

PACT PARENTS AND CHILDREN TOGETHER
A FAMILY SERVICE AGENCY

Kuhio Park Terrace Community Teen Center



28th Legislature

Grant-In-Aid

FY 2016-2017

Application for Grants

January 21, 2016



House District 28
Senate District 14

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

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

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

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

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

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

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:

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Title President & CEO

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E-mail rkusumoto@pacthawaii.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

KUHIO PARK TERRACE COMMUNITY TEEN PROGRAM

4. FEDERAL TAX ID #:

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 181,428

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE	\$	<u>0</u>
FEDERAL	\$	<u>281,525</u>
COUNTY	\$	<u>0</u>
PRIVATE/OTHER	\$	<u>0</u>

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

KIM GOULD, CHIEF OPERATING OFFICER

NAME & TITLE

JANUARY 21, 2016

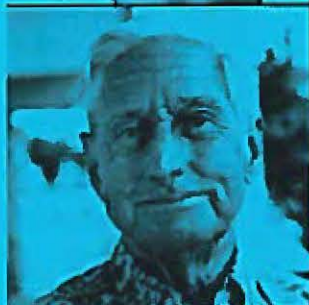
DATE SIGNED



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Narrative





Application for Grants and Subsidies

Overview

What we know:

- *Kids who live in low-income public housing projects like KPT are at risk and face serious struggles every day*
- *Quality afterschool programs provide opportunities to mitigate these risks*
- *There is a new, emerging digital divide between low-income kids and more affluent peers*
- *Improving access to quality STEM and technology programs can narrow that gap*
- *Quality programs start with quality staff and require partnerships and collaboration*
- *Meeting the needs of our most vulnerable populations requires adequate funding.*

Parents And Children Together (PACT) is requesting \$181,428 to provide quality evidence-based prevention services for a minimum of 200 children and youth in the Kuhio Park Terrace/ Kuhio Homes public housing community in Kalihi on the island of Oahu. The purpose of this request is to continue, expand, and enhance vital services for the very high-risk youth population who live in KPT and the surrounding area. PACT's Community Teen Program has been in operation for 26 years and, like many other youth programs, is suffering from a significant decrease in available funding for youth services. This is resulting in an increasing likelihood that these much needed services will be reduced and youth and families will not receive the services they desperately need.

Research indicates that children and youth who live in public, low-income housing face constant struggles such as having difficulty in school, ongoing negative influences in families and communities, problems with friends, and behavioral problems (*Risk, Protection, and Resilience Among Youth Residing in Public Housing Neighborhoods*). The authors of *HOST Youth: The Challenges of Growing up in Low-Income Housing* concur that youth living in public housing are at serious risk of experiencing school failure and have also identified that these young people suffer from poor mental health and engage in risky sexual activity. However, national data shows that youth who participate in quality afterschool programs exhibit gains in a number of areas, including: social skills and pro-social behavior, self-efficacy and self-confidence, reductions in misconduct, self-reported reduced rates of drug use (by middle school students), self-reported improvement in work habits, and improved attendance and academic outcomes.

Identified risk factors associated with youth living in public housing – e.g., family conflict, personal/familial history of drug and alcohol abuse, inconsistent parental supervision and discipline, community disorganization, peers with problem behaviors, etc. – are consistent throughout the research as are the identified protective factors that, when increased or enhanced, can mitigate the effects of the risk factors. Protective factors include: positive peers and social activities, connections to community and family, and commitment to learning. Teen Program staff have identified key risk and protective factors experienced by youth and families who live in and around KPT and have developed services that will enhance protective factors which will, in turn, help to decrease the risk factors (further described on pages 7 and 9, respectively).





The Community Teen Program offers a continuum of prevention and intervention services to meet the needs of youth and families in the KPT community. Through this proposal, we will be able to continue with our basic center services (educational support, enrichment and recreation, skill development, etc.) and greatly expand and enhance a component that is vital in today's culture – technology and digital media. Although the digital divide as it was first defined (access to computers and the internet) has been closed considerably, a new and changing divide is emerging –in the way that young people are using technology.

While youth from at-risk communities are comfortable with being “content consumers” (primarily downloading content, watching videos, and using social media), youth from more affluent families and communities are becoming successful “content producers” (creating, producing, and sharing content). This puts our at-risk youth at an increasing disadvantage both now and in the future when the job market will rely heavily on young people with these skills. Proposed activities within this proposal are designed to move our young people from digital consumerism to digital production. These activities will align with the Department of Education Common Core Standards, making them relevant to the school day and bridging what kids do at the Teen Program with what is happening during the school day.

Improving access to STEM and technology learning activities is critical for high-risk youth and afterschool programs are playing a key role in their STEM learning. “Afterschool programs are especially well-placed to help close the opportunity gap that many children and youth from underserved and underrepresented communities face” (*STEM Learning in Afterschool: An Analysis of Impact and Outcomes*) This report further states that students who have access to afterschool enrichment opportunities show positive changes in both academic and behavior development, have improved attitudes toward STEM, increased STEM knowledge and skills, and had a higher likelihood of succeeding in school.

The success of the Community Teen Program can be attributed to the hard work of highly qualified, competent, and caring staff. Building strong, caring relationships with youth is paramount to creating successful youth/family services. Activities may be the way to engage kids, but it is the caring adults and strong relationships that keep the kids coming and moving forward. It is important to note that Community Teen Program services and activities are located right in the Kuhio Park Terrace community. This makes services easily accessible to youth and eliminates transportation and other barriers that may exist for youth to access an off-site program. Many youth in our target population are required to be close to home once school ends – this is especially true for many of the girls. Additionally, a significant number of youth are responsible to care for younger siblings during after school hours which would prohibit them from participating in programs located further away from home. Here, they can bring younger siblings to the program with them and continue to participate in activities.

