



Renewal
by Design

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Redrawing the Baseline



There are two good times for an organization to redefine who they are: When they've changed. And when the world around them has changed. A lot of both has happened around here in the last year. We have weathered sea-changes in the way government and the community has looked at social services in general, and at services for teens and young adults in particular.

Nonetheless, the population that we have traditionally served is still out there, and they still need the same kinds of services that we have provided throughout our 42 year history. Though therapeutic groups homes are no longer a funding priority, for example, there are still youth that have the issue that those homes answered. Where are they going to get those services now?

We are also facing new realities that demand new solutions for our clients, ones that we believe will help them get a toehold on a good life. These solutions are rooted in our understanding of what works best with young people, what resources are still available, and what the community will stand behind.

In many ways, who we are is who we have always been: An organization dedicated to helping young people through the most difficult times of their lives, to giving them the best chance for success as adults in an uncertain world. Dealing with at-risk adolescents, we will struggle for adequate resources in lean times, perhaps more than other social service programs. But the conscience of the community in regards to youth services must be maintained.

That's our baseline.



One of the hallmarks of a healthy social services agency is its stability, for that is what its clients count on. But when everything is changing in the community, from expectations to funding, maintaining an even keel can get tough. Stability can feel like the ability to stay on top of a rolling ball on uneven ground, something Hale Kipa has had ample chance to perfect over its long history and especially in recent years.

It looks like we're going to have more opportunities to practice. Economic and social policy pressures have moved us away from one of our recent core lines of service – therapeutic residential homes. Many residential programs that have focused on the behavioral issues that youth at risk face as a result of their unique circumstances are today seen as outmoded treatment models that the nation can no longer afford.

But the need to prepare young people for life after youth services hasn't gone away. Skills that are normally passed on in intact families are often lacking in our youth. If our programs don't succeed in remediating and moderating their behavioral and emotional issues, they are at risk to be unsuccessful as young adults. We are much more likely to end up providing other kinds of services to them: criminal, judicial, and correctional.

Of course, nobody wants to see that happen. The community looks to organizations like Hale Kipa to find ways of adapting, of changing our game plan so that our youth get the help they need. In the past year, that adaptation looks like a greater focus on academic and vocational education. We have expanded our use of the Ansell Casey independent living skills curriculum and Kuder Career Planning tools to assess more of our youth. Our youth are benefitting from the skills we are teaching them, and are being sent off into adulthood on a healthier trajectory.

A plethora of educational alternatives being developed in the community may be evidence that the Department of Education is weaving the fabric of a better educational system for youth. But that's mainstream. There will always be those youth that the DOE and other providers can't or won't focus on, youth that don't fit the standard model, that won't benefit from the new programs. Young people, in other words, that are the population that Hale Kipa has historically served.

We are also looking at various forms of alternative education. Most of the youth that we work with are at tremendous risk for homelessness. Without the education, skills, and training needed to get a good job, they are doomed to minimum wage jobs or unemployment...and the emotional problems are going to come back. We need to find ways to fortify existing programs and initiate new ones, even as we continue to offer the human services that we have historically offered.

Then there are a lot of youth in Hawai'i that have never been touched by an organization like Hale Kipa, but who still fit the profile of our kids. These youth have all the risk factors for future difficulty as young adults: chaotic families that are racked by substance abuse, domestic violence and criminal behavior. They are behaviorally challenged, bored in school, and unresponsive to authority. They don't follow structure well, and have difficulty coping with trauma or the dysfunction they experience in their lives.

They require an organization that has the capacity to understand their human service needs, not just their lack of life skills. They need an organization that provides alternative education and vocational training, sure, but in a way that assures that they see a future for themselves as successful adults. They need an agency that understands that most of the challenges they face in traditional learning environments are often a result of their home environment.

One thing is certain; we are not going back to where we were. The winds of social and public policy have changed dramatically and technologies have shifted. But neither have we any interest in being "just" an agency focused on vocational and educational needs. We are a human service agency that will offer an array of educational vocational resources in support of our human services. That, after all, is the core of our mission.

The past fiscal year for Hale Kipa was like in some respects an unwanted sequel to the prior one: a significant and further reduction in the agency's core government contract revenue base; a bottom line deficit; and additional cuts to programs, staffing and infrastructure.

