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Child & Family
SERVICE

Private, nonprofit since 1899

January 31, 2008

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The Legislature
State of Hawaii
Senate Committee on Ways and Means
State Capitol, Room 210
Honolulu, HI 96813
Attn: Aaron Nyuha

Child and Family Service is pleased to submit to the Legislature, State of Hawaii, our proposal for: **Grant-in-Aid (Emergency Shelter and Transitional Housing Complex for Abused Families – Leeward Oahu)**

Child and Family Service continues to build positive working relationships with our funders and the various organizations in the community. We remain very committed to partnerships with each of our funders to deliver services of the highest quality that meet the needs of the people of Hawaii. If you ever have any concerns about our working relationship or services, do not hesitate to contact me at 681-1418.

We give careful consideration to all proposals we are submitting for funding in order to deliver services that support our mission of "**strengthening families and fostering the healthy development of children.**" The attached proposal is consistent with a thorough review that we conducted to determine which requests for proposals we would pursue. In addition to the importance of a fit with our mission, we also make decisions to pursue funding for programs and services that we believe we can provide in a high quality manner consistent with the RFP requirements.

We have enclosed one original and one copy for your review and consideration.

On behalf of our Board of Directors and all of the staff at Child and Family Service we look forward to working with you to provide services that will meet the needs of our community.

With Warm Aloha,

Howard Garval
President and CEO

Our Mission: Strengthening Families and Fostering the Healthy Development of Children

House District _____

Senate District _____

**THE TWENTY- FOURTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: 31-O

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

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

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

1. APPLICANT INFORMATION:

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

Street Address:
2970 Kele Street, Suite 203
Lihue, Hawaii 96766
Mailing Address:
91-1841 Fort Weaver Road
Ewa Beach, Hawaii 96706

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name CAROL HOUGH
Title Director of Program Services
Phone # 808-681-1494
Fax # 808-681-5280
e-mail chough@cfs-hawaii.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

EXPANSION OF HEAD START SERVICES TO SERVE ADDITIONAL ELIGIBLE CHILDREN AND EXTEND PROGRAM HOURS.
(Maximum 300 Characters)

4. FEDERAL TAX ID # _____
5. STATE TAX ID # _____
6. SSN (IF AN INDIVIDUAL): _____

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$ 71,428.00

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____
FEDERAL \$ _____
COUNTY \$ _____
PRIVATE/OTHER \$ _____

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

Patti Bates
AUTHORIZED SIGNATURE

PATTI BATES, CHIEF OPERATING OFFICER
NAME & TITLE

1/3/00
DATE SIGNED

BUDGET

(Period: July 01, 2008 to June 30, 2009)

Applicant/Provider: Child and Family Service
 Contract No.: _____
 Contract Name: Early Head Start and Head Start Programs

BUDGET CATEGORIES	Budget Request (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	38,708			
2. Payroll Taxes & Assessments	4,161			
3. Fringe Benefits	4,471			
TOTAL PERSONNEL COST	47,340	-	-	-
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Airfare, Out-of-State				
3. Audit Services	143			
4. Contractual Services - Administrative				
5. Contractual Services - Subcontractors	9,500			
6. Insurance	571			
7. Lease/Rental of Equipment				
8. Lease/Rental of Motor Vehicle				
9. Lease/Rental of Space				
10. Mileage	600			
11. Postage Freight & Delivery				
12. Publication and Printing				
13. Repair & Maintenance				
14. Staff Training				
15. Subsistence/Per Diem				
16. Supplies	1,087			
17. Telecommunication				
18. Transportation				
19. Utilities				
20. Other: Administrative Support	12,062			
21. Other: Auto Expenses				
22. Other: Auto Insurance				
23. Other: Auto Registration				
24. Other: Client Assistance	125			
25. Other: Provisions				
TOTAL OTHER CURRENT EXPENSES	24,088			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES	-			
TOTAL (A+B+C+D)	71,428		-	-
SOURCES OF FUNDING		Budget Prepared By:		
(a) Early Head Start - OCS FY09	71,428	Marie Herbert 440-8344		
(b)		Name (Please type or print) Phone		
(c)		Signature of Authorized Official Date		
(d)		Vivian Yasunaga, Director of Finance		
		Name and Title (Please type or print)		
TOTAL REVENUE	71,428	For State Agency Use Only		
		Signature of Reviewer Date		

**BUDGET JUSTIFICATION
PERSONNEL: PAYROLL TAXES, ASSESSMENTS, AND FRINGE BENEFITS**

Applicant/Provider: Child and Family Service (Period: July 01, 2008 to June 30, 2009) Date Prepared: 12/18/07
 RFP No.: _____
 Contract No. Early Head Start and Head Start Programs

TYPE	BASIS OF ASSESSMENTS OR FRINGE BENEFITS	% OF SALARY	TOTAL
PAYROLL TAXES & ASSESSMENTS:			
Social Security	Required By Law	7.65%	2,961
Unemployment Insurance (Federal)			
Unemployment Insurance (State)	Required By Law	1.30%	503
Worker's Compensation	Required By Law	2.60%	1,007
			4,471
FRINGE BENEFITS			
Health Insurance	Personnel Policy	9.65%	3,735
Retirement	Personnel Policy	0.75%	290
Temporary Disability Insurance	Personnel Policy	0.35%	136
SUB TOTAL:			4,161
TOTAL:			8,632
JUSTIFICATIONS/COMMENTS:			

Applicant/Provider: Child and Family Service

RFP No:

Early Head Start and Head Start Programs

Contract No.

(Period: July 01, 2008 to June 30, 2009)

Date Prepared: 12/18/07

**BUDGET JUSTIFICATION
TRAVEL - INTER-ISLAND**

NAME OF EMPLOYEE & TITLE	DESTINATION	NO. DAYS	PER DIEM OR SUBSISTENCE A	AIR FARE B	TRANSPORTATION C	TOTAL A+B+C
TOTAL:						

JUSTIFICATION/COMMENTS:
No anticipated inter-island travel.

**BUDGET JUSTIFICATION
TRAVEL - OUT OF STATE**

Applicant/Provider: Child and Family Service

RFP No: _____

Contract No. Early Head Start and Head Start Programs

(Period: July 01, 2008 to June 30, 2009)

Date Prepared: 12/18/07

NAME OF EMPLOYEE & TITLE	DESTINATION	NO. DAYS	PER DIEM OR SUBSISTENCE A	AIR FARE B	TRANSPORTATION C	TOTAL A+B+C
TOTAL:						

JUSTIFICATION/COMMENTS:
No out-of-state travel is anticipated.

BUDGET JUSTIFICATION DEPRECIATION

Applicant/Provider:
RFP No.:

Child and Family Service

Contract No.:

Early Head Start and Head Start Programs

(Period: July 01, 2008 to June 30, 2009)

Date Prepared: 12/18/07

ITEM PLEASE IDENTIFY EACH ASSET. DO NOT GROUP BY ASSET TITLE	ACQUISITION DATE	ACQUISITION COST	USEFUL LIFE	METHOD OF DEPRECIATION	DEPRECIATION EXPENSE	% ALLOCATED	DEPRECIATION ALLOCATED
TOTAL:							

JUSTIFICATIONS/COMMENTS:

No Depreciation Budgeted

BUDGET JUSTIFICATION PROGRAM ACTIVITIES

Applicant/Provider: Child and Family Service (Period: July 01, 2008 to June 30, 2009) Date Prepared: 12/18/07
 RFP No.: _____
 Contract No.: Early Head Start and Head Start Programs

DESCRIPTION	AMOUNT	JUSTIFICATION/COMMENTS
Audit Services	143	General allocation based on contract revenues as a percentage of total program expenses (0.19%).
Insurance	571	Non-auto and Non-Workers' Comp insurance is budgeted at 0.73% of total expenses. Direct cost of lease & rental equip by program, plus a general allocation of equipment expenditures by location.
Lease/Rental of Equipment		Lease of Motor Vehicles for transportation of clients
Lease/Rental of Motor Vehicle		Includes actual space costs by program, plus a general allocation for site specific shared common areas.
Lease/Rental of Space		
Mileage	600	Based on average mileage expenses for proposed staffing pattern at .485 per mille
Postage Freight & Delivery		Actual cost for direct program usage, plus allocation of general usage by FTE.
Publication and Printing		General photocopying usage by program, based on direct count of copies made, plus direct advertising costs for recruitment of personnel.
Repair & Maintenance		For general repairs and maintenance to program's office area and equipment. For security devices for each foster home.
Staff Training		Supplies and training materials to meet training requirement, as well as the cost of Trainers external to the contract.
Supplies	1,087	For actual office and program supplies.
Telecommunication		Actual share of direct phone lines, cell phones and pagers as well as an allocated share of common lines.
Other: Client Assistance	125	Assistance with transportation, emergency supplies, and participation incentives.
Other: Provisions		For student food (daily lunches and snacks).
Other: Auto Expenses		Actual auto expenses for vehicles assigned to the program
Other: Auto Registration		Actual auto expenses for vehicles assigned to the program
Other: Auto Insurance		Actual auto insurance expenses for vehicles assigned to the program
Other: Administrative Support	12,062	Calculated @ 16.9% of total expenses, which is discounted from CFS' federally approved indirect rate of 22.4%.
TOTAL:	14,588	

BUDGET JUSTIFICATION EQUIPMENT PURCHASES

Applicant/Provider: Child and Family Service

RFP No.: _____

Contract No.: Early Head Start and Head Start Programs

(Period: July 01, 2008 to June 30, 2009)

Date Prepared: 12/18/07

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

JUSTIFICATIONS/COMMENTS:

No equipment purchases are anticipated.

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

Child and Family Service

(Typed Name of Individual or Organization)



(Signature)

1/31/06

(Date)

Patti Bates

(Typed Name)

Chief Operating Officer

(Title)

**EXPANSION OF HEAD START SERVICES
PROPOSAL
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Section I
BACKGROUND AND SUMMARY

Child and Family Service has more than 100 years of experience providing quality support services to the families of Hawaii. The organization has been providing services on Kauai since 1982 and was awarded the federal contract to provide Head Start services on Kauai in July of 2000. Kauai Head Start program currently provides services to 147 low income families in 9 centers located across the island from Kekaha to Kilauea.

Child and Family Service proposes the following 1) to provide comprehensive Head Start services to an additional 7 income eligible children that are currently unserved; 2) to expand one center to a full day program for 20 Head Start students and, 3) to expand one of the Lihue Head Start centers through June to meet the needs of Head Start parents who work full year. All of the proposed expansions can be accomplished within our current Head Start facilities without any increase in occupancy costs. The Kauai Head Start proposed program expansion will not only provide an opportunity for unserved children to receive Head Start services but will also expand the Kauai Head Start program hours for another full day program which would also provide services through the month of June for families who are employed or in training programs year round. Most of the Head Start centers operating on Kauai have traditionally provided only five hours a day of classroom time for children 10 months a year. A combination of State (Office of Community Services, foundation grants, etc.) provide additional funding to support several full day program options, the proposed program expansion will increase the number children in the Kauai Head Start program and families will benefit from full day programs that provide low-income parents with quality child care during working hours. The full-day centers support the increasing number of Head Start eligible parents who are working, in training programs, attending school or trying to enter the work force.

The Kauai Head Start centers will provide comprehensive services to eligible families. In addition to the daily early childhood education, health, safety and nutrition services provided to the children, parents learn how to support the medical, educational and social development of their young children. All CFS Head Start staff and program services meet Hawaii State Licensing Requirements as well as all Federal Head Start performance standards. Many of the centers are located on elementary public school grounds and work closely with the elementary school staff to see that the children smoothly transition into kindergarten ready to learn and take full advantage of their primary school years.

Head Start family members play a vital role in the planning, implementation and evaluation of the Head Start program. Parents are active volunteers in the classroom or participate in Head Start work days. Many parents become members of their center's parent committee and the Head Start Policy Council. The Head Start Policy Council has a representative on the Child and Family Service Board of Directors. This representative provides regular program updates to the Board on Head Start issues and accomplishments. Through the Head Start program parents learn the benefit of being active participant in their child's educational experiences.

The proposed expansion will allow us to increase our funded capacity and place an additional 7 income eligible children. This proposal directly increases the number of Head Start slots available on Kauai. It will also allow us to provide expanded full day services to 20 families. By providing quality, Head Start services to meet the varied needs of eligible families on Kauai, Child and Family Service continues to support low income parents in their achievement of self-sufficiency and economic stability. Parents will also improve their parenting skills and learn to promote safety, education, health and social competency for their children.

Head Start services are offered to low income families with children 3-5 years old who are in need of pre-school services. The families may be seeking employment, employed or involved in training or education programs. Children with special needs are welcomed at all centers and program options. At least 10% of the children in Head Start services are children with special needs.

The proposed services include providing 1) Head Start services on Kauai to an additional 7 income eligible children and families; 2) extending one Head Start to a full day center for 20 children and families who need full day care due to work, training or educational commitments and, 3) providing an expanded June program. The additional children will be placed in centers around the island that are convenient to the families' home or work situation. The proposed extended-day, center-based service will be provided at the Lihue Hale Malie Head Start center. Lihue is centrally located between Puhī and Hanamaulu towns, which have low income housing units and large populations of immigrants and laborers. Kauai Head Start provides a unique opportunity to help families improve literacy skills, find employment/education programs and adjust to the economic demands specific to the island.

Statewide indicators and the Kauai Community Assessment show a continued need for Head Start on Kauai. Creating a full day and a June program in Lihue helps Head Start provide programs hours that meet the varied needs of our low income families. In the past we have had a waitlist for full day services in Lihue and there were many documented instances of losing enrollment due to this lack in service.

The proposed service expansions are designed to provide continuous, high quality early childhood development, health and education services throughout the day. The Extended-day program at the Lihue Hale Malie Center is scheduled to be open Monday through Friday from August through May. A June "summer" program will also be offered in Lihue. The month of July is designated for pre-service training, classroom repair and maintenance and set-up for classroom staff. Recruitment activities for the Head Start program are conducted throughout the year. Family Advocates enroll families and make home visits during the summer so that children are ready to begin the first day of school. The proposed seven additional Head Start slots will offer half or full day Head Start services depending on the needs of the children and families and provide Head Start services to eligible children and families who would otherwise be denied access to Head Start services. Parents and children will actively participate in all Head Start services. Child Care Homes which meet Head Start and DHS licensing requirements will be contracted in the areas on Kauai that do not have Head Start services available. Families will meet all Head Start eligibility requirements.

Section II
SERVICE SUMMARY AND OUTCOMES

A. PROPOSED APPROACH TO PROGRAM SERVICES/SCOPE OF WORK

The Expanded Head Start program option complies with Federal requirements for administration of a Head Start Program. Each component of the program has a service area plan which lists the essential functions, person responsible, goals and review criteria. The service areas are highlighted below.

The following services are provided to Head Start children and families within the component of Early Childhood Development and Health: Child Health and Development Services, Education and Early Childhood Development, Child Health and Safety, Child Nutrition, and Child Mental Health.

- 1. Child Health and Development Services:** Kauai Head Start is committed to providing a comprehensive health program that involves children, families and staff. Kauai Head Start makes an initial determination of each child's health status, including medical and dental histories, identification of medical home, mental health status, developmental history, and immunization history. Working collaboratively with parents, the Kauai Head Start staff collect information in a systematic method so that children entering Head Start have adequate protection from disease, adequate dental care, services for developmental disabilities as indicated, mental health services if needed and the establishment of a medical home.

Kauai Head Start conducts a Health Services Advisory Committee. Membership consists of representatives from the Department of Health Public Health Nursing, Kauai Medical Clinic, Nursing Department at Kauai Community College (KCC), Ho'ola Lahui, a nutritionist and elected parents from each center. This Committee focuses on health issues and goals based upon prevalent community health problems. On Kauai, these issues include: access to; childhood asthma; children's nutrition; and dental health prevention and treatment. Kauai has a very high incidence of baby bottle tooth decay in children 0-3 leading to a high percentage of preschool children needing extensive dental treatment.

Kauai staff and parents are actively participating in the State Oral Health Initiative to interface with the professional community, state and local agencies for the development of a State Head Start Oral Health Strategic Plan. The most pressing concern is lack of dentists throughout the islands and specifically those who will treat children and low-income families. Kauai Head Start staff also arrange for and partner with parents to secure further diagnostic testing, examination and treatment by a professional provider for each child with an observable, known, or suspected health or developmental problem and implement a follow-up plan for any identified health concern. Children who are up-to-date with well-child care appointments, immunizations and who have an established

medical home will be followed by the Service Area Specialist in Health throughout the service year to be sure health services continue and are documented in the child/family file.

Developmental, Sensory, and Behavioral Screening: Within 45 days of a child's entry into the program, Kauai Head Start staff provide developmental screenings in order to identify children who need to be referred for more formal evaluation. Screening includes auditory, visual, gross motor, fine motor, language, perceptual and emotional domains. Kauai Head Start staff collect multiple sources of information in a profile of each child's functional skills, by using a variety of screening tools, teacher's systematic observation, assessment and screening schedules, and parent anecdotes. Early screening allows the staff time to develop partnerships with the parents and child and to establish referrals for services as needed to assist the child during the preschool years. Tools are sensitive to the children's cultural diversity and backgrounds. Teachers or assistants who speak the child's language spoken at home are available to perform the screening. Parent observations are also systematically collected in the screening interviews.

Findings are reviewed by the staff along with Service Area Specialist and parents to determine whether the results corroborate experiences and impressions of the child at home and in the program. Consultants are available as needed in areas of mental health and child development and provide observations, annual and on-site training and staff and family consultations as needed.

Follow-up: Kauai Head Start initiates an Individualized Action Plan (IAP) for preschoolers who display a health or developmental need. These plans are developed collaboratively with center staff, Service Area Specialists and parents to set a course of action to address the child's needs. Referrals, follow-up dates, who is responsible and outcomes are noted on the plan. Staff provide parents with support in accessing a service for their child outside of the Head Start program. Advocates can provide needed transportation and linkage to community resources and assist the parent in any follow-up requested by the service provider. When possible, families are assisted and referred to providers such as WIC, Department of Education, ParentLine, Ho'ola Lahui, HomeReach, MedQuest, and Public Health Nursing. If a service is indicated by the screening and is unavailable to the family through community providers, Kauai Head Start staff locate resources so that the service need can be met using Head Start funds.

In addition to the IAP and follow-up assistance to families, Kauai Head Start staff provide ongoing care and evaluation of the child's developmental and health needs and routinely gather and record observations by teachers and parents. Staff make regular contact with community service providers regarding the status of the child in well-baby care check-ups, annual physical exams, dental check-ups, and other services. New or recurring concerns are identified early and additional referrals made.

Involving Parents: Parents are immediately consulted when a health or developmental concern arises, whether during a screening or program observation. Kauai Head Start

staff work with parents as partners in promoting the child's health and parents are viewed as the expert in their child's growth and development. Parents are provided materials and information regarding screening procedures and rationale. They are included as partners in the Individual Action Plans developed to address specific concerns as they arise. Parents are provided training and support by staff in how to ask questions, community health standards, immunizations, fluoride, dental hygiene, and other health areas. Staff provide support and encouragement for parents to assist their child in understanding health procedures (a visit to the dentist for example) and preparing them for what to expect.

Staff promote health care standards for the entire family. Parents are encouraged to accompany children to health appointments and staff assist parents in meeting this goal by helping set up appointments and providing transportation if needed. Child and Family Service on Kauai has long-standing collaborative relationships with area health and developmental service providers and can assist parents in accessing these resources as needed.

Because parent involvement is required for all parents; special consideration is given to working parents whose center is funded under this proposal. Parent meetings are scheduled based on availability so as to accommodate the most parents possible. The same is true for the Family Advocates when arranging the home visits. As for classroom volunteering, parents are encouraged to help with materials in the evenings and/or on weekends in order to maintain their commitment and contribution to the program. For the most part parents are grateful for the flexibility and individual consideration in allowing for the precious opportunity to be involved in their child's growth and education.

- 2. Education and Early Childhood Development Approach; Including Children with Special Needs:** Child and Family Service on Kauai presents children with an exciting education curriculum in a safe and nurturing environment which enhances social skills and preschool educational competencies. A Head Teacher, a Classroom Aide and at least one volunteer staff each class. The education activities are led by the Head Teacher and based on sound child development principles, supported by stimulating, challenging and age-appropriate activities. Parents and family members are encouraged to volunteer in the classroom and receive training and support to work comfortably and successfully with the children.

The objective of the educational program is to provide children with a safe, nurturing, engaging, enjoyable and secure learning environment in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life.

Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the program support children's growth and development in the following domains:

- Physical

- Social/emotional
- Fine and gross motor
- Cognitive
- Language

Children who receive a referral for more extensive evaluations, which lead to a documented developmental or health related disability, are referred to the Department of Education for special education services as indicated. It is anticipated that children referred to DOE services will continue to participate in the Kauai Head Start program with ancillary services. Development and implementation of the Individual Education Plan is coordinated between Kauai Head Start, the local DOE preschool staff, and the parents to support the child's special needs in the program.

Children with special needs are included in Head Start activities in accordance with their Individualized Education Plan (IEP). Documents include a statement of the child's levels of development, and have a plan for expected outcomes. Teaching staff provide learning environments that are varied and interesting, use routines, activities and experiences that achieve the goals of the IEP and participate in meetings with professionals in disabilities and health, along with parents, to plan and implement the IEP. Teaching staff are provided support through consultants with expertise working with children with special needs and Child and Family Service Kauai staff.

In addition to the Education Manager, Child and Family Service Kauai Head Start currently contracts with specialists to provide in-house speech services, occupational therapy and mental health consultation. The Mental Health Consultant visits each of the classrooms at the beginning of the program year and observes the interactions of the children. The consultant helps the teacher develop individualized plans for helping children accommodate to their new environment. If the teacher still has concerns, the parents are involved and a more thorough assessment is provided. The Mental Health Consultant may develop a behavior plan with the teacher and parents for both the classroom and home, if indicated.

Children, whether diagnosed with special needs or are typically developing, receive individualized attention in each domain of development. Thus, each child's individual age, stage and pace are taken into consideration in the Lesson Plans and there is documentation that each child was attended to in a particular lesson.

Staff value and understand the importance of diversity and incorporate the values and traditions of the cultures of Kauai into their curriculum. This is enhanced as parents collaborate with staff in developing and implementing the curriculum.

Head Start teachers develop lesson plans that provide a balance of child-initiated and adult-directed activities in individual activities and group activities. The program format emphasizes an integration of each child's individual growth and talents with the whole group learning. With this balance of individual and group learning, children develop

personal self-esteem and a concept of self as an individual and as a group member and partner with peers. Individual and group learning help the children develop social competence skills.

- 3. Child Health and Safety; Child Nutrition Procedures:** Emergency procedures address the quick response of teachers and other staff to safeguard the health and well being of each child. Staff are trained in these procedures annually. Head Teachers and Classroom Aides are trained in first aid and CPR. The Health Specialist also assists the Child and Family Service Safety Coordinator, and attends organization-wide training on Health and Safety Standards, conducts regular safety checks on the classrooms and monitors children's special health needs, treatment plans, and physician recommendations as needed. The Nutritionist reviews menus for all of the meals served at the Head Start program and works with the teachers and parents of children who have food allergies or individualized food requirements to accommodate their needs in the classroom. Staff also conduct parent training in emergency procedures and make recommendations for home safety. Children are provided activities addressing fire safety, use of 911 system, and preventive safety information. Each classroom is equipped with a fire evacuation plan, a hurricane plan, and drills are conducted on site. Child and Family Service uses Incident Report Forms to note and monitor safety issues in the centers and to identify appropriate changes to environment as indicated. Staff are also trained in child abuse and neglect signs, symptoms, and reporting procedures.

Conditions of Short-Term Exclusion and Admittance: Children who have a short-term injury or contagious illness may be temporarily excluded from classroom participation until contagion has passed, or accommodations are made for classroom participation. The Health Specialist is responsible for addressing contagion concerns and working with parents, teacher, and physician to establish the limits of the short-term exclusion.

Medication Administration: Medication Administration Procedures clearly identify the process for addressing individual children's needs and person responsible for monitoring, administration of medication, and any follow-up as needed. The Health Specialist and Registered Nurse on contract are responsible for communication with parents, physicians and child in establishing the individual special health plan and for any training to teaching staff on sign of problems, monitoring, and ongoing follow-up. The Health and Safety Specialist is responsible for overall supervision of these procedures regarding storage, handling, and administration and recording of any medication. The Head Start program has a qualified Registered Nurse on contract who provides specific oversight of medication administration when it is indicated.

First Aid: First Aid Kits at each center are stocked and checked monthly as part of Child and Family Service's ongoing safety checks. The Health Coordinator is responsible for monitoring these kits, and training in use of materials for staff. Teaching staff are provided with first aid certification training by a certified trainer.

Child Nutrition: Child and Family Service Kauai Head Start program provides nutrition services to assist families in meeting each child's nutritional needs, training on establishing good eating habits and nurturing healthy development. Each child's individual nutritional needs are assessed within the first 45 days of the program. The Head Start program consults with a Nutritionist to design and implement nutritional services for each child who has a food allergy or other nutrition concern and works with family members as well on home health needs. The nutritionist also reviews meal plans and makes nutrition recommendations. Head Start provides daily breakfast, lunch and afternoon snacks for the extended-day center free of charge. Meals are contracted through a private provider following USDA guidelines.

4. **Family and Community Partnerships**

Family Partnerships: Both families and community partnerships are integral to the success of Head Start. Families of children participating in the Head Start program will have an in-home assessment of their strengths, needs, and educational and cultural values. The Family Advocates then works with the family on developing a Family Partnership Agreement (FPA). This FPA allows families to articulate their needs and goals for the upcoming year. These FPAs are a valuable means of addressing parents' concerns and helping structure the formation of individual and family goals with timelines and reviews of actions and outcomes.

Family Advocates provide routine in-home follow-up to review the family's progress on their goals and support parents in connecting with the specific services to promote self-sufficiency. Home visits also support family involvement in Head Start activities and their child's education. Special efforts will be made to accommodate non-English speaking children and families by providing interpreters whenever possible to support families in completing applications and making community linkages.

Parents are encouraged and requested to become an integral part of the Head Start experience by contributing to curriculum development, volunteering as storytellers, arts and crafts teachers, and attending meal times. Parent involvement with the children promotes optimal development of a positive parent-child interaction. Parents have information about their child's development that can be expressed to staff when they are working together in the classroom. This involvement helps staff better understand the needs, expectations, and background experiences of the children. Parents can learn to become excellent observers of their children when they work with staff in the program. These observation skills will help parents later advocate for their child's needs outside of the Head Start program. Parent-staff conferences in and outside of the home help parents learn about their child's growth and development, allowing them to use this information in their home environment to help the child meet developmental goals.

When parents attend the classroom, children see their parents as part of their preschool community. Staff model praise and reinforcement skills for the parents. Parents are able to learn what their children learn in the classroom about group dynamics and social competency. Parent-to-parent networks become established when several parents become

involved in the classroom. This parent support network is invaluable for families who can share resources together and create opportunities for expansion of classroom activities into their homes and communities.

Community Partnerships: Child and Family Service Kauai has developed formal and informal networks of contacts and agreements with a wide range of community partners including the Department of Education, WIC, Kauai Rural Health Association, Ho'ola Lahui, HUD housing, Easter Seals Zero-to-Three Program, Queen Liliuokalani Children's Center, Alu Like's Native Hawaiian Family Based Education Services, Hawaiian Housing Authority, Public Health Nursing, and the Department of Human Services. Child and Family Service staff strive to develop a continuum of services for families in our community to foster self-sufficiency and high quality of life for our program participants. Child and Family Service is actively engaged with community professionals individually and in advisory committees in developing a seamless transition from one service area to another for the children, and in supporting the role of parents as advocates for their children to procure the services needed for success.

Kauai Head Start is pleased to have Foster Grandparents in nearly every classroom and to involve them annually in a joint orientation with teaching staff. Their presence in the classroom enhances the family atmosphere appropriate in preschool and offers the valued kupuna a safe and fun environment to express their time and love.

B. QUALITY ASSURANCE AND EVALUATION

Child and Family Service – Commitment to a Responsive and Comprehensive Approach to Performance and Quality Improvement

Child and Family Service is dedicated to providing quality services to the individuals and families served, and to be accountable to those who fund the services. CFS has well established Performance and Quality Improvement (PQI) mechanisms. PQI is an ongoing process that occurs daily as staff members strive to improve the service they provide internally and externally. On a quarterly basis, the organization-wide committees meet to review aggregate data, and program and support staff review their outcome data, identify their strengths, discuss compliance issues and troubleshoot areas of concern.

The PQI structure is overseen by the Quality Assurance and Training Department and PQI Committee. The committee receives and evaluates reports from the PQI Subcommittees, which includes departments and programs, for significant trends, and determines whether services meet pre-determined expectations of quality and outcomes. The PQI Subcommittees include Safety and Risk Management, Outcomes, Internal and External Reports, Case Record Review, Clinical Risk Management, Training, and Fiscal Impact. Systematic evaluation of effectiveness and efficiency of services includes review of incident reports, client complaints and grievances, internal and external monitoring reports, client satisfaction surveys, outcomes, case record/utilization reviews, quarterly performance indicators and program accreditation support reports. Once a quarter the PQI Committee reports to management on

the quality assurance activities, summarizing the important improvement areas identified in their data analysis, and identifying specific training areas needing emphasis. Quarterly the Director of Quality Assurance and Training reports to the Board of Directors a summary of the organization's strengths and areas for improvement.

Recent improvements in the PQI process include:

- Development of a Cultural Diversity Task Force to strengthen cultural competency and develop awareness and an appreciation of cultural diversity. The task force is responsible for: ensuring compliance with the national standards on Culturally and Linguistically Appropriate Services in Health Care (CLAS), providing recommendations on cultural trainings and facilitating cultural events for the organization.
- Clinical Coordinators provide support and guidance to program management to ensure accreditation readiness, contract compliance, and use of best practices. The Clinical Coordinators conduct a review of client records, fiscal audits, clinical supervision notes, and program policies and procedures. The Clinical Coordinators conduct statewide meetings with programs to ensure continuity of services CFS provides. The Clinical Coordinators have developed a comprehensive chart compliance checklist to evaluate the program, identify areas of strengths and opportunities for improvement. To ensure accreditation readiness, the Clinical Coordinators maintain a program specific COA work plans which identify all program related standards and evidence to meet the requirements.
- Development of a Clinical Risk Management (CRM) committee to evaluate and monitor organizational practices that involve client risk or limit freedom of choice, issues related to medications, manual restraints, and research involving clients. The CRM committee reviews incident reports on a quarterly basis to identify clients with three or more level one incidents (liability or life threatening incidents) and provides feedback to the program. The CRM committee reviewed two curriculums Crisis Prevention Institute (CPI) and Professional Assault Crisis Training (Pro-Act) and identified specific programs that require this type of training based on best practice.
- Development of the Internal/External Committee to monitor programs' compliance with federal, state, county, contract and accreditation standards. As needed, the committee meets to review external or internal monitoring, discuss findings, and implement a plan of action.
- Development of the Clinical Training Task Force to identify training needs for clinical staff. The task force has surveyed staff and has identified specific training needs. Future trainings to meet staff needs are being planned.
- The Quality Assurance and Training Department is conducting quarterly trainings in the organization-wide COA required trainings. These trainings are geared for direct service staff and supervisors. The trainings cover documentation, client advocacy, therapeutic

rapport, special needs, child abuse and neglect, needs of individuals and families in crisis, communication barriers and public assistance.

Details of the Performance and Quality Improvement Policy including a flow chart of the PQI committee structure is attached to this proposal.

As part of the PQI process, programs are asked to identify how they monitor, measure and collect data on outputs and outcomes. Each program completes the Quarterly Manager's Report (QMR) that identifies quality indicators which include:

- Client outcomes
- Case record reviews
- Utilization review
- Client satisfaction
- Referral source satisfaction
- Client grievance
- Supervision
- Training
- Accomplishments and strengths
- Progress on any Action plans

The data gathered for this report is reviewed by the supervisor during regular staff meetings. The trends identified are discussed and an action plan is developed. This process allows all staff to participate in the PQI process and provides accountability that the expected outcome is achieved. (The Quarterly Manager's Report form for programs is attached to this proposal)

The QMR allows programs to identify and resolve problems, make improvements to the program, and identify staff roles and responsibilities.

The Head Start Program

The Head Start program employs a series of measurement surveys throughout the school year to assess the student's educational, health and physical development. Within the first forty-five days of the program, base line data on the child is obtained in each of these areas. Mid and end of year screenings are also conducted to measure the child's progress. Screening reports on both aggregate classroom and individual data is reviewed with the teachers and classroom plans are adjusted to reflect areas that need to be strengthened.

Parents are also visited at the beginning of the program and develop an individualized family plan with the Head Start staff. These plans often include educational, economic, housing or parenting goals. The family's progress on these goals is reviewed at regular intervals throughout the school year. Data gathered from these measurements is used to determine our progress in meeting DHHS and OCS contract goals.

If the individual screenings or reviews indicate that the child needs additional help to meet age appropriate developmental milestones, a more in depth assessment is provided and if appropriate an individual educational plan is written together with the parents, teacher and involved specialists. These individual plans are reviewed and revised as necessary at regular intervals during the year.

