

Overview of Delivery of Services

- Client population served (i.e.: age range)
The range for the clients serviced in the program was from age 13-19
- Client population identification (i.e.: race, geographic areas)
All youth serviced in the program had a home school within the Central District, including Mililani High School, Radford High School, Moanalua High School, etc. There were 3 African Americans, 1 American Indian, 5 Caucasians, 3 Hawaiians, 2 Filipinos and 2 Pacific Islanders serviced in the program
- How are clients referred to agency
Student Services Coordinators at the home school referred youth eligible for this service to our community liaison, who in turn submitted the referral to us.
- Types of services delivered by the agency
The three main components to the program include the academic, therapeutic and recreation components. Services also provided include life skills, values reflection, creative expression, goal setting and self evaluation.
- Average length of stay, duration of treatment
Average length of stay for youth serviced in the program was eight months.

Unique Qualities of Program

- Distinguishing characteristics of program that sets it apart from similar programs administered by other agency providers
CFS has had experience running our Leeward site for over eight years. This experience helped us to set the foundation for our Central site. We had many qualified staff at our Central site who had extensive experience working with children and adolescents. The Central site has had a number of youth who had successful transitions back to their home schools. In addition, outcome indicators reflected high percentages in the various domains.
- How was agency to integrate services with the school, agencies and other contracted providers?
Once a youth has attended the program for thirty days, an initial service planning meeting is set with all stakeholders invited. Meetings are then scheduled once a quarter to review progress made on the service plan. When the youth has successfully completed a transition plan back to the home school, a discharge meeting is held. In between, there are also

emergency treatment team meetings and IEP meetings. The very first appointment with the youth and caregivers is the Intake appointment. At this time, consents are obtained by the youth and caregivers to speak with all stakeholders involved. Daily, weekly or monthly updates are provided to the stakeholders, depending on the needs of the youth. Phone calls are made to stakeholders whenever there is any kind of incident in the program.

Areas Needing Improvements

- Initially, there were difficulties associated with the youth buying into the program, specifically with implementing the point and level systems. After careful review, we looked to simplify the system which made it more understandable to the youth. Inconsistent staffing was another area needing improvement. There was some turnover with the positions and it took some time to fill the vacancies. Some youth had problems with attendance which was discussed in treatment team meetings.

Barriers to Providing Services

- The program did face some resistance from youth and caregivers at times. The staff, especially the MHS, worked with youth and caregivers to break that resistance to allow for services to be provided. Youth often displayed acting out behaviors that impacted their ability to effectively participate in the program.

Quality management Activities

- Describe quality management activities during the FY 2006 – FY 2007 and its compatibility with District QAP Plan

A Quality Assurance report is completed monthly for the program. Information looked at includes the number of complaints, personnel activities, training, clinical supervision, clinical documentation, facilities check and summary of corrective actions. In addition, a Continuous Quality Improvement Report is completed quarterly that analyzes data related to outcomes, data analysis/demographics, client grievances, results of consumer and referral source satisfaction surveys, analysis of Incidents/Sentinels reports and results of case record reviews.

- The goals for FY 2006 – FY 2007

Program: ILC-Central

Site: OAHU

Administrator: ROSEMARY NAA

Area of Focus	Goal	Specific Tasks	Measurement	Responsible	Timeline
FISC AL	1. Monitor program revenue and expenses monthly and compare to budgeted amounts.	Review FM reports and payroll allocation reports monthly.	Decrease in allocation errors and discrepancies.	Program Administrator	Beginning July 2005
F	2. Successfully implement points and level system in the program	Review structured program with youth and implement	Motivation toward positive behaviors and decrease in negative behaviors	ILC staff	August 2005
B	3. Sign up staff for trainings listed on training plan	Work on training plan and training needs during individual supervision	Updated training plans and new staff receive needed training	Program Administrator Staff Supervisor	October 2005
F	4. Begin scheduling of initial treatment team meetings for all youth in program	Ask Leeward Clinical Psychologist to assist with this until we fill psychologist position	Initial treatment team meetings set	Program Secretary Clinical Psychologist Program Administrator	August 2005
F	5. Implement structural changes to program site to reduce risk of elopement from the program	Work with Facilities Dept to expedite this process	Structural changes made to reduce the risk of elopement from the program	Program Administrator Staff Supervisor Facilities Department	August 2005

- Measurable objectives which include:

- Parent, student and school satisfaction with the services as was delivered

There were a total of seven surveys received from the referral sources that reflected both excellent and good ratings. Three surveys received rated ability to access services as fair. There were a total of two surveys received from consumers that reflected both excellent and good ratings. One survey indicated that they would not refer our services to someone else.

