



January 19, 2022

Senate Committee on Ways and Means
State Capitol, Room 208
Honolulu, HI 96813
Attn: GIA

House Committee on Finance
State Capitol, Room 306
Honolulu, HI 96813
Attn: GIA

RE: FY2023 Grant-In-Aid Application

Enclosed is the original Grant-In-Aid application for FY2023 (July 1, 2022 to June 30, 2023) for the Susannah Wesley Community Center's Family Stabilization, Strengthening and Education Advancement Support Program.

Please call or email me at 440-5818 or jchun@susannahwesley.org if you have any questions. Thank you for your consideration of this request.

Sincerely,

A handwritten signature in blue ink that reads "Joni N. Chun".

Joni N. Chun
Executive Director



State Grant-In-Aid Application FY2023

Family Stabilization, Strengthening & Education Advancement Support

January 19, 2022

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.

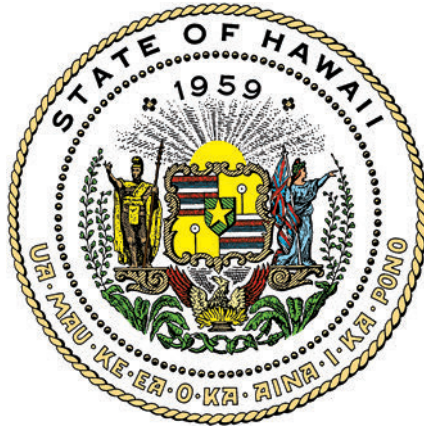
- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries 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

JONI N. CHUN, EXECUTIVE DIRECTOR
PRINT NAME AND TITLE

JANUARY 18, 2022
DATE

CERTIFICATION



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

SUSANNAH WESLEY COMMUNITY CENTER

was incorporated under the laws of Hawaii on 02/14/1968 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



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

Dated: January 07, 2022

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED 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.

Susannah Wesley Community Center
(Typed Name of Individual or Organization)


(Signature)

1/18/2022
(Date)

Joni N. Chun
(Typed Name)

Executive Director
(Title)

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.

See attached Certificate of Good Standing dated January 7, 2022, for the Susannah Wesley Community Center (SWCC).

2. Declaration Statement

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

See attached Declaration Statement affirming Susannah Wesley Community Center's 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](#).

Susannah Wesley Community Center affirms that grant funds will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

BACKGROUND & SUMMARY

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

Founded in 1899, Susannah Wesley Community Center (SWCC) has been proudly serving the community for over 122 years. Throughout its journey, SWCC evolved to meet the current needs of the community. Initial endeavor was caring for abandoned and orphaned children through an orphanage, providing a safe place of support and learning.

Today with a total workforce size of 21 FT/PT employees and a primary focus on the needs of the Kalihi community, SWCC provides youth services (truancy prevention, youth development & enrichment activities), educational advancement support, opportunities to earn high school equivalency, home-based parenting, case management services to victims of human trafficking and emergency food and housing assistance. SWCC's mission is to serve as an instrument of God's love to nurture, offer hope, and enhance the well-being of the community.

2. The goals and objectives related to the request

SWCC will assist **60 disadvantaged Kalihi families** improve food and housing security; increase coping, conflict resolution & communication skills; and increase parent knowledge of how to support academic performance. SWCC will also **assist 62 at-risk students** increase life and resiliency skills; increase exposure to different cultures, interests, & careers; and improve academic performance. SWCC will provide the following activities to achieve program goals and outcomes.

A. GOAL 1: FAMILY STABILITY & STRENGTHENING

1. **# Served: 60 families** will be provided with the following family services:
 - Home visits to observe families in natural living environment
 - Assistance with basic material needs & access to public benefits
 - Parenting Education through a highly interactive curriculum that provides tools to help participants lead their student through difficult situations. The skills learned help solve problem behaviors and conflict. Parents also learn how to help their student perform better in school.
 - Assistance with developing relationships with teachers & counselors
 - Training & support in monitoring student attendance & academic performance
 - Referrals to other resources & higher level of care as needed
 - Family case management to ensure diverse needs of the family are addressed as planned

- Intergenerational learning through monthly Family Night events. Family Nights focus on sharing, communicating, and strengthening relationships.

