

House District 30, 32
Senate District 13, 14

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

Log No: _____

For Legislature's Use Only

Rec'd JAN 28 2011

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

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

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

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

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

DEPARTMENT OF HUMAN SERVICES

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Parents And Children Together

Dbas: PACT

Street Address: 1485 Linapuni Street, Ste. 105
Honolulu, HI 96819

Mailing Address: Same as above.

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name RUTHANN QUITQUIT

Title President & CEO

Phone # 808-847-3285

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e-mail adminquitquit@pacthawaii.org

3. TYPE OF BUSINESS ENTITY:

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

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

COMMUNITY TEEN PROGRAM

(2 SITES: KUHIO PARK TERRACE & PUUWAI MOMI HOUSING PROJECTS)

7. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2011 – 2012 \$ 300,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

State	FY 10-11 - <u>\$274,301</u>	FY 11-12 - <u>\$0.00</u>
Federal	FY 10-11 - <u>\$ 0.00</u>	FY 11-12 - <u>\$0.00</u>
COUNTY	FY 10-11 - <u>\$ 0.00</u>	FY 11-12 - <u>\$0.00</u>
Private/Other	\$ <u>0.00</u>	

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

RUTHANN QUITQUIT, PRESIDENT & CEO
NAME & TITLE

1/28/2011
DATE SIGNED

ORIGINAL



PACT PARENTS AND CHILDREN TOGETHER
A FAMILY SERVICE AGENCY

Community Teen Program



Grant-In-Aid FY 2011-2012

January 28, 2011



Application For Grants and Subsidies



Narrative



I. BACKGROUND AND SUMMARY

A. Background of Parents And Children Together (PACT)

Parents And Children Together (PACT) is submitting this request for a Grant-In-Aid to the 2011 Hawaii State Legislature to provide “Teen Pregnancy Prevention and Positive Youth Development Services” to youth at its Community Teen Program’s two sites in the high risk, low income communities of Kuhio Park Terrace in Kalihi and Puuwai Momi Housing in Aiea. Through this request, PACT proposes to provide quality evidence-based prevention services for children and youth in these two communities and is requesting \$300,000 to provide services to a minimum of 450 children and youth and their families during the fiscal year July 1, 2011 through June 30, 2012.

Parents And Children Together (PACT), one of Hawaii’s leading non-profit human service providers, served over 17,000 people last year throughout Oahu, Maui, Molokai, Lanai, Kauai and Hawaii. PACT promotes and supports healthy individuals, families and communities by creating opportunities for them to identify and address their own strengths, needs, and concerns and successfully realize their potential. Since its founding in 1968, PACT has developed a comprehensive array of services to strengthen individuals, children, families and communities experiencing social, behavioral health, and economic challenges. It is a leader in neighborhood-based services and forging community partnerships to address the needs of residents. Known for prevention as well as treatment, PACT is recognized for its advocacy and continuum of inter-connected services in such areas as:

- Early childhood education and support to families for children at risk;
- Child abuse and neglect prevention and treatment;
- Domestic violence prevention and treatment; shelter for women and children; accountability for offenders;
- Mental and behavioral health services to facilitate education for children and youth diagnosed with serious emotional behavioral disorder (SEBD);
- Community building and community-based service centers for families and teens; and
- Micro-business development and economic self-reliance education and training for the under-employed and unemployed.

PACT is fully accredited by the Council on Accreditation for Families and Children (COA). PACT is an active member of the Child Welfare League of America (CWLA), the Better Business Bureau, the Kalihi Business Association, and is an Aloha United Way (AUW) partner agency. PACT employs the latest community service models, prevention curricula, behavioral health methodologies, evidence-based treatment modalities and validated “Best Practices.” It is committed to accountability to funders for positive outcomes and to quality improvement that contributes to an improved quality of life for its clients and the communities in which they live.

PACT’s programs are community-based, culturally sensitive, family-centered and focused on family strengths. Over the years, PACT has developed strong community networks and effective working relationships with many service providers and community resources. PACT is active in advocating for children and families, and educating community leaders and elected officials about issues, needs and solutions. PACT has an established track record and organizational



commitment to quality assurance and evaluation. More information about PACT and its programs and services can be found at www.pacthawaii.org.

PACT's Community Teen Program has been providing quality youth services since 1990 in the Kuhio Park Terrace Community (KPT) in Kalihi and expanded to the Puuwai Momi Community in August 2005. For the past 21 years, the Teen Program has been implementing comprehensive youth services with a variety of activities focusing on positive youth development, drug and violence prevention, and teen pregnancy prevention. TANF funds have provided up to half of the funding for these two programs – first at KPT since 2004 and at Puuwai Momi since 2008. Services funded through TANF have been extremely successful and have focused on the following goals: provide opportunities for young people to develop the skills, attitudes, and abilities they need to be successful at home, at school and, later on, to transition successfully to adulthood; to postpone sexual involvement of early adolescents; increase youth and families knowledge and understanding of adolescent development; and improve teens' communication and refusal skills to resist peer pressure related to sexual and other risky activities. When this funding source is eliminated in June 2011, vital services at these two sites may be drastically reduced or even eliminated.

B. Goals and Objectives

The following goals and objectives for the six program components will be addressed through implementation of the service activities described herein:

1. Comprehensive Sex Education
 - a. To postpone sexual involvement of early adolescents
 - b. To increase knowledge and understanding of pubertal growth, maturation, and adolescent development of youth and their families
 - c. To improve adolescents' communication and refusal skills to resist peer pressure related to sexual activity
2. Academic Support
 - a. To provide opportunities for youth to learn the skills they need to succeed in school
3. Enrichment and Recreational Activities
 - a. To increase the amount of time youth spend participating in positive, recreational activities
 - b. Youth will learn new enrichment/recreational skills
4. Decision-Making Skills/Positive Choices
 - a. Youth will attain goal-setting skills
 - b. Youth will learn refusal skills
 - c. Youth will abstain from participating in risky behaviors
5. Service Learning/Job Preparation
 - a. Youth will learn new job related skills
 - b. Youth will increase participation in community service activities



6. Family Strengthening

- a. To improve the ability of parents and significant adults to communicate with and support adolescents dealing with pressures related to sexuality, sexual development, and sexual activity

C. Public Purpose and Need to be Served

PUBLIC PURPOSE. Teen Sexuality and Pregnancy Issues: There is some good news regarding teen sexual behavior and teen pregnancy in the past two decades. Nationally, teen pregnancy rates declined steadily for 14 years, and were down 40% from a peak rate in 1990 of 116.8 pregnancies per 1,000 females between the ages of 15 and 19 years to 70.6 pregnancies per 1,000 in 2005 (recent data indicates an uptick beginning in 2005). Although they experience far fewer pregnancies overall, the decline is even more dramatic for younger teens (under 15 years) at 58%. In the same time period, condom use by sexually active teens has increased significantly and was up from 46% in 1991 to a high of 63% in 2003 where it has remained relatively stable. Other good news includes: teens are waiting longer to have sex than in the past; other contraceptive use (e.g., birth control pills) has also increased; and teens have increased access to sexual health care. (*Child Trends Databank* [www.childtrendsdatabank.org], *Guttmacher Institute: Facts on American Teens' Sexual and Reproductive Health* [www.guttmacher.org/pubs/FB-ATSRH.html]).

