

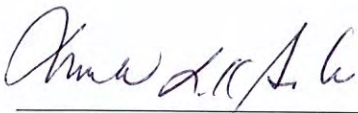
State Grant-In-Aid 2023 Operating Application

**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-CHUN, PRESIDENT & CEO

PRINT NAME AND TITLE

1/19/23

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: \$ 394,815

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

In order to create safer schools and communities for all residents, AFY is proposing Redirectional Therapy (RT) services and the PEARL Convention. Proposed services would divert youth from the juvenile justice system, reduce/terminate youth violence, and provide educational support services to help them graduate from an education program.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ _____

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

\$ 1,545,221

Unrestricted Assets:

\$ 1,378,824.08

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

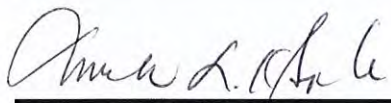
Phone:
(808) 833-8875

Federal Tax ID#:

██████████

State Tax ID#

██████████



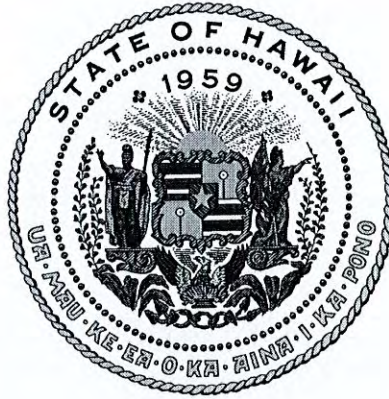
Authorized Signature

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

Name and Title

11/19/23

Date Signed



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

ADULT FRIENDS FOR YOUTH

was incorporated under the laws of Hawaii on 12/08/1986 ; 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 17, 2023

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:

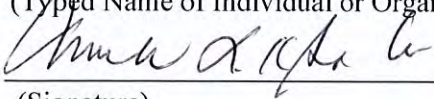
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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, Hawai'i 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; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawai'i 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

(Typed Name of Individual or Organization)



(Signature)

1/19/23

(Date)

Deborah L.K. Spencer-Chun

(Typed Name)

President & 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 \$414,815. The total budget requested from the State Grant in Aid is \$394,815.

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, 2022.

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. We accomplish this by outreaching to the highest risk youth, addressing their destructive behavior, and providing them with educational support that will help them achieve a healthy, happy, and meaningful life.

Through our work, AFY has recognized the value of mobility, as one of the biggest barriers to our target population receiving much needed service is transportation. All of AFY's programs utilize company vehicles to serve youth and their families in their community where they feel safe and comfortable. Mobility has also allowed us to penetrate hard-to-reach and marginalized populations, understand the specific needs of each community, and create relationships and partnerships with key stakeholders to meet our objectives.

AFY is the only non-profit agency in the state of Hawaii to serve high-risk youth and/or gangs 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;

Ultimately, AFY strives to create safer schools and communities for all residents through changing the mindset and behavior of high-risk youth. AFY's programs' services address the mental/emotional health needs of youth, and promote education as a means to achieve a better life. 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 detailed in the Service Summary and Outcomes section).

The goals of the project are to:

- Conduct community outreach (including referrals from community partners) to identify high-risk youth whom are in need of AFY's services
- Engage youth through building trust and rapport so they "buy-in" to AFY services
- Divert status offending youth on Oahu's Leeward Coast from entering the juvenile justice court system
- Address, stabilize, and redirect youths' mental/emotional health issues so they reduce or terminate their destructive behaviors
- Enhance youths' protective factors to promote the healthy development and well-being of youth and families
- Reconnect chronically absent/truant youth to a traditional or alternative education program
- Provide youth with educational support services to help them graduate from an educational program
- Conduct a PEARL Convention (Promoting Peace, Empathy, Acceptance, Respect, and Love) for targeted elementary and middle school youth to raise awareness of and prevent bullying and violence on school campuses and in communities

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

Under this grant, 120 youth will be served through the following three programs:

Mobile Assessment Center (MAC)

- 75% of eligible youth will receive the YASI Assessment
- 75% of eligible youth will receive a comprehensive service plan
- 70% 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)

PEARL Convention

- AFY will conduct a PEARL Convention
- 85% of participants will express satisfaction with the event through a follow-up survey

Note: Funding from this request will also be used to continue to help fund and enhance a secure data management system. It is be a centralized system that keeps track of data from all of AFY's programs and will be HIPPA certified. 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;

Youth violence, destructive, and risky behavior is harmful to and impacts all residents and communities throughout Oahu.

As society attempts to get back to the normalcy that existed prior to onset of the COVID-19 pandemic, new research has confirmed what many experts have already been saying, that the mental/emotional health consequences on youth are significant and long-lasting. Maria Mossaides, Director of the Office of the Child Advocate, states that the effects of the pandemic, "have taken an extraordinary toll on youth and families amplifying stressful situations and exacerbating a variety of factors that can increase a youth's likelihood of delinquent behavior."

The youth AFY serves come from marginalized populations and disadvantaged communities where violence, crime, and drugs are a normal part of everyday life. Already predisposed to mental health risk factors, COVID made the problem worse.

Adverse Childhood Experiences or ACEs are, "potentially traumatic events that occur before a child reaches the age of 18. Such experiences can interfere with a person's health, opportunities

and stability throughout his or her lifetime – and can even affect future generations” (National Conference for State Legislatures, 2022).

A study conducted by the Centers for Disease Control found that youth who experienced a higher amount of ACEs during the pandemic had “higher prevalences of poor mental health and destructive behaviors. Through AFY’s work, we understand that our youth experience a significantly higher number of ACEs than the normal population.

One condition of youth mental health issues is homelessness, running away from home, and overall risky/criminal behavior that is unsafe for the individual and those around them.