Additionally, successful programs and services that make a difference for the youth, families, and community are developed and realized through the development of collaborative efforts and strong partnerships with other agencies and organizations. Although PACT has partnered with a number of youth-serving agencies over the years (Kalihi YMCA, Susannah Wesley Community Center, Kokua Kalihi Valley, Adult Friends for Youth), the recent focus on an apparent increase in youth violence and crime has re-energized this collaboration and was the impetus behind the recently formed Kalihi Youth Network. These five agencies are committed to addressing





concerns about our youth in the larger community and working together to ensure that our youth and families continue to receive the services they need so they don't slip through the cracks and continue to fall behind, but will have the opportunities to develop the 21st century skills that are essential to their future success.

I. Background and Summary

1. A Brief Description Of The Applicant's Background

Since its founding in 1968 as the Parent Child Center of Kalihi, Parents And Children Together (PACT) has developed a comprehensive array of services to strengthen individuals, children, families and communities experiencing developmental, social, behavioral health, and economic challenges. Today, PACT delivers 16 programs, reaching families and individuals across the state.

Known for prevention as well as treatment, PACT is recognized for its advocacy and continuum of inter-connected services which carry out its mission: *Parents And Children Together 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.*

PACT has earned the reputation of being one of Hawaii's leading not-for-profit human service providers, by delivering sound, evidence-based services; meeting funders' requirements; and instilling a culture of quality assurance and performance improvement throughout the organization. PACT has an established presence on Oahu, Kauai, Lanai, Maui, Molokai, and Hawaii, with 398 employees and serves over 18,000 individuals (FY 2015).

PACT serves communities throughout the state, and has locations at conveniently accessible sites in communities where clients reside. Over the years, PACT has developed an extensive organizational knowledge about the dynamics and challenges that long-term poverty has on families and their neighborhoods. With 47 years of relationship-building and service delivery experience, PACT has earned the community's trust through initiating partnerships to address the pervasive problems associated with poverty and has nurtured community-driven solutions that have helped communities thrive. PACT understands the numerous stressors and barriers that people encounter when chronically unemployed or underemployed, and the staff possesses multi-cultural "fluency" developed through both training and experience working with Hawaii's culturally diverse population. The organization has been consistent in its efforts to ensure the composition of its staff reflects the ethnic diversity of its client populations.

Through our 16 programs, PACT delivers prevention and treatment services that are recognized locally and nationally as highly effective; producing quality outcomes for individuals, families, and communities. PACT provides a range of programs that assist families and individuals in overcoming generational poverty, environmental barriers, family violence, limited English proficiency, and lack of education. Services address family peace and preservation (domestic violence and child abuse prevention and intervention); early





childhood education and care; mental/behavioral health support for families, children and youth; youth development; and community and economic development

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. From 2008 to 2011, Teen Program services were once again expanded with the implementation of a truancy prevention program at Dole Middle School, through a sub-contract with the Susannah Wesley Community Center (SWCC). The Truancy Prevention services were then refocused to the elementary school level and continued through 2013. Current funding includes:

- 21st Century Community Learning Center for youth attending Dole and Kalakaua Middle Schools and Farrington High School;
- Two contracts from the Office of Youth Services (Community-Based Services for Youth At-Risk: Life Skill Development) for the KPT and Puuwai Momi sites; and
- 2014 GIA (released in 2015) through the Office of Community Services.

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. The Community Teen Program is a positive alternative for the targeted youth population – often the only alternative they have for a place to be after school where they are cared about, supervised, and have access to resources that help them to get and stay on track.

2. Goals and Objectives

Program Goals	Program Objectives
1. All youth in the Kuhio Park Terrace and surrounding community <u>have a safe and encouraging environment that is supervised by positive adult role models</u> and will foster and support youth development, healthy living and social responsibility.	<ul style="list-style-type: none"> • A minimum of 200 youth will register for these afterschool programs and services at PACT and participate in a wide variety of after-school activities that are supervised by positive adult role models.
2. All youth in the Kuhio Park Terrace and surrounding community will have opportunities to <u>gain knowledge and skills in a</u>	<ul style="list-style-type: none"> • Youth participating in a minimum number of enrichment and recreational activities (at least 50% of activities





Program Goals	Program Objectives
<p><u>variety of areas and implement skills learned in their daily lives</u>, including: academic support, enrichment and recreation, youth development and skill building (including social/life skills, career/vocational, leadership, etc.), community service.</p>	<p>provided) will demonstrate a positive change in attitude and behaviors.</p> <ul style="list-style-type: none"> Youth participating in a minimum number of youth development, educational, and/or skill building activities (at least 50% of activities provided) will demonstrate increased social and life skills.
<p>3. All youth in the Kuhio Park Terrace and surrounding community will have the opportunity to access and utilize digital devices to develop key skills and competencies to become “content producers.”</p>	<ul style="list-style-type: none"> Youth participating in a minimum number STEM/technology activities (at least 50% of activities provided) will: <ul style="list-style-type: none"> ➤ Demonstrate a sound understanding of technology concepts; ➤ Use digital media to communicate and work collaboratively; ➤ Show creative thinking; ➤ Demonstrate critical thinking skills for planning and managing projects; ➤ Make informed decisions using appropriate digital tools and resources.