According to the Advocates for Youth State Facts publication (2008), Hawaii has one of the most progressive education policies in the nation requiring comprehensive sex education emphasizing abstinence but providing information on condoms and contraception for public school students. It also states that Hawaii's high school students are less likely to have had sex than students nationwide (36% compared to 48%) and 24% of Hawaii students were currently sexually active at the time of the survey compared to 35% of students nationwide. However, Hawaii had a teen pregnancy rate that was significantly higher than the national average with 93 pregnancies per 1,000 girls (15-19 years) compared with the national rate at 84 pregnancies per 1,000 girls. Only nine states had a higher pregnancy rate than Hawaii, but Hawaii had a lower birth rate than the national average (36 per 1,000 girls compared to 41 nationwide). Additionally, Hawaii had the lowest rate in the nation of condom use at last intercourse by high school students (54%) and the 6th highest rate of Chlamydia infection in the nation with 63% of those cases being in young people ages 15-24 years. It was also noted in this publication that Asian/Pacific Islander youth (A/PI) in Hawaii are at greater risk for sexually transmitted infections and pregnancy with nearly three quarters of teen births being to A/PI mothers. This points out the need for providing culturally appropriate and effective teen pregnancy prevention programs for this population. (NOTE: as stated below in Section D. Target Population, 73% of youth participating in Teen Program services at Puuwai Momi are A/PI)

The public costs of teen childbearing can be staggering (*The National Campaign to Prevent Teen Pregnancy*, www.thenationalcampaign.org). Nationally, the annual costs to taxpayers exceeds \$9 billion dollars and Hawaii taxpayers paid for \$22 million in related costs for teen childbearing in 2004 (total costs include health care, child welfare services, incarceration of sons of teen parents, lost tax revenue). Births to teen parents can negatively influence the individuals and families involved in a number of ways (health, economic, education), thus reducing the number of teen



births is critical. The costs of teen pregnancy affects three generations in a family. The impact on the teen's parents is often negative for the family's economic situation and stability. The teen, herself, often does not graduate from high school, is likely to end up on welfare and live in poverty or becomes involved in delinquent behavior. The baby is more likely to be of low birth weight and have greater health problems, experience increased rates of child abuse and neglect, and an increased likelihood of living in poverty and school failure.

COMMUNITY NEEDS. A number of data sources were used to describe the communities of KPT and Puuwai Momi and identify the many needs of the youth and families in these two at-risk communities. These are two unique and distinct communities, yet many of the risks and needs are the same.

The Kalihi Community is a community at-risk & below State standards on many levels including median household income, the percentage of families receiving public assistance, the percentage of families headed by single parents, and the number of families living in poverty. Unemployment is higher in Kalihi. More adolescents report their neighborhood as unsafe and that they lack close neighborhood ties. Educational attainment and achievement is lower than in other communities in the State and a disproportionately large percentage of Kalihi residents are new immigrants (foreign-born residents who entered Hawaii since 1990).

Kuhio Park Terrace: The profile of KPT indicates that this community is at even greater risk than Kalihi in general. Demographic data shows: there is a total resident population of more than 2700 residents residing in 637 rental units; more than 50% of the residents (more than 1500) are under the age of 19 years; and single parents head nearly half of the households. The average household income for KPT is well below the Kalihi or State average – indicating that the majority of families living in this community have incomes significantly below the poverty rate of \$23,000 for a family of four living in Hawaii (*Federal Register, Vol. 71, No. 15, January 24, 2006, pp. 3848-3849*). Along with this, the residents in this community also contend with the following problems and issues:

- Illegal drug use is a significant problem in this community
- Drug dealing is still a significant activity in the community
- Drinking, especially underage drinking, is a major problem
- Domestic violence and child abuse are still great concerns and are increasing and can be connected to the substance abuse and alcohol abuse problems.
- Gang activity appears to be on the rise
- Teen pregnancy/early sexual behavior is an ongoing concern for this community
- There is much tension between Micronesian youth – who are relatively new to the community – and other ethnic groups, particularly the Samoans. Again, these conflicts are exacerbated by youth involved in underage drinking.

Aiea/Pearl Harbor Central: In this assessment process, we found that Puuwai Momi is actually a unique community within this larger community with different issues and more pressing needs than the larger community. In many respects, the greater community of Aiea or Pearl Harbor



Central does not appear to be a community at great risk. This community is on par with or exceeds state averages in areas such as: the unemployment rate, per capita income, education levels, child abuse and neglect and there is a smaller immigrant population living in Aiea. There are some areas of concern for this larger community regarding alcohol, tobacco, and other drug use (ATOD) by youth and teen sexual behavior and pregnancy.

Puuwai Momi: In contrast to the data for Aiea, the profile of Puuwai Momi and the immediate surrounding area paints a very different picture that is much closer to that of KPT.

There are 260 apartments in Puuwai Momi with a total resident population of over 900 residents

66% (173) of these families are headed by single heads of household.

Over 50% (478) of the tenants are youth under the age of 18 years.

Surprisingly, only 62 of the households at Puuwai Momi report receiving public assistance. However, information from Aiea Elementary school provides information that the number of families in the lower income brackets is very high, with a majority of the school population coming from the Puuwai Momi community, and 80% of the students qualifying for free or reduced-cost lunch.

Honolulu Police Department data for Beat 384 (Puuwai Momi and the surrounding area) reveals that the Honolulu Police Department (HPD) received 400 or more calls per month in this area during the time period from March through May 2010. This number is consistent with data from previous years.

Youth, parents, and community leaders from local group, Puuwai Momi Volunteers for Youth (PVY), continue to report:

Teen pregnancy and parenting appears to be on the rise. This was substantiated by Housing Management staff who reported that they are seeing significant numbers of teen moms with their new babies in their offices and during home visits, although they do not have specific data to substantiate their observations;

Illegal drug use and drug dealing are still significant activities in the community and drug dealing occurs “right out in the open”;

Drinking, by both adults and youth, continues to be a significant problem;

Domestic violence and child abuse are still great concerns for community members;

Violence and gang activity (with the accompanying graffiti problem and other vandalism) are still prevalent in the community.

D. Target Population and Geographic Coverage

The target population selected for this proposal is youth, 7-18 years of age, who live in and around the Kuhio Park Terrace and Puuwai Momi Housing Communities in Kalihi and Aiea.

The vast majority of youth who will receive services through this proposal are in one of the ethnic groups that are over-represented in the juvenile justice system in comparison to their proportion in the general juvenile population (Micronesian, Filipino, Samoan, Hawaiian, and African American). Specific ethnic data include:



Ethnic Group	% of Youth Population at KPT	% of Youth Population at Puuwai Momi
Samoan	37%	9%
Hawaiian/part Hawaiian	11%	27%
Filipino	3%	7%
African American	1%	8%
Micronesian/Chuukese/Marshallese	42%	30%
TOTAL	94%	81%

Youth living in these communities are considered to be at-risk, experience high levels of social, emotional, and educational problems.