According to the University of Hawaii Center on the Family Street Youth Study, “Homelessness among youth is a serious and complex problem, with research showing that youth aged 12-17 are at higher risk than adults of becoming homeless.” Almost half of those surveyed (44.4%) were Hawaiian or part Hawaiian, and over three quarters (77.5%) experienced abuse.

AFY’s Mobile Assessment Center (MAC) Program diverts status offenders from entering the juvenile justice system and provides runaway/homeless youth on Oahu’s Leeward Coast with a network of support to build their protective factors and reunite them with a safe and stable living situation. This is important because 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.

When social conditions re-opened in 2021, there was an uptick in youth violence and fighting in schools and communities. More recently, the violence has taken a turn for the worse. It has increased in occurrences and escalated in terms of severity due to the more frequent use of deadly weapons such as guns and knives/machetes during altercations.

Experts have observed more community violence incidents involving firearms. University of Hawaii criminologist Meda Chesney-Lind found that between 2010-2019, Hawaii saw a 39% increase in gun deaths. In addition, between 2017 and 2022: Oahu saw an 85% increase in murders. She stated that violent criminals are getting younger and more likely to resort to using weapons versus fists. “Our gangs that used to just restrict themselves to knives or just fists or maybe baseball bats have apparently been getting guns and using guns in confrontations” (HawaiiNewsNow).

In April 2022, a youth was shot and killed at a Tantalus lookout by another teen during a robbery attempt. The victim was shot after he brandished his own firearm in defense of a friend; In July 2022, a 12-year-old was arrested for attacking another teenager with a machete on their campus in Kalihi. A neighborhood board member lamented, “Over the past couple of years, we’ve definitely seen an increase in the number of violent crimes in our community” (KHON2 News).

As reported by KHON2 News, in March 2022, a youth fatally shot a 20-year-old man in Waikiki during an argument. In May of the same year, a 15-year-old youth was shot multiple times by a suspect with a firearm during a fight.

Waikiki, the tourist center of Hawaii has also been affected by violent crime and youth homelessness, which has a significant impact on the economy. In response to incidents that included two fatal shootings involving youth occurring within two weeks of each other in 2022, Hawaii Lodging and Tourism Association President and CEO Mufi Hanneman stated that there are issues related to crime that need to be addressed. He added, "There have been stabbings, there have been people who have been shot, attempted murders..." (StarAdvertiser).

For the past four years, AFY has partnered with the Honolulu Police Department to prevent youth violence on Halloween night in Waikiki. In 2022, AFY staff engaged 60 youth to break up fights, provide first responder support until EMS/HPD arrived on scene, etc. AFY also transported a large number of those youth back to their home or community for the safety of the youth and the community at-large.

AFY's Redirectional Therapy (RT) Counseling Program addresses youths' mental/emotional health issues to reduce their violence/destructive behaviors, and bring a sense of peace and stability into their lives. Our PEARL Convention (Promoting Peace, Empathy, Acceptance, Respect, and Love) is an anti-violence/bullying event that helps prevent middle and elementary students from engaging in violence, etc.

There is a link between violence and academics.

PubMed Central identified, "a sizable body of work has found that students living in communities with higher levels of violence have lower academic achievement than their peers, as measured through coursework and standardized tests

According to the most recent Youth Risk Behavior Survey, 12.4% of Hawaii high school students were truant because they felt unsafe at, or on the way to school. It also found that youth who fought less earned higher grades.

There is also evidence of the long-term impact of COVID-19 on the educational performance of youth.

Hawaii Board of Education Superintendent Keith Hayashi stated, "It'll be years before Hawaii's public-school students recover academically and behaviorally from the impacts of the COVID pandemic." According to a national report, it'll take at least three years for elementary student to recover from the pandemic and even longer for secondary students (HawaiiNewsNow). It was found that students in schools with more poverty expect a slower recovery.

AFY's Mobile Assessment Center (MEC) focuses on reconnecting chronically absent youth to an educational program, and provide them with educational resources to help them successfully complete their program.

Through AFY's MAC, RT Counseling, MEC, and PEARL Convention programs, we prevent and intervene in situations that involve youth violence and destructive behavior. The goal is to stop violence and redirect youth on a positive path to prevent involvement with the juvenile justice system.

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.

Another public safety issue is theft and robbery. Although many think shoplifters are adults, according to Tina Yamaki from KHON2, "Everybody thinks people who are shoplifting are adults," she explained. "That's not really the case. What we're seeing with organized retail crime is kids that are as young as elementary to intermediate school." "According to police on March 15th, 2022, a 15-year-old boy attempted to steal more than \$27,000 in jewelry from a store at a popular shopping center." This showcases the lives of some high-risk youth today.

AFY works disadvantaged youth, who come from public housing projects that are notorious for violence. 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.

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. However, we will work with older youth who instigate violence and need help. 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. The PEARL Convention targets slightly younger youth who are in elementary and middle school.

AFY primarily serves 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. The majority of youth and families we serve come from historically marginalized populations as defined by the U.S. Federal Government. Notably 50% of MAC youth are of Hawaiian or pt. Hawaiian ancestry.

AFY serves a high population of youth living in low-income neighborhoods, homeless encampments, transitional shelters, or housing projects that include but are not limited to:

- Pupu`ole streets in Waipahu
- Lahaina St. in Waianae
- Cedar Farms in Waianae Valley.
- Kealahou Shelter in Kalaeloa.
- 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 'Iwilei, Kalihi Kai, Kalihi Uka, Kalihi Valley, Kalihi Waena and parts of Kamehameha Heights, Kapālama and Palāma.