Other formal mechanisms used include Stakeholder Satisfaction Surveys, Client Satisfaction Surveys, Annual Program Self Assessment and Community Assessment surveys. These focus on program quality, service needs and service coordination.

- Satisfaction Surveys are sent to collateral provider agencies and community resources such as the Department of Education, Healthy Start, Easter Seals, Good Beginnings, Public Health Nursing and WIC.
- Client Satisfaction surveys are sent out to all parents in January and again at the end of the school year.
- Annual Self-Assessment is conducted by staff with support of the Policy Council to determine program strengths and areas for growth with completion date and progress notes.
- Annual Community Assessment is conducted by staff, members of the Policy Council and representatives of community organizations. This assessment addresses community resources and needs.

The staff and the Head Start Policy Council members are apprised of program concerns and achievements found in these assessments. This facilitates immediate buy-in, feedback and decision-making regarding service delivery. The finished assessments and their resulting improvements plans or new program goals are shared with staff, Policy Council and the CFS Board of Directors.

The Head Start program regularly collects data on all Head Start family and child health, social and child development requirements. The data is continuously updated in the Child Plus system and monthly reports are shared with staff so they can follow-up with families and children where indicated. The program participates in the pre and post assessment of the 4 year old students through the Head Start National Reporting System. Overall statistics on the compliance of the program with Head Start requirements is reported through the annual Program Information Report (PIR).

The proposed Head Start expansion will follow Head Start program standards, licensing requirements and general CFS quality assurance policies and procedures.

QA Monitoring of Service Delivery

Child and Family Service has implemented several quality assurance and evaluation processes in order to monitor the quality of our service delivery on a regular and comprehensive basis.

A program specific chart compliance checklist that incorporates contract, COA standards, and CFS requirements has been developed and is used by the Clinical Coordinator to review the program for quality of service delivery and compliance to standards. In order to complete the checklist, the Clinical Coordinator reviews the program procedures, client charts, other documentation as needed, and interviews program staff. Once the chart compliance checklist is completed, the Clinical Coordinator uses the information to write a narrative of findings, which includes strengths, areas in need of improvement, recommendations, and timelines. A corrective action plan is generated which details deficient areas, tasks to be completed, and timelines. The completed checklist, narrative of findings and a corrective action plan is sent to the Head Start Director, the Kauai Neighbor Island Administrator and the CFS management for review. The Clinical Coordinator provides follow up on the program's corrective action plan to monitor the task completion by the designated timeline. The Clinical Coordinator completes a program review no more than quarterly and no less than every six months.

CFS management also conducts program specific meetings to problem solve contract and/or COA concerns. The purpose of these procedures is to maintain the program's quality of service delivery by disseminating consistent information; timely follow up on projects assigned; on-going review of compliance to contract and COA requirements; monitoring implementation of revised CFS Administrative Policies and Procedures; and identifying service gaps. These meetings are held according to the needs and compliance status of each program, which can range from once a month, quarterly to every six months.

When necessary, the CFS Clinical Coordinator will participate with staff in the development, implementation and monitoring of a program's Quality Improvement Plan (QIP). This plan identifies areas of improvement utilizing the following information:

- Case record findings from peer review
- Chart review findings
- Productivity reports
- External monitoring review reports
- Internal monitoring review reports
- Client satisfaction surveys
- Staff feedback

The Kauai Neighbor Island Administrator and Head Start Director review the QIP monthly with their staff. The Clinical Coordinator provides technical assistance to the program to monitor completion of any items on the QIP. See attached Program Specific Chart Compliance Checklist.

C. PROGRAM DESIGN AND MANAGEMENT REQUIREMENTS

The Program Design and Management component includes Program Governance, Management Systems and Procedures, Human Resources Management, and Facilities,

Materials, and Equipment. These components are described within the Head Start Program Policies and Procedures or within the larger CFS Policies and Procedures.

Program Governance: Child and Family Service Kauai Head Start has an established Policy Council comprised of parents from each center, all program options and community representatives. A formal structure of shared governance allows parents direct contact with information necessary to maintain effective program standards and address areas of concerns. The Child and Family Service Board of Directors supports the Head Start Policy Council's ability and right for shared governance. A member of the Head Start Policy Council is also a member of the CFS Board of Directors. This ensures that communication between Board, Council and staff occurs in a timely and systematic way so that each party is apprised of program development, concerns, and achievements.

Management Systems and Procedures: Child and Family Service Kauai Head Start operates with management systems and procedures for record keeping, communication, data collection and reporting structures to provide monitoring of ongoing program effectiveness. Child and Family Service uses the Head Start Family Information System (HFSIS) to collect data and track information by computer for management of Head Start data. An annual Community Assessment and program self-assessment is conducted jointly among Policy Council and staff using the PRISM monitoring tools from ACF. Planning and goal setting accompanies these annual assessments for program improvements. These annual assessments allow the Policy Council and staff to better serve families in the program, and to fine-tune selection and recruitment activities.

Human Resources Management: The Program has written position descriptions and procedures for recruitment, selection, and training for qualified staff that help build dynamic and well-rounded teams to work with children and families. Procedures for clear communication and lines of authority are established along with guidelines and clear statements of responsibility for job functioning. Annual performance reviews specify areas of strength and needs for improvement for individual staff. Professional Development Plans for each staff keep commitments to growth and skills improvement among staff from managers to teachers. Supervision procedures have been developed to maintain quality delivery of services and provide for systematic ongoing monitoring of staff.

Facilities, Materials, and Equipment: Child and Family Service Head Start's classrooms are well designed and equipped with developmentally appropriate learning materials and playground structures to support development of children ages three to five. Accommodations for children with disabilities are made for each center as needed. Teachers review materials and new information annually to update resources for children in the classroom. Centers incorporate learning stations designed to stimulate conversation, thought, and action by individual and groups of children. Teachers enhance learning stations with literacy, numeric, and phonemic awareness activities/materials.

D. ANTICIPATED OUTCOMES AND PERFORMANCE MEASURES

Child and Family Service Kauai Head Start staff will implement program services listed above to achieve the following outcomes with the proposed additional funding:

Performance Output and Outcomes

	FY 08-09
Total Enrollment :	
Children	27
Families	27
Pregnant	N/A
Enrollment of Children by Program Option:	
Full Day	20
Part Day	7
Children Who Received Physical Examinations:	27
Children Who Received Medical Treatment	3
Children Completed Dental Exams	24
Children Received Dental Treatment	7
Children with Up-To-Date, or All Immunizations	27
Children with Health Insurance	27
Children Professionally Diagnosed with Disability	3
Children with Disability who received Services	3
Children with Mental Health Problems	1
Children Who Received Mental Health Services	1
Children Who Dropped Out	2
Families Who Participated in a Goal Setting Process Leading to Individualized Family Partnership Agreement	25
Parents/Guardians Who Received Job Training/School Services	2
Total Parents/Guardians Employed	20

All parents will be provided information through the Parent Resource Directory, containing 26 categories of community services and resources such as: medical insurance for uninsured family members, adequate housing or financial assistance with housing, dental, medical, and mental health care services, educational or vocational training resources and/or nutritional programs.

Data supporting the Performance Output and Outcomes is routinely collected in our HSFIS database and reported on annually in the Head Start Program Information Report (PIR).

E. PROGRAM AND FISCAL REPORTING

All Head Start program information is entered into the Head Start Child Plus Information System on a regular basis. This includes demographics, health, educational outcomes, attendance and family partnership information. Reports can be easily accessed to provide

timely and accurate information for the Quarterly Activity Reports, the additional Program Performance reporting requirements and other information requests, as needed.

The Child and Family Service Fiscal department provides monthly program expenditure reports to each Program Director. The Head Start Director and the Kauai Neighbor Island Administrator review the expenditure report and compares the line items to projected amounts. These expenditure reports are also shared with the policy council at their meetings. Those programs that show variances of over 10% between the projected amount and the Year-to-Date expenditure total writes an explanation for the variance to the Director of Program Services and, if necessary, creates a corrective action plan to bring spending into line with the budget.

Section III FINANCIAL

A. PRICING STRUCTURE

Child and Family Service complies with chapter 103F, HRS Cost Principles for Purchases of Health and Human Services.

Method of Payment-The method of payment is cost reimbursement. The proposed budget is attached to the proposal.

Quarterly Funding Requirements

The anticipated quarterly funding requirements for the fiscal year 2008-2009 are as follows:

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$17,857.00	\$17,857.00	\$17,857.00	\$17,857.00	\$71,428.00

Key Assumptions in Budget Development

The detailed budget assumptions are as follows:

- a. Salaries are based on a market median study to maximize recruitment and retention.
- b. Insurance excluding auto and workers' compensation is allocated across all programs and is budgeted at 0.73% of expenses.
- c. Audit Services are allocated amongst all programs based on their expenses.
- d. General expenses such as supplies, telephone, postage, publication and printing are based on direct program utilization.
- e. Parking/Mileage Reimbursement is based upon the average mileage expenses for proposed staffing pattern at \$0.505 per mile.
- f. Negotiated Federal Indirect Cost Rate - Hawaii Revised Statutes, Chapter 103F allows agencies to use the indirect cost rate approved by the cognizant federal agency. Child and Family Service received approval of a Federally Negotiated Indirect Cost Rate of 22.4% from the Department of Health and Human Services. (The letter indicating the Indirect Rate is attached to this proposal). However, in this proposal, Child and Family Service has decided to charge less than the approved Indirect Rate and instead charge 16.9% for indirect costs. CFS will absorb any indirect costs over 16.9% associated with implementing this proposal through fundraising and development revenues.

B. OTHER FINANCIAL RELATED MATERIALS

1. Accounting System

Each year a certified public accounting firm is engaged to complete a full audit of the Child and Family Service accounting system and financial statements. Each year Child and Family Service receives an unqualified report reflecting the soundness of our accounting system and financial records. The audited financial statement and management letter ending June 30, 2006 was completed by Nishihama & Kishida and are attached to this proposal.

2. Need for Funding

The Department of Health and Human Service provides funding for half day Head Start programs. Additional funding is necessary to increase staffing and other operating costs to extend to a full day program and to provide additional services over the 147 children funded through the Department of Human Services award. Several of the Head Start centers on Kauai regularly have waiting lists and eligible Head Start children and families go unserved because of a lack of funds.

3. Cost Effectiveness

The extended full-day and June "summer" program option is very cost effective because it provides full day child care services to low income families by building on the infrastructure already in place with the half day Head Start programs. In addition, placing additional children within existing Head Start centers is very cost effective given the additional funds to support personnel and student specific operational costs.

Section IV EXPERIENCE AND CAPABILITY

A. NECESSARY SKILLS AND EXPERIENCE

Head Start Program - Demonstrated Skills, Abilities and Knowledge

Child and Family Service has provided services to the families on Kauai since 1982. In those 25 years, the office has grown from one small family support program to eighteen programs and a staff of over 70 full and part-time professionals and paraprofessionals. Child and Family Service was awarded the Kauai Head Start contract in July 2000. The program fit well into the continuum of services Child and Family Service was already providing to Kauai's families with young children. Child and Family Service maintains a strong reputation on Kauai for its broad array of services to families. It is widely recognized for providing strong, culturally competent home visiting programs for parents with children 0-5 and community based family support centers providing "family friendly" parent education, counseling and case management. Parent involvement is encouraged at all levels of program planning, implementation and evaluation.

Backed by administrative, programmatic and fiscal support from the corporate office on Oahu, Child and Family Service was able to open the Kauai Head Start classrooms in August 2000 within three months of being notified of the contract award. In May of 2002, the Head Start program on Kauai received and passed its first federal monitoring under Child and Family Service administration. Kauai Head Start continued to strengthen its classroom curriculum, provide professional development opportunities for teaching staff, strengthen the relationship with the Department of Education and enhance services for children with special needs. In March 2006, the Kauai Head Start centers were again found by the Region IX program monitors to be in full compliance with all Head Start Program Standards.

The Head Start staff are active in the Kauai Early Childhood Education professional community and the Hawaii Head Start Association. These partnerships help staff maintain up-to-date knowledge of professional development opportunities as well as strengthen the network of services that support Kauai's young families. In addition, the broad range of family support services provided by Child and Family Service on Kauai make it even easier for Head Start staff to assist families. Families can be referred to on-going parent education classes at the family centers; receive additional parenting support for older children through the HomeReach program; or pregnant mothers and families with infants needing additional services can receive support through the Healthy Start and/or Baby S.A.F.E. programs.

In the Head Start program parents receive quality child care services that allow them to work or attend school and pursue their economic and education goals. The children and parents are provided Head Start services by well trained and experienced staff with strong administrative support. Through the Head Start staff, the expansion families will be well connected to a wide range of family support services within Child and Family Service as well as the broader Kauai community.

Seven Years of Experience in Head Start Services

In June 2007, Child and Family Service completed its seventh year of providing Head Start services on Kauai. The Kauai Head Start program has nine classroom sites across the island. The program currently has three full day programs supported through funding from the Office of Community Services and one full day program supported through donations and private fees. The proposed services would provide Head Start services to an additional 7 eligible families as well as expanding services through the day and through June for another 20 children. The placement of centers across the island allows families to receive services in their own community or near their jobs or training programs.

As noted above Child and Family Service has a long history of providing quality services to Hawaii's families. Working with Kauai's families for 25 years has given the Child and Family Service staff administrative and community experiences that facilitated the successful start up of the Head Start program in 2000. The community was very supportive and we were able to set up classrooms on local church property, at elementary schools and in a low income housing apartment complex. Because of the strong relationship Child and Family Service had built over the years with the Department of Health, DOE, Easter Seals and other community organizations, these partners readily extend their help and regularly refer families to Head Start.

The Kauai Head Start staff have a deep understanding of the Head Start program: its philosophy, goals and program standards. Many of the staff worked in Head Start programs before coming to Child and Family Service. In addition, a third of the staff are former Head Start parents. This balance of staff with extensive Head Start experience as teachers and parents and staff from other early childhood education programs allows Head Start to grow and expand while staying true to the Head Start model. Child and Family Service provides staff with regular supervision and ongoing training to maintain best practice in all aspects of the Head Start program. Administrative and program staff also attend specific Head Start sponsored training to make certain that we continue to comply with program performance standards. Child and Family Service has contracted with OCS to provide expanded day programs on Kauai since 2000. The program has consistently met or exceeded annual contract performance outcomes.

Child and Family Service as an Organization

A detailed description about Child and Family Service and its Continuum of Care is attached to this proposal.

Projects and Contracts Pertinent to the Proposed Services

The DHHS contract for Head Start services supports the main Head Start program on Kauai. The contract requires adherence to the Performance Standards and provides an on-site federal monitoring every three years. Kauai Head Start received and passed its first review under Child and Family Service in 2002, was reviewed again in 2005 and received a report March 2006 confirming that the program met all performance standards. The program is expecting to be monitored again in 2008.

Child and Family Service has provided the Healthy Start Early Identification and Home Visiting services on Kauai for over 15 years. The program is monitored annually and has an extensive list of program goals and objectives that are reviewed by the funder at the end of each year. Staff working in the Healthy Start program receive extensive training in early childhood development which is often shared with the other programs at staff in-service meetings. Many families transition from the Healthy Start program to Head Start services as their children reach 3 years.

The Baby S.A.F.E. and HomeReach programs bring additional services and skills to the Child and Family Service office. Head Start staff gain increased awareness of the impact of substance abuse on Kauai families as well as learn how to teach intensive parenting skills from the staff in these two programs. Below is a list of pertinent past and present contract experience relevant to the Kauai Head Start Extended-day program.

Contract Name	Service Period	Description	Contractor
Child Care Services for Head Start Parents	2000 to present	Full day child care services for low income parents who are working, seeking employment or in school	Office of Community Services/Department of Labor and Industrial Relations Dawn Hiramawa (808)586-8675 830 Punchbowl Street, Rm. 420 Honolulu, HI 96813
Early Head Start and Head Start Program	11/06 through 12/07	Expansion of Head Start services on Kauai	Office of Community Services/Department of Labor and Industrial Relations Dawn Hiramawa (808)586-8675 830 Punchbowl Street, Rm. 420 Honolulu, HI 96813
Head Start Program	2000 to present	Comprehensive services designed to advance social competencies and school readiness in young children of low-income families	ACF/DHHS Jan Len (415) 437-8481 90-7 th Street, 9 th Floor San Francisco, CA 94103
Pre/Plus Services	2007-present	Pre/Plus Preschool services at Kilauea Elementary School for families at or below 200% of poverty	Department of Human Services Benefit, Benefit and Support Services Division Marja Leivo 820 Mililani Street, Suite 606 Honolulu, Hawaii 96813
Healthy Start Early Identification	1989 to present	Systematic screening and assessment of overburdened families of	DOH/MCHB Cindy Hirai (808) 733-4182

Contract Name	Service Period	Description	Contractor
		newborns, or prenatal women	Department of Health Maternal & Child Health Branch 741-A Sunset Avenue Honolulu, HI 96816
Healthy Start Home Visiting	1989 to present	Family outreach and home visits for the prevention of child abuse and neglect/ infants through age 5 years	DOH/MCHB Cindy Hirai (808) 733-4182 Department of Health Maternal & Child Health Branch 741-A Sunset Avenue Honolulu, HI 96816
Baby S.A.F.E.	2000 to present	Family outreach for parenting and pregnant women who are using substances and need referral to substance abuse treatment programs	DOH/ADAD Terri Nakano (808) 692-7506 Alcohol and Drug Abuse Division Department of Health 601 Kamokila Blvd., Rm. 360 Kapolei, HI 96707
Family Centers	1996 to present	Community based family support service centers (case management, counseling, parenting, clothing and food distribution) for at risk families	Department of Human Services Jeanne Reinhart 810 Richard Street Ste. 400 Honolulu, Hawaii 96813

Community Input and Satisfaction

Through participation in community committees and coalitions, CFS gains insight into community needs, gaps in services and family and community satisfaction with existing services. Families are also given frequent opportunities to express their opinions, satisfaction level, concerns, and questions. CFS administers satisfaction surveys to families using our services and referral sources to obtain feedback on service coordination, as well as other quality measures. The Kauai Neighbor Island Administrator and Head Start Director review survey results with the Policy Council and program staff. If indicated, procedures are revised to appropriately address service coordination issues. The CFS Director of Quality Assurance and Training reviews the satisfaction surveys to identify organization wide service issues and to establish training priorities

B. FACILITIES

Child and Family Service maintains facilities throughout the State which are equipped and appropriately furnished to deliver the full range of services.

Head Start Program Facilities

Kauai Head Start Centers are equipped with state-of-the-art learning materials and age appropriate playground facilities. Continuous maintenance and upgrading are built into service provision. All of the Head Start centers offer child appropriate materials and resources with learning stations for discovery and stimulation of new developmental skills and have quality outdoor playground equipment. Staff have technical supports needed to deliver immediate and appropriate information to students and families, such as copier machines, faxes, phones and computers on site.

The additional Head Start students will be placed in the centers nearest to their homes or parents' workplace. The expansion full day and June summer program will be in Lihue where we have the highest population of working families. The Lihue Hale Malie Head Start Center has two classrooms with a large fenced playground. Their playground renovation and new playground equipment will be completed by Spring 2008 and will be fully ADA accessible. Although it is a new center for Head Start (opened July 2007), it has been a preschool facility for many years and is centrally located on a main street in Lihue. This location is very accessible for parents who are working in Lihue or attending classes at Kauai Community College which is less than 5 miles away.

Child and Family Service is Accessible Statewide

Headquarters: The corporate office is located at 91-1841 Fort Weaver Road, Ewa Beach, Hawaii. Child and Family Service maintains 35 other sites throughout the State, on the islands of Hawaii, Kauai, Maui, Molokai, and Oahu.

ADA Accessibility: Most of the Child and Family Service sites meet accessibility requirements of the Americans with Disabilities Act (ADA). While Child and Family Service is in the process of ensuring that all its sites are accessible, alternative arrangements are provided for those for whom it is needed.

Communication Accessibility: CFS maintains a wide area network to provide data connection between its nine major sites on five islands using frame relay technology. Currently 19 additional sites, as well as home and mobile users are connected either through remote dial-in or Internet access. Staff members are equipped with desktop or laptop computers furnished with current technology. The major application systems already in place include a windows-based accounting system, applicant tracking system, a statewide correspondence tracking and records management system, a human resources/personnel system, a time and attendance system, and a client tracking system.

The organization is well equipped and resources are shared throughout. Resources include:

- Video monitors, VCRs and DVDs for showing educational materials.
- An extensive library of print and electronic material covering topics such as Head Start parent participation, parenting skills, self-esteem, family systems, and family preservation.

- Videoconferencing capability is available at the Vineyard and Ewa sites on Oahu and at each neighbor island office. This facilitates communication between sites and creates more opportunities for training.

Section V
PROJECT ORGANIZATION AND STAFFING

A. PROPOSED STAFFING, STAFF QUALIFICATIONS, SUPERVISION AND TRAINING

1. Proposed Staffing

Child and Family Service Kauai Head Start proposes to support its additional students and expanded full day center by using OCS funds to fund a half-time Family Advocate position and additional Head Teacher and Classroom aide hours for our existing staff. Two relief Teachers (0.25 FTE), Classroom Aides (0.25) and a Relief Aide (0.125 FTE) will be scheduled to maintain optimum staffing to provide quality care throughout the day. The extended full-day program operates between 7:30 a.m. until 4:30 p.m. including one half-hour set up and clean up. A foster grand parent is also assigned to this classroom and parents provide additional adult supervision on a daily basis.

The Head Teachers and Classroom Aides in the full day programs work 40 hours per week, with a cross over of 3 hours daily with teacher qualified relief staff and one hour with Classroom aide support. Teachers have time to accommodate preparation of materials and lesson plans, coordinate USDA and attendance tallies, and other areas of team service delivery systems such as data collection, reporting and outcomes monitoring. Teacher-to-Teacher conferencing occurs daily on events in the classroom and status of children and families in the center to support a smooth continuum of care for children throughout the day. Service integration is also achieved via monthly Teacher-Family Advocate meetings and bi-annual team conferencing, which includes Teachers, Area Specialists, Family Advocates and, if necessary, special needs professionals.

The teaching staff receive direct supervision from the Education Manager. The program receives oversight from the Head Start Director, Kauai Neighbor Island Administrator and the CFS Director of Program Services. The Director of Program Services provides coordination for program implementation, fiscal, and quality concerns. The Vice President of Programs supervises the Kauai Neighbor Island Administrator. Percentages of the VP, Neighbor Island Administrator, Head Start Director, and Education Manager's time are not being allocated to this Head Start expansion request.

Kauai Head Start is sufficiently staffed to maintain teacher to student ratios in compliance with Hawaii licensing requirements and Head Start program standards. The Family Advocate provides assessment and support to the parents so that they can create and implement family goals to improve the economic, health, career, housing and/or educational status of the family. Direct service and supervisory time supports the viability of the proposed program and an administrative infrastructure needed to support the wide range of comprehensive daily operations and timely delivery of services.

Calculated Client/Staff Ratio and Caseload Capacity

Staffing and personnel management meet the requirements of 45CFR Part 1304.52, State labor laws and Department of Human Services (DHS) licensing regulations. The Head Start Performance Standards state that any Head Start classroom must have a qualified Head Teacher and an Aide present, regardless of the number of children. All Kauai Head Start centers are licensed for between 18 and 20 children per classroom. Classroom teacher/ student ratios will be met throughout the day at all Head Start programs. Caseload for the Family Advocates runs approximately 50 families per advocate.

Protecting the Privacy and Rights of Youth and Family

Child and Family Service employees follow applicable state and federal laws in obtaining and release of client information. Child and Family Service's policy regarding Client Rights and Confidentiality Procedures are attached.

2. Staff Qualifications

Qualified and Experienced Service Team. The following staff positions make up the Extended-day program team:

Director of Program Services: The Director of Program Services (DPS) has management authority of the contract, with primary oversight responsibility for Child and Family Service early childhood and children's services statewide. This individual is a member of the organization's senior management team. The DPS also works with Head Start Director to implement and develop performance-based measurement; provides input to the Vice President of Programs on programmatic issues; and participates in Committees and Task Forces throughout CFS to encourage program improvement.

Head Start Director: Develops, establishes, implements and monitors program objectives; maintains and/or improves quality of services; identifies program needs, makes recommendations and carries out needed actions; oversees staff recruitment process; and monitors contract requirements so that deadlines are met. Provides direct program management, coordination of program components, and integration of the program into existing available community resources. Supervises Area Specialists and Family Advocates. Provides leadership and works closely with the parent Policy Council and the shared governance mandates.

Family Advocate: Supports the family involvement standards of the Head Start program. Develops and oversees the individual family plan and provides support, case management and advocacy to participating parents.

Head Teacher: Responsible for establishing a nurturing and challenging classroom environment for young children; reaching both individual child and the group; utilizes principles of child growth and development in teaching curriculum keeping the educational and emotional well being of the youth and families priority; integrates children with special needs into group activities; develops lesson plans, maintains

adequate student records, creates developmentally appropriate activities, and arranges/attends parent meetings; maintains strong communications with parents and staff; maintains safety and a hygienic classroom; maintains confidentiality at all times. Relief Head Teachers have the same capabilities and responsibilities as the regular Head Teachers.

Classroom Aide: Assists Head Teacher with all aspects of classroom operations; assists with attendance, snack preparation, USDA meal documentation; assists with individual direction of students who require assistance in any activity, in managing small groups of children both in and outdoors; performs some clerical duties; helps organize and clean classroom and supplies; attends trainings as specified for teaching staff.

Key Personnel Exceed Minimum Qualifications

The Kauai CFS staff are highly qualified to provide quality Head Start child care services. CFS has been providing the Head Start services on Kauai through both center and home based options since 2000. Several of our current staff had Head Start experience prior to their employment with Child and Family Service and 8 of our Head Start staff members were former Head Start parents.

- The Director of Program Services has management oversight of all Child and Family Service early childhood and children's services contracts. The DPS has a Master's degree and extensive experience in human services direct service, supervision and administration.
- The Head Start Director has the daily responsibility for the implementation of the Head Start services. The Kauai Head Start Director has a Master's Degree and extensive experience in administrative and direct service positions. He has been the Kauai Head Start director since 2006.
- Eight of the Head Teachers in the Kauai Head Start program have an A.S. Degree in Early Childhood Education. The other Head Teacher has a CDA certificate and many years experience as a pre school teacher.
- The Classroom Aides in the program have at a minimum a High School degree and experience working with children. Several of our current Classroom Aides also have educational courses in early childhood education and are working towards their As degree in Early Childhood Education has been with Head Start on Kauai for three years, is currently studying early childhood education at KCC and was a Head Start parent.
- The Relief Teachers and Classroom aides as well as substitutes are required to meet the same education and experience standards.
- The Family Advocate has eight years experience as a Head Stat Family Advocate.

The job descriptions for these positions for key personnel are included in the attachment section.

CFS Recruitment and Retention of Qualified Staff

CFS has established a number of mechanisms to promote recruitment and retention of qualified staff. An Employer of Choice committee was established to develop programs

to promote employee retention and recognition. Several initiatives have been implemented including the staff recognition fund, longevity and continuous service awards, employee referral program, and tuition reimbursement. CFS continues to adjust pay rates according to the market median and has made changes to its benefits package. New initiatives for the coming year will include developing a career path for staff, offering increased opportunities for training and skill development, identifying and strengthening supervisory competencies that promote retention, and offering incentives to staff who achieve excellence (providing quality services to clients, meeting timelines and performance outcomes, and maintaining productivity).

3. Supervision and Training

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

Staff providing direct service in Kauai Head Start receive extensive training in the first quarter of employment and annually thereafter on the service model. Regular supervision is used to maintain the program quality and compliance with the service model. The Supervisor, in individual and group sessions, reviews staff performance and adherence to program standards and supports staff growth and development.

The Education Manager provides two weeks of in-service training to teachers before school starts and monthly teacher in-service meetings. In addition, teachers receive monthly individual supervision at the program site. Using information gathered from regular child observations, case record reviews and child development outcomes, the Education Manager helps the teacher individualize the curriculum to the address the needs of each child in the classroom and create engaging and developmentally appropriate learning activities. The Education Manager also reviews lesson plans and daily observational notes for compliance with performance standards. Additional time is set aside to meet with the Head Teacher, Relief Teacher and the Classroom Aide to facilitate communication and planning in the classroom. The Education Manager meets individually with teachers in the home based or family care home options.

The Head Start Director provides individual supervision for the Education Manager once every other week and group supervision together with the other Head Start Specialists every week. At the group supervision, program issues are discussed, problems addressed and, if necessary, corrective action plans created. During the individual sessions, the Head Start Director provides guidance and direction to the Education Manager with individual staffing issues and facilitating performance improvement.

The Kauai Neighbor Island Administrator meets weekly with the Head Start Director to review the program's progress towards Head Start and OCS contract performance goals and review any budget variances.

Focus on Supervision Organization Wide

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

To promote excellence in supervision, CFS provides extensive supervisory training. New supervisors receive an 8 hour supervisory orientation. Within the first year of employment, supervisors attend training sessions in human resources, fiscal, and administration. In addition, Child and Family Service requires all supervisors to attend a clinical supervision training module. This module covers topics such as assessing staff strengths, defining supervisory styles, core components of supervision, and understanding the dynamics of change.

Training – Enhancing Skills and Knowledge

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

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

Orientation to the Program and the Organization

Child and Family Service provides orientation for the program and the organization. The Head Start program provides orientation before teachers enter the classroom. Child and Family Service requires new hires to attend an organization orientation within 30 days of employment. The new hire orientation and a supervisor orientation are offered on a monthly basis. The table below highlights some of the topics covered in these orientations. The list is not exhaustive and training content does vary depending on staff needs and pertinent issues that may arise within the school year.

Program Specific –Pre-service training or within 30 days	Organization – within 30 days of employment
Goals and underlying philosophy of Head Start	Mission and goals of Child and Family Service

Program Specific –Pre-service training or within 30 days	Organization – within 30 days of employment
Methods for identifying and reporting child abuse and neglect	Organization structure and overview, including communication plan and strategic planning
Head Start Performance Standards	Continuous Quality Improvement process
Methods for planning for the successful transition to and from Head Start	Safety program and purpose, including worker's compensation overview
Disaster Preparedness, 1 st Aid and child CPR	CFS communication plan
Program policies and procedures including standards of conduct	Information technology, including computer network access and usage
Special Needs/IEP issues, advocacy, ADA	Overview of behavior management policy, State and federal laws on confidentiality including HIPAA
Selected health topics such as asthma, allergies, seizures, medication administration, blood borne pathogens, USDA/food safety, universal precautions, mental health	Overview of philosophy of person and family centered services, cultural diversity, client participation in planning and delivery of services, strength based client assessment and services, collaboration with other agencies/partners
Team building; working with families	Client rights and responsibilities, client grievances and complaints process and client satisfaction

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

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

Topics in the supervisory orientation include organization overview and structure, staff management, financial management, program development, risk management, and a communication overview. Supervisors are provided with the procedures and tools for each of these processes.

Ongoing Training

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

Training topics for ongoing training include:

- Awareness of available referral resources in the community

- Program outcomes development and measurement
- Special Needs/IEP issues, advocacy, ADA
- Child Development/emergent curriculum/early literacy, child outcomes
- Selected safety topics such as fire extinguisher/safety, lifting and carrying, First Aide/CPR, vision training, etc
- Substance use and abuse
- Case management/ collaboration/ coordination
- Professional boundaries
- Selected health topics such as asthma, allergies, seizures, medication administration, blood borne pathogens, USDA/food safety, universal precautions, mental health.
- Team building
- Working with Families

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

Head Start staff receive monthly in-service training on curriculum and developmentally appropriate learning theory, assessments and outcomes, parenting issues, communication skills, special needs issues, positive discipline in the classroom (working with challenging behaviors) and policies and procedures. Staff also receive information on a variety of selected topics through participation in classes, workshops, individualized mentoring and Head Start sponsored specialized trainings.

Additionally, Kauai Head Start staff receives annual training through consultants who specialize in Head Start issues and Federal program standards. Specific areas of focus over recent years have included health services systems, governance, parent involvement, curriculum development and the Head Start Family Information System (HSFIS) data system. The benefits of this training are many, especially since it is tailor made to individual program needs and delivered by experts in Head Start.

Videoconferencing

In August 2003, Child and Family Service launched the *Mehana Project*, a videoconferencing initiative that provides videoconferencing capability to CFS sites on Oahu, Kauai, Maui, Hilo and Kona. Child and Family Service was able to secure funding from private foundations to implement this project. Since our equipment was connected, 8,636 employees and non-employees (duplicate count for multiple training sessions) have enjoyed the benefits of the videoconference technology.