II. SERVICE SUMMARY AND OUTCOMES

A. Scope of Work, Tasks, and Responsibilities

Comprehensive services and activities are provided at the two youth centers daily—Tuesday through Saturday. These services were developed using the principles of Positive Youth Development (PYD) and are designed to provide opportunities for youth to develop the values, attitudes, skills, and abilities they need to navigate adolescence and grow into successful adults is the cornerstone of the Teen Program. All activities focus on and contribute to the development/enhancement of positive self esteem. Self esteem evolves and grows when one experiences success, either mastery of a skill or accomplishment of a goal. By providing youth with opportunities to experience success and increase their abilities and skills, self esteem will increase.

PROGRAM ACTIVITIES. Following is a description of activities (by component) that are and will be provided at the youth centers:

1. **Comprehensive Sex Education:** PACT staff has been trained to implement two science-based curricula—*Making Proud Choices! (MPC)* and *Be Proud! Be Responsible! (BPBR)*—as part of a project with Hawaii Youth Services Network (HYSN). MPC is the primary curricula used but BPBR is used with youth who have already completed MPC. Staff believe that youth need to hear this information more than once and try to get as many youth as possible to complete these sessions multiple times. At least one cohort will be recruited for participation in these sessions each quarter at the both sites. Additionally, staff will be approaching the secondary schools in the community (i.e., Dole Middle School or Aiea Intermediate) to discuss PACT implementing the curricula for at-risk students at their schools.
2. **Academic Support Activities, including:**
 - Daily study hall and homework help during the school year
 - Academic enrichment activities during school intercessions and summer breaks
 - Computer lab activities
 - School Support/Linkages to monitor grades, attendance, and behavior



3. **Enrichment and Recreational Activities**: Daily recreational activities (music, games, sports, arts and crafts, cooking, culture, reading and writing activities, etc.) are provided at the center after study hall and on Saturdays during drop-in time. Program activities that promote positive attitudes toward active and healthy lifestyles and organized sports are also a part of our range of activities. An important part of this component is our martial arts program. Headed by 16 year veteran volunteer, Matt Levi, youth participate in bi-weekly classes focusing on self-discipline and self-defense. Through this program, youth have the opportunity to become involved in enrichment programs (i.e., music lessons and tutoring) and earn scholarships to private school and college.
4. **Decision-Making Skills/Positive Choices**. Staff implement *When I'm Grown (WIG)* with elementary school students who are too young for the comprehensive sex education curricula. WIG is an award winning curriculum developed by Advocates for Youth that teaches the skills of decision-making, assertiveness, and goal-setting with elementary school-aged youth. "This life skills program provides age-appropriate health and sexuality information within a comprehensive framework of self-esteem development, problem solving, healthy peer and family communication, values clarification, goal achievement and career awareness" (www.advocatesforyouth.org). Skills learned can help youngsters make "responsible and healthy choices when faced with decision regarding drugs, sexual behavior and other important issues." Other activities include youth leadership. A group of leaders has been developed and leadership activities will be continued through this proposal. Staff look for leadership skills and abilities in youth who may not be considered your typical leaders, and provide opportunities for leadership development in youth who probably have not had much opportunity to develop those skills.
5. **Service Learning and Job Preparation/Career Development**: Youth from ages 5-13 years old participate in sessions that focus on gaining skills and knowledge about career planning and development. Skills include communication, time management, creativity, researching different jobs, decision-making, interpersonal skill development, teamwork, critical thinking, and using resources. Teens ages 14-18 years old participate in sessions that also focus skills and knowledge on career planning and development. Skills include communication, self-responsibility, teamwork, honesty, trustworthiness, goal-setting, creating a resume, practicing how to fill out a job application, practicing job interview skills, and creating their own portfolio.

Staff and youth will continue to plan and implement community service projects at the at the youth centers to build and strengthen youth connections to their community. These projects take place both in the specific communities of KPT and Puuwai Momi and in the greater community and have included: community clean-ups and graffiti paint-outs; holiday activities at a community care home; beautification at the Ronald McDonald House; restoration of Mokauea Island.

6. **Family Strengthening**: Involving parents and families in Teen Program activities is an important, yet challenging, component. Successful activities have previously been implemented and will continue such as the implementation of the curriculum "Can We Talk"—a parent education program to bridge the gulf that often exists between parents and their children around difficult topics related to sexuality and health. Activities are designed to



stimulate parent-child discussions around important topics such as peer pressure, self-esteem, puberty/sexuality, and mixed messages.

B. Projected Annual Timeline

Program Component	Primary Activities and Frequency	Person Resp. (Position)	FY 2012											
			1	2	3	4	5	6	7	8	9	10	11	12
Comprehensive Sex Education	Implementation of Science Based Curriculum (quarterly @ both sites)	Project Specialists	■	■	■	■	■	■	■	■	■	■	■	■
Academic Support	Study Hall (daily during the school year)	All Direct Service Staff		■	■	■	■	■	■	■	■	■	■	■
	Academic Enrichment (during school breaks)		■		■		■		■		■		■	
	Computer Lab (daily)		■	■	■	■	■	■	■	■	■	■	■	■
	School Support/Linkages (at least quarterly)					■			■			■		■
Enrichment and Recreation Activities	Recreational Activities (daily year round)	All Direct Service Staff	■	■	■	■	■	■	■	■	■	■	■	
Decision Making/ Positive Choices	Implementation of Decision Making/skill building curriculum	Project Specialists	■	■	■	■	■	■	■	■	■	■	■	
Service Learning/ Job Preparation	Job Preparation Curriculum (quarterly)	Project Specialists	■	■	■	■	■	■	■	■	■	■	■	
	Community Service Projects (at least quarterly)		■		■		■		■		■		■	
Family Strengthening	Implementation of Can We Talk? curriculum	Project Specialists			■			■			■		■	
	Family Nights (quarterly)			■			■		■			■		

C. Quality Assurance and Evaluation

Parents And Children Together (PACT) implements a Performance and Quality Improvement Plan (PQI) program that supports organizational improvement to deliver the highest possible quality of services that are in compliance with best practice, funding requirements and accreditation standards. This is accomplished through a philosophy of continuous quality improvement and an application of quality improvement principles, tools, and techniques. Quality activities are implemented in order to: ensure accountability to stakeholders and funders; build on strengths, develop solutions and replicate best practice according to recommendations from the quality process; continually improve the way PACT does business and serves the



community; and, enhance PACT’s ability to contribute to a better quality of life for Hawaii’s families and children.

All programs, employees, board members, contracted service providers, volunteers, funders and partners participate in quality improvement activities and adhere to standards established by the organization. PACT’s quality assurance and improvement activities are organized according to best practice and COA standards. Improvement activities focus on high-risk, problem-prone or high volume issues as well as provide opportunities to replicate successes throughout the organization and celebrate achievements and improvements. PACT’s quality activities are designed to maintain the confidentiality of client and business information and comply with the confidentiality, privacy and security of information mandates as established by the Health Insurance Portability and Accountability Act (HIPAA). Teen Program staff fully participate in ongoing agency quality activities and other program specific evaluation activities. PQI provides the framework and methodology to assess program effectiveness, and program staff use that framework while incorporating additional evaluation methods required by the various funders.