- 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
- Filipinos, Hawaiians/pt. Hawaiians, and other Pacific Islanders and comprise over 70% of the population
- 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
- Lower rate of high school students that graduate on time

The McKinley area consists of over 77,000 residents, and contains 'A'ala, 'Ālewa, Chinatown, Lanakila, Liliha, Lower Makiki, Lower Nu'uaniu, Makiki, Mayor Wright Housing, Pālama and parts of Ala Moana, Bingham Tract, Iwilei, Kaka'ako, Kamehameha Heights, Pāwa'a and Queen Emma Gardens .

- 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 City of Kapolei, East Kapolei, Honokai Hale, Kahe, Kalaeloa, Kapolei Knolls, Ko 'Olina, Makakilo City, Makakilo Heights, Pālehua, Pālehua East, Pu' U O Kapolei and Villages of Kapolei.

- A lower percentage of adults have post-graduate education
- Adults are more likely to live with grandchildren
- 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
- A smaller proportion of adults have a bachelor's degree or post-graduate education

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 utilize Redirectional Therapy (RT) services to address the violent and destructive behavior of high-risk youth, while promoting academic success and the completion of an educational program. This grant will ultimately create safer schools and communities for all residents through our four programs: 1) Mobile Assessment Center (MAC), 2) RT Counseling Program, 3) Mobile Education Center (MEC), and 4)

PEARL Convention. The MAC focuses on preventing low-level youth offenders from entering the juvenile justice court system, the RT Counseling Program addresses high-risk youths' violence and other behavioral issues, the MEC provides intensive educational support, and the PEARL teaches younger youth about bullying and violence, and how to prevent and avoid those situations.

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. It takes time, effort, and patience from all parties involved to create long-term behavioral change. These youth come from a background where violent and destructive behavior is rewarded by their peers, and often times family members. In order to create change, RT services help to let them see that the path they are headed down is fraught with disaster, including prison or death. Service plans are individualized and target the youth's personal issues. Once destructive behaviors are stabilized and youth begin to see "a light at the end of the tunnel", 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 three years on the Leeward Coast. In that span of time the results have been alarming. There have been over 1,100 citations for status offenses and 600 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. Members of HPD have lauded the MAC's effectiveness with target youth, and easiness of both agencies to collaborate. 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 to the AFY Counseling Program.
- 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.

2022 MAC Outcomes:

- The MAC received 333 citations; 260 unduplicated youth served
- 86 of those youth are currently open
 - 59 eligible
 - 27 youth are currently being actively pursued
- 174 closed cases:
 - 87 eligible
 - 28 youth - 32% youth successfully completed the program
 - 59 youth - 68% youth are still currently receiving MAC services. AFY firmly expects program completion to increase and reach the designated goal.
 - 69 youth – 79% received the YASI assessment and individual service plan
 - 73 parent/guardian refusal
 - 73 other reasons unsuccessful:

- 22 referred back to Family Court
 - 9 referred back to Child Welfare System (CWS)
 - 19 moved off-island
 - 23 could not be reached after multiple attempts. No further information about youth and family
- Less than 1% recidivism rate

Note: Due diligence was conducted to outreach to and make contact with all youth and families

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. Both groups can be comprised of entirely one gang or they can be formed through referrals from agencies that include but are not limited to: HIDEOE, HPD/law enforcement, Legislators, Judiciary, friends and family members, and even rival gang member who have used our services and would like to create peace in their community.

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.

Group counseling sessions utilize a combination of discussions and activities such as role plays to teach and reinforce elements of the RT curriculum. For example, one role play activity addressed being an upstander versus a bystander. An upstander is someone who proactively prevents or intervenes in conflict type situation. A bystander is someone who passively watches what is taking place. This role play related directly to our youths' violence as often times they show up at a fight just to watch or take videos and post it to social media. We try to provide our youth with the knowledge, skills, and tools to be a upstander in those types of situations.

Another activity addressed past trauma and grief through a painting exercise. Youth were provided a blank canvas and were told to paint anything that reminded them of a loved one who has passed. This was an example of a healthy coping mechanism. Youth stated that "painting felt therapeutic."

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. Once their violence and behavioral issues are brought under control and youth begin to heal

from their victimization and exposure to violence, education is used as a primary tool to continue their positive development.

AFY's RT Counseling Program 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, counseling services incorporate experiential learning opportunities that provide new social and activity experiences through AFY's Six-Point Plan. Target youth who come from low-income, disadvantaged communities often have limited experiences outside of their immediate neighborhood. The Six-Point Plan is a means for broadening the experiences of groups and replacing destructive behaviors with prosocial activities. The six categories are: 1) Social Activities, 2) Education, 3) Employment and Careers, 4) Recreation and Sports, 5) Spiritual/Culture and Religion, and 6. Community Service. Experiential learning not only enhances youth development, but builds self-confidence and self-esteem in the youth who often view themselves as failures. Examples of experiential learning:

Education, Spiritual/Culture and Religion

- Na Pua No'eau – Hawaiian culture STEM activities
- Liliuokalani Trust – Cultural healing activities
- Oceanit – Design thinking workshops

Social Activities, Recreation and Sports

- InJoy Swimming – Swimming lessons
- Late Night Basketball Tournaments

Employment and Careers

- Kinai `Eha – CPR training, OSHA 30-hour certification, COVID cleaning
- University of Hawaii Community College 13 Year Scholarships – Provides one year of scholarship to students

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

All counseling program services are provided year-round, including the summer, at no cost to youth or families.

2022 RT Counseling Program Results:

- 234 youth served
- 81% (190/234) reduced or terminated their violence
- 70% (132/189) graduated from or were promoted in a traditional or alternative education program (some youth who were part of the RT Counseling Program were not in an academic program during this period)
- 91% (215/234) participated in at least one experiential learning opportunity (6-pt. Plan)

Mobile Education Center (MEC)

The MEC is an extension of AFY's alternative education program that we conducted for 20 years. It provides 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. AFY utilizes a retrofitted van, equipped with essential technology (i.e. wifi, laptops, television screens, etc.).