The effect of program cuts are difficult to measure in terms of the impact on the youth of Hawai'i — young people who have benefited from the services that Hale Kipa have provided which are now less readily available. And while some see improvement in the economic environment and outlook, there does not appear to be such optimism for restoring funding for programs and services that Hale Kipa has had to reduce or eliminate. This is the harsh reality that many providers in the human services arena have come to grips with (though having company in this predicament does not provide a whole lot of consolation).

In the midst of all this, two fundamental elements have not changed: a) the segment of our youth population in Hawai'i who are at risk and require critical and specialized human services, and b) Hale Kipa's long standing mission and commitment to helping those youth. These two pillars continue to serve as a compass and guide through this tumultuous period.

But Hale Kipa's energies and efforts have not solely been focused on fiscal survival. The organization recognizes that doing its best for Hawai'i's at-risk youth requires the ability to recognize and embrace changes to the environment. Hale Kipa must identify and pursue new areas of opportunity at the tri-fecta of demand, high impact and funding. The new initiative to developing alternative educational and vocational services is one area that Hale Kipa will pursue is pursuing, and will building momentum and progress into this next year.

To all of Hale Kipa's supporters, please know that your efforts, actions and thoughts in whatever form and fashion are meaningful and needed, now more than ever. Financial support comes top of mind, and no doubt it has significant and immediate impact. But there is also great value from those who help to generate awareness of the needs of Hawai'i's youth, attention to potential solutions, and support from those of influence and the community. The work that Hale Kipa does in helping Hawai'i's youth and community cannot possibly go on without you.



It's a Wrap

In lean times, youth services need to think horizontally instead of vertically. They need to let go of the model of one agency or organization providing services up and down the range of needs of each individual client, and think more about how the needs of the youth can be met by reaching outward to other organizations that specialize in that exact area.

This approach, what professionals call “wraparound services,” puts the youth at the center, and fills in the picture with all the agencies that can provide for the youth’s needs. The role of an organization like Hale Kipa is to manage the process, to properly assess the youth and to make sure the right services are brought to bear.

In a way, it’s what Hale Kipa has been moving toward for a decade, with programs like the Hawai‘i Advocate Program. Following a fair assessment of the youth’s needs, we find resources in the community that fill in the gaps, whether they are related to life skills, emotional issues or vocational education. What’s new is the recognition that this approach can help keep youth out of foster care and mental health in-patient facilities.



The “wraparound” model is even more appropriate when you consider new demands on social services to produce more concrete results from the programs that service youth. The community wants to know that the resources they put into youth services are going to pay off, that the lessons stick, that youth who “age out” of costly programs are going to enter society as law abiding, productive adults.

These concerns are fueled by studies like those of Casey Family Programs that found that 25% of alumni of foster care programs around the nation suffer from post-traumatic stress disorder, a similar percentage to that of U.S. War veterans. A scant 3% of these young adults had completed a college degree. Nearly half of them don’t have jobs at age 21.

In Hawai‘i, a growing percentage of the youth who are emancipated from the child welfare system at age 18 are becoming homeless. Once homeless, the chances youth have for getting a good job or safe home decrease dramatically. It is a vicious cycle that youth services professionals across the country want to break. It’s why in Hawaii the Department of Human Services is looking hard at extending support for foster care youth to age 21, despite the political and funding hurdles such programming might require.

The wraparound model is especially effective at handling this population. When the primary agency takes the time to understand why these youth are more likely to encounter difficulty in making their way in the world as adults, they can be more precise in directing the right services.

Once agencies get really good at networking and making speedy referrals, wraparound is going to be good for youth. In most cases, the youth is better off by avoiding residential programs at all — as long as they are getting the attention and structure they need. Agencies like Hale Kipa succeed in the new paradigm by fairly assessing the youth that we see and by finding the right programs to ensure their success as young adults.

Assessing And Responding

Programs are developed for large populations of youth. But people are individuals. One young adult may need to learn a set of skills that another has down. To say we care about the success of each young adult as an individual is one thing. To demonstrate that fact in quite another.

One way to show our commitment to their success is with individual assessment. Today, there are tools that make the process of assessment easier, and with a higher degree of relevance, than ever before. Casey Family Programs has established Casey Life Skills Assessment (CLSA) for use by public and private child-serving agencies and organizations across the nation. The online assessment helps caseworkers and youth determine where the youth is in regard to key life skills areas like maintaining healthy relationships, work and study habits — even mundane skills like cooking and paying bills.

