

State GIA Fiscal Year 2023 Grant Application

**Prepared by:
Adult Friends for Youth**

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



AUTHORIZED SIGNATURE

DEBORAH L.K. SPENCER-CHIUN, PRESIDENT AND CEO

PRINT NAME AND TITLE

1/19/22

DATE

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Dba:

Adult Friends for Youth

Amount of State Funds Requested: \$ 380,047

Brief Description of Request (Please attach word document to back of page if extra space is needed):

In response to youths' mental health and educational needs that have been exacerbated as a result of the COVID-19 pandemic, AFY is proposing to provide Redirectional Therapy (RT) counseling services to target youth from low-income and disadvantaged backgrounds. Proposed services would reduce their violence, improve their academic achievement, and prevent status offending youth on the Leeward Coast from entering the Juvenile Justice System.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ _____

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 1,573,249

Unrestricted Assets:

\$ 1,491,489.49

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
- Other Non Profit
- Other

Mailing Address:

3375 Koapaka Street, B-290

City: Honolulu State: HI Zip: 96819

Contact Person for Matters Involving this Application

Name:
Deborah L.K. Spencer-Chun

Title:
President & CEO

Email:
deborah@afyhawaii.com

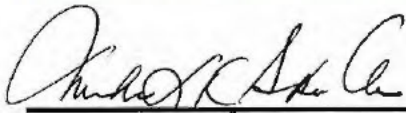
Phone:
(808) 833-8775

Federal Tax ID#:

██████████

State Tax ID#

██████████



Authorized Signature

Deborah L.K. Spencer-Chun, President & CEO

Name and Title

11/19/22

Date Signed

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

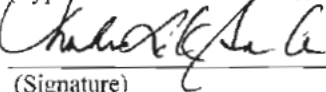
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

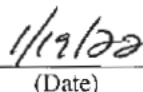
Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Adult Friends for Youth (AFY)

(Typed Name of Individual or Organization)



(Signature)



(Date)

Deborah L.K. Spencer-Chun

(Typed Name)

President and CEO

(Title)

SECTION 42F-102: PUBLIC PURPOSE

(1) The name of the requesting organization or individual

Adult Friends for Youth

(2) The public purpose for the grant

AFY's Redirectional Therapy (RT) services will have a lasting, meaningful and tangible impact on Oahu's communities by creating safer communities and redirecting the destructive behaviors of high-risk youth into constructive behaviors. This is especially important in lieu of the COVID-19 pandemic that has created a crisis for youths' mental health and education.

(3) The services to be supported by the grant

This grant will support AFY's Mobile Assessment Center (MAC), RT Counseling Program, and Mobile Education Center (MEC). Key service activities include but are not limited to: community outreach and engagement, assessment, group and individual counseling, referrals, case planning, educational support (i.e. tutoring), experiential learning opportunities, connections to other service providers, data management, and case closure.

(4) The target group

AFY's target population consists of disadvantaged youth, male and female, who come from low-income backgrounds, are prone to violence and criminal activity, and are at a high risk for academic failure. AFY's MAC program specifically targets status offending youth on the Leeward Coast, HPD District 8.

(5) The cost of the grant and the budget

The overall project will cost \$380,047. The total budget requested from the State Grant in Aid is \$380,047.

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. 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, 2021.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes.

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

II. 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;

Since 1986, Adult Friends for Youth (AFY) has eliminated violence and brought peace and safety to schools and communities across Oahu. Our purpose is to break the cycle of incarceration, poverty, and hopelessness in disadvantaged communities on Oahu. We accomplish this by outreaching to the highest risk youth, addressing their violent/criminal behavior, and providing them with educational support that will help them achieve a healthy, happy, and meaningful life.

Over the years, we have recognized the value of mobility as one of the biggest barriers to our target population receiving the services they need is transportation. All of AFY's programs are mobile and serve youth and families in their community. Mobility has also allowed us to penetrate hard -to-reach populations, understand the specific needs of each community, and create relationships and partnerships with key stakeholders to meet our objectives.

AFY is also the only non-profit agency in the state of Hawaii that serves youth gangs/violent youth groups as whole entities. As such, since inception, AFY has worked with over 70 gangs and over 2,000 gang members. Of those 70 gangs, 60 have dissolved or are no longer recruiting.

AFY's mission is, "Redirecting lives to stop violence in order to strengthen family and community safety, while promoting well-being for all youth so that they can reach their full potential."

2. The goals and objectives related to the request;

The overarching aim of this proposal is to, within our niche, support the state of Hawaii on our road to recovery from the negative impact of the COVID-19 pandemic. To do so, AFY will address the critical mental/emotional health and educational needs of target youth during what the American Academy of Child and Adolescent Psychiatry, American Academy of Pediatrics, and the Children's Hospital Association have declared a crisis and a national emergency for youth. AFY prefers to work with natural friendship groups or cohorts due to the influence of peer pressure. We will outreach to Oahu's highest risk youth to provide them with Redirectional Therapy (RT) services (RT is explained in the Service Summary and Outcomes section).

The goals of the project are to:

- 1) Outreach and engage target youth on school campuses and in communities across Oahu.
- 2) Divert status offending youth on Oahu's Leeward Coast from entering the juvenile justice system.
- 3) Address youths' mental/emotional health issues that have been exacerbated by COVID-19.
- 4) Reconnect chronically absent youth to a traditional or alternative education program.
- 5) Provide youth with educational support services to help them recover from the effects of distance learning and build a pathway to academic success, while preventing academic failure.

To achieve the stated goals, AFY serve youth through our three established programs that will be described in the Service Summary and Outcomes section. The objectives for the three programs are as follows:

Mobile Assessment Center (MAC)

- Program will serve approximately 150-200 youth status offenders in HPD District 8, Ewa/Makaha
- 80% of eligible youth will receive the YASI Assessment
- 80% of eligible youth will receive a comprehensive service plan
- 80% of eligible youth will successfully complete the program

- 65% of eligible youth who complete the program will not reoffend or become incarcerated

RT Counseling Program

- 80% of youth served through the program will reduce or terminate their violence
- 75% of program youth will be promoted/graduate from high school or an alternative program
- 80% of program youth will participate in at least one experiential learning opportunity

Mobile Education Center (MEC)

- 50% of truant/chronically absent youth served by the MEC will be successfully (re)connected to a traditional school or an alternative education program
- 50% of MEC youth will receive preventative services (i.e. tutoring, credit recovery, etc.)
- 75% of MEC youth will be promoted/graduate from high school or an alternative program
- 75% of MEC youth will receive other services (i.e. employment/career, experiential learning)

Note: Funding from this request will also be used to purchase a secure data management system. It will be a centralized system that will keep track of data from all of AFY's programs and will be HIPPA certified. Previously, we contracted with a City & County provider but we experienced technical problems accessing the data. AFY has identified a new human services data management system that tracks and monitors youth behavior and progress. It provides staff with an efficient means of accessing and utilizing data to create more functional service plans that will help them succeed in life.

3. The public purpose and need to be served;

The COVID-19 pandemic has had and continues to have an impact on all facets of society. There has been a profound effect on the development youth, especially youth who were already predisposed to behavioral issues and academic failure.

Surgeon General Vivek Murthy stated, "Mental health challenges in children, adolescents, and young adults are real and widespread. Even before the pandemic, an alarming number of young people struggled with feelings of helplessness, depression, and thoughts of suicide, and rates have increased over the past decade. The COVID-19 pandemic further altered their experiences at home, school, and in the community, and the effect on their mental health has been devastating. The future well-being of our country depends on how we support and invest in the next generation."

According to an analysis performed by the Office of the Assistant Secretary for Planning and Evaluation which is under the U.S. Department of Health and Human Services, the pandemic's social restrictions resulted in a surge in the mental health needs of youth, with worse outcomes

among youth exposed to adverse childhood experiences (ACEs). The effects can also be long-term. “Prolonged loneliness and social isolation have been associated with future mental health problems years later.”

Children’s groups have declared the resulting youth mental health crisis a national emergency. In addition, the Centers for Disease control and Prevention found that the mental health emergency room visits by youth 12 – 17 years old increased by 31% since 2019. A meta-analysis published in JAMA Pediatrics found that during COVID-19, one in four young people is experiencing clinically elevated anxiety symptoms and one in five is experiencing clinically elevated anxiety symptoms.

Hawaii’s youth reflect the rest of the nation. According to Honolulu Civil Beat, a national survey found that Hawaii had more participants say they had been thinking about suicide than any other state. According to Bryan Talisayan, executive director of Mental Health America of Hawaii, “Given the year that we’ve had, absolutely we’ve been noticing an increase in people feeling anxiety and depression.”

Stressors related to COVID-19 have significant mental health consequences for the population AFY works with. Youth are more prone to engage in risky, delinquent, and often times criminal behavior. They roam the streets late at night where they can be destructive and harmful to themselves and others. On Halloween Night in Waikiki, in partnership with the Honolulu Police Department (HPD), AFY took home 60 youth for their well-being and for the safety of the community.

Youth who enter the juvenile justice system, even for a minor offense, are more likely to escalate their delinquent behaviors over time. They can become trapped in the cycle of juvenile to adult incarceration that plague so many individuals and families.

Youth are also more prone to violence. As anticipated, when classes resumed on campus this past fall, fights broke out in communities across Oahu. AFY received calls from school administrators (including principals), as well as the Honolulu Police Department (HPD) for help responding to those violent situations. We responded to incidents in Kalihi, Waipahu, Waianae, Kaimuki, Ewa, and Kapolei.

Through AFY’s MAC, RT Counseling, and MEC programs, we prevent and intervene in situations that involve youth violence.

AFY works with youth from housing projects that are very violent. They engage in conflicts that can escalate in severity and length in time. An initial fight can become a “beef” between housing complexes that extends to different youth and persists for weeks, months, or years. These “beefs” can be within one community (e.g. Kalihi) or can involve youth traveling to other communities to create havoc and chaos.

AFY also encounters older youth without a purpose in life, who instigate younger youth to perpetrate violent acts against their rivals. Knives, bats, and machetes are normal tools that they use to inflict fear and harm. AFY Reidirectional Specialists (RS) work day and night to intervene

in those situations. They travel to target youths' communities to create peace and deescalate further violent situations. We are on call day and night, and respond to crisis situations 24/7.

In addition to mental health, the pandemic has also created an educational crisis that has disproportionately affected youth who come from low-income backgrounds and were already at a high-risk for academic failure. School closures and distance learning have caused youth who were already behind in their lesson plans to fall even farther behind. We see first-hand how their struggle to catch up causes frustration, stress, anxiety, even anger. Many of the youth we serve have expressed thoughts of dropping out of school because of this challenge. Experts agree that COVID-19's impact on the education of youth can potentially be long-term. Moving forward, without extra in-person support, including motivation and encouragement, the youth we serve are at an even higher risk of falling through the cracks, dropping out of school altogether, and becoming burdens to society. According to the Stanford Graduate School of Education, youth who drop out of high school are 3.5 times as likely to be arrested than high school graduates.

There is a lack of resources that address middle school youth who are at a high risk for delinquent behavior and academic failure. Overall, according to the Hawaii State Department of Education (HIDOE), in elementary and middle school students, 32% of youth are two or more grade levels below English Language Arts and Mathematics standards. Micronesians, Native Hawaiians, and Pacific Islanders are two or more grades behind at a higher rate than all other ethnicities.

Often, middle school youth who have repeated to many times are "socially promoted" into high school without the skills and knowledge to be able to succeed. That creates youth who have no confidence and are not motivated. In a sense, they are set up for failure. These youth need a support system that can understand and address their needs.