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)

2022 MEC Results:

- 79 youth received MEC services
- 100% (58/58) of truant/chronically absent youth were reconnected to an educational program
 - 32 traditional
 - 26 alternative
- 97% (31/32) youth enrolled in a traditional program graduated or were promoted to the next grade level
- 100% (26/26) youth enrolled in an alternative program graduated or were promoted
- 100% (21/21) youth who needed preventative services, received those services
- 100% (79/79) youth received other services/participated in an experiential learning opportunity

PEARL Convention (Promoting Peace, Empathy, Acceptance, Respect, and Love)

AFY's 10th PEARL Convention will span the course of a week throughout the dates of February 27th through March 3rd. It will serve youth on Oahu and Kauai. The convention on Oahu will be virtual, while Kauai's will be a hybrid event. Each day will present a theme relaying the PEARL message. Monday will be Peace, Tuesday will be Empathy, and so forth. For the first four days, "P," "E," "A," and "R" will be virtual events that are between 20 to 30 minutes long consisting of both live performances and pre-recorded segments. The fifth and final day, "L," is meant to be a cumulative celebration of the entire PEARL week and will be an hour. For students on Kauai, the final day will be an in-person event on the Garden Isle.

A cornerstone of the convention is the skits that AFY youth create and perform to share their first-hand stories about bullying and violence. The skits are a powerful tool to communicate the message of PEARL as youth can best relate to other youth that have experienced similar obstacles. Each skit contains peaceful, non-violent resolutions and methods for approaching the presenting issues that many of our youth face on a regular basis.

The PEARL committee includes AFY staff, DOE principals, Weed and Seed Hawaii, the Attorney General Youth Division, HPD Community Police, Kaleo Pilanca, and Tony Silva. The committee recognizes laughter as a healing mechanism in promoting the message of PEARL and utilizes comedic routines to keep participants actively engaged.

Overall, the content of the previous PEARL week was received well by both teachers and students. According to a 2022 follow-up survey conducted by AFY:

- 90% of the participating teachers felt it helped to define bullying and violence
- 91% felt that it provided students and teachers with useful resources and tools
- 96% felt that the information shared was age-appropriate and the event is worth participating in again next year.

Regarding the students that participated in this survey:

- 96% felt that it helped them understand what bullying and violence are

- 97% felt that they learned how to accept and treat everyone with respect
- 96% felt that all schools would be safer if everyone lived with PEARL values and that all schools should participate in PEARL week.

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

Community Outreach – This involves “putting boots on the ground” and searching for high-risk/chronically absent youth on their “turf”, where crime and violence regularly occur. We inform them about our agency and let them know that we are there to support them.

Youth 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 a crucial part of our work because if we are unable to build a trusting relationship with a youth, they will not “buy-in” to the program and no meaningful change can be made.

Assessment - Youth are assessed on a variety of factors such as: their environment (home, community, etc.), attitudes, behaviors, and other cues that allow RS to identify risk and protective factors that have an impact on their development. The assessment process is continuous and conducted on a group and individual level. Individualized service plans are modified as needed. AFY utilizes the Youth Assessment and Screening Instrument (YASI) to help analyze youths’ behavior.

To holistically address the needs of our highest risk youth, AFY has four 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 PEARL is AFY’s purely preventative program that helps to create safer schools and communities in Hawaii.

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. The PEARL Convention is an annual 5-day event, however the planning process is a year-round activity conducted by the PEARL Planning Committee.

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)

- 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)

PEARL Convention

- AFY will conduct a PEARL Convention
- 85% of participants will express satisfaction with the event through a follow-up survey

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.

With regards to the MAC program, recidivism rates will be collected through AFY's internal data collection process.

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 brawls 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 closing doors, 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)

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2024.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$98,704	\$98,704	\$98,704	\$98,703	\$394,815

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2024.
 - City & County of Honolulu GIA
 - Office of Juvenile Justice Delinquency Prevention
 - Victims of Crime Act (VOCA)
 - Atherton Family Foundation
 - State of Hawaii, Department of Human Services, Office of Youth Services (OYS)
 - Alexander Baldwin
 - Alaska Airlines Foundation

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

Not applicable

- 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 2024 for program funding.

Project	Contract Number/ Amount/ Contract Period	Point of Contact	Description of Project
Hawaii State Grant-In-Aid	Pending	State of Hawaii Office of Community Services Kaleoaloha Ladao (808) 586-3955 Kaleoaloha.ladao@hawaii.gov	Redirectional Therapy (RT) services to high-risk youth on Oahu through: RT Counseling Program, MAC, MEC, PEARL Convention
Office of the Juvenile and Justice Delinquency Prevention (OJJDP) Girls in the Juvenile Justice System	15PJDP-22-GG-04506-GJSX \$500,000 over 3 years 10/1/2022-9/30/2025	Office of Juvenile Justice Delinquency Prevention Christine Ramirez (202) 856-8331 Christine.ramirez@usdoj.gov	To provide MAC services to eligible girls on the Leeward Coast that prevent them from entering the juvenile justice system.
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	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.pestridge@usdoj.gov	This project prevents and reduces gang activity and gang violence, diverting them from reoffending and enhancing public safety.

Youth			
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	Department of the Prosecuting Attorney	The project provided RT counseling services to high-risk

	\$250,000 7/1/2017- 9/30/2018	Jason Tamanaha (808) 768-7525 jason.tamanaha@honolulu.gov	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.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2022.

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.

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.

