in order to complete their internship. We will work with DHS, EPIC 'Ohana, CASA and Hale Kipa to develop a referral process for this program. We would like to run 6 cohort groups consisting of between 8-10 youth in each group on Oahu and 4 cohort groups with 6-8 youth in Hilo along with their caregivers. Each group would run for six consecutive weeks with a review meeting scheduled a month later. We hope to reach approximately 50 unduplicated youth each year on Oahu and 30 in Hilo.

5. Describe the geographic coverage.

Skills for Success 2.0 will target youth between the ages of 16 to 18 years old on the island of Oahu and in Hilo.

II. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Skills for Success (S4S) was created to address a vast need to prepare youth aging out of the foster care system with the necessary skills to navigate adulthood. Many of these youth have not had an opportunity to observe a consistent set of adult behaviors due to living in multiple foster homes. Therefore they may not recognize the underlying patterns of adult behavior which lead to being healthy and productive members of our community. Preparation for living as an adult in our society is not easy. It is especially difficult for young people in foster care. There may be a number of areas in which they have not had the opportunity to develop basic skills. They may have few familial or interpersonal resources for support. If they suffer physical, emotional or mental impairment, their problems are compounded.

The curriculum is designed to train foster parents as the primary teachers, as foster families most closely resemble the environment where most children learn the tasks necessary for independent living. Foster parents will receive guidance on ways to challenge and support the youth in their care. S4S staff will engage and train foster parents in order to increase the conversations between foster parents and the youth in their care to provide more daily opportunities for practicing positive life skills. Due to their past histories of abuse and neglect, many youth in foster care believe that they must take care of themselves and that adults cannot be trusted. By facilitating communication between youth and their foster parents, youth will have the opportunity to connect with their adult caregivers in ways they may not have done in the past and see that there are many adults and resources available to help them along the way.

Skills for Success – Part I

S4S staff engaged in community outreach efforts to identify and recruit youth who could benefit from participating in the S4S program. A cohort of 8-10 youth and their foster parents was formed, and program staff will begin the first 6 week training course in February 2016. Trainings will focus on six topic areas, (1) Social Wellbeing, (2) Physical Wellbeing, (3) Financial Wellbeing, (4) Housing, (5) Intellectual Potential, and (6) Career/employment. The trainings will focus on the life skills needed to prepare and overcome the challenges in these different areas, such as budgeting, creating resumes, learning to prepare (healthy) meals, and goal planning. Foster parents and youth will be divided into two separate groups at the beginning of the session for specific training and will also have the opportunity to work together at the end of each session to practice new skills.

S4S will utilize the Casey Life Skills Assessment (CLSA) for both youth and their foster parents. The assessment will be administered before program participation to identify areas of strength and develop a plan for areas needing improvement. The CLSA will be given again a month after completing the first six-week course to measure progress. Each session will be two hours long

and will be held once a week for six consecutive weeks. Dinner will be provided to all of the foster parents and youth participants, and youth will be offered gift cards after the successful completion of all six sessions of the program. Incentives in the form of gift cards will also be provided for the completion of the CLSA. Participation in this program will also provide foster parents with the opportunity to earn continuing education credits towards their license.

Skills for Success 2.0 – Part II

After completion of part one of S4S, youth will be assessed for readiness for the second stage of the program, Skills for Success 2.0 (S4S 2.0). This grant asks for funding for the advanced S4S 2.0 portion of the program. S4S 2.0 focuses on more in-depth employment and job-readiness training through another six-week training course and two internships. The training course for S4S 2.0 will maintain the same format as the first course but will offer advanced curriculum that requires youth to explore their career interests and employment opportunities that are available in the community. Youth will also receive assistance with obtaining work permits and state identification, completing a resume, and filling out job applications.

S4S staff will establish partnerships with community businesses willing to provide on-the-job training to the youth in the program in exchange for unpaid labor, based on the interests of the youth in the program. The first internship will allow youth to shadow an employer to develop an understanding of the demands and skill set required for a given position, The second internship will serve as an opportunity for youth to spend several weeks working as an intern alongside other employees, receiving in-depth job training while fulfilling the responsibilities of the position they are assigned. To accommodate the scholastic and extra-curricular activities the youth maintain, internships will be offered and arranged primarily during school breaks. S4S staff will be available for support throughout every step of the way and will offer youth a stipend for the successful completion of their internship assignments.