Diversion programs, especially for youth who commit minor offenses such as status offenses, are important because they prevent them from the consequences of going through the court system.

The Annie E. Casey Foundation states that, "The preponderance of evidence indicates that youth whose cases are formally processed in juvenile court typically have worse outcomes than similar youth whose cases are handled informally, both in terms of future involvement in the justice system and success in education and employment. This is especially true for youth accused of lower-level misbehavior and those who do not have a long history of arrests."

Once a youth enters the juvenile justice system their chances of becoming incarcerated as a juvenile or adult significantly increase. The National Institute of Justice found that for youth who persistently commit acts of delinquency, their offenses escalate in severity and violence over time, and into adulthood.

Once a juvenile becomes incarcerated, they fall into the cycle of juvenile to adult incarceration. An MIT study found that 40% of youth who went into juvenile detention ended up in prison by the age of 25. The author stated that an alternative to incarceration is not only better for the youth, but their community as well.

Native Hawaiian youth in particular are disproportionately impacted by the justice system. According to a study commissioned by the Juvenile Justice State Advisory Council and the Office of Youth Services, “Native Hawaiian youth are highly over-represented in the juvenile justice system especially at the point of arrest.”

The Hawaii Juvenile Justice Working Group (HJJWG) found that a significant number of youth were committed to the Hawaii Youth Correctional Facility (HYCF) for misdemeanors and other non-violent offenses, and with limited criminal histories. According to their final report, of the youth who enter HYCF, 75% will reoffend within three years and return to HYCF or be incarcerated in the adult justice system. Thus, every effort should be made to prevent youth from entering the juvenile justice system.

4. Describe the target population to be served; and

AFY’s target population is Oahu’s highest risk youth who come from disadvantaged and low-income backgrounds where poverty, violence, drugs, and crime are the norm. Many of them are gang affiliated or gang involved youth. They are predisposed to violence, criminal activity, incarceration, and academic failure. The ages of youth served are primarily between 11-17 and consist of both male and females. Youth may go beyond high school years depending on their needs. AFY also understands that our target population include youth that would report being a victim and an offender. Many of the youth we serve have experienced trauma or victimization. We also understand that there is a significant relationship between being victimized and then in turn victimizing others. Thus, in order to heal youth and to break the cycle of victimization/re-victimization, it is imperative to work with youth on a long-term basis.

We primarily serve minority populations. Approximately 35% are Native Hawaiian, 30% Micronesian/Chuukese, 13% other Pacific Islander, and 14% Asian/Filipino. The remainder are African American, Hispanic, or White. This population is among those who have been disproportionately impacted by the pandemic. According to a report by the Department of Civil Rights, “We can see already that many of these impacts are falling disproportionately on students who went into the pandemic with the greatest educational needs and fewest opportunities – many of them from historically marginalized and underserved groups.” AFY serves a high population of youth living in low-income neighborhoods, homeless encampments, transitional shelters, or housing projects. Low-income neighborhoods include Pupuu streets in Waipahu and Lahaina St. in Waianae, among others.

Homeless Encampment includes Cedar Farms in Waianae Valley.

Transitional shelter includes Kealahou Shelter in Kalaeloa.

Housing projects include: Mayor Wright Homes, Palolo Valley Homes, Kuhio Park Terrace, Kamehameha Homes, Kalihi Valley Homes, Salt Lake Apartments, Ka’ahumanu Homes.

5. Describe the geographic coverage.

AFY provides RT services from Kaimuki to Waianae. The MAC program specifically works in HPD District 8, Ewa/Makaha. Information from the University of Hawaii’s Center on the Family is provided on six of the major school complex areas that we serve: Farrington, McKinley, Kapolei, Campbell, Waianae, and Waipahu.

The Farrington area consists of over 56,000 residents and includes 'Alewa Heights to part of Sand Island.

- There is a larger proportion of adults that are co-residing with their grandchildren
- The proportion of residents who are new immigrants are at least twice the state average
- Residents rank below state averages in economic well-being
- The proportions of public school students who meet language arts and math grade level standards are below the state average

The McKinley area consists of over 77,000 residents, and is roughly bounded from Kokea Street to the Kalakaua Avenue.

- A smaller proportion of children have both parents or their single parent in the labor force
- Higher percentage of families with children in poverty
- Three times the state's percentage of English language learners
- Smaller proportion of high school students graduate on time than the state average
- Rates are double the state average for both violent and property crime
- Almost double the rate of students who feel unsafe at school than the state average

The Kapolei area consists of over 46,000 residents from Kalaeloa to Pa lehua.

- A lower percentage of adults have post-graduate education
- Higher rate of property crime than the state average
- Students who feel unsafe at school are roughly the state average

The Campbell area consists of 72,000 residents and includes the neighborhoods of Ewa, East Kapolei, Honouliuli, Ocean Pointe, West Loch, and parts of Iroquois Point and Waipahu.

- Larger proportion of children who live in immigrant families than the state average
- Lower percentage of students meet math standards than the state average
- Close to the state average for students who report feeling unsafe at school

The Waianae area consists of over 36,000 residents and includes the neighborhoods of Ma'ili, Makaha, Makua, Ka'ena, and Ulu Wehi. According to COTF.

- Larger proportion of children in families receiving public assistance and who live in poverty than the state average
- Unemployment rate is over twice the state average
- Students who meet language arts and math standards are half of the state's average

- Number of students who graduate on time are lower than the state’s average
- Violent crime is more than double the state average; Property crime is also high than the state average

The Waipahu area consists of 61,000 residents in from Waipahu to parts of Village Park.

- Lower than average per-capita income
- Twice the amount of English language learners than the state average
- Lower percentage of adults have a bachelor’s degree or post-graduate education
- Violent crime incidents are close to the state average

III. 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;

AFY is proposing to combat/mitigate/reverse the effects that COVID-19 pandemic had on high-risk youth through Redirectional Therapy (RT) services, and aid in Hawaii’s COVID-19 road to recovery. Under this grant, we will implement our three programs: 1) Mobile Assessment Center (MAC), 2) RT Counseling Program, and 3) Mobile Education Center (MEC).

RT is the foundation and platform for all of AFY’s programs and services. It includes trauma-informed care and a social-emotional development curriculum aimed at improving coping skills that involve youth reflecting on past actions/behaviors, assessing consequences to actions, regulating emotions, and establishing good relationships in their community and with the people around them, as well as healing past victimization. It is a non-judgmental, field-tested, replicable model that emphasizes academics as a path to stay away from violence, crime, and incarceration in order to build a better future. Since 1986, AFY has utilized RT to redirect the destructive behavior of high-risk youth into constructive behavior. Once those behaviors are effectively addressed and youth begin to heal from their victimization and exposure to violence, education is used as a primary tool to continue their positive development.

RT is based on 14 philosophical and 13 practice principles that guide our work with target youth.

Philosophical Principles	Practice Principles
People have the capacity to change	Turf - Service is provided on the "turf" of the youths being served

People are perceived holistically as products of the sum total of their existence	Referrals - Requests to AFY for service may be initiated by any system/stakeholder
Gang youths have the potential to enter the social and economic mainstream but may not believe that they have the capacity to do so	Participation in the AFY program is fun and immediately rewarding
Youths who believe in their capacity to enter the mainstream will choose to do so when provided with the opportunities	The Redirectionalist communicates care and love
Most people have the capacity to make decisions that are in their best interests, but may require support, encouragement, and information before they believe they are capable of doing so	Redirectional Therapy is nonjudgmental
A mutual and respectful relationship between the Redirectionalist and the client is a prelude to effective intervention	Redirectional Therapy is nondirective
The Redirectionalist and the agency provide an environment that is genuine, caring, and nurturing	The Redirectionalist is empathetic
The Redirectionalist is primarily responsible to the agency and to its clients, not to other systems, including school, police, courts, and parents	Active listening
The client is always first	Modeling legal and healthy behaviors
Formal and informal education are means for achieving freedom, thinking critically, and becoming aware of a greater universe within which to make decisions	Encouraging new social and activity experiences: The Six-Point Plan
Children are capable of influencing their families	Food as therapy
Youths can be effectively helped without family intervention (but parents/guardians are required to give permission for clients to engage in services)	Self-Determination
It is best to work with multiple gangs in a community, especially rivals, if peace and stability are to occur	Nonintrusive, attentive style
Patience is a virtue	

Descriptions of AFY's programs:

Mobile Assessment Center (MAC)

The MAC was created to divert status offending youth on the Leeward Coast from entering the juvenile justice system. It is conducted in partnership with HPD District 8, Ewa/Makaha. HPD District 8 possesses the highest concentration of status offenses on the island. A “status offense” involves conduct that would not be a crime if it were committed by an adult. Examples include truancy, running away from home, and underage drinking. Stressors and triggers resulting from COVID-19 have a high propensity to cause youth to engage in delinquent behavior that meet the definition for status offenses.

In partnership with Honolulu Police Department District 8, Ewa/Makaha, AFY has piloted the Mobile Assessment Center (MAC) diversion program for two years on the Leeward Coast. In that span of time the results have been alarming. There have been 877 citations for status offenses and 326 unduplicated youth served. Approximately 50% of youth served were of Native Hawaiian Ancestry. In addition, HPD District 8 has the highest volume of status offenses in the state. Again, every effort should be made to disrupt the school-to-prison pipeline and break the cycle of juvenile to adult incarceration.

The following steps illustrate the MAC diversion process:

1. Initial Contact

HPD arrests youth for a status offense and provides a citation. The citation states they need to contact the MAC program within 72 hours.

2. Referral to MAC

Upon receiving the citation, AFY reaches out to the parent/guardian within 72 hours (if they have not already contacted us).

3. Intake & Admission

Youth and their parents/guardians will be contacted within 72 hours of the initial contact to engage them in the MAC process (i.e., obtain consent, conduct orientation, administer assessment).

4. Orientation (Youth and Parent/Guardian)

MAC staff will present a simplified explanation of the MAC process for youth and parents/guardians to better understand the services that are being offered. Inform them of the two scenarios (program success or non-success), and what each of those outcomes could result in. Orientation provides MAC staff with the opportunity to quickly develop a rapport with the youth and parents/guardians.

5. Assessment

The YASI (Youth Assessment & Screening Instrument) pre-screening tool will be administered to all participating youth. The screening tool measures protective factors to help caseworkers build on the strengths of youth to buffer the negative impact of risk. It is also the same tool that the state judiciary uses.

6. Service Plan

Based on the results from the YASI assessment, an individualized service plan (ISP) is developed in collaboration with the youth. The plan will be youth oriented, incorporate realistic goals that the youth create, and have actions steps and a timeline to achieve those goals.

7. Casework

There are three scenarios that exist in the Casework Phase:

- a) Low to moderate-risk youth will be referred to community partner services that best meet their needs such as, Boys and Girls Club, Family Counseling, Sports Clubs (in-school, outside leagues), YMCA, Liliuokalani Trust, workforce development programs, etc. Referral forms will document the agencies and type of services the youth receive.
- b) The highest risk youth will be referred for AFY Counseling Program services which will address youths' delinquent, criminal, and/or violent behavior. Once those behaviors are stabilized, education and academic achievement are utilized to place youth on a path to future success. The educational support services that the counseling program provides includes tutoring, credit recovery, access to technology, among others.
- c) Create a short-term cohort for 8-10 weeks for youths whom are not deemed high or low risk, but need additional support for their needs.

8. Case Conclusion

Case conclusion will be determined by the completion of the goals stated in the service plan, and will be reported back to HPD.

