

House District _____

Senate District _____

**THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

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

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

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

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Transitional Coaching and Development Institute, Inc.

Db: N/A

Street Address: N/A

Mailing Address: PMB #505, 350 Ward Ave., Ste. 106
Honolulu, HI 96814

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JARED GREEN

Title President & CEO

Phone # (209) 663-8721

Fax # (209) 342-6701

E-mail jgreen@vcidi.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

TRANSITIONAL COACHING AND DEVELOPMENT INSTITUTE, INC.

TO ASSIST ADULTS WITH DEVELOPMENTAL DISABILITIES (AGED 18-25, PRIMARILY) WHO ARE IN A STATE OF TRANSITION AND ARE IDENTIFIED AS A GAP GROUP, AS WELL AS ASSISTING THEIR FAMILIES IN INCREASING SKILLS AND KNOWLEDGE RELATED TO COMMUNITY INTEGRATION, SELF ADVOCACY, EMPLOYMENT TRAINING AND, MOST IMPORTANTLY, INDEPENDENCE.



RECEIVED

1/23/15 1:20 PM

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: **\$366,005.00**

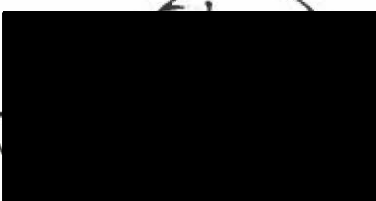
8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

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

TYPE NAME



AUTHORIZED SIGNATURE

JARED K. GREEN, MA; PRES & CEO 1/23/15

NAME & TITLE

DATE SIGNED

Application for Grants

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

I. Background and Summary

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

A brief description of the applicant's background;

Transitional Coaching and Development Institute, Inc. (TCDI) is a Foreign Non-Profit Corporation, incorporated in the State of Hawaii in November, 2014.

TCDI is focused on assisting young adults (aged 18-25) living with developmental disabilities and beginning their transition from a special education setting into an increasingly independent, community-integrated life. TCDI will provide services to individuals living with developmental disabilities within the aforementioned age range, and will do so without preference to and regardless of faith, race, gender, sexual orientation, religion, and cultural/ethnic origins.

TCDI is led by two post-graduate educated individuals with degrees in counseling and behavioral psychology, as well as a board of directors with graduate degrees in education and special education. The Board of Directors and TCDI Administration present a combined 100 years of experience in direct support and service provision to individuals living with developmental disabilities. Additionally, the Vice President and Chief Operations Officer of TCDI was born and raised on the Island of Oahu, giving her a unique perspective and understanding of various aspects of the culture and lifestyle of the State of Hawaii.

1. The goals and objectives related to the request;

TCDI anticipates serving an unrestricted number of individuals, and will actively work towards all enrolled individuals attaining a minimum of 90% accuracy and completion in their respective objectives.

This level of accuracy will ensure the consumer is fully prepared to transition into increasingly independent settings.

2. The public purpose and need to be served;

Transitional Coaching and Development Institute, Inc. is an innovative, community integrative, day program providing highly focused services to individuals living with developmental disabilities engaged in some form of transitional period in life.

Individuals enrolled at TCDI are individuals residing on the Island of Oahu, within the State of Hawaii, and eligible for services through the Medicaid Waiver Program, or determined to potentially benefit from TCDI programming services as part of their ISP. TCDI presents itself as the most forward-looking and progressive program within Honolulu County, and continuously seeks to better align itself with the current trends and needs expressed by the State of Hawaii, its Department of Health, the Department of Human Services, Department of Education and, most importantly, the consumers and families, themselves.

Transitional Coaching and Development Institute, Inc. exists for the purpose of educating individuals living with developmental disabilities that are transitioning from one area in life to the next. TCDI accomplishes this objective by seeking to inform these individuals and their families of the variety of supports and resources available to assist them in attaining goals related to independent adult life.

TCDI is set apart from other programs based not only on its desire to provide services with only the upmost respect and support with regards to TCDI Consumers stated life goals and work towards independence, but in its philosophy that individuals want to grow and challenge themselves and create a life of individuality and happiness. TCDI recognizes that transition from one aspect of life to a new situation is at once exciting, yet potentially stressful and overwhelming, as well as mysterious and bewildering. TCDI supports its consumers as they face questions, unanswered questions, absence of knowledge and supplied information, myriad choices, and over-protection.

Essentially, the transition to independent life may present itself as un-navigable. TCDI seeks to limit this stress and anxiety often associated with change and growth. TCDI's highly structured trainings focus primarily on identifying and overcoming barriers faced by consumers transitioning from one milestone to the next. TCDI seeks to target these barriers while offering training and service provision in line with requirements outlined in Hawaii Administrative Rules Title 17, Department of Human Services, Subtitle 9, Adult and Community Care Programs, Chapter 1424: Licensing of Adult Day Care Centers, namely: "Therapeutic, social, educational, and recreational" activities.

Typically these requirements are fulfilled through service provision within the macro-areas of support: community integration, self advocacy, and employment training. This service provision is further focused by TCDI through mirroring and patterning trainings based on those recommended in the booklet, *Transition to Adult Living: An Information and Resource Guide*, specifically: 1). Personal Responsibility, 2). Interpersonal Relationships, 3). Social Competence, 4). Physical Health, 5). Mental Health, 6). Independent Living, 7). Employability Skills, 8). Occupational Awareness, 9). Recreation and Leisure Skills, 10). Consumer Skills, and 11). Community Participation (pg. 17).

TCDI offers these trainings in a dissimilar fashion than other day programs, as the skill sets trained in these areas differ based on the consumer's respective goals and process of transition. These "Bridges", as they are called at TCDI, may be transitioning from high school to independent living/supported living and/or day program settings, institutional/hospital/correctional setting to independent/supported living and/or day program settings, or home/supported living settings to independent living settings. TCDI anticipates and actively works towards all enrolled consumers attaining a minimum of 90% accuracy and completion in their respectively assigned objectives. This level of accuracy will ensure the consumer is fully prepared to transition into increasingly independent settings.

To fully assist with consumers transitioning out of school districts, TCDI has, on its board of directors, a former school administrator, currently credentialed as a teacher. TCDI also has the invaluable option to utilize a credentialed current Special Education teacher for consultation and to assist with ensuring the transition process is smooth and navigable for consumers and, if applicable, their families. TCDI continuously seeks to maintain its purchases of service at a subjective number that will allow for full and quality provision of services. Service provision may also occur within the community. The TCDI Facility is open for operation and service provision Monday through Friday from 9 am to 4 pm. TCDI Administration is available during these times.

3. Describe the target population to be served; and

TCDI is focused on assisting young adults (aged 18-25) living with developmental disabilities and beginning their transition from a special education setting into an increasingly independent, community-integrated life.

Additionally, TCDI offers services to individuals living with developmental disabilities outside of the target age group, as long as they are engaged in some form a transition from one aspect of life to another and meeting the entrance criteria.

4. Describe the geographic coverage.

TCDI is prepared to offer its services to those residing on the Island of Oahu. Programming areas will be determined by need as expressed by the Human Services, Health, and Education Departments of the State of Hawaii.

II. Service Summary and Outcomes

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

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

TCDI was created to fulfill the crucial role of assisting individuals living with developmental disabilities in the ominous task of transitioning from one stage of life to another. TCDI understands that the idea of transition for clients has long been a difficult achievement for various agencies and programs. Therefore, TCDI attempts to provide innovative services with enhanced relevance to enabling a smooth and anxiety-free transition.

The curriculum at TCDI is presented specific to three distinct situations, though these three situations may encompass significant portions of the population of individuals living with developmental disabilities. In keeping with the idea of transitioning, or moving from one situation to another, TCDI has labeled these situations and the associated trainings as "Bridges". Each Bridge contains objectives within the three main macro-areas of day programming, namely: Community Integration, Self-Advocacy, and Employment Training. However, the objectives and trainings are tailored to each Bridge and, therefore, offer enhanced relevance to the specific form of transition in which the consumer presents.