While the site's primary audience is youth in foster care and their case workers, it's also being used with great results for youth involved in juvenile justice facilities, employment centers, homeless shelters and school systems. Other tools like the commercially available Kuder Career Planning System offer comprehensive solutions to help career planners of all ages identify their interests, explore their options, and plan for career success.

Once the assessment has been made, program leaders or social workers can focus on the areas that the individual is most lacking in. Bringing up the bottom can be key to keeping a young adult's head above water. Knowing what's out there and matching programs with assessed needs is at the very core of the wraparound philosophy.



Life Skills

In normal, intact families where adolescents grow up with solid parent relationships, life skills are passed on as a matter of course. Without healthy family structures, youth may never get a chance to learn basic survival techniques for the modern world — money management, health and hygiene, job skills, basic social interaction, etc. If youth services agencies are not successful in teaching these skills, if youth enter society lacking the requisite education or training to be gainfully employed, many will be unsuccessful as young adults.

Agencies that traditionally focused on the emotional and mental health of youth are, as a matter of necessity, seeing this issue in a new way. For the last few decades, their philosophy has been to remediate the core issues that brought young people in the doors. The thought was that, once emotionally grounded, the youth would be able to learn much of what they need through our programs and on their own.

But new economic realities are eliminating many high-end (read “expensive”) therapeutic programs. It's a cut-to-the-chase mentality in human services: teach the client what he or she needs to survive, to be able to find living wage jobs. Moreover, even the best work in a therapeutic context can be undone by the grim realities of a minimum wage job, unemployment or poverty. Full participation in society requires that young adults have the capacity to support themselves and build healthy families.

Fortunately, of all things to teach a young person in the throes of adolescent crisis, life skills

may be the easiest. The youth often respond well to structure, having suffered from a lack of it in childhood. The challenge can be finding out what the youth needs to learn, and how best they can be taught.

Alternative Education

Other initiatives, including one by the National Youth Law Center (NYLC), have been pushing hard to assure that youth in foster care receive adequate and appropriate educational services. The NYLC has found that 75% of youth in foster care are at least one grade level behind, and foster children are twice as likely to drop out of school as their peers. Oftentimes the structure and constancy of school can be the most grounding aspect of a foster or shelter youth's life.

The NYLC's Foster Youth Education Initiative (FosterEd) aims to improve foster youth's outcomes by ensuring foster children have educational champions supporting their success in school. Education specialists provide family case managers, teachers, school administrators, foster parents, biological parents, relative caregivers and others the skills and knowledge to identify educational strengths and ensure educational needs are met. The project ensures every foster child has an education case plan, and that these plans are implemented.

One way to ensure educational stability is to insist that every youth in foster care have the right to continue to attend school in their home community, an idea recently proposed on a national level by U.S. Senator Al Franken of Minnesota. In Hawai'i, the DHS is thinking along the same lines, to make it a priority that youth continue to attend their home school even while in emergency shelter placement such as Hale Kipa's Kamala Homes.

Certainly, to deal with the problem, we must start by securing a place in our society for the so-called "opportunity youth," the population of 16 to 24 year olds that are neither in school nor employed. Nationally, that category is a whopping 17% of 16 to 24 year olds. When they fail in school or in the workplace, we all lose.

One way to keep youth moving forward is to offer competency-based education, which is based on competency and proficiency, not grade or grade level. Essentially, when the student masters the body of material that is necessary to move to the next body of material, they move on. When they finish mastering the requisite body of material that allows them to graduate, they do. (See sidebar: COMPETENCY-BASED CURRICULUM)

For Hale Kipa, hiring a full time education developer and teacher signals the agency's appreciation of the value in these approaches. Hale Kipa is looking at several alternative models of education, including competency-based curricula, that may be more appropriate for their population, and is beginning to offer remedial training for youth in some programs. In the spirit of wraparound services, Hale Kipa is also building relationships with other providers of alternative education in order to ensure our youth have access to all available solutions.