Funding from this grant for S4S 2.0 will offer the ability to hire the additional staff required for program operation and community outreach, furnishing the gift cards provided as incentives and providing a light dinner and refreshments to the participants during the groups. Funding from this grant will also allow for the expansion to Hilo, where a significant number of youth in care are located.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

As Skills for Success 2.0 is a new program, the referral and recruitment process is currently being developed. Once in place, six cohort groups on Oahu consisting of 8-10 youth along with their caregivers will be recruited annually. In East Hawaii, four cohort groups will be run consisting of 6-8 youth and caregivers. Each group will run for six consecutive weeks plus a follow-up meeting one month later. Ideally a new group of youth will begin their training every other month.

Skills for Success Trainings		
Location	Cohorts Per Year	Youth Per Cohort
Oahu	6	8-10
Hilo	4	6-8

After completing the first part of the program, participants will be evaluated for interest and readiness for the second part of the program, Skills for Success 2.0 (S4S 2.0), where they will receive more in depth training on employment preparedness, and have opportunities for on-the-job training through internship opportunities. S4S 2.0 will strive to reach approximately 50 unduplicated youth each year on Oahu and 30 in East Hawaii.

The program timeline is as follows:

1. **Intake** - Take the Child Life Skills Assessment (CLSA) (pre-test). Youth will have already completed the foundation course (S4S – 1.0) prior to entering S4S 2.0. Each youth will be rewarded with a \$10 gift card for completing the CLSA.
2. **Part 2 (S4S 2.0)** – six week advanced career preparation training course offered 6 times per year to 8-10 youth according to readiness on Oahu, and 4 times per year in Hilo to approximately 6-8 youth. Youth will be rewarded with a \$50 gift card for participation.
3. **Follow up** - take the CLSA (post-test) four weeks after the completion of the Part 2 training course. Youth will receive a \$10 gift card for completion.
4. **Internship placement** – Youth will be matched with a local business suited to their interests. Internships may range from a few days up to a week. Youth will receive a \$300 stipend for completion of their internship.
5. **Follow-up phone calls** – 6 and 12 months after the completion of the internship.

Oahu Timeline			
Goals	Activities/Strategies	Responsibility	Timeline
Staffing	<ul style="list-style-type: none"> Recruit and train Program Coordinator Recruit and train Case Assistant 	Executive Vice President	<ul style="list-style-type: none"> First contract month
Program Development	<ul style="list-style-type: none"> Develop program curriculum and skills workbook Meet with Oahu DHS staff and community providers and do presentations 	Program Coordinator	<ul style="list-style-type: none"> Meetings with DHS once per quarter Start program by third month
Develop referral system for S4S 2.0	<ul style="list-style-type: none"> Present information to DHS new hires Attend monthly DHS informational meetings. 	Program Coordinator and Case Assistant	<ul style="list-style-type: none"> Presentations to DHS new hires twice a year Contact with

	<ul style="list-style-type: none"> • Work with ILP providers, Judiciary, EPIC 'Ohana (Youth Circles) and RFSS (Resource Families Support Services) • Attend appropriate events and conferences to network with referral audience, including DHS PIP meetings. • Informational meetings with CASA and GAL 		<p>DHS monthly</p> <ul style="list-style-type: none"> • Attend events twice a year
Community Partnerships and Development	<ul style="list-style-type: none"> • Community outreach to establish partnerships with local businesses to provide internship opportunities for youth. • Coordinate and help schedule transportation, plan group meeting, record keeping. • Provide support to Program Coordinator and participants 	Case Assistant	<ul style="list-style-type: none"> • First three months and continuing thereafter.