Evaluation Plan. Teen Program staff are committed to a strong program evaluation component to ensure successful attainment of outcomes for youth and families. Specific program evaluation efforts include:

1. *Process or Output Evaluation* – Is the program being implemented as planned?

Data collection includes documentation of what the program does by maintaining accurate and organized records on program activities: who, what, when, where, and how much.

What Will Be Tracked	Sources Of Verification
1. # of youth enrolled in the program	<ul style="list-style-type: none"> ▪ Enrollment forms ▪ Database
2. # of youth participating in drug/violence prevention activities	<ul style="list-style-type: none"> ▪ Attendance Records
3. # of youth attending of study hall sessions	<ul style="list-style-type: none"> ▪ Attendance Records
4. Additional information	<ul style="list-style-type: none"> ▪ Calendar of Activities

2. *Outcomes Evaluation* – Does the program work? Is participants’ behavior changing as expected or projected?

Data collection includes documentation of increased knowledge, changed attitudes, increased skills, changed behaviors, and improved relationships in each of the six program components – comprehensive sex education, academic support, enrichment and recreation, decision-making/positive choices, service learning/job preparation, and family strengthening.

What Will Be Tracked	Sources Of Verification
See ATTACHMENT “Performance Measures by Program Component” for specific measures to be tracked.	<ul style="list-style-type: none"> • Curricula Pre/Post Tests • Follow-up Surveys • Self-Report • Staff Observation



D. Measures of Effectiveness/Performance Measures

PACT will continue to track and report output and outcome measurements using the system developed by the State Department of Human Services specifically for the TANF sponsored Teen Pregnancy Prevention programs. Specifically, PACT will track and report on the following:

- Significant Outputs
- Significant Immediate Outcomes
- Implementation Issues and Concerns
- Significant Stories

The specific measures (which are too numerous to mention within the narrative) are included in the ATTACHMENT “Performance Measures by Program Component.”

III. Financial

A. Budget

PACT is requesting \$300,000 to fund the services proposed herein. Please see the attached required budget forms for details.

B. Anticipated Quarterly Funding Requests

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$75,000	\$75,000	\$75,000	\$75,000	\$300,000

C. List of Other Potential Sources of Funding for FY 2011-2012

PACT has applied for or intends to apply for the following funding sources for FY 2011-2012:

1. Special Needs Assistance Program (SNAP) funding from the City and County of Honolulu
2. Positive Youth Development Funds from the Office of Youth Services
3. Truancy Prevention Funds from the Office of Youth Services
4. Other funding sources that may become available

IV. EXPERIENCE AND CAPABILITY

A. Necessary Skills

[See page 1 for a detailed discussion of the parent agency -- Parents And Children Together (PACT)]



PACT's Community Teen Program started in 1990 as part of the Statewide Youth Gang Response System providing gang prevention services and supervised alternative activities in the high-risk community of Kuhio Park Terrace (KPT) in Kalihi. Since then, the program has grown significantly and currently offers a wide range of positive youth development activities with a broad prevention focus. In August 2005, Teen Program services expanded to the Puuwai Momi Housing Project in the Halawa section of Aiea where youth services were modeled after the effective services at KPT. Activities and services currently include: daily study hall and other educational activities and supports, computer lab, supervised recreational activities, sports and fitness activities, community building and service, youth development and skill building, outreach services, case coordination, culture and arts, and parent and family involvement activities. In July 2008, Teen Program services were once again expanded with the implementation of a truancy prevention program at Dole Middle School through a sub-contract with Susannah Wesley Community Center (SWCC).

The Teen Program has a long history of providing outreach, guidance, prevention and intervention services to the youth and families. Program staff have experience, knowledge and understanding of the communities being served; strong referral and advocacy skills; experience developing and coordinating youth activities; and knowledge and experience applying best practice models, including youth development and resiliency models. Staff are successful at leveraging funds to enhance, improve, and expand youth services at its various sites.

Experience

The Community Teen Program has extensive experience providing comprehensive youth services to youth and families living in the at-risk communities of Kuhio Park Terrace (twenty years) and Puuwai Momi (five years). Additionally, we have been providing specific teen pregnancy prevention services in these communities for the past seven years and three years, respectively.

PACT's Community Teen Program has received funding from the Office of Youth Services (OYS) since 1990 to provide youth services at KPT—first as part of the Youth Gang Response System, with additional funding provided from 1997-2000 for community outreach and case management services for at-risk youth. From 1999 to 2003, OYS funded PACT as part of the Hui Malama Ohana (HMO) Youth Service Center collaboration with three other youth service providers (KEY Project, Hale Kipa, Inc., and Susannah Wesley Community Center). Beginning in 2004, funds from Hawaii's Department of Human Services Benefit, Employment, and Support Services Division (BESSD) were awarded to fund teen pregnancy prevention and family strengthening services through the youth service center model. Most recently, PACT received a contract from the Hawaii Community Foundation Tobacco Prevention & Control Trust Fund funding tobacco prevention services which focus on providing opportunities for incoming 6th graders to successfully transition to middle school and build positive school connections.

Teen Program services expanded to the Puuwai Momi Housing Project in 2005 as part of a pilot program integrating security and youth services. When this contract ended eight months later, PACT made the commitment to fund services with private funds until alternative funding could be secured. The initial round of Safe and Drug Free Schools funding (for drug and violence



prevention services at Puuwai Momi) was awarded in July 2006, and the second contract was awarded in August 2008. Teen Pregnancy prevention funding to enhance and expand services at Puuwai Momi was also secured in 2008 and an additional grant—TANF Maintenance of Effort (MOE)—was secured in 2008 to further expand services at this site.

B. Facilities

PACT has 43 locations on Kauai, Oahu, Molokai, Lanai, Maui and Hawaii islands. PACT has a Facilities Manager to ensure that all sites provide maximum accessibility, safety and support for service delivery. The Director of Quality Assurance oversees a Safety Program that includes facilities compliance with all safety regulations (such as OSHA), including fire drills and monthly facilities inspections.

PACT's headquarters and the Community Teen Program are located in the heart of Kalihi's Kuhio Park Terrace public housing in a federally funded Community Resource Center, Ka Hale O Kameha'ikana. The Resource Center also houses several other PACT programs – Economic Development Center, Early Head Start and Head Start, and the KPT Family Center which includes the Neighborhood Place of Central Kalihi and the KPT Technology Center. The facility is owned by the State of Hawaii and is ADA compliant. The Teen Program has accessible restrooms, doorways and parking stalls and the building has an elevator for access to our lower level location.

The Teen Program moved to its new site at the KPT Resource Center in the Summer of 2003. This site is located adjacent to a full-sized gym, and has space configured for study hall, games and activities, and sports. It has a computer center and access to a field and a covered outdoor pavilion (*fale*). There are also available private spaces where teenagers can meet with staff individually or in small groups to discuss sensitive topics and attend educational sessions related to pregnancy prevention and other relevant topics.