2. Goal 1 Outcomes: Families will improve/increase:

- Food and housing security
- Coping, conflict resolution & comm skills
- Knowledge of how to support student academic performance

B. GOAL 2: EDUCATION ADVANCEMENT:

1. # Served: 62 at-risk students will receive the following support services:

- Homework support that is integrated into afterschool youth programming. Dedicated time is scheduled to offer students quiet work space & access to internet & technology to complete work assignments. Many students live in overcrowded environments and do not have regular internet access.
- Tutoring for students who need more intensive support for grade advancement.
- Youth enrichment activities that spark curiosity and allow them to explore different cultures, interests, careers, and opportunities.
- On-site & distance learning opportunities to earn high school equivalency. In support of whole family learning, high school equivalency learning will also be offered to adults in the families.
- Attendance & academic performance monitoring to identify earliest opportunity for intervention support to support successful grade advancement.
- Youth resiliency development through the evidence-based Why Try curriculum. Why Try uses a strength-based approach successful at improving a student's attendance records, classroom engagement, academic performance and ability to achieve goals. This approach will help students look at their challenges in a different light and build youth resiliency.

2. GOAL 2 OUTCOMES: Students will improve/increase:

- School attendance
- Academic performance
- Life and resiliency skills
- Exposure to different cultures, interests, careers & opportunities

3. The public purpose and need to be served

Conditions in Kalihi:

Prior to COVID-19, Kalihi had among the highest rates of families struggling with poverty, and this has significantly increased since the onset of the pandemic. While vaccinations bring the promise of an increase in economic activity and recovery, the Economic Research Organization of the University of Hawai'i projects only a 2% job growth in 2021. The service industries are expected to take longer to recover to pre-

coronavirus levels, and this will continue to impact families in Kalihi, where adults have lower rates of educational attainment and higher rates of employment in the service industry.

COVID-19 widened the **economic and educational gap for families living in poverty**, creating further **stress on families**. Grandparents and other household members are sharing co-parenting responsibilities leaving the need for family stabilization, strengthening and educational support.

The poverty, low levels of education, language and cultural barriers that challenge youth and families in Kalihi serve as barriers that prevent them from achieving stability and reaching their potential. Many children and youth in the community have limited or no out-of-school supervision, lack opportunities for constructive, positive development activities, and/or are English Language Learners (ELL) with poor language skills. These factors impact their ability to keep pace with graduation requirements and thrive in traditional learning environments.

Parents struggle to make ends meet and have difficulty understanding and navigating the educational system to support their children. The instability of the entire family negatively impacts every member of the household in both the short and long term. At SWCC, we see families that exhibit instability in each of these sectors [4]:

- **Economic instability** - Low family income is tied to material hardship and negatively impacts the social-emotional development of children.
- **Employment instability** – Parent employment has been linked to lower academic achievement and negative behaviors among their children.
- **Family instability** – Changes in family structure such as divorce, step-parents or live in partners, prior to age 6 have the strongest negative impacts.
- **Residential instability** - Moving homes means moving schools, and this impacts the learning and relationships of children.

Collectively, these challenges result in the increased opportunities for: negative school behavioral incidences and poor community engagement; truancy; drug and alcohol usage as youth turn to negative peers for socialization and acceptance; incidences of petty crime by juveniles with time on their hands; and involvement with the juvenile justice system. Youth that are out of school for increased periods of time become discouraged and afraid of failing one more time.

Observations:

We see the result of these instabilities in many of the youth and families that frequent SWCC. The youth at greatest risk of discontinuing their education have multiple challenges that require more than a patchwork of services provided in a piecemeal approach. These troubled youth share this common profile:

- Home and life challenges, such as poverty, multi-family living, and domestic violence.

- Many with only elementary level reading, writing and math skills even though they are enrolled in high school.
- Competing priorities such as a need to work to support household income and caring for other household members.
- Marginal parental academic support.
- Limited exposure to career opportunities and role models.
- Limited access or lack technology/internet to continue learning while at home.

[4] Sandstrom, H., Huerta, S, "The Negative Effects of Instability on Child Development: A Research Synthesis", Urban Institute, Low-Income Working Families Discussion Paper 3.

Our Response:

The above presents significant challenges for academic success. The additional impacts of COVID-19 accentuate the need to work intensively with parents and students across major school transitions to assist with family stability and optimize academic performance.

While SWCC remains committed to serve high school students currently enrolled in our youth programs, we are now working with the entire family unit and increasing outreach to younger youth to support academic advancement.

Education advancement support was developed in response to the need for a comprehensive approach for youth that have multiple challenges that place them at risk of discontinuing their education. These youth require more than a patchwork of services provided in a piecemeal approach. It is built around the core beliefs that home and family stability foster student growth and development, parental engagement enhances opportunities for success. **SWCC will provide intensive services that include case management, truancy prevention, academic monitoring, parent engagement and skill-building, homework assistance, tutoring and student resiliency activities.**

SWCC continues to offer youth enrichment activities and a safe, structured and supervised space for youth to go to that has positive adult role models who act as mentors. Activities are enrichment/learning opportunities that expand a youth's knowledge and views, pique curiosity and stir discussions. These non school time activities fill the gap between work and school schedules when youth are more susceptible to risky behavior.