Videoconferencing is an innovative and cost effective way to meet agency and community training needs throughout the State. It is also a significant tool in providing "Best Practice" services and clinical service delivery training to CFS staff and others in

the non-profit community. Some of the ways CFS utilizes videoconferencing technology include:

- Standardized training modules. In order to provide quality training, there is a need for standardization in course content, instructor delivery, visual aids and distributed materials (handouts). CFS has developed training modules that are presented statewide via videoconferencing. The training modules include the following subject matter: substance abuse, child abuse and neglect, positive behavior supports, engaging challenging families, and medication management.
- Staff case-conferencing of complex family issues. Staff located at remote sites can work together to discuss issues and accomplish goals for families and children in treatment. This level of case-conferencing is applicable to any clinical issue, but is especially helpful for programs requiring specific clinical expertise.
- Best practice discussions at the program level. Regular opportunities will be provided for program standardization for similar services on different islands. Technology creates the opportunity to share common and unique approaches among geographically defined programs, discussing clinical care pathways (what works best for certain types of clients), and discussing emerging trends.
- Training opportunities for staff at the national and international level. Provides new opportunities to bring Mainland and global expertise to Hawaii's Human Service industry.

Community Education

CFS has provided several educational opportunities for mental health professionals and human service workers statewide. Community training has included issue specific as well as best practices focused trainings. These opportunities have been very successful and attracted the participation of numerous human services professionals outside CFS, including many that flew in from the neighbor islands.

CFS provided these trainings as a community service, providing in-kind labor and securing additional private funding in order to keep tuition reasonable. Approximately 70 percent of participants in these trainings were from agencies outside CFS, and of those, 10-20 percent were from the neighbor islands. Participation in the training events has ranged from 70 to 300 participants.

CFS is committed to providing additional educational opportunities for the community.

B. ORGANIZATION CHART

The basis of the Head Start philosophy is the team approach. A network of support is provided for parents, children, families and staff so that issues, challenges and achievements are a shared experience.

Child and Family Service provides the infrastructure and support to manage programs effectively. This support is provided through a number of mechanisms including direct supervision and guidance from the Vice President of Programs and the Director of

Program Services, the Quality Assurance and Training Departments, the strategic planning process, the CFS communication plan, and senior management.

The organization chart for this specific contract and the organizational charts, including the CFS organizational chart and the Kauai Neighbor Island organizational chart, highlight the supervisory structure. The above referenced charts are attached to this proposal.

Section VI
OTHER

A. LITIGATION

Child and Family Service is a party in the following lawsuits:

- Haldeman, et al. vs. University of Nations Pre-School; The University of Nations; Hawaii County Police Department; Child Protective Services; Department of Human Services; and Child and Family Service, Jointly and Severally
Case No. CV05-00810 DAE KSC, filed in the United States District Court for the District of Hawaii.

Child and Family Service was named in a complaint filed on December 28, 2005 with CFS filing an answer on June 2, 2006. Discovery is ongoing at this time and trial is scheduled to begin July 1, 2008.

- Elizabeth Chaves vs. Child and Family Service; John Does 1-10; Jane Does 1-10; DOE Corporations 1-10; DOE Partnerships 1-10; DOE Non-Profit Organizations 1-10; and DOE Governmental Entities 1-10
Civil No. 07-1-0699-04 SSM, First Circuit Court, State of Hawaii.

Child and Family Service was named in a complaint filed on April 20, 2007 with CFS filing an answer on May 2, 2007. There is no trial date and it is currently assigned to the Court Annexed Arbitration Program (CAAP). An arbitration hearing is scheduled for January 9, 2008.

- C.B., through his next friends, J.B. and R.B., and J.B. and R.B. vs. Child and Family Service and DOE Entities 1-10
Civil No. 07-1-0595-03 KSSA, First Circuit Court, State of Hawaii.

Child and Family Service was named in a complaint filed on April 3, 2007 with CFS filing a Motion to Dismiss Complaint on Nov 29, 2007. Motion is scheduled for hearing at the end of December 2007, before Judge Karen S.S. Ahn. No trial date has been set, pending a ruling on the Motion to Dismiss.

- Ricardo J. Sauque vs. Child and Family Service, Civil No. CV07-00449 DAE LE, EEOC Charge No. 378-2005-00391

Child and Family Service were named in a complaint filed on March 31, 2005 with CFS filing the first of many responses to EEOC on May 31, 2005. Investigation is ongoing at this time and jury trial is scheduled to begin on September 23, 2008 at 9:00am before DAE.

B. LICENSURE AND ACCREDITATION

The Council on Accreditation of Services for Families and Children (COA) has accredited CFS since 1980. The Kauai Head Start program was a part of the COA review in February 2006 and found to be in compliance with all COA program standards. As a member of COA, CFS maintains the highest standards in organization management and program delivery. (See Attached Accreditation Letter.) CFS is also a member of two other national standard-setting organizations, the Child Welfare League of America since 1938 and the Alliance for Children and Families since 1986. Child and Family Service is also a member of the National and Regional Hawaii Head Start Associations. Because of its accreditation status and membership in national organizations, CFS has access to current research and best practice models.

Section VII
ATTACHMENTS

1. Declaration Statement
2. Proposed Budget
3. Performance and Quality Improvement Plan and Flowchart
4. Quarterly Manager's Report
5. Chart Compliance Checklist
6. Federal Indirect Rate Letter
7. Audited Financial Statement Ending June 30, 2006 and Management Report
8. CFS' Continuum of Care
9. CFS Client Rights and Confidentiality Procedure
10. Job Descriptions
11. Organization Charts
12. Letter of Accreditation

Attachment 1
DECLARATION STATEMENT

Attachment 3
**PERFORMANCE AND QUALITY IMPROVEMENT PLAN AND
FLOWCHART**



Administrative Policies & Procedures

Policy: Performance & Quality Improvement

No: QUA - 02

Date/Rev: 1/20/04; 1/1/05; 12/15/05; 4/5/07

COA STANDARDS:

Refer to PQI

OBJECTIVE:

Child and Family Service (CFS) values a well-defined process for assessing and improving its overall performance and for meeting standards that promote quality outcomes. To support the process, CFS develops and implements a written Performance and Quality Improvement (PQI) plan, which is reviewed and updated annually.

SCOPE:

Child and Family Service program and department staff.

RESPONSIBILITY:

All program and department staff are responsible for contributing and implementing the PQI plan. The Director of Quality Assurance and Training is responsible for maintaining this policy.

POLICY:

INTRODUCTION

It is the philosophy of Child and Family Service (CFS) that Performance and Quality Improvement (PQI) is a process involving the active participation of stakeholders from all levels of the organization. To promote this process, the Child and Family Service Performance and Quality Improvement Plan calls for individuals, work teams, and entire programs to take responsibility for identifying potential areas for improvement and working to make improvements happen.

The Performance and Quality Improvement Plan is based on the Child and Family Service vision, mission, values, and strategic goals. It is developed in a collaborative effort by Child and Family Service staff and approved by the Child and Family Service Board of Directors.

Child and Family Service Vision

Generations of healthy people and healthy families ensuring a healthy Hawaii.

Child and Family Service Mission

Strengthening families and fostering the healthy development of children.



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Child and Family Service Values

Child and Family Service values **Integrity**, and believes in a fair and balanced approach to all activities and decisions.

Child and Family Service values **Quality Client Services**, and embraces the principles that promote quality services: client-centered, strengths-based, confidential; solution-focused, and advocating for self-reliance.

Child and Family Service values **Employee Excellence**, recognizes employees as our most valuable assets and strives to cultivate that best characteristics: initiative, enthusiasm, creativity, patience, competence, judgment, compassion, and understanding.

Child and Family Service values **Teamwork and Communication**, and is committed to working as a team and promoting effective communication throughout the organization.

Performance and Quality Improvement Philosophy

Child and Family Service promotes an organizational culture that values teamwork, cooperation, and open communication. These same organizational values are reflected in the PQI Plan, the PQI Steering, and the PQI structure and process. Stakeholders representing the various programmatic and administrative units within Child and Family Service are provided formal and informal opportunities to continuously evaluate and improve Child and Family Service's client services and the organizational systems that support those services.

It is the intent of Child and Family Service to promote the participation of all staff in the PQI process by:

1. Creating and reinforcing expectations about performance and quality improvement throughout the organization.
2. Projecting and exemplifying the mission, expectations, and strategic direction of the organization to external stakeholders and consumers.
3. Setting direction and performance excellence goals through strategic planning.
4. Evaluating the organization's overall performance in relation to established expectations.
5. Recommending changes based on findings from the program performance evaluations.
6. Implementing changes toward enhanced quality of services and the systems supporting those services.



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PQI GOALS AND OBJECTIVES

The overarching goal of the Performance and Quality Improvement process is to continually assess and improve overall performance so as to promote quality service outcomes. To achieve this goal, Child and Family Service has identified the following objectives:

1. Integrating the Child and Family Service Strategic Plan into the PQI process.
2. Delivery of high quality services to all clients.
3. Increased program fiscal responsibility and continued contract compliance.
4. Development and tracking of appropriate client outcomes.
5. Systematic overview of client progress and justification of continued services.
6. Qualifying and training all staff to deliver high quality service.
7. Minimization of risks to clients and staff, thereby improving safety of services and the service environment.
8. Monitoring client records for appropriateness, accuracy, and completeness.
9. Enhancing accessibility to facilities and services for clients with special needs.
10. Adhering to best practices in all service delivery models.
11. Increasing Administrative/Main office support to Neighbor Islands.
12. Strict adherence to clients' rights (*see PRG-08-A Screening and Intake Procedure and PRG-08-A Attachment 3 Client Rights document*).
13. Assuring all client information is handled appropriately with specific attention to issues of privacy and confidentiality (*see PRG-05-A Confidentiality Procedure and PRG-13-C Management and Protection of Private Health Information Procedure*).
14. Effective utilization and analysis of data for PQI related activities.
15. Standardization and centralization of information management in planning, support and evaluation of PQI activities.
16. Identification of program priority areas for short-term planning and support of the organization's Strategic Plan.

PLAN DESCRIPTION

Scope of the PQI Process

The scope of the PQI process encompasses all levels of the organization, employs a variety of methods for the systemic evaluation of the effectiveness and efficiency of services, with regular and ongoing occurrence of activities related to this process.

All Child and Family Service personnel-participate at some level in the PQI process. The Executive Core Team, Board of Directors/Advisory members, and PQI Committee regularly communicate with staff and stakeholders about achievements relative to



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desired outcomes, indicators, and benchmarks or targets. Program and department staff attend quarterly PQI staff meetings during which they review client data that they have compiled using the organization PQI implementation mechanisms. (PQI implementation mechanism descriptions start on page 8). This data is then used to evaluate program and effectiveness. Select program staff participate in the organization-wide PQI Committees along with administrative personnel.

Formal organization-wide committee meetings and data review occurs on a monthly, quarterly and ad hoc basis. All findings and recommendations are reported to the Performance and Quality Improvement Steering Committee quarterly for evaluation and monitoring of the quality of services and the systems supporting those services. Following is a brief descriptive summary of the Committees that report quality improvement findings to the PQI Steering Committee:

The Executive Core Team reviews dashboard items on a quarterly basis which identifies goals for the organization and current status of the agency. The dashboard items include, but are not limited to: financial, procurement, training, human resources, outcomes, worker's compensation, clinical risk management, and development. The dashboard items are updated at a minimum annually or more frequently as needed.

Case Record Review Committee reviews data generated from the programs' quarterly review of client records.

The Internal/External Report Committee meets at least quarterly or more frequently as needed to review client satisfaction and referrals source surveys, client grievances and complaints, monitoring reports from funding sources, reports by licensing bodies, mandatory reporting, and internal reviews of client records.

Program outcome data is reviewed quarterly by the Outcomes Committee. This committee is also responsible for reviewing program outcomes for reasonableness, relevance, ability to measure, and adherence to organization and accreditation standards. The committee will adjust the current outcome model to align with a mission based approach.

The Safety Committee reviews incident, fire drill, and facility safety reports for safety and risk management issues that speak to facility/environmental risks and occupational risks.

The Clinical Risk Management Committee evaluates organizational practices with clients that involve risk or limit freedom of choice, issues related to medications, reviews trend analysis on manual restraints, crisis plans, and research involving clients. The committee may also review specific high risk clients through an interdisciplinary



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approach to assure that service delivery utilizes the least restrictive interventions and adheres to best practice standards.

The Training Committee reviews, guides and provides oversight of staff development and training. The Clinical Training Task Force reports to the Training Committee. The Video Conferencing Sub Committee reports to the Training Committee.

The Cultural Diversity Task Force (CDTF) is responsible for driving the organizational efforts toward cultural competency and developing awareness and an appreciation of cultural diversity.

The Fiscal Impact Committee is an ad hoc committee that was established to examine cross-functional issues that will help guide quality and/or fiscal improvement decisions.

To promote the flow of information and communication in all directions and among all organization staff, Child and Family Service utilizes a comprehensive internal communications program (see *ADM-08 Communication Plan Policy*). The Communication Plan outlines expectations for regular communication channels at the program and administrative levels of the organization on an ongoing basis to foster the PQI process.

A byproduct of the internal communications program is that it provides a mechanism for internal stakeholder input and feedback and a way for information to flow between levels of the organization to the area it will be most useful. Additional mechanisms for stakeholder feedback includes trend analysis based on interviews with key stakeholders, client and referral source satisfaction surveys, community assessments, integration of community partners into our programs, and participation in local coalitions (such as Child Welfare Services Advisory Council, New Beginnings Alliance, Adoption Connection, etc). Internal and external stakeholders review and discuss the results of implementing improvement to inform future decision making.

The overall direction of the PQI program is guided by Child and Family Service's Board of Directors who provide input and direction through the Strategic Planning process, review of the PQI Plan and Annual PQI Report, and through approval of all organizational policies.

Databases and spreadsheets for storage and analysis of PQI activities such as Case Record Review, Program Outcomes, Client Satisfaction Surveys, Incident Reports, and Training, are managed by the Quality Assurance and Training Department. Data is forwarded from the programs using standardized forms and is input into the databases by the QA and Training Department support staff. Data is analyzed, maintained and reported by the assigned QA and Training Department staff.



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RESPONSIBILITY AND OVERSIGHT

Ultimate responsibility for the quality improvement process at Child and Family Service rests with the President and Chief Executive Officer (CEO). The President and CEO, along with Child and Family Service executive management (Executive Core Team), encourages and monitors the implementation of organizational-wide quality improvement processes and activities. All personnel positions at Child and Family Service include a job duty or responsibility, to actively participate in quality improvement activities including, but not limited to: consumer input, incident/accident and client grievance and complaint review, peer record review, and program evaluation/quality improvement projects.

The PQI Steering Committee is responsible for implementing and monitoring the above-identified quality improvement practices. The Director of Quality Assurance & Training is the Chair of the PQI Steering Committee. The committee meets at least quarterly to discuss organizational-wide issues, review the work of the various PQI Committees and develop potential solutions. Problem solving may necessitate the appointment of ad-hoc quality improvement committees or taskforces to explore issues further; ad-hoc committee membership is comprised of representatives from various levels of the organization. On a quarterly basis, the PQI Steering Committee reviews each committee's findings on performance benchmarks, status of projects/activities, significant findings from data analysis, issues, and proposed solutions to problems and assesses the impact and effectiveness of quality improvement action plans.

Existing Committees include:

- Case Record Review Committee
- Internal/External Reports Committee
- Outcomes Committee
- Safety Committee
- Clinical Risk Management Committee
- Training Committee
- Cultural Diversity Task Force
- Fiscal Impact Committee

FEEDBACK FOR CONTINUOUS PERFORMANCE AND QUALITY IMPROVEMENT

Child and Family Service systematically plans for organizational and program-specific continuous performance and quality improvement. The plan is anticipatory, prospective, and involves the consumers of service, staff and other stakeholders. The purpose of



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this process is to identify perceived areas for improvement and mechanisms for obtaining feedback from consumers, referral sources, staff, and other stakeholders. The quality improvement process is multi-leveled with issue identification and resolution.

It is the intent of Child and Family Service to utilize all sources of information to identify and resolve issues or problems facing the organization on multiple levels. Input from consultants, advisory groups, consumer advocates, partners, the community, consumers, funders, volunteers, Board members, staff and management is gathered through a variety of formal and informal methods. Focus groups, surveys, and planning groups provide meaningful opportunities for stakeholders to actively participate. Participation in planning includes long-term, short-term, and operational planning processes. The Planning process consists of major planning every two years with annual updates.

The following are utilized as sources of information and ideas of identification for the quality improvement process:

1. Issues identified as a result of the quality assurance efforts of the PQI Steering Committee.
2. Areas of concern identified by organizational staff during panel discussions at the annual State of the Agency meetings and quarterly Management Council, Supervisors Council, and Employee Council meetings.
3. Issues of concern to the program staff are identified via a quarterly team meeting, which is focused on quality improvement issues. Programs report these issues on a quarterly basis in the Quarterly Manager's Report (QMR). The Quarterly Manager's Reports are due to the DPS Administrative Assistant on the 20th day of the month following the end of each quarter. The DPS will complete the program roll-up report and turn it in to the VP of Programs by 5th of the following month to complete the Program's Quarterly Director Report. The scheduled quarterly meetings are devoted to the following:
 - Review of program-specific information.
 - Identification of issues resolved on the program level as appropriate or forwarded to management for follow up and resolution.
 - Development and monitoring of the action plan.
 - Identification of issues that can be addressed or resolved at the program level.
 - Identification of issues which need to be forwarded to other levels for follow-up and resolution.
4. Health, safety, and clinical risk management issues are identified through regular meetings of the Safety Committee, Clinical Risk Management Committee, and the Safety Coordinator training meetings.



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5. Departments report identified trends and issues to the PQI Steering Committee on a quarterly basis utilizing the Quarterly Director's Report (QDR). Quarterly Director's Reports are due to the QA & Training Department on the first Monday of the second month following the end of the quarter for review.
6. Staff surveys to identify issues are conducted bi-annually. This survey will provide an ongoing mechanism to solicit anonymous suggestions and comments on the quality of the work environment at Child and Family Service.
7. Child and Family Service staff identifies issues via the Management Council, Supervisors Council, and Employee Council Meetings. Council meetings are used for training, communication and issues discussion.
8. Input from consumers gathered through the consumer satisfaction survey mechanism, community assessments, and other informal mechanisms.
9. Input from referral sources gathered through the referral source satisfaction survey, and other formal and informal mechanisms.

Issues identified through the above processes may be resolved at the program, department or committee level. The PQI Steering Committee meets on the 3rd week of the second month following the end of each quarter. Those issues that affect the whole of Child and Family Service are brought to the attention of the PQI Steering Committee which has appropriate membership to enable it to solicit input from all the above-named sources of information.

PQI IMPLEMENTATION MECHANISMS

Long-Term Planning

Child and Family Service conducts a comprehensive Strategic Planning process every three years, which provides the staff direction, purpose, and guidance in the management of the organization. The framework for Strategic Planning includes a review of the organization's vision and mission statements and identification of organization strategic priorities for the coming three years. Input is obtained from the Board of Directors, community, clients, funders, and agency staff with final approval from the Board of Directors. The Strategic Plan is reviewed annually for continued relevance of the Strategic Initiatives and identification of special project needs (*see ADM-01-A Strategic Planning Procedure*).

Short-Term Planning

Each of Child and Family Service's programs and departments completes an annual short-term plan that incorporates areas the staff regard as high priority for their program and department. These priority areas are selected to provide support to the



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organization's Strategic Plan and are to include measurable goals, budgetary objectives, specific personnel assigned the responsibility for specific tasks, and timelines for accomplishment of goals. Progress on identified goals is reviewed during the quarterly program PQI staff meeting and reported to the PQI Steering Committee as part of the program level PQI Meeting Summary report.

Risk Management

Risk management includes the regular review of research, legal/regulatory requirements, incidents, and accidents. The Safety Committee provides oversight for facility/environment and occupational related risk management activities, and the Clinical Risk Management Committee evaluates and monitors organizational practices that involve client risk or limit freedom or choice, issues related to medications, and research involving clients. Both these Committees report their findings and recommendations directly to the PQI Steering Committee.

Safety

The health and safety of all staff and clients is assured through strict adherence to the Health and Safety procedures. Procedures include the use of a monthly safety checklist and quarterly Safety Coordinator training. The Safety Committee oversees this process as well as program staff training regarding health and safety issues. Findings and actions are reported to the PQI Steering Committee (see *OPR-05-A Health and Safety Procedure* and *OPR-05-E Facilities Safety Procedure*), and Safety training needs are reported to the Training Committee.

Training and Supervision

The training program for staff is developed on an individual basis depending upon the staff evaluations, contract requirements, COA standard requirements, and Child and Family Service staff orientation requirements. The Training Committee develops and updates the Child and Family Service organization-wide training plan, identifies staff to be certified trainers in CPI, Pro-ACT, CPR, and First Aid, reviews and revises training documentation forms, discusses and implements training curriculum, and develops plans to ensure staff receive timely training. The Training Committee reports findings and actions to the PQI Steering Committee (see *PER-01-G Training and Development Procedure*). Staff supervision is conducted regularly for all staff including hourly and part time employees, and volunteers. Supervision sessions are documented (see *PER-01-E Supervision Procedure*).



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Cultural Diversity

Child and Family Service will promote multi-cultural awareness and understanding within the community at large. The Cultural Diversity Task Force (CDTF) will enhance organizational awareness and understanding of the different cultures within the organization and the client population served. The CDTF aids in establishing policies and procedures addressing cultural diversity and cultural sensitivity within the organization and towards its client population. The CDTF will be responsible for developing and maintaining of a resource base about cultures of the client population served and ensuring cultural competency training for all staff. The CDTF provides a forum for discussion about cultural diversity, cultural sensitivity and cultural similarities and differences. The CDTF will act as a focal point for issues related to living and working in a multi-cultural environment.

Internal/External Monitoring Review

Internal Quality Monitoring process is designed to provide support and guidance to program management toward improved accreditation readiness and use of best practices. Each program is assessed utilizing a standardized checklist tool that incorporates contract, COA standards, and Child and Family Service requirements. A comprehensive work plan is subsequently developed that identifies program strengths and areas in need of improvement with timelines for completion. This mechanism utilizes a team approach and hands-on mentoring of program staff on site. Training needs are reported to the Training Committee and any identified program level quality assurance issues are reported to the PQI Steering Committee.

On an annual basis, Child and Family Service, internally reviews the following: outreach, intake, assessment, service delivery and supervision issues. These are evaluated to identify barriers and opportunities to providing service to clients within each program's defined service population.

Findings from external monitoring activities are reviewed for trends. Areas of strength and need for improvement are highlighted with corrective action plans developed as necessary.

The Internal/External Monitoring Committee also reviews client satisfaction and referral source surveys, client grievance and complaints and mandatory reporting for compliance with legal requirements. Findings are reported to the PQI Steering Committee.



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Case Record Review

As part of the Child and Family Service performance and quality improvement process, an internal review of randomly selected open and closed case records is conducted on a quarterly basis and carried out so that workers and supervisors do not review cases in which they have been directly involved. The case record review process is distinct from regular case review, which occurs with the supervisor and the direct service worker. Indicators utilized in the quarterly reviews are defined and measurable, and incorporate criteria for evaluation of the appropriateness of services. Sample records include case records from all direct services provided by Child and Family Service and a sampling of high-risk cases (see QUA-01-A Case Record Review Procedure). Data from this process is reviewed by the Case Record Review Committee, which reports findings and actions to the PQI Steering Committee.

Outcomes Measurement

An Outcome measurement system is developed and implemented for all Child and Family Service programs which measures the achievement of service goals for persons served and program effectiveness. The system focuses on mission driven outcomes to measure Child and Family Service's progress towards meeting community needs. Reporting of data is conducted on a quarterly basis at the program level where results are discussed with the staff, and at the organization level where data is aggregated for trend analysis by the Outcomes Committee and reported to the PQI Steering Committee. The focus of these outcomes will depend upon the program but will include change in clinical and functional status; health, welfare and safety; permanency of life situation for those appropriate programs, and an indicator that reflects quality of life (see PRG-15-A Program Outcomes Procedure).

Measurement of Consumer Satisfaction

All Child and Family Service programs are responsible for assuring that all clients receive the Child and Family Service Client Satisfaction survey at discharge and at least annually. Surveys are sent to referral sources and other collateral participants for all programs on an annual basis. Aggregate data from the surveys is compiled on a quarterly basis and the results are reviewed by the PQI Steering Committee (see PRG-08-I Client Satisfaction Survey and PRG-08-Q Referral Source Satisfaction Survey Procedure).



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PQI Meetings at the Program and Department Level

At least quarterly all program and department staff meetings will focus specifically on PQI issues. These discussions are documented utilizing Quarterly Program Management Reports, which include the PQI Staff Meeting summary and quarterly review of the Annual Program Plan. Discussions for programs include a review of client demographics, satisfaction survey results, incident reports, client grievances, case record review findings, client demographics, expected vs. actual client and program outcomes, annual program goals, and achievements/special projects. Discussions for departments include a review of indicators of quality, internal consumer satisfaction, incident reports, complaints, and accomplishments/special projects. Results from such meetings will be forwarded to the PQI Steering Committee for review and potential recommended action.

Feedback to Stakeholders

Internally, data from program PQI processes are summarized and shared with staff quarterly at the program and Management level, and quarterly to the Board. Strategic planning implementation and review is reported quarterly to the Board with updates every 6 to 8 weeks to management. Additionally, issue identification and feedback occurs during Council Meetings on a quarterly and annual basis between organization staff and Executive Management.

Child and Family Service utilizes a variety of approaches, formal and informal, in providing feedback on a regular basis to external stakeholders. Methods of providing external stakeholder feedback may include: annual agency reports; newsletters highlighting programs and program activities; networking and coordinating with other agencies, organizations and other providers as part of collaborative relationships; radio spots; press releases; public relations events such as the annual O'hana of the Year award and ceremony; and program participation in community organizations.

Further feedback is provided to funders through monthly, quarterly, and annual reports per contractual requirements. Information includes the number of clients served, client outcomes, program accomplishments, and barriers to program success.

Information Management

The Information Technology Department maintains an information system that is dependable, protects confidentiality, enables timely and rapid access to information, and protects electronically maintained data with anti-virus protection, secure protocols and daily back up of information.



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Client demographic information is collected through a common face sheet system and analyzed regularly. Aggregated program data is reported as part of the Quarterly and Annual PQI Reports which are shared with Management Council and the Board of Directors (*see QUA-01-C Management Information System Procedure*).

REPORTING AND RECORD KEEPING

The Chair of the PQI Steering Committee is responsible for keeping minutes for each meeting and the Chairs of the Committees and Sub Committees are responsible for their own minutes. The Director of Quality Assurance and Training is responsible for keeping records from the PQI Steering Committee, all Committees and Sub Committees, as well as all reports submitted to or developed by the PQI Steering Committee (*see ADM-08-A Meeting Documentation Procedure*). The PQI Steering Committee submits a quarterly report to the Child and Family Service Chief Operating Officer and Chief Executive Officer for review. The report documents the following information:

- Overall Summary of PQI processes
- Incident Reports
- Sub-Committee Data and Reports
- Open Issues
- Identified Problems
- Recommendations and Response to Identified Problems

The Child and Family Service Board of Directors receives a Quarterly PQI Roll-up Report summarizing PQI planning and evaluation processes, and which examines aggregate data on outcomes, client satisfaction, grievances and complaints, risk management, incident reports, external monitoring reports, internal quality reviews, and quality improvement efforts.

All documents generated and reviewed in the context of PQI activities that contain individually identifiable information are treated as confidential and are either stored in a secure location or destroyed in accordance with Child and Family Service's procedures on Confidentiality and on Management and Protection of Protected Health Information (PHI).



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ACTION PLANNING

The following will guide all actions to improve services and promote solutions toward quality improvement efforts:

1. Communication, cooperation, teamwork and inter-departmental activities are emphasized in all phases of the quality improvement process.
2. A task-oriented team approach is utilized to identify, analyze, and solve problems.
3. The group will remain on task until a resolution to the issue is identified and implemented.
4. Formal and informal feedback from consumers of service, stakeholders, and other collateral sources will be utilized to direct the discussion and decision-making.
5. When a range of possible solutions has been identified, they will be analyzed critically, focusing on:
 - Whether the solution actually solves the problem
 - How it could be implemented
 - What advantages and disadvantages it might provide
 - How to prioritize implementation

Once a decision has been reached, an implementation action plan is created. The proposed solution and implementation plan will be brought back to the PQI Steering Committee for discussion and to the Management Council and Executive Core Team for decision-making. It is vital to the success of the performance and quality improvement process that solutions and decisions are clearly communicated to the source of the issue identification, and to other appropriate staff using the existing lines of communication.

EVALUATION

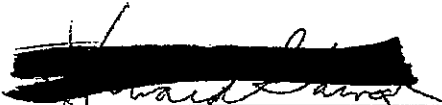
At least annually, the PQI Steering Committee will evaluate the effectiveness of the various mechanisms integral to the PQI Plan. The review will include an honest evaluation of the effectiveness of each of these mechanisms, as well as the work of the committee itself. An attempted quantification of actual improvements implemented as a result of these processes will be a part of this review. New expectations and assessment/monitoring priorities will be established based on the previous year's progress. The PQI Steering Committee will also adjust and monitor the PQI Plan on an annual and as-needed basis to reflect the new expectations/priorities. Changes to the PQI Plan are reviewed and approved by senior management and the Board of Directors.

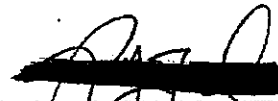


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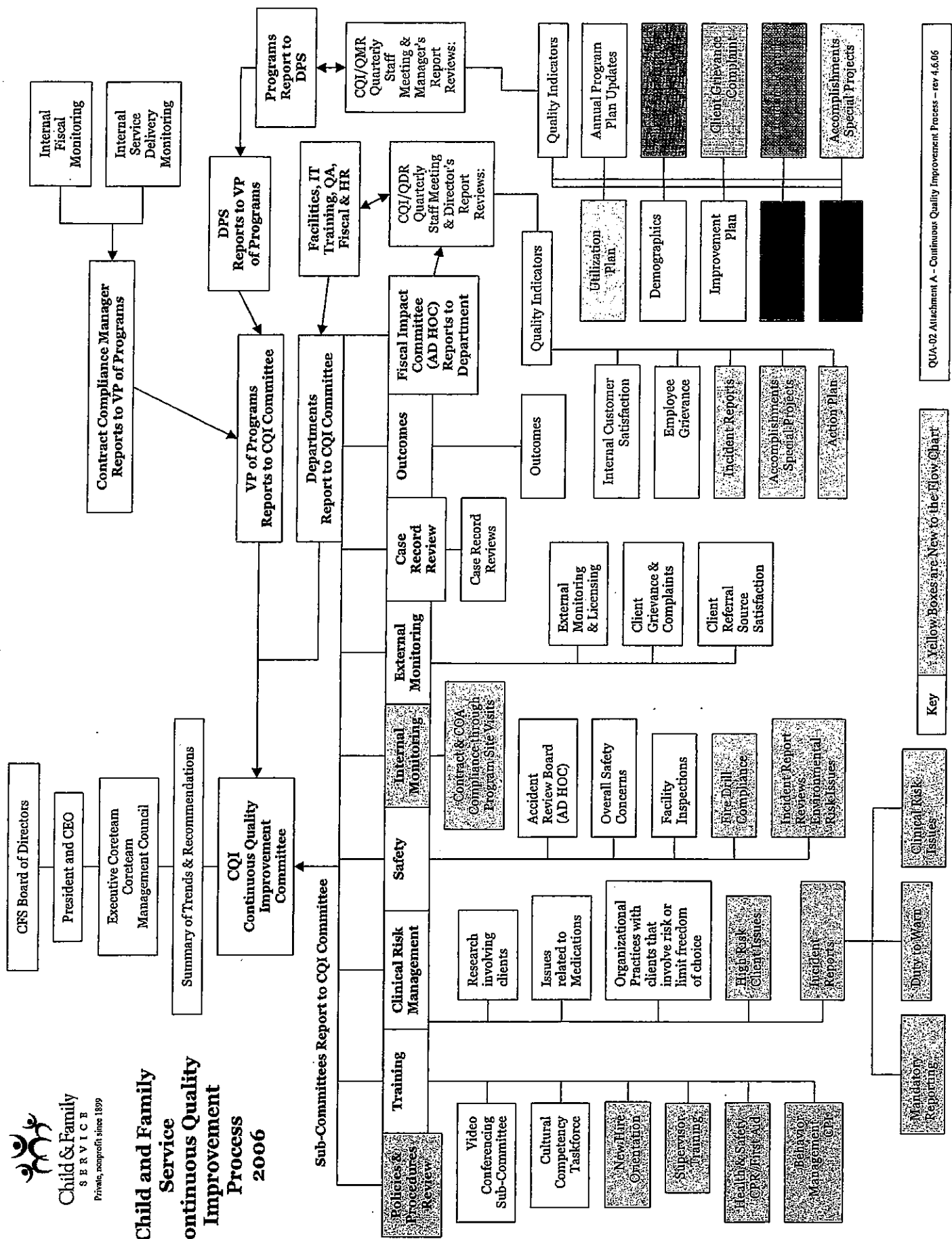
APPROVED:


Howard Garval
President and CEO


Patrick Ford
Chair, Board of Directors



Child and Family Service Continuous Quality Improvement Process 2006



Attachment 4
QUARTERLY MANAGER'S REPORT



PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT

Date: Fill date Site: [Click here to enter information](#)
Program/Service: [Click here to enter information](#)
Location/Island: [Click here to enter information](#)

Please indicate who completed this Report:

Administrator Program Director Program Supervisor Name [Click here to enter information](#)

MANAGER'S TASK COMPLETION CHECKLIST REGARDING QUALITY INDICATORS:

The purpose of this process is to create a meaningful report of data that is collected on the following Quality Indicators and Program Requirements:

1. Outcomes – A reflection of client progress
2. Case Record Reviews – The number of open and closed reviews completed and a summary of findings
3. Client Satisfaction Surveys – The number mailed, number returned and summary of findings
4. Referral Source Satisfaction Surveys – The number mailed, number returned and summary of findings
5. Incident Reports – The number of reports written indicating the levels and types reported on each report
6. Client Grievances – The number of grievances, type and resolution
7. External Monitoring
8. Internal Monitoring
9. Supervision
10. Policies and Procedures
11. Training
12. Financial Management
13. Facilities Maintenance
14. Accomplishments and Strengths
15. Problems Identified
16. Action Plans

The Checklist will provide a picture of the CONTINUOUS QUALITY IMPROVEMENT of your program via:

- *Analysis of the Data collected from your Quality Indicators,*
- *Trends based upon your Analysis,*
- *Action plans based upon the Trends,*
- *A Summary of your Direction based upon the Action Plan*
- *A list of Accomplishments based upon items on your Action Plan which have been completed*

Please complete this report as accurately and thoroughly as possible.



PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT

CQI STAFF MEETING		Yes or No	Date or Explanation		
Have you held your Quarterly CQI Staff Meeting? If yes, please enter date of meeting. If No, please explain why.		Yes or No	[Click here to enter information]		
Were all Quality Indicators reported and reviewed with staff during the meeting? If No, please explain why.		Yes or No	[Click here to enter information]		
Have you or your staff attended community or coalition meetings this quarter? If yes, please list.		Yes or No	[Click here to enter information]		
QUALITY INDICATORS					
1. Outcomes Data Please copy and paste your entire Outcomes Document onto the final page of this Document where indicated.					
Does your Program have a Standardized Tool for measuring Outcomes? If Yes, list it below.			Yes or No		
[Click here to enter information]					
Is your staff aware of your Program Outcomes?			Yes or No		
[Click here to enter information]					
If No, please explain:			Yes or No		
[Click here to enter information]					
Does the outcome data accurately reflect your client's progress?			Yes or No		
[Click here to enter information]					
If No, list them in Problems Identified (Section 15) and plans to address them on your Action Plan (Section 16)					
2. Case Record Review Data		# Open Reviewed:	# Open Required:	# Closed Reviewed:	# Closed Required:
Date of Review:		[Click here to enter information]	[Click here to enter information]	[Click here to enter information]	[Click here to enter information]



PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT

High Risk Reviews	#High Risk Required	# High Risk Reviewed	Enter #
Follow this link to the On-line calculator which can determine the # of required reviews and high risk cases per quarter.			
Were specific deficiencies, such as missing signatures, incomplete documentation, compliance with time frames, no assessment or discharge planning, identified? Yes or No			
If yes, list them in <u>Problems Identified</u> (Section 15) and plans to address them on your <u>Action Plan</u> (Section 16).			
3. Client Satisfaction Survey Data			
Describe your procedure for distributing Client Satisfaction Surveys.			
Click here to enter information- this should remain the same unless your procedures change!			
How many surveys were distributed this quarter, if any?		Enter #	
How many were returned?		Enter #	
Have you identified any useful information or trends from the surveys that were returned?			
List positive trends in <u>Accomplishments and Strengths</u> (Section 14) and plans to address negative trends in <u>Action Plan</u> (Section 16).			
4. Do you conduct Referral Source Satisfaction Surveys?			
If Yes, complete this section. Describe your procedure for distributing Referral Source Satisfaction Surveys.			
Click here to enter information!			
How many surveys were distributed this quarter, if any?		Enter #	
How many were returned?		Enter #	
Have you identified any useful information or trends from the surveys that were returned?			
List positive trends in <u>Accomplishments and Strengths</u> (Section 14) List negative trends in <u>Action Plan</u> (Section 16).			



**PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT**

5. Incident Report Data	Number of Incident Reports this quarter: Enter 0	
Do you do on-going Incident Report & Sentinel Event (if appropriate) training in staff meetings?		Yes or No
If No, please add this item to your Action Plan (Section 16).		
Were all of your Incident Reports signed and faxed to Central Files within 72 hours?		Yes or No
If No, please add this item to your Action Plan (Section 16).		
Have any problems been identified?		Yes or No
If Yes, list them in Problems Identified (Section 15) and plans to address them on your Action Plan (Section 16).		
6. Client Grievances	This section describes any formal or informal client grievances that may have been received or responded to within the quarter. It is important that any follow-up on previous quarter's grievances be noted here as well.	
Did any clients/families/referral sources make any Informal or Formal Grievances?		Yes or No
Please describe all Informal or Formal Grievances received (with resolution if applicable):		
Click here to enter information		
Have all formal grievances been sent to the DPS? (If no, please send immediately)		Yes or No
Have any problems been identified? Click here to enter information		
If Yes, list them in Problems Identified (Section 15) and plans to address them on your Action Plan (Section 16).		
7. External Monitoring		
Does your program require quarterly external reports?		Yes or No
If yes, were these reports submitted as required? Click here to enter information or N/A		
If no, please explain why: Click here to enter information or N/A		



**PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT**

Has your program been monitored by any external sources this quarter?	Yes or No
Did you receive a written report?	Yes or No
Did your program submit a corrective action as required?	Yes or No
Did you participate in an exit interview?	Yes or No
Please provide a summary below of the results of the External Monitoring.	
Click here to enter information or N/A	
8. Internal Monitoring All programs now require quarterly internal monitoring to be arranged and conducted by the QA Dept	
Has your program been monitored by an internal source this quarter?	Yes or No
Did you receive a written report?	Yes or No
Did you participate in an exit interview?	Yes or No
Please provide a summary below of the results of the Internal Monitoring:	
Click here to enter information or N/A	
9. Supervision	
As required by contracts and COA, have you provided regular supervision to your staff this quarter?	Yes or No
Were all required Performance Evaluations completed this quarter?	Yes or No
Have you conducted your quarterly Supervisory Review of all client records?	Yes or No
List Problems Identified (Section 15) and plans to address them on your Action Plan (Section 16)	
For BH Programs Only: Has the supervision been signed by staff and documented as required?	
	Yes or No



PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT

For DOE & CAMHD programs only: Has the supervision documentation been forwarded to Human Resources?	Yes or No
List <u>Problems Identified</u> (Section 15) and plans to address them on your <u>Action Plan</u> (Section 16).	
10. Policies & Procedures	
Has your staff been trained on any new program or organization-wide policies and procedures?	Yes or No
Are all of your program procedures up-to-date?	Yes or No
If No , list <u>Procedure Revisions</u> on your <u>Action Plan</u> (Section 16).	
11. Training	
Are training needs regularly identified in the supervision process or during your Quarterly Staff Meetings?	Yes or No
Is each of your staff up-to-date on all of their training requirements?	Yes or No
List Training Needs in <u>Problems Identified</u> and plans to address them on your <u>Action Plan</u>	
Have you visited the Training Database to determine Training Requirements for your Program or received a quarterly update of trainings needed for your staff? If No , click <u>Here</u> to go to the Training Database to identify all training requirements.	
Once you have determined your program's training needs, you must sign up. Follow this link <u>Sign-Up Lists</u>	
12. Financial Management	
Have you reviewed your monthly/quarterly financial management reports?	Yes or No
If yes, have you identified any trends/issues in the reports?	Yes/No/NA
If yes, did you complete an FM Hot Spot Report?	Yes/No/NA
Did you complete a Work Plan (if Required)?	Yes/No/NA



**PQI/QMR
PERFORMANCE & QUALITY IMPROVEMENT
QUARTERLY MANAGER'S REPORT**

Have you made progress on your quarterly fiscal work plan (if applicable)?	Yes or No
List <u>Problems Identified</u> (Section 15) and plans to address them on your <u>Action Plan</u> (Section 16).	
13. Facilities Maintenance	
Were requests to Facilities were made this quarter?	Yes or No
If yes, how many?	Enter #
Are any requests incomplete?	Yes or No
If yes, please list them: Click here to enter information or N/A	Yes or No
Were any of the Facilities requests you made this quarter or in previous quarters not addressed and need immediate attention?	Yes or No
If yes, please list as <u>Problems Identified</u> (Section 15)	



PQI/QMR PERFORMANCE & QUALITY IMPROVEMENT QUARTERLY MANAGER'S REPORT

14. Accomplishments and Strengths identified this quarter	
Click here to enter information	
Click here to enter information	
Click here to enter information	
Click here to enter information	
15. Problems Identified	
Click here to enter information	
Click here to enter information	
Click here to enter information	
Click here to enter information	
16. Action Plans – Leave items from previous months that have not been completed. Move completed items to Accomplishments and Strengths	
Click here to enter information	
Click here to enter information	
Click here to enter information	
Click here to enter information	



**CQI/QMR
CONTINUOUS QUALITY IMPROVEMENT
PROGRAM OUTCOMES REPORT**

Copy and Paste your entire Outcomes Document here.

Attachment 5
CHART COMPLIANCE CHECKLIST

**HEAD START
CHART COMPLIANCE CHECKLIST**

CLIENT NAME: _____ DATE: _____

WORKER: _____ REVIEWER: _____

2000 CONTRACT REQUIREMENTS		Yes	No	N/A	Notes
Intake and Service Initiation					
Family needs child care outside of the home and program is able to provide consistent, developmentally appropriate care and supervision of child.					
Child and family meet all of program's eligibility requirements.					
Intake information is obtained, including:					
<ul style="list-style-type: none"> • Completed Application Form • Copy of Social Security Card • Copy of Birth Certificate • Income or State/Federal financial assistance verification for the past 12 months (Authorization for Use and Disclosure) for income verification completed as needed) • Copy of Parent's Social Security card • Copy of a Picture ID of Parent • Copy of Medical/Dental Insurance Cards 					
Acceptance letter sent instructing parents/guardian to schedule an appointment with Head Start staff to initiate enrollment process. (Follow-up by program staff as necessary.)					
Application for enrollment processed within 30 days of receipt of a complete file.					
Teacher or parent refers child to the Education Manager to make the determination if the child has special needs or is high risk, and then Education Manager assigns Special Needs Specialist to follow up with referral for DOE evaluation, if necessary. (If child qualifies for either category, Authorization for Use and Disclosure of Protected Health Information is obtained.)					
Other Forms					
Face Sheet					
Intake Checklist					
Application					

**HEART
CHART COMPLIANCE CHECKLIST**

Eligibility Priority Worksheet				
HIPAA Notice of Privacy Practices				
Consent to Service/Treatment/Evaluation				
Client Grievance & Complaint				
Client Rights Document				
Transportation Consent				
Consent to Photographic/Media Release Agreement				
Permission for Developmental Screening				
Consent for Emergency/Medical/Dental Treatment				
Consent for Behavior Support Services				
Authorization for Use and Disclosure				
Confidentiality Form				
Authorization for Pick up List				
Individual Health Testing Result Tracking Form				
DOE Medical (Form 14)				
HSFIS Child Oral Health Assessment				
Health Action Plan (as needed)				
HSFIS Child Prenatal/Birth History & Nutritional Assessment				
Height/Weight Screening				
Vision Screening				
Audiogram (Hearing Screening)				
First Home Visit/Family School Agreement/Attendance & School Agreement				
Early Childhood Individual Education Plan (ECIEP)				
Individualized Education Plan (IEP) (as needed)				
Volunteer Agreement and Application (Parent Involvement)				
Referral Forms (as needed)				
CFS Assessment Form				
Brigance Screening Tool				
Individual Child Profile/Creative Curriculum				
Head Start Mental Health Screenings				
Individualized Family Service Plan (IFSP)				
Family Development Matrix				
Individualized Progress Reports (IP)				
Observation Notes				
Parent/Teacher Conference				

**HEART
CHART COMPLIANCE CHECKLIST**

Team Conference Report					
Supervisor Quarterly Progress Report					
Creative Curriculum Child Progress & Planning					
Assessments/Referrals					
Developmental, Sensory, and Behavioral Screening completed, utilizing: Brigance Screening Tool Creative Curriculum					
Follow-up with Individualized Action Plan (IAP) as needed.					
Progress/Communication					
Parent involvement promoted. (Volunteer Agreement & Application)					
Progress reports completed, including development in the following domains:					
<ul style="list-style-type: none"> • Physical • Social/ Emotional • Fine and Gross Motor • Cognitive • Language 					
(Creative Curriculum Child Progress & Planning)					
Service/Activities					
Educational curricula implemented in the classroom (Creative Curriculum).					
COMPLIANCE REQUIREMENTS					
S37 CHILD CARE SERVICES					
Accessibility/Service - S37.1					
S37.1.01 – The primary service eligibility criterion is the need or desire for child care outside the home within the context of the organization's target population. Evidence of Compliance: Reviewed eligibility criteria provided with the Service Summary.	Yes	No	N/A		Notes
S37.1.02 – The organization accepts children for services when it is able to meet the family's need for developmentally appropriate care for their child. Evidence of Compliance: Reviewed eligibility criteria and assessment procedures provided with the Service Summary.					

**HEART
CHART COMPLIANCE CHECKLIST**

Service Elements: Parental Involvement – S37.2	Yes	No	N/A	Notes
<p>S37.2.03 – The organization helps parents understand their child's developmental/educational needs through:</p> <ul style="list-style-type: none"> • daily communication of information; • semi-annual parent-teacher/provider conferences; • a collaborative plan between teachers/providers and parents to lessen the child's disruption as s/he ages and moves from one service to another (using the Steps Program for transition); and • other mechanisms for parental involvement, such as observation visits, newsletters, and programs appropriate to the size of the service. <p>Evidence of Compliance: Interviewed personnel and parents and reviewed case notes.</p>				
<p>S37.2.05 – The organization makes available a full range of developmental/educational and bio-psychosocial programs to help parents:</p> <ul style="list-style-type: none"> • cope with the responsibilities of child rearing; • learn about the objectives and activities of the child care service; and • understand their child's developmental/educational needs. <p>Evidence of Compliance: Reviewed contracts or agreements made to meet the child and family's needs.</p>				
<p>S37.2.07 – The organization, in conjunction with the child's family, the program coordinator, a social worker, or another designated staff person or organization:</p> <ul style="list-style-type: none"> • conducts an intake assessment and aids the parents in developing a plan for their child; • aids the parents, where necessary, in preparing their child for the transition from the home to the child care service; and • helps the child, where indicated, adjust to child care or other problems. <p>Evidence of Compliance: Interviewed the program coordinator and/or assessment personnel and reviewed intake forms in chart.</p>				

HEALTH CARE
CHART COMPLIANCE CHECKLIST

Service Elements: Health and Safety - S373	S37.3.02	Child care personnel ensure the health and safety of the children as follows:	Health and Safety	S373
		<ul style="list-style-type: none"> • children are regularly supervised by the provider or a substitute, who is approved by the organization; • the child's off-site whereabouts are documented during program hours; and • individual health problems and accidents, including changes in appearance or behavior, are promptly recorded and reported to parents and administration, with appropriate follow-up. <p>Evidence of Compliance: Reviewed supervision logs and cases notes regarding communication with parents and observed the facility.</p>		
Service Elements: Health and Safety Documentation - S374	S37.4.01	The organization maintains a health record for each child which includes:	Health and Safety Documentation	S374
		<ul style="list-style-type: none"> • verification of a health evaluation within one year preceding admission; • evidence of up-to-date immunizations, as prescribed by applicable law or regulation; • emergency contact information that is updated at least twice a year; • the names of the family physician, clinic, or hospital to be used in emergencies, accompanied by written parental authorization for emergency care; and • an acknowledgement form, signed by a childcare provider at the organization, indicating that s/he has been informed about the child's unique health status/needs and outlining the provider's role in carrying out any related recommendations. <p>Evidence of Compliance: Reviewed health records and forms in chart.</p>		
Service Elements: Developmental Activities - S376	S37.6.01	The organization maintains a record of developmental activities for each child which includes:	Developmental Activities	S376
Service Elements: Social Services - S379	S37.9.01	The organization maintains a record of social services for each child which includes:	Social Services	S379

HEADART
CHART COMPLIANCE CHECKLIST

<p>S37.9.01 – The organization provides or refers families for social services as an essential ongoing component of service, as needed. Evidence of Compliance: Interviewed personnel responsible for assessment, provision, and/or referral for social services for the child or family and reviewed case records.</p>							
<p>S37.9.02 – An organization that primarily provides developmental and educational programs for children rather than social service-oriented programs:</p> <ul style="list-style-type: none"> • develops an effective mechanism to identify the child's health concerns, social service needs, and other special issues; • informs parents of the need for additional services that are not part of service; and • makes referrals, if needed and appropriate. <p>Evidence of Compliance: Interviewed personnel responsible for assessment, provision, and/or referral for social services for the child or family and reviewed case records.</p>							
MONITORING RESULTS							
				Yes	No	N/A	
				Total Review Score +			
				Total No. of Questions +			
				Total Compliance Rate %			

Attachment 6
FEDERAL INDIRECT RATE LETTER

91-1841 Fort Weaver Road
Ewa Beach, Hawaii 96706
Phone 808.681.3500
Fax 808.681.5280
Email cfs@cfs-hawaii.org
www.childandfamilyservice.org



Child & Family
SERVICE

Private, nonprofit since 1899

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Hoyt Zia

ACCREDITATION

Council on Accreditation

AFFILIATIONS

Child Welfare
League of America

Alliance for Children
and Families

International Forum for
Child Welfare

Hawaii Island
United Way

Maui United Way

Kauai United Way

December 12, 2006

To Whom It May Concern:

We would like to notify you that the Department of Health and Human Services has approved for Child and Family Service to apply an indirect cost rate to all programs.

We have added a line to show our indirect cost on the Budget and subsequent Expenditure Reports. A copy of the letter approving our indirect cost by the Department of Health and Human Services is enclosed.

Sincerely,

Vivian Saravelas
Director of Finance



Aloha United Way

Child and Family Service is Hawaii's leader in non-government social and human services and advocacy for children and families in need, with the primary purpose of strengthening families and fostering the healthy development of children.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

NEW ADDRESS

DCA Western Field Office
80 7th Street, Suite 4-800
San Francisco, CA 94103

Patti Bates
Chief Executive Officer
Child & Family Service
91-1841 Fort Weaver Road
Ewa Beach, HI 96706

AUG 28 2007

Dear Ms. Bates:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

In order to implement the FINAL indirect cost rate contained in the enclosed Agreement, an adjustment to the indirect costs claimed under your Federal awards may be required. For HHS project grants these adjustments must be made in accordance with the procedures for settlement of indirect costs on HHS project grants with final negotiated rates described in the appropriate "Guide" book for your institution. Adjustments under HHS contracts must be made in accordance with the provisions of the contracts. Adjustments under awards with other Federal agencies must be made in accordance with the policies of those agencies.

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, a proposal for your FY ending 06/30/07, will be due no later than 12/31/07.

Sincerely,

Wallace Chan
Director

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

NONPROFIT RATE AGREEMENT

EIN #:

DATE: August 27, 2007

ORGANIZATION:
Child & Family Service
91-1841 Fort Weaver Road

FILING REP.: The preceding
Agreement was dated
September 14, 2006

Ewa Beach

HI 96706

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES*

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PREB. (PREDETERMINED)

TYPE	EFFECTIVE PERIOD		RATE (%)	LOCATIONS	APPLICABLE TO
	FROM	TO			
FINAL	07/01/05	06/30/06	22.4	ALL	ALL PROGRAMS
PROV.	07/01/06	06/30/08	22.4	ALL	ALL PROGRAMS

*BASE:

Total direct costs excluding capital expenditures (buildings, individual items of equipment, alterations and renovations), subawards and flow-through funds.

ORGANIZATION:
Child & Family Service

AGREEMENT DATE: August 27, 2007

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization identified the cost of each fringe benefit separately as a direct cost when budgeting and charging fringe benefits under Federal projects. The fringe benefits listed below are treated as direct costs.

TREATMENT OF PAID ABSENCES:

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims for the costs of these paid absences are not made.

The following fringe benefits are treated as direct costs:

PAYROLL TAXES, LIFE INS., DISABILITY INS., HEALTH INS., RETIREMENT, AND WORKERS
COMPENSATION.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.

ORGANIZATION:
Child & Family Service

AGREEMENT DATE: August 27, 2007

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its indirect cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as indirect costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from indirect to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-122 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

BY THE ORGANIZATION:
Child & Family Service

ORGANIZATION

(SIGNATURE)

Patti Bates

(NAME)

COO

(TITLE)

8/31/07

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES
(AGENCY)

(SIGNATURE)

Wallace Chan

(NAME)

DIRECTOR, DIVISION OF COST ALLOCATION

(TITLE)

AUGUST 27, 2007

(DATE) 2007

HHS REPRESENTATIVE: Robert W. Lee

Telephone: (415) 437-7820

Attachment 7
**AUDITED FINANCIAL STATEMENT ENDING JUNE 30, 2006 AND
MANAGEMENT REPORT**

CHILD AND FAMILY SERVICE
CONSOLIDATED FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION WITH
INDEPENDENT AUDITORS' REPORT

Fiscal Year Ended June 30, 2006

CHILD AND FAMILY SERVICE

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NISHIHAMA & KISHIDA, CPAs, INC.
CERTIFIED PUBLIC ACCOUNTANTS

AMERICAN SAVINGS BANK TOWER
1001 BISHOP STREET, SUITE 1700
HONOLULU, HAWAII 96813-3896
TELEPHONE (808) 524-2255
FAX (808) 523-2090

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Child and Family Service

We have audited the accompanying consolidated statement of financial position of Child and Family Service (a nonprofit organization) and affiliates as of June 30, 2006, and the related consolidated statements of activities and cash flows for the fiscal year then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of Child and Family Service and affiliates as of June 30, 2006, and the changes in their net assets and their cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

As explained in Note K, the Organization entered into an affiliation agreement with a certain nonprofit organization. This affiliation agreement is a business combination accounted for as a pooling of interest.

NISHIHAMA & KISHIDA, CPAs, INC.
CERTIFIED PUBLIC ACCOUNTANTS

In accordance with *Government Auditing Standards*, we have also issued a report dated March 13, 2007, on our consideration of Child and Family Service's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic consolidated financial statements taken as a whole. The accompanying additional consolidating information and other supplementary information, are presented for purposes of additional analysis of the basic consolidated financial statements rather than to present the financial position and changes in net assets of the individual organizations, and are not a required part of the basic consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic consolidated financial statements and, in our opinion is fairly stated in all material respects, in relation to the basic consolidated financial statements taken as a whole.

Nishihama & Kishida, CPAs, Inc.

Honolulu, Hawaii
March 13, 2007

Child and Family Service
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2006

ASSETS

CURRENT ASSETS

Cash and cash equivalents	\$ 2,462,882
Accounts receivable, less allowance for doubtful accounts of \$75,000	6,728,231
Prepaid expenses	<u>394,921</u>
Total current assets	<u>9,586,034</u>

INVESTMENTS

Investments	1,639,699
Investment reserve for capital improvements	<u>428,436</u>
	<u>2,068,135</u>

PROPERTY AND EQUIPMENT

Buildings, leasehold improvements and leasehold interest	13,122,145
Furniture and equipment	2,557,735
Vehicles	<u>225,003</u>
	15,904,883
Less accumulated depreciation and amortization	<u>6,001,448</u>
	9,903,435
Leased equipment under capital lease, less accumulated amortization of \$268,127	--
Land	1,068,701
Construction in progress	<u>527,832</u>
	<u>11,499,968</u>

OTHER ASSETS

	<u>324,385</u>
	<u>\$ 23,478,522</u>

See accompanying notes to consolidated financial statements.

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Current maturities of notes payable	\$ 154,300
Line of credit	93,973
Accounts payable and accrued liabilities	1,656,869
Deferred support	1,122,797
Maintenance reserve	<u>45,093</u>

Total current liabilities 3,073,032

LONG-TERM LIABILITIES

Notes payable, less current maturities	<u>1,284,463</u>
--	------------------

OTHER LIABILITIES

Deferred rent revenue	783,880
Trust liabilities and post-retirement benefit obligations	<u>191,795</u>
	<u>975,675</u>

NET ASSETS

Unrestricted	16,960,527
Temporarily restricted	1,084,314
Permanently restricted	<u>100,511</u>
	<u>18,145,352</u>

\$ 23,478,522

Child and Family Service
CONSOLIDATED STATEMENT OF ACTIVITIES
Fiscal Year Ended June 30, 2006

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
PUBLIC SUPPORT AND REVENUE				
Public support				
Government contracts	\$ 31,223,581	\$ --	\$ --	\$ 31,223,581
Grants	101,125	558,400	--	659,525
United Way	--	884,678	--	884,678
Contributions and fundraising	427,081	37,391	--	464,472
Net assets released from restrictions	<u>1,600,140</u>	<u>(1,600,140)</u>	<u>--</u>	<u>--</u>
Total public support	<u>33,351,927</u>	<u>(119,671)</u>	<u>--</u>	<u>33,232,256</u>
Revenue				
Fees for services	383,099	28,870	--	411,969
Investment income	156,749	--	--	156,749
Rental income	169,155	--	--	169,155
Other revenue	<u>225,096</u>	<u>--</u>	<u>--</u>	<u>225,096</u>
Total revenue	<u>934,099</u>	<u>28,870</u>	<u>--</u>	<u>962,969</u>
Total public support and revenue	<u>34,286,026</u>	<u>(90,801)</u>	<u>--</u>	<u>34,195,225</u>
EXPENSES				
Community services	28,717,542	--	--	28,717,542
Management and general	1,383,664	--	--	1,383,664
Development	253,081	--	--	253,081
Facilities management	236,528	--	--	236,528
CFSRP	1,250,338	--	--	1,250,338
TPFF	<u>1,493,737</u>	<u>--</u>	<u>--</u>	<u>1,493,737</u>
Total expenses	<u>33,334,890</u>	<u>--</u>	<u>--</u>	<u>33,334,890</u>
CHANGE IN NET ASSETS	951,136	(90,801)	--	860,335
NET ASSETS AT BEGINNING OF FISCAL YEAR (RESTATED)	<u>16,009,391</u>	<u>1,175,115</u>	<u>100,511</u>	<u>17,285,017</u>
NET ASSETS AT END OF FISCAL YEAR	\$ <u>16,960,527</u>	\$ <u>1,084,314</u>	\$ <u>100,511</u>	\$ <u>18,145,352</u>

See accompanying notes to consolidated financial statements.

Child and Family Service
CONSOLIDATED STATEMENT OF CASH FLOWS
Fiscal Year Ended June 30, 2006

INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS

Cash flows from operating activities

Change in net assets	\$ <u>860,335</u>
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation and amortization	619,963
Net realized and unrealized gains on investments	(8,412)
Loss on disposal of property and equipment	10,000
(Increase) decrease in:	
Accounts receivable	(1,125,077)
Prepaid expenses	159,659
Other	27,310
Increase (decrease) in:	
Accounts payable and accrued expenses	(548,680)
Deferred support	595,025
Deferred revenue	(36,109)
Maintenance reserve	(3,210)
Trust and retirement liabilities	<u>(15,753)</u>
Total adjustments	<u>(325,284)</u>
Net cash provided by operating activities	<u>535,051</u>

Cash flows from investing activities

Acquisition of property and equipment	(754,789)
Proceeds from sale of short-term investments	214,426
Purchase of investments	<u>(365,561)</u>
Net cash used in investing activities	<u>(905,924)</u>

Cash flows from financing activities

Repayments of long-term debt	<u>(155,239)</u>
Net cash used in financing activities	<u>(155,239)</u>

NET DECREASE IN CASH AND CASH EQUIVALENTS (526,112)

Cash and cash equivalents at beginning of fiscal year 2,988,994

Cash and cash equivalents at end of fiscal year \$ 2,462,882

SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION

Cash paid during the fiscal year for interest \$ 97,629

See accompanying notes to consolidated financial statements.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE A - NATURE OF ACTIVITIES

Child and Family Service (the Organization) is a private, nonprofit organization providing human services and advocacy for children and families in need in the State of Hawaii (State). Their primary purpose is strengthening families and helping them to raise healthy children. The Organization provides individuals, couples, families, and groups with a social service delivery system that integrates professional counseling, family life education and advocacy to prevent and treat psychosocial problems related to maladaptive behavior, communication and interpersonal relationships. In addition, they also provide services for children and families needing adoption planning, protection, shelter, residential treatment and alternative education. The Organization responds to changing community needs by developing new programs, deleting obsolete ones and by altering services so that they appropriately meet identified community needs.

Revenues are provided primarily from contractual arrangements with various governmental departments and agencies with state and federal funds. Other sources of revenues include grants from trusts and foundations, program service fees, and contributions.

NOTE B - SIGNIFICANT ACCOUNTING POLICIES

- (1) **Principles of consolidation** - The consolidated financial statements include the accounts of the Organization, CFS Real Property, Inc. (CFSRP), and Turning Point for Families, Inc. (TPFF).

CFSRP is a Hawaii nonprofit organization. CFSRP's purpose is for purchasing, holding and developing real property and other investment assets for charitable purposes in support of the Organization. The Organization has a supporting interest in the CFSRP.

TPFF is a Hawaii nonprofit organization which provides programs and services to reduce and eliminate the incidence of family violence in the County of Hawaii. TPFF also provides temporary shelter and other service for victims of domestic abuse. TPFF became an affiliate of the Organization in December 2005.

All significant inter-organization transactions and balances have been eliminated as of June 30, 2006, and for the fiscal year then ended.

- (2) **Basis of accounting and financial statement presentation** - The consolidated financial statements of the Organization and related affiliates have been prepared on the accrual basis of accounting. Net assets, public support and revenues and expenses are classified based upon the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Organization and changes therein are classified and reported as follows:

Unrestricted - Net assets which are free of donor-imposed restrictions; all revenues, expenses, gains and losses that are not changes in temporarily or permanently restricted net assets.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE B - SIGNIFICANT ACCOUNTING POLICIES (Continued)

Temporarily Restricted - Net assets whose use by the Organization is limited by donor-imposed stipulations that either expire by passage of time or that can be fulfilled by actions of the Organization pursuant to those stipulations.

Permanently Restricted - Net assets whose use is limited by donor-imposed restrictions that neither expire with the passage of time nor can be fulfilled or otherwise removed by actions of the Organization.

- (3) **Use of estimates** - The preparation of consolidated financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.
- (4) **Cash and cash equivalents** - The Organization considers all highly liquid investments purchased with an original maturity of three months or less to be cash equivalents.
- (5) **Promises to give** - Unconditional promises to give are recognized as contribution revenue in the period received and as assets, decreases of liabilities, or expenses depending on the form of the benefits received. Unconditional promises to give are recorded at net realizable value if expected to be collected in one year and at fair value if expected to be collected in more than one year. Conditional promises to give are recognized when the conditions on which they depend are substantially met.
- (6) **Investments** - Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the consolidated statement of financial position. Unrealized gains and losses are included in the change in net assets. Investment income and gains restricted by a donor are reported as increases in unrestricted net assets if the restrictions are met (either by passage of time or by use) in the reporting period in which the income and gains are recognized. Certain investments are held in pooled investment funds at fair value.
- (7) **Property and equipment** - Property and equipment are recorded at cost. Acquisitions in excess of \$1,000 are capitalized. Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated useful lives of 3 to 30 years and are computed using the straight-line method.

Expenditures for maintenance, repairs and minor renewals are charged to expense; expenditures for betterments are capitalized. Property retired or otherwise disposed of is removed from the appropriate asset and related accumulated depreciation accounts. Gains and losses on sale of assets are reflected in current operations.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE B - SIGNIFICANT ACCOUNTING POLICIES (Continued)

- (8) **Deferred support** - The Organization records grant awards accounted for as exchange transactions as refundable advances until the related services are performed, at which time they are recognized as revenue.
- (9) **Restricted and unrestricted revenue and support** - Contributions, revenues, and support are recorded in the period earned as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor restrictions.

Support that is restricted by the grantor or donor is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the consolidated statement of activities as net assets released from restrictions.

- (10) **Recognition of government grant revenue** - Government grants are received from the federal, state and municipal governments. Revenues on cost reimbursement contracts are recognized when allowable and reimbursable expenses are incurred, and upon meeting the legal and contractual requirements of the funding source. Revenues on fee for service contracts are recognized when the services required by the contractual agreements are satisfactorily performed. These revenues are generally considered exchange transactions, and are thereby recorded as revenues of the unrestricted net asset class. Funding received in advance of the applicable revenue recognition criteria is recorded as deferred support in the consolidated statement of financial position.
- (11) **Donated services and facilities** - Donated services are recognized as contributions if the services (a) create or enhance nonfinancial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the Organization. Significant and essential donated services are performed by various individuals and businesses to support the Organization's programs and fundraising activities. These services have not been reflected in the consolidated financial statements as the criterias were not met.
- (12) **Functional allocation of expenses** - The costs of providing the various programs and other activities are summarized on a functional basis in the consolidated statement of activities. Accordingly, costs are allocated to the benefited programs and supporting services based on direct costs incurred and management's estimate of resources consumed by these functions.
- (13) **Income taxes** - The Organization is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE C - INVESTMENTS

The carrying values of the Organization's investments at June 30, 2006, were as follows:

	<u>Amount</u>
Money market	\$ 277,917
Mutual funds	329,711
U.S. government obligations	323,881
Corporate bonds	24,368
Equity securities	<u>1,112,258</u>
	<u>\$2,068,135</u>

Investment return on the investments and other sources are summarized as follows:

	<u>Amount</u>
Interest and dividend income	\$ 148,337
Realized gain	36,724
Unrealized loss	<u>(28,312)</u>
	<u>\$ 156,749</u>

Expenses relating to investment revenues, including custodial fees and investment advisory fees amounted to \$8,202 for the fiscal year ended June 30, 2006.