3. Public Purpose and Need To Be Served

The services proposed herein focus on youth and families living in high risk situations and in a high-risk community. The rate at which Kalihi youth experience/use alcohol, tobacco or other drugs (ATOD) hovers at or slightly below the state average, although this is still of great concern, because of the deleterious effects of substance use on youth’s health and behaviors – engaging in risky behaviors, drunk/under-the-influence driving, increasing use of alcohol, tobacco, or illicit substances, exacerbation of symptoms in youth experiencing depression, other mental illness or suicidal tendencies. The 2003 Hawaii Student Alcohol, Tobacco, and Other Drug (ATOD) Use Study found (this was the last ATOD study because it was discontinued in 2009):

- About 40% of Farrington seniors surveyed used tobacco at least once in their lifetime; 65% used alcohol; and 45% used marijuana. Lifetime use numbers for tobacco and alcohol use for juniors and sophomore were similar, with marijuana use being slightly lower.
- In the 30 days prior to the survey, 18%, 30% and 10% of seniors used tobacco, alcohol, and marijuana, respectively.
- About 12% of these seniors were in need of alcohol and/or drug treatment.





- Rates of antisocial behavior (i.e., school suspensions, ATOD use at school, selling drugs, carrying handguns, auto theft, etc.) far exceeded the statewide rates and those of Farrington students in the two previous study years.

The 2011 Hawaii School Health Survey shows that tobacco usage for both middle and high school students in Honolulu County is declining. Twelve percent of middle school students and 27% of high school students drank alcohol in the 30 days prior to the survey. Sexual activity remained pretty much the same, but of concern is only 63% of sexually active middle school students and 44% of high school students used a condom during their last sexual intercourse. This is compared to national percentages of 63% and 60%, respectively.

Providing opportunities for this population to build positive peer and adult relationships and learn new skills will prevent their participation in risky behaviors and will, ultimately, serve the public need. Preventing youth participation in drugs, crime, gangs, and other risky behaviors and increasing their chance of achieving school and social success will decrease the social and public costs of following youth in the juvenile justice system or providing treatment programs for them.

4. Target Population

The target population selected for this proposal is youth, 7-18 years of age, who live in and around the Kuhio Park Terrace (KPT)/Kuhio Homes public housing community. Youth in elementary and early middle school (ages 6-14 years) will be specifically targeted for recruitment and enrollment in the proposed activities. This population was selected because PACT has a strongly funded 21st Century Community Learning Center that serves upper middle and high school youth.

As evidenced by data presented above in the Needs Assessment, youth living in this community are at-risk and experience high levels of social, emotional, and educational problems – all associated with involved in or being at risk for involvement in the Juvenile Justice system. Additionally, the vast majority of youth (90%) 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 (Samoan, Hawaiian, Filipino, African American, and Outer Pacific Islanders). Specific ethnic data includes:

- 49% are of the youth currently enrolled in PACT youth services at KPT are of Outer Pacific Island ancestry (including Chuukese, Marshallese, and other COFA populations (aka Micronesian). This has been the fastest growing population over the past several years;
- 25% are Samoan;
- 6% are Hawaiian or part-Hawaiian;
- 4% are Filipino;
- <1% are black; and





- The remaining 15% are from a combination of Asian, Caucasian, and other Pacific Island backgrounds.

Youth living in this community are at-risk and experience high levels of social, emotional, and educational problems. They also experience many of the risk factors identified in youth development literature as contributing to increased potential for youth participation in risky behaviors. The most significant risk factors present for youth in the KPT Community are:

RISK FACTORS	
Individual Domain	Family Domain
<ul style="list-style-type: none"> • Poor impulse control • Sensation seeking orientation • Low connection to family • Low academic aspirations and achievement • Lack of commitment to school, and low school engagement • Early onset of problem behaviors 	<ul style="list-style-type: none"> • Low income status/poverty • Family conflict, problems and dysfunction • Family history of alcohol and drug use • Inconsistent parental supervision, monitoring, and discipline • Presence of child maltreatment
Peer/School Domain	Community Domain
<ul style="list-style-type: none"> • Early onset of problem behaviors • Favorable attitudes toward antisocial behavior • Association with peers who participate in antisocial behavior • Lack of involvement in conventional activities 	<ul style="list-style-type: none"> • Low neighborhood attachment • Community disorganization • Laws/norms favorable to problem behaviors • Diminished economic opportunities • Availability of drugs and alcohol

5. Geographic Coverage

As stated on page 1, the services proposed to provide comprehensive youth services in the Kalihi-Palama community and Farrington Complex. PACT's proposed services will focus specifically on youth living in KPT and the surrounding community. Youth who live in this area primarily attend Fern and Kalihi Waena Elementary, Dole and Kalakaua Middle, and Farrington High Schools.

Kuhio Park Terrace is Hawaii's largest public housing community, located in Kalihi at the foot of Kahauiki ridge, with the Fort Shafter Military Complex to its west and the Likelike Highway to its east. A total of 748 housing units comprise the two high rise buildings and low-rise homes, which are home to 2,812 low-income working and non-working families (KPT/Kuhio Homes Demographics report, March 2010). KPT and Kalihi Valley Homes were built in the 1960s.





Kalihi is a working class, multi-ethnic community that has historically been one of the first residences of immigrants. Today, the largest ethnic group in Kalihi is Filipinos, followed by Samoan, Native Hawaiian/Part-Hawaiians, and a growing group of COFA (Compact of Free Association) migrants from the Federated States of Micronesia, Republic of the Marshall Islands, Commonwealth of the Northern Mariana Islands and the Republic of Palau. Ethnicities of residents of KPT/Kuhio Homes are, in order of predominance: Samoan (40%), Micronesian (24%), Native Hawaiian/Part-Hawaiian (13.5%), Asian (9.4%), Caucasian (4.3%), Filipino (3.1%) and Hispanic (2.6%).

In Kalihi, per capita income is in the lowest 25% statewide (\$14,634 v. \$21,526). At Kuhio Park Terrace (census tract 62.02), per capita income is \$5,646 and median family income is \$23,869 (ACS 2013, 5-year). Here, residents experience higher levels of unemployment and reliance on public assistance as compared to the rest of the state (*School/Community Profiles*). More adolescents report their neighborhood as unsafe and that they lack close neighborhood ties. More students score below state standards on SAT & Hawaii State Assessment reading and math tests.