4. Describe the target population to be served

A statewide study, conducted by the University of Hawaii, Center on the Family, found that the Kalihi community is the second most, high-risk community of 42 communities statewide based on social, economic and risk indicators.[1] Major risk factors for Kalihi children and families, include:

- Per capita income is \$21,599 and the rate of children in families dependent upon public assistance is 42.8%, significantly higher than the state rate of 26.3%
- 43% children in families receiving public assistance, and 46% of students live in low-income housing
- The rate of employment in the service occupations was 14% higher than the rest of the state and 13.8% lower for management and professional related occupations
- The community is one of the most ethnically diverse in the state, and serves as the first home to incoming immigrants seeking to settle in the State of Hawai'i: 17.4% of residents are new immigrants, compared to 6.8% statewide
- Farrington High School (FHS) has a population that reflects the community, with consistently high numbers of Asians and Pacific Islanders: 59.7% Filipino; 13.1% Micronesian; 10.1% Samoan; and 8.7% Native Hawaiian. 18% of total student population is English Language Learners [3]

Impacts on Academic Performance: The challenging socio-economic factors and demographics of the community have resulted in multiple complex challenges for youth growing up in Kalihi. Youth are at significantly higher risk for poor academic performance and not graduating from high school. At FHS [2]:

- 19% of student population missed 15 or more days of school in 2019-20
- 20% students dropped out, compared to 11.8% statewide.
- Only 77% of students graduated on time, compared to 86% DOE target

The State Department of Education reported its analysis of recent overall student testing data [3]:

- 23% of economically disadvantaged students were at grade level in English language arts and 16% were at grade level in math
- Micronesians scored the lowest, with only 9.4% at grade level in English language arts and only 5.2% at grade level in math
- Native Hawaiians and Pacific Islanders were the next lowest, with about 20% at grade level in English language arts and less than 15% at grade level in math

The Wallace Rider Farrington High School Comprehensive Needs Assessment identified the following needs and approaches to improve academic outcomes [2]:

- Provide academic support
- Collaborate w/feeder middle schools
- Find ways to monitor student progress

[1] 2019 Community Profile Series by J. Azuma, S. Yuan, I. R. Stern, & K. T. Gauci, Center on the Family, College of Tropical Agriculture and Human Resources, UH Mānoa, 11/1/2019

[2] Wallace Rider FHS, Comprehensive Needs Assmt 2021-22 (April 2021)

[3] Star Advertiser, "Most Hawaii elementary and middle schoolers are at least one grade level behind, testing shows", T. Hurley, 11/19/21

5. Describe the geographic coverage

Susannah Wesley Community Center, located within a 3 mile radius of 3 major public housing complexes, primarily serves youth and families in the Kalihi-Palama community on the island of Oahu.

SERVICE SUMMARY & OUTCOMES

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;

SWCC, through the Family Stabilization, Strengthening, and Education Advancement Program, will deliver the following impact by the end of grant period:

- A. **60 unduplicated families** will be provided with stabilization and strengthening assistance
- B. **62 unduplicated students** will receive education advancement support
- C. **50 unduplicated adults** will participate in learning activities and opportunities
- D. **70 unduplicated students** will participate in skill building and enrichment activities
- E. **20-25 individuals per month** will participate in intergenerational learning/sharing activities (270 duplicated)

Outreach Worker (.70 FTE) will assist in developing, coordinating, and implementing outreach strategies and activities to reach potential clients who may need our services for Family Stabilization, Strengthening & Education Advancement. Worker will assist with developing and implementing enrichment activities, mentoring students and assisting families with stabilization needs.

Youth Development Specialist (.50 FTE) will develop, coordinate and implement youth enrichment activities and lead Why Try Curriculum activities. Through these activities the Specialist will assess and identify students and families who may need additional support either through family stabilization, strengthening, family case management and/or educational services.

Family Case Manager (FCM) (1.0 FTE) will serve as the primary service coordinator for the family. The FCM will meet at least weekly with the family to discuss progress of the family strengthening and education plan, ensure family stability, assist families with accessing services such as housing, medical insurance, etc. and make referrals to other community providers, teach and support families to monitor student attendance and academic performance. FCM will coordinate and implement monthly intergenerational learning/sharing events. FCM will also train families on Parenting Adolescents Wisely curriculum.

Educational Liaison (EL) (1.0 FTE) will work closely with schools to identify families and students who would benefit from family stabilization, strengthening and education advancement support; monitor attendance and grades for students in the high school equivalency program; coordinate homework sessions; secure tutors and any other educational services or resources students need to be successful. The EL also serves as a resource to the Family Case Manager and Youth Development Specialist as they address the acute needs of families and students; and assists in implementation of the Why Try Curriculum with students.