In addition to Bridge specific trainings in CI, SA, and ET, TCDI provides services for behavior management and/or modification. Individual service plans related to behavior management service provision may be created when indicated due to consumer behaviors presenting as barriers to successful transition into situations such as independent living, and agreed upon by the consumer, and members of the ID Team. TCDI provides services in behavior modification based on replacement of inappropriate behaviors with positive, appropriate behaviors. This form of behavior modification relies on positive reinforcement of presentation of appropriate behaviors, as opposed to negative consequences associated with inappropriate behaviors and is, therefore, less aversive and potentially more efficacious.

All trainings offered through TCDI, no matter what Bridge, occur both within the licensed TCDI facility and/or in the natural environment of a community setting.

Bridge A

The primary reason for the development of TCDI is the successful transition of transition-aged consumers from a high school and/or special education setting into a day program and, potentially, independent living situation. The transition from the familiarity of a school setting into that of day program is cited as one of the consistently hardest transitions a consumer will make. In order to ensure a successful transition, TCDI begins the provision of services to individuals by utilizing a curriculum, developed with input from TCDI's Special Education Consultant and its credentialed board member, that is essentially 50% a mirror of special education assigned work and 50% community integrative day programming curriculum.

1. **Handwriting:** It is the experience of TCDI that many consumers arrive in a day program setting with markedly limited and/or deficient handwriting skills. TCDI staff assist enrolled consumers with regular handwriting practice in an effort to increase legibility and allowing for potentially better communication of thoughts and ideas through written language.
2. **Computer Literacy:** TCDI recognizes the importance electronic devices such as mobile phones, tablets, and computers in the daily lives of our clients. TCDI believes that increased computer literacy will only serve to greatly enhance consumers potential of reaching goals of employment, integration and, ultimately, independence. TCDI Transitional Support Mentors work closely with consumers in learning various aspects of computer literacy, from basic components of programs, to accessing the internet etc. Additionally, Transitional Support Mentors may assist in researching educational options, such as junior college, trade schools, etc., by use of the internet.
3. **Reading:** Though many consumers enrolled at TCDI possess high school diplomas, GEDs or certificates of completion, TCDI continues to identify reading fluency as a serious deficiency in its clients, creating potential barriers to gainful employment and/or maintained independence. TCDI Transitional Support Mentors are, therefore, guided by TCDI Educational Consultants in teaching clients to read and enhancing overall reading comprehension. This guidance to staff is offered either in person or via web-conferencing. Trainings begin with letter and small word recognition and progress up through long and short vowel, consonant clusters, to general vocabulary recognition.
4. **General Math Skills:** Basic arithmetic skills are vital to consumer independence, as they manifest in everything from figuring out shifts and schedules, to making purchases and receiving change, to forming and

adhering to a personal budget. Transitional Support Mentors work with consumers enrolled at TCDI to enhance the accuracy of their arithmetic skills. Math trained is presented as relevant to consumer progress in an effort to increase individual interest.

At the beginning of enrollment at TCDI, the other 50% of trainings occurring at program will consist of general day programming objectives. Consistent with the goal of increasing and reaching independence, as the consumer demonstrates increased comfort with day program settings, transitional educational curriculum is phased out and general day programming and community integrative activities become standard.

Though programming provided follows general day program in the provision of trainings in community integration, self advocacy and employment training, Bridge A requires accurate completion of objectives, specific to the stated goal for Bridge A, of transitioning from a special educational setting to a day program and enhanced community independence setting. The end result of this increased independence is the consumers recognized ability to participate in activities alongside individuals in the community not living with developmental disabilities

Bridge A Community Integration:

The following goals and objectives for Bridge A community integration have been established:

1. Bus training into the community.

- a. Understanding Bus Routes: Transitional Support Mentors guide and provide explanations to enrolled consumers in obtaining, reading and understanding published community transportation documents. Consumers learn to read location of stops, times of stops, and entirety of relevant bus routes.
- b. Bus Riding Etiquette: TCDI Transitional Support Mentors further discuss and train consumers with regards to appropriate behavior and communication while utilizing community transportation systems.
- c. Building a Schedule Using Route Location and Times: After successful completion of general mobility training and demonstrated accuracy in reading bus routes, TCDI Transitional Support Mentors work to encourage full independence in transportation by instructing consumers in the creation of and adherence to daily schedules based on available routes.

2. Purchasing of Incidentals.

- a. **Currency Recognition and Handling:** Fundamental to the ability to make purchases in the community is an existent skill of recognizing currency denominations and being able to use currency to make purchases of desired items. Commonly, consumers rely on the honesty of others to guide them in the exchange of currency, or utilize systems which are created to assist individuals with understanding taxes, etc., related to purchasing. Consumers at TCDI are trained to reach the highest possible accuracy of currency utilization with regards to respective functionalities.
 - b. **Fast Food Ordering:** Consumers are trained both in a facility setting during role plays, as well as in real life situations in fast food restaurants. Trainings encompass identification of desired item/meal, identifying price of desired item/meal, appropriate requests, exchange of monies in appropriate denominations, acceptance of receipt and change if applicable.
 - c. **Casual Dining:** Consumers at TCDI are trained both in the facility through role plays, as well as, actual situations at dining establishments in the community with regards to ordering, paying, and appropriate manners. Consumers are taught to navigate menus, order desired meal, appropriate table manners, and methods for paying the tab and leaving an acceptable tip.
 - d. **Purchasing of Incidentals:** TCDI understands that not all purchases for goods and services are preplanned and/or budgeted for. It is not uncommon for individuals not living with developmental disabilities to make random purchases of desired items. Transitional Support Mentors assist consumers in recognizing prices of incidentals desired by consumers. Transitional Support Mentors guide consumers through discussion of appropriateness of purchase, affordability of the purchase, and timing of the purchase to assist the consumer in making informed choices with regards to random, unplanned purchases.
 - e. **Planned Purchases:** One of the regular activities completed by persons living without developmental disabilities is the planned purchase of goods and services which have been budgeted for. Transitional Support Mentors assist enrolled consumers with identifying needed goods and services and preparing a budget, creating a list to be followed and embarking on a shopping experience.
3. **Grooming and Hygiene:** Given the social and judging nature of individuals in the community, a high level of grooming and appropriate hygiene is necessary. Consumers attending TCDI are trained not only in skills related to adequate grooming and hygiene, but are given reasoning for the high expectations set by the

program. Through discussions with Transitional Support Mentors, consumers are provided an understanding of how their appearance directly affects the response of others in all areas of life. Trainings include maintaining a kept appearance with regards to the face and hair, maintaining clean body, clean and appropriate clothing, oral and dental hygiene, etc.

4. **Establishing New Relationships with Community Resources:** In order to fully assist consumers with integration, Transitional Support Mentors increase awareness of existent resources within the community and instruct consumers in methods which can be utilized to access these resources. Consumers are guided through research of resources through use of internet, emails, phone calls, and actual onsite visits. Consumers are taught appropriate methods with which to request resources, as well as, follow through on their responsibilities associated with this access, i.e., completion of applications, follow-up discussions, etc.
5. **Awareness of Local Businesses:** TCDI believes that in addition to knowledge of existing supports in the community, knowledge of available stores and locations of services are necessary. In transitioning from situations where potentially all items are provided, to a situation where the consumer must now rely on visits to local stores to purchase necessary items, the ability to identify and patronize specific locations becomes paramount. Transitional Support Mentors guide consumers in researching, identifying, and visiting stores which are appropriate for consumers to make identified purchases. Trainings may include finding best possible price, most convenient location, and recognizing store hours and planning visits accordingly.
6. **General Community and Cultural Awareness:** In order to fully complete transition and integration into their communities, consumers at TCDI are trained in recognizing and understanding the culture and local events. To enhance community and cultural awareness all consumers at TCDI have a daily assignment of utilizing various media sources to learn about and be prepared to present current events in their surrounding communities, counties, state, and even nation. Consumers present the researched event to their peers and explain how it affects individuals living with disabilities, as well as the community as a whole. Consumers also complete regular trips into the community at which time they interact with various authorities, agencies, and places of business to discuss the general state of the community, as well as, educate members of the community with regards to the lives of individuals in the developmentally disabled population.