AFY has been recognized for the agency's contributions working with high-risk youth. In 2022, AFY was presented with the Frederic Milton Thrasher Award by the Journal of Gang Research "To honor and recognize outstanding scholarship, leadership, and service contributions by individuals and programs in dealing with public safety issues like that posed by gangs." Other awards include but are not limited to: Hawaii State Legislature: Outstanding Advocate for Children, U.S. Congress: Celebrating 30 Years of Redirecting the Lives of Hawaii's At-risk Youth, City & County of Honolulu: Serving the Community and At-risk Youth, and Mental Health America of Hawaii: Outstanding Community Mental Health Agency for (our) "Pioneering Therapeutic Approach" in the field.

AFY personnel have 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 90 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. At a 2022 National Gang Specialist Training Conference held in Chicago, Spencer-Chun was presented with the National Gang Research Center Spirit Award, "For significant service directed at helping to set higher standards for gang prevention, gang intervention, and gang counseling programs." 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 AFY administrative team actively participates in community events and working groups. AFY's President & CEO is a member of the Women Prison's Project, Visitor's Public Safety Committee, Family Reunification Working Group, Workforce Development Council-Youth Services Committee and the Institute on Violence, Abuse and Trauma's Ho'omaluhia Advisory Council. Through those groups AFY is able to gain insight and provide input into issues related to at-risk youth and youth in the juvenile justice system.

AFY staff engage in regular trainings. They include trauma-informed care and restorative justice. Also, specialists attend training conferences on mainland. Recently they attended a conference on trauma in Orlando, Florida, and a gang-conference in Chicago, Illinois.

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.

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 feel comfortable.

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.

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 36 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 90 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
- Joshua Wade, Redirectional Specialist
- Karina Andaya, Redirectional Specialist
- New Hire (x1), Redirectional Specialist
- DJ Hadley, Redirectional Associate
- Tiana Ma'afala, Redirectional Associate
- Otto Tua, Redirectional Associate
- Gabe Fidow, Redirectional Associate
- Crimson Ma'afala, Special Programs Associate
- Tiare Ma'afala, Executive Assistant/Program Support
- Aaron Hare, Grant Coordinator/Program Support

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

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.

Please see attachment

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.

President & CEO – \$100,000

Director of Operations & Special Programs – \$60,000

Director of Redirectional Services – \$51,000

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.

No pending litigation.

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.

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

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.

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

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2023-24 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2023-24, but
- (b) Not received by the applicant thereafter.

In order to sustain to program and provide long-term benefits to the community, AFY utilizes a diversified funding strategy that includes funding from city, state, and federal government sources, as well as private foundations, corporations, and donations. We also hold fundraisers throughout the year. The hallmark event is our Annual Celebration of Youth which entertains 500 guests. This grant award would enhance AFY's ability to serve additional youth who are in need of our services.

AFY takes every opportunity to share our message with the public and increase our community reach for networking and donor opportunities. 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. AFY is constantly engaging and interacting with the community and with key stakeholders. Those stakeholders constantly 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. AFY's administrative team provides a supportive and challenging environment to those who have passion for this work. 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 sets to achieve agency goals.

The long-term sustainability of AFY and our programs/services allow us to provide the State of Hawaii with long-term benefits. We help to break the devastating cycles that affect families for generations and generations, thereby healing entire communities. Those cycles include: violence, victimization, incarceration, and the school-to-prison pipeline.

Attachments

Timeline

MAC	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Initial Parent/Guardian Contact	x											
Outreach, Intake, and Assessment	x											
Service Planning - Individual Plan		x										
Monitoring/Follow-up, Case work, and Proper Documentation			x	x	x	x	x	x	x	x		
AFY RT Counseling Services (if needed)			x	x	x	x	x	x	x	x		
Case Closure						x	x	x	x	x	x	x

RT Counseling Program	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Referral	x											
Assessment	x	x	x	x	x	x	x	x	x	x	x	x
Youth Outreach & Engagement	x			x	x	x	x					
RT Counseling		x	x	x	x	x	x	x	x	x	x	x
Experiential Learning		x	x	x	x	x	x	x	x	x	x	x
Support Services		x	x	x	x	x	x	x	x	x	x	x

MIEC	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12
Outreach, Intake, and Assessment	x											
Service Planning - Individual Plan		x										
Monitoring/Follow-up, Case work, and Proper Documentation			x	x	x	x	x	x	x	x	x	x
Support Services		x	x	x	x	x	x	x	x	x	x	x
Case Closure						x	x	x	x	x	x	x

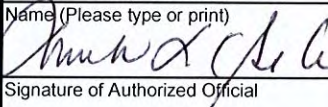
PEARL Convention Timeline

Month	Action
March	Implementation of hybrid PEARL Convention
April	Collect and gather evaluations from schools
May	Convention Evaluation Meeting
June	Secure venue and dates for next PEARL convention Send out flyers with new dates to schools
July	Planning of next PEARL Convention Committee to meet to incorporate feedback from evaluation for program context
August	Solicit for donors and sponsorship
September	Conduct second planning meeting Send flyers and invitation letters to school principals and student activity coordinators
October	Begin working with AFY youth (AFY youth provide first hand experiences to be incorporated into program skits. Youth also create and perform skits at the convention)
November	Conduct third planning meeting
December	Begin preparation for convention
January	Conduct fourth planning meeting
February	Preparation of PEARL Conventions and final planning meeting