NOTE D - CHARITABLE REMAINDER TRUSTS AND CHARITABLE GIFT ANNUITIES

The Organization administers various charitable remainder trusts and charitable gift annuities whereby the donor contributes assets in exchange for distributions for a specified period of time to the donor or other beneficiaries. At the end of the specified time, the remaining assets are available for the Organization's use. Assets received are recorded at fair value on the date the agreement or unitrust is recognized, and a liability equal to the present value of the future distributions recorded. The difference between the fair value of the assets received and the liability to the donor or other beneficiaries is recognized as contribution revenue.

The Organization has recorded the following amounts related to the trusts and gift annuities:

	<u>Amount</u>
Trust and gift annuity assets	\$ 181,267
Present value of future distributions	\$ 29,089
Change in value of assets	\$ (11,818)

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE E - CFS WEST OAHU CENTER

CFSRP owns the facility known as the CFS West Oahu Center (Center) in Ewa Beach, Hawaii. The facility was financed through pledges from individuals, organizations and foundations, a state grant and bank borrowings. Phase I of the Center was completed in September 1997, and Phase II of the Center was completed in April 1998.

Weinberg Foundation - The Organization received \$1.5 million from the Harry and Jeanette Weinberg Foundation, Inc. (Weinberg) for the development of the Center. The agreement with Weinberg required the Organization to raise a \$1 million endowment fund, whereby the income from the endowment would be used for the maintenance and upkeep of the Center. The Organization had five years following the completion of the construction of the Center to fund the endowment fund. The Organization was required to return the contribution if the endowment fund was not properly funded. The \$1.5 million pledge was transferred to CFSRP effective July 1, 1996 and the Center was completed in 1998.

In January 2002, CFSRP obtained an amendment to the agreement to deposit \$104,003 annually to a separate Dedicated Capital Improvement Account for the maintenance and upkeep of the Center in place of raising the \$1 million endowment fund. Deposits to this account began in July 2002, and are required to be continued until July 2019. The total amount of the reserve account was \$428,436 as of June 30, 2006.

State of Hawaii - In 1996, the Organization entered into an agreement to provide space in the Center to the State over a 30-year, rent-free term. In exchange for the rental space, the State provided the Organization with a grant to provide financial assistance in the development of the Center. The Organization recorded a portion of the grant as deferred rent. The arrangement was transferred to CFSRP effective July 1, 1996. Deferred rent revenue totaled \$783,880 as of June 30, 2006.

**Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006**

NOTE F - NOTES PAYABLE

Long-term obligations are summarized as follows:

	<u>Amount</u>
CFSRP	
Mortgage payable to Bank of Hawaii and First Hawaiian Bank in monthly installments equal to a principal amount of \$11,941 plus all monthly accrued interest (6.02% at June 30, 2006), due December 2013. The note is secured by a first mortgage on the Center property and by a security interest in pledges and grants.	\$ 1,076,993
Note payable to the United States Department of Agriculture Rural Housing Service in monthly installments of \$1,410, including interest at 4.75%, due April 2031, secured by a security interest in all its income due or to become due to and all assessments imposed or to be imposed by CFSRP.	246,074
TPFF	
Note payable to Bank of Hawaii, adjustable interest rate (6.375% at June 30, 2006) in monthly payments of \$1,875, including escrow and interest payments, due September 2019. The note is collateralized by a mortgage over the Kona Shelter leasehold interest.	<u>115,696</u> 1,438,763
Less current maturities	<u>154,300</u>
	<u>\$ 1,284,463</u>

The aggregate maturities of the notes payable for future years are as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Amount</u>
2007	\$ 154,300
2008	155,000
2009	155,700
2010	156,400
2011	157,100
Thereafter	<u>660,263</u>
	<u>\$ 1,438,763</u>

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE F - NOTES PAYABLE (Continued)

Total interest expense amounted to \$97,629 for the fiscal year ended June 30, 2006.

The Organization has a \$3,500,000 revolving line of credit with a bank, bearing interest at 9.50%, secured by receivables, equipment, furniture and fixtures. This line of credit expires May 1, 2007. There were no outstanding borrowings as of June 30, 2006.

The Organization also has available a \$100,000 line of credit with advances available for up to a year. The interest rate at June 30, 2006, was 10.39% and the line of credit expires in July 2007. The line of credit is collateralized by substantially all assets of the Organization. The outstanding balance on the line of credit at June 30, 2006, was \$93,973.

NOTE G - COMMITMENTS

Operating leases

As lessee - The Organization leases various properties and facilities in which to conduct its programs. The Organization also leases various office equipment and vehicles. Minimum future rental payments under noncancelable operating leases having initial or remaining terms of more than one year are summarized as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Amount</u>
2007	\$ 1,724,000
2008	1,113,000
2009	653,000
2010	329,000
2011	62,000
Thereafter	<u>74,500</u>
	\$ <u>3,955,500</u>

As lessor - The Organization rents a portion of its facilities to others. At June 30, 2006, approximate future minimum lease rental income from third parties on noncancelable operating leases with remaining terms of one year or more, excluding amortization of rents received in advance, were as follows:

<u>Fiscal Year Ending June 30,</u>	<u>Amount</u>
2007	\$ 137,000
2008	66,000
2009	51,000
2010	52,000
2011	52,000
Thereafter	<u>681,000</u>
	\$ <u>1,039,000</u>

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE H - TEMPORARILY RESTRICTED NET ASSETS

Net assets are released from donor restrictions primarily by incurring expenses, which satisfy the restricted purposes, or after a specified date. Temporarily restricted net assets as of June 30, 2006, were as follows:

	2006
Administration/Management and General	\$ 25,109
Aloha United Way	389,695
Alternative Education	63,178
Community Center	42,545
Development	4,560
Domestic Abuse	94,984
Head Start	14,527
Healthy Start	15,160
Senior Programs	88,380
Therapeutic Programs	34,133
Violence Programs	970
CFSRP	47,000
TPFF	22,700
Other specific restricted	241,373
	\$ 1,084,314

NOTE I - CONCENTRATIONS

The Organization maintains its cash accounts at various financial institutions. Cash balances in accounts at each bank are insured up to \$100,000 per account holder by the Federal Deposit Insurance Corporation (FDIC). In assessing its concentration of credit risk related to cash, the Organization places its cash in financial institutions, which may at times exceed FDIC insurance limits. The Organization also receives a substantial amount of its support from state and federal government agencies. Significant reductions, if any, in the level of this support may have an adverse effect on the Organization's programs and activities.

NOTE J - RETIREMENT PLANS AND POST-RETIREMENT BENEFITS

Defined contribution retirement plan - All full-time non-bargaining employees of the Organization who have at least 1,000 hours of service during the plan year are eligible to participate in a 403(b) defined contribution plan. Participants may elect to contribute up to 15% of their compensation, subject to certain limitations. The plan allows the Organization to make an elective contribution of up to 2% of the participants' compensation. Union members may also elect to participate in this plan. Total contributions to the 403(b) plan were approximately \$129,500 for the fiscal year ended June 30, 2006.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE J - RETIREMENT PLANS AND POST-RETIREMENT BENEFITS (Continued)

TPFF has a retirement plan that covers all eligible employees of TPFF. The amount of the employer contributions, if any, is determined by an annual written resolution of the board of directors. Allocation of employer contributions among participants in the plan is made in proportion to the participant's annual compensation. The board of directors elected not to make a contribution to the plan for the fiscal year ended June 30, 2006.

Other post-retirement benefit plan - The Organization has a benefit plan that provides post-retirement health care and life insurance benefits to retirees who meet certain qualifications. The plan is unfunded. Effective November 1, 1998, the plan was amended to curtail accrual of further benefits.

The net periodic post-retirement benefits cost was \$15,075 for the fiscal year ended June 30, 2006. The weighted-average discount rate used to measure the accumulated post-retirement benefit obligation was 6.33% as of June 30, 2006. The accrued post-retirement benefit obligation recognized in the consolidated statement of financial position was \$164,714 as of June 30, 2006.

The health care cost trend rate represents the rate of long-term expected growth of medical benefits under the plan resulting from non-age-related factors. The health care cost trend rate used to measure the expected cost of benefits covered by the plan was 8% in fiscal year 2006, reducing to 5% over a ten-year period for health maintenance organization premiums.

The effect of a one-percentage point increase in the assumed health care cost trend rate increases the periodic post-retirement benefit costs by approximately \$420 in fiscal year 2006. Accumulated post-retirement benefit obligation for health care benefits increased by approximately \$8,000 as of June 30, 2006.

NOTE K - CONSOLIDATION OF TURNING POINT FOR FAMILIES, INC.

The Organization entered into an affiliation agreement on December 28, 2005, with Turning Point For Families, Inc. (TPFF), a Hawaii nonprofit corporation. The agreement gave the Organization control of TPFF through a majority voting interest in its governing board and also provides TPFF to benefit from the management, administrative, and programmatic services that the Organization has available. The Organization may make financial contributions to TPFF in support of its working capital and other needs and shall provide administrative and management support as necessary. During fiscal year 2006, the Organization and TPFF did not conduct any inter-organizational financial transactions.

The activities of TPFF are combined with the Organization and reflected in the consolidated financial statements as of the earliest year presented using the pooling of interests method as required by the Accounting Principles Board (APB) Number 16 *Business Combinations*. As a result, net assets as of June 30, 2005, were restated to reflect the consolidation of TPFF.

Child and Family Service
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
June 30, 2006

NOTE K - CONSOLIDATION OF TURNING POINT FOR FAMILIES, INC. (Continued)

Details of the results of operations of the previously separate organizations for the period before the affiliation agreement was consummated on December 28, 2005 were as follows:

	<u>Organization*</u>	<u>TPFF</u>
Revenues	\$ 17,152,558	\$ 809,170
Expenses	<u>16,681,925</u>	<u>752,589</u>
Change in net assets	\$ <u>470,633</u>	\$ <u>56,581</u>

* Amounts include CFSRP.

NOTE L - MAINTENANCE RESERVE

The Organization receives federal grant funds from a Community Development Block Grant (CDBG) Program through the City and County of Honolulu (City) for acquisition and improvements of certain buildings to be used for Organization's programs. The contract requirements stipulate that any excess program income generated from these properties are to be returned to the City.

An agreement was made between the Organization and the City that any excess program income would be held and set aside in a maintenance reserve fund for use in future maintenance costs of the facilities in lieu of monthly remittance to the City.

The maintenance reserve as of June 30, 2006, consisted of the following:

	<u>Amount</u>
Balance as of June 30, 2005	\$ 48,303
Excess program income as of June 30, 2006	68,920
Less maintenance costs for June 30, 2006	<u>(72,130)</u>
Balance as of June 30, 2006	\$ <u>45,093</u>

SUPPLEMENTARY INFORMATION

Child and Family Service
CONSOLIDATING STATEMENT OF FINANCIAL POSITION
June 30, 2006

	<u>CFS</u>	<u>CFSRP</u>	<u>TPFF</u>	<u>Eliminating Entries</u>	<u>Total</u>
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	\$ 1,784,629	\$ 436,189	\$ 242,064	\$ --	\$ 2,462,882
Accounts receivable	6,632,187	147,355	80,042	(131,353) ⁽¹⁾	6,728,231
Prepaid expenses	<u>374,379</u>	<u>16,632</u>	<u>3,910</u>	<u>--</u>	<u>394,921</u>
Total current assets	<u>8,791,195</u>	<u>600,176</u>	<u>326,016</u>	<u>(131,353)</u>	<u>9,586,034</u>
INVESTMENTS					
Investments	1,309,988	329,711	--	--	1,639,699
Investment reserve for capital improvements	<u>--</u>	<u>428,436</u>	<u>--</u>	<u>--</u>	<u>428,436</u>
	<u>1,309,988</u>	<u>758,147</u>	<u>--</u>	<u>--</u>	<u>2,068,135</u>
PROPERTY AND EQUIPMENT					
Buildings, leasehold improvements and leasehold interest	101,317	12,687,046	333,782	--	13,122,145
Furniture and equipment	2,236,658	151,351	169,726	--	2,557,735
Vehicles	<u>134,347</u>	<u>68,649</u>	<u>22,007</u>	<u>--</u>	<u>225,003</u>
	2,472,322	12,907,046	525,515	--	15,904,883
Less accumulated depreciation and amortization	<u>1,951,488</u>	<u>3,734,749</u>	<u>315,211</u>	<u>--</u>	<u>6,001,448</u>
	520,834	9,172,297	210,304	--	9,903,435
Leased equipment under capital lease	--	--	--	--	--
Land	--	1,068,701	--	--	1,068,701
Construction in progress	<u>--</u>	<u>527,832</u>	<u>--</u>	<u>--</u>	<u>527,832</u>
	<u>520,834</u>	<u>10,768,830</u>	<u>210,304</u>	<u>--</u>	<u>11,499,968</u>
OTHER ASSETS	<u>341,081</u>	<u>--</u>	<u>8,804</u>	<u>(25,500) ⁽¹⁾</u>	<u>324,385</u>
	\$ <u>10,963,098</u>	\$ <u>12,127,153</u>	\$ <u>545,124</u>	\$ <u>(156,853)</u>	\$ <u>23,478,522</u>

(1) - To eliminate intercompany transactions.

	CFS	CFSRP	TPFF	Eliminating Entries	Total
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Current maturities of notes payable	\$ --	\$ 148,600	\$ 5,700	\$ --	\$ 154,300
Line of credit	--	--	93,973	--	93,973
Accounts payable and accrued liabilities	1,528,368	61,654	98,200	(31,353) ⁽¹⁾	1,656,869
Deferred support	1,044,666	--	78,131	--	1,122,797
Due to affiliate	100,000	25,500	--	(125,500) ⁽¹⁾	--
Maintenance reserve	--	45,093	--	--	45,093
Total current liabilities	<u>2,673,034</u>	<u>280,847</u>	<u>276,004</u>	<u>(156,853)</u>	<u>3,073,032</u>
LONG-TERM LIABILITIES					
Notes payable, less current maturities	--	1,174,467	109,996	--	1,284,463
OTHER LIABILITIES					
Deferred rent	--	783,880	--	--	783,880
Trust liabilities and post-retirement benefit obligations	191,795	--	--	--	191,795
	<u>191,795</u>	<u>783,880</u>	<u>--</u>	<u>--</u>	<u>975,675</u>
NET ASSETS					
Unrestricted	6,983,144	9,840,959	136,424	--	16,960,527
Temporarily restricted	1,014,614	47,000	22,700	--	1,084,314
Permanently restricted	100,511	--	--	--	100,511
	<u>8,098,269</u>	<u>9,887,959</u>	<u>159,124</u>	<u>--</u>	<u>18,145,352</u>
	\$ <u>10,963,098</u>	\$ <u>12,127,153</u>	\$ <u>545,124</u>	\$ <u>(156,853)</u>	\$ <u>23,478,522</u>

Child and Family Service
CONSOLIDATING STATEMENT OF ACTIVITIES
Fiscal Year Ended June 30, 2006

	CFS	CFSRP	TPFF	Eliminating Entries	Total
PUBLIC SUPPORT AND REVENUE					
Public support					
Government contracts	\$ 29,339,057	\$ 601,565	\$ 1,282,959	\$ --	\$ 31,223,581
Grants	559,600	--	99,925	--	659,525
United Way	844,678	--	40,000	--	884,678
Contributions and fundraising	<u>456,753</u>	<u>--</u>	<u>7,719</u>	<u>--</u>	<u>464,472</u>
Total public support	<u>31,200,088</u>	<u>601,565</u>	<u>1,430,603</u>	<u>--</u>	<u>33,232,256</u>
Revenue					
Fees for services	536,997	--	134,972	260,000 ⁽¹⁾	411,969
Investment income	126,311	28,304	2,134	--	156,749
Rental income	--	1,192,752	--	1,023,597 ⁽¹⁾	169,155
Other revenue	<u>94,302</u>	<u>121,200</u>	<u>9,594</u>	<u>--</u>	<u>225,096</u>
Total revenue	<u>757,610</u>	<u>1,342,256</u>	<u>146,700</u>	<u>1,283,597</u>	<u>962,969</u>
Total public support and revenue	<u>31,957,698</u>	<u>1,943,821</u>	<u>1,577,303</u>	<u>1,283,597</u>	<u>34,195,225</u>
EXPENSES					
Community services	29,722,636	--	--	(1,005,094) ⁽¹⁾	28,717,542
Management and general	1,389,927	--	--	(6,263) ⁽¹⁾	1,383,664
Development	253,299	--	--	(218) ⁽¹⁾	253,081
Facilities management	248,550	--	--	(12,022) ⁽¹⁾	236,528
CFS Real Property	--	1,510,338	--	(260,000) ⁽¹⁾	1,250,338
TPFF	<u>--</u>	<u>--</u>	<u>1,493,737</u>	<u>--</u>	<u>1,493,737</u>
Total expenses	<u>31,614,412</u>	<u>1,510,338</u>	<u>1,493,737</u>	<u>(1,283,597)</u>	<u>33,334,890</u>
CHANGE IN NET ASSETS	343,286	433,483	83,566	--	860,335
NET ASSETS AT BEGINNING					
OF FISCAL YEAR, RESTATED	<u>7,754,983</u>	<u>9,454,476</u>	<u>75,558</u>	<u>--</u>	<u>17,285,017</u>
NET ASSETS AT END					
OF FISCAL YEAR	\$ <u>8,098,269</u>	\$ <u>9,887,959</u>	\$ <u>159,124</u>	\$ <u>--</u>	\$ <u>18,145,352</u>

(1) - To eliminate intercompany transactions.

Child and Family Service
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
Fiscal Year Ended June 30, 2006

	Community Services							Total			
	Early Childhood Services	Children's Services	Adult and Family Services	Behavioral Health Services	Total Community Services	Management and General	Development		Facilities Management	CFS Real Property	TPFF
Salaries and contract labor	\$ 3,253,898	\$ 2,729,612	\$ 2,737,133	\$ 6,734,719	\$ 15,455,302	\$ 285,739	\$ 58,773	\$ 156,264	\$ --	\$ 799,548	\$ 16,755,626
Payroll taxes and employee benefits	674,123	564,633	565,649	1,402,617	3,208,022	87,386	12,179	31,393	--	242,015	3,581,005
TOTAL LABOR COSTS	3,927,961	3,294,245	3,303,782	8,137,336	18,663,324	373,135	70,952	187,657	--	1,041,563	20,336,631
Insurance	36,230	26,583	27,551	87,606	177,970	11,064	894	876	71,780	82,149	344,733
Professional fees	147,849	121,813	59,156	465,856	794,674	185,482	8,759	8,316	81,050	62,769	1,141,050
Supplies	103,378	52,984	60,801	164,078	381,241	17,823	4,191	211	1,282	19,545	424,293
Telephone	104,501	84,873	68,416	128,153	385,943	76,087	1,789	320	1,312	22,411	487,842
Postage and shipping	12,135	11,301	8,837	13,379	45,652	2,923	3,517	90	21	--	52,203
Occupancy	264,823	252,998	223,242	381,656	1,122,719	145,898	24,373	910	242,698	120,471	1,657,069
Utilities	31,931	12,057	59,492	52,706	156,186	587	--	--	--	40,324	197,097
Equipment rental and maintenance	71,865	101,655	94,160	258,519	516,199	62,091	14,964	642	294,284	11,341	899,621
Printing and publications	13,073	29,484	14,276	56,524	113,357	9,093	25,828	95	--	2,935	151,308
Travel	123,359	111,326	43,516	150,991	429,192	19,152	154	374	158	22,181	471,211
Training	14,483	20,344	9,767	25,800	70,394	30,359	12,330	199	--	--	113,282
Specific assistance to individuals	139,384	21,983	74,175	1,151,739	1,387,281	4,667	--	--	--	6,627	1,398,575
Membership dues	1,205	139	939	871	3,154	21,957	--	--	--	4,773	29,884
Fundraising and development	805	384	803	2,136	4,128	22,418	19,583	--	--	165	46,294
Employee retention	134	174	89	242	639	24,622	--	--	--	--	25,261
Miscellaneous	1,037	1,446	4,016	26,295	32,794	144,880	28,187	29	12,878	11,928	230,696
Interest	--	--	--	--	--	--	--	--	81,336	16,294	97,630
Contract equipment purchases	9,920	--	1,164	500	11,584	--	--	--	--	--	11,584
Administrative support	944,408	705,002	702,566	2,037,938	4,389,914	181,924	37,560	36,809	--	--	4,646,207
Depreciation and amortization	14,192	1,045	2,093	13,897	31,197	49,522	--	--	463,539	28,261	572,519
TOTAL EXPENSES	\$ 5,952,673	\$ 4,949,836	\$ 4,748,811	\$ 13,156,222	\$ 28,717,542	\$ 1,383,664	\$ 253,081	\$ 236,528	\$ 1,250,338	\$ 1,493,737	\$ 33,334,890

NOTE: Certain functional expenses have been allocated on the basis of direct salaries or other criteria.

**CHILD AND FAMILY SERVICE
MANAGEMENT ADVISORY REPORT
Fiscal Year Ended June 30, 2005**

CHILD AND FAMILY SERVICE

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To the Board of Directors
Child and Family Service

In planning and performing our audit of the consolidated financial statements of Child and Family Service (CFS) for the fiscal year ended June 30, 2005, we considered CFS' internal control to determine our auditing procedures for the purpose of expressing an opinion on the consolidated financial statements and not to provide assurance on internal control.

However, during our audit, we became aware of several matters that are opportunities for strengthening internal controls and operating efficiency. The memorandum that accompanies this report summarizes our findings and recommendations regarding those matters. This letter does not affect our report dated December 13, 2005, on the consolidated financial statements of CFS.

Nishihama & Kishida, CPAs, Inc.

Honolulu, Hawaii
December 13, 2005

CURRENT FINDINGS AND RECOMMENDATIONS

A. ENSURE PROPER UNDERSTANDING OF THE HEAD START 90% LOW-INCOME REQUIREMENT

During our review of the Head Start Program (CFDA 93.600), we noted that one of the compliance requirements was that at least 90% of the enrollees must come from families whose income is below the official federal poverty guidelines or who are receiving public assistance.

We determined that only 85% of the enrollees met the low-income requirement for the fiscal year ended June 30, 2005. This condition was a result of a misunderstanding that applicants receiving Med Quest benefits were income-eligible. CFS received notice from the Head Start Region IX Office that applicants who received Med Quest benefits were also eligible for the Head Start Program and met the low-income requirement. Therefore, from January to March 2005, the Head Start Program enrolled students who were receiving Med Quest benefits as income-eligible. In March 2005, CFS's program personnel determined that enrollees who received Med Quest benefits did not automatically qualify as income-eligible. At that point, CFS program personnel stopped using Med Quest as a measure of income-eligibility.

A federal monitoring team reviewed the Head Start Program in May 2005. The monitoring team was notified of the non compliance with regards to the 90% of families below the official federal poverty guidelines requirement. The report issued by the monitoring team did not consider this situation to be an area of non-compliance or deficiency.

Recommendation

CFS should ensure that program personnel have a proper understanding of the requirements regarding the income eligibility of the Head Start program. CFS program personnel should also ensure that these requirement levels are properly met for compliance with federal guidelines.

B. EXPAND EFFORTS TO ENSURE HEAD START PROGRAM ENROLLMENT REQUIREMENTS ARE MET OR OBTAIN WAIVER FROM THE GRANTOR

Based on our review of the award agreement for the budget period July 1, 2004, to June 30, 2005, and our inquiry with the program administrator, we determined that the required enrollment level was 161 students for the Head Start Program (CFDA 93.600). The program administrator, due to a shortage of enrollees on the island of

Kauai, determined that CFS did not adhere to the enrollment level of 161 students as specified in the award agreement. This shortfall in enrollment was also reported by the federal monitoring team in May 2005, and resulted in a noncompliance condition in their monitoring report.

Recommendation

The Head Start Program should expand its efforts to promote the services offered through flyers, presentations, and other media. CFS should also consider obtaining a waiver to meet the enrollment level or request the level to be lowered.

C. ENSURE FORMAL POLICY OVER IN-KIND AND MATCHING CONTRIBUTIONS IS ADHERED TO

When we tested matching, level of effort, and earmarking requirements for the Promoting Safe and Stable Families (CFDA 93.556), we noted that there was a lack of adequate supporting documentation for the in-kind and matching amounts reflected in the reports. We also noted other instances where in-kind and matching amounts were not recorded properly due to the way information was presented on the supporting documentation.

CFS does not have a formal policy to address the in-kind and matching contributions for various programs requiring matching funds. However, it is our understanding that a formal policy was implemented in the first quarter of FY 2006.

OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, states that, "...all contributions, including cash and third party in-kind, shall be accepted as part of the recipient's cost sharing or matching when such contributions are verifiable from the recipient's records."

Recommendation

CFS should ensure that the formal policy to address the in-kind and matching contributions is being adhered to and ensure that amounts are properly supported as required for all programs.

D. ESTABLISH CONTROLS TO MONITOR SPENDING OF TEMPORARILY RESTRICTED NET ASSETS

CFS accounts for funds received from donors that has time or use restrictions and codes these funds as temporarily restricted net assets. As expenses are incurred that meet the donor restrictions, the account balances are reduced

accordingly. During our review of these accounts, we noted that expenses were charged against certain temporarily restricted net assets even when the balance was \$-0- for that funding source. In some cases, the balance of the accounts was in the negative position where expenses exceeded the funds available in the account. As a result, the temporarily restricted net assets were not accurately stated and monies from unrestricted resources were used to pay for certain of these expenses.

Recommendation

CFS should establish controls to monitor the spending of the temporarily restricted net assets, which would include the tracking of what was received, what was spent and the amount available in each temporarily restricted net asset.

Attachment 8
CFS' CONTINUUM OF CARE

Child and Family Service
CONTINUUM OF CARE

The services provided by Child and Family Service are grouped into four program areas:

- Early Childhood Services
- Children's Services
- Adult and Family Services
- Behavioral Health Services

The programs within each area are listed below:

EARLY CHILDHOOD SERVICES

- | | |
|--|--|
| 1. Baby S.A.F.E. <ul style="list-style-type: none">▪ Kauai | 4. Enhanced Healthy Start <ul style="list-style-type: none">▪ Kauai▪ Oahu |
| 2. Head Start <ul style="list-style-type: none">▪ Kauai | 5. Perinatal Services <ul style="list-style-type: none">▪ Kauai |
| 3. Healthy Start <ul style="list-style-type: none">▪ Kauai▪ Oahu (Central, Waianae and Leeward) | 6. Pre-Plus Preschool <ul style="list-style-type: none">▪ Kauai |

CHILDREN'S SERVICES

- | | |
|---|---|
| 1. Alternative Education – Hale O Ulu <ul style="list-style-type: none">▪ Leeward Oahu | 5. Adoptions <ul style="list-style-type: none">▪ Statewide |
| 2. Community Center <ul style="list-style-type: none">▪ Kauai (Waimea and Kapaa) | 6. Post Permanency Services <ul style="list-style-type: none">▪ Kauai▪ Maui▪ Oahu |
| 3. Comprehensive Counseling Support Services (CCSS) <ul style="list-style-type: none">▪ Oahu (Leeward and Central)▪ Maui | 7. Independent Living Services <ul style="list-style-type: none">▪ Kauai |
| 4. Family Strengthening Services <ul style="list-style-type: none">▪ Hilo▪ Kauai▪ Oahu | 8. Sex Abuse Treatment Services <ul style="list-style-type: none">▪ Hilo▪ Kona▪ Maui▪ Oahu |

ADULT AND FAMILY SERVICES

- | | |
|---|---|
| 1. Community Health Education <ul style="list-style-type: none">▪ Kona | 7. Senior Caregiver Respite <ul style="list-style-type: none">▪ Oahu |
| 2. Domestic Abuse & Transitional Shelters <ul style="list-style-type: none">▪ Oahu (Honolulu and Leeward)▪ Hilo (Hale Ohana) | 8. Senior Case Management <ul style="list-style-type: none">▪ Oahu |
| 3. Domestic Violence Advocacy <ul style="list-style-type: none">▪ Hilo▪ Kona▪ Maui▪ Oahu | 9. Senior Groups – Health Maintenance <ul style="list-style-type: none">▪ Oahu |
| 4. Developing Options to Violence <ul style="list-style-type: none">▪ Maui▪ Oahu | 10. Senior Homemaker Services (Adult Chore) <ul style="list-style-type: none">▪ Oahu |
| 5. Employment Services <ul style="list-style-type: none">▪ Job Creation▪ Immigrant and Refugee Oahu | 11. Supportive Housing and Residential Enrichment (SHARE) <ul style="list-style-type: none">▪ Oahu |
| 6. Ohana Care <ul style="list-style-type: none">▪ Oahu | 12. REACH (Responsiveness, Encouragement and Assistance through Counseling & Help) <ul style="list-style-type: none">▪ Oahu |
| | 13. Sex Assault Support Services <ul style="list-style-type: none">▪ Maui |

Child and Family Service
CONTINUUM OF CARE

BEHAVIORAL HEALTH SERVICES

1. Counseling Services
 - Kauai
2. Intensive Learning Center
 - Oahu (Leeward)
3. Crisis Mobile Outreach
 - Hilo
 - Kona
 - Maui
4. Employee Assistance Program
 - Statewide
5. Therapeutic Foster Homes
 - Hilo
 - Kona
 - Maui
 - Oahu
6. Multisystemic Therapy Services
 - Hilo
 - Oahu
7. Community Based Residential
 - Oahu (Ka Pa Ola)
8. Therapeutic Group Homes
 - Kona (Kona Group Home)
 - Oahu (Julia House and Hale Holopono)
9. Special Schools
 - Oahu (Hau'oli Na Keiki and Mehana)
10. Community Based Crisis Group Home
 - Hilo
 - Kona
11. Respite Home
 - Hilo
 - Kona
12. Crisis Therapeutic Foster Home
 - Maui
13. Respite Therapeutic Foster Home
 - Maui

Child and Family Service Program Descriptions November 2007

EARLY CHILDHOOD SERVICES

Baby S.A.F.E.

This program provides drug and alcohol screenings and assessments, outreach and early intervention services, case management, referrals to community resources, and education and skill-building classes. Services are provided to pregnant and post-partum women at high risk for substance abuse, and are offered island-wide in whatever locations are most convenient to clients. Baby S.A.F.E. has been offering services on Kauai since July 2000.

Head Start

Head Start is a federally funded preschool program for 3 and 4 year old children at no cost for income-eligible children. Head Start began as part of the War on Poverty efforts in the late 1960's and has been on the island of Kauai since 1967. Child and Family Service - Kauai Head Start began serving children in the year 2000 and now provides eight centers around the island. The program is contracted to serve 148 children. Head Start has a comprehensive program of educational, health and social services designed to help the child and parents be prepared for school.

Healthy Start – Home Visiting

Serves environmentally at-risk families of children, newborn to three years of age. The infants and children are considered at-risk for child abuse and neglect and developmental delays. The program provides comprehensive home visitation, child development screening and intervention, as well as psychosocial assessment, and motivational readiness for treatment and brief counseling. The intensity of the program varies over the course of service, starting with weekly home visits, and reducing the frequency as the family and child meet their goals.

Enhanced Healthy Start

Provides comprehensive Healthy Start paraprofessional home visitation services to Child Welfare Services (CWS) clients and to CWS Diversion clients. Services are enhanced through provision of substance abuse expertise through a Certified Substance Abuse Counselor. Program staffing also includes a Registered Nurse to provide additional expertise in the area of child development.

Perinatal Services

This program provides perinatal support services to high-risk pregnant women on Kauai who are in their first trimester and supports their entry into early prenatal health care. The program is designed to increase the number of women receiving prenatal care in their first trimester, improve women's health by identifying health, economic, psycho-social and environmental risk factors, connecting the women with the necessary and appropriate resources that meets their needs, improve birth outcomes, and to enhance early and adequate prenatal, postpartum and interconception care. Services include outreach to high-risk populations; initial prenatal health screen and assessments; care coordination such as referral and support to obtain and maintain early and continuous prenatal health care; case management, follow-up assessments, and support each trimester and during the six months post partum period.

Pre-Plus Preschool Services

The Pre-Plus Preschool program is a combination Head Start and private preschool program funded by the Department of Human Services. The program is located on the grounds of Kilauea Elementary School on Kauai and provides affordable quality preschool services to

Child and Family Service Program Descriptions November 2007

children ages 3 to 5 years old. The program targets families who meet the income guidelines of income at or below 200% of the Federal Poverty Level (FPL) but do not qualify at the more stringent income requirements of the Head Start program (at or below 100% of the FPL). The school offers a full year, full-day education and supports the increasing number of parents who are working, in training programs, attending school or trying to enter the work force but still cannot afford quality preschool services for their children.