Self Advocacy Goals:

Consumers transitioning from high school into a day program, supported living, or vocational placement are faced with a unique set of challenges with regards to understanding how to generally communicate their concerns, needs, and wants. Additionally, many consumers may have been in a situation where their parents and/or teachers directed the consumer's life and education by creation of objectives based on their desires, as opposed to the consumers'. This creates a potential anxiety-producing

situation for the consumer when they attempt to make self-directed decisions, if they are able to make decisions at all.

TCDI maintains the goal of reducing the overall anxiety experienced by the consumer with regards to this process. Through trainings provided at TCDI, individuals in the transition process are better equipped to make decisions that will ultimately bring the consumer into a better circumstance. The following objectives are focused on to provide consumers with necessary skill sets to better advocate for their needs and wants:

1. **Advocation for Resources:** Fundamental to any increase in independence is the ability to identify and request existent and available resources in the consumers community. Transitional Support Mentors assist consumers in identification of existent supports and services. Consumers are then guided through researching and understanding aspects of identified services. Transitional Support Mentors instruct consumer's in locating and completing paperwork, applications, etc., associated with accessing and/or obtaining identified services.
2. **Understanding Adult Rights and Responsibilities:** TCDI Transitional Support Mentors assist consumers with understanding regarding various aspects of disability rights legislation. Consumers are provided and study with guidance of mentors legislation such as, The Americans with Disabilities Act, the TCDI consumers are instructed in rights and responsibilities that are components of these legislations.
3. **Making Requests Appropriately:** As a consumer becomes increasingly comfortable in their ability to advocate for themselves TCDI begins to focus on the utilization of assertive, yet appropriate, communications. Consumers are instructed through the use of role-plays, video presentations, and actual consumer participation in the identification of socially appropriate and inappropriate words, phrases, and actions, as well as, appropriate timing and interjections. Consumers are guided through active participation in role-plays and other activities in decreasing and/or ceasing the use of inappropriate language and increasing the use of polite, appropriate language when advocating and making requests. Consumers are also taught to identify and understand various uses of body language through the same methods.
4. **Distinguishing between Assertive Communication and Aggressive Communication:** TCDI Transitional Support Mentors guide consumers in multiple, training situations such as role-plays, video presentations, and actual consumer participation in distinguishing the differences between Assertive and/or Aggressive communication. TCDI makes every effort to reduce the impact of past positive and negative reinforcement, as well as, modeling of inappropriate, aggressive, and/or violent behavior as a form of communication. TCDI Transitional Support Mentors work to guide the consumer in identifying assertive, yet appropriate, responses and encourage consumers to utilize these newly acquired skills.
5. **Use of Acceptable/Appropriate Physical Contact:** For many consumers in special education and/or residing with loved ones, it may not be uncommon to receive, give,

and/or otherwise communicate with physical contact. However, these contacts may not be entirely appropriate in a general community, day program, and/or vocational setting. Transitional Support Mentors actively train consumers enrolled at TCDI appropriate methods and timing of physical contact/communication. Additionally, discussions include aspects of interpersonal relations and/or physical relationships and consumers are instructed in understanding what constitutes public displays of affection, potential for Sexual Harassment and appropriate locations and times for physical interaction.

6. **Appropriate Engagement of Conversations/Entering into Conversations:** One of the most consistently discussed behaviors that present as barriers to general integration and obtaining and maintaining vocational placement is the frequent interruption of existing conversations, as well as, consumer inability to remain on topic. Consumers frequently and inappropriately interrupt conversations between other individuals, and do so with inappropriate timing. Consumers learn social cuing to assist in identifying the appropriate time and method to enter into conversations. Transitional Support Mentors guide consumers in role-plays, and other forms of social interaction training with the intent to decrease and/or eliminate said behaviors. Consumers then receive training in methods of communication that will replace the old behaviors with the ability of the consumer to recognize the appropriate timing and method with which to enter into existing conversations.
7. **Appropriate Use of Body Language and Social Cues:** One of the most daunting concepts consumers face is understanding the nuances involved in non-verbal communication. Often, it has been observed that though consumers may have a general fluency in spoken language there may still exist deficiencies associated with identifying, understanding, and responding appropriately to nonverbal communication. At TCDI consumers participate in various trainings designed to enhance the consumer's fluency in non-verbal communication. Trainings involve general discussions including open forums where various examples are covered, inclusively relating relevant experiences and anecdotes. Consumers are also guided step by step through situational examples, ultimately concluding with various types of role-play scenarios. After completing role-plays and other trainings in a controlled setting, consumers are placed in actual situations in the communities and assisted/guided into situations with third parties where general conversations may occur. Consumers are instructed by their Transitional Support Mentors to identify and define various aspects of non-verbal communication and following conversation consumers are engaged and trained where their recognition of social cues is assessed.

Employment Training Goals:

A large component of being able to live independently is the ability to find and maintain employment. To assist in the consumer's progress towards employment or placement in a vocational program TCDI offers limited yet specific objectives for employment training on "Bridge A". Consumers are provided an Employment Training Objective

ISP, with the intent of the consumer being prepared to enter ultimately into vocational placement and/or a vocational program.

1. **Understanding Methods for Basic Employment Searches:** Transitional Support Mentors begin all training for employment for new consumers with general guidance and explanation of employment search requirements and tools such as, resumes, cover-letters, interview thank you and follow-up letters, etc. Consumers learn how to appropriately access search engines, employment sites, etc., to provide a basis for independent employment searches. Consumers are guided through discussions regarding various types of employment and assisted in ascertaining and deciding on employment opportunities which may represent the best fit for respective consumers.
2. **Understanding Shift Work:** Consumers are trained by Transitional Support Mentors to understand and adhere to employment shift schedules. Consumers are trained how to schedule and plan their days accordingly, based on existent, private and/or community transportation options. Transitional Support Mentors assist consumers in understanding and adhering to scheduled shifts. Consumers are also trained in the importance of, and legalities associated with breaks, overtime, and other situations associated with time on the clock.
3. **Understanding General Rules and Policies of the Workplace:** Consumers are trained through the utilization of various methods in understanding rules and policies that may be considered universal to most places of employment, such as, general safety, attendance, insubordination, sexual harassment, theft, etc. Discussions also include descriptions and examples of general patterns of discipline and consequences which may be experienced at potential sites for employment.
4. **Understanding of General Work Dress Requirements:** Consumers are guided through discussions describing and designed to enhance an understanding of general dress requirements in the employment fields. Consumers learn the importance of dress for professional interaction and occupational success. Transitional Support Mentors further explain the importance of uniforms and/or uniform dress code. Emphasis is also directed towards the cleanliness and general presentation of employment dress/uniform. Consumers are encouraged to dress professionally as often as two to four times per month while participating in programing activities.
5. **Upon completion of the objectives in this "Bridge" consumers will be prepared for and have an understanding of aspects and requirements of attending a day program. Also, though vocational placement is not the primary and/or ultimate goal of TCDI, consumers who have attended TCDI may be ready for transferring to a vocational program, and/or obtaining employment in the community.**

Bridge B

Another potential form of transition exists for clients attempting to transfer from a family home or care home into an independent living situation while being employed or attending day program. As a day program focusing on transition and integration, TCDI Transition Support Mentors are tasked with providing program services to consumers that will serve to assist them in ultimate independence and integration. TCDI does this through trainings focused on the consumer gaining skill sets that will allow them to operate in the community without assistance. Ultimately, consumers will learn to make informed choices and decisions that will allow them to transition into living in a manner not dissimilar to those not living with developmental disabilities.