Youth services at Puuwai Momi are provided in the Makalapa Community Center located adjacent to the housing complex. The Honolulu Community Action Program (HCAP) permits PACT to use the large hall during after school hours Tuesday through Saturday and has provided space to locate our office in one section of the hall. This facility is not fully ADA compliant, but was grandfathered in. Staff can assist clients with entering the building by assisting them over the curb on the upper level or by helping them up the sidewalk from the lower level, but once they are in the building, the Teen Program space and the upstairs bathrooms are accessible. Community members have requested that the State build a sidewalk ramp which would make access to the building easier, however, they have not received a response to that request. Outdoor recreational activities are scheduled at the adjacent Makalapa Community Park and require authorization from the City and County Department of Parks and Recreation.



V. PERSONNEL: PROJECT ORGANIZATION AND STAFFING

A. Proposed Staffing, Staff Qualifications, Supervision and Training

1. Proposed Staffing. The following table outlines the proposed staffing pattern:

Position Title	Site and # of Positions	FTE	% Funded thru this Proposal	Primary Responsibilities
Program Director	Both Sites 1	1.0	60%	<ul style="list-style-type: none"> ▪ Contract Oversight ▪ Program management and staff supervision ▪ Program planning, design and development ▪ Liaison with funding sources/stakeholders ▪ Budget development and management ▪ Completion of reporting requirements
Program Coordinator	KPT 1	1.0	50%	<ul style="list-style-type: none"> ▪ Coordination of services at respective site ▪ Oversight of development of site services ▪ Supervision of staff ▪ Database management/report writing ▪ Direct service provision
	Puuwai Momi 1	1.0	75%	
Project Specialist	KPT 2	2.0	100%	<ul style="list-style-type: none"> ▪ Direct service provision ▪ Development/implementation of TPP/FS services ▪ Implement Science Based curricula/model activities ▪ School Liaison ▪ Assist with data collection/database input
	Puuwai Momi 1	1.0	100%	

2. Staff Qualifications. Following are the minimum qualifications for the key staff positions. Also indicated in the table are names of current staff if the position is filled:

Position	Education & Experience	Other Requirements
Program Director <i>Cheryl Johnson</i>	<ul style="list-style-type: none"> • Bachelor's Degree and three years experience in an administrative position in a social service program, • Master's degree preferred 	<ul style="list-style-type: none"> • Ability to work within a collaborative framework to develop and implement a program model • Experience in supervision of staff
Program Coordinators <i>Christine Everett</i> <i>Marlene Hoohuli</i>	<ul style="list-style-type: none"> • High School degree and five years relevant experience, • Bachelor's degree preferred 	<ul style="list-style-type: none"> • Ability to develop and coordinate comprehensive activities and services for the site • Experience in supervision of staff
Project Specialists <i>Eteline Pselio</i> <i>Sina Gallahar</i> <i>Teroa Pselio</i>	<ul style="list-style-type: none"> • High School degree or equivalent and two years relevant experience 	<ul style="list-style-type: none"> • Ability to plan/implement project activities for youth in a center-based setting

All employees meet minimum requirements. PACT has in place the necessary procedures to comply with State requirements including criminal history and background checks, qualifications and training. Background checks are completed, documented in personnel files, and repeated annually, as appropriate.



3. Supervision and Training

Supervision. PACT believes in the importance of providing ongoing, regular, responsive supervision to assure program effectiveness and the provision of the highest quality services. The Program Director is responsible for the overall administration of the Community Teen Program. The Vice President of Programs supervises the Program Director and will serve as a back-up to the Program Director when necessary. The Vice President of Programs is supervised by the President and CEO. The President and CEO is accountable to the PACT Board of Directors.

The Program Director will supervise the Program Coordinators who are responsible for the daily operation and management of the sites as well as the provision of direct services. The Program Coordinator supervises the remaining direct service staff at their respective sites. While regular supervision sessions are scheduled, the Teen Program maintains an open-door policy allowing staff access to supervisors on an as-needed basis.

Supervision, which is carried out both formally and informally, is a time for guidance, coaching, acknowledgment and support. Individual face-to-face supervision between supervisors and supervisees is held at least once a month and is augmented by site staff meetings, which are also held at least once a month, and additional individual supervision sessions as needed. At staff meetings, agency and program information is shared, program issues are discussed (including quality assurance and improvement), program planning occurs, and clients with particular challenges may be discussed and solutions explored. All PACT employees are evaluated at three months after initial hire, at the end of the first year of employment, and annually thereafter.

PACT is in the process of implementing a competency-based management and leadership development program for all supervisors. We partnered with Butler Institute at the University of Denver, School of Social Work to provide this 9 day training for our supervisors. We have just completed the second cohort of PACT supervisors. All Teen Program supervisors have been trained.

Training. PACT has established overall training standards for all staff members. Training is ongoing, with needs assessed on a regular basis. Additional staff training needs are identified at staff meetings as well as at individual supervisory sessions and performance reviews. When staff members are hired, they attend an orientation session that covers a variety of topics including: Job Duties and Expectations; Safety; Policies and Procedures; Quality Assurance; Employee Handbook; Human Resources Information; and Employee Benefits. A second orientation session occurs after the employee has been on the job for a period of time. The purpose of this orientation is to provide new staff with an understanding of PACT's history, culture, values, beliefs, ethics, and mission. Particular training is provided on PACT's Code of Ethics so that new employees understand that they are expected to do their work in accordance with these guidelines and to embrace the spirit of the Code in all elements of their work.

PACT's policy is to promote on-going educational and in-service training opportunities for its staff as a means of assuring quality of services and consumer satisfaction. In-service topics are selected depending on the needs of the staff, program needs, individual work experiences and education. The staff development program is designed to equip PACT employees with the skills necessary to perform their jobs and to maintain the overall goals and objectives of their program. PACT also seeks out training opportunities offered in the community that may enhance practice, such as the annual child abuse prevention conference. PACT's Director of Quality Assurance collects and



distributes announcements of community training opportunities and staff may attend relevant outside workshops and training as funding permits.

An additional training resource available to all PACT programs is the use of intra-agency expertise. PACT is fortunate to have a number of employees who are both experts in their field and in the provision of training. Staff members are also required to attend mandatory agency-wide trainings in accordance with the standards set by the Council on Accreditation and State requirements, e.g.: blood borne pathogens, cultural competency and general office safety.

B. Organization Chart

An organization chart detailing the Community Teen program's staff positions and lines of supervision, as well as an agency-wide organization chart, are included in the *ATTACHMENTS*. This structure supports a team approach that promotes effective oversight of staff and interaction among staff from different sites and/or contracts allowing them to share their skills and particular areas of expertise.

The agency-wide organization chart indicates that the Community Teen Program is one program site within PACT's array of programs, and also depicts the administrative management structure for the entire agency.

VI. OTHER

A. Litigation

PACT has no pending litigation.

B. Licensure or Accreditation

PACT is fully accredited by the Council on Accreditation for Families and Children (COA).



