

House District 45

Senate District 21

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

Log No: 81-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

[X] GRANT REQUEST - OPERATING

[] GRANT REQUEST - CAPITAL

[] SUBSIDY REQUEST

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

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

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

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

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual: Partners in Development Foundation

Dbn:

Street Address: 2040 Bachelot Street, Honolulu, HI 96817

Mailing Address: same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DANIEL GOYA

Title Program Manager

Phone # 808-227-4958

Fax # 808-596-8716

e-mail dgoya@pidfoundation.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PARTNERS IN DEVELOPMENT FOUNDATION'S KA PA'ALANA PROGRAM

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 110,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 0.00
FEDERAL \$ 2,024,701
COUNTY \$ 0.00
PRIVATE/OTHER \$ 275,000

TYPE NAME

JAN E. DILL, PRESIDENT
NAME & TITLE

01/31/12
DATE SIGNED

I. BACKGROUND AND SUMMARY

1. A brief description of PIDF's background:

Established in 1997, Partners in Development Foundation (PIDF) is a not-for-profit corporation chartered and incorporated in the State of Hawai'i with Internal Revenue Service certification as a 501(c)(3) (FEIN 94-3271325). With a Board of Directors that is comprised of members who are of Native Hawaiian descent, the foundation has substantial prior and present experience in the design, development, and implementation of programs for Native Hawaiian peoples as well as others in the areas of education, social services, and environmental issues. Its mission to inspire and equip families and communities for success and service using timeless Native Hawaiian values and traditions has been carried out through its many programs offering free services and impacting nearly 30,000 individuals to-date.

2. The goals and objectives related to the request:

The goal of PIDF's Ka Pa'alana is **to better prepare for success the fragile population of at-risk Leeward coast families living in shelters and on beaches and in beach parks through a provided continuum of care.** Ka Pa'alana will accomplish this goal by building on its current three-component approach: 1) a mobile preschool and homeless outreach program, which sets up and operates at Leeward Coast beaches; 2) an introductory family education program operating in emergency shelters; and 3) comprehensive family education programs that includes home visits in transitional shelters. This proposal requests funds to expand *Ka Pa'alana* in order to meet the following three objectives:

1. Increase the school readiness of 300 homeless children ages birth to five living on Leeward coast beaches, shelters and public housing units by providing cognitive and developmental screening, assessment and referral services that will detect developmental delays and other potential educational barriers that will prevent a child from being a successful life-long learner.
2. Increase family literacy and improve family dynamics and health of 200 homeless Leeward coast families by implementing a "Healthy Lifestyle" Parent Education Program that will include prenatal classes for mothers, an intentional pre and post-natal class for fathers, and diet, exercise and wellness programs designed specifically for homeless families.

3. Increase the job readiness of 150 homeless adults living on Leeward coast beaches, shelters and public housing units by providing job skill classes that will include: resume building, effective interview skills and "Career Coaching" that will lend emotional support and direction.

3. State the public purpose and need to be served:

Education is seen as the key to unlocking any at-risk group from a life of continuous poverty, and on that forefront much is being done. However, for a certain growing segment of Hawai'i's population—the **homeless**—this is not the case. Homeless Leeward Coast families continue to struggle to improve their quality of life, and very little is being done to help this disadvantaged population. For example, quality early education, parent education, and adult education that focus on literacy and job readiness are almost non-existent services available to the homeless population. This lack of education results in key factors that contribute to the cycle of homelessness and generational poverty. This grant-in-aid proposal seeks funding to provide educational services so that children ages birth to five receive the proper screening and assessment to identify and address developmental delays, and provide adults with health and wellness classes to curb negative health statistics and as well as job search skills and coaching to increase the probability of employment.

The increase in homelessness in Hawai'i has reached epidemic levels and is projected to get much worse due to rising poverty levels. The poverty rate in Hawai'i has risen to 17%, with more than 156,000 people living below the poverty line—the third consecutive year the state saw growing numbers of impoverished people, while the rate for children has reached 19%—a 5% increase over just the last two years ("Poverty: more children, elderly among the poor in Hawai'i" Honolulu Star-Advertiser 14 Oct 2010). The increase in poverty numbers has predictably resulted in a sharp increase in the islands' homeless population. "[T]here are about 15,000 people annually that are homeless at some point during a given year, [and] there are about 6,000 on any given day" (Miyoshi, Sandy State of Hawai'i Public Housing Director State Senate public forum 4 March 2011). The number of homeless in Hawai'i will continue to rise with the downward spiral of the economy, and homelessness will "hit an all time high" ("Isle Homeless Count Expected to Soar" Star Bulletin 11 March 2009, A1).