Community Integration:

1. **Utilizing Community Transportation:** Consumers are trained in identification of various modes and forms of community transportation. Consumers train in reading and planning around route schedules. Transitional Support Mentors guide consumers into the community and train their groups in general riding requirements and etiquette such as, embarking/disembarking, paying, alerting drivers within appropriate time for stops.
2. **Use of Financial Institutions:** In addition to basic utilization of savings and checking accounts consumers at TCDI are trained in awareness of available funds, budgeting, appropriate use of ATM/Debit cards, check writing, reconciliation and utilization of electronic devices to check account balances. Consumers are encouraged through trainings and discussions to create and maintain budgets according to their respective incomes. Transitional Support Mentors, in addition to these discussions, travel with consumers to their financial institutions where consumers are encouraged to meet with tellers and even management and other relevant staff to discuss and learn more. These trainings and activities are geared towards increasing a general understanding, as well as, increasing the realism of finances and their impact on consumers' daily lives.
3. **Nutritional Science and Meal Planning:** Though predominantly thought of as an ILS/SLS goal, many aspects of healthy eating and a general understanding of food and nutrition relates directly to community integration, as well as employment training. Consumers begin with a general training on food and its impact on mood, energy, and wellness. These trainings are designed to help the consumer understand the real value of nutrition and its relation to their functioning in tasks during waking hours. Following general trainings consumers receive trainings increasingly specific to protein, carbohydrates, fats, vitamins, minerals, as well as other nutrients. Transitional Support Mentors also work with consumers to incorporate this increased knowledge into healthy meal planning with an emphasis on ensuring consumers have adequate energy to participate in daily activities.

4. **Grooming and Hygiene:** Given the social and judging nature of individuals in the community, a high level of grooming and appropriate hygiene is necessary. Consumers attending TCDI are trained not only in skills related to adequate grooming and hygiene but are given reasoning for the high expectations set by the program. Through discussions with Transitional Support Mentors consumers are provided an understanding of how their appearance directly affects the response of others in all areas of life. Trainings include maintaining a kept appearance with regards to the face and hair, maintaining clean body, clean and appropriate clothing, oral and dental hygiene, etc.
5. **Establish New Relationships with Community Resources:** In order to fully assist consumers with integration, Transitional Support Mentors increase awareness of existent resources within the community and instruct consumers in methods which can be utilized to access these resources. Consumers are guided through research of resources through use of internet, emails, phone calls, and actual onsite visits. Consumers are taught appropriate methods with which to request resources, as well as, follow through on their responsibilities associated with this access, i.e., completion of applications, follow-up discussions, etc.
6. **Awareness of Local Businesses:** TCDI believes that in addition to knowledge of existing supports in the community, knowledge of available stores and locations of services are necessary. In transitioning from situations where potentially all items are provided to a situation where the consumer must now rely on visits to local stores to purchase necessary items the ability to identify and patronize specific locations becomes paramount. Transitional Support Mentors guide consumers in researching, identifying, and visiting stores which are appropriate for consumers to make identified purchases. Trainings may include finding best possible price, most convenient location, and recognizing store hours and planning visits accordingly.
7. **Time Management and Planning:** One of the paramount concerns for consumers transitioning from controlled home environments moving into independent living is the idea of independently managing ones time and adhering to a planned schedule. Transitional Support Mentors train consumers in general time management by assisting consumers in reading bus schedules, work shift schedules, doctor's appointments, etc. and assisting in researching potential time requirements in traveling from one destination to the next. Additionally, consumers are instructed in understanding concepts of procrastination and encouraged to adequately prepare for their daily routines, and scheduled shifts, appointments, etc.
8. **Identifying Unsafe Situations and Maintaining Personal Safety:** A significant change experienced by consumers following their transition from care home or family home is the idea that consumers may not have supervision and/or support while in the community. TCDI Transitional Support Mentors train consumers to be prepared for these situations by teaching various forms of awareness, etc., in an effort to help consumers feel secure and maintain general safety when they are in the community. Furthermore, consumers are trained in recognition of and requesting assistance

from emergency personnel, as well as, other individuals in the community. Trainings may occur in the forms of discussion, role-plays, and actual community outings to settings where situations may occur.

Self Advocacy Goals:

1. **Advocating for One's Self Based on Basic Needs and Services:** Fundamental to any increase in independence is the ability to identify and request existent and available resources in the consumers community. Transitional Support Mentors assist consumers in identification of existent supports and services. Consumers are then guided through researching and understanding aspects of identified services. Transitional Support Mentors instruct consumers in locating and completing paperwork, applications, etc., associated with accessing and/or obtaining identified services.
2. **Appropriate Conversations for Community Settings:** It is not uncommon, based on observations for consumers to sabotage their own integration and ultimate acceptance in various community settings as a result of inappropriate language and/or conversations or excessive attempts at communication or interaction. Transitional Support Mentors train consumers through use of informational video's, discussions, relation of anecdotes/experiences, and role-plays. These trainings occur either in controlled facility settings or in actual settings in the community such as: retail, neighborhood and living, and general service situations. Discussions typically relate to concepts surrounding societal norms with regards to general friendly and professional interactions.
3. **Advocating for Health and Well Being:** While it might not be as frequent an occurrence for individuals in independent situations, general medical appointments, concerns, and potential illnesses are an actuality. Transitional Support Mentors provide trainings to consumers on topics including, but not limited to: recognition of general illnesses (i.e. cold, flu), importance of making and attending general health appointments in the absence of symptomologies to promote general good health practices, and requesting assistance in all matters of general health from relevant agencies when appropriate.
4. **How to Recognize and Report Various Forms of Exploitation and Abuse:** TCDI takes very seriously the health and safety and general well-being of its consumers, as well as, dependent adults in general. While all consumers receive trainings in general rights and responsibilities, with some discussion on abuse individuals with the transition goal of integration in to the community and independent living, receive increasingly specific trainings on the subject. Consumers are taught to recognize and understand various type of abuse such as: neglect, physical abuse, verbal abuse, financial/exploitation, sexual abuse/sexual exploitation, etc. Trainings are facilitated through instructional videos, role-plays, and general discussions relating potential situations, as well as, relating of personal experiences/anecdotes.

Consumers are additionally trained in recognition and accessing of relevant agencies for purposes of relating and/or reporting potential crimes and/or abuses (i.e. Law Enforcement, Ombudsman, APS, and other relevant State of Hawaii Relevant Agencies, etc.) Finally consumers are instructed in methods for following up on reports and maintaining general safety during potential investigations and placement changes.

Employment Training Goals:

A large component of being able to live independently is the ability to find and maintain employment. To assist in the consumers' progress towards employment or placement in a vocational program TCDI offers limited yet specific objectives for employment training on "Bridge B". Consumers are provided an Employment Training Objective ISP with the intent of the consumer being prepared to enter ultimately into vocational placement and/or a vocational program.