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

A. PRE-CONTRACT AWARD

1. Recruit and Outreach - Update outreach plan to families, schools and community partners
2. Develop Youth Enrichment Activity Plans
 - Identify activities which will increase protective factors and decrease risk factor
 - Develop activity plans including needed materials or transportation
3. Train & Orient Program Staff and College Interns
 - Orient staff on the new grant including scope of service, outcomes, outputs, expectations and role and responsibilities
4. Implement Outreach Plan
5. Recruit, Train & Maintain Tutor Resource Pool (Ongoing)

B. START OF CONTRACT GRANT CYCLE

1. Host a 'Back to School' event at SWCC
 - Invite medical facilities (immunizations, eye exams and physical and dental checks) and hair school (haircuts) to participate
 - Secure school supplies such as: backpacks, paper, pencils, markers, glue, etc. to distribute to participants
 - Create and distribute flyers to community partners

C. Beginning first day of grant and continued throughout the grant cycle:

1. Launch/Continue Family Stabilization & Strengthening Services:
 - Meet with family to conduct a brief intake and share details of program services, including participation expectations
 - Complete program registration forms
 - Schedule home visit to introduce services to household members
 - Identify family goals, including learning objectives of adult(s) and student(s)
 - Identify family strengths and complete comprehensive needs assessment
 - Identify resources and collaboratively develop a Family Strengthening & Education Plan
 - Introduce Parenting Adolescents Wisely (PAW) curriculum and collaboratively works on a schedule to complete the curriculum in 12-14 weeks
 - Conduct 2 weekly meetings with families (1 dedicated to PAW curriculum and 1 dedicated on other family stabilization and strengthening efforts)
 - Train and support parents on how to contact and work with teachers and counselors
 - Monitor progress on Family Strengthening & Education Plan and update as needed
 - Host monthly intergenerational/family nights
2. Launch/Continue Education Advancement Services:

- Continue outreach efforts to at-risk youth throughout the year
 - Promote and conduct afterschool youth enrichment activities throughout the year
 - Implement Why Try youth resiliency curriculum
 - Assess student school attendance and academic performance during homework support time
 - Test, enroll and monitor academic progress of eligible learners in the high school equivalency (GED) program throughout the year
 - Match tutors to student needs as needed
 - Schedule and coordinate adult learning opportunities (i.e. adult literacy, financial literacy)
3. Monthly throughout the Grant Cycle:
- Solicit feedback from program participants on program activities and possible improvements
 - Complete required monthly (and quarterly) reports
 - Schedule and conduct unit meeting with staff to review progress to Project deliverables
3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

SWCC implements an agency-wide Performance Quality Improvement (PQI) program with a full range of activities completed monthly, quarterly and annually. Our Grants Administrative Officer (GAO) coordinates PQI activities, gathers, evaluates, reports and recommends quality improvement strategies and monitors progress toward program improvement plans as needed. The GAO also ensures SWCC is meeting the expectations and deadlines for reporting that are outlined in our grants.

- A. Upon initial notification of contract award an internal stakeholder meeting is scheduled to:
- 1) Review the award notice and grant proposal to determine if modifications are required (based on funding level);
 - 2) Coordinate the recruitment process for approved positions/services; and
 - 3) Formalize the PQI activities and timelines.

Attendees of this meeting are: Executive Director, Program Director, Grants Administrative Officer and the Human Resources/Accounting Associate.

- B. Upon contract execution, another internal stakeholder meeting is held to:
- 1) Review the reporting/billing details and timeline; and
 - 2) Finalize data collection tools and processes.
- C. On a monthly basis, the Program Director meets with the program staff to:
- 1) Conduct individual case discussions at which time team will discuss student and family progress and challenges and develop strategies for improvement;

- 2) Review data to assess progress on program goals & objectives; and
 - 3) Develop and implement improvement strategies (as needed) to ensure goal/objective attainment.
- D. On a monthly basis, the Executive Director, Grants Administrative Officer and Program Director meet to discuss progress on all projects (against proposed deadlines). If delays are encountered, an improvement strategy/concept is developed and monitored by the GAO.
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.

GOAL 1: FAMILY STABILITY & STRENGTHENING

- a) 100% of families who are at-risk of hunger will be provided with food assistance
- b) 100% of families who are at-risk of homelessness will be assisted with access to housing assistance
- c) 100% of families identified as medically uninsured will be assisted with access to healthcare
- d) 100% of families without stable income will be assisted with access to eligible public benefits, workforce development, and/or adult education opportunities
- e) 80% of participating families will increase knowledge in one or more of the following areas: parenting, communication, available resources and problem-solving skills

GOAL 2: EDUCATION ADVANCEMENT:

- a) 80% of families will have 1 or more parent/guardian participating in at least 70% of scheduled meetings
- b) 80% of participating students will demonstrate improvement in one or more of the following areas: school attendance, academic performance and/or life and resiliency skills

FINANCIAL

BUDGET &

LIST OF CONTRACTS

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)

See Attached Budget Forms

See Attached List of Government Contracts, Grants & GIAs

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
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

For FY2023, Susannah Wesley Community Center is seeking funding support from the following:

Takitani Foundation	\$50,000
McInerney Foundation	\$30,000
United Methodist Women (National Office)	\$20,000
Aloha United Way	\$100,000
City & County of Honolulu	\$200,000
Total Pending:	\$400,000

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.