East Hawaii Program Timeline

Goals	Activities/Strategies	Goals	Activities/Strategies
Staffing	<ul style="list-style-type: none"> • Recruit and train Program Coordinator 	Executive Vice President	<ul style="list-style-type: none"> • First contract month
Program Development	<ul style="list-style-type: none"> • Develop program curriculum and skills workbook. • Meet with East Hawaii DHS staff and community providers and do presentations 	Program Coordinator	<ul style="list-style-type: none"> • Meetings with DHS once per quarter • Start program by third month
Develop referral system for S4S 2.0	<ul style="list-style-type: none"> • Present information to DHS new hires • Attend monthly DHS informational meetings. • Work with ILP providers, Judiciary, EPIC 'Ohana (Youth Circles) and RFSS (Resource Families Support Services) • Attend appropriate events 	Program Coordinator	<ul style="list-style-type: none"> • Presentations to DHS new hires twice a year • Contact with DHS monthly • Attend events twice a year

	<p>and conferences to network with referral audience, including DHS PIP meetings.</p> <ul style="list-style-type: none"> • Informational meetings with CASA and GAL 		
Community Partnerships and Development	<ul style="list-style-type: none"> • Community outreach to establish partnerships with local businesses to provide internship opportunities for youth • Coordinate and help schedule transportation, plan group meeting, record keeping • Provide support to Program Coordinator and participants 	Program Coordinator	<ul style="list-style-type: none"> • First three months and continuing thereafter.

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

Family Programs Hawaii (FPH) is committed to excellence in the provision of service to families and children in our programs. We fulfill our purpose by providing the highest quality of services to the clients we serve. Our Continuous Quality Improvement plan (CQI), developed to meet the standards of the Council on Accreditation (COA), holds us accountable as we continuously learn from experience, each other, and from our community. We maintain consistent quality through record keeping, feedback collection, and clinical training. We take pride in this culture; we have leadership that models this commitment; and programs have been developed that reflect these values. In addition, program participants will be informed of their client rights and our grievance procedure.

Our Leadership Team, including program and administrative staff, provides leadership and ensures allocation of resources for continuous quality improvement across the organization. Formal CQI processes, such as consumer satisfaction surveys, program reviews by the Leadership Team and Board, and monthly CQI Committee meetings are embedded in our work and have the resources necessary to accomplish their functions.

The quality assurance components will be implemented to improve program services provided to the foster youth. This will be accomplished by conducting satisfaction surveys at the completion of the program, analyzing results and making modifications as needed. The data will also include demographic characteristics and will be used to increase program outcomes. The ongoing monitoring of this program will primarily be the responsibility of the S4S Program Coordinator and the Executive Vice President of Program and Clinical Services, with input from the children

and youth served. The financial and human resource aspects will be monitored by the Accounting and HR Manager. All contractual reports are reviewed and signed off by the President and CEO.

Youth and caregivers will be evaluated and monitored using the Casey Life Skills Assessment (CLSA) before the start of the program. The CLSA will again be administered a month after the completion of the program so that pre and post program data on skill acquisition and knowledge of services can be collected. This will assist in measuring program effectiveness and improving service delivery in the future.

The CLSA and evaluation information will be collected, analyzed, and organized by the Program Coordinator for each group of youth. The data will be reviewed on a semi-annual basis with the agency's CQI. Pre and post series CLSA information will be shared with youth and caregivers. The forms are scored together and a report is generated summarizing both youth and caregiver responses. The report identifies areas of youth and caregiver agreement and disagreement and provides a starting point for dialogue on these issues. This also creates opportunities for the youth and caregivers to learn from each other. The primary purpose of the CLSA is to identify the youth's like skills areas of greatest strength and achievement, as well as those which offer the greatest opportunity for growth. The program design includes training caregivers on how to best use the information and tool in order to help build confidence in developing life skills.

Youth will be provided with incentives in the form of gift cards and foster parents will be given credit hours toward their foster parent license. These incentives are in place to encourage the successful completion of all program requirements.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Evaluation and results:

Program evaluation will include both qualitative and quantitative measurements to determine the outcome and impact of Skills for Success. Evaluations will be distributed at the completion of each six week course. Outcomes will be measured by post-activity, Likert scale evaluations capturing data on specific skill-building and protective factors over a specific period of time.

Quantitative measures include:

- The number of youth and foster parents served.
- The number of groups offered.
- The number of youth who complete Part 1 of the program.
- The number of youth who participate in Part 2 of the training, which is currently being developed.

Qualitative measures include:

- The Casey Life Assessment form will be administered to both youth and foster parents before and after the completion of the program. The program goal is to increase measurements for specific life skills by 20%.
- Program Evaluations/Satisfaction Surveys will be distributed at the end of each training course.
- Follow-up phone calls to graduates of the program by program staff 6 months and 12 months after completion of their internships to evaluate progress and program efficacy.