The 2010 Homeless Service Utilization Report, produced by the University of Hawai'i's Center on the Family, reveals disturbing trends in O'ahu homeless shelters, 80% of which are located on the Leeward coast (these numbers do not include the families living on beaches and in beach parks):

- Hawaiians/Native Hawaiians had the largest population (over 30%) of all ethnic groups;
- Children between the ages of birth to five made up 56% of all minors served through shelter or outreach services;
- 47% of kindergarten-age children weren't going to school;
- 25% of children who experienced homelessness had one or more physical, mental, behavioral or developmental problems;
- 72% (up from 68% last year) of the shelter adults were unemployed, with 12% (down from 32% last year) working part-time.

There are several factors that contribute to the cycle of homelessness, including education, health and wellness, and inadequate job training. According to the State of Hawai'i's Department of Education 2011 AYP report, 8 of the 9 elementary schools that are within the geographic boundaries of the proposed program have not met the AYP standards for the NCLB initiative. Ka Pa'alana staff have worked diligently with the administrators and kindergarten teachers of these schools and while they express their appreciation for our efforts and have seen an increase in the school readiness of homeless children that have been part of the Ka Pa'alana Program, they still cite early screening and referral services as a must in order to prevent a school life of special education.

The Leeward coast has the unfortunate reputation of being plagued with social, educational and health indicators that result in dysfunction, low school achievement, high crime and incarceration. Consider the following statistics from a University of Hawai'i Center of the Family Study:

- 35% of the population are youth 17 years old and younger (compared to 24.4% Statewide)
- 8.8% of adults have achieved a college-level education (compared with 22.3% Statewide)
- 67.7% of adults graduated from high school (compared to 77.8% Statewide)

- 12.0% were unemployed in 1998 (compared to 6.2% Statewide)
- 88.7% of households received public assistance income (compared to 16.4% Statewide)

As previously cited in the 2010 Homeless Utilization Report, Native Hawaiians represent the largest homeless ethnic population. The Leeward coast has the largest population of Native Hawaiians in the state (Office of Hawaiian Affairs). Consider the following excerpt from a Hawai'i Medical Journal- ("Health Disparities in the Native Hawaiian Homeless" David P Yamane, BS, Steffen G Oeser, BS, and Jill Omori, MD- June 2010)

"Despite efforts to improve the health of the Native Hawaiian people, their health status is one of the poorest in the nation, suffering from disproportionately high rates of cardiovascular disease, hypertension, cerebrovascular disease, cancers, diabetes, obstructive lung diseases (asthma, bronchitis, emphysema), chronic kidney disease, metabolic syndrome, and obesity, with the highest rate of diabetes amongst ethnic subgroups in Hawai'i. Native Hawaiians also have a lower life expectancy and higher rates of cardiovascular and diabetes related mortality. Additionally, Native Hawaiians have more behavioral risk factors for diseases, with higher rates of tobacco use, alcohol consumption, methamphetamine use, and dietary fat intake, compounded by lower fruit/vegetable intake, and decreased physical activity. Native Hawaiians and Pacific Islanders also have lower preventative medicine practices (e.g. cancer screenings) and report greater difficulty in obtaining healthcare. Some of the proposed barriers to improving the health of the Native Hawaiian people are believed to be related to cultural, financial, social and geographic barriers which prevent the utilization of existing health services."

Homeless families do not seek the necessary preventive health care (prenatal, pre-hypertension, etc) programming that would curb negative health and wellness statistics.

According to Wayne Thom, Community Business & Economic Development Program (CBED) the Leeward Coast residents have the lowest high school diploma and achievement rate and are paid less in

comparison to other residents in our state. According to Gary Kaplan, Program Control Administrator for the Hālawā medium and high security correctional facilities, 75% of their inmates are from the Leeward coast. He also cites lack of education, job training and mentoring as key factors that contribute to inmate incarceration and recidivism. The proposed grant-in-aid program is specifically created to address these issues and assist in ending the cycle of poverty.