The MAC program is important to Hawaii's road to recovery from the COVID-19 pandemic because it helps to take high-risk youth off of the street where their destructive behaviors can hurt themselves, those around them, and the community they are a part of. 90% of MAC cases involve runaway youth. In AFY's experience, these youth are mobile and travel outside of their home communities to areas where they can victimize others. Waikiki is an areas that runaway youth often frequent, preying on tourists whom they identify as easy victims. That impacts tourism which is the biggest aspect of Hawaii's economy, and recovery. The MAC program helps to address the root cause(s) for youths' delinquent behaviors, connects them with service providers to heal their past trauma/issues, and make communities safer for everyone.

RT Counseling Program

The highest risk youth that AFY provides outreach to will be referred to AFY's RT Counseling Program. The program will address their extreme behaviors which include violence and criminal activity.

RT counseling contributes to the development of self-esteem, self-determination, and empowerment. It helps youth feel valued and helps them to development a sense of their potentialities and how to achieve them. It also connects them to their community, including opportunities for positive interaction with law enforcement.

The counseling program consists of In-School and Neighborhood Counseling Groups. In-School Counseling Groups are conducted in partnership with HIDEOE school administrators and meet on school campuses during school hours. Neighborhood Counseling Groups meet during out-of-school time in our youths' communities and are generally comprised of natural friendship groups/gangs as whole entities. In-School groups can be comprised of entirely one gang or they can be formed through referrals.

The youth we work with come into the counseling program because of their propensity for extreme violence. The vast majority of whom also share that they have also been victimized in the past and carry trauma from those incidents. AFY developed a RT curriculum that is specialized to work with violent youth. It is a 32-topic curriculum that is designed to be interchangeable over a 3-4 year period and can be customized for different age groups and skill levels. It includes social-emotional learning and helps to develop coping skills. It facilitates knowledge and skill building through discussions, experiential learning, and activities such as role plays. Long-term behavioral change does not happen quickly, which is why it is common for AFY to work with youth over a 4-year period and in some cases into adulthood. The RT curriculum is designed to complement and engage them in traditional academic curriculum that they learn in school. Counseling sessions and the curriculum reduces violence, promotes healing from victimization, and emphasizes education as a means to improve one's life. Counseling program services are provided year-round, during school breaks, and are completely free of charge to youth and families.

Example lesson topics include but are not limited to:

- Practicing resolution
- Defining neighborhood norms
- Identifying positive support systems
- Redirect negative peer pressure to positive peer pressure
- Demonstrating School Commitment
- Healing from past trauma/experiences
- Critical Thinking actions
- Empathy in Conflict

- Creating a safe place
- Maintaining Commitment

While individual counseling sessions are conducted on an as needed basis, group sessions are the preferred method due to the strength of peer influence. Peers have more influence on one another than anyone else. Often, peer influence or peer pressure reinforces negative behaviors. Through counseling sessions and the RT curriculum, prosocial behaviors are modeled and reinforced. Over time, maladaptive behaviors (i.e. violence, aggression, intimidation, disrespect) are gradually reduced and the mindset of the youth changes. Group members begin to hold each other accountable for their actions, exerting positive peer pressure on one another. Many of the youth in our counseling program do not see a future for themselves when we begin working with them, translating into behaviors that are harmful to themselves and the people around them. The counseling program does more than give them the hope for change. It guides and supports them through their transformation and integration into the mainstream.

A key component of AFY's RT Counseling Program is the intensive educational support which includes but is not limited to: access to digital technology (i.e. iPads, laptops, wifi), in-person support (i.e. tutoring, help navigating online scholastic platforms, communication with teachers and school counselors), and other educational support services such as connecting youth to credit recovery or summer school courses.

AFY's RT Counseling Program also provides mediation services to peacefully resolve conflicts between two parties. It diffuses potentially dangerous, volatile, and/or violent situations involving individuals or groups. Past mediations have involved rival gang members, friends have had a conflict with one another, youth, and family members, among others. Mediation is provided on an as needed basis. RT counseling also includes 24/7 crisis support as needed, because we know that crises do not always occur during regular working hours.

In addition to the mental health counseling and educational support, an important part of AFY's counseling program is providing our youth with experiential learning opportunities that we call our Six-Point Plan. AFY's Six-Point Plan complements their academic curriculum and includes opportunities in the areas of: education, career building/employment, social, recreational, cultural, and community service.

These activities encourage new social and activity experiences in order to allow the youth to broaden their experiences, stabilize their life after victimization, and restore a measure of security and safety to the youth. The program also offers 24/7 on-call crisis intervention and respite care for any circumstances that require immediate attention. All youth will have project staff's personal cell phone numbers should the need arise. All counseling program services are provided year-round, including the summer, at no cost to youth or families.

The AFY counseling program also helps connect youth with other support services that are directly related to their victimization and offense. Other support services may be provided by AFY or an outside source. Those support services include but are not limited to:

- Legal

- Temporary restraining orders
- Parole Officer
- Public defender
- Court
- Transportation
 - To and from services/activities (i.e. hospital visits, courts visits, counseling sessions, etc.)
- Restorative Justice (RJ)
 - Solution focused approaches
 - Restorative facilitation
- Family Counseling
 - RJ family circles
 - AFY family counseling

Mobile Education Center (MEC)

In response to the educational crisis brought about by the COVID-19 pandemic, AFY's MEC program will provide intensive educational support to meet the needs of disadvantaged communities. The program targets youth who are truant/chronically absent and at a high risk of academic failure. Where AFY's RT Counseling Program services address youths' violence, the MEC provides educational support services that provide youth with a pathway to a better life and future success.

Purpose of the program:

- Outreach/identify youth who are truant/chronically absent or at high risk for academic failure
- Build a trusting relationship through AFY's RT principles (i.e. non-judgmental approaches to counseling that are authentic, genuine, and empathetic)
- Provide in-person educational support to achieve academic success
- Provide counseling services that are trauma-informed and develop social-emotional learning as well as coping skills
- Provide/connect youth to other services to meet their whole needs

Program options include:

- Option 1 – reconnect youth back to their home school through communication and coordination with schools and parents
- Option 2 – identify, communicate with, and link youth to an alternative educational program that best meets their needs (i.e. Youth Challenge)
- Option 3 – Provide youth with preventative services (i.e. tutoring, digital access, credit recovery, counseling)
- Option 4 – refer youth to community linkage providers to support them based on their needs (i.e. employment/career, coding)

Key activities that are associated with each program are as follows:

Street Outreach & Engagement – This is the ongoing process of building trust and developing a genuine, caring, and trusting relationship, utilizing RT’s philosophical and practice principals as guidelines. It is arguably the most important aspect of our work. If we are unable to 1) identify our target youth and 2) build a trusting relationship with them, then they will not “buy-in” to the program and no meaningful change can be made.

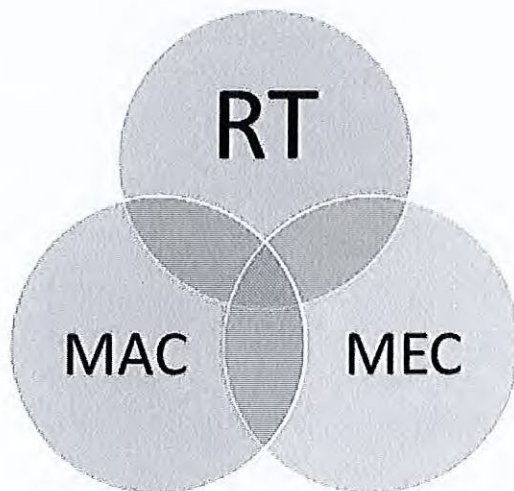
While the MAC receives referrals from HPD District 8, our counseling program and the MEC search for high-risk youth and gang members on their “turf”, where crime and violence occur regularly. We inform them about our agency, the services we provide, and let them know that we are there to support them and help put them on a path to a better future if and when they are ready. Outreach is a very important component of the work our agency performs because the youth we serve will not seek out the help and support they need for themselves. Without AFY, many youth would “fall through the cracks” and end up in prison or dead.

In addition to our outreach, youth can be referred to our counseling program from a variety of stakeholders which include but are not limited to: HIDOE administrators, law enforcement, judiciary, community leaders, current AFY youth, even rival youth who have utilized our services.

Where outreach is connecting to and communicating with youth, engagement is building a strong bond with the youth and creating a safe environment where violent, gang-involved youth can let their guard down, be kids, and engage in prosocial, constructive activities with a mentor figure. Participation is strictly voluntary, so the youth have to want to be a part of the program. As the youth begin to see positive changes in their lives (i.e. reduced violence and conflicts/turmoil, improved relationships, academic achievement), their engagement in the program is positively reinforced. AFY works with youth who have experienced significant trauma in their lives. They have built up “walls” and have a hard time trusting people, especially service providers. AFY’s RT approach has proven to be effective breaking down those “walls” and reaching youth that other could not. As AFY’s Vice President McKay Schwenke says, “Youth do not care about how much we know until they know how much we care.”

Assessment – Redirectional Specialists (RS) assess youth on a variety of factors such as: their environment (home, community, school, etc.), attitudes, behaviors, and any cues that can help them to better understand the “whole” youth. A holistic approach is taken where the RS will speak to and gather information from as many stakeholders as possible: parents, family members, teachers, counselors, friends, etc. AFY’s 35 years of experience working with violent, high-risk youth, along with extensive staff training provide RS with the knowledge, skills, and abilities to effectively communicate with the student in a non-judgmental and non-threatening manner that makes them comfortable. The assessment process is continuous and conducted on an individual and group level. Individualized service plans are created with the student and modified as they progress through the program.

To holistically address the needs of our highest risk youth, AFY has three programs that have unique benefits which complement one another, and youth can participate in more than one. For example, Johnny, a runaway youth who was referred to the MAC program because of his status offense may also need MEC services because he is truant and needs to be re-connected to school. Through assessment and the creation of his individualized service plan, AFY also identifies that he is gang-affiliated and violent, and therefore is in need of RT counseling. In that case he would receive MAC, MEC, and RT Counseling Program services. The diagram below illustrates youth who may be a part of one, two, or all three AFY programs.



Lastly, “*It takes a village to raise a child.*” Therefore, AFY has created community partnerships to better achieve our mission:

Hawaii State Department of Education (HIDOE) – DOE schools and officials identify violent/gang involved youth for AFY counseling program services, they provide space on campus and time during the school day when AFY can provide services to youth, access to student records, and gain insight into current school situations. They also help to reconnect truant youth to their traditional home school. A list of DOE schools we partner and collaborate with are as follows:

- Farrington High School

- Waipahu High School
- Kaimuki High School
- Waianae High School
- McKinley High School
- Radford High School
- Campbell High School
- Roosevelt High School
- Kapolei Middle and High Schools
- Stevenson Middle School
- Central Middle School
- Ilima Intermediate
- Kalakaua Middle School

Honolulu Police Department (HPD)

- HPD District 5 – AFY partners with the Community Policing Team to prevent and intervene in violent situations. They understand the work we do and allow us to remove our youth from and diffuse volatile situations when they occur. Members of the Community Policing Team are also on the PEARL Committee
- HPD District 6 – AFY partners with HPD to prevent violent situations from occurring in Waikiki, especially during large events such as Halloween
- HPD District 8 – AFY conducts the MAC program in the Ewa/Makaha area in partnership with HPD

Weed & Seed Hawaii – Collaboration to reduce violence and crime in communities where those activities are prevalent.

Liliuokalani Trust – A referral source for culturally based programming along with providing cultural services and other support services such as food assistance.

State of Hawaii, Department of Attorney General's Office – Provides data on youth violence.

Na Pua No'eau – Provides enrichment and support programs.