III. Financial

Budget

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

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: Family Programs Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	155,600			
2. Payroll Taxes & Assessments	24,507			
3. Fringe Benefits	16,728			
TOTAL PERSONNEL COST	196,835			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,200			
2. Insurance	3,000			
3. Lease/Rental of Equipment	2,100			
4. Lease/Rental of Space	14,505			
5. Staff Training	500			
6. Supplies	2,000			
7. Telecommunication	2,100			
8. Utilities	2,000			
9. Janitorial	1,200			
10 Repair & Maintenance	1,000			
11 Tech Support	2,000			
12 Mileage	2,500			
13 Postage	1,000			
14 Contract Admin Fees	1,200			
15 Administrative Fee	47,228			
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	83,533			
C. EQUIPMENT PURCHASES	3,000			
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	283,368			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	283,368	Suzanne Sarlund	808-540-2561	
(b) Total Federal Funds Requested			Phone	
(c) Total County Funds Requested				1/22/16
(d) Total Private/Other Funds Requested		Signature of Authorized Official		Date
TOTAL BUDGET	283,368	Paulette M. Bethel		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: Family Programs Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Coordinator - Honolulu	1	\$45,000.00	100.00%	\$ 45,000.00
Case Assistant - Honolulu	1	\$36,000.00	100.00%	\$ 36,000.00
Administrative Assistant - Honolulu	1	\$32,500.00	25.00%	\$ 8,125.00
Program Coordinator - Hilo	1	\$45,000.00	100.00%	\$ 45,000.00
Administrative Assistant - Hilo	1	\$32,500.00	25.00%	\$ 8,125.00
VP Of Clinical & Programs	1	\$89,000.00	15.00%	\$ 13,350.00
				\$ -
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				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				155,600.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: Family Programs Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Laptop Computers	3.00	\$1,000.00	\$ 3,000.00	3000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	3		\$ 3,000.00	3,000
JUSTIFICATION/COMMENTS:				

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: Family Programs Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2014-2015	FY: 2015-2016	FY:2016-2017	FY:2016-2017	FY:2017-2018	FY:2018-2019
PLANS	n/a					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$73,092	\$70,092	\$70,092	\$70,092	\$283,368

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.

Other sources of funding sought for fiscal year 2016-17:

- Visitor Industry Charity Walk/Hawaii Hotel Association
- Atherton Family Foundation
- Victoria & Bradley Geist Foundation
- Teresa Hughes Trust
- Central Pacific Bank
- Friends of Hawaii Charity
- City and County Grant in Aid
- McNerny Foundation
- First Hawaiian Foundation
- Hawaii Community Foundation
- Office of Hawaiian Affairs
- Alexander and Baldwin Foundation
- Bank of Hawaii
- HMSA Foundation

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.

Not Applicable

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

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: Family Programs Hawaii

Contracts Total: 2,343,809

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Receiving Home for At Risk Youth	7/1/2009-6/30/2016	DHS	State	788,000
2	Voluntary Case Management	7/1/2010-6/30/2016	Catholic Charities/DHS	State	797,000
3	Resource Family Support Services	7/1/2009-6/30/2016	PIDF/DHS	State	553,751
4	Office of Youth Services/Youth Support	7/1/2011-6/30/2016	Office of Youth Services	State	70,500
5	Youth Engagement	7/1/2013-6/30/2016	EPIC/DHS	State	134,558
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6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.

\$50,000

IV. Experience and Capability

A. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

The direct services component of this project, provided by Family Programs Hawaii, will be staffed by a full time Program Coordinator and supervised by Keith Kuboyama who is the Executive Vice-President of Program and Clinical Services. Keith has a background in non-profit management and is a graduate of the Hawaii Community Foundation's Hawaii Emerging Leaders Program. He is a Licensed Clinical Social Worker with over twenty years of experience working in foster care and adoption.