Susannah Wesley Community Center has not applied for or received state or federal tax credits within the prior three years.

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 Attached List of Government Contracts, Grants & GIAs

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

SWCC's unrestricted current assets as of December 31, 2021, was \$2,212,481

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: Susannah Wesley Community Center

BUDGET CATEGORIES	Total State GIA Funds Requested (a)	Total Other State Funds Secured	Total Federal Funds Secured (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST					
1. Salaries	134,600.00	68,423.00	65,032.00	131,300.00	131,300.00
2. Payroll Taxes & Assessments	13,788.00	7,013.00	6,807.00	13,458.00	13,450.00
3. Fringe Benefits	30,337.00	13,679.00	15,168.00	30,535.00	29,593.00
TOTAL PERSONNEL COST	178,725.00	89,115.00	87,007.00	175,293.00	174,343.00
B. OTHER CURRENT EXPENSES					
1. Airfare, Inter-Island					
2. Insurance (Liability, Property, Auto, Cyber)	1,500.00	1,757.00	1,600.00	1,500.00	1,500.00
3. Lease/Rental of Equipment	115.00	311.00	235.00	115.00	115.00
4. Lease/Rental of Space					
5. Staff Training		1,080.00			
6. Supplies	2,000.00	3,510.00	500.00	2,000.00	1,000.00
7. Telecommunication	700.00	540.00	650.00	700.00	800.00
8. Utilities & Occupancy	1,500.00	2,682.00	700.00	1,500.00	1,500.00
9. Contractual - Administrative (Payroll, Accounting, Audit)	6,000.00	6,189.00	6,370.00	8,589.00	8,569.00
10. Contractual - Services (Translation)		450	330.00		
11. Repair & Maintenance	1,800	5,085	1,550.00	1,800	1,800.00
12. Program Activities	7,660	5,291		8,280	10,373.00
13. Client Assistance		990	808.00		
14. Mileage			250.00	223.00	
15					
16					
17					
18					
19					
20					
TOTAL OTHER CURRENT EXPENSES	21,275.00	27,885.00	12,993.00	24,707.00	25,657.00
C. EQUIPMENT PURCHASES					
D. MOTOR VEHICLE PURCHASES					
E. CAPITAL					
TOTAL (A+B+C+D+E)	200,000.00	117,000.00	100,000.00	200,000.00	200,000.00
SOURCES OF FUNDING		Budget Prepared By:			
(a) State GIA Requested	200,000	Joni N. Chun			
(b) Other State Funds Secured	117,000	440-5818			
(c) Total Federal Funds Secured	100,000	Name (Please type or print)			
(d) Total County Funds Requested	200,000	Phone			
(e) Total Private/Other Funds Requested	200,000	1/18/22			
		Signature of Authorized Official			
		Date			
TOTAL BUDGET	817,000	Joni N. Chun, Executive Director			
		Name and Title (Please type or print)			

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: Susannah Wesley Community Center

	POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
1	Program Director	1.00	\$72,000.00	15.00%	\$ 10,800.00
2	Outreach Worker	1.00	\$34,000.00	70.00%	\$ 23,800.00
3	Youth Development Specialist	1.00	\$42,000.00	50.00%	\$ 21,000.00
4	Family Case Manager	1.00	\$42,000.00	100.00%	\$ 42,000.00
5	Education Liaison	1.00	\$42,000.00	75.00%	\$ 31,500.00
6	HR/Accounting Associate	1.00	\$55,000.00	10.00%	\$ 5,500.00
					\$ -
					\$ -
TOTAL:					134,600.00

JUSTIFICATION/COMMENTS:

The **Program Director** provides planning, supervision, and overall performance management for the contracted services. The bilingual **Outreach Worker** serves a key role in cultivating relationships with youth and families and develops trusting relationships that fosters program participation. The **Youth Development Specialist** plans, coordinates and implements activities and curricula that promotes youth resiliency. The **Family Case Manager** works with parents on activities that stabilize the household and parenting skills. The **Education Liaison** establishes relationships with area schools, coordinates meeting, monitors grades and attendance, and recruits and matches tutors to support student needs. The **HR/Accounting Associate** processes accounts receivables, payables, general ledger and prepares funder invoices and financial reports.