CHILDREN'S SERVICES

Alternative Education - Hale O Ulu and STEP II

Hale O Ulu is a co-ed secondary alternative education school for at-risk youth that provides education, clinical counseling, and social services to students and families who have social adjustment, emotional, or school related difficulties. Students, who are unable to adjust to a traditional education system, are referred by the DOE or Judiciary. STEP II students experienced failures in the school system and dropped out of school. Wanting to earn their high school diploma and to become job ready motivates them to make a self-referral. For many, HOU and STEP II may be their last opportunity to become educationally successful and earn a high school diploma.

Community Centers

In partnership with a community Ohana Board and other community agencies, provides family support and family preservation services to the families in defined areas of Kauai. Incorporating a community family center model, Community Centers provide a healing and nurturing environment in which intervention services are interwoven with prevention activities. Services include information and referral, emergency food pantry, emergency clothes closet, parent skills classes, outreach activities to engage hard to reach families, individual and family counseling, and community activities and cultural awareness activities.

Comprehensive Counseling and Support Services (CCSS)

Through counseling and support services, this program enhances the well being of children in a safe family environment, and reduces reports of child abuse and neglect (CAN) to the Child Welfare Service Section (CWSS). The goal is to help adult caregivers provide their child with a safe, permanent home. All adult caretakers referred by the Department of Human Services are eligible for the CCSS program.

Family Strengthening Services

Provides free intervention services through a voluntary home visitor program to assist families who are referred by DHS, Child Welfare Services (CWS) Intake Unit. The FSS program is intended to avert families from CWS and in turn strengthen, empower, support, and assist each family with their individualized needs. This is accomplished by providing short-term, outreach services and by providing information and linkages to private and public resources. The program is an efficient and effective way to strengthen families who are identified by CWS as being at low to moderate risk of harming their children, thus providing a safer and more supportive home environment

Child and Family Service Program Descriptions November 2007

Adoptions

Licensed through the Department of Human Services (DHS) as a child placing organization, the program assists DHS families to finalize their adoption process by completing the adoptive family's home study. The adoption program is also licensed to assist Hawaii families who wish to adopt domestically from another state and need home study and post placement services. It is also licensed to complete international adoptions from China and the Philippines. The program is affiliated with Holt International Children's Services to assist Hawaii families with their adoptions from other countries such as Korea, Guatemala, and Vietnam.

Post Permanency Service

Provides a free and voluntary program designed to preserve the placement of adoptive children who are in long-term, permanent placement with a new family. Child and Family Service have been successfully providing permanency support services to families on Oahu since 1999 and on Kauai and Maui since 2000. The purpose of the program is to prevent the disruption of the newly formed family unit by providing custom-tailored support, intervention and education. Staff meets the family in their own home at times most convenient to the family.

Independent Living Services

Provides assistance to foster youth to learn age and developmentally appropriate life skills and to support a successful transition to independent adulthood. Youth are generally taught life skills such as learning physical/emotional/psychological/spiritual self-care, decision making, problem solving, communication, money management, health education, accessing community services, and defining and working toward vocational and/or educational goals.

Sex Abuse Treatment Services

Provides a comprehensive service model for families and individuals who have experienced intra-familial sexual abuse. Services are provided to child and adult victims, non-offending partners, alleged juvenile and adult offenders, and siblings. Treatment is provided through individual, dyad, family therapy and an extensive group program. The various components of the program are designed to reinforce each other for more comprehensive treatment.

ADULT AND FAMILY SERVICES

Community Health Education

Implements a community based health education program that focuses on providing family planning and reproductive health services education to the following populations: School aged populations – K-12; Individuals of reproductive age (14 years-44 years old); Community organizations serving those individuals; and Hard to reach populations who may be at high risk for unprotected sexual activity due to cultural, developmental or health factors including males, teens, homeless individuals, and substance abusers and service providers serving the hard to reach populations.

Domestic Abuse and Transitional Shelters

The Domestic Abuse Shelters (DAS) provide victims of domestic violence and their families with a safe haven of temporary shelter, provision for basic needs (food, clothing etc.), counseling and services for children. Transitional Apartment Program (TAP) provides housing for victims who need safety and support and are ready to go to school/work. Clients learn dynamics of domestic violence, develop safety plan, improve self-esteem and learn healthy parenting skills.

Child and Family Service Program Descriptions November 2007

Children develop safety plans and learn they're not responsible for domestic violence. Length of stay varies depending on individual needs, up to 90 days in the Shelters and up to 12 months at the Transitional Apartments. The Shelters have been in operation for 24 years on Oahu and 10 years in Hilo. The Transitional Apartments have been in operation for 14 years.

Domestic Violence Advocacy

The program is designed to provide assistance to Temporary Assistance to Needy Families (TANF) and Temporary Assistance to Other Needy Families (TAONF) program recipients who have or are currently experiencing issues of safety and functioning related to domestic violence, which would adversely affect their ability to become self-sufficient. Activities include assessment, service planning, counseling services, case management and linkage and referral. The program has been in operation since 2002.

Developing Options to Violence

Provides a comprehensive array of services to reduce family violence in an effort to break the cycle of violence. The program provides domestic violence intervention services to adults, juveniles, and children who have been adjudicated and/or referred by Family Court. The goal of the program is to change destructive behaviors and replace with positive, healthy behaviors. The Oahu program has been in operation since 1986 and Maui since 1995.

Employment Services

- **Employment Core Services for Immigrants and Refugees.** This program is designed to provide employment preparation, counseling, and job placement to low-income and at-risk immigrants and refugees to help them achieve self-reliance, greater self-sufficiency and increased financial security. The program staff members effectively track the attainment of successful outcomes, and guide and monitor client progression through the removal of barriers to finding and keeping employment. Job preparation, acculturation, job placement, job retention and maintenance are the services used in measuring attainment of outcomes and gear clients towards the achievement of self-reliance. CFS has been serving the immigrant and refugee population since 1983.
- **Employment Creation.** The program is designed to assist low-income persons, immigrants and refugees to become self-employed in their own business. The program provides specialized training in the area of small business creation and entrepreneurship, as well as linkage to mentorship and available resources. Services include: entrepreneurial assessment, English language classes, self-employment workshops, developing business plans, individual business counseling, business management, resources and referrals, and business support services. The program began in July 2007.

Ohana Care

Designed to improve the quality of life for families, care receivers, and caregivers by offering a continuum of quality care that is flexible and individualized in order to prolong the care giving relationship. The program actively assists the care receiver and the caregiver in implementing an individualized, strengths based service plan on how to reduce stress and link with the appropriate community resources. The program also provides supportive counseling. The program has been in operation for 6 years.

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Senior Caregiver Respite

The program is designed to support caregivers who provide regular, ongoing, unpaid care to dependent elderly persons. The goal is to improve the quality of life of dependent elderly individuals by enhancing the emotional and physical well-being of caregivers through linkage to respite services. The program has been in operation for 20 years.

Senior Case Management

Case management services are designed to assist frail, elderly adults and their family member(s) or caregiver(s) in arranging for support that will allow them to remain at home and to help empower them to manage their own situation. The program has been in operation for 17 years on Oahu and 5 years on Maui.

Senior Groups - Health Maintenance

Offers health support groups to adults over the age of 60 who are frail, disabled, chronically ill, depressed, and/or isolated. These adults are vulnerable and at risk for further decline and institutionalization, and their caregivers are at risk for exhaustion and burnout. The Health Maintenance Program also offers the No Fear of Falling fall prevention groups to adults 60 years and older that are at risk for falls due to two or more chronic health conditions. The program has been in operation for 27 years.

Senior Homemaker Services (Adult Chore)

Services are provided to elderly and disabled adults who need help with their routine household chores in order to maintain a healthy lifestyle within their own homes. Recipients must qualify for services under the Department of Human Services (DHS) guidelines. The program has been in operation for 10 years.

Supportive Housing and Resident Enrichment Programs (SHARE)

Designed to assist older and disabled adults living in Punchbowl, Pumehana and Kalakaua (Makua Alii and Paoakalani) Homes with individual and group services that will allow them to continue living in their residences. Staff maintain on-site offices at all buildings to facilitate services, which include case management for individual residents; "drop-in" services for individuals who need less intensive assistance; arranging for health promotion, education, and socialization group activities; and arranging for translation services for non-English and limited-English speaking residents.

REACH (Responsiveness, Encouragement and Assistance through Counseling and Help)

Provides support, case management, and other services to older adults who are at risk of, or have been physically, psychologically or sexually abused, financially exploited, or neglected by others or by one's self. REACH accepts referrals from the potential client, family members or relatives, neighbors, social workers, and other health professionals or community service agencies. Additionally, it provides information, assessment, collaborative case management, financial counseling and management, referral to legal counseling and services, and referral to other needed community services. The program has been in operation for 5 yrs.

Sexual Assault Support Services (SASS)

Provides crisis intervention, clinical, and community health promotion services to residents of the County of Maui. Clinical services are for survivors of sexual abuse, child or adult, and their families. Crisis Services include a crisis hotline and face to face crisis stabilization services.

Child and Family Service Program Descriptions November 2007

Community Health Promotion services involve protection and prevention education presentations to groups throughout the county. The program has been in operation for 7 years.

BEHAVIORAL HEALTH SERVICES

General Counseling (Counseling Services)

Established on Kauai in 1994 to provide short-term professional clinical therapy and counseling services for individuals, families and couples in need that would not be able to qualify for other CFS programs. A qualified professional staff of therapists provides a full range of confidential counseling services to meet the ongoing dynamic needs of the community at reasonable costs. Costs are determined on a sliding scale depending on clients' income.

Intensive Learning Center (ILC)

Designed to meet the educational and instructional needs of the DOE special needs students, ages 12 to 20 years. CFS recognizes that success in school and gaining an education is crucial to a student's healthy and adaptive development. ILC provides personalized support, guidance and skills necessary for these students to meet the expectations and demands of a regular school setting. With comprehensive educational and behavioral support in a structured academic environment, students are guided in developing skills necessary to meet the social and behavioral demands of learning. ILC provides year-round programming.

Crisis Mobile Outreach (CMO)

Provides face-to-face assessment services for youth in an active state of psychiatric crisis and/or youth whose caregivers can't safely and adequately respond to their needs. If an out-of-home placement is necessary to de-escalate the youth, CMO refers to Crisis Stabilization services to provide short-term, acute residential intervention with twenty-four (24) hour services and supervision.

Employee Assistance Program (Hawaii Employee Assistance Services)

The Hawaii Employment Assistance Services (HEAS) program contracts with businesses and work organizations in both the private and public sector. HEAS offers a host of support services for the workplace and for employees including: professional counseling, management consultation, education, training, crisis management, substance abuse assessment and referral for both Department of Transportation (DOT) Safety Sensitive and non-DOT. The service approach is to offer short-term, solution-focused counseling and consultation that emphasizes strategies for resolving problems. Child and Family Service has provided employee assistance services since 1983.

Therapeutic Foster Homes

Provides foster placement and clinical services for youth ages 12 to 20 that have been identified as needing out-of-home placement with additional resources to accommodate their emotional, behavioral, and mental health issues. Many of these youth have experienced losses, disruptions, and trauma in their lives and have been unable to achieve stability in other placements. The TFH program offers a system of support, counseling and skill building services to clients as well as training and support to foster parents.

Child and Family Service Program Descriptions November 2007

Multi-Systemic Therapy (MST)

This program provides structured, comprehensive intervention for youth at risk and their families. Multi-systemic therapy is based on a social ecological model (Bronfenbrenner, 1979) that views youth behavior as being created, promoted and maintained by a variety of factors beyond those internal to the youth. MST approaches antisocial and delinquent behaviors in children and adolescents as a combination of family, school, peer group, and cognitive/intellectual features that act upon one another.

Community Based Residential Program

Ka Pa Ola targets female youth ages 12-18 that have been identified by the Department of Health as requiring out-of-home residential placement due to severe emotional and behavioral problems. The program provides therapy, medication management, behavior management and a special education classroom; family counseling is also provided. The program accepts youth from throughout the state of Hawaii. Child and Family Service developed Ka Pa Ola in response to Department of Health's request to fill a gap in their service array.

Therapeutic Group Homes

The Therapeutic Group Homes (TGH) are designed for youth, ages 12 to 20, who require twenty-four hour care and whose needs can best be met in a planned program of small group living within a community-based setting. The TGH programs offer structure and order, which allows the youth served to develop and enhance positive personal and interpersonal skills and behaviors. Support and assistance are provided, as needed, to foster positive participation in both group living and community activities.

Special Schools

The Special Schools, Hau'oli Na Keiki and Mehana, provide educational and mental health services to children ages 3-12 years diagnosed with autism and/or pervasive developmental delay. These youth have been unsuccessful in a regular school environment. By providing a highly structured, nurturing learning environment with supplemental behavioral health services, youth are given specific instruction designed to meet the individual needs of the youth. Staff members are trained in empirically supported techniques that have proven to be effective with this population and are provided in both one-to-one and small group activities. The program includes a family support and training component which empowers families to advocate for and support their children.

Community Based Crisis Group Home

Provides short-term, acute interventions to youth ages 12 to 20 experiencing a mental health crisis. The program is provided in a small homelike group home as an alternative to acute care or community hospital crisis stabilization. Normal length of stay is one to three days to stabilize the crisis and transfer youth to a lower level of care.

Respite Home

The Respite program provides respite care as needed to families that are linked with the Department of Health Child and Adolescent Mental Health Division. Respite services are provided in a small homelike group home setting, and normal length of stay is two to three days. Respite services are designed to give these families short-term dependable relief to allow them to rejuvenate and provide a more stable family environment upon the youth's return. Positive reinforcement, structure, and 24-hour support services are available in the respite home.

Child and Family Service Program Descriptions November 2007

Crisis Therapeutic Foster Home

Provides foster placement and clinical services for youth ages 12 to 20 who have been identified as needing out-of-home placement and are in crisis. Services are provided with additional resources to accommodate their emotional, behavioral, and mental health issues. Many of these youth have experienced losses, disruptions, and trauma in their lives and have been unable to achieve stability in other placements. The TFH program offers a system of support, counseling and skill building services to clients as well as training and support to foster parents.

Respite Therapeutic Foster Home

Provides a safe, short-term and supportive environment in a foster home for youth with emotional and/or behavioral challenges. This service provides support to the parent/ caregiver in their efforts to continue caring for the youth in the home setting, thus reducing the risk of out of home placement at a higher level of care.

Attachment 9
CFS CLIENT RIGHTS AND CONFIDENTIALITY PROCEDURE



Administrative Policies & Procedures

Procedure: RIGHTS AND RESPONSIBILITIES

No: PRG-08-M

Date/Rev: 2/10/03; 6/7/04; 9/14/04; 2/25/05

COA STANDARDS:

G1.1.01-G1.1.03

OBJECTIVE:

Out of respect for the rights and dignity of each client served by Child and Family Service (CFS), all personnel and contractors are well informed on client rights and responsibilities and implement standard processes for participation in the protection of these rights at all levels of service delivery.

SCOPE:

This procedure applies to all CFS personnel and contractors.

RESPONSIBILITY:

All personnel and contractors are knowledgeable of client rights and participate in their protection. All program personnel and direct service contractors are responsible to follow the organization's Client Rights and Responsibilities Document, inform clients and/or their parent/legal guardian of their rights and responsibilities, and provide sufficient information for them to make an informed choice about using the program's services.

Program Managers are responsible to train staff on this procedure and ensure staff compliance with it.

The Director of Quality Assurance is responsible for the periodic review and update of this procedure in observance with changes in public law, and is responsible for monitoring the organization's adherence to this procedure.

PROCEDURE:

I. CLIENT NOTIFICATION

- A. Child and Family Service notifies all clients and families of their Rights through the following:
 1. Posting the Client Rights and Responsibilities document in the reception area of all administrative and program offices. (Foster homes do not need to post these.)
 2. Providing the client/family with a copy of the Client Rights and Responsibilities document on initial contact (See PRG-08-A Intake procedure).
 3. Reviewing the Client Rights and Responsibilities document with the client/family, then sign and date the document.



Administrative Policies & Procedures

Procedure: RIGHTS AND RESPONSIBILITIES

No: PRG-08-M

Date/Rev: 2/10/03; 6/7/04; 9/14/04; 2/25/05

4. Giving the client/family a copy of the signed and dated Client Rights and Responsibilities document.
- B. If the client's first language is not English, the program will make every effort possible to provide the document in the major language group of the population served.
- C. The information is presented to clients with special communication needs in a way that is appropriate and effective for their need.

II. PROGRAM REQUIRED RIGHTS AND RESPONSIBILITIES

- A. **Mandated clients:** Individual rights may not be abridged unless specifically required by legal mandate or court order. Program specific procedure(s) outline the process for staff to follow and supporting documentation (a copy of the mandate or court order) is placed in the client's record.
- B. **Program Specific:** Each program will have program specific client rights, including the following information in the second half of the CFS Rights and Responsibilities document (see PRG-08-M Attachment 1).

1. Program specific information will include, at a minimum, the following:

- a. Basic expectations for use of the program's services,
 - b. Hours of operation,
 - c. Any rules, behavioral expectations and other factors that could result in discharge or termination of services,
 - d. The right of a client to receive services in a manner that is non-coercive and that protects the client's right to self-determination, and
 - e. Contract specific rights and/or responsibilities.
- C. At no time can information be **removed** from the attached Client Rights and Responsibilities Document.
 - D. Requests for program specific client rights and responsibilities forms are approved through the assigned Director of Program Services, prior to use by the program.

III. CLIENT RIGHTS UNDER HIPAA

- A. Below is a list of individual's rights under the HIPAA Privacy regulations (45 CFR) and their associated CFS procedures.



Administrative Policies & Procedures

Procedure: RIGHTS AND RESPONSIBILITIES

No: PRG-08-M

Date/Rev: 2/10/03; 6/7/04; 9/14/04; 2/25/05

1. Right to receive written Notice of Privacy Practices (See PRG-13-B Notice of Privacy Practice procedure),
2. Right to access their protected health information (PHI) (See PRG-05-D Individual's Rights Related to Protected Health Information (PHI) procedure),
3. Right to request amendment of their PHI (See PRG-05-D Individual's Rights Related to Protected Health Information (PHI) procedure),
4. Right to request restrictions on use/disclosure of PHI (See PRG-05-D Individual's Rights Related to Protected Health Information (PHI) procedure),
5. Right to an accounting of disclosures of PHI (See PRG-13-F Accounting for Disclosure of Protected Health Information procedure), and
6. Right to request confidential communications (See PRG-05-E Client Request for Alternate Method of Communication procedure).

IV. CLIENT RIGHTS ADVISOR

- A. The Director of Quality Assurance is designated as Child and Family Service's Rights Advisor.
- B. In the absence of the Director of Quality Assurance, the Accreditation and Privacy Officer will serve as Rights Advisor.

V. DOCUMENTATION

Once the client and/or parent/legal guardian has signed and dated the Client Rights and Responsibilities Document, they receive a copy and the original is placed in the client's record.

This administrative procedure is supplemented at the program and/or department level by program specific procedures or departmental standard operating procedures.

ATTACHMENTS:

1. Client Rights and Responsibilities Document

APPROVED:

Gerri Marullo, R.N., Dr. PH
President and CEO

Client Rights and Responsibilities Document

CLIENT RIGHTS:

- * The right to a humane service and treatment environment that affords reasonable protection from harm and appropriate privacy.
- * The right to treatment and services under conditions that are free from unlawful discrimination and support your personal liberty. Such liberty will be restricted only as necessary to comply with treatment needs, law, and judicial orders.
- * The right to be provided with a reasonable explanation of all aspects of your services and/or treatment.
- * The right to confidentiality of records except when staff are mandated by law to report suspected dependent adult abuse, child abuse and/or neglect; when handling any legal proceedings or when conditions of emergency occur and/or there are threats of homicide or suicide.
- * The right to written notice of privacy practices, including the right to request that we communicate with you about your protected health information (PHI) at an alternative location in accordance with CFS policy and procedures.
- * The right to obtain an accounting of disclosures made and restrict certain disclosures of your protected health information, at your request and in accordance with CFS policy and procedures.
- * The right to an individualized, written service and/or treatment plan developed promptly. You have the right to participate in any service and/or treatment planning including revisions. Your service and/or treatment will be according to this plan. There will be periodic review and reassessment of this plan, and appropriate revisions will be made.
- * The right to have access to your record upon request and in accordance with CFS policy and procedures.
- * The right to submit written request to correct, amend or supplement any portions of your record that you feel are not accurate, relevant, or complete, according to CFS policy and procedures.
- * The right to a location for delivery of service that is least restrictive and the most convenient among available alternatives.
- * The right to select a provider agency and to receive a CFS referral to another provider agency.
- * The right to file complaint/grievance with respect to infringement of these rights, including the right to have such grievances considered in a fair, timely, and impartial manner.
- * The right to be informed promptly, in appropriate language so that you can understand your rights described in this section.
- * The right to exercise your rights described in this section without any negative effect on your services and/or treatment.
- * The right to access a qualified advisor in order to understand and exercise your rights.
- * The right to refuse service and to be informed of the possible consequences of such refusal.
- * The right to refuse participation in research without informed, voluntary and written consent.



Client Rights and Responsibilities Document

CLIENT RESPONSIBILITIES:

- * The responsibility to comply with program rules and behavioral expectations in order to gain the most from treatment/services and avoid the need to discharge or terminate services.
- * The responsibility to provide appropriate and timely notice when canceling an appointment, unless cancellation is due to an emergency.
- * The responsibility to comply with program hours of availability.
- * The responsibility for open communication with your assigned worker to promote your active participation in the planning and development of your services.
- * The responsibility to actively participate in the services that are offered/provided.
- * The responsibility to treat Child and Family Service staff in a respectful manner.

PROGRAM SPECIFIC RIGHTS:

- * See attached form if applicable

My rights and responsibilities have been explained to me in a language that I can understand. I am aware of and understand my rights and responsibilities and have received a copy of my rights and responsibilities.

 Client and/or Parent/Legal Guardian of Minor (Please print your name)

 Client's Signature

 Date

 Parent/Legal Guardian's Signature

 Date

Witnessed by:

 Employee's Name and Title

Your Rights Advisor is _____ and can be reached at _____.



Administrative Policies and Procedures

Policy: CONFIDENTIALITY
No: PRG-05
Date/Rev: 2/7/00; 3/17/03; 4/7/04; 11/3/04

COA STANDARDS:

G1.5; G9.5.01

OBJECTIVE:

Child and Family Service takes a protective role with a client's right to privacy and the safeguarding of protected health information (PHI).

SCOPE:

All organization personnel will participate in protecting clients' rights to privacy.

RESPONSIBILITY:

It is the responsibility of all organization personnel and contractors to comply with Child and Family Service (CFS) policies and procedures that ensure protection of client privacy. It is the added responsibility of all management staff to ensure personnel and contractors follow through with such policies and procedures.

The Director of Quality Assurance is responsible for maintaining this policy through periodic review of and modification in compliance with any changes in federal or state regulations, and is responsible for monitoring the organization's adherence to this policy and associated procedures.

POLICY:

No information or documentation regarding any client or clients (whether current or former) is released external to CFS in any form (written or verbal) by any CFS personnel or contractors without first getting written, informed Authorization For Use and Disclosure from the client. Certain exceptions apply related to mandatory reporting requirements, emergency situations, court orders, subpoenas and other exceptions as set forth in CFS policies and procedures.


CFS policies and procedures are in accordance with federal and state laws that protect the rights of clients receiving physical and mental health services, clients with substance abuse/use or treatment, and clients with HIV/AIDS. CFS seeks legal guidance when necessary regarding issues related to confidentiality of records and for unusual requests for information from external sources.

Furthermore, Child and Family Service will not enter into any contract agreements which jeopardize the privacy and/or confidentiality rights of clients.

APPROVED:



Geri Marullo, R.N., Dr. PH
President and CEO



Lori Ann C. Lum
Chair, Board of Directors



Administrative Policies and Procedures

Procedure: CONFIDENTIALITY

No: PRG-05-A

Date/Rev: 2/7/00; 3/20/03; 4/7/04; 11/3/04

COA STANDARDS:

G1.5, G9.5.01, G11.5.01

OBJECTIVE:

Child and Family Service takes a protective role with clients' rights to privacy and the safeguarding of protected health information (PHI).

SCOPE:

All organization personnel and contractors participate in protecting clients' rights to privacy.

RESPONSIBILITY:

All CFS personnel and contractors comply with the policies and procedures that address protection of client privacy. Management staff are responsible to train their staff on the policies and procedures that address protection of client privacy and to make sure staff follow those policies and procedures.

The Director of Quality Assurance is responsible to maintain this procedure through periodic review of and revision to the procedure, and is responsible for monitoring the organization's adherence to this procedure. CFS compliance with changes in federal or state regulations is identified in revisions to this procedure and associated policy.

DEFINITIONS:

Protected Health Information (PHI) means individually identifiable information relating to past, present or future physical and mental health condition of an individual, provision of health care to an individual, or the past, present or future payment for healthcare provided to an individual.

Blanket Consent/Authorization is a general consent/authorization that does not identify the specific information being requested, the specific dates that the consent takes effect and expires, and/or the purpose for which the information is being requested. Use of blanket consents/authorizations is **NOT** permissible at CFS. (See II, A., on page 2 for information that is required on consents/authorizations.)

CFS policy is:

- ◆ No protected health information will be given to anyone outside Child and Family Service without prior written authorization of the client and/or parent/legal guardian (this includes information in any format, verbal or written), and
- ◆ The client's right to privacy is safeguarded.



Administrative Policies and Procedures

Procedure: CONFIDENTIALITY

No: PRG-05-A

Date/Rev: 2/7/00; 3/20/03; 4/7/04; 11/3/04

PROCEDURE:

I. Protection of Clients' Privacy and Confidentiality

Methods for safeguarding client confidentiality can include, but are not limited to:

- Client records are confidential; access is limited to authorized personnel and records are kept in a secure area.
- Staff do not discuss client information except during the provision of services, treatment planning, or during case supervision; and only in a private area.
- Client interviews and counseling sessions are conducted in a private room or area to prevent incidental disclosure of confidential information.
- The Program Manager or assigned professional staff will assess the validity or necessity of any request for confidential client information. If the request to use/disclose the information is appropriate and in the best interest of the client/family, the Program Manager or assigned professional staff will obtain the client and/or parent/legal guardian's authorization.
- When using/disclosing confidential information, only the Minimum Necessary will be used or disclosed. (Refer to procedure PRG-14-A Minimum Necessary Requirements).
- Transporting of confidential information is discouraged. In the event this cannot be avoided, staff will follow procedure PRG-05-B Transporting and Securing Confidential Information.

II. Authorization to Use and Disclose Protected Health Information (PHI)

When the need to externally use or disclose a client's protected health information is necessary for provision of services, staff will obtain client authorization by completing an Authorization to Use and Disclose Protected Health Information form. (Attachment 1)

When the client is a minor, or an adult who is incapable of providing informed authorization for use and disclosure of PHI, staff obtains authorization from the parent or legal guardian.

Procedure: CONFIDENTIALITY

No: PRG-05-A

Date/Rev: 2/7/00; 3/20/03; 4/7/04; 11/3/04

A. Required Content for Written Authorizations

1. Each authorization for the use and disclosure of an individual's PHI is written in plain language and includes, at a minimum, the following information:
 - A detailed description of the information to be obtained or disclosed.
 - The name, title or position of the person who is being authorized to obtain or disclose the information and what agency they are with (when applicable).
 - The name, title or position of the person to whom the requested use or disclosure may be made and what agency they are with (when applicable).
 - Purpose of the disclosure, or a statement that the disclosure is at the request of the individual.
 - An expiration date, condition or event that relates to the individual or the purpose of the use or disclosure; the authorization shall state that it will expire after 90 days for one-time release of information, or after one year unless the individual has opted for a shorter or longer time. An individual may specify a longer period of time for the duration of the authorization only if the person:
 - Is part of an approved research study and has given authorization for a longer period of time, or
 - Is expected to continue receiving services beyond one year and has given authorization for a longer period of time.
 - A statement of the individual's right to revoke the authorization in writing, and exceptions to the right to revoke, together with a description of how the individual may revoke the authorization. Upon written notice of revocation, further use or disclosure of PHI shall cease immediately except to the extent that CFS has acted in reliance upon the authorization or extent that use or disclosure is otherwise permitted or required by law.
 - The statement that treatment, payment, enrollment or eligibility cannot be conditioned on the individual signing the authorization or a statement setting forth consequences of not signing.
 - A statement that the information may only be re-released with the written authorization of the individual, except as required by law.
 - The dated signature of the client or parent/legal guardian will be recognized as the effective date of the authorization.
 - If a personal representative of the client signs the authorization, a copy of the representative's authority to act on behalf of the individual (such as the official letter of guardianship, or a notarized medical power of attorney, etc.) must be included with the authorization in the case record. (Refer to procedure PRG-13-I Personal Representatives)

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2. A separate authorization is required for each agency or provider that PHI is being shared with.
 - When information is to be shared with more than one worker in the same agency, a separate authorization is not required for each worker/title/position. One authorization can be completed for that agency and includes the titles/positions or program/department that will be sharing PHI. (Reference: 45 CFR 164.508(c)(1)(iii))

B. Copy to be Provided

A copy of the completed authorization is given to the client, and the signed original is placed in the client's record.

C. Authorization for Use and Disclosure Related to Drug or Alcohol Treatment

A separate authorization form (Attachment 2) is used when the information to be used/disclosed identifies the client as being in a drug or alcohol program or as having a drug or alcohol problem. This authorization form complies with federal law 42 C.F.R. Part 2, and prohibits redisclosure of the specified client information by the person or agency receiving it.

III. Use and Disclosure of Protected Health Information Without Authorization

A. Court Subpoena

The court subpoena of a client record is one of the exceptions to releasing information without client consent. If an attempt is made to serve a staff member with a subpoena, or the staff receives a request from an attorney, they should notify their Supervisor immediately. Only designated persons are to accept subpoenas. (See procedure ADM-09-A Subpoenas/Court Testimony/Legal Correspondence (Client Related)).

Information about substance abuse clients is NOT to be released without a Court Order; a subpoena is not sufficient.

B. Mandated Reporting

Authorization is not required for mandatory reporting of suspected abuse or neglect, or to warn identifiable individuals against whom credible, serious threats of bodily harm have been made. (Refer to procedures PRG-07-A Mandatory Reporting of Abuse and Neglect, and PRG-06-A Duty to Warn)



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IV. Persons with Special Needs

For clients who are particularly vulnerable because of mental disability or functional illiteracy or children without family ties, staff exercise extra precautions to protect their confidentiality when obtaining and releasing PHI.

These efforts are documented in the client's record.

V. Client Participation in Research

Prior to participating in research, clients authorize use and disclosure of their PHI by signing the Consent to Participate in Research form (Refer to procedure PRG-02-A Research).

The signed form is placed in the client's record.

VI. Client Participation in Media Events or Public Performances

CFS takes a protective role with clients to shield them from loss of privacy through unwanted public scrutiny. This may include media inquiries, interviews, or participation in public events. No client information is released and no participation in public events occurs without the client's written consent. (Refer to procedure ADM-01-D Media Relations)

VII. Contracts

CFS will not enter into any contract agreements which jeopardize the privacy and/or confidentiality rights of clients. The organization reviews contracts to ensure that they are consistent with the CFS confidentiality policy and the HIPAA Business Associate contract requirements.

VIII. Use & Disclosure of PHI via Electronic Media

Electronic transfer of PHI either by e-mail, computer disk or other means for purposes other than billing is discouraged. However, when required by contract or in the event an alternative is not available, staff reasonably safeguard PHI from any intentional or unintentional use or disclosure. All persons with access to PHI have an obligation to maintain the confidentiality of client information via electronic media. Client information/PHI is not placed in any shared area on the CFS network. If PHI is placed on any network drive, it is safeguarded through restricted network access and in accordance with CFS policy/procedures for computer access that ensures security of client information. (See procedure OPR-04-C Network Access to CFS)



Administrative Policies and Procedures

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IX. Ongoing Obligation to Protect Client Confidentiality

Obligations regarding confidentiality continue even after termination of employment, service, or association with CFS. All staff, volunteers, foster parents, and Business Associates with CFS exercise appropriate measures and care when storing, transporting, photocopying, disposing of, network printing, downloading, emailing or faxing confidential information. Precautions are taken to avoid having computer monitors, printers, fax machines, personal day planners, personal digital assistants (PDA's) or paper records in view of unauthorized onlookers while such data is displayed.

X. Retention

Authorizations that have been dated and signed (or a copy of same) are retained for a period of seven (7) years from the latest date of execution or the last effective date.

XI. Privacy and Confidentiality Violations

Personnel and contractors are expected to report violations or suspected abuses of client privacy/confidentiality to their Supervisor and/or the Privacy Officer for CFS. Failure to follow the policy and procedures on client confidentiality will result in disciplinary action. Reporting of privacy and confidentiality violations is outlined in procedure PRG-13-G.

ATTACHMENTS:

1. Authorization to Use and Disclose Confidential Information/Protected Health Information
2. Authorization to Use and Disclose Confidential Information/Protected Health Information – Drug and/or Alcohol

APPROVED:

A blacked-out signature, likely of Geri Marullo, is redacted with a thick black marker.