Kinai'Eha – Provides an alternative education option that is rooted in Native Hawaiian culture and offers workforce training in construction and the trades, community service and leadership.

Office of Hawaiian Affairs (OHA) – Partners to conduct the MAC program and serve Native Hawaiian youth

State of Hawaii, Department of Health, Child & Adolescent Mental Health Division – Provides mental health support to program youth

Family Court – Provides support for youth with probation, both adjudicated and condition and compliant cases

Child Welfare Services –Work together to support the needs of foster youth

Hale Kipa – Collaboration– working groups, emergency shelters, adjudicated youth with multiple service providers

Department of Community Services, American Job Center, WorkHawaii Division – Provides alternative education and support services to programs

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

Note: The RT Counseling Program is long-term and designed for participants to be involved for 3-4 years under ideal circumstances. Therefore, RT counseling, experiential learning, and support services would be provided for the duration of a youth's involvement in the program. In contrast, the MAC and MEC have case closure benchmarks where youth would no longer need those programs' services. MEC case closure would be determined by a completion of an alternative educational program or re-connection back to a traditional school, whereas MAC case closure would be determined by a youth's individual service plan, and their progress in participating services.

Please see attachments.

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

In order to provide the best possible service to AFY clients, quality assurance is of key importance. Our quality assurance process is designed to ensure compliance with all administrative and fiscal aspects of the contract. The quality assurance process evaluates delivery of services, adherence to the company mission, staff implementation of evidenced-based practices, utilization of services, service outcomes, and numerous other areas to ensure the provision of quality care.

Each week the Administrative Team (President, Vice President, Director of Redirectional Services, Assistant Director of Redirectional Services, and the Director of Operations and Special Programs) along with all staff conduct a formal meeting where they: 1) review and analyze new cases, 2) provide updates on existing cases/record review, 3) develop strategies to address higher risk clients, and 4) Reassess program implementation to identify better ways to serve our clients.

Direct service staff are responsible for collecting data on the youth and generating assessment and progress reports. Indicators include meeting of program's outcomes and completeness of documentations (i.e. parent permission forms). Project Directors will ensure that the RS submits appropriate data in a timely manner. Administrators meet to evaluate service delivery and outcomes, staff implementation of evidenced-based practices, and youth performance data in order to generate a summary of their findings and identify areas of improvement.

- 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.**

The measures of effectiveness that will be used to evaluate the effectiveness of this proposal are as follows for each program:

Mobile Assessment Center (MAC)

- Program will serve 150-200 youth status offenders in HPD District 8, Ewa/Makaha
- 80% of eligible youth will receive the YASI Assessment
- 80% of eligible youth will receive a comprehensive service plan
- 80% of eligible youth will successfully complete the program
- 65% of eligible youth who complete the program will not reoffend or become incarcerated

RT Counseling Program

- 80% of youth served through the program will reduce or terminate their violence
- 75% of program youth will be promoted/graduate from high school or an alternative program
- 80% of program youth will participate in at least one experiential learning opportunity

Mobile Education Center (MEC)

- 50% of truant/chronically absent youth served by the MEC will be successfully (re)connected to a traditional school or an alternative education program
- 50% of MEC youth will receive preventative services (i.e. tutoring, credit recovery, etc.)
- 75% of MEC youth will be promoted/graduate from high school or an alternative program
- 75% of MEC youth will receive other services (i.e. employment/career, experiential learning)

Project staff will collect all data for evaluation purposes through the following sources: 1) family/youth self-report, 2) staff ratings from observation, 3) official records (i.e. report cards), 4) reports from family members and friends, and 5) collateral contacts such as school personnel.

Graduation or promotion to the next grade level will be determined by official report cards/transcripts. In addition to grades, overall academic performance will also be measured through attendance records, what youth share during counseling sessions, and collateral contacts with school personnel.

Violence will be measured through fights, suspensions, and other violent criminal acts. All sources of data will be used to track youths' violence.

Re-connection to educational programs will be measured through reporting from those programs, and recidivism rates will be collected through AFY's partnership with HPD District 8.

Direct service staff are responsible for collecting data on the youth, and generating assessment and progress reports. Indicators include meeting of program's outcomes and completeness of documents (i.e. parent permission forms). The project director will ensure that the RS submits appropriate data in a timely manner. Administrators meet to evaluate service delivery and outcomes, staff implementation of evidenced-based practices, and youth performance data in order to generate a summary of their findings and identify areas of improvement.

Data collected will be kept in physical folders in locked filing cabinets. The data will be entered into a database by the database manager monthly. The database manager will then analyze data on a quarterly basis. The Assistant Director of Redirectional Services will review each group/individual's folder for content and completeness. Should they find anything of concern, the Assistant Director will follow up with the Director of Redirectional Services for guidance.

AFY also has the capacity to effectively prevent and intervene in riots and large-scale altercations within communities. For example, we work with HPD District 5 to utilize our company vans and extract youth from volatile situations. Instead of running away, AFY runs towards the violence for the safety of all.

IV. Financial

Budget

1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**
 - a. **Budget request by source of funds (Link)**
 - b. **Personnel salaries and wages (Link)**
 - c. **Equipment and motor vehicles (Link)**
 - d. **Capital project details (Link)**
 - e. **Government contracts, grants, and grants in aid (Link)**

Please see attachments.

2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$95,011.75	\$95,011.75	\$95,011.75	\$95,011.75	\$380,047

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.**
 - a. City & County GIA
 - b. Office of Juvenile Justice Delinquency Prevention
 - c. Victims of Crime Act (VOCA)
 - d. Harry and Jeanette Weinberg Foundation
 - e. Harold K.L. Castle Foundation
 - f. New York Life Foundation
 - g. Clarence T.C. Ching Foundation
 - h. Rotary Club of Honolulu
 - i. Hawaii Community Foundation
 - j. Coca Cola
 - k. Other private foundations

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, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2023 for program funding.**

See budget attachments.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

\$1,491,489.49

V. Experience and Capability

1. Necessary Skills and Experience

RT is foundation for AFY's work. Each staff member is trained in RT upon hire, and the knowledge, skills, and abilities are reinforced during staff meetings and informal training opportunities. Many of the youth that AFY serves have been victims of violence and consequently, they perceive violence as a normalized behavior. RT's purpose is to change their norm and instill positive values, attitudes, and beliefs in the youth we serve.

Since 1986, AFY has been providing RT services to Oahu's highest risk youth. RT services include but are not limited to: group and individual counseling, community outreach, assessments, crisis intervention, and mediations. In 2008, Mental Health America of Hawaii presented AFY with the Outstanding Community Mental Health Agency Award for its "pioneering therapeutic approach in the field." AFY also has a history of providing or connecting youth with educational programming.

AFY has a significant amount of experience providing RT services to target youth. President & CEO Deborah L.K. Spencer-Chun, Vice President McKay Schwenke, Director of Operations & Special Programs Lisa Tamashiro, Director of Redirectional Services Siutiti Takai, and Assistant Director of Redirectional Services Solomona Levi make up the administrative team at AFY. Combined, they possess over 80 years of social work experience targeting high-risk youth with the agency. AFY's administration is responsible for hiring and training all staff, specialists, and support. They have established a standard of performance for which all staff must reach and maintain. This ensures the quality of AFY's services remain consistent across youth and time.

Members of AFY's administrative team have gained recognition for their work with high-risk youth. The President Emeritus and the current President & CEO have co-authored two books that examine RT and its real-world application to therapeutic prevention/intervention with high-risk youth. Spencer-Chun has received multiple awards for her work with at-risk and high-risk youth. In 2015, she made Hawaii Business Magazine's 20 for the Next 20 list for her past contributions to Hawaii and her expected impact over the next two decades. In 2017, she was recognized as a Honolulu Community College Distinguished Alumni for her dedicated work to youth services and stopping violence in the community. In 2019, she was awarded HPD's Citizen of the Year honor.

The following results were achieved by each program in 2021:

MAC

- 260 youth served
- 428 citations (youth can have multiple citations)
- 92% runaways
- 50% Native Hawaiian
- 5% recidivism rate

RT Counseling

- 188 youth served
- 92% (out of 188) reduced or terminated their violence
- 69% graduated or were successfully promoted to the next grade level (out of 160; 28 youth are non-high school or moved)

MEC

- 103 youth received MEC services
- 73% (44/60) of truant/chronically absent youth were reconnected to an educational program (43 youth were not truant)
- 53% (55/103) received preventative services
- 2 youth received employment services

Quotes from AFY's independent analysis and evaluation conducted by Okamoto Consulting Group, Inc.:

Recent Graduates:

"AFY always had time for us. They taught us what we know now. They taught us how to be an adult. Without them I wouldn't be here. Some of us would have ended up dead."

Learned to think before acting, especially fights. After working with AFY I could start talking to my family."

Farrington High School:

"Profound awareness, specifically with gangs. They know how to get help from the OGs (original gangsters, parents of current kids), isolating the problem, no one better."

Judiciary – Judge R. Mark Browning:

"Important that AFY is working to keep kids in school and following best practice heading off problems before they escalate."

Legislatures:

“It is rewarding to see kids and how they change. The kids AFY works with don’t think there is life outside their immediate experience.”

List of Projects and contracts over the past three years:

Project	Contract Number/ Amount/ Contract Period	Point of Contact	Description of Project
Office of Hawaiian Affairs Ohana & Community Grant	Contract No. 3396 \$124,722 12/1/2021- 11/30/2022	Office of Hawaiian Affairs Angela Lopes (808) 594-1752 angela@oha.org	To provide MAC services to Native Hawaiian youth on the Leeward Coast that will divert them from entering the juvenile justice system.
City & County Grant-In-Aid	CT-DCS-2200004 \$200,000 11/1/2021- 10/31/2022	Department of Community Services Blessing Quon (808) 768-7738 bquon@honolulu.gov	To provide RT counseling services to high-risk youth to decrease violence and improve academic performance, and conduct a PEARL Convention.
City & County Gang Diversion Program	CT-DCS-2100192 \$150,000 5/1/2021- 4/30/2022	Department of Community Services Thayer Goya (808) 768-7772 tgoya@honolulu.gov	To prevent, control, and reduce violent crime, drug abuse, and gang activity.
City & County Grant-In-Aid	CT-DCS-2100008 \$125,000 11/1/2020- 10/31/2021	Department of Community Services Blessing Quon (808) 768-7738 bquon@honolulu.gov	To provide RT counseling services to high-risk youth to decrease violence and improve academic performance.
Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Anti-Gang Programs for Youth	2020-MU-MU-0034 \$481,795 10/1/2020- 9/30/2023	OJJDP Special Victims and Violent Offenders Division Scott Pestrige (202) 514-5655 scott.pestige@usdoj.gov	This project prevents and reduces gang activity and gang violence, diverting them from reoffending and enhancing public safety.
Victims of Crime Act (VOCA) Victim Assistance Grant Program	19-V2-06 \$185,221 7/1/2020- 6/30/2022	Department of the Attorney General/CPJAD Bow Mun Chin (808) 586-0888 bowmun.chin@hawaii.gov	The project provided counseling services to youth offenders who are also victims to prevent them from committing further offenses and to help heal their trauma.
Office of Youth Services: Outreach and Advocacy Project (OAP)	DHS-20-OYS-001 \$70,000 7/1/2019- 6/30/2021	Department of Human Services Office of Youth Services Kaleve Tufono-Iosefa (808) 587-5730 ktufono-iosefa@dhs.hawaii.gov	The OAP provided RT counseling services for chronically truant, gang-involved, and/or violent youth to prevent delinquency and crime, and increase educational and social competence.
Hawaii State Grant-In-Aid	DHS-20-OYS-030 \$380,000 7/1/2019- 5/31/2021	Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos (808) 587-5738 amejia-vasconcellos@dhs.hawaii.gov	The project diverted status offending youth in HPD District 8 from entering the juvenile justice system, connecting them to services that best meet their needs, and prevent re-offense.