Budget



BUDGET REQUEST BY SOURCE OF FUNDS

(Period July 1, 2011 to June 30, 2012)

Applicant: Parents And Children Together -- Community Teen Program

BUDGET CATEGORIES	Budget Request (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	179,607			
2. Payroll Taxes & Assessments	24,110			
3. Fringe Benefits	24,818			
TOTAL PERSONNEL COST	228,535			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Airfare, Out-of-State				
3. Audit Services	975			
4. Contractual Services - Administrative	1,200			
5. Contractual Services - Subcontracts				
6. Insurance	1,125			
7. Lease/Rental of Equipment				
8. Lease/Rental of Motor Vehicle				
9. Lease/Rental of Space	11,725			
10. Mileage	500			
11. Postage, Freight & Delivery	50			
12. Publication & Printing	80			
13. Repair & Maintenance	1,250			
14. Staff Training	600			
15. Substance/Per Diem				
16. Supplies	3,250			
17. Telecommunication	1,600			
18. Transportation	100			
19. Utilities	4,260			
20. Beneficiary Cost	2,750			
21. Administrative Costs	42,000			
22.				
23.				
TOTAL OTHER CURRENT EXPENSES	71,465			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
TOTAL (A+B+C+D)	300,000			
SOURCES OF FUNDING		Budget Prepared By: Cheryl Johnson (808) 842-1843		
(a) Budget Request	300,000	<div style="background-color: black; width: 100%; height: 20px; margin-bottom: 5px;"></div> Signature of Authorized Official _____ Date _____ Ruthann Quitiquit, President and CEO Name and Title (Please type or print)		
(b)				
(c)				
(d)				
TOTAL REVENUE	300,000	For State Agency Use Only Signature of Reviewer _____ Date _____		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant/Provider: Parents And Children Together

Period: 07/01/2011 to 06/30/2012

POSITION NO.	POSITION TITLE	FULL TIME EQUIVALENT TO ORGANIZATION	ANNUAL SALARY INCLUDING BUDGETED SALARY INCREASE A	% OF TIME BUDGETED TO THE CONTRACT B	TOTAL SALARY BUDGETED TO THE CONTRACT A X B
1	Program Director	1.00	60,674	60.00%	36,404
2	Program Coordinator (KPT Site)	1.00	38,225	50.00%	19,113
3	Program Coordinator (Puuwai Momi Site)	1.00	35,721	75.00%	26,791
4	Project Specialist (KPT)	1.00	32,433	100.00%	32,433
5	Project Specialist (KPT)	1.00	32,433	100.00%	32,433
6	Project Specialist (Puuwai Momi)	1.00	32,433	100.00%	32,433
7					0
8					0
9					0
10					0
11					0
12					0
13					0
TOTAL:					179,607

JUSTIFICATION/COMMENTS: Due to program and agency-wide funding limitations from FY2009 onward, all positions contain NO cost of living increases for FY2012.

Salaries are allocated based on time spent by staff to support and execute contract services: positions listed are directly related to the program.

Required & Supporting Attachments



Performance Measures by Program Component



Performance Measures By Program Component

Comprehensive Sex Education

Performance Measure	
Knowledge	
Sexuality and healthy adolescent development*	<p>% of participants who reported gaining knowledge about healthy development as a result of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I gained new knowledge about sexuality and healthy adolescent development as a result of this program."
Benefits of abstinence*	<p>% of participants who report a gain in knowledge related to the benefits of abstinence as a result of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned the medical and psychological benefits of abstaining from sexual activity."
Use of condoms and other contraceptives	<p>% of participants who reported gaining knowledge about the use of condoms and other contraceptives as a result of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I know how to prevent pregnancy as a result of the program." On a scale of 1 to 5, "I know how to use a condom or other method of contraception as a result of the program."
Attitudes and Beliefs	
Confidence and self-efficacy in avoiding risky sexual behavior	<p>% of participants who report feeling more confident they can and will avoid risky sexual activity</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I have confidence I can avoid risky sexual behavior by abstaining or using condoms or other contraceptives consistently and correctly as a result of the program." On a scale of 1 to 5, "I can prevent getting pregnant or making someone pregnant as a result of the program."
Value abstinence*	<p>% of participants who report valuing abstinence because of the program</p> <p>On a scale of 1 to 5, "As a result of this program, I believe that abstaining from sexual activity is important."</p>
Value contraception	<p>% of participants who report valuing abstinence, protected sexual activity, or both because of the program</p> <p>On a scale of 1 to 5, "As a result of this program, I believe that it is important to avoid pregnancy by using contraception consistently and correctly."</p>
Skills	
Communication skills*	<p>% of participants who report attaining communication skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I learned how to effectively communicate my intentions and wishes (e.g., "I am not ready for sex," "I will not have unprotected sex") as a result of the program."

Performance Measure	
Resistance and refusal skills*	<p>% of participants who reported attaining refusal skills</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "I learned how to say 'no' to sex as a result of the program." • On a scale of 1 to 5, "I learned how to say 'no' to unprotected sex as a result of the program."
Condom and other contraceptive use skills	<p>% of participants who reported attaining condom and other contraceptive use skills</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "I learned how to effectively use condoms, other contraceptives, or both as a result of the program."
Behavior	
Delay or discontinuation of sexual activity*	<p>% of participants who report abstaining from sex either by remaining abstinent or ceasing sexual activity</p> <ul style="list-style-type: none"> • "Because of this program, I have stopped sexual activity" (Yes, No, Not Applicable).
Avoidance of risky sexual behaviors	<p>% of sexually active participants who use condoms, other contraceptives, or both consistently and correctly</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "Because of the program, I use condoms or other contraception consistently and correctly."
Parent-child communication about sexual activity*	<p>% of participants who report they discussed sexual activity with their parents or trusted adults</p> <ul style="list-style-type: none"> • "As a result of this program, I have spoken to my parents or a trusted adult about sexual activity" (Never, Once or Twice, Often).
Relationships	
Staff-youth relationships*	<p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "I felt supported by the adults in the program."
Peer relationships*	<p>% participants reporting positive peer relationships</p> <ul style="list-style-type: none"> • On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future."

Academic Support

Performance Measure	
Attitudes and Beliefs	
Confidence and self-efficacy in school success	<p>% of participants who report feeling more confident they can and will do well in school because of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I have confidence that if I apply myself, I can do well in school." On a scale of 1 to 5, "As a result of this program, I believe that if I study hard, I will get better grades."
Value education	<p>% of participants who report valuing education because of the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I believe that education is important."
Skills	
Study skills	<p>% of participants who report they learned study skills in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I learned skills that will help me complete my homework on time." On a scale of 1 to 5, "As a result of this program, I learned to ask for help when I need it."
Behavior	
Homework completion	<p>% of participants who report completing their homework more regularly since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I complete my homework on time more often."
Time spent studying	<p>% of participants who report increasing the time they study since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I spend more hours doing homework or school work since completing the program."
Relationships	
Staff-youth relationships *	<p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program."