4 & 5. Describe the target population to be served and describe the geographic coverage:

Economically depressed, disadvantaged communities often lack affordable and accessible quality early childhood education, parent education, and adult literacy, a lack that fosters low student achievement and in turn continues the cycle of poor economic attainment and social maladjustment in life. This is especially prevalent in the homeless population residing along the Leeward Coast. To address this need, Partners in Development Foundation created the *Ka Pa'alana Homeless Family Education Program*.

Ka Pa'alana provides its services to homeless families with young children dwelling on Leeward Coast beaches and beach parks, living in emergency/transitional shelters and public housing units within the geographic boundaries of Kalaeloa to Ka'ena Point. Ka Pa'alana's homeless services at shelters are provided at the Onelau'ena and Onemalu emergency/transitional shelters in Kalaeloa, and the Mā'ili Land, Pai'olu Kaiāulu and 'Ohana Ola transitional shelters in Wai'anae. Ka Pa'alana also provides services at Kea'au Beach Park, Wai'anae Boat Harbor, Kaupuni Park and the Kaiokalani Housing Project.

II. SERVICE SUMMARY AND OUTCOMES

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

The proposed project will appropriately and successfully address the needs of the Leeward coast homeless population specifically *because* it focuses on the true needs of the homeless population and it is based on up-to-date research and "best-practices."

Ka Pa'alana embraces the National Center for Family Literacy's (NCFL) comprehensive approach to

literacy and education. Recognized worldwide as the leader in family literacy development, NCFL works with educators and community builders to design and sustain programs that meet the most urgent educational needs of disadvantaged families. Adopted into federal legislation and providing the foundation for intergenerational learning that leads to long-term success, the NCFL model integrates four vital family literacy components into one integrated program. The following chart outlines how the program works at a four-hour-a-day, four-day-a-week family education program that has produced substantial gains for children and adults.

Early Childhood Education (ECE)	Every preschool day begins with Circle time, which introduces the preschool centers and objectives of the day, and is critical to helping children adjust to formal education. Through our preschool centers, children become acclimated to rules (socio-emotional development) and the structure of exploratory learning, and begin to develop necessary developmental skills (e.g., cognitive, fine-motor development).
Adult Education (AE)	While children are receiving direct early education, adults (in another room) receive lessons in remedial reading and math, life skills (e.g., financial planning, goal setting), and health and wellness. This component improves the educational level of parents and the economic self-sufficiency of families by empowering parents to set and meet goals, improve their English language literacy, and increase their employability.
Parent Education (PE)	The staff then empowers parents to be their child’s “first educator” through a series of non-threatening parenting classes focused on the preschool centers, such as fine and gross motor, social studies, science, and exploration. Parents are instructed on how to assess their child’s development and achievement through parenting folders, in which parents make goals and chart and assess their child’s social and academic interactions during the preschool.
Parent and Child Together (PACT) Time	This is a regularly scheduled time for parents and children to participate in interactive literacy experiences in a supportive environment. During PACT time, parents become more confident and begin to positively engage with their child in preschool centers, strengthening the parent-child bond. For example, parents count to five in Hawaiian while their children pick up the toy fish labeled with the corresponding number.

The program operates four days a week, Monday through Thursday from 8:30 a.m. to 12:30 p.m. Friday is dedicated to staff development, team meetings and client case management.

A typical daily schedule looks like this:

- 8:30-8:45 Morning welcome, circle time and announcements
- 8:45-9:00 Morning songs, theme of the day, value of the day and an introduction to parent education by introducing a center.
- 9:00-10:30 PACT centers time

10:30-11:30 Adult or Parent Education while children receive direct early education services. The children are separated from their parents and receive early education instruction. This also serves as a time for children to build their resiliency as they are separated from their parents. Assessment Specialists will test children at this time. The results will be shared with their caregiver during a scheduled home visit and referral services are also shared and planned.