1. **Understanding Methods for Basic Employment Searches:** Transitional Support Mentors begin all training for employment for new consumer's with general guidance and explanation of employment search requirements and tools such as, resumes, cover-letters, interview thank you and follow-up letters, etc. Consumers learn how to appropriately access search engines, employment sites, etc., to provide a basis for independent employment searches. Consumers are guided through discussions regarding various types of employment and assisted in ascertaining and deciding on employment opportunities which may represent the best fit for respective consumers.
2. **Understanding Shift Work:** Consumers are trained by Transitional Support Mentors to understand and adhere to employment shift schedules. Consumers are trained how to schedule and plan their days accordingly, based on existent private and/or community transportation options. Transitional Support Mentors assist consumers in understanding and adhering to scheduled shifts. Consumers are also trained in the importance of and legalities associated with breaks, overtime, and other situations associated with time on the clock.
3. **Understanding General Rules and Policies of the Workplace:** Consumers are trained through the utilization of various methods in understanding rules and policies that may be considered universal to most places of employment, such as, general safety, attendance, insubordination, sexual harassment, theft, etc. Discussions also include descriptions and examples of general patterns of discipline and consequences which may be experienced at potential sites for employment.
4. **Understanding of General Work Dress Requirements:** Consumers are guided through discussions describing and designed to enhance an understanding of general dress requirements in the employment fields. Consumers learn the importance of dress for professional interaction and occupational success. Transitional Support Mentors further explain the importance of uniforms and/or

uniform dress code. Emphasis is also directed towards the cleanliness and general presentation of employment dress/uniform. Consumers are encouraged to dress professionally as often as two to four times per month while participating in programing activities.

Upon completion of the objectives in this "Bridge", consumers will be prepared for and have an understanding of aspects and requirements of attending a day program. Also, though vocational placement is not the primary and/or ultimate goal of TCDI, consumers who have attended TCDI may be ready for transferring to a vocational program, and/or obtaining employment in the community.

Bridge C

The final Bridge option for consumers interested in attending TCDI exists for consumers who are transferring back into the community setting from mental health and/or correctional facilities. TCDI has at its disposal multiple staff with graduate level educations in clinical and behavioral psychology and experience in behavioral planning and a retired police officer serving as a law enforcement liaison/consultant. TCDI recognizes that transitioning back into the community from mental health and/or correctional facilities can present difficulties, and if the consumer does not receive proper guidance and services there exists a real chance of recidivism. TCDI services bring to bear full effort of experienced staff to create an environment in which the consumer receives positivity and deliberate and impactful trainings.

Community Integration:

1. Utilizing Community Transportation: Consumers are trained in identification of various modes and forms of community transportation. Consumers train in reading and planning around route schedules. Transitional Support Mentors guide consumers into the community and train their groups in general riding requirements and etiquette such as, embarking/disembarking, paying, alerting drivers within appropriate time for stops.
2. Use of Financial Institutions: In addition to basic utilization of savings and checking accounts consumers at TCDI are trained in awareness of available funds, budgeting, appropriate use of ATM/Debit cards, check writing, reconciliation and utilization of electronic devices to check account balances. Consumers are encouraged through trainings and discussions to create and maintain budgets according to their respective incomes. Transitional Support Mentors, in addition to these discussions, travel with consumers to their financial institutions where consumers are encouraged to meet with tellers and even management and other relevant staff to discuss and learn more. These trainings and activities are geared towards increasing a general understanding, as well as, increasing the realism of finances and their impact on consumers' daily lives.

3. **Nutritional Science and Meal Planning:** Though predominantly thought of as an ILS/SLS goal many aspects of healthy eating and a general understanding of food and nutrition relates directly to community integration, as well as employment training. Consumers begin with a general training on food and its impact on mood, energy, and wellness. These trainings are designed to help the consumer understand the real value of nutrition and its relation to their functioning in tasks during waking hours. Following general trainings consumers receive trainings increasingly specific to protein, carbohydrates, fats, vitamins, minerals, as well as other nutrients. Transitional Support Mentors also work with consumers to incorporate this increased knowledge into healthy meal planning with an emphasis on ensuring consumers have adequate energy to participate in daily activities.
4. **Grooming and Hygiene:** Given the social and judging nature of individuals in the community, a high level of grooming and appropriate hygiene is necessary. Consumers attending TCDI are trained not only in skills related to adequate grooming and hygiene but are given reasoning for the high expectations set by the program. Through discussions with Transitional Support Mentors, consumers are provided an understanding of how their appearance directly affects the response of others in all areas of life. Trainings include maintaining a kept appearance with regards to the face and hair, maintaining clean body, clean and appropriate clothing, oral and dental hygiene, etc.
5. **Establish New Relationships with Community Resources:** In order to fully assist consumers with integration, Transitional Support Mentors increase awareness of existent resources within the community and instruct consumers in methods which can be utilized to access these resources. Consumers are guided through research of resources through use of internet, emails, phone calls, and actual, on-site visits. Consumers are taught appropriate methods with which to request resources, as well as, follow through on their responsibilities associated with this access, i.e., completion of applications, follow-up discussions, etc.
6. **Awareness of Local Businesses:** TCDI believes that, in addition to knowledge of existing supports in the community, knowledge of available stores and locations of services are necessary. In transitioning from situations where potentially all items are provided, to a situation where the consumer must now rely on visits to local stores to purchase necessary items, the ability to identify and patronize specific locations becomes very important. Transitional Support Mentors guide consumers in researching, identifying, and visiting stores which are appropriate for consumers to make identified purchases. Trainings may include finding best possible price, most convenient location, and recognizing store hours and planning visits accordingly.
7. **Time Management and Planning:** One of the paramount concerns for consumers transitioning from controlled home environments moving into independent living is the idea of independently managing ones time and adhering to a planned schedule. Transitional Support Mentors train consumers in general time management by

assisting consumers in reading bus schedules, work shift schedules, doctor's appointments, etc. and assisting in researching potential time requirements in traveling from one destination to the next. Additionally, consumers are instructed in understanding concepts of procrastination and encouraged to adequately prepare for their daily routines, and scheduled shifts, appointments, etc.

8. **Identifying Unsafe Situations and Maintaining Personal Safety:** A significant change experienced by consumers following their transition from care home or family home is the idea that consumers may not have supervision and/or support while in the community. TCDI Transitional Support Mentors train consumers to be prepared for these situations by teaching various forms of awareness, etc., in an effort to help consumers feel secure and maintain a general safety when they are in the community. Furthermore, consumers are trained in recognition of and requesting assistance from emergency personnel, as well as, other individuals in the community. Trainings may occur in the forms of discussion, role-plays, and actual community outings to settings where situations may occur.
9. **Identification of Existent Support Groups within the Community:** Consumers are trained to recognize and avoid situations which may lead to recidivism. Transitional Support Mentors work with consumers to research and identify support groups in the community that may be relevant to assist any consumer with goals and in changing behaviors. Trainings typically occur within facility at the beginning, and consist of researching internet, phone books, and discussions on appropriate etiquette, etc., during support group meetings. Following these trainings Transitional Support Mentors may travel with consumers to potential meetings, and possibly attend with the consumer (based on consumer request).

Self Advocacy Goals:

1. **Advocating for One's Self Based on Basic Needs and Services.** Fundamental to any increase in independence is the ability to identify and request existent and available resources in the consumer's community. Transitional Support Mentors assist consumers in identification of existent supports and services. Consumers are then guided through researching and understanding aspects of identified services. Transitional Support Mentors instruct consumer's in locating and completing paperwork, applications, etc., associated with accessing and/or obtaining identified services.
2. **Appropriate Conversations for Community Settings:** It is not uncommon, based on observations for consumers to sabotage their own integration and ultimate acceptance in various community settings as a result of inappropriate language and/or conversations or excessive attempts at communication or interaction. Transitional Support Mentors train consumers through use of informational video's, discussions, relation of anecdotes/experiences, and role-plays. These trainings occur either in controlled facility settings or in actual settings in the community such as, retail, neighborhood and living, and general service situations. Discussions

typically relate to concepts surrounding societal norms with regards to general friendly and professional interactions.