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

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	165,896			
2. Payroll Taxes & Assessments	16,921			
3. Fringe Benefits	21,145			
TOTAL PERSONNEL COST	203,962			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	9,836			
3. Lease/Rental of Equipment	1,428			
4. Lease/Rental of Space	38,722			
5. Staff Training	7,000			
6. Supplies	21,967			
7. Telecommunication	3,174			
8. Utilities				
9. Travel local (includes gas, mileage, non of	6,260			
10. Contractual fees	7,943			
11. Maintenance and Repair (includes vehic	6,523			
12. Youth Stipends	3,000			
13. YASI	1,500			
14. Centralized Data Management System	7,000			
15. Subcontracted-Community Linkages-You	11,500			
16. Program Evaluation	15,000			
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	140,853			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES	50,000			20,000
E. CAPITAL				
TOTAL (A+B+C+D+E)	394,815			20,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	394,815	Deborah L.K. Spencer-Chun (808) 833-8775		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		 1/19/23		
(d) Total Private/Other Funds Requested	20,000	Signature of Authorized Official Date		
TOTAL BUDGET	414,815	Deborah L.K. Spencer-Chun, President & CEO Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

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)	0.8	\$23,808.00	50%	11,904.00
Redirectional Associate (Direct Service)	0.2	\$5,472.00	50%	2,736.00
Redirectional Associate (Direct Service)	0.4	\$12,960.00	50%	6,480.00
Redirectional Associate (Direct Service)	1	\$37,000.00	25%	9,250.00
Redirectional Specialist (Direct Service)	0.4	\$14,688.00	50%	7,344.00
Redirectional Specialist (Direct Service)	0.4	\$14,688.00	50%	7,344.00
Redirectional Specialist (Direct Service)	0.4	\$14,688.00	50%	7,344.00
Redirectional Specialist (Direct Service)	1	\$37,000.00	25%	9,250.00
Redirectional Specialist (Direct Service)	1	\$44,000.00	25%	11,000.00
Asst. Director of Redirectional Services (Direct Service)	1	\$48,000.00	25%	12,000.00
Director of Redirectional Services (Direct Service)	1	\$54,000.00	25%	13,500.00
Director of Operations & Special Programs (Direct Service)	1	\$63,000.00	25%	15,750.00
Special Programs Associate (Direct Service)	0.8	\$24,576.00	25%	6,144.00
Vice President (Direct Service)	0.6	\$45,000.00	25%	11,250.00
President (Direct Service as needed)	1	\$100,000.00	15%	15,000.00
Executive Assistant / Program Support	1	\$40,000.00	25%	10,000.00
Grant Coordinator/ Program Support	1	\$48,000.00	20%	9,600.00
TOTAL:				165,896.00

JUSTIFICATION/COMMENTS: Four (4) RA's and five (5) RS's will provide direct services to youth. The Asst. Director of RS, Director of RS, Director of Operations & 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, 2023 to June 30, 2024

Applicant: Adult Friends for Youth

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

JUSTIFICATION/COMMENTS: Not Applicable

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
15 passenger - Ford XL or Mercedes Sprinter 2500	1	\$70,000.00	\$ 70,000.00	\$ 50,000.00
		\$ -		
		\$ -		
		\$ -		
		\$ -		
TOTAL:	1		\$ 70,000.00	\$ 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 - it must be preordered and takes a while to ship. However, oftentimes Mercedes has in stock (as we currently have one - utilizing as our Mobile Education Center) because they have a higher demand for the vehicle. Both Ford and Mercedes average the same cost with a base rate of \$50,000 and overall cost of \$70,000. \$50,000 will be budgeted to the GIA and remaining \$20,000 will be from a private grant to help support the vehicle purchase.

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2023 to June 30, 2024

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: 2021-2022	FY: 2022-2023	FY: 2023-2024	FY: 2023-2024	FY: 2024-2025	FY: 2025-2026
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: Not Applicable						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