Enrichment and Recreational Activities

Performance Measure	
Attitudes and Beliefs	
Confidence and self-efficacy in learning something new	<p>% of participants who report feeling more confident they can and will learn a new skill or craft</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can learn something new" (i.e., a skill, sport, craft).
Value learning something new	<p>% of participants who report because of the program they value learning new things</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I believe that learning new things is important."
Skills	
Learned a new skill	<p>% of participants who report learning a new skill during the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned a new skill."
Behavior	
Participated in recreational activities	<p>% of participants who report increasing the time they participate in recreational activities since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I spend more hours participating in organized recreational activities because of this program."
Participated in cultural activities	<p>% of participants who report increasing the time they participate in cultural activities since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I spend more hours participating in cultural activities because of this program."
Relationships	
Staff-youth relationships*	<p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program."
Peer relationships*	<p>% participants reporting positive peer relationships</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future."

Decision-making Skills/Positive Choices

Performance Measure	
Knowledge	
Effect of risky behavior on goal attainment	<p>% of participants who report that risky behavior can affect goal attainment</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "As a result of this program, I understand better how risk-taking behaviors (e.g., drinking, drug use, sexual activity) can affect my long-term goals."
Attitudes and Beliefs	
Confidence and self-efficacy in making healthy decisions	<p>% of participants who report feeling more confident they can and will make good decisions</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can make healthy decisions that will contribute to goals and success."
Skills	
Decision-making skills	<p>% of participants reporting acquisition of decision-making skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know how to weigh various options and make good decisions that will contribute to my goals and success."
Resistance and refusal skills*	<p>% of participants who report attaining refusal skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to say 'no' to behaviors that can derail my goals" (e.g., drug and alcohol use, sexual activity).
Behavior	
Goal-setting	<p>% of participants who report they set goals</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I developed goals for my future."
Avoidance of risky behaviors	<p>% of participants who report abstaining from risky behaviors (e.g., drug and alcohol use, sexual activity or unprotected sexual activity)</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I currently abstain from using alcohol, tobacco, and other drugs and avoid risky sexual behavior, either by abstaining from sex or using condoms or other contraception consistently and correctly."
Relationships	
Staff-youth relationships*	<p>% of participants who report a supportive adult in the program</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program."
Peer relationships*	<p>% of participants who report positive peer relationships</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future."

Service Learning/Job Preparation

Performance Measure	
Knowledge	
Understanding of the workplace environment	% of participants who report they understand workplace norms and expectations <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know what it takes to do a job well."
Attitudes and Beliefs	
Confidence and self-efficacy in getting and keeping a job	% of participants who report feeling more confident they can get a job and retain employment <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know I can succeed at work."
Skills	
New job-related skills	% of participants who report they attained new job-related skills <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I know how to find a job." On a scale of 1 to 5, "Because of this program, I have the skills to do a job well."
Communication skills	% of participants who report they attained communication skills <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my work peers and supervisors."
Behavior	
Practice job skills	% of participants who report practicing job skills, either on the job or in a work-like setting <ul style="list-style-type: none"> On a scale of 1 to 5, "Since the program began, I have practiced job-related skills in a 'real life' setting."
Participation in community service	% of participants who report participating in community service <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program I participated in one or more community service projects"
Relationships	
Staff-youth relationships*	% of participants who report a supportive adult in the program <ul style="list-style-type: none"> On a scale of 1 to 5, "I felt supported by the adults in the program."
Peer relationships*	% of participants who reported positive peer relationships <ul style="list-style-type: none"> On a scale of 1 to 5, "The friends I made during this program will help me make positive choices in the future."

Family Strengthening

Performance Measure	
Knowledge	
Youth: Parents and adult family members viewed as a resource	<p>% of youth participants who report increased knowledge that parents and adult family members are an important resource</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned that my parents or other adult family members are a good resource if I have important questions about school, work, risky behaviors, and my goals."
Adults: Parents and other adult relatives see themselves as a resource	<p>% of parents and adult family members who as a result of the program understand they are an important resource to their children [if applicable]</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "If my child has important questions about school, work, risky behaviors, and goals, he or she should talk to me or another adult relative."
Attitudes and Beliefs	
Youth: Confidence and self-efficacy in talking to a parent or other adult family member	<p>% of participants who report feeling more confident they can talk to a parent or other adult relative</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I am confident that I can talk to a parent or other adult family member about whatever is on my mind."
Adults: Confidence and self-efficacy in talking to a child	<p>% of parent or other adult family members who report because of the program they are able to talk to their children</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "I am comfortable talking to my child about whatever is on his or her mind."
Skills	
Youth: Communication skills	<p>% of participants who report attaining communication skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my parents and other family members." On a scale of 1 to 5, "Because of this program, I learned how to talk to my parents or a trusted adult about whatever is on my mind."
Adults: Communication skills	<p>% of adult participants who report attaining communication skills</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Because of this program, I learned how to communicate effectively with my child." On a scale of 1 to 5, "Because of this program, I learned how to listen to my child and discuss whatever is on his or her mind."
Behavior	
Communication with parents and other family members	<p>% of participants who talked with their parents or other family members as a result of the program since the program began</p> <ul style="list-style-type: none"> On a scale of 1 to 5, "Since completing the program, I have talked with a parent or another trusted family member about an issue that was important to me."

Performance Measure

Relationships

Parent-child relationship

% of participants who reported a supportive relationship with a parent or other adult relative

- *On a scale of 1 to 5, "I feel supported by my parents and the other adults in my life."*

Aloha, Program Directors,

Here is a compressed file of the GIA forms in Word and Excel, along with the instructions.

Please let me know if you cannot open this compressed file.

I am available to help, so please let me know if there's anything.

This file is also in the S:/ drive under the same title.