21 st Century Community Learning Center: RT Counseling Program	CO-10860 \$160,000 9/17/2018-6/30/2020	Hawaii Department of Education Tammy Keller (808) 692-8000 tammy.keller@k12.hi.us	The project provides RT counseling services after school to high-risk youth to enhance academic achievement and reduce violent behavior.
Hawaii State Grant-In-Aid	DHS-19-OYS-933 \$400,000 7/1/2018-6/30/2020	Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos (808) 587-5738 amejia-vasconcellos@dhs.hawaii.gov	The project created a pilot program that diverted status offending youth from entering the juvenile justice system, address the issues related to their delinquency, and prevent re-offense. Staff become YASI certified and MOUs were created with other agencies to better serve the youth.
City & County Grant-In-Aid: Outreach and Advocacy Project (OAP)	CT-DCS-1800003 \$125,000 10/1/2017-9/30/2018	Department of Community Services James Lota (808) 768-5859 jlota@honolulu.gov	The project provided RT counseling services to high-risk/homeless youth to prevent them from committing violent acts and dropping out of school, and to ensure youth are sheltered, safe, and succeed scholastically.
State Grant-In-Aid: Back to School Project	DHS-18-OYS-804 \$150,000 7/1/2017-6/30/2018	Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos (808) 587-5738 amejia-vasconcellos@dhs.hawaii.gov	The project redirected homeless youth from violence and school failure by providing RT counseling and access to educational services.
Prosecutor's Grant	CT-PAT-1700316 \$250,000 7/1/2017-9/30/2018	Department of the Prosecuting Attorney Jason Tamanaha (808) 768-7525 jason.tamanaha@honolulu.gov	The project provided RT counseling services to high-risk youth to redirect them from committing acts of violence and dropping out of school.
Office of Youth Services: Outreach and Advocacy Project (OAP)	DHS-16-OYS-605 \$200,000 7/1/2015-6/30/2019	Department of Human Services Office of Youth Services Kaleve Tufono-Iosefa (808) 587-5730 ktufono-iosefa@dhs.hawaii.gov	The project provided community based outreach to identify, contact, and build relationships with at-risk and troubled youth and their families.
Truancy Prevention and In-School Suspension: Girl Power Program	DHS-15-OYS-501 \$120,000 7/1/2014-6/30/2017	Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos (808) 587-5738 amejia-vasconcellos@dhs.hawaii.gov	The project provided RT counseling services to high-risk, truant, female youth to reduce anti-social behavior and improve academic performance.
Community Development Block Grant: Outreach and Advocacy Project (OAP)	CT-DCS-1800102 \$137,270 1/1/2018-4/30-2019	City & County of Honolulu Department of Community Services Pamela Agena (808) 768-7756 pagena@honolulu.gov	The project provided homeless youth with RT counseling services and responded to their immediate needs (food, clothing, shelter, medical care, etc.) through referral with community partners.

2. Facilities

AFY's office is used to conduct administrative business and host youth for services, such as MAC intake, RT counseling and mediation, tutoring, etc., and is accessible to most of the youth and their families. The office is a safe space where everyone is welcome, allowing both staff and youth of diverse backgrounds to feel safe and respected. AFY's office is centrally located, proximal to city bus lines, and has the following:

- ADA compliancy
 - Drive-up access to office and designated accessible parking
 - Ramp, elevator, and doors/hallways clearance provide accessible routes
 - Wheelchair-accessible restrooms
- 5 private parking spaces within 10 feet from the office and ample public parking
- Secured electronic and physical data
 - Protected computer and network services
 - Lockable filing cabinets secures personal identifiable information
 - Central location, proximal to city bus lines

One of the strengths of AFY's programs are its mobility and the ability to travel to meet youths' needs, such as respite care/"time out", mediation, and RT counseling for victims, offenders, families, and other individuals involved with the crime. To conduct program services, AFY has four company vans and a company car (all insured with respect to required coverages). Company vehicles are used to transport youth to/from service-related activities. Time spent traveling in the vehicles are used to communicate with youth for outreach and assessment purposes.

Communication and coordination with DOE schools allow Redirectional Specialists to provide direct services to youth on school campuses, such as individual and group counseling, mediation and crisis intervention, in the event that violence may ensue on school campuses or in the surrounding areas. During the outreach and rapport-building process, public locations, such as a community McDonalds, may also be used to provide services where the youth feels comfortable.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

AFY's skilled and experienced administration has the ability to identify, hire, train, and retain qualified Redirectional staff. The evidence is in the fact that over the past 35 years AFY has implemented Redirectional Therapy services to high-risk youth with no break or interruption in services provided. Staff retention at AFY is critical in order to provide consistent services and a stable environment for high-risk youth to develop and thrive. As stated previously, AFY's administrative staff have been with AFY for over 80 combined years providing a stable foundation for the agency and the services that it offers to high-risk youth.

Proposed staffing:

Direct Staff

- Deborah L.K. Spencer-Chun, President & CEO
- McKay Schwenke, Vice President
- Lisa Tamashiro, Director of Operations & Special Programs
- Siutiti Takai, Director of Redirectional Services
- Solomona Levi, Assistant Director of Redirectional Services
- Skye Parker, Redirectional Specialist
- Jacqueline Espejo, Redirectional Specialist
- Sara Lee Saramosing, Redirectional Specialist
- New Hire (x2), Redirectional Specialist
- New Hire (x1), Special Programs Assistant
- Erphalyn Stephens, Redirectional Associate
- DJ Hadley, Redirectional Associate
- Tiana Ma'afala, Redirectional Associate
- Otto Tua, Redirectional Associate

Program Support

- Tiare Ma'afala, Executive Assistant
- Aaron Hare, Grant Coordinator

Staff Qualifications

Please see attachments

Supervision and Training

Upon hire, staff read the employee handbook, which includes policies and notifications regarding the agency's adherence to certifications. They are familiarized with AFY's programs, target populations, and expectations through a slide presentation. Staff are required to read *Turning It Around: Redirectional Therapy*, as it details RT's principles and provides case studies related to working with target youth.

Trainings occur in the office or field. Administrators utilize weekly training/meetings one-on-one or with entire staff to discuss specific issues regarding direct services to develop strategies to resolve these issues as well as individual performance and developmental needs. Group-level

intervention involves specialized training for direct service staff to be able to address target youths' needs, including culturally responsive approaches, TIC (Director of Redirectional Services is TIC Certified to train other AFY staff), RJ, and assessment tools, such as the YASI. Other community organizations with similar target populations are regularly invited to discuss matters involving communities we serve and how we can collaborate services, creating synergies to best serve youth. AFY staff have engaged in Restorative Justice and Trauma-informed Care training to enhance their restorative practice skills and solution-focused approaches, as well as their ability to heal and prevent re-traumatization.

2. Organization Chart

Please see attachments.

3. Compensation

President & CEO - \$100,000

Director of Operations & Special Programs - \$58,000

Director of Redirectional Services - \$50,000

VII. Other

1. Litigation

No pending litigation.

2. Licensure or Accreditation

AFY staff receive YASI training and certification. The agency has also received numerous awards and recognition from the state, community, and professional organizations for our work.

3. Private Educational Institutions

This grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

AFY's programs and services are completely free of charge to youth and their families. To ensure sustainability of AFY's programs, we utilize a diversified funding strategy for all programs so that other funding options exist, and they are not dependent on one source. Sources of funding include State, City & County, and Federal Government agencies, private foundations, corporate foundations, as well as private donors. We also conduct fundraisers throughout the year. Our hallmark fundraising event is our Annual Celebration of Youth which is a black-tie event. It includes a course dinner, entertainment, and a live and silent auction hosted by local celebrities.

AFY constantly looks for opportunities to share our message with the public and increase our community reach and exposure for networking and donor opportunities. We have recently been featured in local news stories and an Op-Ed. We also have an influential Board of Directors who use their networks to garner support for the youth we serve. Board members come from diverse professional backgrounds and play an important role in obtaining funding support.

AFY is engaging and interacting with the community, partner organizations and with key stakeholders. The relationships we build expands our network and social capacity to better serve our youth. Stakeholders also can communicate the need for AFY's programs which help to bring recognition and credibility to the services we provide.

Program sustainability also involves the retention and recruitment of qualified staff who can relate to and create bonds with target youth. Partnerships with universities and colleges provide students with internships at AFY that often lead to candidates for employment. Volunteers from different backgrounds (i.e. former clients, university students, etc.) also contribute their knowledge and skills set to achieve agency goals.

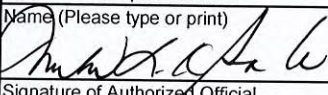
AFY is persistent, tenacious, and creative in obtaining funding and staff recruitment just as we are with our youths' development because we know our services are essential to the youth we serve, as well as for the safety of our schools and communities.

ATTACHMENTS

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Adult Friends for Youth

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	153,515			
2. Payroll Taxes & Assessments	18,775			
3. Fringe Benefits	22,185			
TOTAL PERSONNEL COST	194,475			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	9,867			
3. Lease/Rental of Equipment	1,402			
4. Lease/Rental of Space (includes utilities,	37,478			
5. Staff Training- YASI assessment	2,000			
6. Supplies (includes program and office)	19,250			
7. Telecommunication	2,803			
8. Utilities				
9. Travel local (includes gas, mileage, non of	4,765			
10. Contractual fees	7,904			
11. Maintenance and Repair (includes vehic	6,620			
12. Youth Stipends	3,000			
13. Conferences and Meetings	3,483			
14. Centralized Data Management System	12,000			
15. Subcontracted-Community Linkages-You	25,000			
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	135,572			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES	50,000			15,000
E. CAPITAL				
TOTAL (A+B+C+D+E)	380,047			15,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	380,047	Deborah L.K. Spencer-Chun (808) 833-8775		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0			
(d) Total Private/Other Funds Requested	15,000	Signature of Authorized Official Date		
TOTAL BUDGET	395,047	Deborah L.K. Spencer-Chun, President & CEO		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: Adult Friends for Youth

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Redirectional Associate (Direct Service)	0.75	\$19,800.00	20.00%	\$ 3,960.00
Redirectional Associate (Direct Service)	0.45	\$11,232.00	10.00%	\$ 1,123.20
Redirectional Associate (Direct Service)	0.45	\$11,232.00	20.00%	\$ 2,246.40
Redirectional Associate (Direct Service)	1	\$26,400.00	30.00%	\$ 7,920.00
Redirectional Specialist (Direct Service)	1	\$42,000.00	35.00%	\$ 14,700.00
Redirectional Specialist (Direct Service)	1	\$38,000.00	35.00%	\$ 13,300.00
Redirectional Specialist (Direct Service)	1	\$35,500.00	35.00%	\$ 12,425.00
Redirectional Specialist (Direct Service)	0.4	\$13,655.00	20.00%	\$ 2,731.00
Redirectional Specialist (Direct Service)	0.45	\$14,746.00	20.00%	\$ 2,949.20
Asst. Director of Redirectional Services (Direct Service)	1	\$45,000.00	35.00%	\$ 15,750.00
Director of Redirectional Services (Direct Service)	1	\$50,000.00	35.00%	\$ 17,500.00
Director of Special Programs (Direct Service)	1	\$58,000.00	25.00%	\$ 14,500.00
Special Programs Associate (Direct Service)	1	\$26,400.00	25.00%	\$ 6,600.00
Vice President (Direct Service)	0.6	\$43,800.00	20.00%	\$ 8,760.00
President (Direct Service as needed)	1	\$100,000.00	15.00%	\$ 15,000.00
Executive Assistant / Program Support	1	\$36,500.00	20.00%	\$ 7,300.00
Grant Coordinator/ Program Support	1	\$45,000.00	15.00%	\$ 6,750.00
TOTAL:				153,514.80
JUSTIFICATION/COMMENTS: Four (4) RA's and five (5) RS's will provide direct services to youth. The Asst. Director of RS, Director of SP, SPA, VP, and President will provide administrative services, as well as direct services to youth (President as needed). The EA and GC will provide program support, such as the completion of programmatic and financial reports.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: Adult Friends for Youth

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

JUSTIFICATION/COMMENTS: N/A

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15 passenger -Ford 150 or Mercedes Sprinter 2500	1	\$665,000.00	\$ 65,000.00	\$ 50,000.00
		\$ -		
		\$ -		
		\$ -		
		\$ -		
TOTAL:	1		\$ 65,000.00	\$ 50,000.00

JUSTIFICATION/COMMENTS: AFY 15 passenger vans to transport our youth (families as needed) to program activities, court cases, etc. In Hawaii, there is a limited supply of 15 passenger vans on island- you need to preorder and it takes a while to ship. However, oftentimes Mercedes has in stock (as we currently have one - utilizing as our mobile education center) b/c they have a higher demand for the vehicle. Both (Ford and Mercedes) averages the same cost with a base rate at \$43,000 and the overall cost at \$65,000. \$50,000 will be budgeted to the GIA and remaining \$15,000 will be from a private grant to help support the vehicle purchase.