11:30-12:00 Second circle PACT time

12:00- 12:30 Lunch

2. Projected Annual Timeline for the Proposed Family Education Program

Task	Person Responsible	Timeline	Milestone
Staff in-service, goal planning, team planning Component Integration with 4 components of Family Education	PM and FLT	1 month; on-going	Completed component integration plans
Weekly team meetings will include: goal setting, objective work plans and activities leading to milestone achievement.	FLT, FLC and LAS	1 Month on-going	Minutes for each meeting will be submitted to the APM
Conduct weekly professional development series. Annual professional development (PD) includes Native Hawaiian cultural in-services, updates and latest research by the NCFL and NAEYC.	PM, FLT	On-going	Over 150 hours of PD will be completed by the end of each contract year.
Ka Pa'alana Family Education Health and Wellness Program begins (Parent and Adult Education, PACT, and ECE)	Teaching/ Family Ed. Staff	Begin 1 Month	Quarter One: 100 children & 60 parents will participate
			Quarter Two: 65 children, 45 parents will participate
			Quarter Three: 65 children, 45 parents will participate
			Quarter Four: 70 children, 50 parents will participate
Begin new school year by conducting in-takes, surveys and assessments (PPVT, ASQ, pre-test and goal planning); on-going with new participants	LAS and FLT	12 months; start date on-going	Parent and Children Folders will be completed and implemented
Begin new adult education classes with career and financial goal planning, resume classes and job fair searches.	FLT and FLA	12 months on-going	45 adults will complete classes in quarter one
			30 adults will participate in quarter two
			30 adults will participate in quarter three
			45 adults will participate in quarter four
Conduct the first of four quarterly "Program Dashboard" Reports for PIDF BOD. The Dashboard is a gauge of the effectiveness of the program, from personnel, budget,	EPD, PM	Quarterly	Quarter One Some indicators in "Red" Majority of indicators in "Yellow"
			Quarter two: Majority of

objectives, etc. A “Red” light means effectiveness is low, a “Green” light indicates on track with grant objectives.			indicators in “Yellow” and some in “Green” Quarters three and four: All indicators will be in the “Green”
Evaluator and QCC conduct quarterly site visits	FLT	Quarterly	The evaluation report will be shared with staff
Health and Wellness Parent Workshops	FLT and FLA	Quarterly	Quarter One: 10 families will commit to a Healthy Lifestyle Quarter Two: 10-15 families will commit to a Healthy Lifestyle Quarter Three: 15-20 families will commit to a Healthy Lifestyle Quarter Four: 20-30 families will commit to a Healthy Lifestyle
Begin home visits; sharing of PPVT, ASQ results, start Adult Education goal planning	PE, LAS	Monthly	Quarter One: 40 families visited Quarter Two: 30 families visited Quarter Three: 30 families visited Quarter Four: 40 families visited
First family field trip; minimum of 4 conducted during the year with the Family Education Program	PT, APM	Conducted 4 times a year	Quarter One: 18-20 families will participate via survey Quarter Two: 30 families will participate Quarter Three: 50 families will participate Quarter Four: 50 families will participate
First site evaluation conducted by HAEYC and Family Education consultant; parent and provider surveys taken	E	Conduct semi-annual evals, and qtrly surveys	Results will be disseminated through quarterly reports
Second site evaluation conducted by HAEYC and Family Education evaluator; parent and provider surveys taken	E	Conduct semi-annual evals, and qtrly surveys	Results will be disseminated through final report

EPD - Executive Project Director **PM** - Program Manager **FLT**- Family Literacy Trainer **PE** - Parent Educator **PT** - Preschool Teacher, **E** - Evaluator **LAS** - Assessment Specialist **FLA** - Family Literacy Trainer’s Assistant **FLC** - Family Literacy Coordinator **APM** - Assistant Program Manager **QCC** - Quality Control Coordinator

3&4. Quality Assurance, Evaluation, and Outcomes:

To ensure objectivity, an external evaluation team will be contracted to conduct quality on-going project evaluation of the Ka Pa’alana program to document objective performance measures and intended outcomes of the project. Utilizing both quantitative and qualitative methods, Dr. Richard Kim and his research team at The Catalyst Group LLC (TCG) will work to ensure that Ka Pa’alana delivers the

expectations of the funded project and that the benchmarks stated in the grant are being met. TCG has excellent past performance in evaluating community based programs in Hawai'i.

TCG will utilize various standardized and recognized measures and indicators to assess program implementation efforts (process evaluation) and its outcomes for the three primary objectives identified by the program:

Objective 1 - Increase the school readiness of 300 homeless children ages birth to five living on Leeward coast beaches, shelters and public housing units by providing cognitive and developmental screening, assessment and referral services.