Geri Marullo, R.N., Dr. PH
President and CEO



**AUTHORIZATION TO USE AND DISCLOSE CONFIDENTIAL
INFORMATION/PROTECTED HEALTH INFORMATION***

Name: _____ DOB: _____

I, hereby authorize Child & Family Service (CFS) to use and disclose the following confidential health information.

Specific information _____

RELEASE (Send Information -- Use and Disclose)

The purpose to RELEASE this information is _____

I authorize _____ (specific person or persons) to use and disclosure
RELEASE my confidential information to:

Individual/Agency/Organization

OBTAIN (Request Information -- Use and Disclose)

The purpose to OBTAIN this information is _____

I authorize _____ (specific person or persons) to use and
disclose OBTAIN my confidential information from:

Individual/Agency/Organization

I further authorize the release of:

1) HIV/AIDS information:

Yes _____
No _____
Not applicable _____

*Protected Health Information includes any and all information contained in the case record related to the client, including identifying information such as date of birth, name, etc.

If the above information is to be released or obtained, these are the specific benefits, risks and alternatives:

- ❖ Materials may be shared in any of the following manner, unless otherwise specified: written, mailed, facsimile, electronically transferred (E-mail, computer diskette), or verbally.
- ❖ This authorization has been made freely, voluntarily and without coercion.
- ❖ I was able to ask questions and receive answers about this release.
- ❖ Child and Family Service may not condition treatment or provision of services on whether I sign or do not sign this authorization.
- ❖ The information used or disclosed by this authorization may be subject to redisclosure by the recipient and no longer be protected unless prohibited by Federal or State Law.
- ❖ I understand that I have the right to revoke (withdraw) this authorization in writing, except I cannot revoke this authorization for information that has already been disclosed subject to the authorization. Please refer to the Child and Family Service "Notice of Privacy Practices." I may submit such a written request to revoke authorization to my worker.

I understand this Authorization will expire when services are terminated; when I withdraw from services; when I withdraw this Authorization in writing; or one-year from this date.

Name: _____ Name: _____
(Please print) (Please print – Parent, Legal Guardian of minor)

Signature: _____ Signature: _____

Date: _____ Date: _____

Witnessed by: _____ Date: _____
(Staff Name and Title)



**AUTHORIZATION TO USE AND DISCLOSE CONFIDENTIAL
INFORMATION/PROTECTED HEALTH INFORMATION*
DRUG AND/OR ALCOHOL**

Name: _____ DOB: _____

I, hereby authorize Child & Family Service (CFS) to use and disclose the following confidential drug and/or alcohol information.

Specific information _____

RELEASE (Send Information -- Use and Disclose)

The purpose to RELEASE this information is _____

I authorize _____ (specific person or persons) to use and disclosure
RELEASE my confidential drug and/or alcohol information to:

Individual/Agency/Organization

OBTAIN (Request Information -- Use and Disclose)

The purpose to OBTAIN this information is _____

I authorize _____ (specific person or persons) to use and
disclose OBTAIN my confidential drug and/or alcohol information from:

Individual/Agency/Organization

*Protected Health Information includes any and all information contained in the case record related to the client, including identifying information such as date of birth, name, etc.

If the above information is to be released or obtained, these are the specific benefits, risks and alternatives:

- ❖ Materials may be shared in any of the following manner, unless otherwise specified: written, mailed, facsimile, electronically transferred (E-mail, computer diskette), or verbally.
- ❖ This authorization has been made freely, voluntarily and without coercion.
- ❖ I was able to ask questions and receive answers about this release.
- ❖ Child and Family Service may not condition treatment or provision of services on whether I sign or do not sign this authorization.
- ❖ I understand that I have the right to revoke (withdraw) this authorization in writing, except I cannot revoke this authorization for information that has already been disclosed subject to the authorization. Please refer to the Child and Family Service "Notice of Privacy Practices." I may submit such a written request to revoke authorization to my worker.

I understand that my records are protected under the federal regulations governing Confidentiality of Alcohol and Drug Abuse Patient Records, 42 CFR Part 2, and cannot be disclosed without my written consent unless otherwise provided for in the regulations. And further:

I understand this Authorization will expire automatically when services are terminated; when I withdraw from services; when I withdraw this Authorization in writing; or one-year from this date.

Name: _____ Name: _____
(Please print) (Please print – Parent, Legal Guardian of minor)

Signature: _____ Signature: _____

Date: _____ Date: _____

Witnessed by: _____ Date: _____
(Staff Name and Title)

This notice accompanies a disclosure of information concerning a client in alcohol/drug abuse treatment, made to you with the consent of such client. This information has been disclosed to you from records protected by federal confidentiality rules (42 CFR Part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is **NOT** sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

Attachment 10
JOB DESCRIPTIONS

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review Non-Exempt Non-Barg Date of Evaluation: _____
 Annual Exempt Bargaining JDPE REVISED/UPDATED: _____
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Director of Program Services
 Status: _____ Hire Date: _____
 Prog/Dept: Administration Prog/Dept #: _____
 Supervisor Name: _____ Title: Vice President of Programs

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, and education or training and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for the evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review or about objectives, such as, commitments to development.

PART VI: SIGNATURES

This evaluation must be signed by the employee and her/his immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to the position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
In the Director of Program Services (DPS) respective program area, they: 1) Have primary oversight responsibility for their services and statewide programs; 2) Are a member of the Core team, being a part of the overall management team; 3) Have to implement and develop performance-based measurement; 4) Exercise all normal supervisory functions for their Administrators; 5) Provide input to the VP of Programs on programmatic issues; 6) Attend CFS Board of Directors meetings; and 7) May be selected to participate in Committees and Task Forces throughout CFS, as determined by the VP of Programs.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as stenography, office routines, elementary accounting procedures; operation of equipment such as bookkeeping and billing machines, tabulating equipment, transcription machines.
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing, (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional PostGraduate courses required to perform job.
<input checked="" type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Master's Degree with demonstrated experience in supervision of the full range of programs in assigned program area.
EXPERIENCE
<input type="checkbox"/> Six months or less
<input type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input type="checkbox"/> Over four years, up to and including six years.
<input checked="" type="checkbox"/> Over six years.
Other (Specify): Demonstrates ever-increasing scope and responsibility of supervision. Demonstrated strong leadership and team building skills. Strong communication and writing skills. Experience writing RFPs and Grants required. Five years post masters supervisory and administrative experience in community or social service agencies.
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
OTHER POSITION REQUIREMENTS - CHECK ALL THAT APPLY
<input type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.

PART I: POSITION SUMMARY

- This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
- This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of personal vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
- This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of agency vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
- The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.
- Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.
- This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.
- Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.
- Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.
- Continued employment in this position is contingent on successful completion of First Aid classes.

REPORTS TO

Vice President of Programs

SUPERVISES

- No one.
- Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.
- Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.
- General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.
- General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.

COMMUNICATION AND CONTACTS

- Requires only routine contact within the unit or department.
- Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.
- Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.
- Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.
- Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS

Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:

Sit 3-5 Stand 1-2 Walk 1-2 Drive _____

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

- | | | | | |
|------------------------------------|--|-----------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Balancing | <input type="checkbox"/> Crouching | <input type="checkbox"/> Kneeling | <input type="checkbox"/> Pulling | <input checked="" type="checkbox"/> Repetitive Movement |
| <input type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Fingering
(fine motor facility) | <input type="checkbox"/> Lifting | <input type="checkbox"/> Pushing | <input type="checkbox"/> Stooping |
| <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Grasping | <input type="checkbox"/> Carrying | <input type="checkbox"/> Reaching | |

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Up to 10 pounds | <input checked="" type="checkbox"/> 25 to 34 pounds | <input type="checkbox"/> 51 to 74 pounds | <input type="checkbox"/> Weight in excess of 100 pounds |
| <input type="checkbox"/> 11 to 24 pounds | <input type="checkbox"/> 35 to 50 pounds | <input type="checkbox"/> 75 to 100 pounds | |

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applies when performing this position.)

- | | | | | |
|---|--|-----------------------------------|--|----------------------------------|
| <input checked="" type="checkbox"/> Feeling | <input checked="" type="checkbox"/> Hearing | <input type="checkbox"/> Smelling | <input checked="" type="checkbox"/> Speaking | <input type="checkbox"/> Tasting |
| <input checked="" type="checkbox"/> Seeing | <input type="checkbox"/> Ability to distinguish colors | | | |

An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Inside environmental conditions | <input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time |
| <input type="checkbox"/> Outside environmental conditions | <input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time |
| <input type="checkbox"/> Inside and outside environmental conditions | <input type="checkbox"/> Physical hazards (example: working near electrical current) |
| <input type="checkbox"/> Constant vibrating motion | <input type="checkbox"/> Chemical hazards |
| <input type="checkbox"/> Bloodborne pathogens
(May be subject to infectious materials.) | <input type="checkbox"/> Solvents, sterilizing agents |
| <input type="checkbox"/> Respiratory hazards | <input type="checkbox"/> Grease and oils |
| <input type="checkbox"/> Dust, fumes, smoke, gases | <input type="checkbox"/> Electrical energy |
| <input type="checkbox"/> Radiant energy | <input type="checkbox"/> Working around machinery, moving objects and/or vehicles |
| <input type="checkbox"/> Working with hands in water | <input type="checkbox"/> Working on ladders and scaffolds |

Other (Specify):

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Infant: Birth to 1 year | <input checked="" type="checkbox"/> Children: 1 - 12 years | <input checked="" type="checkbox"/> Adolescent: 13 -17 years |
| <input checked="" type="checkbox"/> Adult: 18 - 64 years | <input checked="" type="checkbox"/> Family/Visitors | <input checked="" type="checkbox"/> Geriatric: 65 years and above |

Other (Specify):

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employees will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Participates in the development and implementation of the Organization's Strategic Plan.					
Directs and coordinates development of the Organization's policies and procedures and oversees implementation of the policies/procedures.					
Oversees and coordinates the operations and improvement activities of each assigned Program Area.					
Manages projects, prioritizes conflicting requirements and coordinates actions across program functions. Provides coverage in the absence of program personnel.					
Ability to handle multiple priorities.					
Represents the Organization in external activities as directed by the Vice President of Programs.					
Evaluates and assesses the skills and performance levels of assigned personnel. Coaches and mentors as appropriate.					
Makes decisions on resource allocation up to the limits specified in Organizational Directives.					
Understands the principles of finance, budget development and maintenance.					
Understands the principles of contract negotiation.					
Provides 24 hour clinical and administrative support to programs.					
Understands the psychological dynamic, treatment needs and best practices in treatment of populations serviced by CFS.					
Oversees budgets in each program and aggressively works to improve deficit programs.					
Communicates with all assigned administrators routinely to assure implementation of organization priorities.					
Develops plans and seeks funding for deficit programs.					
Performs other related duties as assigned.					

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review
 Non-Exempt
 Non-Barg
 Date of Evaluation: _____
 Annual
 Exempt
 Bargaining
 JDPE REVISED/UPDATED: _____
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Neighbor Island Administrator
 Status: FT Hire Date: _____
 Prog/Dept: _____ Prog/Dept #: _____
 Supervisor Name: _____ Title: Vice President of Programs

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, education or training, and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified; and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review.

PART VI: SIGNATURES

This evaluation must be signed by the employee and his/her immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to this position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received: _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Plans, organizes, coordinates, monitors, and evaluates the services of programs and contracts assigned.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as stenography, office routines, elementary accounting procedures; operation of equipment such as bookkeeping and billing machines, tabulating equipment, transcription machines.
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional post-graduate courses required to perform job.
<input checked="" type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Master's Degree in the Human Service Area
EXPERIENCE
<input type="checkbox"/> Six months or less
<input type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input checked="" type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify): Five Years post masters supervisory and administrative experience in community and service agencies.
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
Ability and organization to manage multiple contracts, large number of employees, and/or complex budgets. Knowledge of area of program concentration, grant writing experience
OTHER POSITION REQUIREMENTS - CHECK ALL THAT APPLY
<input type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.

PART I: POSITION SUMMARY

- This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of agency vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
- The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.
- Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.
- This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.
- Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.
- Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.
- Continued employment in this position is contingent on successful completion of First Aid classes.

REPORTS TO

Vice President of Programs

SUPERVISES

- No one.
- Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.
- Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.
- General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.
- General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.

COMMUNICATION AND CONTACTS

- Requires only routine contact within the unit or department.
- Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.
- Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.
- Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.
- Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS

Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:

Sit 6 Stand 1 Walk 1 Drive _____

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

- | | | | | |
|------------------------------------|---|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Balancing | <input type="checkbox"/> Crouching | <input type="checkbox"/> Kneeling | <input type="checkbox"/> Pulling | <input type="checkbox"/> Repetitive Movement |
| <input type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Fingering
(fine motor tactility) | <input type="checkbox"/> Lifting | <input type="checkbox"/> Pushing | <input type="checkbox"/> Stooping |
| <input type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Grasping | <input type="checkbox"/> Carrying | <input type="checkbox"/> Reaching | |

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

- | | | | |
|---|--|---|---|
| <input checked="" type="checkbox"/> Up to 10 pounds | <input type="checkbox"/> 25 to 34 pounds | <input type="checkbox"/> 51 to 74 pounds | <input type="checkbox"/> Weight in excess of 100 pounds |
| <input type="checkbox"/> 11 to 24 pounds | <input type="checkbox"/> 35 to 50 pounds | <input type="checkbox"/> 75 to 100 pounds | |

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applies when performing this position.)

- | | | | | |
|--|--|-----------------------------------|--|----------------------------------|
| <input type="checkbox"/> Feeling | <input checked="" type="checkbox"/> Hearing | <input type="checkbox"/> Smelling | <input checked="" type="checkbox"/> Speaking | <input type="checkbox"/> Tasting |
| <input checked="" type="checkbox"/> Seeing | <input type="checkbox"/> Ability to distinguish colors | | | |

An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Inside environmental conditions | <input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time |
| <input checked="" type="checkbox"/> Outside environmental conditions | <input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time |
| <input checked="" type="checkbox"/> Inside and outside environmental conditions | <input type="checkbox"/> Physical hazards (example: working near electrical current) |
| <input type="checkbox"/> Constant vibrating motion | <input type="checkbox"/> Chemical hazards |
| <input type="checkbox"/> Bloodborne pathogens
(May be subject to infectious materials.) | <input type="checkbox"/> Solvents, sterilizing agents |
| <input type="checkbox"/> Respiratory hazards | <input type="checkbox"/> Grease and oils |
| <input type="checkbox"/> Dust, fumes, smoke, gases | <input type="checkbox"/> Electrical energy |
| <input type="checkbox"/> Radiant energy | <input type="checkbox"/> Working around machinery, moving objects and/or vehicles |
| <input type="checkbox"/> Working with hands in water | <input type="checkbox"/> Working on ladders and scaffolds |

Other (Specify):

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

- | | | |
|--|---|--|
| <input type="checkbox"/> Infant: Birth to 1 year | <input type="checkbox"/> Children: 1 - 12 years | <input type="checkbox"/> Adolescent: 13 -17 years |
| <input type="checkbox"/> Adult: 18 - 64 years | <input type="checkbox"/> Family/Visitors | <input type="checkbox"/> Geriatric: 65 years and above |

Other (Specify): All ages preferred, but will vary depending on the concentration of programs for each neighbor island

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employers will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Provides oversight and coordination of the programs. Provides documentation and required reports in a timely, professional, and accurate manner.					
Develops and negotiates contracts.					
Develops, implements, and monitors program goals, objectives, and outcomes including monitoring the quality and quantity of services and compliance with contract, accreditation, and regulatory requirements.					
Identify problem areas and develop solutions with other management staff. Provide administrative support to reduce systemic barriers to program success.					
Provides community leadership through networking with community leaders, funders, and advocacy groups. Attends community meetings. Conducts public relations activities to enhance the image of CFS in the community.					
Assists in developing and implementing strategic plans.					
Develops new programs and assists with program expansion through obtaining funding and enhancing programs. Assist in grant and RFP writing.					
Develops, implements, and monitors budgets, revenue, and expenses for the program. Addresses problem areas.					
Hires, supervises, and evaluates staff. Monitors productivity of staff individually and as a program. Provides 24 hour clinical and administrative support to staff.					
Assures that a safe environment is maintained.					
Oversees facilities and equipment belonging to agency to assure maintenance.					
Performs other related duties as assigned					

**Child and Family Service
Job Description/Performance Evaluation (JDPE)**

Initial Employment Period Review Non-Exempt Non-Barg Date of Evaluation: _____
 Annual Exempt Bargaining **JDPE REVISED/UPDATED:** 8-01-2006
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Head Start Director/Program Administrator
Status: _____ Hire Date: _____
Prog/Dept: _____ Prog/Dept #: _____
Supervisor Name: _____ Title: NI Administrator

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, education or training, and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified; and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review.

PART VI: SIGNATURES

This evaluation must be signed by the employee and his/her immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to this position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received: _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Plans, organizes, coordinates, monitors, and evaluates the services of programs and contracts assigned.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as stenography, office routines, elementary accounting procedures; operation of equipment such as bookkeeping and billing machines, tabulating equipment, transcription machines.
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional post-graduate courses required to perform job.
<input checked="" type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Master's Degree in the Human Service area
EXPERIENCE
<input type="checkbox"/> Six months or less
<input checked="" type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input checked="" type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify): Four years post masters supervisory and administrative experience in community or social service agencies
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
Ability and organization to manage multiple contracts, large # of employees, and/or complex budgets. Knowledge of area of program concentration
OTHER POSITION REQUIREMENTS - CHECK ALL THAT APPLY
<input type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>agency</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/> The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.
<input type="checkbox"/> Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.
<input type="checkbox"/> This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.

PART I: POSITION SUMMARY (CONTINUED)

Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.

Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.

Continued employment in this position is contingent on successful completion of First Aid classes.

REPORTS TO

Appropriate Director of Program Services

SUPERVISES

No one.

Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.

Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.

General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.

General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.

COMMUNICATION AND CONTACTS

Requires only routine contact within the unit or department.

Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.

Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.

Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.

Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS

Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:

Sit 6 Stand 1 Walk 0.5 Drive 0.5

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

<input type="checkbox"/> Balancing	<input checked="" type="checkbox"/> Crouching	<input type="checkbox"/> Kneeling	<input type="checkbox"/> Pulling	<input checked="" type="checkbox"/> Repetitive Movement
<input type="checkbox"/> Climbing	<input type="checkbox"/> Fingering (fine motor facility)	<input type="checkbox"/> Lifting	<input type="checkbox"/> Pushing	<input type="checkbox"/> Stooping
<input type="checkbox"/> Crawling	<input type="checkbox"/> Grasping	<input checked="" type="checkbox"/> Carrying	<input type="checkbox"/> Reaching	

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

<input checked="" type="checkbox"/> Up to 10 pounds	<input type="checkbox"/> 25 to 34 pounds	<input type="checkbox"/> 51 to 74 pounds	<input type="checkbox"/> Weight in excess of 100 pounds
<input type="checkbox"/> 11 to 24 pounds	<input type="checkbox"/> 35 to 50 pounds	<input type="checkbox"/> 75 to 100 pounds	

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that apply when performing this position.)

<input type="checkbox"/> Feeling	<input checked="" type="checkbox"/> Hearing	<input type="checkbox"/> Smelling	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Tasting
<input checked="" type="checkbox"/> Seeing	<input type="checkbox"/> Ability to distinguish colors			

PART I: POSITION SUMMARY (CONTINUED)

PHYSICAL AND ENVIRONMENTAL REQUIREMENTS (continued)		
An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)		
<input checked="" type="checkbox"/> Inside environmental conditions	<input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time	
<input type="checkbox"/> Outside environmental conditions	<input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time	
<input type="checkbox"/> Inside and outside environmental conditions	<input type="checkbox"/> Physical hazards (example: working near electrical current)	
<input type="checkbox"/> Constant vibrating motion	<input type="checkbox"/> Chemical hazards	
<input type="checkbox"/> Bloodborne pathogens (May be subject to infectious materials.)	<input type="checkbox"/> Solvents, sterilizing agents	
<input type="checkbox"/> Respiratory hazards	<input type="checkbox"/> Grease and oils	
<input type="checkbox"/> Dust, fumes, smoke, gases	<input type="checkbox"/> Electrical energy	
<input type="checkbox"/> Radiant energy	<input type="checkbox"/> Working around machinery, moving objects and/or vehicles	
<input type="checkbox"/> Working with hands in water	<input type="checkbox"/> Working on ladders and scaffolds	
Other (Specify):		
AGES OF CLIENTS SERVED		
This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:		
<input type="checkbox"/> Infant: Birth to 1 year	<input type="checkbox"/> Children: 1 - 12 years	<input type="checkbox"/> Adolescent: 13 -17 years
<input type="checkbox"/> Adult: 18 - 64 years	<input type="checkbox"/> Family/Visitors	<input checked="" type="checkbox"/> Geriatric: 65 years and above
Other (Specify): Depends on Administrators area of responsibility		

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employers will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodations.

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Provides oversight and coordination of the programs. Provides documentation and required reports in a timely, professional, and accurate manner.					
Develops and negotiates contracts.					
Develops, implements, and monitors program goals, objectives, and outcomes including monitoring the quality and quantity of services and compliance with contract, accreditation, and regulatory requirements.					
Identify problem areas and develop solutions with other management staff. Provide administrative support to reduce systemic barriers to program success.					
Provides community leadership through networking with community leaders, funders, and advocacy groups. Attends community meetings. Conducts public relations activities to enhance the image of CFS in the community.					
Assists in developing and implementing strategic plans.					
Develops new programs and assists with program expansion through obtaining funding and enhancing programs.					
Develops, implements, and monitors budgets, revenue, and expenses for the program. Addresses problem areas.					
Hires, supervises, and evaluates staff. Monitors productivity of staff individually and as a program. Provides 24 hour clinical and administrative support to staff.					
Assures that a safe environment is maintained.					
Performs other related duties as assigned					

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review
 Non-Exempt
 Non-Barg
 Date of Evaluation: _____
 Annual
 Exempt
 Bargaining
 JDPE REVISED/UPDATED: 08/30/2004
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Family Advocate
 Status: _____ Hire Date: _____
 Prog/Dept: Kauai Head Start Prog/Dept #: _____
 Supervisor Name: _____ Title: Program Director

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, and education or training and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for the evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review or about objectives, such as, commitments to development.

PART VI: SIGNATURES

This evaluation must be signed by the employee and her/his immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

- EXCEEDS STANDARDS (ES)** Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
- MEETS STANDARDS (MS)** Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
- DOES NOT MEET STANDARDS (DNMS)** Employee whose performance does not meet the expected performance level of the job's requirements.
- NOT APPLICABLE (NA)** Standard does not apply to the position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Under the supervision of the Family Involvement Coordinator, the Family Advocate is primarily responsible for providing families with linkages to community resources, developmental assessments and supportive services to families in the program.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as stenography, office routines, elementary accounting procedures; operation of equipment such as bookkeeping and billing machines, tabulating equipment, transcription machines.
<input checked="" type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing, (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional PostGraduate courses required to perform job.
<input type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Education requirements preferred.
EXPERIENCE
<input type="checkbox"/> Six months or less
<input checked="" type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify):
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
Two years experience in human services field and work with children and families preferred. Good written and verbal communication skills. Good interpersonal skills. CPR and First Aid certification required upon hire. Ability to work as a team member. Able to work flexible hours to meet families' schedules, including evenings and weekends.
OTHER POSITION REQUIREMENTS – CHECK ALL THAT APPLY
<input type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.

PART I: POSITION SUMMARY

<input type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>agency</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.						
<input type="checkbox"/>	The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.						
<input type="checkbox"/>	Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.						
<input type="checkbox"/>	This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of First Aid classes.						
REPORTS TO							
Program Director							
SUPERVISES							
<input checked="" type="checkbox"/>	No one.						
<input type="checkbox"/>	Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.						
<input type="checkbox"/>	Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.						
<input type="checkbox"/>	General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
<input type="checkbox"/>	General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
COMMUNICATION AND CONTACTS							
<input type="checkbox"/>	Requires only routine contact within the unit or department.						
<input checked="" type="checkbox"/>	Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.						
<input type="checkbox"/>	Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.						
<input type="checkbox"/>	Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.						
<input type="checkbox"/>	Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.						
PHYSICAL AND ENVIRONMENTAL REQUIREMENTS							
Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:							
<input checked="" type="checkbox"/> Sit	<u>5</u>	<input checked="" type="checkbox"/> Stand	<u>1</u>	<input checked="" type="checkbox"/> Walk	<u>1</u>	<input checked="" type="checkbox"/> Drive	<u>1</u>

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

- | | | | | |
|--|--|--|-----------------------------------|---|
| <input type="checkbox"/> Balancing | <input checked="" type="checkbox"/> Crouching | <input type="checkbox"/> Kneeling | <input type="checkbox"/> Pulling | <input checked="" type="checkbox"/> Repetitive Movement |
| <input checked="" type="checkbox"/> Climbing | <input type="checkbox"/> Fingering
(fine motor tactility) | <input type="checkbox"/> Lifting | <input type="checkbox"/> Pushing | <input type="checkbox"/> Stooping |
| <input type="checkbox"/> Crawling | <input type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Carrying | <input type="checkbox"/> Reaching | |

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Up to 10 pounds | <input checked="" type="checkbox"/> 25 to 34 pounds | <input type="checkbox"/> 51 to 74 pounds | <input type="checkbox"/> Weight in excess of 100 pounds |
| <input type="checkbox"/> 11 to 24 pounds | <input type="checkbox"/> 35 to 50 pounds | <input type="checkbox"/> 75 to 100 pounds | |

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applies when performing this position.)

- | | | | | |
|--|--|--|--|----------------------------------|
| <input type="checkbox"/> Feeling | <input checked="" type="checkbox"/> Hearing | <input checked="" type="checkbox"/> Smelling | <input checked="" type="checkbox"/> Speaking | <input type="checkbox"/> Tasting |
| <input checked="" type="checkbox"/> Seeing | <input type="checkbox"/> Ability to distinguish colors | | | |

An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)

- | | |
|---|--|
| <input type="checkbox"/> Inside environmental conditions | <input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time |
| <input type="checkbox"/> Outside environmental conditions | <input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time |
| <input checked="" type="checkbox"/> Inside and outside environmental conditions | <input type="checkbox"/> Physical hazards (example: working near electrical current) |
| <input type="checkbox"/> Constant vibrating motion | <input type="checkbox"/> Chemical hazards |
| <input checked="" type="checkbox"/> Bloodborne pathogens
(May be subject to infectious materials.) | <input type="checkbox"/> Solvents, sterilizing agents |
| <input type="checkbox"/> Respiratory hazards | <input type="checkbox"/> Grease and oils |
| <input type="checkbox"/> Dust, fumes, smoke, gases | <input type="checkbox"/> Electrical energy |
| <input type="checkbox"/> Radiant energy | <input type="checkbox"/> Working around machinery, moving objects and/or vehicles |
| <input type="checkbox"/> Working with hands in water | <input type="checkbox"/> Working on ladders and scaffolds |

Other (Specify):

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

- | | | |
|--|--|--|
| <input type="checkbox"/> Infant: Birth to 1 year | <input checked="" type="checkbox"/> Children: 1 - 12 years | <input type="checkbox"/> Adolescent: 13 -17 years |
| <input type="checkbox"/> Adult: 18 - 64 years | <input checked="" type="checkbox"/> Family/Visitors | <input type="checkbox"/> Geriatric: 65 years and above |

Other (Specify):

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employees will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Provides families in the program with referral and assistance in meeting goals for family strengthening.					
Provides home visiting services to families in the program to help them develop Individual Family Support Plans.					
Provides assistance to families who need help completing applications or other processes for services in the community including housing, financial assistance, child support, and other services needed.					
Teaches and provides parents with information on child development, stress management, financial planning, and parenting skills.					
Encourages and facilitates parent involvement in class and committee activities.					
Provides observations of the child in the home as a part of the child's case record.					
Assists families with children who have special needs in obtaining and understanding enrollment in Department of Education programs and services.					
Assists families in communicating concerns and suggestions for program improvement.					
Assists families in learning o become advocates for their children and promoting educational values.					
Maintains current, accurate and updated client files.					
Performs other related duties as assigned.					
PERFORMS OTHER RELATED DUTIES AS ASSIGNED					

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review
 Non-Exempt
 Non-Barg
 Date of Evaluation: _____
 Annual
 Exempt
 Bargaining
 JDPE REVISED/UPDATED: 8/30/2004
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Education Manager
 Status: _____ Hire Date: _____
 Prog/Dept: Kauai Head Start Prog/Dept #: _____
 Supervisor Name: _____ Title: Program Administrator

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, and education or training and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for the evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review or about objectives, such as, commitments to development.

PART VI: SIGNATURES

This evaluation must be signed by the employee and her/his immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to the position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Under the Supervision of the Program Administrator, the Head Start Education Manager is responsible for the implementation of the Education and Early Childhood Development components of the Kauai Head Start Program, oversees the day-to-day functions of all classroom sites, supports and enhances curriculum development and teacher training, supervises Head Teachers and Teacher's Aides, and manages the data collection of child development program outcomes and performance measures, sets-up new sites.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as stenography, office routines, elementary accounting procedures; operation of equipment such as bookkeeping and billing machines, tabulating equipment, transcription machines.
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing, (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input checked="" type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, Early Childhood Ed., business administration, and Family Resource
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional postgraduate courses required to perform job.
<input type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Bachelor's Degree in early childhood education, child development or related human services field.
EXPERIENCE
<input type="checkbox"/> Six months or less
<input type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input checked="" type="checkbox"/> Over two years, up to and including four years.
<input type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify):
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
Must have experience in preschool classroom teaching and training in theory and practice of child development. Must have experience working with program target population (families who are experiencing poverty and who are isolated from community resources preferred). Experience in supervising program operations and direct service staff. Experience with and knowledge of community resources for children and families. Ability to work with others and reach agreement. CPR and First Aid certification required upon hire. Good written and verbal communication skills. Good organizational and administrative skills.
OTHER POSITION REQUIREMENTS - CHECK ALL THAT APPLY
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.

PART I: POSITION SUMMARY

<input checked="" type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.						
<input checked="" type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>agency</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.						
<input type="checkbox"/>	The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.						
<input type="checkbox"/>	Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.						
<input checked="" type="checkbox"/>	This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of First Aid classes.						
REPORTS TO							
Program Administrator							
SUPERVISES							
<input type="checkbox"/>	No one.						
<input type="checkbox"/>	Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.						
<input type="checkbox"/>	Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.						
<input checked="" type="checkbox"/>	General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
<input type="checkbox"/>	General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
COMMUNICATION AND CONTACTS							
<input type="checkbox"/>	Requires only routine contact within the unit or department.						
<input type="checkbox"/>	Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.						
<input type="checkbox"/>	Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.						
<input checked="" type="checkbox"/>	Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.						
<input type="checkbox"/>	Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.						
PHYSICAL AND ENVIRONMENTAL REQUIREMENTS							
Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:							
<input checked="" type="checkbox"/> Sit	<u>3</u>	<input checked="" type="checkbox"/> Stand	<u>2</u>	<input checked="" type="checkbox"/> Walk	<u>1</u>	<input checked="" type="checkbox"/> Drive	<u>2</u>

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

- | | | | | |
|---|--|--|--|---|
| <input checked="" type="checkbox"/> Balancing | <input checked="" type="checkbox"/> Crouching | <input checked="" type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Pulling | <input checked="" type="checkbox"/> Repetitive Movement |
| <input checked="" type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Fingering
(fine motor facility) | <input checked="" type="checkbox"/> Lifting | <input checked="" type="checkbox"/> Pushing | <input checked="" type="checkbox"/> Stooping |
| <input checked="" type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Carrying | <input checked="" type="checkbox"/> Reaching | |

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Up to 10 pounds | <input checked="" type="checkbox"/> 25 to 34 pounds | <input type="checkbox"/> 51 to 74 pounds | <input type="checkbox"/> Weight in excess of 100 pounds |
| <input type="checkbox"/> 11 to 24 pounds | <input checked="" type="checkbox"/> 35 to 50 pounds | <input type="checkbox"/> 75 to 100 pounds | |

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applies when performing this position.)

- | | | | | |
|--|--|--|--|----------------------------------|
| <input type="checkbox"/> Feeling | <input checked="" type="checkbox"/> Hearing | <input checked="" type="checkbox"/> Smelling | <input checked="" type="checkbox"/> Speaking | <input type="checkbox"/> Tasting |
| <input checked="" type="checkbox"/> Seeing | <input type="checkbox"/> Ability to distinguish colors | | | |

An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)

- | | |
|---|--|
| <input type="checkbox"/> Inside environmental conditions | <input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time |
| <input type="checkbox"/> Outside environmental conditions | <input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time |
| <input checked="" type="checkbox"/> Inside and outside environmental conditions | <input type="checkbox"/> Physical hazards (example: working near electrical current) |
| <input type="checkbox"/> Constant vibrating motion | <input type="checkbox"/> Chemical hazards |
| <input checked="" type="checkbox"/> Bloodborne pathogens
(May be subject to infectious materials.) | <input checked="" type="checkbox"/> Solvents, sterilizing agents |
| <input type="checkbox"/> Respiratory hazards | <input type="checkbox"/> Grease and oils |
| <input type="checkbox"/> Dust, fumes, smoke, gases | <input type="checkbox"/> Electrical energy |
| <input type="checkbox"/> Radiant energy | <input type="checkbox"/> Working around machinery, moving objects and/or vehicles |
| <input checked="" type="checkbox"/> Working with hands in water | <input type="checkbox"/> Working on ladders and scaffolds |

Other (Specify):

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

- | | | |
|--|--|--|
| <input type="checkbox"/> Infant: Birth to 1 year | <input checked="" type="checkbox"/> Children: 1 - 12 years | <input type="checkbox"/> Adolescent: 13 -17 years |
| <input type="checkbox"/> Adult: 18 - 64 years | <input type="checkbox"/> Family/Visitors | <input type="checkbox"/> Geriatric: 65 years and above |

Other (Specify): This position specifically works with children in the age range from 3-5 years.