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Adult Friends for Youth

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2020-2021	FY: 2021-2022	FY: 2022-2023	FY: 2022-2023	FY: 2023-2024	FY: 2024-2025
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: N/A						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Adult Friends for Youth

Contracts Total: 3,134,286

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	City & County GIA	11/1/21-10/31/22	DCS	Honolulu	200,000
2	City & County Gang Diversion	5/1/21-4/30/22	DCS	Honolulu	150,000
3	City & County GIA	11/1/20-10/31/21	DCS	Honolulu	125,000
4	Comprehensive Anti-Gang Programs for Youth	10/1/20-9/30/23	OJJDP	US	481,795
5	VOCA Victims Assistance Grant Program	7/1/20-6/30/22	Dept of AG	State	185,221
6	Outreach & Advocacy Project	7/1/19-6/30/21	OYS	State	70,000
7	HI State GIA	7/1/19-5/31/21	OYS	State	380,000
8	21st CCLC	9/17/18-6/30/20	HIDOE	State	160,000
9	HI State GIA	7/1/18-6/30/20	OYS	State	400,000
10	City & County GIA	10/1/17-9/30/18	OYS	Honolulu	125,000
11	HI State GIA	7/1/17-6/30/18	OYS	State	150,000
12	Prosecutor's Grant	7/1/17-9/30/18	Dept of PA	Honolulu	250,000
13	Outreach & Advocacy Project	7/1/15-6/30/19	OYS	State	200,000
14	Truancy Prevention and In-School Suspension	7/1/14-6/30/17	OYS	State	120,000
15	CDBG	1/1/18-4/30/19	DCS	Honolulu	137,270
16					
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Staff Resumes

Deborah L.K. Spencer-Chun

Education

1990-1993: Masters of Social Work (MSW), University of Hawaii, Manoa, Honolulu, HI

1987-1990: Bachelors of Social Work (BSW), University of Hawaii, Manoa, Honolulu, HI

1983-1985: Associates of Arts (AA), Honolulu Community College, University of Hawaii, Honolulu, HI

1981: Graduate of Farrington High School, Honolulu, HI

Professional Experience

July 2007-Present: President and C.E.O., Adult Friends for Youth, Honolulu HI

- Directly supervises directors and administrative staff
- Oversees clinical supervision for clinicians
- Manages fiscal matters
- Implements board policies
- Serves on all official committees
- Supervises C-BASE instructor
- Oversees the C-BASE program
- Maintains communication with clinical staff and board of directors
- Over 20 years of experience providing direct services to clients served by agency

Other Professional Experience

- 1988-2007: Senior Master Practitioner (Group counseling services for male youth gangs as whole entities which included mediation between individuals, rival gang members and other violent youth)
- 2002-2009: Clinical Competency Based (CBASE) Alternative Education Director and Teacher (Supervised and taught the alternative education program for high-risk youth) Adult Friends for Youth, Honolulu, HI
- 1996: Part-time Graduate Instructor-SW 707 Methods of Group Psychotherapy University of Hawaii, Honolulu, HI Spring
- 1995-Present: Practicum Instructor Adult Friends for Youth conjunction with the University of Hawaii, Hawaii Pacific University and Chaminade University, Honolulu, HI

Professional Presentation Experiences

- March 2017: Morning co-keynote speaker ECET2 (Elevating and Celebrating Effective Teaching and Teachers)
- July 2015: Hawaii State Department of Education (DOE) Safety, Security and Emergency Preparedness conference (Building relationships with high-risk reach students)
- May 2013: Youth Violence and Gang Prevention: Creating Safer Communities by the Coalition for Drug-Free Hawaii and Department of the Attorney General, Honolulu, HI
- March 2012: Forum on Human Services and Juvenile Justice, Honolulu, HI
- March 2012: Institute on Violence, Abuse and Trauma, Honolulu, HI
- September 2011: Institute on Violence, Abuse and Trauma, San Diego, CA
- March 2010: Institute on Violence, Abuse and Trauma, Honolulu, HI

Volunteer Experience

- 1987-1988: Adult Friends for Youth Honolulu, HI
- 1987: Children and Family Services Group Home Honolulu, HI (Intern Student)
- 1986-1987: Big Brothers and Sisters of Hawaii Honolulu, HI (Big Sister)

Member Affiliations

- 2017-Present: Status Offense Reform Working Group
- 2014-Present: Juvenile Justice Oversight Advisory Council
- 2013-Present: Family Reunification Working Group
- 2012-Present: Co-Leader of Collective Impact At-Risk Youth Group (A Private/Public sector venture of Kui Kupa'a)
- 2012-Present: Hui Kupa'a Leaders Work Group
- 2012-Present: Kuhio Park Choice Neighborhood Initiative

Publications

- 2011: Co-authored: Turning it Around: Redirectional Therapy, Vantage Press
- 1996: Co-authored: Toward a Gang Solution: The Redirectional Method, National Resource Center for Youth Service

Awards

- 2015: 20 for the Next 20 Hawaii Business Magazine
- 1999: Awardee of Three Outstanding Young Persons Award, Hawaii Business Jaycees

Training

- TIC Certified

McKay Max Schwenke

Education

June 1989: Bachelors of Science (BS), Brigham Young University, Hawaii Campus

Professional Experience

2007-Present: Vice President, Adult Friends for Youth, Honolulu HI

- Supervises administrative staff
- Trained in the Redirectional Therapy as a Program Specialist and Master Practitioner for over 16 years before being promoted to Vice President
- Provides staff instructions
- Serves as a Liaison to the community
- Works directly with clients
- Establishes and maintains relationships with organizations that are relevant to addressing gang violence, victimization, and bullying
- Provides direct training and support to C-BASE Instructor
- Oversees C-Base program

1991-2007: Master Practitioner, Adult Friends for Youth, Honolulu, HI

- March 2005: Developed the first Adult Friends for Youth Aloha Youth Rugby “7-aside Rugby Tournament” to help unify communities and youth through rugby
- 1997-Present: Field Instructor for Adult Friends for Youth in conjunction with the University of Hawaii, Honolulu, HI

1983: Recreational Coordinator for the Polynesian Cultural Center’s Employee Recreation Division

- Organized and Coordinated Departmental sporting competitions for the center’s 1,200 employees

1982: Head Coach for Western Samoa’s National Women’s basketball team at the South Pacific Games

- Competed against national teams from Guam, Tahiti, Fiji, American Samoa, New Caledonia, Papua New Guinea, Tonga, and New Hebrides

Other Professional Experience

- 1996: Contributor to the book, “Toward a Gang Solution” The Redirectional Therapy (National Resource Center for Youth Services, University of Oklahoma, Tulsa)
- 1989-1990: Health and Physical Education Teacher at Kayanta HS, Arizona

- 1988: First International Rugby Board Trainer of Referees from Hawaii
- 1988-1989: Head Rugby coach at BYU- Hawaii
- 1986-1989: Dance performer at world famous Polynesian Cultural Center. Performing in Samoa, Maori, Fijian, and Tongan sections of the show
- 1984-1986: Strength and weight training coordinator for BYU-Hawaii rugby team. Three-year letterman

Professional Presentation Experience

- February 2009: Models for Change, Tacoma, WA
- April 2008: National Associate of Pediatric Nurse Associates and Practitioners, Honolulu, HI
- April 2008: Preventing, Assessing and Treating Childhood and Adult Trauma, Honolulu, HI
- 2001: Highway Traffic Safety Forum, Adolescent and young Adult High Risk Drivers, Honolulu, HI
- 1998: Child Welfare League of America, Troubled Youth Conference, Snowbird, UT

Hobbies

- Teaching
- Coaching and training youth in all aspects of life
- Spending time with family, wife Angie and six children

Lisa Tamashiro

Education

2005-2011: Bachelors of Social Work (BSW), University of Hawaii, Manoa, Honolulu, HI

2001-2005: Kaimuki High School, Honolulu, HI (HS Diploma obtained)

1992-2000: Rainbow Gakuen (Japanese Language School)

Professional Experience

2016-Present: Director of Operations and Special Programs, Adult Friends for Youth, Honolulu, HI

- Coordinates fundraising programs
- Manages the day-to-day operations of program to ensure agency goal to reduce violence and crime is being addressed
- Supervises and provides support to the C-BASE program and C-BASE Instructor

March 2019: Youth Assessment and Screening Instrument (YASI) Certified

March 2019: Trauma-Informed Care Certified

February 2010-April 2013: Redirectional Specialist, Adult Friends for Youth, Honolulu, HI

- Co-facilitated group counseling
- Applied agency model of Redirectional Therapy
- Assisted clients in areas of tutoring, job searching, and applying for college
- Participated in agency events
- Assisted staff with needs such as correcting homework for C-BASE class or inputting data for master client list
- Became C-BASE Instructor and taught children in program from April 2013- May 2016.