The profile of KPT indicates that this community is at even greater risk than Kalihi in general. The average household income for KPT is \$16,008 (\$27,890 is poverty level income for a family of four, <https://aspe.hhs.gov/2015-poverty-guidelines>). Most residents (70%) at KPT are working; while another 36% receive full or partial TANF assistance. Thirty-seven percent of the households receive SSI and 16.6% receive Social Security benefits. Ninety-four percent of the 296 single-parent households are headed by females (277 female - as compared to 19 male-headed households) (KPT/Kuhio Homes Demographics report, March 2010). Children and youth ages 0 to 19 make up more than half of the KPT population. Linapuni, Fern and Kalihi-Waena Elementary Schools are the public schools that serve KPT/Kuhio Homes children. Well over 87% of their children qualified for free or reduced-cost lunch (*School Status and Improvement Reports, School Year 2014-15*).

The KPT/Kuhio Homes community is a mix of long-time residents and the newly arrived. Fifty-nine percent of the children attending Linapuni Elementary School, which is located at KPT, have limited English proficiency (*School Status and Improvement Report, School Year 2014-15*). Recent statistics available from the American Community Survey, 2013 five-year data summary paints a picture of civilian employment (36%), low educational attainment with 43% of adults having less than a high school diploma; families receiving public cash assistance (36%) and SNAP benefits (90%), and a significant number speak a language other than English in the home (59%).

Demographic statistics from the 2013 American Community Survey 5-Year Estimates data show that the Kuhio Park Terrace Census Tract 62.02 has significantly greater socio-economic challenges than the City and County of Honolulu as a whole. It has a young population profile, with 78% of the population under 18 years of age, a disproportionately high number of single parent families with high fertility, single mothers as heads of households, and very low household incomes. Census data also shows the concentration of people with disabilities is one of the highest in Hawaii. Kuhio





Park Terrace residents are economically isolated, and face educational, linguistic and cultural barriers as well as numerous environmental risks.

II. Service Summary and Outcomes

To mediate the Risk Factors above, PACT has developed programs and services that will enhance Protective Factors that, when increased, discourage behavior that could lead to participation in risky behaviors and encourage positive behavior. The following protective factors have the greatest likelihood of being increased or enhanced by proposed activities:

PROTECTIVE FACTORS	
Individual Domain	Family Domain
Academic achievement and connectedness to school and community <ul style="list-style-type: none"> • Self-efficacy and self-esteem • Social competencies and problem solving skills • Development of interpersonal competence and positive attitude • Involvement in social activities 	Adequate supervision and consistent discipline <ul style="list-style-type: none"> • Healthy parent/child communication—ability to discuss problems with parents • Opportunities for parental involvement • Connectedness to family and siblings • High expectations for academic achievement
Peer/School Domain	Community Domain
<ul style="list-style-type: none"> • Commitment to learning • Social skills • Interaction with positive peers • Involvement with positive peer group activities • Healthy bonds with teachers and other adults 	<ul style="list-style-type: none"> • Opportunities for education, employment, and prosocial involvement • Connectedness to/social support from adults outside the family

1. Scope of Work, Tasks and Responsibilities

Comprehensive services and activities are provided at the KPT site daily—Tuesday through Saturday. These services were developed using the principles of Positive Youth Development (PYD) and resiliency and are designed to reduce or enhance identified risk and protective factors and provide opportunities for youth to develop the skills, attitudes, abilities, behaviors, and competencies to become active, vital members of their community and successfully transition to adulthood. PACT defines prevention with a broad brush and believes that providing youth with opportunities to develop skills, abilities, etc. will help prevent their participation in many risky behaviors—i.e., substance abuse, violence, pregnancy, etc.





Services and Activities

Program activities fall within five major components – academic support, technology and digital media, enrichment and recreation, youth development and skill building, and community service. The services and activities proposed herein will continue, enhance, and expand existing services.

Academic Support: Staff considers school success to be one of the most important measures of our program’s success – if kids are succeeding in school, then we are doing our jobs. Consequently, a large percentage of time and energy is placed on activities in this component. Existing activities include: study hall/homework help, computer lab, and school support and linkages (to monitor grades, attendance, and behavior)

Technology and Digital Media: Technology and digital media are revolutionizing how kids learn, but there is a new “digital divide.” While access to technology for low-income and at-risk children has increased, there is still a discrepancy between these youth and their more affluent peers. The emerging digital divide is more about “interaction” rather than “access” (http://www.afterschoolalliance.org/issue_58_Digital_Learning.cfm). In other words, our low-income, at-risk youth tend to be more “content consumers” (downloading, watching videos, using social media sites) while the youth from more affluent backgrounds are “content producers” (creating blogs, zines, digital art, etc.). Proposed activities in this component are designed to move our young people from digital consumerism to digital production and will align with the Department of Education Common Core Standards, making them relevant to the school day and bridging what they do at the Teen Program with what is happening during the school day. These activities will include:

- Minecraft (a popular open-ended digital game used as an introduction for youth to creative software platforms);
- App and game development;
- Video production and editing using video and audio editing software;
- Computer assisted design (CAD) and 3D printing technology;
- Enrolling youth in on-line courses where they can learn about fashion design, 3D animation, etc. (i.e., through Youth Digital, a website for students from kindergarten through 8th grade).