3. **Advocating for Health and Well Being:** While it might not be as frequent an occurrence for individuals in independent situations, general medical appointments, concerns, and potential illnesses are an actuality. Transitional Support Mentors provide trainings to consumers on topics including but not limited to recognition of general illnesses (i.e. cold, flu), importance of making and attending general health appointments in the absence of symptomologies to promote general good health practices, and requesting assistance in all matters of general health from relevant agencies when appropriate.
4. **How to Recognize and Report Various Forms of Exploitation and Abuse:** TCDI takes very seriously the health and safety and general well-being of its consumers, as well as, dependent adults in general. While all consumers receive trainings in general rights and responsibilities, with some discussion on abuse individuals with the transition goal of integration in to the community and independent living, receive increasingly specific trainings on the subject. Consumers are taught to recognize and understand various type of abuse such as: neglect, physical abuse, verbal abuse, financial/exploitation, sexual abuse/sexual exploitation, etc. Trainings are facilitated through instructional videos, role-plays, and general discussions relating potential situations, as well as, relating of personal experiences/anecdotes. Consumers are additionally trained in recognition and accessing of relevant agencies for purposes of relating and/or reporting potential (i.e. Law Enforcement, Ombudsman, APS, the State of Hawaii, and/or its representative agencies, etc.) Finally consumers are instructed in methods for following up on reports and maintaining general safety during potential investigations and placement changes.

Employment Training Goals:

A large component of being able to live independently is the ability to find and maintain employment. To assist in the consumer's progress towards employment or placement in a vocational program TCDI offers limited yet specific objectives for employment training on "Bridge B". Consumers are provided an Employment Training Objective ISP, with the intent of the consumer being prepared to enter ultimately into vocational placement and/or a vocational program.

1. **Understanding Methods For Basic Employment Searches:** Transitional Support Mentors begin all training for employment for new consumer's with general guidance and explanation of employment search requirements and tools such as, resumes, cover-letters, interview thank you and follow-up letters, etc. Consumers learn how to appropriately access search engines, employment sites, etc., to provide a basis for independent employment searches. Consumers are guided through discussions regarding various types of employment and assisted in ascertaining and deciding on employment opportunities which may represent the best fit for respective consumers.

2. **Understanding Shift Work:** Consumers are trained by Transitional Support Mentors to understand and adhere to employment shift schedules. Consumers are trained how to schedule and plan their days accordingly, based on existent private and/or community transportation options. Transitional Support Mentors assist consumers in understanding and adhering to scheduled shifts. Consumers are also trained in the importance of and legalities associated with breaks, overtime, and other situations associated with time on the clock.
3. **Understanding General Rules and Policies of the Workplace:** Consumers are trained through the utilization of various methods in understanding rules and policies that may be considered universal to most places of employment, such as, general safety, attendance, insubordination, sexual harassment, theft, etc. Discussions also include descriptions and examples of general patterns of discipline and consequences which may be experienced at potential sites for employment.
4. **Understanding of General Work Dress Requirements:** Consumers are guided through discussions describing and designed to enhance an understanding of general dress requirements in the employment fields. Consumers learn the importance of dress for professional interaction and occupational success. Transitional Support Mentors further explain the importance of uniforms and/or uniform dress code. Emphasis is also directed towards the cleanliness and general presentation of employment dress/uniform. Consumers are encouraged to dress professionally as often as two to four times per month while participating in programing activities.
5. **Understanding Repercussions of Choices and Behaviors:** The consumer is guided through various types of discussions, trainings, and role-plays during which time emphasis is placed on basic recognition of various offenses and or behaviors that may create barriers to successful employment. The primary goal of these trainings is to enhance the consumers ability to recognize positive and/or appropriate behaviors and to effectively integrate these behaviors into their daily lives, thereby, decreasing the potentially for recidivism.

Upon completion of the objectives in this "Bridge", consumers will have an increased understanding of the impacts of their behavior on their integration into the community and ability to secure employment, all the while decreasing general risk for recidivism, etc. Though vocational placement is not the primary and/or ultimate goal of TCDI, consumers who have attended TCDI may be ready for transferring to a vocational program, and/or obtaining employment in the community.

TCDI Entrance and Exit Criteria, as well as various aspects of TCDI's Intake and Assessment Processes are dictated in part by requirements set forth in Title 17, as well as additional concepts specific to TCDI.

A. Entrance Criteria

1. Individual is 18 years or above of age.
2. Individual may qualify for a Medicaid Waiver program, or, if not; it is determined as part of the individual's circle of support and the IEP/ISP process that he/she may benefit from receiving services from TCDI.
3. Individual expresses the desire to receive assistance in one or all of the following: community integration, independent living skills, vocational skill development and employment searching, and self-advocacy.
4. Individual must possess the following skills: basic self-care skills, namely but not limited to: ability to toilet self, ability to dress and undress self, ability to practice basic self-care and hygiene.
5. Individual must be mobile, but does not have to be ambulatory.
6. Individual must not have any of the following restricted health conditions: Inhalation-assisted devices, colostomy & ileostomy care, fecal impaction/suppositories, wounds, indwelling urinary catheter, staph or other serious communicable infections, gastrostomies, and tracheostomies.
7. Individual must be able to carry and be responsible for own monies during programming hours, however TCDI does not require the individual to be able to make independent purchases, transactions, etc.
8. Individual has or is willing to have a highly involved support team.
9. Individual has goals and or objectives which indicate a need for services similar to those provided by TCDI.
10. Individual completes an initial intake assessment and demonstrates the ability to attend a highly structured and demanding day programming environment in which transitioning/movement towards increasingly independent life situations is the predominant topic.

B. Exit Criteria

1. Individual meets all of his/her goals relevant to TCDI programming and/or is in a sustained independent living situation and, therefore, no longer requires TCDI support.
2. Individual becomes ineligible to receive services supported through the Medicaid Waiver program.
3. The interdisciplinary process concludes that TCDI can no longer meet an individual's needs based on evaluation of existing data and objective documentation.
4. Individual repeatedly displays behaviors that are dangerous to him//herself and/or others that cannot be managed by non-aversive, behavioral techniques, presenting significant barriers to both vocational and independent living skill acquisition and success.
5. Individual chooses to no longer receive services.

C. Intake and Screening

1. ID Team process recognizes TCDI as a prospective service provider.
2. Consumer, consumer's family and/or Authorized Representative for the consumer meet with the TCDI representatives and are interviewed, during which time relevant personal, medical, and historical behavioral information on the consumer is secured, and the consumer is acquainted with program facilities, policies, administration, and service provision.
3. If the consumer chooses to attend TCDI, and TCDI is determined to be an appropriate placement by the ID Team an application including the following information is completed by the consumer: a). The name of the consumer, home address, date of birth, and sex; b). The name address, telephone number and other pertinent information of next of kin or any other person responsible for the applicants care; c). The family physician who may be called; d). Written consent to call another physician when the family physician cannot be located; e). Specific hours of the day the applicant shall be under the care of the center.
4. Each consumer shall complete a physical examination within 90 days prior to admission to TCDI. This report shall contain the consumer's medical diagnosis, any special care instructions, and a tuberculosis screening. An annual physical examination with tuberculosis clearance is required thereafter.
5. A 30 day assessment review date will be set upon admission.
6. The intake screening packet/application will be shared with the TCDI Program Manager and all Transitional Support Mentors during a TCDI staff meeting called by the Program Director, prior to the consumer starting.

D. Assessment Evaluation

An initial 30 day evaluation period will occur with all individuals choosing to receive services. Each individual will be assessed at the time of intake/referral.

During the evaluation period, information will be gathered as it relates to the abilities and needs of the consumer related to the Self Advocacy, Employment Training, and Community Integration training areas at TCDI. Information is also taken from the Interdisciplinary Notes recorded by the Transitional Support Mentors with regards to general behaviors presented by the consumer, as well as the consumer's participation and progress during attendance at TCDI. Information obtained from the consumer during direct interviews with the Program Director and/or Program Manager may also be utilized.

At the completion of the assessment, the TCDI Program Director reviews findings, determines if services are appropriate and determines what goals and objectives are to be implemented in an Individual Service Plan (ISP). Within 30 days following the initial evaluation and intake meeting, the TCDI Program Director meets with the individual and develops Individual Service Plans (as per team agreement) and forwards copies to the Interdisciplinary Team, as well as, whomever the consumer chooses.