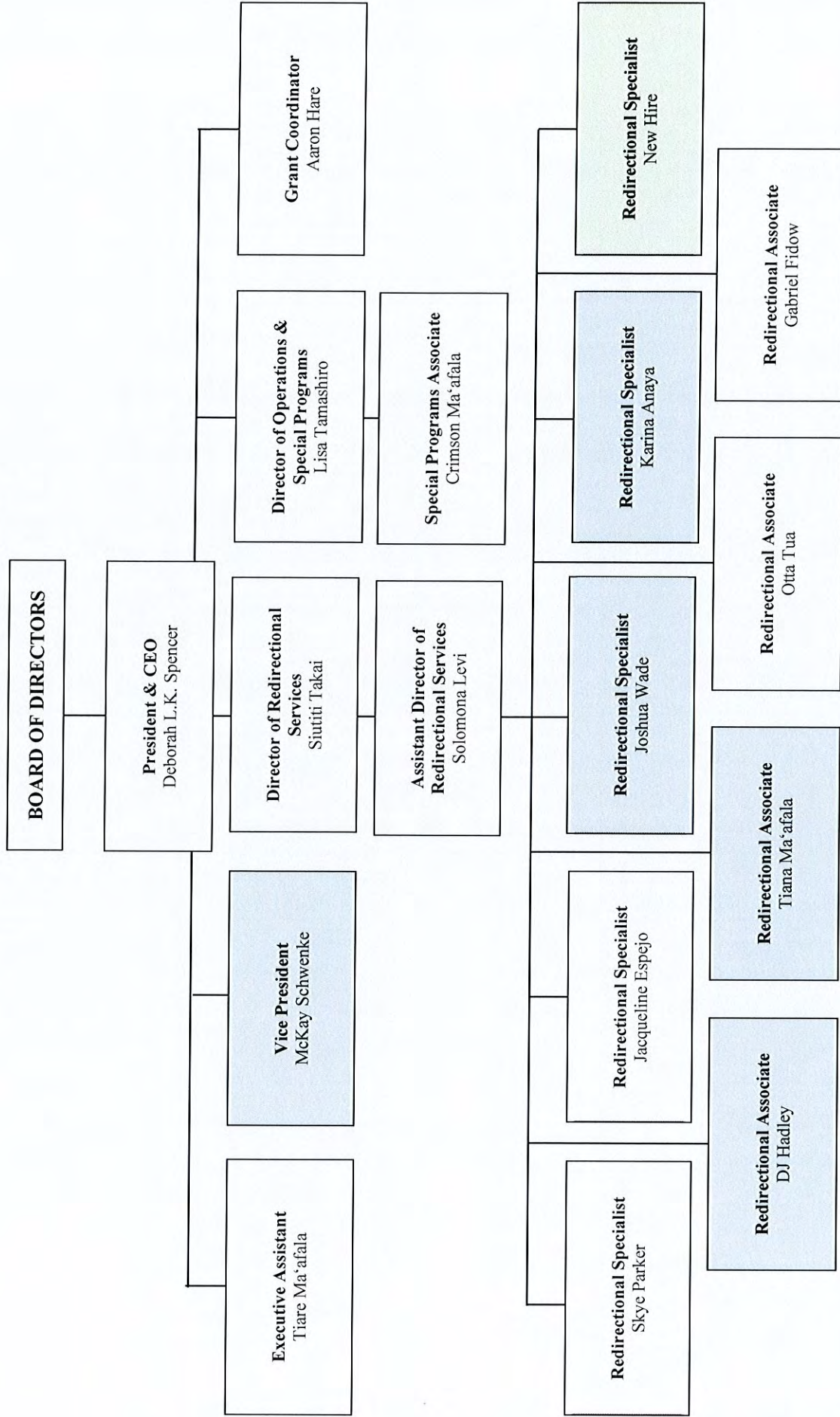
Applicant: Adult Friends for Youth

Contracts Total:

3,634,286

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	OJJDP Girls in the Juvenile Justice System	10/1/22-9/30/25	OJJDP	US	500,000
2	City & County GIA	11/1/21-10/31/22	DCS	Honolulu	200,000
3	City & County Gang Diversion	5/1/21-4/30/22	DCS	Honolulu	150,000
4	City & County GIA	11/1/20-10/31/21	DCS	Honolulu	125,000
5	Comprehensive Anti-Gang Programs for Youth	10/1/20-9/30/23	OJJDP	US	481,795
6	VOCA Victims Assistance Grant Program	7/1/20-6/30/22	Dept of AG	State	185,221
7	Outreach & Advocacy Project	7/1/19-6/30/21	OYS	State	70,000
8	HI State GIA	7/1/19-5/31/21	OYS	State	380,000
9	21st CCLC	9/17/18-6/30/20	HIDOE	State	160,000
10	HI State GIA	7/1/18-6/30/20	OYS	State	400,000
11	City & County GIA	10/1/17-9/30/18	OYS	Honolulu	125,000
12	HI State GIA	7/1/17-6/30/18	OYS	State	150,000
13	Prosecutor's Grant	7/1/17-9/30/18	Dept of PA	Honolulu	250,000
14	Outreach & Advocacy Project	7/1/15-6/30/19	OYS	State	200,000
15	Truancy Prevention and In-School Suspension	7/1/14-6/30/17	OYS	State	120,000
16	CDBG	1/1/18-4/30/19	DCS	Honolulu	137,270
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Adult Friends for Youth Organization-wide Organization Chart



Key

- Vacant Position
- Part-Time

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.

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, RJ trained

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
- RJ trained

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
- RJ trained

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
- RJ trained

Joshua Wade

Education

May 2021: Bachelors of Arts, Hawaii Pacific University, Honolulu, HI 96813

Professional Experience

July 2022-Present: Redirecional Specialist, Adult Friends for Youth, Honolulu, HI

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

2000-2017: United States Army, Various Locations

Quality Assurance Maintenance Manager

Quality Assurance Manager for a Base Support Organization that supports the 101st Airborne Division at Fort Campbell, Kentucky and over 2000+ military personnel with essential maintenance functions.

- Hand selected over 5 managers to assume duties as the maintenance manager by the organizational director for excellence and technical prowess
- Managed a fleet of 150+ military vehicles and maintained a 98% readiness rating and 100% material/logistics tracking rating
- Led, mentored, and communicated daily with 6 shop foreman that oversaw 40+ mechanics which resulted in 75 personnel in the organization certified to drive over 10+ military armored vehicles

Security Manager – Platoon Sergeant

Security manager for Jalalabad Airfield which houses over 4,000+ Soldiers supporting military operations in Afghanistan.

- Safely processed 25,000 vehicles and 250,000 pedestrians through the entry control point which resulted in 2 thwarted attack plans by insurgents; noted by the deputy director for flawlessly performing duties
- Conducted quality assurance inspections on over \$11M worth of armored vehicles, communications equipment, and sensitive equipment with zero discrepancies by conducting weekly inspections
- Oversaw a 40 Afghan security guards and 10 US Airforce military personnel, and 9 linguist supporting entry control point duties at the main gate
- Ensured guards were trained on biometric systems and sensitive equipment required to identify hostile personnel

Shop Foreman

Shop Foreman for the base support organization which supported 4 organizations of 2000+ in the 101st Airborne Division. Supervised section for scheduled and unscheduled preventive maintenance and quality assurance/control checks.

- Led, mentored, and communicated daily with vehicle mechanics conducting preventive maintenance for a fleet of 45 armored vehicles worth \$4.1M+
- Conducted quality assurance/control maintenance checks which ensured the fleet sustained a 98% readiness rating which is well above the US Army standard of 90% in austere conditions in Iraq
- Hand selected by the manager to assume the shop manager position for a period of 4 years which contributed to the highest readiness rate in the organization
- Briefed the executive director and deputy director on the status of all maintenance issues and managed 1,000 maintenance request which resulted in the organization receiving “Commendable rating on all corporate inspections

Karina J. Anaya

Education

Master of Social Work | Hawaii Pacific University (pursuing)

Master of Project Management, American Public University

Bachelor of Arts in Sociology and History, University of California, Santa Barbara

Specialized Military Training:

Foreign language and Cultural Training, Special Operations Construction Course,

International Development Joint Humanitarian Operations, Palantir,

Combined Information Network Data Exchange (CIDNE),

Professional Experience

Inverness Technologies, Inc.