Enrichment and Recreation: Daily recreational activities (music, games, sports, arts and crafts, computer lab, cooking, etc.) are provided at the KPT Teen Center after study hall (4-8:00 p.m.) and on Saturdays during drop-in time (11:30 a.m. -5:00 p.m.). The KPT Teen Center is a safe, positive environment where youth can participate in a variety of supervised, positive activities designed to build skills, promote pro-social relationships with peers and adults, and expand the experiential base of the program participants.

Community Service: Regular community service projects are planned and implemented at KPT to build and strengthen youth connections to their community. These projects take place both on-site (e.g., beautification and cleanup projects at KPT, Junior Neighborhood





Patrol, book fairs to distribute books to kids in the community) and in the greater community (e.g., beach cleanups, Kalihi Stream cleanup).

Youth Development and Skill Building: This component includes a variety of activities including youth leadership, career development and exploration, and social and life skills development.

- **Youth Leadership:** 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.
- **Career Development:** Youth 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.
- **Social and Life Skills:** These skills are addressed in both formal and informal ways. Formally, staff run groups that focus on these skills and implement prevention curricula that focus on specific skills or behaviors in small group settings at the center. An example of this is “Why Try.” Why Try lessons teach important life skills like keeping laws and rules, building support systems, resisting peer pressure, and developing resiliency. Informally, staff work with youth to develop these skills in the course of their participation in daily activities, utilizing “teachable moments” that occur naturally during program activities.

2. Projected Annual Timeline

Program Design and Planning													
Services	Specific Tasks	Months											
		1	2	3	4	5	6	7	8	9	10	11	12
Program Design Activities	Program Planning												
	✓ Activity planning ✓ Collaboration Partners meet	x	x	x	x	x	x	x	x	x	x	x	x
Program Management													
Program Management Activities	Hire Program Staff	x	x	As vacancies arise									
	Staff Training/Development	Annually during employee performance review											
	• Develop individual staff development plans	Annually during employee performance review											
	• Participate in technology/digital media training	x	x	As opportunities become available									
	• Participate in other relevant conferences and workshops	As opportunities become available											
	• Participate in OTJ/informal training activities	x	x	x	x	x	x	x	x	x	x	x	x
Staff Supervision	x	x	x	x	x	x	x	x	x	x	x	x	x





Program Design and Planning														
Services	Specific Tasks	Months												
		1	2	3	4	5	6	7	8	9	10	11	12	
	<ul style="list-style-type: none"> ✓ Formal Supervision ✓ Informal Supervision ✓ Staff Meetings 													
	<ul style="list-style-type: none"> Community Partnerships ✓ Cultivate partnerships with technology experts and organizations ✓ Develop new MOA agreements 	x	x											
Program Implementation														
Program Implementation Activities	Outreach and Recruitment Activities	<ul style="list-style-type: none"> • Post flyers in the community • Post calendars • Conduct home visits for youth recruitment 	x	x	x	x	x	x	x	x	x	x	x	
		Special Events Recruit.	As needed											
	Academic Support	<ul style="list-style-type: none"> • Study Hall • Computer Lab • School Linkages 	x	x	x	x	x	x	x	x	x	x	x	x
		<ul style="list-style-type: none"> • Minecraft • App and game development • Video production and editing • Computer assisted design (CAD) and 3D printing • Other tech activities 	x	x	x	x	x	x	x	x	x	x	x	x





Program Design and Planning														
Services	Specific Tasks	Months												
		1	2	3	4	5	6	7	8	9	10	11	12	
Enrich. & Recreation Activities	<ul style="list-style-type: none"> Rec. Activities Health and Fitness Arts and Culture Special Events Tech./Apple Club 	x	x	x	x	x	x	x	x	x	x	x	x	x
	Youth Leadership	x	x	x	x	x	x	x	x	x	x	x	x	
	Career Development		x		x		x		x		x		x	
	Social and Life Skills	x	x	x	x	x	x	x	x	x	x	x	x	
Comm. Service	Community Service			x			x			x			x	
Program Evaluation and Quality Assurance														
Evaluation & Quality Assurance Activities	Data Collection Refined to meet specific needs	x	x											
	Develop other pre and post tests and other data collection methods – refine and revise quarterly	x	x		x			x			x			
	Data collected and analyzed and programmatic changes implemented.			x			x			x			x	
	Quarterly PQI and funder reports completed			x			x			x			x	

3. Quality Assurance and Evaluation Plans

Parents And Children Together (PACT) is dedicated to providing quality services for the community at large and for those children, adults, and families who participate in PACT's programs. PACT maintains quality assurance and evaluation through the Performance & Quality Improvement (PQI) Program and Plan. This Plan is built upon PACT's vision, mission, and values and is designed to ensure that targeted goals and outcomes are achieved, both with the highest possible quality of services and in compliance with Council on Accreditation standards of care and is consistent with the funder's contract requirements. The plan clearly delineates that "quality is everyone's responsibility" starting with the Board of Directors to the Executive Management Team to the Program Directors and then to all employees, contracted service providers, and





volunteers. Improvement activities encompass all programs, employees, contracted services, volunteers, vendors and partners, and all are expected to participate related to their individual services and adhere to standards established by the organization.

PACT leadership, management and staff embraces a philosophy of continuous quality improvement that expresses: "Processes can be improved and this is accomplished through serial experimentation." Inherent in this philosophy is the belief that problems and issues are found in processes not people. When issues or problems are identified, it is an opportunity for improvement and this belief fosters accountability for results in organizational excellence at all levels within the organization.

Comprehensive PQI Program and Activities

PACT evaluates its performance in a multifaceted approach and uses this information as the genesis for the improvement cycle of Plan-Do-Check-Act (PDCA).



The following activities comprise the PQI Program:

1. Quarterly Performance & Quality Improvement Reports;
2. Case Record Review;
3. Client Outputs and Outcomes-Meeting Contractual Obligations;
4. Consumer Satisfaction;
5. Employee Satisfaction;
6. Client complaints, grievances and appeals; and
7. Client Confidentiality.