- **Intake Form:** This existing Ka Pa 'alana form will document number of homeless children and families served across all components of the program along with their demographic (age, gender, ethnicity, etc.) and other background information about the children and their caregivers participating in the program.
- **Attendance Sheets and Service Activity Logs:** These existing Ka Pa'alana forms will document and provide evidence for program activities in terms of type, frequency, and duration of services provided to participants across all components of the program, including referrals to various community health, mental health, legal, education, housing, and other resources.
- **Ages and Stages Questionnaires (ASQ):** This developmental assessment tool developed by Diane Bricker, Ph.D. and Jane Squires, Ph.D. is used to identify children from one month to 5.5 years with developmental delays. Areas of development that are assessed are communication, gross motor, fine motor, problem solving, and personal-social. The ASQ will be conducted by trained Ka Pa'alana program staff and status of each areas for each child will be tracked throughout their program participation.
- **Peabody Picture Vocabulary Test (PPVT):** This tool developed by Lloyd and Leota Dunn is an untimed, individual intelligence test that measures a child's receptive (hearing) vocabulary in Standard American English and provides a quick estimate of their verbal ability or scholastic aptitude. Results demonstrate the child's mental age, percentile rank in grade norms, individual growth, and standard deviation IQ score. The PPVT will be conducted by trained Ka Pa'alana program staff while data analysis and reporting will be performed by the evaluation team.
- **Hawai'i State School Readiness Assessment (HSSRA):** This assessment is a class-wide assessment developed for Hawai'i youth and conducted by teachers/staff to analyze five developmental domains: 1) approaches to learning, 2) academic literacy and math, 3) school behaviors and skills, 4) social-emotional behaviors, 5) physical well-being. This tool was developed by early education experts, Dr. Mary E. Brandt and Dr. Donna Grace, and was mandated in 2002 by the Hawaii State Legislature through Act 13 to measure the readiness of young children and elementary schools. This assessment will be conducted by Ka Pa'alana program staff to assess each child's readiness for school.
- **Outcome Indicators:** At 3 and 6 months from the start of the program participation, whether the

child has transitioned to "formal education centers" (kindergarten or formal preschool) will be tracked along with whether they are attending regularly and their overall performance as compared to other students in their class.

Objective 2 - Increase family literacy and improve family dynamics and health of 200 homeless Leeward coast families living by implementing a "Healthy Lifestyle" Parent Education Program.

- **Parent Involvement in Child's School Scale:** This eight item scale measures parents' involvement in their child's school work, education, and their contacts/interactions with their child's teachers. Parents indicate their level of involvement on a 5 point scale from Never to Very Often. Parents are also asked to rate their experience at their child's school or education program on a 5 point scale from Very Positive to Very Negative.
- **Parental Attitudes Scale:** This is a subscale of Marilyn Steele's Strengthening Multi-Ethnic Families outcome tool and will be utilized to track parent-child bond. This 10 item scale also assesses parents' progress in self-regulation of emotions, child-rearing practices, and achievement of personal goals. Parents indicate how they feel about their various abilities on a 5 point scale from Very Poor to Very Good. A sample from a previous TCG project yielded a reliability estimate of 0.84, which is considered to be very good.
- **Health Assessment Scale:** This 12 item scale asks parents about their health quality, what to do when their child becomes ill, and attitudes about visiting a doctor regularly. Parents rate their health in a 5 point scale from "Excellent" to "Poor". Parents answer questions about their knowledge of healthcare on a 2 point "yes" or "no" scale.
- **Parent Education Evaluation Form:** This form solicits feedback from participants on provided education sessions. Participants will be asked to rank how helpful the information in the education workshop/class was, how likely participants are to apply the information learned, etc.

Objective 3 - Increase the job readiness of 150 homeless adults living on Leeward coast beaches, shelters and public housing units by providing job skill classes that will include: resume building, effective interview skills and "Career Coaching" that will lend emotional support and direction.

- **Adult Education Evaluation Form:** This form solicits feedback from participants on provided education sessions. Participants will be asked to rank how helpful the information in the education workshop/class was, how likely participants are to apply the information learned, etc.
- **Outcome Indicators:** Some of the outcome scales described above will be combined into a survey packet that will also include questions such as the participants' education status, current living situation, and employment status. If they are currently unemployed, follow-up questions will include whether they are making attempts to seek employment, including having a resume in place and enrollment in workforce development programs (e.g., job trainings and vocational schools). These indicators will be tracked at the beginning of program participation and at 3 and 6 month follow-ups to assess their progress in these areas.
- **Self-Efficacy Scale:** With prevalent feelings of helplessness and sense of lack of control over their lives, this measure is hoped to assess changes in these areas as result of participating in the

program activities and working with the supportive staff. This 7 item scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. The scale has been originally developed in German by *Matthias Jerusalem* and *Ralf Schwarzer* in 1981 and has been used in many studies with hundred thousands of participants. In contrast to other scales that were designed to assess optimism, this one explicitly refers to personal agency, i.e., the belief that one's actions are responsible for successful outcomes. Perceived self-efficacy is a prospective and operative construct.