Judy Adviento is the Skills for Success Program Coordinator with over 8 years of personal and professional experience in the foster care area. She entered foster care at the age of 16 and was a resource caregiver for her younger brother until he aged out of care. Judy worked for Kapiolani's Peer Mentoring Program for youth who are in care or were previously in care. She was also involved with the Court Appointed Special Advocates' (CASA) pilot program, Fostering futures as a Project Coordinator which focused on training CASA volunteers of the needs of the older youth in care. After receiving her Master's in Social Work, Judy worked as the temporary Program Coordinator for FPH's Mentoring Connection program and also as a case manager in FPH's program for Voluntary Case Management. Judy brings a depth of personal and professional experience to the program.

B. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

Program activities and the program staff providing services for Skills for Success will be based out of the Family Programs Hawaii offices located at 250 Vineyard Street in Honolulu, Hawaii and 120 Pauahi Street, Suite 306, Hilo, Hawaii. For the health and safety of staff and service recipients, the facility provides comfortable, well appointed, ventilated and lit, private, public and group spaces; parking; and security. Safety and emergency preparedness plans and equipment are in place for the well-being of staff and service recipients. Private and semi-private ergonomic and ADA compliant work spaces, meeting rooms, restrooms and file storage areas are provided. A secure network provides data management and back up; and confidentiality of staff and client records. Technology and supplies are provided for faxing, posting, copying, printing, telecommunications and internet connectivity. All staff members are assured convenient access to equipment and services. The facility provides ingress and egress to all work stations, meeting

rooms, restrooms and equipment/file areas for easy access. FPH is able to accommodate disabled clients and staff. Services are also provided at offsite venues and in the homes of service recipients in order to ensure high quality service standards.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

In accordance with the Family Programs Hawaii Policy and Procedures, all Skills for Success 2.0 staff will be assigned to a supervisor based on the type of position or program assignment. Every supervisor and program staff will be qualified for the position based on minimum education requirements, specialty and experience. Staff to be hired will have appropriate training and experience with this population and will receive additional training. All new hires have employee orientation and training, as well as a variety of program specific trainings to be fully prepared for the service provided. All staff is required to participate in "Knowing Who You Are," a curriculum designed to prepare them to support the healthy development of our client's racial and ethnic identity.

Ongoing training to expand staff knowledge and ability is emphasized and supported for all employees. FPH has an agency procedure manual and has developed specific procedures for this program. FPH has a Limited English Proficiency program and will follow guidelines established by the Department to fulfill these requirements for this program. FPH has client confidentiality policies and procedures that meet State and COA requirements. Quality Assurance is covered above. Our Accounting and HR manager assures that new staff members fulfill all criminal history and protective services Registry Checks prior to serving clients; each staff has a written training plan at Orientation, through program procedures and an individualized Performance and Development Plan; and staff members are supervised according to the CQI training plan.

Positions:

Program Coordinator on Oahu (1.0 FTE)

The Program Coordinator on Oahu will be responsible for general oversight of all program activities including developing and improving the curriculum for youth and caregivers, community outreach, implementing referral procedures, and collaborating with community partners. When new youth cohorts begin, the Program Coordinator will also be responsible for administering and obtaining the results of the Casey Life Skills Assessments and facilitating groups. The Program Coordinator will train and work closely with the co-facilitator (intern/trained volunteer) to support the needs of the youth and foster parents to ensure their success in the program.

Case Assistant on Oahu (1.0 FTE)

Due to the number of duties the Program Coordinator on Oahu will be responsible for and the larger number of youth and foster parents served, a case assistant will be hired to help the Oahu Program Coordinator. The case assistant will be supervised by the Program Coordinator and will

support the Program Coordinator with all necessary tasks. The primary function of the case assistant will be community outreach to establish partnerships with local businesses to provide internship opportunities for youth, as well as helping with transportation, record keeping, and support to all participants.

Program Coordinator – East Hawaii (1.0 FTE)

The Program Coordinator in East Hawaii will be responsible for general oversight of all program activities including developing and improving the curriculum for youth and caregivers, community outreach, implementing referral procedures, and collaborating with community partners. When new youth cohorts begin, the Program Coordinator will also be responsible for administering and obtaining the results of the Casey Life Skills Assessments and facilitating groups. The Program Coordinator will train and work closely with the co-facilitator (intern) to support the needs of the youth and foster parents to ensure their success in the program. With a smaller population, the Program Coordinator will also be responsible for community outreach to establish partnerships with local businesses to provide internship opportunities for youth, as well as help with transportation