All program staff fully participates in ongoing agency quality activities and other program specific evaluation activities. PQI provides the framework and methodology to assess program effectiveness, and the program staff use of that framework while incorporating additional evaluation methods required by the various funders.

Staff fully participate in the ongoing agency quality activities and other program specific evaluation activities and have developed measures of effectiveness that will be monitored, analyzed and acted upon using the PDCA model quarterly. PQI provides the framework and methodology to assess program effectiveness, and program staff use that framework while incorporating additional evaluation methods, as appropriate or required by our various funders.





4. Measures of Effectiveness

Program Objectives	Measures of Effectiveness
<ul style="list-style-type: none"> Youth participating in a minimum number of enrichment and recreational activities will demonstrate a positive change in attitude and behaviors 	<ol style="list-style-type: none"> 75 youth will participate in the health/fitness/nutrition component activities and 75% of those will demonstrate increased knowledge and/or skills in this area. 75 participants will complete a minimum of two community service projects during the year.
<ul style="list-style-type: none"> Youth participating in a minimum number of youth development, educational, and/or skill building activities will demonstrate increased social and life skills 	<ol style="list-style-type: none"> 60 youth will participate in a skill building activity (e.g., leadership, career development, Why Try, etc.) and 75% of those will demonstrate increased knowledge and/or skills in this area.
<ul style="list-style-type: none"> Youth participating in a minimum number STEM/technology activities will demonstrate increased technology skills: <ul style="list-style-type: none"> ↓ Demonstrate a sound understanding of technology concepts; ↓ Use digital media to communicate and work collaboratively; ↓ Show creative thinking; ↓ Demonstrate critical thinking skills for planning and managing projects; ↓ Make informed decisions using appropriate digital tools and resources 	<ol style="list-style-type: none"> 100 youth will participate in the technology/digital media component and 75 of them will demonstrate increased competency in targeted skills.

III. Financial

PACT's Accounting System

Since 1968 the financial office of Parents and Children Together has been effectively managing government and private grants that fund family-centered services to communities throughout the State of Hawaii. The agency currently administers over 100 Federal, State, County and private contracts and grants using Abila MIP fund accounting system, a comprehensive accounting package that is designed specifically for non-profit organizations and that can account for multiple grants separately. The MIP software has been customized to meet the requirements of PACT's various government and private grants, and automates a range of accounting functions including accounts payable, accounts receivable, general ledger, bank reconciliation, fixed assets management, budgeting, financial reporting, and





grants administration – from which complete, accurate and timely fiscal reports are generated and submitted to government and private contractors.

1. Budget and Budget Forms

The attached budget forms detail the cost of the grant-in-aid request.

2. Quarterly Funding Request

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$45,357	\$45,357	\$45,357	\$45,357	\$181,428

3. Other funding we are trying to obtain for FY 2016-2017

This information is included in the Budget attachment on the form “Budget Request by Source of Funds.”

4. State and Federal Tax Credits

PACT has not been granted any state/federal tax credits in the prior three years and does not anticipate applying for such credits in fiscal year 2016-2017. PACT is not requesting funding for any capital projects with this application.

5. Federal, State, and County Government Contracts Received for Program Funding

This form is included in the attachments.

6. Balance of Unrestricted Current Assets

- Unrestricted current assets as of 6/30/2015 -- \$3,129,978;
- Approximate monthly expenses to meet contractual and grant commitments equals \$1,660,000; and
- Cash balance as of 12/31/2015 -- \$3,938,787.

IV. Experience and Capability

A. Necessary Skills and Experience

Headquartered in Kalihi at Kuhio Park Terrace, Parents And Children Together (PACT) has been working with newcomers, formerly incarcerated individuals, victim/survivors of domestic violence, low-income and public housing communities since its inception in 1968. PACT has since expanded its programs to other neighbor island communities and has a statewide human services presence. The agency’s first program, the Parent Child Center of Kalihi, focused on promoting the optimal development of young children by fostering the parent-child relationship. Today, PACT has 16 programs reaching families and individuals across the state in the areas of family strengthening, newcomer acculturation, domestic violence prevention and intervention, economic development, prevention of child abuse and neglect, early childhood education and development, youth





mentorship and leadership development, community building, and behavioral health support. Its services are delivered in alignment with the agency's mission to promote and support 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. The agency's approach to service delivery is based on honoring the values and principles inherent in the concept of partnership. PACT works closely with its clients, community members, and collaborates widely with organizations from varying fields. Services are designed in partnership with clients, with focused attention to the cultural and socio-economic context of their respective backgrounds.

Over the years, PACT has developed an extensive organizational knowledge about the dynamics and challenges that long-term poverty has on families and their neighborhoods. With over 45 years of relationship-building and service delivery experience, PACT has earned the community's trust through initiating partnerships to address the pervasive problems associated with poverty and has nurtured community driven solutions that have helped communities thrive. PACT understands the numerous types of stressors and barriers that people encounter when chronically unemployed or underemployed, and the staff possesses a multi-cultural "fluency" developed through experience in working with Hawaii's culturally diverse population. The organization has been consistent in its efforts to ensure the composition of its staff reflect the ethnic diversity of its client populations.

PACT works with homeless families in our early childhood education programs, both Head Start and Early Head Start. Our emergency domestic violence shelter, by definition, exists for abused women and their children who have fled from their residences and have become homeless. The Community Teen Center finds they are often dealing with a youth who has run away or feels he cannot safely return home. The Economic Development Center has clients who live in their cars. In essence, most, if not all, of PACT's programs are working with homeless or hidden homeless individuals and families.