Juvenile Justice

A parallel trend in improving outcomes for youth is in juvenile justice reform. Exemplified by the Casey Foundation's Juvenile Detention Alternative Initiative (JDAI), the theory is that keeping youth out of detention is key to preventing long term association with the justice system. Youth that are incarcerated today, studies show, are more likely to become tomorrow's career criminals.

At its essence, the purpose of the JDAI is to demonstrate that local jurisdictions can safely reduce their reliance on secure detention — and improve the lives of youth in the process. The Initiative wants to eliminate the inappropriate or unnecessary use of secure detention of youth; to minimize re-arrest and failure-to-appear rates pending adjudication; to ensure appropriate conditions of confinement in secure facilities when detention is necessary; and to redirect public finances to sustain successful reforms.

Key to the success of programs like JDAI is the collaboration between the juvenile justice agencies, other governmental entities, and community organizations. Without collaboration, even well designed reforms are likely to flounder or be subverted. It is not enough for community leaders to agree that our youth deserve every opportunity to succeed. We have to take specific actions to ensure they get these opportunities.

As hoped, this initiative has proven to be a catalyst in bringing state and private agencies together. The community has found that when everyone agrees that detention should be the last resort, then they work hard to make diversion programs work together to keep youth in the community. It is the very essence of the wraparound paradigm. Hale Kipa has been working hard to foster this progressive evolution of juvenile justice through its involvement in high level decision making and through day-to-day application of the wraparound process.



Trauma Informed Care

As youth service agencies respond to the mandate of their communities with greater emphasis on life skills and vocational training, they must also follow the most current thinking about the emotional state of youth at risk. Funding for therapeutic programs may wane, but the kinds of environments that cause long lasting damage to young people are not disappearing. On the contrary, the economic forces that cause cutbacks in social services budgets also exacerbate the breakdown of healthy families.

This sensitivity to youth who have suffered in dysfunctional families is being reexamined in the light of "trauma-informed care." The idea is that youth seeking public behavioral health services (and many other public services, such as homeless and domestic violence services), have histories of physical and sexual abuse and other types of trauma-inducing experiences. These experiences often lead to mental health and other disorders such as chronic health conditions, substance abuse, eating disorders, as well as contact with the criminal justice system.

For a human service program to become trauma-informed, every part of its organization, management, and service delivery system must be assessed and modified to reflect a basic

understanding of how trauma affects the life of their clients. Trauma-informed organizations, programs, and services understand the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may exacerbate, so that these services and programs can be more supportive and effective.

Hale Kipa's commitment to trauma informed care involves training the entire organization in the Risking Connection© protocol and ensuring programs are aligned with the trauma-informed approach. In fact, trauma has become the underlying conceptual framework for the agency's work in every area, and will certainly be a key consideration in the development of new programs like educational vocational services.

Remembering Felix



It has been a generation since the Felix Decree in Hawai'i proved that government is required by law to provide mental health, special education and other services to children with learning disabilities. The U.S. District Court ruled that Hawai'i would need to provide the services that the law required. Hale Kipa was one of the first responders to the Court's decree, creating a number of community-based programs to answer these needs — programs like Therapeutic Foster Homes and Therapeutic Group Homes — that gave youth a chance to receive services in the least restrictive setting. The result was better outcomes for children than institutional ones.

Remembering that ruling is a good idea today.

As government human services departments retrench and program priorities change, we run the risk of falling afoul of a) Felix, and b) our responsibility to young members of society that need our help. It can no longer be the case that we didn't know we had to provide these kinds of services. Now that we have recognized the parity between behavioral health and primary care health services, we have to focus on ways to provide behavioral health — even when budgets strain.

We also know now that the wraparound approach works to focus services on youth, even when less resources are available. Though there has been a dramatic reduction in residential and institutional services, there has been a corresponding increase in outreach and outpatient services. As long as we keep behavioral health considerations at the core of every educational vocational initiative, every juvenile justice initiative, and all our thinking about trauma-informed care, we can answer the needs of our youth.

The issues remain. Our responsibilities remain. The choice now is how to go about making it all work.

Competency-Based Curriculum



Traditional schools measure student progress in terms of course credit hours. When you finish — and pass — the course, you move on. Cool. But for students who work in different ways and at different paces, that formula can spell failure. They might be just as bright, just as motivated as the ones graduating, but cannot organize themselves for success.