Analysis of process data will provide information on (1) number and type of participants recruited into the program; (2) successful completion and drop-out rates; and (3) frequency and duration for each type of service provided to participants. Outcomes data will be tracked and analyzed from baseline to 3-month to 6-month follow-ups at minimum to assess whether Ka Pa'alana program participation resulted in significant positive change for these families.

The evaluation effort will be enhanced by *qualitative* information through observation of program activities, site visits, interviews with staff and stakeholders, and focus groups with participants/families that are designed primarily to complement the understanding of quantitative data in terms of how the program is assisting the homeless families in the Leeward coast toward improving family literacy and family dynamics as part of preparing them for success.

III. FINANCIAL

See attached budget and accompanying documents

IV. EXPERIENCE AND CAPABILITY

A. Necessary Skills and Experience

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

Throughout the past ten years, Partners in Development Foundation has successfully managed and implemented over forty separate grants or contracts with an approximate value of over ninety million

dollars, serving over thirty communities across the state. The PIDF budget for 2012 is over \$17million dollars including eight federal grants of over \$12 million, two state contracts of over three million, and foundation/corporate/ independent agencies grants of over one million. The Board along with executive management requires quarterly program dashboard reports to monitor the progress of each program in meeting its goals and objectives, including numbers served and addressing any issues being faced. Each year the Foundation funds an extensive audit of its books to ensure proper compliance of GAAP. In addition to this focus on fiscal and operational management, the Foundation is also committed to clearly understanding quantitatively the impact of its programs on the clients it serves. PIDF programs include evaluation and analysis instruments in order to enable ongoing monitoring of the progress of projects toward their individual goals, and adjust activities as needed.

Imbedded in all PIDF programs is a commitment to provide relevant Hawaiian cultural content for all of its activities. Foundation's employees are offered opportunities to take part in cultural and language classes that are aimed at providing them with practical applications of cultural values and concepts for use with their clients.

Another strength of the Foundation is its diversity of programs in Hawai'i's communities. Because the Foundation implements many programs that are often related in content, there are many opportunities for "cross-fertilization" or collaboration to strengthen and broaden the scope of each specific program's reach.

PIDF has combined the above strengths to work for the benefit of its clients and communities. The Foundation is committed to the responsible use of the resources it is given and the projects it manages. Throughout its history, the foundation has had as its mission the *success* of the clients and communities it serves coupled with the commitment that those who succeed have the responsibility to *serve* others in need.

Currently PIDF has approximately 250 employees and manages nine programs in the areas of education, social services and language. Ka Pa'alana was formed to meet the needs of the homeless

families by combining key components of the Tūtū and Me Traveling Preschool and the Nā Pono No Nā 'Ohana (Family Education) program. These and other related programs are briefly described:

- **Tūtū and Me Traveling Preschool** (10/2001) - a mobile preschool which now travels to twenty-four underserved communities located on all five major islands in the State, seeks to equip the Tūtū or caregiver as well as the keiki from 0-5 years old for success in school. Each site serves up to 50 keiki as well as their caregivers and to-date has served approximately 5,000. [Current funders: US Department Of Education-Native Hawaiian Education Act (USDOE-NHEA) and Kamehameha Schools (KS)]
- **Nā Pono No Nā 'Ohana (Family Education)** (10/2003)- a comprehensive family literacy/education program for Native Hawaiians and others in Waimānalo, O'ahu serving over 300 families (about 3000 individuals) from birth to adult in areas such as school readiness, parent-child education, and adult education. (Current funders: USDOE-NHEA)
- **Ka Pa'alana** (1/2007) brings an integrated Tūtū and Me Preschool and Family Education program to homeless families on the beaches and in shelters on the Leeward Coast of O'ahu serving over 5,000 since 2007. (Current funders: KS, USDOE-NHEA, Office of Hawaiian Affairs, Aloha United Way)
- **Ke Kama Pono** (1/2009) a safehouse program, houses up to twelve 13-17 year old lower-risk adjudicated male juvenile offenders referred by Family Court and DHS to this temporary living environment for up to six-nine months to support development of critical life skills necessary for long-term success. Program work with the families to ensure successful re-entry is critical. (Funder: State DHS-Office of Youth Services)