Annually (during individual's birth month), the Program Director meets with the consumer, Interdisciplinary Team, and any other persons as requested by the consumer. During the meeting, those in attendance review the consumer's progress on objectives, identified behaviors presenting barriers to progress on objectives, satisfaction, future goals, and objectives to be implemented by TCDI Transitional Support Mentors for the next annual period. Also, interventions to be implemented during the following annual period by the Transitional Support Mentor and Program Manager with the goal of overcoming the identified barriers to the consumer's progress on objectives are discussed. Lastly, it is determined by the TCDI Program Director and Interdisciplinary Team if TCDI is capable of continuing to provide services to the consumer based on the needs specified in the IPP.

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

Please see Numbers 1 and 3.

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

At the conclusion of each annual fiscal period, TCDI is responsible for submitting an annual report and/or evaluation of the program and the progress and satisfaction of the consumers enrolled and attending TCDI.

The annual report is completed by the TCDI Program Director, in conjunction with program managers and other administrative personnel. The evaluation contents are specific, to enable a quick oversight and review of both the type and success of the service provision accomplished at TCDI, as well as general satisfaction and over-all attendance of TCDI Consumers.

The information and statistical data utilized by TCDI to complete this evaluation come from various objective and subjective sources.

The main data are a cumulative average of the overall objective completion rates of the consumers enrolled and in regular attendance at TCDI. These averages demonstrate the overall success, stagnation, and/or regression of consumers' progress with regards to the targeted objectives.

Additional subjective information is obtained through the administration of consumer satisfaction surveys. These surveys ask various questions with regards to satisfaction of different areas of programming and service provision, as well as staff and administration relationships with consumers. The survey questions are responded to by the consumers on a 0 to 5 scale, with additional space for writing or dictating additional comments, questions, and/or concerns.

Once the aforementioned information and data are composed into the evaluation and prepared for submission by the TCDI Program Director, they are presented to the TCDI Board of Directors.

This meeting between the Board of Directors and the TCDI Administration, allows for the identification of deficits and problem areas. At this time, the board also provides TCDI Administration with the proper recommendations for fixing problematic areas and correcting deficits identified in service provision.

Following this meeting between administration and the TCDI Board of Directors, the TCDI Program Director is responsible for submitting the evaluation to appropriate agencies for potential review and/or recommendations. The forwarding of these evaluations may be through general post, hand-delivery, or emails (if requested). The TCDI Program Director is also responsible for maintaining a copy of the evaluation on file at the TCDI Facility and making it easily accessible for distribution and/or review by visiting agency representatives.

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

TCDI anticipates and actively works towards all enrolled consumers attaining a minimum of 90% accuracy and completion in their respectively assigned objectives. This level of accuracy will ensure the consumer is fully prepared to transition into increasingly independent settings.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
86,215.00	86,215.00	86,215.00	86,215.00	344,860.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016.

N/A

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

TCDI is pursuing Medicaid Waiver program status through Med-Quest. TCDI anticipates working closely with the Department of Education, Department of Human Resources, and/or Department of Health in securing contracts, and/or responding to RFP's as they may be related to services as provided by TCDI.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

N/A

IV. Experience and Capability

A. Necessary Skills and Experience

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

Jared K. Green, MA

- Masters of Counseling Psychology (National University)
- 11+ years working with developmentally disabled

Sue E. Crawford, MA

- Masters of Behavioral Psychology (University of the Pacific)
- 15 years working with developmentally disabled

Kelsey M. Dibner

- Credentialed Teacher
- Master's Candidate in Education
- 15 years working with developmentally disabled

Joshua Brigham, MEd

- Credentialed Teacher

BJ Moody-Smith

- 11 years of experience in student activities administration and in student leadership administration in a university setting.

The Board of Directors for TCDI also serves as the Board of Directors for Vocational Coaching and Development Institute, Inc.

Vocational Coaching and Development Institute, Inc. was incorporated in the State of California in 2009.

The Board of Directors successfully applied for a Community Placement Program Grant from the California Department of Developmental Services, receiving start-up funding to begin the program.

Vocational Coaching and Development Institute, Inc. just renewed its contract with the Department of Developmental Services to provide services to developmentally disabled adults residing within Stanislaus County, CA, through its Community Integration Program and its Behavioral Management Program.

TCDI additionally successfully applied for a grant from the California Department of Social Services, administered through the State Council on Developmental Disabilities. This project hires developmentally disabled adults to provide workshops and informational seminars to transitioning students in local special education classrooms.

B. Facilities

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

TCDI does not currently own, lease, or otherwise occupy a building or office space in the State of Hawaii.

Immediately following awarding and funding of GIA monies, TCDI will immediately begin the process of securing office space or other location suitable for proposed service provision. TCDI anticipates working with local and State agencies to ensure compliance with zoning, ADA and other applicable requirements and/or restrictions.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

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

If GIA Funding is awarded, TCDI will employ individuals entitled Transitional Support Mentors (TSM), at a ratio of one (1) TSM to six (6) clients.

TCDI will initially be under the direction of CEO Green (.5) and COO Crawford (.5).

TCDI will have a Program Director that will be present or available to respond at all times during programming hours.

Program Directors must have a Master's Degree; or a Bachelor's Degree and a minimum of two (2) years of experience in a human service delivery system, or mental health environment; or five (5) years of experience in a human service delivery system or mental health environment, including at least two (2) years in a supervisory and/or specialized capacity. The program director must complete 30 clock hours of CEU's every two years (TCDI is responsible for the cost of these clock hours).

Transitional Support Mentors must have a high school diploma or equivalent; and have a basic knowledge of psychology. This position does not require the completion of CEU's.

In an unending effort to ensure TCDI Staff are among the most informed and aware direct support personnel, TCDI provides its new hires with the most up-to-date trainings available during their orientation period. Additionally, through regularly scheduled reviews, in-services, and trainings, existent TCDI Staff remain well-versed in various areas of relevance and significance to individuals living with developmental disabilities.

New Hire Orientation:

All newly hired staff are required to attend and complete an orientation during the first business week of employment (or first five business days of employment, if not started on a Monday). This orientation provides staff with general knowledge in various areas associated with direct service provision to adults living with developmental disabilities.

The following areas are trained based on relevance and presented staff experience: Rights; Denial of Rights; Releasing Confidential Information; Assessments; Services; Medical Consent; Fair Hearing Procedure; Notice of Action; Request for Fair Hearing. Trainings in these areas are provided by lecture, accompanied by various handouts and/or print-outs from various sources and resources, including but not limited to: The State of HI, Department of Health, Department of Human Services, and the Department of Education, etc.

Additionally, the following areas, as well as other required and/or recommended areas by oversight agencies, are trained: Consumer Rights; Developmental Disabilities Service System; Policies, Procedures, and Practices of TCDI; Specific Requirements and Descriptions of Respective Employment Positions; Housekeeping and General Sanitation; Requirements Related to Supervision of and Effective Communication with Individuals Living with Developmental Disabilities and Other Dependent Adults; Prescription Medications and Assistance with Self-Administration; Early Recognition of Onset of Illness and Need for Professional Medical Assistance; Availability of Community Services and Resources; General and Universal Precautions; Special Incident Reporting; and Mandated Reporting for Dependent and Elder Adult Abuse and Neglect.

Also, to ensure staff are prepared for and understand the reasoning behind the potential presentation of behaviors by TCDI Consumers, in-coming staff are trained in multiple areas of non-aversive and non-physical behavior modification and intervention, as needed. During orientation, staff are trained in positive behavioral supports. This training is repeated in an in-service setting at least annually. Additionally, any staff presenting with observed deficiencies in any of the aforementioned training areas, may be required by TCDI Management, to undergo further trainings to re-iterate the information.