BUDGET JUSTIFICATION - EQUIPMENT MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: Susannah Wesley Community Centre

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
NOT APPLICABLE			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
NOT APPLICABLE			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL BUDGET DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Susannah Wesley Community Center

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS						
LAND ACQUISITION	NOT APPLICABLE					
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Susannah Wesley Community Center

Contracts Total: \$ 4,907,259.00

CONTRACT DESCRIPTION		EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Girls Court Mental Health Services	8/1/19-6/30/22	Judiciary	State	240,259
2	Beacon of Hope - Victim Assistance Program	7/1/21-6/30/23	Dept of the Attorney General	State	650,000
3	Honolulu County Human Trafficking Taskforce	10/1/18-9/30/22	Office of Justice Programs	Federal	375,000
4	Human Trafficking Services	7/1/21-6/30/27	Dept of Human Services	State	2,292,000
5	Temporary Assistance for Needy Families (TANF) Maintenance of Effort (MOE)	1/1/19-12/31/22	Dept of Human Services	State	500,000
6	City Grant In Aid	10/1/21-9/30/22	Office of Community Services	Honolulu	200,000
7	Community Based Services for Youth/Families (Positive Youth Development)	7/1/18-6/30/23	Dept of Human Services	State	275,000
8	Community Based Services for Youth/Families (Truancy Prevention)	7/1/18-6/30/23	Dept of Human Services	State	375,000
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EXPERIENCE & CAPABILITY

V. Experience and Capability

1. Necessary Skills and Experience

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

- A. AGENCY EXPERIENCE:** SWCC has been serving the community for over 122 years and we have over 47 years experience working with at-risk youth. Youth services offered includes: afterschool recreational activities, truancy prevention services, life skills, financial literacy & ESL classes, summer fun, and distance learning (high school equivalency diploma program).
- B. LEADERSHIP:** SWCC Leadership includes: 1) Joni Chun, Executive Director, has over 20 years of non-profit experience including: program development, quality assurance, fiscal planning, and program performance and risk management; 2) Toni Higdon, Grants Administrative Officer, has over 20 years of experience in quality assurance and performance & risk management; and 3) Koreen Garcia, Youth Services Program Director, has 14 years experience providing family therapy, counseling, parenting, psychoeducation and crisis intervention..
- C. STAFFING** - Four (4) direct service staff, totaling 2.95 FTE, with diverse strengths and cultures will carry out the proposed service activities.
- Simion Singeichy, **Outreach Worker** (.70 FTE): HS Diploma, experience in leading youth groups, youth mentor and bilingual (Chuukese and English).
 - Brittany Tauiliili, **Family Case Manager** (1.0 FTE): B.S. in Human Services in Administration and Management and current MA student in Counseling Psychology, has experience in outreach, employment and housing specialist, family centered case management and youth development.
 - Leianne Kauwelo, **Education Liaison** (.75 FTE): B.S. Human Development and Family Studies
 - VACANT, **Youth Development Specialist** (.50 FTE): Minimum qualifications is Bachelors in related field (preferred) or Associates with 2 years relevant experience.

Staff are trained in Why Try and Parenting Adolescents Wisely curriculum, working with LGBTQ youth, language access, identifying signs of human trafficking, supporting Micronesian students in HI schools, developing youth self-esteem, action planning for afterschool and summer programming.

VERIFIABLE EXPERIENCE:

Contracting Agency	Contract # & Term
State of Hawaii Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos amejia-vasconcellos@dhs.hawaii.gov	DHS-19-OYS-909 Community-Based Services for Youth & Families Positive Youth Development – Life Skills 7/1/18-6/30/23
State of Hawaii Department of Human Services Office of Youth Services Ana Mejia-Vasconcellos amejia-vasconcellos@dhs.hawaii.gov	DHS-19-OYS-923 Community-Based Services for Youth & Families Truancy Prevention 7/1/18-6/30/23
State of Hawaii Department of Human Services BESSD-TANF Program Office Dominique Dacanay ddacanay@dhs.hawaii.gov	DHS-19-ETPO-0031 Home Based Parenting Support for Children & Parents in the Kalihi Area 1/1/19-12/31/22
City & County of Honolulu Department of Community Services Blessing Quon bquon@honolulu.gov	CT-DCS-2200053 Family Wraparound Services – Supporting Student Advancement 10/1/21-9/30/22
City & County of Honolulu Department of Community Services Shane Akagi sakagi@honolulu.gov	CT-DCS-000078 Youth Development Program Community Resource Services 10/1/19-12/31/20

2. Facilities

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

The proposed services will be delivered at the Susannah Wesley Community Center's (SWCC) 1117 Kaili Street site, located in the heart of the Kalihi community. The property is approximately 70,000 square feet of land, of which 18,000 square feet is under roof. There are two parking lots with a total combined 74 stalls available.