- Treatment progress and outcomes measures related to overall academics achievement and behavioral success-78%

- Timeliness of services, including

- Percentage of assessments completed and submitted within the 60 day timelines or established under IDEA – N/A
- Percentage of monthly/quarterly treatment and progress monitoring and progress notes submitted during the required timelines as established under the contract terms – 90%

• Time from authorization of service to initiation of service – 100%

- Staff summary and Types of Services provided

Name	Status	Job Title	Max Education	Date of Criminal Check
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	08-Mar-02
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	20-Mar-03
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	02-Mar-04
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	18-Aug-04
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	07-Mar-05
Carlton-Jarmon, Cynthia Ann	40E1	Mental Health Specialist IV	Master of Counseling	06-Mar-06
Douglas, Bridgit W	40N1	Recreational Aide	Bachelor of Arts	29-Jun-05
Douglas, Bridgit W	40N1	Recreational Aide	Bachelor of Arts	29-Jun-05
Gorski, Lynne Lorraine	TSN	Clinical Psychologist	Doctorate	27-Aug-03
Gorski, Lynne Lorraine	TSN	Clinical Psychologist	Doctorate	27-Sep-04
Gorski, Lynne Lorraine	TSN	Clinical Psychologist	Doctorate	20-Jul-05
Gorski, Lynne Lorraine	TSN	Clinical Psychologist	Doctorate	16-Jan-07
Gorski, Lynne Lorraine	TSN	Clinical Psychologist	Doctorate	12-Sep-06
Guerrero, Cathy Valmonte	40N1	Program Aide, Lead	Bachelor of Arts	12-Jul-05

Harris, Jason J	40E1	Special Education Teacher, Substitute	Bachelor of Science	24-Jan-06
Heintz, Perry	IC	Psychiatrist	Doctorate	4/27/2007
Honda, Jamie	Volunteer			5/26/2006
Hughes, Ann McConnaughey	TSN	Certified Substance Abuse Counselor	GED/Certificate of Proficiency	17-Mar-03
Hughes, Ann McConnaughey	TSN	Certified Substance Abuse Counselor	GED/Certificate of Proficiency	02-Mar-04
Hughes, Ann McConnaughey	TSN	Certified Substance Abuse Counselor	GED/Certificate of Proficiency	08-Nov-04
Hughes, Ann McConnaughey	TSN	Certified Substance Abuse Counselor	GED/Certificate of Proficiency	06-Mar-06
Ishigaki, Karl Ken	40N	Program Aide	High School Diploma	03-Apr-01
Ishigaki, Karl Ken	40N	Program Aide	High School Diploma	05-Dec-02
Ishigaki, Karl Ken	40N	Program Aide	High School Diploma	27-Sep-04
Ishigaki, Karl Ken	40N	Program Aide	High School Diploma	20-Jul-05
Ishigaki, Karl Ken	40N	Program Aide, Lead	High School Diploma	03-Apr-01
Ishigaki, Karl Ken	40N	Program Aide, Lead	High School Diploma	05-Dec-02
Ishigaki, Karl Ken	40N	Program Aide, Lead	High School Diploma	27-Sep-04
Ishigaki, Karl Ken	40N	Program Aide, Lead	High School Diploma	20-Jul-05
Ma'ele, Phoebe K	40N1	Program Aide	Associate of Science	01-Jul-04
Ma'ele, Phoebe K	40N1	Program Aide	Associate of Science	18-May-05
Ma'ele, Phoebe K	40N1	Program Aide	Associate of Science	20-Jul-05
Ma'ele, Phoebe K	40N1	Program Aide	Associate of Science	17-Jul-06
Ma'ele, Phoebe K	40N1	Program Secretary - TA	Associate of Science	01-Jul-04
Ma'ele, Phoebe K	40N1	Program Secretary - TA	Associate of Science	18-May-05
Ma'ele, Phoebe K	40N1	Program Secretary - TA	Associate of Science	20-Jul-05
Ma'ele, Phoebe K	40N1	Program Secretary - TA	Associate of Science	17-Jul-06
Martin, Aimee E	40E1	Special Education Teacher	Master of Science	12-Jul-05
Martin, Aimee E	40E1	Special Education Teacher	Master of Science	20-Jul-05
Neumann, Tzaddi Lee	40E1	Special Education Teacher, Substitute	Bachelor of Arts	03-Oct-05
Robinson, Suzanne Marie	40N1	Program Aide, Lead	Bachelor of Science	24-Aug-06
Rosally, Adrian Louis	40E1	Staff Supervisor	Bachelor of Science	20-Jun-05
Severse, Shawn M	TSN	Certified Substance Abuse Counselor	Associate of Arts	10-May-02
Severse, Shawn M	TSN	Certified Substance Abuse Counselor	Associate of Arts	18-Dec-03
Severse, Shawn M	TSN	Certified Substance Abuse Counselor	Associate of Arts	20-Jul-05
Severse, Shawn M	TSN	Certified Substance Abuse Counselor	Associate of Arts	21-Feb-06
Siewny, Laura Ann	40E1	Special Education Teacher, Substitute	Bachelor of Science	03-Oct-05
Siewny, Laura Ann	40E1	Special Education Teacher, Substitute	Bachelor of Science	13-Oct-06
Silafau, Luisa Vilivili	40N1	Program Secretary	Associate of Science	27-Jun-05
Stidger, Howe	IC	Mental Health Specialist IV	MFT	12/13/2006
Taniguchi, Donna Deai	40E1	Staff Supervisor	Masters of Social Work	12-Aug-05
Uesugi, Cari Reiko Seo	40E1	Staff Supervisor	Master of Counseling	14-Dec-05