Shelley

792-9706

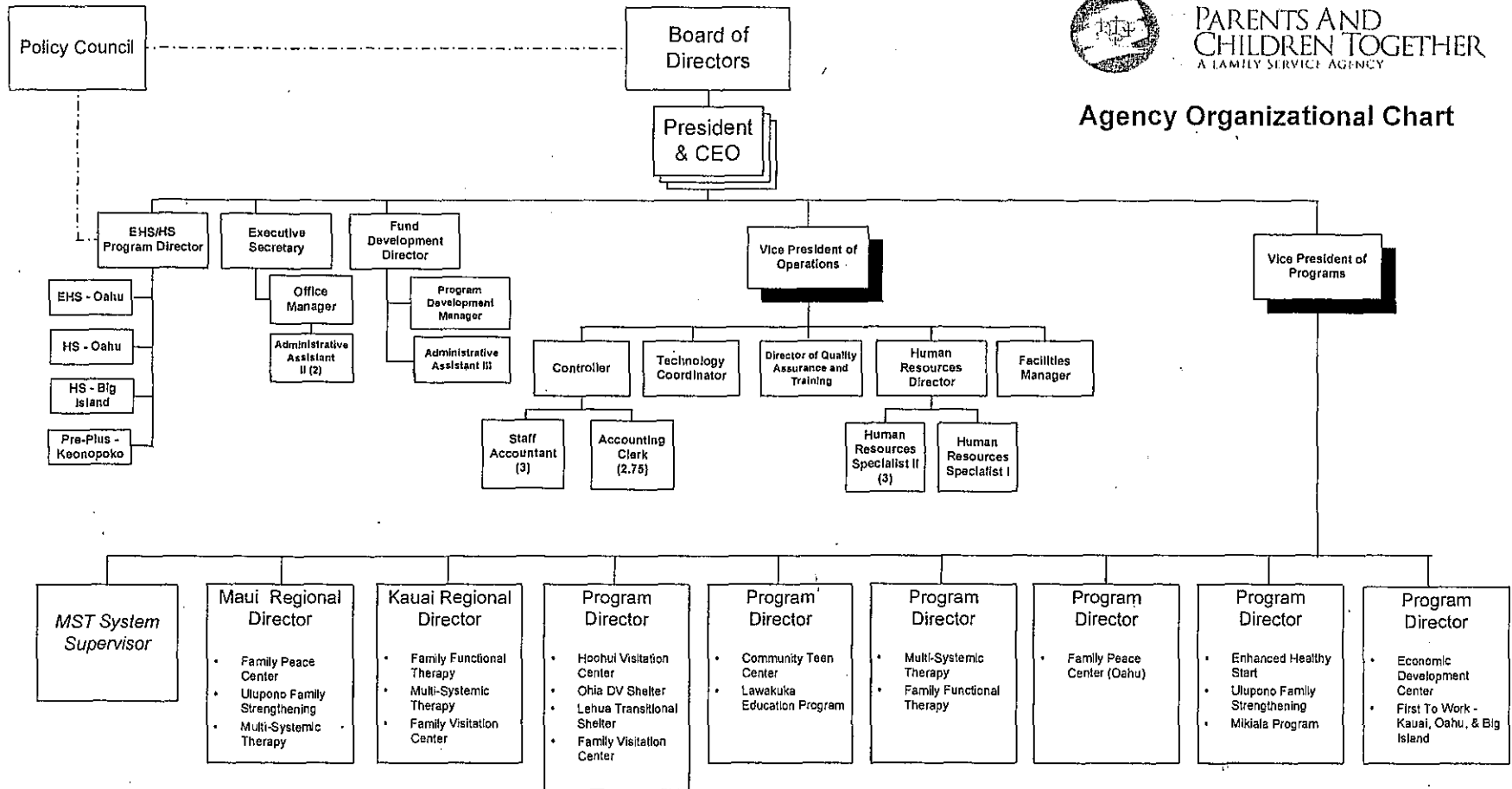
Organizational Charts



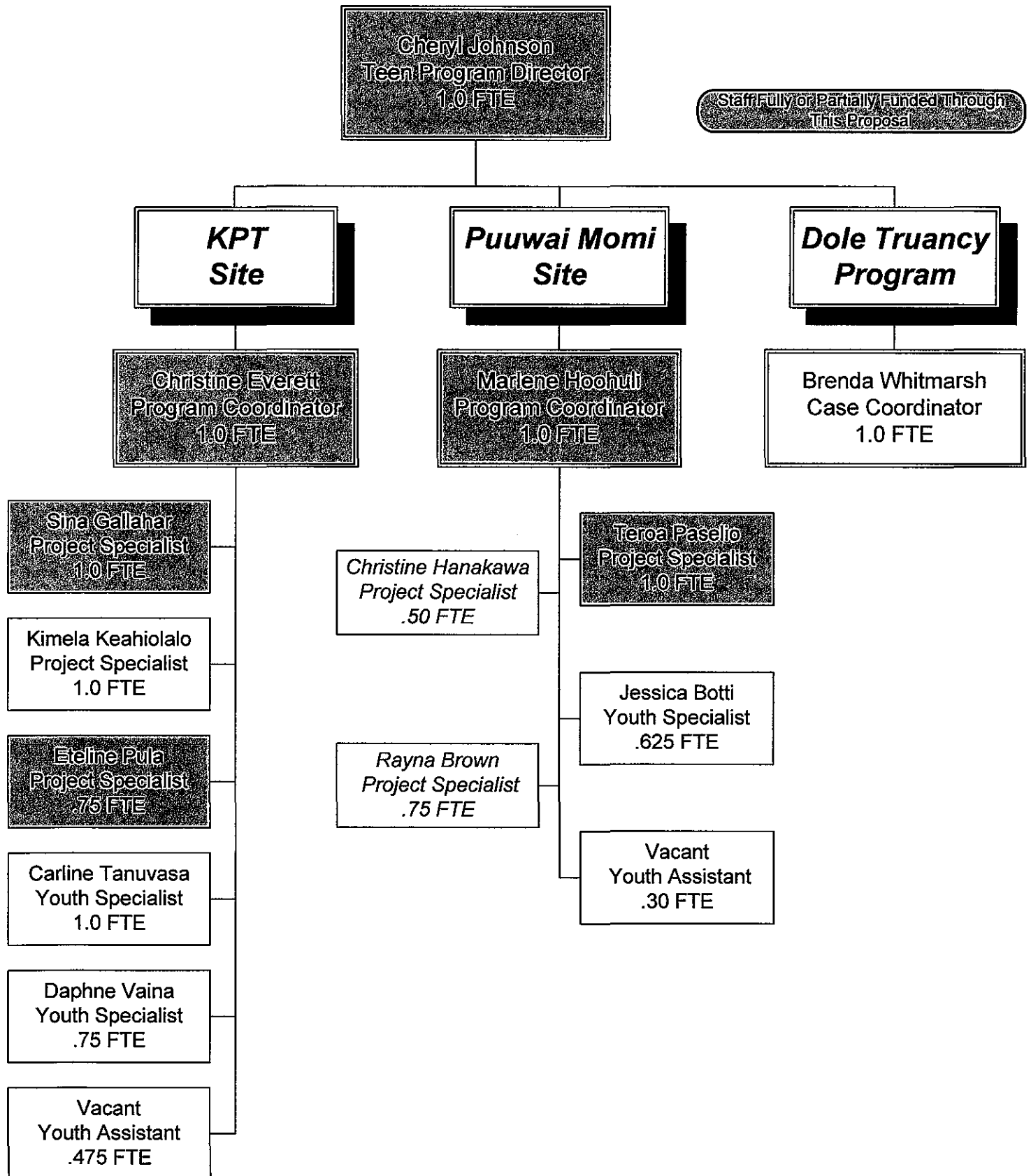


PARENTS AND CHILDREN TOGETHER
A FAMILY SERVICE AGENCY

Agency Organizational Chart



PACT Community Teen Program Grant-In-Aid January 2011



Declaration Statement



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

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

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances to conduct the activities or provide the services for which a grant or subsidy is awarded;
- ~~(2) Comply with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, age, sexual orientation, or disability;~~
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information to purposes of monitoring, measuring the effectiveness, and assuring the proper expenditure of the grant or subsidy.

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

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

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

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

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

Parents And Children Together

(Typed Name of Individual or Organization)



(Signature)

January 30, 2008

(Date)

Ruthann Quitiquit

(Typed Name)

President & CEO

(Title)