December 2008-September 2009: Helpline Representative, Domestic Violence Action Center

- Conducted intake/assessment on possible clients
- Provided referrals to other services

December 2008- December 2009: Assistant, Japanese Cultural Center of Hawaii, Honolulu, HI

- Assisting PR Manager by logging media data
- Creating survey spreadsheets
- Conducting research for ongoing projects

- Attend events

September 2008-December 2011: Server, The Shack, Honolulu, HI

- Take orders
- Serve food and drinks to customers
- Responsible for carrying and calculating own bank

March 2008-September 2008: Server, Benihana of Tokyo Inc., Honolulu, HI

- Attended to drink orders and food orders
- Assisted chefs
- Calculated and distributed tips

September 2006-April 2008: Hall Staff, Yakiniku Toraji, Honolulu, HI

- Served food and drinks
- Bused tables
- Helped management with Japanese translations

July 2004-July 2007: Waitress, Yamagen, Honolulu, HI

- Took food orders for takeout by phone or by walk-ins
- Cleared tables

Volunteer Experience

2004-2005: Tutor at Kuhio Elementary, Honolulu, HI

- Assisted with the after school tutoring program for students referred by teachers
- Escorted younger students home if pick was unavailable

2003: Military Police assistant, Tripler Medical Hospital

- Learned the roles of the military police at the hospital
- Conducted data filing
- Made rounds around the hospital

Member Affiliation

- Juvenile Detention Alternative Initiative (JDAI)
- Liliuokalani Trust - Youth Service Center (LT-YSC)

Training

- YASI Certified
- TIC Certified

Siutiti Telesiaongo Takai

Education

August 2013: Bachelors of Science in Human Services, Montreat College, Montreat, North Carolina (GPA 2.86)

Skills and Abilities

- Experience with assessments
- Experience with conducting analysis
- Organizational skills
- Positive attitude
- Experience in filing and monitoring client progress
- Strong writing skills

Professional Experience

April 2021-present: Director of Redirectional Services, Adult Friends for Youth, Honolulu, HI

- Practicum Instructor in conjunction with the University of Hawaii, Honolulu, HI
- Trains Redirectional Specialists
- Supervises clinical staff
- Provides individual and group counseling to clients
- Provides mediation for clients as needed
- Completes intake documentation for new clients
- Provides outreach to homeless youth
- Provides advocacy services for clients

April 2019-March 2021: Assistant Director of Redirectional Services

- Please see Position Descriptions

September 2015-April 2019: Redirectional Specialist, Adult Friends for Youth, Honolulu, HI

- Lead instructor for C-BASE program
- Provides direct counseling services to clients
- Plans and documents therapy sessions conducted
- Conducts outreach and advocacy services
- Provides on-call support for clients
- Collaborates with outside professionals working with clients
- Provides client tutoring as needed

March 2019: Youth Assessment and Screening Instrument (YASI) Certified

March 2019: Trauma-Informed Care Certified

February 2014-September 2015: Paraprofessional, Hawaii Behavioral Health, Honolulu HI

- Provided 1-on-1 adult supervision to students who have behavioral health challenges to help them function in school, home, and in community settings
- Followed each student's Individualized Educational Plan (IEP) of goals and objects in order to address certain skills

April 2012-September 2013: Front Desk Associate, Montreat Conference Center, Montreat, NC

- Hospitality: Provided friendly and professional customer service at all times
- Answered phone calls and responded to inquires of residents and the general public
- Submitted IT and Housing work order requests
- Signed guests in and out of the halls
- Completed and maintained paperwork as it relates to guest records and front desk responsibilities
- Arranged and reserved reservations for guests
- Provided child care for guest who brought their children

2010-2012: Assistant Manager, Vtakai Masonry, Honolulu, HI

- Financed: Monitored and handled funds
- Supervised and managed
- Coordinated what workers should do
- Maintained time sheet of hours worked each day
- Contracted: set up agreements to work on construction

Hobbies

- 2010-2011: Captain, Women's College Basketball Team
- 2000-present: Volunteer, St. Augustine Church
 - Assist in soup kitchen
 - Assist with church clean up
- Assist with youth activities

Training

- YASI Certified
- TIC Certified

Solomona Daren Levi

Education

December 2016: Bachelor of Arts in Political Science, University of Hawaii at Manoa, Honolulu, HI

December 2013: Associates of Arts in Liberal Arts, American Samoa Community College, Mapusaga, AS

Skills and Abilities

- Proficient in Microsoft Office (work, PowerPoint, and Excel)
- Strong typing skills, 50WPM
- Fluent in Samoan

Professional Experience

August 2020-Present: Assistant Director of Redirectional Services

- Please see position descriptions

August 2017-August 2020: Redirectional Specialist, Adult Friends for Youth, Honolulu, HI

- Provides direct counseling services to clients
- Plans and documents therapy sessions conducted
- Conducts outreach and advocacy services
- Provides on-call support for clients
- Collaborates with outside professionals working with clients
- Provides client tutoring as needed

May 2014-August 2017: Student Intern, Department of Criminal Justice, Executive Office Building, Utulei, AS

- Managed front desk reception area to accommodate customers' needs
- Filed and organized budget documentation, and assembled session court cases
- Assisted in planning and division of budget funds to each facility supervised by the Department of Criminal Justice
- Assisted associated facility inspections for the juvenile facility, correctional facility, police department and more
- Monitored use of items purchased by funds approved and distributed to each facility and delivered documentation to prospective recipients

- Complete observations and note taking during public defender meetings with clients and in court sessions

January-December 2012: Office Assistant for Federal Work Study, American Samoa Community College Music Department, Mapusaga, AS

- Managed office reception to accommodate students' needs
- Filed and organized Professors' files
- Graded student assignments
- Cleaned and organized office area
- Assisted Professors in class session during exams, class activities, and choir practice
- Assisted in planning and implementing choir and a cappella performance for church functions, banquets, and graduations
- Organized and conducted errands for professors

Volunteer Experience

- February-December 2010: Village Cleanup volunteered through National Honor Society
- March 2014: Manoa Experience volunteer through the Office of Multicultural Student Services
- April 2014: Samoan Language Program volunteer, Pacific Islanders in the Arts, University of Hawaii at Manoa
- April 2014: Traditional Umu Demonstrator with Samoan Language Program
- October 2014: Ala Mai Conference volunteer through Office of Multicultural Student Services
- October 2014: Data Auction Fundraiser volunteer, Rugby Club with University of Hawaii at Manoa

Awards

- 2014: Internship Completion with Department of Criminal Justice
- 2011: Most Improved Academic Award in English and calculus
- 2011: Excellent Academic Performance Award in Physics, History, and Physical Science
- February-December 2010: Member of the National Honor Society

Training

- TIC Certified

Skye Parker

Education

2019: Bachelor of Science in Behavioral Health Science, University of Maine at Fort Kent, Fort Kent, ME

2016: Associate of Arts in Communication Studies, Taft College, Taft, CA

Skills and Abilities

- Youth guidance and crisis management
- Paperwork and reporting
- Rapport building
- Solution-focused counseling
- Youth Assessment Screening Instrument (YASI)

Professional Experience

January 2019-present: Redirection Specialist, Adult Friends for Youth, Honolulu, HI

- Provided homework assistance to youth, helped prepare for tests, and signed off on projects and assignments
- Advised children and helped to foster improved levels of self-worth and confidence
- Advocated for at-risk youth individuals and promoted helpful resources and programs to foster progress
- Monitored behavior in individual and group sessions and intervened when necessary
- Collaborated with counselors and parents to report youth behavior and progress
- Supervised youth group members to maintain organized and safe environment
- Communicated with challenged and troubled children in effort to exact positive impact and influence

August-December 2018: Reading and Math Tutor, Fort Kent Elementary School, Fort Kent, ME

- Fostered relationships with students to increase engagement and periodically reported student progress to parents/guardians and school leadership
- Conducted small group and individual classroom activities with students based on differentiated learning needs
- Offered insightful feedback and motivation to inspire students to work towards reading goals
- Established reading goals and mapped out educational journeys for students showing literacy progress
- Instructed small groups of students in key subject concepts

January 2016-May 2018: Gym Attendant, University of Maine at Fort Kent, Fort Kent, ME

- Completed hourly custodial rounds, including floor sweeping and vacuuming, glass entryway cleaning and trash collection
- Provided assistance by directing patrons to various parts of facility, specific events and landmarks
- Collaborated with peers to deliver consistent service and promote customer retention
- Delivered high level of customer service through prompt issue resolution and dynamic attention to detail

January-May 2016: Daycare Assistant, Taft College, Taft, CA

- Cleaned toys, play equipment, dishes and other surfaces to keep facility sanitary
- Observed and monitored play to identify developmental strengths and target areas for enrichment activities
- Enhanced academic, social and emotional learning with use of structured playtime and unstructured free play
- Managed crafts and other hands-on activities to engage kids and promote development
- Helped prepare meals, snacks and refreshments for children, accounting for individual dietary needs and restrictions
- Discussed new developments, misbehavior and concerns with parents or guardians

January 2015-May 2016: Gym Assistant, Taft College, Taft, CA

- Replenished each guest room with necessary supplies including water glasses, toiletries, and paper products
- Made sure that each guest room was locked after performing housekeeping services and maintained complete security of such rooms at all times
- Vacuumed, dusted, and polished furniture in the common areas including hallways and waiting areas

Hobbies and Activities

- October 2019: Assistant Volleyball Coach, Hookino Volleyball Club
- August 2017-November 2019: Women's Volleyball Team, University of Maine at Fort Kent, Fort Kent, ME
- January 2015-May 2016: Women's Volleyball Team, Taft College, Taft, CA
- January 2013-May 2014: Orientation Chairperson, Kalaheo High School, Kailua, HI
- June 2010-May 2014: Girls' Volleyball Team, Kalaheo High School, HI

Training

- TIC Certified

Jacqueline L. Espejo

Education

2019: Bachelor of Arts in Public Health, University of Hawaii at Manoa, Honolulu, HI

2016: Associate of Arts in Liberal Arts, Kapiolani Community College, Honolulu, HI

2013: High School Diploma, Farrington High School, Honolulu, HI

Skills and Abilities

- Able to type 61 wpm
- Highly organized and task-oriented
- Proficient in Microsoft Office and PC systems
- Efficient written communication

Professional Experience

August 2019-Present: Special Programs Assistant, Adult Friends for Youth, Honolulu, HI

- Assist grant coordinator with writing, research, and compiling attachments for grant proposals and reports
- Provide outreach and tutoring services to high-risk youth
- Keep records of assessments and services provided
- File documents with respect to sensitive information

June 2019-August 2019: Intern, Adult Friends for Youth, Honolulu, HI

- Provide supervised outreach and tutoring services to high-risk youth
- Assist grant coordinator with research, supporting documents, and reports

September 2017-August 2019: Sales Clerk Ladies/Handbags Department, The Navy Exchange Mall at Pearl Harbor, Honolulu, HI

- Greeted and assisted customers in a friendly and professional manner
- Responsible for up-to-date ticketing of merchandise
- Maintained stock of products
- Performed quick and accurate inventory

July-August 2016: Seasonal Sales Clerk Stationary Department, The Navy Exchange Mall at Pearl Harbor, Honolulu, HI

June 2014: Professional Healthcare Educators, Honolulu, HI

- Clinical training at Palolo Chinese Home
- HIPAA and blood borne pathogen training

Professional Presentation Experience

April 2019: Poster Presentation at Office of Public Health Studies Undergraduate Summit, University of Hawaii at Manoa, Honolulu, HI

- Poster title: *Preventing Youth Violence in Hawaii through Community-Based Interventions*

Volunteer Experience

2016: Volunteer, Hawaiian Humane Society, Honolulu, HI

- Assist customers with animal adoptions and services
- Maintain clean, safe, and comfortable living environment for animals

Training

- TIC Certified

Sara Lee Saramosing

Education

2016: Bachelor of Arts in Humanities, University of Hawaii at Manoa, Honolulu, HI

Professional Experience

January 2021-Present: Redirectional Specialist, Adult Friends for Youth, Honolulu, HI

- Advocacy and outreach for high-risk youth in the community
- Conduct Redirectional Therapy

2017-2021: Tobacco Cessation Outreach Specialist, Kokua Kalihi Valley Family Comprehensive Services, Honolulu, HI

- Presented educational materials to 450-500 Farrington High School Health Academy students
- Hosted weekly outreach resource tables at Kuhio Park Terrace
- Conducted community outreach

2019-2021: Community Health Worker and Assisting Case Manager, Kokua Kalihi Valley Family Comprehensive Services, Honolulu, HI