The program staff approach their work with families and family members as a partnership based on equality and respect. "Family" is the philosophical and practical framework for working with clients and underlies all of PACT's programs. The socio-ecological perspective of individual as part of a family unit, who is part of a community, is key to PACT's service strategies. Families and staff members work together in partnership that is based on equality and respect:

- The family has the capacity to malama (Hawaiian for "to take care of") their ohana (Hawaiian for "family"). The role of the staff member is to coach, guide, listen, encourage and teach, promoting family well-being and leadership development.
- Families are resources for their own members, for other families, for programs; the role of the staff member is to coach, guide, listen, encourage and teach families what they may not realize they already know and what they have learned as a result of their experience with the program.
- Families learn best when their cultural, racial and linguistic identities are respected and valued. The role of the staff member is to coach, guide, listen,





encourage, teach and demonstrate their respect for the family's cultural identity and to offer other perspectives and potential solutions for their consideration.

- Effective programs are those embedded in communities. The role of the staff member is to ensure the program is providing client-centered, client-driven services.
- Effective programs partner with families to advocate for services and systems that are fair, responsive, and accountable to the community.
- Principles of family support practice are modeled in all program activities, including planning, governance, staff supervision and support, and administration.

PACT has been accredited by the Council on Accreditation (COA) since 2000 and has current full, four year accreditation and has earned superior accolades in site reviews. It is an active member of the Kalihi Business Association and the Better Business Bureau. PACT has been an Aloha United Way partner agency for over 20 years and Kauai and Maui offices are partner agencies of the Kauai United Way and Maui United Way, respectively.

The Community Teen Program has extensive experience providing comprehensive youth services, as well as teen pregnancy prevention, to youth and families living in the at-risk communities of Kuhio Park Terrace (26 years) and Puuwai Momi (11 years). Program services have long been based on the evidence based Positive Youth Development model, and staff have embraced its principles in all aspects of their work. Staff believe that all youth are valuable and can reach their full potential if given the opportunity to develop the attitudes, skills and abilities they need to successfully move through adolescence into adulthood. Proposed services will continue those that are successfully being implemented at the KPT site and will expand and build on them.

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 Youth Service Center collaboration (HMO) 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. From 2009 to 2012, PACT received a contract from the Hawaii Community Foundation Tobacco Prevention & Control Trust Fund funding services which focused on providing opportunities for incoming 6th graders to successfully transition to middle school and build positive school connections. We have received funding for a new OYS initiative for the past two years for Community-Based Services for Youth At-Risk -- Life Skills Development.

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. Safe and Drug Free Schools funding at Puuwai Momi was awarded from 2006 to 2009. Teen pregnancy prevention funding to enhance and expand services at Puuwai Momi was also secured from 2006 to 2010. And, TANF Maintenance of Effort (MOE) funding was received from 2008 to 2010 to further expand services at this site. Again, Puuwai Momi is funded by OYS through their Life Skills initiative.

The most recent three years of verifiable experience are listed below:

Title & Description of Service	Contract Period	Contract Number	Contracting Agency	Contact Person	Contact Information
21 st Century Community Learning Center – to provide comprehensive after-school services for middle and high-school age youth in the Farrington Complex.	April 2015 - Present	CO 10582	Department of Education	Dan Williams, Educational Specialist	DOE 475 22nd Avenue Room 126 Honolulu, Hawaii 96816 808/305-9863 daniel_williams@notes.k12.hi.us
Community-Based Services for Youth At-Risk: Life Skill Development: KPT Site – to ensure youth have the opportunity to develop the necessary skills to achieve a successful transition into adulthood.	July 2014 - Present	DHS-15-OYS-527	Office of Youth Services	Patrick Keleher, Children and Youth Specialist	OYS 707 Richards Street, Suite 525 Honolulu, Hawaii 96813 808/587-5722 PKeleher@dhs.hawaii.gov
Community-Based Services for Youth At-Risk: Life Skill Development: Puuwai Momi Site– to ensure youth have the opportunity to develop the necessary skills to achieve a successful transition into adulthood.	July 2014 - Present	DHS-15-OYS-528	Office of Youth Services	Patrick Keleher, Children and Youth Specialist	OYS 707 Richards Street, Suite 525 Honolulu, Hawaii 96813 808/587-5722 PKeleher@dhs.hawaii.gov
Community Teen Program: To provide quality evidence-based prevention services to youth living in and around KPT in collaboration with the Kalihi YMCA and Susannah Wesley	May 2015 - April 2016	OCS-GIA-15-04	Office of Community Services	Ben Cabreros, Program Specialist	DLIR/OCS 830 Punchbowl Street, Room 420 Honolulu, Hawaii 96813 808/586-8687 benjamin.c.cabreros@hawaii.gov
Kalihi-Palama School's Out: Collaboration with Susannah Wesley and the Kalihi YMCA to provide comprehensive youth services in Kalihi-Palama	Dec. 2013 - Nov. 2014	OCS-GIA-14-07	Office of Community Services	Ben Cabreros, Program Specialist	DLIR/OCS 830 Punchbowl Street, Room 420 Honolulu, Hawaii 96813 808/586-8687 benjamin.c.cabreros@hawaii.gov