That is the thought behind schools like Boston Day and Evening Academy (BDEA) in Roxbury, Massachusetts, that use a curriculum in which student progress is based on demonstration of competency through a variety of assessments. Their curriculum is made up of over 300 benchmarks in humanities, math, science, and technology that measure the competence of each individual. The student moves on when he or she achieves the knowledge and skills that every high school graduate should possess in that area.

Students enter BDEA with competencies they've learned from their previous schools. After an initial assessment, students' competencies are recorded in to a database that they can access, so they know exactly what credit toward competency they have already earned, and what they still need to earn before graduating. Students are assessed at the end of each trimester through oral and written exams, portfolio presentations, and experiential projects. After students have demonstrated all competencies, they complete a "capstone" project, which they present to a panel of faculty, administration, and community members.

Because graduation is not dependent on a fixed schedule of course work, schools like BDEA typically hold several graduations per year. And part of the program is the creation of a post-graduate plan tailored to each student's goals and interests which may include vocational training programs, job placement or internships, and/or college. Students not only get the skills they need, they get launched in a positive direction after school.

The biggest difference in competency-based schools is that every student can succeed. In fact, because success is measured individually, if the student is given the proper motivation, it is hard not to succeed. By meeting each student wherever they are in their education, and using rigorous, experiential academics blended with social support and community building, students become confident, independent learners and creative thinkers.

This approach to high school and vocation education especially suits Hale Kipa's population of youth. It acknowledges that people learn at different paces and that grade level isn't necessarily a useful structure to measure progress.

Programs and Services

In 2007, Hale Kipa was a major player in placement services in Hawai'i. 5 years and millions in budget cuts later, that picture has changed dramatically. Although foster care bed inventory is up (to 22 under contract at last count), and we have 16 emergency shelter beds as of January 2013, a number of residential programs have closed altogether.

Following the nationwide trend, human services in Hawai'i have cut back on "high end" residential services — those that provide therapeutic services. The goal today is to bring youth home, wrap them in their own communities and to provide support without additional out-of-home placement.

But while the recent major cuts to Hale Kipa as an agency were in therapeutic residential services, the work we do in our foster care programs is still strongly influenced by our expertise in therapeutic approaches. That goes as well for the work we do at the youth correctional facility and through our Intensive In-Home Program.

Intervention & Outreach

Intensive-In Home Services: Provides clinical therapy and services to families and youth in their homes, with the goal of strengthening families.

Ka'i Like Program (Intensive Monitoring): Provides support services to youth involved in the juvenile justice system.

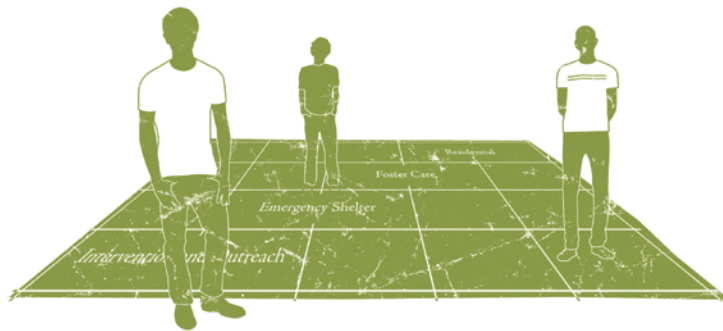
Pregnancy Prevention Services: Provides pregnancy prevention curriculum to schools.

Sexual Exploitation Prevention Program: Interactive video presentation delivered to schools and community groups to inform and teach youth to identify, avoid and prevent sexual exploitation.

Evening Counseling Program: Diversion program that provides counseling and linkages to community resources for youth who have been arrested.

Hawai'i Advocate Program: Statewide program that provides strength-based, wrap-around services to youth in the Hawaii Youth Correctional Facility (HYCF) and to youth and families to assist the re-integration of previously incarcerated youth into the community upon their release from HYCF. Also assists youth in foster care stabilize in their homes.

Ho'okala-Attendant Care Program: Provides diversion (intake and assessment) for youthful status offenders and non-violent lawbreakers, with 24-hour access to immediate crisis intervention and attendant care.



Kauai Underage Drinking Prevention Program: Aimed at services to help youth avoid high-risk behavior. (Ended 2012)

Independent Living Program (ILP): Provides specific outreach and skill building services for youth in and or transitioning out of foster care into adulthood.