2020 – 2022 TAP Counselor

Career Counselor at the Transition Assistance Program (TAP) center in Schofield Barracks, Hawaii providing services and assistance to transitioning service members and their family members. Serves as an Advisor, Counselor and Mentor to assist service member's secure meaningful civilian employment and/or pursue higher education.

- Conducts Initial Counseling, Pre-Separation Counseling briefs, Transition Overview courses and Military Occupational Specialty Crosswalk courses in-person and virtual
- Ensures service members understand which services, programs, and resources are available during and post transition
- Assists service members develop an Individual Transition Plan and monitors progress by conducting outreach and encourages completion of resumes and job/college applications
- Participates in marketing activities and promotes virtual job fair events
- Facilitates the transition from the military environment to the civilian sector
- Schedules appointments, maintaining calendar of events, updating attendance records and notifying upcoming appointments
- Prepares and maintains records and case files to determine needed services to meet career goals

United States Army - Various Global

2015 – 2019 Civil Affairs Sergeant- Middle East Project Manager

Military Veteran with over 3 years of regional expertise, language competency, and political-military awareness. Proven experience in conducting assessments on civil infrastructure and essential services to implement civil assistance projects. Worked closely with Non-Government Organizations to deliver humanitarian assistance to the civilian populace. Possess extensive knowledge in socioeconomic paradigms, cultural awareness, and foreign area analysis to plan tactical and operational civil military operations.

- Planned and coordinated stability project efforts in the Middle East that enhance security

in the region and reduce human suffering. Provided support for Civil Information Management and non-kinetic targeting through coordination, collection management, analysis, processing, and fusion of strategic and tactical civil information.

- Employed Arabic skill sets on over 75 military engagement focus on women's political issues within the host nations. Fostered cohesion and positivity with a cross-functional team.
- Created 8 civil network diagrams on Palantir which enhanced nonlethal targeting efforts during pre-planning
- Developed training for Special Operations Forces to increase Egyptian cultural understanding and how to gain trust
 - Focused on supporting politically sensitive area to deter threats, protect the homeland, and advance national interests while building relationships and enhancing partner skills
 - Led multi-dimensional teams in high-pressure environments producing on schedule and within required deliverables. Created plans by adapting technology and best practices that aligned with the organization's goal while promoting schedule, budget, and completion of the task
 - Led team to distribute over 10K humanitarian items in 30 liberated villages of Syria
- Executed \$400K Overseas Humanitarian, Disaster, and Civic Aid (OHDACA) projects setting the conditions for stability in 15 villages
 - Managed the collection, storage, and distribution of humanitarian aid such as food and hygiene products to internally displaced personnel during Middle East conflicts
- Maintained 100% accountability of property valued over \$2.6M spread across 8 countries in the Middle East
 - Trained 5 teams on property and supply procedures; identified and corrected significant deficiencies
- Drafted 3 new sections for a 100-page Theater Civil Military Support Element Continuity Book and over 70 Human Terrain Analysis intelligence products
- Reviewed and edited over 200 Civil Information Management products
 - Provided guidance to Special Operations Command's Joint Departments on ongoing global missions enabling the promotion of host nation's government growth, legitimacy, and transfer of authority
- Led minor construction projects across the Middle East such as repairing of roads, bridges, schools, clinics, well digging, and flood control

2012 – 2015 Petroleum Supply Specialist

Oversaw the reception, storage, and shipping of bulk or packaged petroleum-based products in support of aviation missions in Hawaii. Oversaw the transportation of sensitive and hazardous material in compliance with local, state, and federal regulations.

- Directed and coordinated comprehensive logistical or reverse logistical functions for petroleum life cycles, including acquisition, distribution, internal allocation, delivery, recycling, reuse, and final disposal of equipment
- Generated reports and conducted training to keep employees up-to-date on regulations; increased productivity by 40%

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 “Sa” 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

Training

- TIC Certified
- RJ trained

Hobbies

- Reading
- Learning

Crimson Maafala

Education

May 2017: University Lab School, Honolulu, HI 96822

Professional Experience

August 2022-Present: Special Programs Assistant, Adult Friends for Youth, Honolulu, HI

- Assists in planning and coordinating special programs/events
 - Annual fundraiser, annual student convention
- Supports staff with logistical and administrative work
- Solicits for donations
- Maintains records related to events and programs
- Ad-hoc duties including but not limited to, guest list management, silent auction set-up, event break down, etc.

April 2020-Present: Home Baker, Pineapple Moons, Honolulu, HI

- Provide tasty homemade desserts for all customers
- Manage labor, maintenance and supply costs to maximize profitability
- Organize all orders for the day of sales (Friday & Saturday)
- In control of social media (instagram page) making daily posts, updating availability/products et

January 20218-April 2020: Cleaner, Dream Team Cleaners, Honolulu, HI

- Provided excellent cleaning services as directed by homeowners, vacation rental owners and/ or construction clean-ups
- General duties included: interacting with property owners, laundry, fixing of beds, wiping down living areas, window cleaning etc.
- Developed solid relationship with staff, customers and vendors
- Kept all areas clean, organized and in line with company, professional standards
- Worked effectively with diverse team to accomplish daily objectives and meet long-term goals

August 2018-June 2019: Teacher Assistant, Grays Harbor College, Aberdeen, WA

- Created student work schedules on computer
- Compiled, maintained, and filed all reports and student work
- Troubleshoot problems and developed successful solutions
- Managed files and continuously updated and organized records