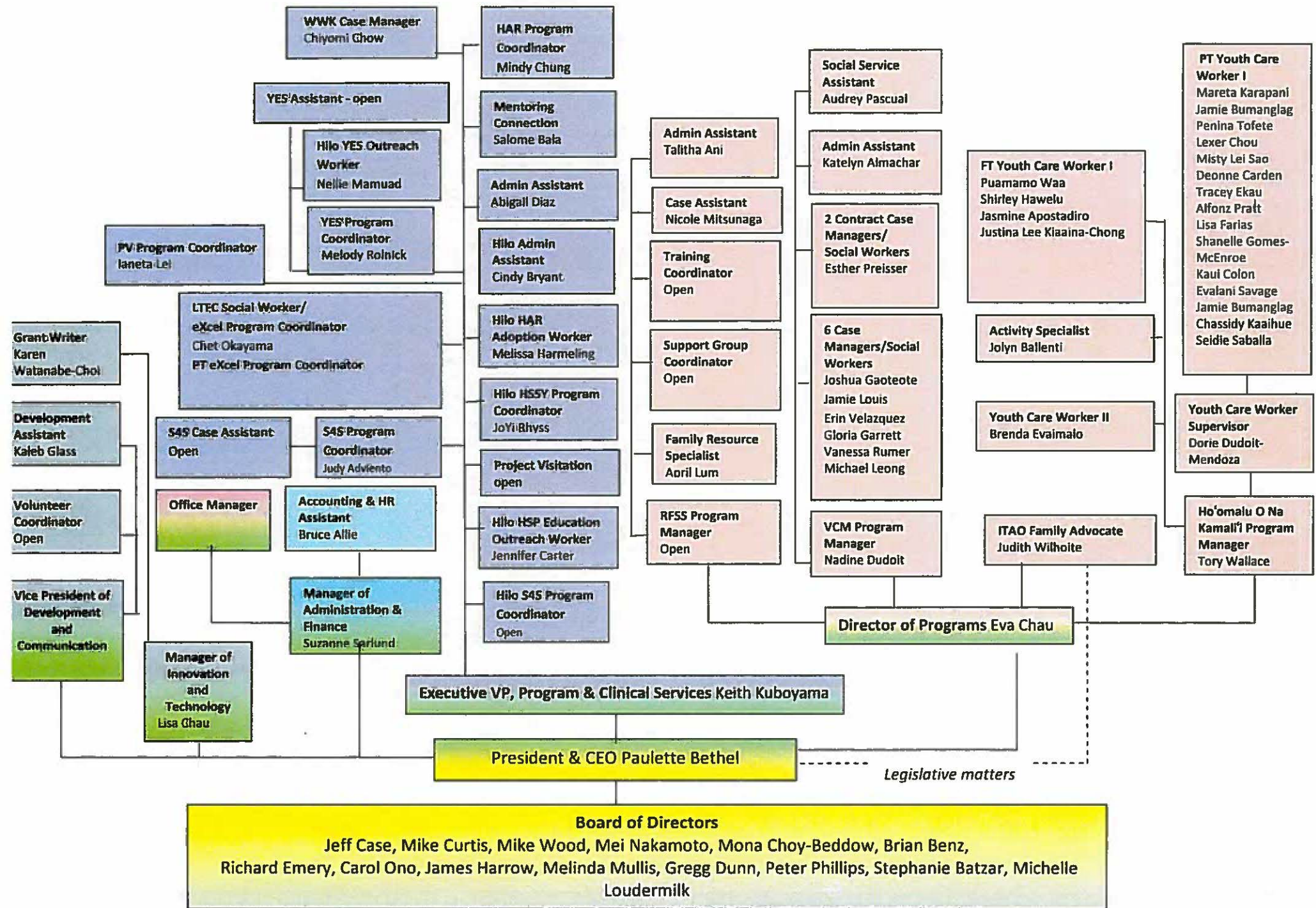
The Skills for Success 2.0 Program Coordinators on Oahu and in East Hawaii will be supervised by the Executive Vice President of Program and Clinical Services. With almost 30 years of experience working with youth in care and supporting foster parents statewide, the Executive Vice President (EVP) is very knowledgeable about DHS programs, services, rules and procedures. The EVP will lend his expertise to the supervision of the program staff and the development of Skills for Success 2.0.