Community-based Outreach and Advocacy Program (CBOA): Outreach program focused on providing case management and community linkages for youth to prevent initial or further involvement with child welfare or juvenile justice.

Youth Outreach (YO!): Collaborative program with Waikiki Health Center that provides street outreach, drop-in, and health care services to homeless and street youth in Waikiki.

Step-Up Housing: Provides Housing Choice Vouchers to youth aging out of foster care, ages 18-21 so they may access housing through Section 8 for a maximum of 18 months.

Emergency Shelter

Emergency Shelter and Sanctuary: Offers emergency shelter, support, protection and a structured environment to homeless, runaway, abused and neglected youth between 12 and 17 years of age at group homes in 'Ewa and Kalihi for who are in need of support, protection, and a structured environment, and

coordinates with the Kamala Home Program to provide emergency foster home placement services for abused and / or neglected youth between 10 and 17 years of age.

Foster Care

Hanai-Short-Term Placements: for youth needing foster care (Ended Oct. 2011).

Foster Homes Program: Longer term placements with individual Hanai-short-term placements for youth needing foster care and family therapy. (Ended Oct. 2011)

Therapeutic Foster Homes: Long-term homes for youth in CAMHD system needing out of home care.

Residential

Independent Living Program (ILP): Two residential options — for young women transitioning out of foster care (Haloa); and for young men transitioning out of foster care or HYCF.

Therapeutic Group Homes: Group homes focused on providing skill building services that serve youth referred from the Hawai'i Dept. of Health – Child and Adolescent Mental Health Division (ended June 2012).

Transitional Living Program (TLP): Residential services for young adults transitioning out of homelessness.



Finding the Turning Point

*Alex became a mother at age 14.
She became a wonderful mother at age 18.*

In between is a story of courage and struggle, breakthroughs and setbacks, tears and joy. Alex responded to each of the challenges life offered her with the resolve to take another shot, and to do the best she could for her children. Now, at age 19, she has her own apartment, cares for her second son full time and has both boys on weekends, and is planning for college.

The daughter of drug abusers, Alex went into foster

care while in elementary school and was adopted by her grandmother. But the placement didn't work out and she came into the system about the time she became pregnant with her first child. Hale Kipa's Hawai'i Advocate Program (HAP) referred her to Hapai Home* when they found out she was pregnant. Hapai Home was the perfect place for an underage mother who had a great deal of trouble adjusting in the outside world.

“I miss that program. I raised both of my kids there,” Alex remembers. “I wish they didn’t close it. Living there is where I found myself. Michelle helped me do the whole parenting thing. You see, if you don’t have family you don’t know what love and nurturing is. I called that place home — the first place I called home. It felt like family.”

At Hapai Alex learned a slew of practical life skills — how to cook, shop, do laundry — the skills that are enabling her to care for her family today in her own apartment. And she learned emotion skills — how to hug her kids and deal with stress.

Alex was upset she had to leave Hapai Homes. There were more placements after that, but she had a difficult time fitting in with other families. Alex needed the structure she had in Hapai. She got into trouble, started dropping out and becoming disconnected with Hale Kipa. Eventually her son was taken away and was placed with his paternal family who maintain guardianship of the boy to this day.

The pattern repeated after Alex gave birth to her second son at age 16. She was more mature this time, but still a teenager in many ways. Again, she started getting into trouble. The new baby was placed with his paternal family, but this time Alex maintained legal custody. She was reaching a turning point.

When Alex re-engaged with Hale Kipa, it was as a part of our Independent Living Program (ILP). She seemed committed to improving her parenting skills and her life, and showed enough progress that she was granted visitation with her older son. She eventually got her own apartment and her first job, and was reunited with her younger son. Her future was beginning to take shape, and it looked good.

To hear Alex tell it, life has been hard. But seeing her with her sons gives the impression that something is very right with her parenting. They’re happy and doing well. They love their mom. There’s a parent-child relationship that Alex never experienced firsthand.

“I learned nurturing through my kids. With my first son I messed up, but he never gave up on me. I gave up on my mom, but my kids never gave up on me.



Just that alone helped me learn to love unconditionally. I am going to make mistakes as a parent, but my boys still love me.”