The Center has the following:

Gymnasium	12-station Computer Lab
Youth/Teen Recreation Room	Class & Meeting Rooms
Department of Health Certified	Administrative Offices
Kitchen	
Multi-Purpose/Community Room	Craftroom

Accessible to clients. The location is a half block from major bus lines which runs in both directions. It is also located a block from Farrington High School, the major high school in Kalihi.

Safety and security. Safety and security is of utmost importance for SWCC. A security system is installed with numerous “panic buttons” and video cameras located throughout the center. Panic calls are monitor by a private security firm who summon the police, if needed.

PERSONNEL

PROJECT

ORGANIZATION

& STAFFING

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

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

Proposed Staffing: The proposed staffing requested for the Family Stabilization, Strengthening and Education Advancement Program is as follows:

- .15 FTE Program Director
- .70 FTE Outreach Worker
- .50 FTE Youth Development Specialist
- 1.0 FTE Family Case Manager
- .75 FTE Education Liaison
- .10 FTE HR/Accounting Associate

Staff Qualifications: The minimum qualifications for each funded position is described below:

- **Program Director:** Master's degree with a minimum of 4 years related experience working with targeted population or service; 2 years supervisory experience; and 2 years experience overseeing government funded programs.
- **Outreach Worker:** High school diploma or equivalent and relevant experience working with youth.
- **Youth Development Specialist:** Bachelor's degree in a related field (preferred) or Associates with 2 years experience or high school diploma with 4 years of relevant experience.
- **Family Case Manager:** Master's degree in Human Services or Bachelor's degree in relevant field with 2 years of relevant experience.
- **Education Liaison:** Master's degree in Human Services or Bachelor's degree in relevant field with 2 years of relevant experience.
- **HR/Accounting Associate:** Bachelor's in Accounting or Associates degree with 2 years of accounting experience.

Ability to Supervise, Train, and Provide Administrative Direction:

SWCC's ability to effectively supervise, train and administratively direct proposed program is rooted in: 1) leadership experience; 2) supervision process; and 3) commitment to ongoing staff training and development.

SWCC Leadership:

- ***Joni N. Chun, Executive Director***, directly supervises the Program Director. Ms. Chun has 20+ years experience in non-profit management including program development, government contract management, and performance management. Ms. Chun will have final review and approval of all work products from this Project.
- ***Toni Higdon, Grants Administrative Officer***, although not included as a GIA funded position, will assure compliance with all terms of the contract and provide additional support (as needed) to the Program Director in the development and maintenance of policies and procedures and data tracking systems. Ms. Higdon has over 20 years of experience in quality assurance, performance and risk management and has 12 years experience in serving as Peer Reviewer for the Council on Accreditation.
- ***Koreen Garcia, Youth Services Program Director***, has 14 years experience providing family therapy, counseling, parenting, psychoeducation and crisis intervention.

Description of Supervision and Training Plan:

Supervision – SWCC maintains 2 levels of supervision: 1) case supervision; and 2) individual employee supervision.