Supervision of the S4S Program Coordinator is a minimum of two hours per month. Additional hours of supervision will be provided as needed and will be related to:

- New employee employment
- Issues and needs of the clients who are receiving services
- The skill level of the Coordinator
- Frequency and intensity of the services provided to the program participants
- Contractual requirements

B. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.



C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

CEO & President	\$97,000
Executive Vice President of Clinical Programs	\$87,000
Director of Programs	\$67,500

VI. Other

A. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

Family Programs Hawaii has no pending litigation to which it is a party, including the disclosure of any outstanding judgement.

B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Family Programs Hawaii is licensed by the State of Hawaii Department of Human Services as a Child Placing Organization and a Child Care Institution. The agency is accredited by Council on Accreditation (COA.)

C. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

Not Applicable

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

After the Grant-in-Aid is expended, Skills for Success 2.0 will seek foundation grant funding; and contributions from individuals. We continue to work closely with the Department of Human Services to explore ways to fund the program. Currently, they have expressed interest in the program's development.

During the FY 2016-17 the FPH Development Team will have the opportunity to go back to previous foundations, that will usually only fund a program for three continuous years, to renew future funding. New funding sources, which have been identified and targeted, include Office of

Hawaiian Affairs, Alexander and Baldwin Foundation, Bank of Hawaii and the HMSA Foundation.

- FPH board members have begun to identify funding sources, businesses and donors on Oahu and in East Hawaii to sustain and grow the program. These board members see the value of the program design and have committed to leveraging their relationships and contacts in order to bring additional funding to the Skills for Success 2.0. Several new foundations are also being researched for future funding.

Other sources of funding sought for fiscal year 2016-17:

- Visitor Industry Charity Walk/Hawaii Hotel Association
- Atherton Family Foundation
- Victoria & Bradley Geist Foundation
- Teresa Hughes Trust
- Central Pacific Bank
- Friends of Hawaii Charity
- City and County Grant in Aid
- McNerny Foundation
- First Hawaiian Foundation
- Hawaii Community Foundation

FPH is strengthening its multifunctional approach to address the changing landscape and business continuity challenges. We have developed an adaptive approach to ensure that we are able to continue our activities and meet our demand for services to the community.

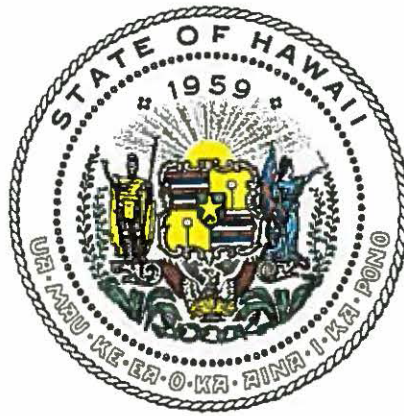
- a. Traditionally, a mix of government contracts, grants, directly support and sponsorships have provided funding to support the organization. With reduced government funding, we need to expand our efforts in both grant writing and contributed income areas. We have begun the process of evaluating existing programs on the basis of its goals, objectives and benchmarks against the costs and resources required to maintain existing programs
- b. Our Vice President of Development and Communication is currently working with our board to assess our long-range fund-raising plan looking at three major areas:
 1. Donor Cultivation (corporation and individual; we have a 100% board giving rate)
 2. Grant writing and government contracts
 3. Public relations and community outreach
- c. We have recently rebranded our organizational identity and message to distinguish our mission and vision from other agencies and become identifiable to the public through our brand identity and communications.

We continually strive to increase our impact in the community without having to grow the organization. Collaborations allow us to partner with other community groups and share resources and vision. We've learned that to build sustainability for our programs, we need to implement innovative new ideas while maintaining services and activities proven to be most essential and impactful. A good example is our partnership with Hale Kipa. When they

discovered we lost funding for the Mentoring Connection program, they offered to contract with us to provide these services for their foster care population.

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

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2015.



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

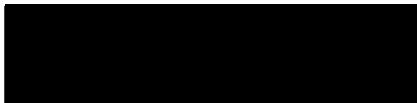
FAMILY PROGRAMS HAWAII

was incorporated under the laws of Hawaii on 03/23/1990 ; 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 21, 2016



Director of Commerce and Consumer Affairs