Alex will be 19 in June. She may very well struggle for a few years. Without an extended family behind her, every misstep can be a minor disaster. But she’s bright, motivated and, above all, resilient. She sees herself as a successful social worker, helping others from a position of real experience with the system. She wants what’s best for her boys and is doing everything she can to build a strong family and home. With a helping hand from her community, she will get there.

“Foster care made me learn you have to make the best of it, the life you have, positive or negative. You can always turn it around and be somebody. It’s all in the mindset.”

**Hapai Homes was Hale Kipa’s teaching foster homes exclusively for pregnant teens and teen mothers. The program closed for lack of funding in 2011. Youth in Alex’s situation are now taken in by Hale Kipa’s regular foster care program.*

Financial Statement

REVENUE and SUPPORT	2012	2011
Government appropriations and assistance	5,588,942	6,873,332
Contributions (including Foundation Grants)	673,974	780,143
Aloha United Way Allocation	108,677	106,507
Interest and Dividends	14,584	14,039
Realized and unrealized loss on investments	(8,017)	70,087
Other Income	12,013	283,063
Total Revenue and Support	6,390,173	8,127,171
EXPENSES and LOSSES		
Program Services	5,495,139	7,450,094
Management and General	925,245	761,295
Fundraising	151,364	185,499
Total Expenses and Losses	6,571,748	8,396,888
CHANGE IN NET ASSETS	(181,575)	(269,717)
NET ASSETS AT BEGINNING OF YEAR	2,500,334	2,770,051
NETS ASSETS AT END OF YEAR	2,318,759	2,500,334

Financial Information as of June 30, 2012 and 2011
Figures are excerpted from our audited financial statements.

A complete copy of the audited financial statement is
available by writing or calling Hale Kipa, Inc.

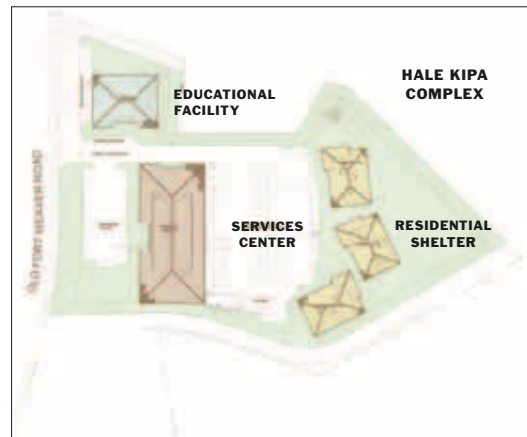
Capital Campaign: Closing In

A capital campaign rarely takes the path it originally sets out upon. There are changes in plans, changes in needs, and, not least, changes in funding realities. But when the reason behind the campaign — the mission that the project set out to fulfill in the first place — is a good one, the campaign finds a way to move forward in new ways, and to renew its energy to reach its goal.

Such is the case with Hale Kipa's capital campaign to build a new campus in Ewa. Begun in 2003, the campaign has evolved over time, in part as the vision has changed for what the complex on Old Fort Weaver Road might provide for the community; and in part out of simple, practical realities. A year ago we expressed optimism that we were going to be able to trigger a USDA loan.* As often happens, fate and circumstance intervened and that timetable had to be put on hold.

We then made a decision in the fall of 2011 to change direction with our capital campaign and during the second half of FY 2012 redesigned the campaign itself. Put in place, the plan started working right away. We are now just \$800 thousand short of the \$6 million equity that is required for us to trigger the \$12 million USDA loan. That loan will allow us to complete construction of the redesigned complex, which will include residential shelters, school and services center.

Today we have a highly engaged capital campaign cabinet who are thinking creatively about how to raise the funds that the complex requires. Toward that end, the capital campaign cabinet has commissioned a new video that provides a fresh perspective on the critical work that Hale Kipa does. The video doesn't have the specific intention of raising funds per se, but rather shares the Hale Kipa story about "the quiet nonprofit that does



great work.”

In all, we are highly optimistic that we will raise the funds needed to trigger the USDA loan by early 2013 and begin construction on the Old Fort Weaver Road campus in calendar 2013.

*The United States Department of Agriculture (USDA) has agreed to loan Hale Kipa \$12 million under favorable terms on the condition that we independently raise \$6 million. As soon as we do, the USDA loan is triggered and construction can begin.

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