Program	Contract	Description	Term	Total Funding (last 3 yrs)
Kokua 'Ohana	DHS-07-POS-4115	Recruit Native Hawaiian resource families to meet needs of foster children in foster care system.	9/04 – 8/10	\$1,050,000
Hui Ho'omalū	DHS-07-POS-4135	Statewide coordinator to recruit, train, certify resource families for foster care system.	9/06 - current	\$18,150,888
Ka Pa'alana	DHS-07-BESSD-4171; DHS-10-ETPO-159	Provide family education services to homeless families on the Leeward Coast.	1/07 – 7/11	\$3,944,200
Tūtū and Me	DHS-08-BESSD-5111; DHS-11-ETPO-351	Provide mobile preschool services to two communities on the island of Maui.	11/07 – 6/11	\$1,344,964

Ke Kama Pono	DHS-09-OYS-94	Manage and operate a safehouse for adjudicated male teens for 6-9 months.	1/09 - current	\$1,848,750
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B. Facilities:

Ka Pa'alana currently operates at shelters that meet all the necessary ADA requirements. The beach outreach and operations are in public domain and meet ADA requirements.

V. PERSONNEL

A. Project Organization and Staffing:

EPD- Executive Project Director: Mr. Jan Dill

- Mr. Dill is the founder of Partners in Development Foundation and has managed over \$100 million dollars in federal, state and private funding. Mr. Dill reports to the PIDF Board of Directors and will provide oversight and management for the proposed project.

PM- Program Manager: Mr. Daniel Goya

- Mr. Goya has managed the Ka Pa'alana Program since its inception in January 2007. He is one of only two certified National Center for Family Literacy Trainers who have an emphasis on homeless populations. Mr. Goya has managed over \$8 million dollars in federal, state and private funding.

FLT-Family Literacy Trainer: Terry Nakamura

- Mr. Terry Nakamura has been part of the Ka Pa'alana Program since its inception in 2007. He is one of only two certified National Center for Family Literacy Trainers who work with homeless populations.

PE- Parent Educator: Sheree Sakai

- Ms. Sakai has worked with homeless families for the past 4 years. She has extensive

community experience.

PT- Preschool Teacher: Kasey Galariada

- Ms. Galariada is a graduate of Linfield College with a degree in Early Childhood Education- (Pre-K)

LAS- Assessment Specialist: Robert Staples

- Mr. Staples has a Bachelor's Degree in Liberal Studies from Bethel College and is currently on track to receive his Master of Social Work degree from the University of Hawai'i

FLA- Family Literacy Trainer's Assistant: Sophie Esau

- Mrs. Esau is a graduate of the Atlantic Christian College with a Bachelor's of Science Degree in Special Education

E-Evaluator Please see the Service and Summary Evaluation section for the qualifications of Dr. Richard Kim and the Catalyst Group

B. Organization Chart:

See attached organization chart

Partners in Development Foundation

Ka Pa'alana - GIA

07/01/12 - 06/30/13

DESCRIPTION	Proposed Budget (07/01/12 - 06/30/13)
PERSONNEL	
Lead Assessment Specialist (0.50 FTE @ \$38,950/yr) -	19,475.00
Family Literacy Trainer Assistant (0.50 FTE @ \$31,312/yr) -	15,656.00
Parent Educator (0.25 FTE @ \$39,900/yr) -	9,975.00
Program Administrative Support (0.20 FTE @ \$20,000/yr) -	4,000.00
Total Personnel Expenses	\$ 49,106.00
FRINGE BENEFITS	14,732.00
TOTAL PERSONNEL & FRINGE BENEFITS	\$ 63,838.00
TRAVEL	\$ -
SUPPLIES & INSTRUCTIONAL MATERIALS	
Office Supplies	1,991.00
Educational Supplies	5,000.00
Educational Curriculum	5,000.00
Consumables	8,000.00
Total Supplies and Instructional Materials	\$ 19,991.00
CONTRACTUAL	
Consultant	2,500.00
Evaluation	11,000.00
Audit	1,500.00
Total Contractual Expenses	\$ 15,000.00
OTHER	
Field Trip Expense	4,800.00
Mileage & Parking Reimbursement	1,200.00
Total Other Expenses	\$ 6,000.00
TOTAL DIRECT EXPENSES	\$ 104,829.00
INDIRECT EXPENSES @ 8.1% of Personnel & Fringes	5,171.00
TOTAL BUDGET	\$ 110,000.00