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employees will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Responsible for all aspects of Early Childhood Education curriculum development and implementation for the Kauai Head Start program in accordance with the ACF Performance Standards for the areas of Early Childhood Education and Child Development Services.					
Education Manager will work collaboratively with Head Start specialist and staff to ensure high quality of care for children and families served.					
Education Manager will supervise teaching staff and ensure that all classroom volunteers receive appropriate training and oversight.					
Education Manager will oversee daily center activities and schedules, lesson planning, supplies, and coordination of Individual Education or Action Plans with the Department of Education for participants as needed.					
Select and maintain a core group of substitute teachers, teacher's assistants and classroom aides.					
Establishment and start up of new centers as needed.					
Work collaboratively with community resource persons in the area of Early Childhood Education and Care and will be an active participant in the local chapter of HAEYC and other relevant community groups.					
Work with Head Teachers to establish annual training plans and individual training goals for all center staff to ensure compliance with Child & Family Service standards regarding staff credentials.					
Works closely with the Kauai Administrator and Program Administrator, Head Start Policy Council and appropriate staff to establish appropriate resources to implement the Head Start Program					
Meet with local resources, make recommendations for curriculum development, classroom equipment, and any other arrangements to begin set up appropriate classroom communities					
Will be responsible for compliance with all State Department of Human Service Group Child Care Licensure standards and licensure renewals.					
Provide training and implementation of the performance outcomes and the National Reporting System					
Performs other related duties as assigned					
PERFORMS OTHER RELATED DUTIES AS ASSIGNED					

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review
 Non-Exempt
 Non-Barg
 Date of Evaluation: _____
 Annual
 Exempt
 Bargaining
 JDPE REVISED/UPDATED: 8/30/2004
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Head Teacher
 Status: _____ Hire Date: _____
 Prog/Dept: Kauai Head Start Prog/Dept #: _____
 Supervisor Name: _____ Title: Education Manager

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, and education or training and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for the evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review or about objectives, such as, commitments to development.

PART VI: SIGNATURES

This evaluation must be signed by the employee and her/his immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to the position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Under the supervision of the Education Manager, the Head Teacher is primarily responsible for planning and implementing the daily curriculum, managing and supervising all aspects of the Head Start Program for their classroom site.
EDUCATION AND TRAINING REQUIREMENTS
<input type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Knowledge needed such as computer skills necessary
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing, (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional postgraduate courses required to perform job.
<input type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): Degree in Child Development or Early Childhood Education from an accredited college or university and six months working experience in an Early Childhood program; Or Credential in Child Development Associate program or organized two-year college program (60 credits) and Certificate in Early Childhood Education, plus one year supervised teaching experience in an Early Childhood program; Or Bachelor's degree in Elementary Education from an accredited college or university plus six months working in an Early Childhood program, plus six credit or equivalent approved Child Development or Early Childhood training courses (included as part of bachelors of arts or science degree); Or Bachelor's degree in any field from an accredited college or university plus twelve credits or equivalent approved Child Development or Early Childhood training courses (included as part of bachelors of arts or science degree).
EXPERIENCE
<input type="checkbox"/> Six months or less
<input checked="" type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify): On-going monthly in service training with topics focusing around but not limited to Child Development, Health & Safety, challenging behaviors, curriculum, working with parents etc.
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
Must have excellent communication, organization, supervision and problem solving skills, flexibility, and willingness to work as a team member. Experience with children ages 3-5 and their families. CPR and First Aid certification required upon hire.
OTHER POSITION REQUIREMENTS - CHECK ALL THAT APPLY
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.

PART I: POSITION SUMMARY

<input checked="" type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input checked="" type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>agency</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/>	The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.
<input type="checkbox"/>	Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.
<input checked="" type="checkbox"/>	This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of First Aid classes.
REPORTS TO	
Education Manager	
SUPERVISES	
<input type="checkbox"/>	No one.
<input checked="" type="checkbox"/>	Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.
<input type="checkbox"/>	Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.
<input type="checkbox"/>	General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.
<input type="checkbox"/>	General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.
COMMUNICATION AND CONTACTS	
<input type="checkbox"/>	Requires only routine contact within the unit or department.
<input checked="" type="checkbox"/>	Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.
<input type="checkbox"/>	Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.
<input type="checkbox"/>	Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.
<input type="checkbox"/>	Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.
PHYSICAL AND ENVIRONMENTAL REQUIREMENTS	
Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:	
<input checked="" type="checkbox"/> Sit <u>3</u>	<input checked="" type="checkbox"/> Stand <u>2</u>
<input checked="" type="checkbox"/> Walk <u>2</u>	<input checked="" type="checkbox"/> Drive <u>1</u>

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

- | | | | | |
|---|--|--|--|---|
| <input checked="" type="checkbox"/> Balancing | <input checked="" type="checkbox"/> Crouching | <input checked="" type="checkbox"/> Kneeling | <input checked="" type="checkbox"/> Pulling | <input checked="" type="checkbox"/> Repetitive Movement |
| <input checked="" type="checkbox"/> Climbing | <input checked="" type="checkbox"/> Fingering
(fine motor facility) | <input checked="" type="checkbox"/> Lifting | <input checked="" type="checkbox"/> Pushing | <input checked="" type="checkbox"/> Stooping |
| <input checked="" type="checkbox"/> Crawling | <input checked="" type="checkbox"/> Grasping | <input checked="" type="checkbox"/> Carrying | <input checked="" type="checkbox"/> Reaching | |

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Up to 10 pounds | <input type="checkbox"/> 25 to 34 pounds | <input type="checkbox"/> 51 to 74 pounds | <input type="checkbox"/> Weight in excess of 100 pounds |
| <input type="checkbox"/> 11 to 24 pounds | <input checked="" type="checkbox"/> 35 to 50 pounds | <input type="checkbox"/> 75 to 100 pounds | |

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applies when performing this position.)

- | | | | | |
|---|---|--|--|---|
| <input checked="" type="checkbox"/> Feeling | <input checked="" type="checkbox"/> Hearing | <input checked="" type="checkbox"/> Smelling | <input checked="" type="checkbox"/> Speaking | <input checked="" type="checkbox"/> Tasting |
| <input checked="" type="checkbox"/> Seeing | <input checked="" type="checkbox"/> Ability to distinguish colors | | | |

An individual in this position will be exposed to: (Please indicate with an "X" all that applies when performing only the essential functions of this position.)

- | | |
|---|--|
| <input type="checkbox"/> Inside environmental conditions | <input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time |
| <input type="checkbox"/> Outside environmental conditions | <input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time |
| <input checked="" type="checkbox"/> Inside and outside environmental conditions | <input type="checkbox"/> Physical hazards (example: working near electrical current) |
| <input type="checkbox"/> Constant vibrating motion | <input type="checkbox"/> Chemical hazards |
| <input checked="" type="checkbox"/> Bloodborne pathogens
(May be subject to infectious materials.) | <input checked="" type="checkbox"/> Solvents, sterilizing agents |
| <input type="checkbox"/> Respiratory hazards | <input type="checkbox"/> Grease and oils |
| <input type="checkbox"/> Dust, fumes, smoke, gases | <input type="checkbox"/> Electrical energy |
| <input type="checkbox"/> Radiant energy | <input type="checkbox"/> Working around machinery, moving objects and/or vehicles |
| <input checked="" type="checkbox"/> Working with hands in water | <input type="checkbox"/> Working on ladders and scaffolds |

Other (Specify): Valid driver's license, current no-fault insurance coverage, satisfactory driver's abstract and access to an insured vehicle. The employee is regularly required to drive. The employee is required to use their personal vehicle unless the agency vehicle is available.

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

- | | | |
|--|--|--|
| <input type="checkbox"/> Infant: Birth to 1 year | <input checked="" type="checkbox"/> Children: 1 - 12 years | <input type="checkbox"/> Adolescent: 13 -17 years |
| <input type="checkbox"/> Adult: 18 - 64 years | <input checked="" type="checkbox"/> Family/Visitors | <input type="checkbox"/> Geriatric: 65 years and above |

Other (Specify): This position specifically works with children in the age range from 3-5 years.

All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employees will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Establishes a nurturing and challenging classroom environment for young children: reaching both the individual child and the group.					
Utilizes principles of child growth and development in all teaching curriculums keeping the educational and emotional well being of the child and families priority.					
Integrate children with special needs into group activities.					
Develops lesson plans, maintains adequate student records, create developmentally appropriate activities, and attend/arrange parent meetings.					
Maintains formal and informal communications with parents regarding aspects for their child's strengths, and needs					
Maintains program safety standards and conduct safety drills as required.					
Maintains hygienic classroom environment.					
Maintains the Federal performance standards for classroom management and curriculum.					
Facilitates parents to link with community resources in coordination with the Family Advocate.					
Communicates with the staff on the special needs and individual goals for the children enrolled.					
Maintains client confidentiality at all times.					
Performs other related duties as assigned.					
Provides opportunities for parents to be involved in the program and extend their learning by being their child's "first teacher".					
Design and sets-up classroom space that is appropriate and enriches the child's learning experience in relation to the curriculum.					
Participates with Early Childhood agencies in local community events.					
PERFORMS OTHER RELATED DUTIES AS ASSIGNED					

Child and Family Service Job Description/Performance Evaluation (JDPE)

Initial Employment Period Review
 Non-Exempt
 Non-Barg
 Date of Evaluation: _____
 Annual
 Exempt
 Bargaining
 JDPE REVISED/UPDATED: 08/30/2004
 Other _____

EMPLOYEE-RELATED SPECIFICS

Employee Name: _____ Position: Classroom Aide
 Status: _____ Hire Date: _____
 Prog/Dept: Kauai Head Start Prog/Dept #: _____
 Supervisor Name: _____ Title: Education Manager

PART I: POSITION SUMMARY

This section introduces the mission, summarizes the position, and identifies the functional or competency requirements including skills, experience, and education or training and licensure necessary to ensure that employees are prepared to handle assigned responsibilities. The information is designed to indicate the general nature and level of work performed by an employee in this position. It is not to be interpreted as a comprehensive inventory for all duties, responsibilities, and qualifications of employees assigned to this job. Reasonable accommodation(s) will be made to enable qualified individuals with disabilities to perform the essential functions of this job.

PART II: JOB SPECIFIC PERFORMANCE REVIEW

This section utilizes the major responsibilities of the position as the basis for the evaluation. The performance standards are end results that can be measured and result in successful performance of a major responsibility. These are reviewed periodically to include the cessation of the initial employment period and upon annual review.

PART III: REVIEW OF PERFORMANCE STANDARDS

This section is designated to evaluate performance on general behavioral expectations of all employees.

PART IV: DEVELOPMENT AND GOAL PLAN

This section reviews the previous plan and goals to determine results; strengths and/or areas requiring improvement are summarized; meaningful goals are identified and a new plan is developed.

PART V: EMPLOYEE COMMENTS ON THE PERFORMANCE REVIEW

This optional section allows employees an opportunity to comment on the review or about objectives, such as, commitments to development.

PART VI: SIGNATURES

This evaluation must be signed by the employee and her/his immediate supervisor.

DEFINITIONS OF PERFORMANCE RATINGS

EXCEEDS STANDARDS (ES)	Employee consistently exceeds the job responsibilities and performance factors and demonstrates highly proficient job performance.
MEETS STANDARDS (MS)	Performance is competent and meets the job's requirements. Participates in making contributions to the department or program.
DOES NOT MEET STANDARDS (DNMS)	Employee whose performance does not meet the expected performance level of the job's requirements.
NOT APPLICABLE (NA)	Standard does not apply to the position.

This Area for Use by Human Resources

Initial Issue Date: _____ Date Received: _____

Review evaluation and note performance concerns evidenced on the following pages of this standard assessment. If applicable, ensure that a resolution/action plan has been identified for each deficiency noted. If any noted deficiency lacks a corresponding resolution/action plan, return to the employee's supervisor for completion.

Date Returned to Supervisor for Completion: _____ Date Completed JDPE was Received _____

PART I: POSITION SUMMARY

MISSION STATEMENT
<i>Strengthening families and fostering the healthy development of children.</i>
SUMMARY OF DUTIES
Under the direct supervision of the Education Manager and the Head Teacher, the Classroom Aide is primarily responsible to assist the Head Teacher in developing a nurturing and challenging classroom environment. The Classroom Aide assists in planning and implementing classroom activities as organized by the Teacher and performs daily classroom management and program operations.
EDUCATION AND TRAINING REQUIREMENTS
<input checked="" type="checkbox"/> Up to and including high school. Requires enough basic education to understand and follow standard practice or oral and written instructions, able to read and write, use simple arithmetic, keep simple records, or use simple office machines like a typewriter.
<input type="checkbox"/> High school, plus additional courses or specialized training at business or community college, or other formal training facility or program. Requires ability to understand and carry out assigned duties effectively. Able to operate a fax and copy machine, computer skills helpful.
<input type="checkbox"/> High school plus additional training equal to 2 years of college, which requires knowledge of a specialized field or may lead to licensing, (data processing, accounting, human services), or formalized apprenticeship program. For example, certified substance abuse counselor, bookkeeper, etc.
<input type="checkbox"/> Four-Year College Degree from a school accredited by a recognized accrediting agency - general major. Requires basic knowledge or training in a specialized or technical field or trade, such as social work, professional accounting, finance, business administration, and marketing.
<input type="checkbox"/> Specialized Degree from a school accredited by a recognized accrediting agency; includes additional postgraduate courses required to perform job.
<input type="checkbox"/> Masters' Degree from a school accredited by a recognized accrediting agency. Requires knowledge of an advanced type.
Other (Specify): High school vocational childcare training course; or orientation training course in the center. On-going monthly in service training's with topics focusing around but not limited to Child Development, curriculum, health & safety, special needs, working with parents etc.
EXPERIENCE
<input checked="" type="checkbox"/> Six months or less
<input type="checkbox"/> Over six months, up to and including one year.
<input type="checkbox"/> Over one year, up to and including two years.
<input type="checkbox"/> Over two years, up to and including four years.
<input type="checkbox"/> Over four years, up to and including six years.
<input type="checkbox"/> Over six years.
Other (Specify):
SPECIAL KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED
One year's experience in a childcare setting (home or center based) preferred. Good verbal and written communication skills. CPR and First Aid certificate required upon hire.
OTHER POSITION REQUIREMENTS – CHECK ALL THAT APPLY
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license and a clear driver's abstract and continued employment may be contingent on maintaining a clear driver's abstract.
<input checked="" type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and willingness to travel in personal vehicle on an as-needed basis throughout the island.
<input type="checkbox"/> This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>personal</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.

PART I: POSITION SUMMARY

<input type="checkbox"/>	This job requires a valid Hawaii driver's license, a clear driver's abstract, and use of <u>agency</u> vehicle to transport clients, as needed, as well as a willingness to travel in personal vehicle on an as-needed basis throughout the island.						
<input type="checkbox"/>	The nature of this position requires the incumbent to be on-call 24 hours a day, 7 days a week.						
<input type="checkbox"/>	Verification of licensure/certification will be required at time of appointment/hire, and continued employment is contingent on maintaining licensure/certification.						
<input checked="" type="checkbox"/>	This position is subject to a criminal background investigation and continued employment is contingent on a record clear of convictions.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPR, CPI and/or van driving training as such training is necessary to ensure ability/continued ability to perform essential functions of this job.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of CPI classes OR other Behavioral Management certification as may be contract-mandated.						
<input type="checkbox"/>	Continued employment in this position is contingent on successful completion of First Aid classes.						
REPORTS TO							
Head Teacher & Education Manager							
SUPERVISES							
<input checked="" type="checkbox"/>	No one.						
<input type="checkbox"/>	Limited supervision, immediate supervisor of one or two employees or directs small work group, assigns routine work, much of time may be spent doing same work as members of group, limited responsibility for costs, methods, personnel.						
<input type="checkbox"/>	Immediate supervision over 3 to 15 employees. Responsible for selection, training and discipline.						
<input type="checkbox"/>	General supervision of program/department over 5 to 25 employees; possibly through the use of 1 or more lower level supervisor(s). Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
<input type="checkbox"/>	General supervision of program/department (>25 employees) usually through lower level supervisors. Full responsibility for selecting, training, and discipline - - subject only to general policy or budget limits.						
COMMUNICATION AND CONTACTS							
<input checked="" type="checkbox"/>	Requires only routine contact within the unit or department.						
<input type="checkbox"/>	Requires contacts both inside and outside the organization in order to furnish or obtain information and/or provide client services. Normal courtesy, tact and discretion required.						
<input type="checkbox"/>	Regular contact with subordinates, other departments, and persons and organizations outside the organization to supply or seek information and reports. Requires use of tact and discretion. May present data and reports at meeting.						
<input type="checkbox"/>	Requires contacts both inside and outside at all organizational levels. Requires considerable tact, discretion and persuasion to obtain results. May present new methods, programs, and controversial issues. Improper handling may affect operating results and the delivery of client services.						
<input type="checkbox"/>	Inside and outside contacts involving difficult negotiations, related to a major division or function, development of networks and development of teamwork. Requires well-developed sense of timing and strategy.						
PHYSICAL AND ENVIRONMENTAL REQUIREMENTS							
Indicate the number of hours (from 1 hour to 8 hours) that employee would be required to:							
<input checked="" type="checkbox"/> Sit	<u>3</u>	<input checked="" type="checkbox"/> Stand	<u>2</u>	<input checked="" type="checkbox"/> Walk	<u>2</u> <u>1</u>	<input checked="" type="checkbox"/> Drive	<u>1</u>

PART I: POSITION SUMMARY

The physical activities of this position involve: (Please indicate with an "X" all items that are essential functions of this position and are performed in excess of levels required for ordinary movement.)

<input checked="" type="checkbox"/> Balancing	<input checked="" type="checkbox"/> Crouching	<input checked="" type="checkbox"/> Kneeling	<input checked="" type="checkbox"/> Pulling	<input checked="" type="checkbox"/> Repetitive Movement
<input checked="" type="checkbox"/> Climbing	<input checked="" type="checkbox"/> Fingering (fine motor tactility)	<input checked="" type="checkbox"/> Lifting	<input checked="" type="checkbox"/> Pushing	<input checked="" type="checkbox"/> Stooping
<input checked="" type="checkbox"/> Crawling	<input checked="" type="checkbox"/> Grasping	<input checked="" type="checkbox"/> Carrying	<input checked="" type="checkbox"/> Reaching	

An individual in this position will be required to carry or lift weight in this range: (Please indicate with an "X" only the heaviest weight range that would be required when performing the essential functions of this position.)

<input type="checkbox"/> Up to 10 pounds	<input type="checkbox"/> 25 to 34 pounds	<input type="checkbox"/> 51 to 74 pounds	<input type="checkbox"/> Weight in excess of 100 pounds
<input type="checkbox"/> 11 to 24 pounds	<input checked="" type="checkbox"/> 35 to 50 pounds	<input type="checkbox"/> 75 to 100 pounds	

The sensory and communicative activities include essential activities to the performance of this position: (Please indicate with an "X" all that applied when performing this position.)

<input checked="" type="checkbox"/> Feeling	<input checked="" type="checkbox"/> Hearing	<input checked="" type="checkbox"/> Smelling	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Tasting
<input checked="" type="checkbox"/> Seeing	<input checked="" type="checkbox"/> Ability to distinguish colors			

An individual in this position will be exposed to: (Please indicate with an "X" all that applied when performing only the essential functions of this position.)

<input type="checkbox"/> Inside environmental conditions	<input type="checkbox"/> Extreme cold-temperature below 32 degrees for more than one hour at a time
<input type="checkbox"/> Outside environmental conditions	<input type="checkbox"/> Extreme heat-temperature above 100 degrees for more than one hour at a time
<input checked="" type="checkbox"/> Inside and outside environmental conditions	<input type="checkbox"/> Physical hazards (example: working near electrical current)
<input type="checkbox"/> Constant vibrating motion	<input type="checkbox"/> Chemical hazards
<input checked="" type="checkbox"/> Bloodborne pathogens (May be subject to infectious materials.)	<input checked="" type="checkbox"/> Solvents, sterilizing agents
<input type="checkbox"/> Respiratory hazards	<input type="checkbox"/> Grease and oils
<input type="checkbox"/> Dust, fumes, smoke, gases	<input type="checkbox"/> Electrical energy
<input type="checkbox"/> Radiant energy	<input type="checkbox"/> Working around machinery, moving objects and/or vehicles
<input checked="" type="checkbox"/> Working with hands in water	<input type="checkbox"/> Working on ladders and scaffolds

Other (Specify): Employee is required to have current no-fault insurance coverage, physical, annual TB and criminal history check.

AGES OF CLIENTS SERVED

This position requires knowledge in the care and handling of clients served in the age group(s) indicated below:

<input type="checkbox"/> Infant: Birth to 1 year	<input checked="" type="checkbox"/> Children: 1 - 12 years	<input type="checkbox"/> Adolescent: 13 -17 years
<input type="checkbox"/> Adult: 18 - 64 years	<input type="checkbox"/> Family/Visitors	<input type="checkbox"/> Geriatric: 65 years and above

Other (Specify): This position specifically works with children in the age range from 3-5 years old.

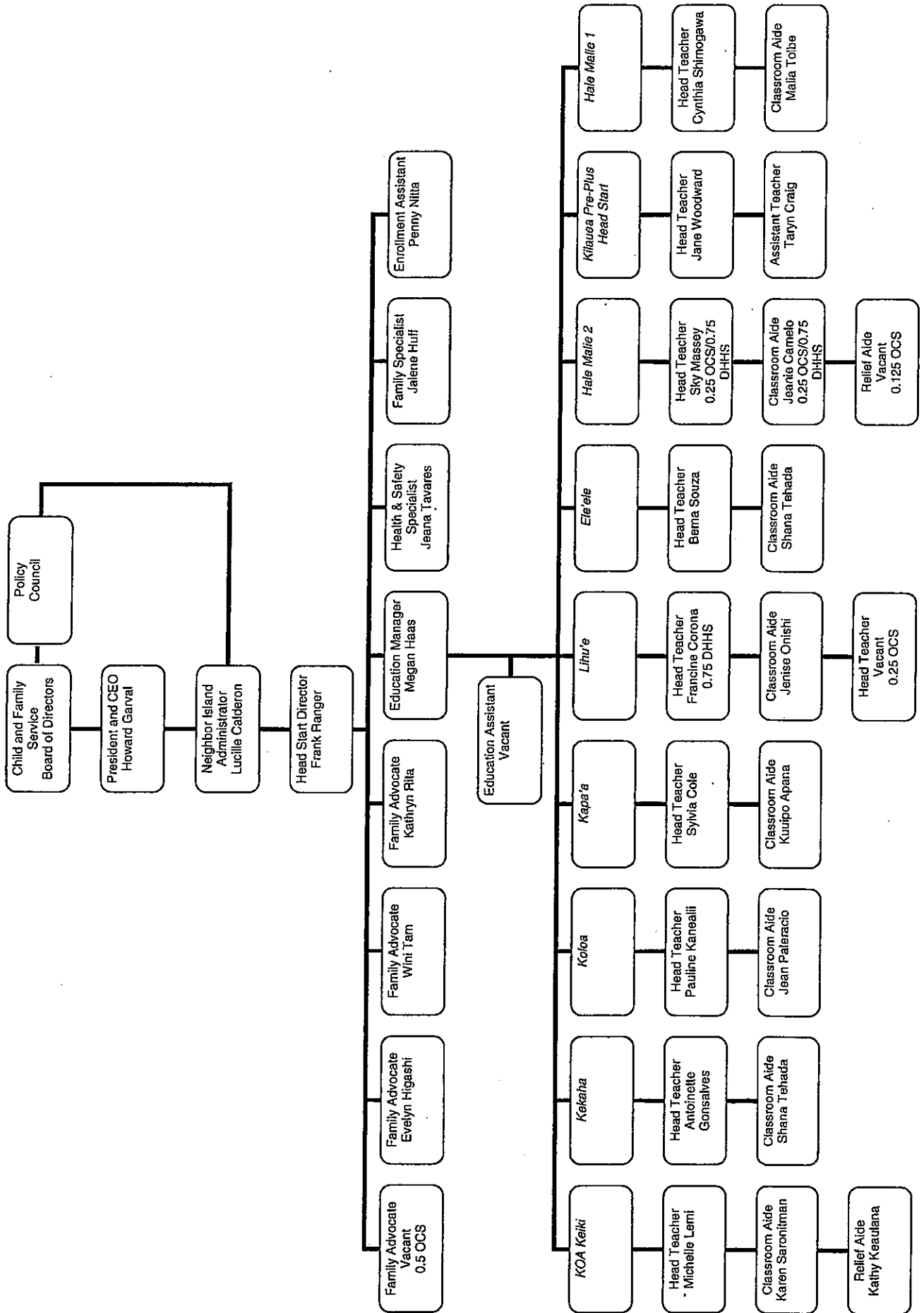
All job requirements listed indicate the minimum level of knowledge, skills, and/or ability deemed necessary to perform the job proficiently. This job description is not to be construed as an exhaustive statement of duties, responsibilities, or requirements. Employees will be required to perform any other job-related instructions given by their supervisor, subject to reasonable accommodation(s).

PART II: JOB SPECIFIC PERFORMANCE REVIEW (THIS SECTION MAY BE MULTIPLE PAGES IN LENGTH.)

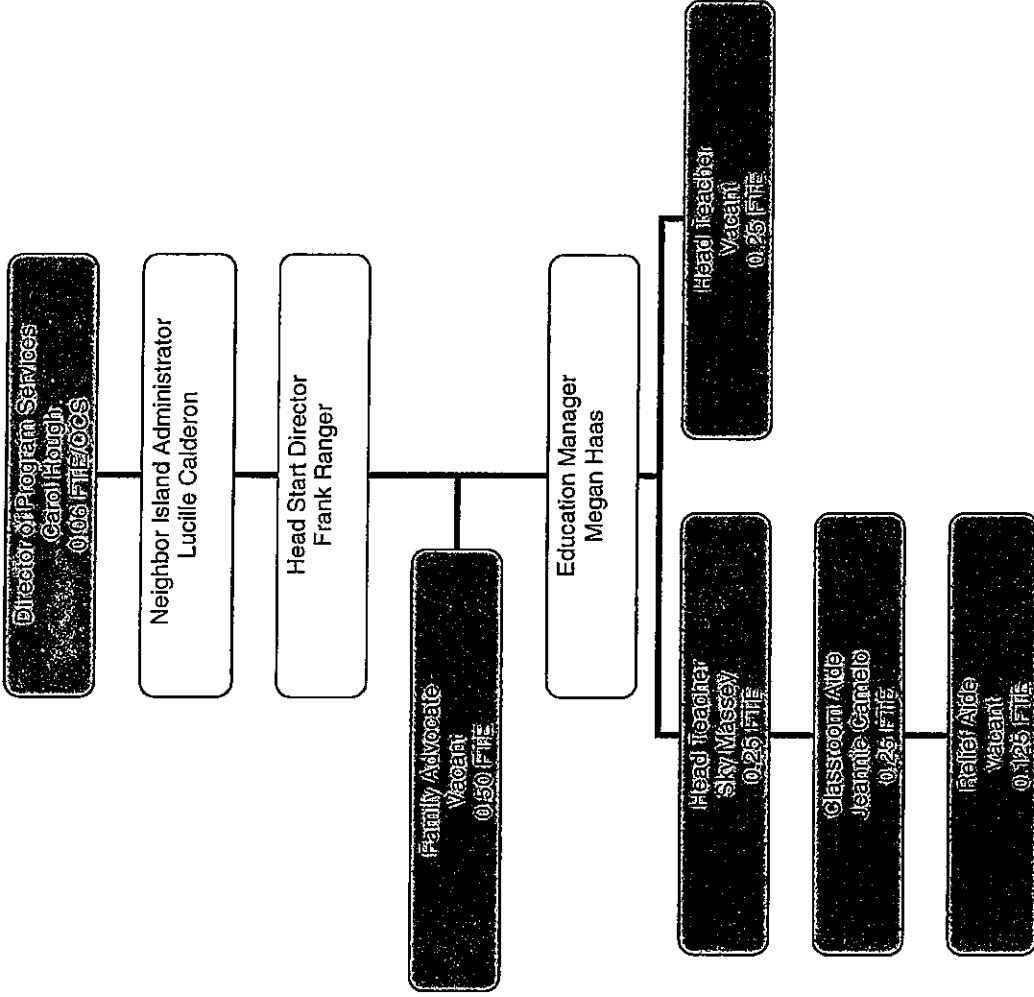
ESSENTIAL JOB FUNCTIONS	D N M S	M S	E S	N A	COMMENTS
JOB DUTIES AND FUNCTIONS					
Responsible nce, ation, USDA Meal documentation. Orders consumable and other necessary supplies, does annual inventory on all classroom materials.					
Assists with individual direction of students who require assistance in any activity.					
Assists managing small and large groups of children in classroom and outdoors play areas.					
Some clerical duties such as copying, and computer knowledge					
Help organize and clean classroom and supplies in accordance with Federal program guidelines and the procedures specified by the Health Services Advisory Committee and the Health Specialist.					
Attends all training specified by the Education Manager and develops a training plan to be pursued annually. Training will emphasize development of job skills enabling the Classroom Aide to advance toward the role of Assistant Teacher. Classroom Aide is encouraged to participate in continuing education opportunities to enhance skills and pursue training in child development practices.					
Participates and preps in daily classroom activities. Does daily observation and FEIL notes.					
Performs other related duties as assigned.					
Works as a team with the Head Teacher in daily lessons and services to children.					
PERFORMS OTHER RELATED DUTIES AS ASSIGNED					

Attachment 11
ORGANIZATION CHARTS

Child and Family Service Kauai Head Start Organization Chart



Child and Family Service
 Kauai Head Start
 Office of Community Services
 Proposed Organization Chart



Shaded boxes indicates proposed positions to be funded.

Attachment 12
LETTER OF ACCREDITATION



CREDIBILITY • INTEGRITY • ACHIEVEMENT

June 20, 2006

PRESIDENT AND CEO
Richard Klarberg

Howard Garval
President/CEO
Child and Family Service
91-1841 Fort Weaver Road
Ewa Beach, HI 96782

BOARD OF TRUSTEES

Chair
Neil P. Newstein

Lawrence M. Abramson
Martha Brown
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Consevilla James
James M. Karet
Christopher Leung
F. J. Lyons
E. McNamara
Jean Mirabella
Timothy F. Noelker
Sharon Osborne
Michael J. Rieder
Hilda Shirk
Samuel M. Sipes
Alvin Snyder
Clarence Wood

Dear Mr. Garval:

It is with great pleasure that we inform you that the Council on Accreditation (COA) has approved the reaccreditation of Child and Family Service. This recognition of Child and Family Service as a provider of services of high quality is effective through December 31, 2009 and includes the following programs:

- > Counseling Services
- > Employee Assistance Program (EAP) Services
- > Case Management Services
- > Substance Abuse Services
- > Shelter Services
- > Crisis Intervention Services; Emergency Telephone Response Services; Information and Referral Services
- > Domestic Violence Counseling; Rape Crisis and/or Battered Women's Services; Safe Homes
- > Intercountry Adoption Services
- > Home Visitor Services
- > In-Home Support Services
- > Family-Centered Casework; Intensive Family Preservation
- > Foster and Kinship Care Services
- > Supported Community Living Services
- > Group Living Services
- > Residential Treatment Services
- > Employment and Vocational Services
- > Child Care Services
- > Prevention and Support Services

SPONSORING ORGANIZATIONS

Alliance for Children and Families
Association of Jewish Family and Children's Agencies
Catholic Charities USA
Child Welfare League of America
Foster Family-Based Treatment Association
Lutheran Services in America
National Council For Adoption
National Foundation for Credit Counseling
National Network for Youth
Prevent Child Abuse America

Included with this letter, for your use in promoting the agency's success, is a sample news release prepared by COA. In addition a plaque attesting to your agency's accredited status will be sent to you shortly.

COA's program of quality assurance is designed to identify those providers that have set for themselves high standards for performance, and have made a commitment to their constituents to enhance the effectiveness of the service they deliver. COA is proud to once again welcome Child and Family Service to the Community of Excellence, that unique group of providers that meets the highest standards for professional performance. We are proud to be associated with you and your colleagues. We wish you the very best in your continuing service to persons in your community.

Sincerely,

Richard Klarberg
President and Chief Executive Officer

RK:cl
cc: Peter Goldberg, President/CEO, ACF
Shay Bilchick, President/CEO, CWLA

COUNCIL ON ACCREDITATION