All trainings facilitated at TCDI are completed through various methods. TCDI incorporates the use of existent videos, PowerPoint trainings, handouts, and general lecture.

Trainings occurring during new hire orientation are facilitated within the first business week (or first five business days, if start date is not on a Monday). These trainings are led by a TCDI Program Director, or program manager, if designated.

Universal precautions training, specifically blood-borne pathogens, is facilitated through lecture and the viewing of the OSHA Blood-Borne Pathogens Training Video, entitled,

Safe Work Practices: Medication administration and safety training is provided through lecture, accompanied by the printout, “Direct Support Professional Training (Medication Safety sections).” Mandated reporting training regarding abuse and neglect of dependent and elderly adults is facilitated through lecture and other support materials.

All TCDI Staff are trained in sexual harassment and discrimination prevention through lecture, accompanied by the viewing of *Nationwide Sexual Harassment Training*, or like informational video.

To ensure preparedness in the event of a disaster or emergency, TCDI Staff are trained in emergency response and preparedness through review of FEMA’s printable, *Emergency Response Plan*. Furthermore, TCDI Staff are trained in American Red Cross Adult CPR and First Aid by a certified trainer. These trainings utilize on-line videos, printable materials, skill demonstrations, and various handouts to accompany the lectures.

In-Service and On-Going Trainings:

All of the aforementioned trainings are, in addition to being presented at the time of orientation, facilitated through in-service trainings, and/or regular trainings occurring during staff meetings, etc. The program director is responsible for creation of an annual training schedule that ensures at a minimum eight hours of on-going training and for presenting it to the TCDI Board of Directors. The TCDI Program Director will also provide this schedule to the program management to ensure that the trainings are completed. All documentation of trainings completed by respective staff are stored in personnel files by the program director at the TCDI Facility.

Also, TCDI Administration is given the recommendation by the board of the directors, but is not required to complete 30 hours of continuing education per individual every 24 months. These trainings are facilitated through various certified, on-line sources, and may include, but not be limited to: courses, videos, webinars, etc. CEUs may also be obtained through various sources, as offered.

All consultants utilized by TCDI are responsible for completion of CEUs per their respective oversight agencies.

B. Organization Chart

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

C. Compensation

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

Jared Green (CEO): \$60,000.00

Sue Crawford (COO): \$60,000.00

Program Manager (TBD): \$45,000.00

VI. Other

A. Litigation

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

Transitional Coaching and Development Institute, Inc. is not a party in any pending litigation and there are no outstanding judgements against it.

B. Licensure or Accreditation

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

N/A

C. Federal and County Grants

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

N/A

D. Private Educational Institutions

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

N/A

E. Future Sustainability Plan:

The applicant shall provide a plan for sustaining after fiscal year 2015-16 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2015-16, but
- (2) Not received by the applicant thereafter.

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

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

TCDI

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	161,160			
2. Payroll Taxes & Assessments	27,200			
3. Fringe Benefits	0			
TOTAL PERSONNEL COST	188,360			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	2,400			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	96,000			
5. Staff Training	15,000			
6. Supplies	5,000			
7. Telecommunication	3,000			
8. Utilities	9,000			
9. Airfare, Out-of-State	5,400			
10. Publication, Printing, Advertising	1,000			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	136,800			
C. EQUIPMENT PURCHASES	5,845			
D. MOTOR VEHICLE PURCHASES	35,000			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	366,005			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	366,005	Jared K. Green, Sub E. Crawford 209/663.8721		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	[Redacted Signature] 1/23/15		
(d) Total Private/Other Funds Requested	0	Signature of Authorized Official <input checked="" type="checkbox"/> Date		
TOTAL BUDGET	366,005	Jared K. Green, President and CEO Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: TCDI

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
President /CEO		\$60,000.00	50.00%	\$ 30,000.00
Vice President/COO		\$60,000.00	50.00%	\$ 30,000.00
Program Manager		\$45,000.00	100.00%	\$ 45,000.00
Transitional Support Mentor		\$14,040.00	100.00%	\$ 14,040.00
Transitional Support Mentor		\$14,040.00	100.00%	\$ 14,040.00
Transitional Support Mentor		\$14,040.00	100.00%	\$ 14,040.00
Transitional Support Mentor		\$14,040.00	100.00%	\$ 14,040.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				161,160.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: TCDI

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Printer/Fax	1.00	\$145.00	\$ 145.00	145
Computers	4	\$1,000.00	\$ 4,000.00	4000
Desk	4	\$200.00	\$ 800.00	800
Tables	4	\$100.00	\$ 400.00	400
Chairs	20	\$25.00	\$ 500.00	500
TOTAL:	33		\$ 5,845.00	5,845
JUSTIFICATION/COMMENTS:				

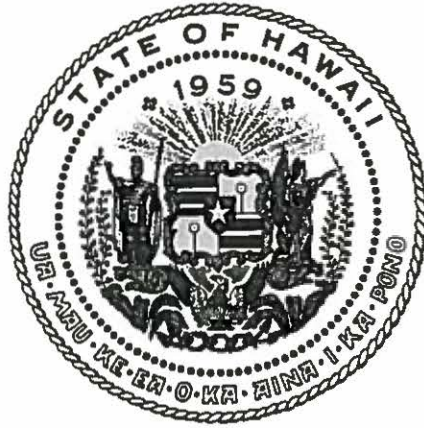
DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
Purchase of Passenger Van for General Transportation of Clie	1.00	\$35,000.00	\$ 35,000.00	35000
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:	1		\$ 35,000.00	35,000
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

Applicant: _____

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2013-2014	FY: 2014-2015	FY:2015-2016	FY:2015-2016	FY:2016-2017	FY:2017-2018
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENT N/A						



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

TRANSITIONAL COACHING AND DEVELOPMENT INSTITUTE, INC.

incorporated under the laws of California

was duly registered to do business in Hawaii as a foreign
nonprofit corporation on 11/24/2014 , and that, as far as
the records of this Department reveal, has complied with all
of the provisions of the Hawaii Nonprofit Corporation Act,
regulating foreign nonprofit corporations.



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

Dated: January 23, 2015

Interim Director of Commerce and Consumer Affairs

DCCA State of Hawaii

Downloaded on January 23, 2015.

The information provided below is not a certification of good standing and does not constitute any other certification by the State.

Website URL: <http://hbe.ehawaii.gov/documents>

Business Information

MASTER NAME	TRANSITIONAL COACHING AND DEVELOPMENT INSTITUTE, INC.
BUSINESS TYPE	Foreign Nonprofit Corporation
FILE NUMBER	54492 F2
STATUS	Active
PLACE INCORPORATED	California UNITED STATES
REGISTRATION DATE	Nov 24, 2014
MAILING ADDRESS	1217 J ST MODESTO, California 95354 UNITED STATES
AGENT NAME	SHARON UMIAMAKA
AGENT ADDRESS	350 WARD AVE STE 106 HONOLULU, Hawaii 96814-4004 UNITED STATES

Officers

NAME	OFFICE	DATE
GREEN, JARED	CEO/P/S	Nov 24, 2014
CRAWFORD, SUE	V/COO	Nov 24, 2014
DIBNER, KELSEY	T	Nov 24, 2014
BRIGHAM, JOSHUA	D	Nov 24, 2014
SMITH, B J	D	Nov 24, 2014

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

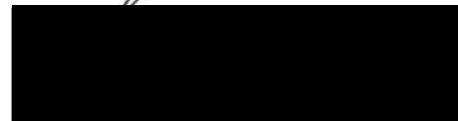
Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with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

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

Transitional Coaching and Development Institute, Inc.



1/23/15



1/23/15

Jared K. Green, MA; President & CEO

Sue E. Crawford, MA; VP & COO



TRANSITIONAL
COACHING & DEVELOPMENT
INSTITUTE, INC.

Reaching Towards the Future...Overcoming Obstacles