Vogler, Joyce	TSN	Mental Health Specialist VI	Master of Science	17-Jul-06
Vogler, Joyce	TSN	Mental Health Specialist VI	Master of Science	27-Apr-05
Vogler, Joyce	TSN	Registered Nurse	Master of Science	17-Jul-06
Vogler, Joyce	TSN	Registered Nurse	Master of Science	27-Apr-05

- Client to staff ratio 4:1
- Recruitment efforts and results

The most difficult position to fill was the Special Education Teacher position. In 2005, this ad was run seven times of which an ad was run on consecutive weeks three times. In 2006, the same ad was run four times of which an ad was run on consecutive weeks two times. A total of twenty-nine resumes were received with only twelve meeting minimum qualifications. In 2006, ads for other positions were run a total of fifteen times. Twenty-three resumes were received for the Lead Program Aide position, of which only nine met minimum qualifications. Fifty-eight resumes were received for the Program Aide position, of which forty-two met minimum qualifications

- Pay scale in relation to market value

When preparing the budget, salaries were set in relation to market value

- Retention problems/issues

There was turnover in staff positions. Some staff reported their preference was to work with non at-risk youth. Others moved to the mainland. Still others got jobs elsewhere. Staff burnout was high due to population served and the acting out behaviors displayed. The Employer of Choice Committee has worked on staff retention measures that have been implemented.

- Staff Training

- List of staff training and workshops during FY

Staff received twenty-four hours of pre-service delivery training on the following topics:

- IDEA, Chapter 56
- FERPA, Chapter 34
- Understanding of educationally relevant interventions
- Understanding of applicable contract requirements

Other training topics included the following:

- Crisis assessment and intervention
 - Suicide assessment
 - Clinical protocols
 - Documentation
 - Knowledge of community resources
 - Court processes and legal issues
 - Chapter 19
 - Mandated reporting
 - CASSP principles
 - CSSS training
 - Team-based decision making
 - And other relevant topics
- Number of hours employees or subcontractors spent in training

Staff received twenty-four hours of pre-service delivery training and up to forty hours of annual required training, depending on length of time in the position

- Evaluation of staff and subcontractors

- Evaluation schedule and frequency

Staff are evaluated at six months post date of hire and then annually on the anniversary date.

- Evaluation with methodology/criteria

The performance evaluation is the tool used in the evaluation process. Criteria used to rate job responsibilities are – does not meet standards, meets standards, or exceeds standards. The evaluation also assesses strengths and areas of improvement. Also included are goals for the upcoming year. The staff have the opportunity to include any comments as necessary.

- Personnel involved in the evaluation process

Staff completes a self-evaluation using the tool. The supervisor completes the supervisory evaluation. A meeting is set to discuss the supervisory evaluation with the staff. Once signatures are obtained, a copy of the signed evaluation goes to the staff and originals are forwarded to Human Resources.

- For subcontractors, they are evaluated annually using the Independent Contractor evaluation form. Criteria used to rate job responsibilities are

excellent, good, fair and poor. Also included in the evaluation are any corrective actions and follow up items. The evaluation is signed by the Independent Contractor and the supervisor and turned in to the Contracts Office

- Future Plan of Action for Next Fiscal Year

N/A