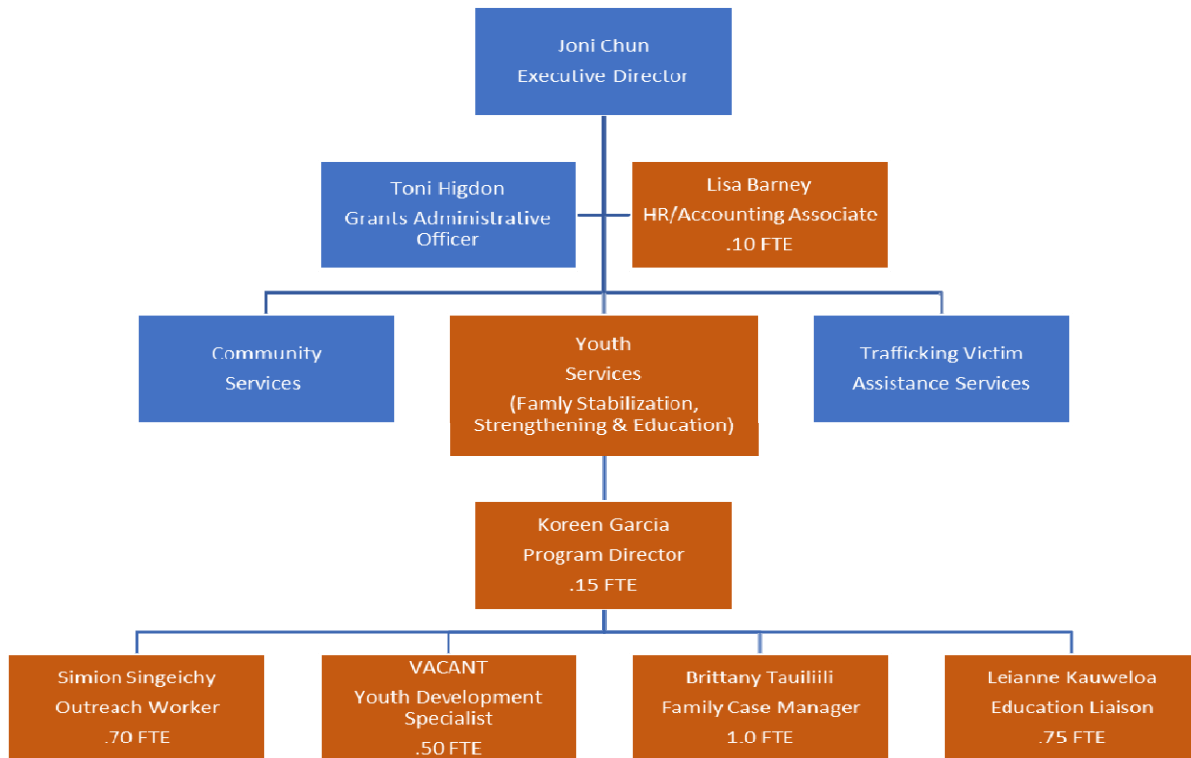
- *Case supervision* reviews individual client progress and challenges, assess effectiveness of service strategies, discuss service modifications as needed, and assess and provide feedback on compliance with case record completeness/maintenance requirements. Case supervision is minimally held on a quarterly basis.
- *Individual employee supervision* will provide regular feedback on the employee's overall performance, identify strengths and opportunities for improvement, discuss training needs (as applicable), establish performance goals, and develop/monitor performance improvement plans as necessary. Staff receive performance evaluations at 6 months from hire and annually thereafter unless an earlier review is deemed necessary. Staff meet individually with their supervisor to review their evaluation and discuss opportunities for improvement, as needed. Individual supervision is minimally held on a monthly basis.

Training – SWCC training program includes:

- **New Hire Orientation** – Upon hire, all employees are provided with an agency orientation, agency-wide administrative policies and procedures overview, and macro program overview (program goals, objective, and service delivery)
- **Mandatory training** for direct service staff:
 - Mandated reporter training
 - Limited English Proficiency (LEP) interpreter services
 - Confidentiality and ethics
 - Intakes, assessments, service planning, and discharge planning
 - Documentation requirements
 - Security and safety provision
 - Emergency response and disaster preparedness procedures
- **Quarterly training** at unit meetings that address observed trends in youth and families (as available).
- **Annual training/re-certifications** 1st Aid, CPR, de-escalation, harassment, confidentiality.

2. Organization Chart

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



3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

The three (3) highest paid positions of Susannah Wesley Community Center are:

- 1) Executive Director \$98,500
- 2) Grants Administrative Officer \$80,000
- 3) Statewide Program Administrator \$80,000

OTHER

VII. Other

1. Litigation

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

Not applicable.

2. Licensure or Accreditation

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

Not applicable.

3. Private Educational Institutions

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

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

The biggest challenge in sustaining and expanding our program is securing funds for personnel expenses. Direct personnel costs make up 66% of the total program budget. Current strategies to assure long term sustainability and increase capacity include:

- A. DEVELOPING ALTERNATIVE SUPPLEMENTAL WORKFORCE.** Program management is expanding its use of the following to support program activities:
- University of Hawaii and Brigham Young University - School of Social Work: This is a renewed partnership to serve as a placement site for students pursuing bachelors and masters in social work.
 - Senior Community Service Employment Program – This is a partnership with the State Dept of Labor & Industrial Relations in which SWCC serves as a placement site for seniors needing employment experience and the State pays for the wages. Each placement will average 15-19 hrs/wk for up to 4 yrs.

- **Volunteers:** In 2020 and 2021, we increased our volunteer recruitment efforts from the military, churches, clubs, & businesses. Renewed the MOU with the City and County of Honolulu's Retired & Senior Volunteer Program. Since June 2021, over 225 volunteers have supported our agency programs.

B. DIVERSIFYING PROGRAM FUNDING BASE. Historically we have been primarily reliant upon government funds to support our programs. In 2020 we adopted a community/village approach to address the needs of our community. With this, we have initiated partnerships with the following entities:

- **Kalihi Business Association:** The KBA recently updated its mission to include supporting education in the community. Businesses of the KBA have invested their time and resources to support agency programs.
- **Foundations:** Since 2020, SWCC has received financial support from the Takitani, Cooke, Atherton, Sparkjoy, McInerny and Hawaii Community Foundations and the Teresa Hughes Trust.
- **Local Churches:** SWCC is affiliated with the United Methodist Church. We increased solicitation efforts for financial support and over the last 2 years, contributions have doubled.