- Organized and led Zoom group therapy sessions
- Conducted weekly “wellness check-in calls” to behavioral health patients and created log records based upon those visits
- Assisted patients with initial screenings, referrals, intake forms, purchase order reimbursement forms
- Provided COVID response services
- Connected patients to services with other non-profit agencies

2017-2021: Substitute Teacher, Farrington High School and Kalihi Kai Elementary School, Honolulu, HI

- Collaborated with teachers regarding the implementation of student lesson plans
- Connected students to on-campus and off-campus resources
- Worked with diverse students to foster classroom inclusivity and highlight unique elements of their culture

Volunteer Experience

2012-2021: Group Leader, Farrington High School Young Life & YoungLives Non-Profit Organization, Honolulu, HI

- Planned weekly events for 40-50 high school students and monthly events for 20+ teenage mothers
- Outreached to students to join events through social media and in-person contact

Erphalyn Stephen

Education

2020: Farrington High School, Honolulu, HI

Professional Experience

2021-Present: Air National Guard

2020-2021: Educational Assistant, Adult Friends for Youth

- Tutored and provided overall educational support to youth in AFY's programs

July 2019-February 2021: Cashier, Zippy's Restaurant, Honolulu, HI

- Greet customers
- Conduct financial transactions

DJ Hadley

Education

Current: Enrolled at Kapiolani Community College, Honolulu, HI

2020: Farrington High School, Honolulu, HI

Professional Experience

July 2021-Present: Redirectional Associate, Adult Friends for Youth, Honolulu, HI

- Co-facilitates Redirectional services with Redirectional Specialists
- Conducts intake and completes other necessary documents for clients

March 2020-July 2021: Educational Assistant, Adult Friends for Youth

- Tutored and provided overall educational support to youth in AFY's programs

Tiana Kamakana Mary Maafala

Education

Current: Enrolled at the University of Hawaii, Manoa, Honolulu, HI

2021: Damien Memorial School, Honolulu, HI

Professional Experience

August 2021-Present: Redirectional Associate, Adult Friends for Youth, Honolulu, HI

- Co-facilitates Redirectional services with Redirectional Specialists
- Conducts intake and completes other necessary documents for clients

Volunteer Experience

2015-present: New Hope Oahu

- Prayer and data entry ministry

2020: Teacher's Assistant, St. Patrick's School-Summer Program, Honolulu, HI

- Teacher's assistant for 3rd and 4th grade students in the afterschool program
- Teacher's assistant for Pre-K through 4th grade in Hawaiian studies

2018: Administrative Assistant, Damien Memorial School, Honolulu, HI

- Provided administrative and miscellaneous support

2017: Teacher's Assistant, St. Patrick School-Summer Program, Honolulu, HI

- Teacher's assistant for Pre-K students in the afterschool program

2017: Kapolei Public Library

- Filed and organized books

Awards and Acknowledgements

2018-2021: 2nd Honors

2021: Volunteer hours recognition

2021: Joseph Kovaloff Inspirational Award

Otto Tua

Education

May 2000: Solon High School, Solon, IA

Skills

- Office work
- Computer software
- Case managing/Working with people

Professional Experience

Jan 2022-Present: Redirectional Associate, Adult Friends for Youth, Honolulu, HI

- Co-facilitates Redirectional services with Redirectional Specialists
- Conducts intake and completes other necessary documents for clients

Jun 2015-Oct 2021: Guest Services Assistant, Institute for Human Services, Honolulu, HI

- Professionally interact with, support internal HIS policies and carry out daily site-specific and organizational procedures that create a culture of hospitality, trust, and respect
- Work collaboratively with respective IHS program staff and outside partners to ensure the consistent delivery of services to guests
- Observe guest behavior as needed to recognize behavioral changes in an effort maintain a safe environment
- Keep an accurate account of all events occurring during shift in the Daily Operations Log and ensure vital information is passed on during shift changes
- Diffuse verbal and physical altercations in a non-violent manner using Crisis Prevention Intervention techniques
- Answer phones at designated sites and/or perform reception duties as necessary

Tiare Maafala

Education

2009: Kalani High School, Honolulu, HI

Skills and Abilities

- Project coordinator experience
- Call center supervisor experience
- Dedicated to process improvement
- Devoted to data integrity
- Strong problem-solving ability
- Telecommunications knowledge
- Training manual contributor
- Proficient in Microsoft Office: Word, Excel, etc.

Professional Experience

August 2020-Present: Executive Assistant, Adult Friends for Youth, Honolulu HI

- Conducts financial transactions
- Maintains financial records
- Serves as a liaison with the agency's accountants and auditors
- Complies and maintains agency database
- Provides administrative duties
- Assists with agency logistics

November 2015-August 2020: Contract Administrator, Johnson Controls, Honolulu, HI

- Book commercial fire alarm system projects
- Upkeep relationship and project status between customers and employer
- Organize floor plan drawings and submit for certification with the state
- Order and coordinate delivery of material to construction site
- Organize, monitor, and collect invoice payments

June 2012-November 2015: Lead Public Safety Dispatcher, Ala Moana Shopping Center Security, Honolulu, HI

- Determine between priority calls, requests, and/or complaints
- Train other Public Safety Dispatchers to properly multi task between radio transmissions, phone calls, and electronic record keeping
- Input electronic records of communications
- Answer, assist, and assess circumstances and situations with security personnel

June 2010-August 2012: Office Clerk, State of Hawaii Organization of Police Officers Union, Honolulu, HI

- Organized insurance files of past and present union members
- Created electronic record keeping system to match hard copy filing system
- Composed portfolios used in union negotiations and arbitration hearing
- Assisted office management with retrieving and distributing mail
- Answered and filtered general phone calls
- Provided training to incoming office clerks

Aaron M. Hare

Education

2011: Master of Arts in I/O Psychology, The Chicago School of Professional Psychology, Chicago, IL

2008: Bachelor of Arts in History, Bachelor of Arts in Psychology, University of Hawaii at Manoa, Honolulu, HI

Professional Experience

September 2018-Present: Grant Coordinator, Adult Friends for Youth, Honolulu, HI

- Conducts research for grants
- Conducts writing for grant requests
- Completes grant reports

September 2017-June 2018: Application Assistant, Kamehameha Schools, Honolulu, HI

- Examine custody documents and accurately tag information for organization-wide retrieval
- Analyze legal documents to determine custody and identify issues relating to custody
- Received extensive training from the Kamehameha Schools legal team on how to read and interpret legal documents from Family Court
- Work with the Legal Department to analyze custody disputes that could negatively impact the organization's ability to serve its mission
- Conduct sensitive phone conversations with families applying their children to Kamehameha regarding family dynamics and history
- Trained existing Kamehameha Schools Employees on the functions and responsibilities of the position of Application Assistant

2014-2016: Front Desk Representative, Honolulu Club, Honolulu, HI

- Meet and greet members, trouble shoot conflicts
- Coordinate housekeeping duties
- Responsible for monetary transactions within facility
- Assist training of new employees

2010-2011: Patient Relations Intern, Rush University Medical Center, Chicago, IL

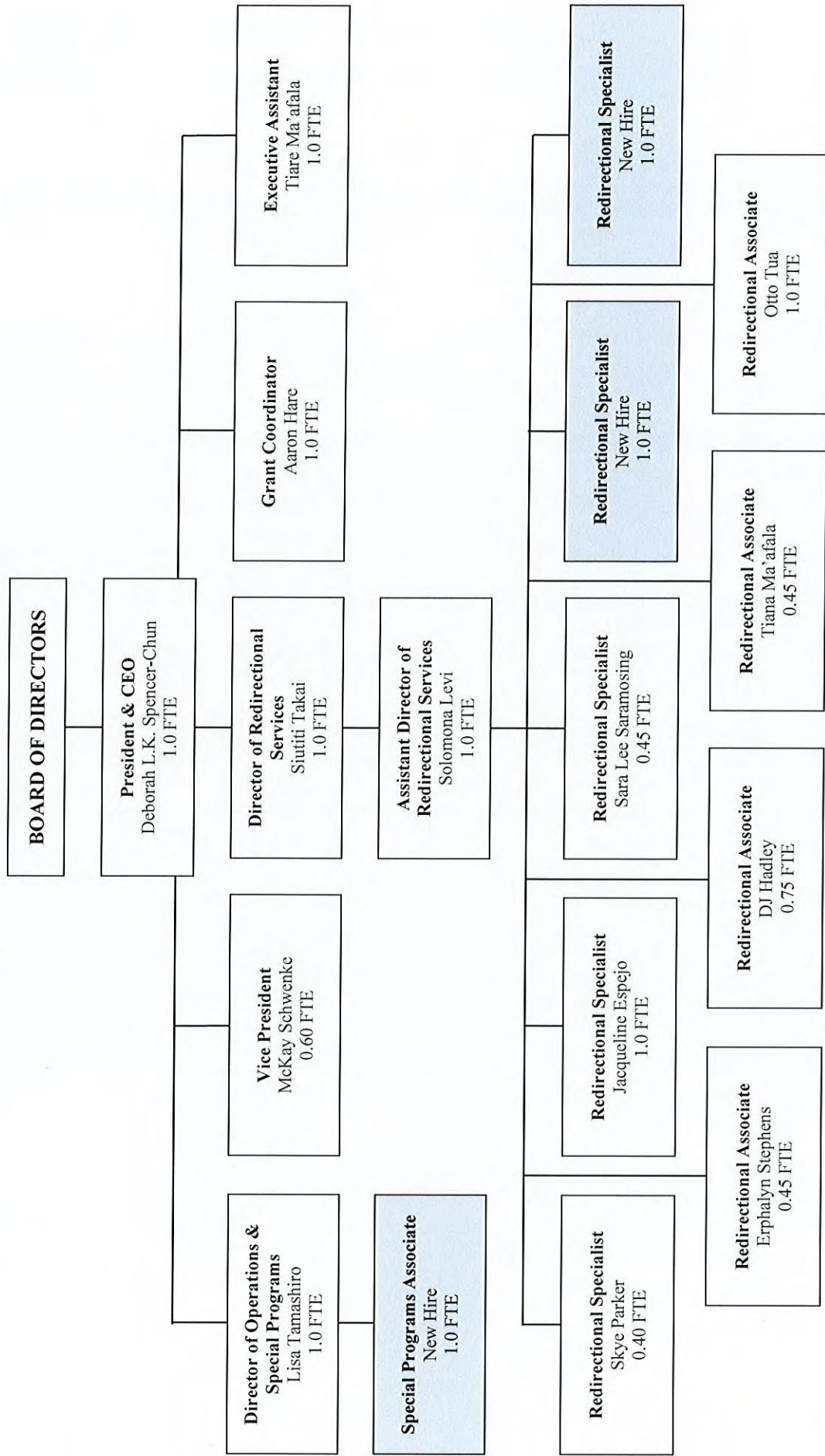
- Supported the management of the Press Ganey survey process
- Provided leadership in the interpretation of the Press Ganey survey information and assistance in helping clinical departments make improvements

- Assisted in the organization and in the facilitation of several standing “Patient and Family Advisory Councils”
- Provided analysis and advising on an innovative new system to provide patient feedback to Rush’s Stroke Center
- Created reports and PowerPoint presentations
- Collaborated in presenting important findings to key members throughout the organization

Hobbies

- Reading
- Learning

Adult Friends for Youth Organization-wide Organization Chart



Key

□ New Hire Positions

Notes

- Special Programs include youth services, i.e. MAC (Mobile Assessment Center), Social Entrepreneurship, Community Service, coding, college prep and others except PEARL.
- President, Vice President, and Directors provide Redirectional services as needed – all have experience & training in providing direct services.