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2012 to June 30, 2013)

Applicant: Partners in Development Foundation - Ka Pa'alana

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	49,106			
2. Payroll Taxes & Assessments	7,066			
3. Fringe Benefits	7,666			
TOTAL PERSONNEL COST	63,838			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	0			
5. Staff Training	0			
6. Supplies	19,991			
7. Telecommunication	0			
8. Utilities	0			
9. Audit	1,500			
10. Contractual Services	13,500			
11. Field Trip Expense	4,800			
12. Mileage & Parking Reimbursement	1,200			
13. Indirect Expense	5,171			
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	46,162			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	110,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	110,000	Maria E S Guisadio-Abis 808-596-8711		
(b)		Name (Please type or print) _____ Phone		
(c)		_____ 1/31/2012		
(d)		Date		
TOTAL BUDGET	110,000	Jan E. Dill, President		
		Name and Title (Please type or print)		

**BUDGET JUSTIFICATION
PERSONNEL - SALARIES AND WAGES**

Applicant: Partners in Development Foundation

Period: July 1, 2012 to June 30, 2013

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Manager*	1.0	\$78,280.00	0.00%	\$ -
Family Literacy Trainer*	1.0	\$58,710.00	0.00%	\$ -
Lead Assessment Specialist	1.0	\$38,950.00	50.00%	\$ 19,475.00
Family Literacy Trainer's Assistant	1.0	\$31,312.00	50.00%	\$ 15,656.00
Parent Educator	1.0	\$39,900.00	25.00%	\$ 9,975.00
Program Support	1.0	\$20,000.00	20.00%	\$ 4,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 49,106.00

JUSTIFICATION/COMMENTS:

*These positions are funded by other funding sources.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Partners in Development Foundation

Period: July 1, 2012 to June 30, 2013

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
none			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Partners in Development Foundation

Period: July 1, 2012 to June 30, 2013

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
	PLANS	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	6055	4769	0	0	0	0
TOTAL:	6055	4769	0	0	0	0
JUSTIFICATION/COMMENTS:						

**BUDGET JUSTIFICATION
PROGRAM ACTIVITIES**

Applicant: Partners in Development Foundation

Period: July 1, 2012 to June 30, 2013

DESCRIPTION	AMOUNT	JUSTIFICATION/COMMENTS
Audit	1,500	Audit of financial records by an independent accounting firm
Consultant	2,500	Consultant and guest speaker fees for the health and wellness parent workshops and staff professional development series
Evaluation	11,000	10% of total budget is allocated for Family Education evaluator and HAEYC evaluator to assess effectiveness of program curriculum and activities
Field Trip Expense	4,800	Minimum of four (4) field trip for preschool sites (covers student bus services and admission fees)
Mileage & Parking Reimbursements	1,200	Reimbursement for employees' use of personal vehicles for program use (per applicable IRS prescribed standard mileage rate). Mileage Logs on file. Parking is reimbursed when incurred during meetings & professional development outside the office.
Supplies & Instructional Materials	19,991	Consumables (Distribution Items such as canned goods, toiletries, health supplies; participant T-Shirts for safety during field trips, disposable utensils, etc) \$8,000; Educational Supplies (ASQ & PPVT evaluation/assessment forms, construction papers, arts & crafts supplies, etc) \$5,000; Curriculum Materials (reference books, books for preschool library, educational toys, bins, etc.) \$5,000; Office Expense (postage, toner, filing supplies, etc)
Indirect Expenses	5,171	8.1% of Personnel & Fringe per USDOE agreement
Total:	46,162	

Partners in Development Foundation Organization Chart

PIDF BOARD OF DIRECTORS

Jan E. Hanohano D.M. President

PIDF Board of Directors
 Jan E. Hanohano D.M., Chair
 (President, PIDF)
 William Kaina, Vice-Chair
 (Pastor Emeritus, Kawaiaha'o Church)
 James Gomez, Treasurer
 (Owner, James Gomez, CPA)
 Michael Chun, Secretary
 (President & Headmaster, Kapalama Campus,
 Katoehana Schools)
 Morris Takushi (Emeritus)
 Gary Glenn (Emeritus)