Title & Description of Service	Contract Period	Contract Number	Contracting Agency	Contact Person	Contact Information
KPT Truancy Prevention Services: To provide truancy prevention and intervention services to at-risk students in elementary schools.	February 2012 – June 2014	240-13-A	OYS (subcontract with Susannah Wesley)	Carol Imanaka, Program Administrator	Susannah Wesley Community Center 1117 Kaili Street, Honolulu, Hawaii 96819 Ph: 808/440-5812
Positive Youth Development: To expand and enhance existing youth service center services through arts, sports/fitness, leadership and education at KPT.	October 2011 – June 2014	DHS-12-OYS-220	Office of Youth Services	Patrick Keleher, Children and Youth Specialist	OYS 707 Richards St., Ste. 525 Honolulu, HI 96813 PKeleher@dhs.hawaii.gov
Positive Youth Development: To expand and enhance existing youth service center services through arts, sports/fitness, leadership & education at Puuwai Momi.	October 2011 – June 2014	DHS-12-OYS-215	Office of Youth Services	Patrick Keleher, Children and Youth Specialist	OYS 707 Richards St., Ste. 525 Honolulu, HI 96813 PKeleher@dhs.hawaii.gov
Youth Services in Kalihi-Palama: Collaboration with Susannah Wesley and the Kalihi YMCA to provide comprehensive youth services in Kalihi-Palama	Nov 2012 – January 2014	DHS-A3-ETPO-778	BESSD (subcontract with Susannah Wesley)	Carol Imanaka, Program Administrator	Susannah Wesley Community Center 1117 Kaili Street Honolulu, HI 96819 808/440-5812 cimanaka@susannahwesley.org

B. Facilities

PACT has 51 locations on Kauai, Oahu, Molokai, Lanai, Maui and Hawaii islands. Service locations meet all the requirements of the American Disabilities Act (ADA) regarding consumer and employee access as well as OSHA requirements for safety. Every effort is made to maintain services that are centrally located in each community where target populations are served. PACT has a Facilities Manager to ensure that all sites provide maximum accessibility, safety and support for service delivery. The Vice President of Operations oversees a Safety Program that includes facilities compliance with all safety regulations (such as OSHA), including fire drills and monthly facilities inspections.

PACT's administrative offices are located at 1485 Linapuni Street, Suite 105, Honolulu, 96819, in a federally funded Community Resource Center in the heart of Kalihi, Oahu. This location serves as the site for PACT's Economic Development Center; Early Head Start and Head Start program; Community Teen Program for youth ages 7 – 18; Kuhio Park Terrace Family Center, which includes the Neighborhood Place of Kalihi and Community Technology Center; as well as other State and human service providers. There are ADA parking stalls fronting the building and an elevator that transports between the ground and first floors. The restrooms are accessible for wheelchairs and walkers. The facility is owned by the State of Hawaii and is ADA compliant.





The Teen Program moved to its current 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.

In the fall of 2013, PACT was able to open a second site in KPT specifically for high school youth. We have always found that high school youth don't always want to participate with younger kids or in the same types of activities. When a space on the bottom floor of B Building became available at a minimal cost, PACT decided to open services specifically for the high school population. There is space for a computer lab and a large recreation area that can accommodate a wide variety of activities.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

1. Proposed Staffing

The staffing pattern for this grant request is designed to provide increased community services by leveraging other funding sources to provide the comprehensive services detailed in this proposal.

The following table outlines the proposed staffing pattern for this proposal:

Position Title	# of Positions	% Funded through this Proposal	Primary Responsibilities
Program Director	1	0.2 FTE	<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 Supervisor	1	0.4 FTE	<ul style="list-style-type: none"> Coordination of services at KPT site Oversight of development of site services Supervision of staff Database management/report writing Direct service provision
Project Specialist	2	0.4375 FTE 0.4375 FTE	<ul style="list-style-type: none"> Direct service provision Develop/implement Teen Program services and activities Implement science-based models and/or curricula Serve as school liaison Assist with data collection/database input





Position Title	# of Positions	% Funded through this Proposal	Primary Responsibilities
Youth Activities Specialist	1	0.25 FTE	<ul style="list-style-type: none"> • Direct service provision • Assist with developing/implementing program services • Implementation of STEM activities • Assist with data collection/database input
Youth Specialist	2	0.75 FTE 0.4375 FTE	<ul style="list-style-type: none"> • Direct service provision • Assist with developing/implementing program services • Data input

2. Staff Qualifications

Following are the minimum qualifications for the key staff positions. Also indicated in the table are names of current staff:

Position	Minimum Position Requirements	Education and Experience of Staff Members
Program Director	<ul style="list-style-type: none"> • Bachelor's degree and three years of experience in an administrative position in a social service program, • Master's degree preferred • Other requirements: <ul style="list-style-type: none"> ✚ Ability to work within a collaborative setting ✚ Experience in supervision of staff 	<p>Cheryl Johnson</p> <ul style="list-style-type: none"> • Bachelor's degree in Psychology • Elementary/Special Education Teacher Certification • 26 years' experience as PACT's Teen Program Director • 10 years teaching experience
Program Supervisor	<ul style="list-style-type: none"> • High School degree and five years relevant experience, • Bachelor's degree preferred • Other requirements: <ul style="list-style-type: none"> ✚ Ability to develop and coordinate comprehensive activities & services for the site ✚ Experience supervising staff 	<p>Marlene Hoohuli</p> <ul style="list-style-type: none"> • High school diploma • 14 years' experience at PACT's Community Teen Program • 5 years as Youth Worker • 9 years as Program Supervisor
Project Specialist	<ul style="list-style-type: none"> • High School degree or equivalent and two years relevant experience • Other requirements: <ul style="list-style-type: none"> ✚ Ability to plan and implement multiple projects for youth in a center based setting ✚ Valid driver's license and ability to transport youth in agency van 	<p>Gladys Pselio</p> <ul style="list-style-type: none"> • Bachelor's degree in Sociology • Multiple experiences working with youth in various settings as a volunteer and paid employee <p>Second Project Specialist position is a new position</p>





Position	Minimum Position Requirements	Education and Experience of Staff Members
Youth Activities Specialist	<ul style="list-style-type: none"> • High School degree or equivalent and two years relevant experience • Other requirements: <ul style="list-style-type: none"> ✚ Assists with the development, coordination and implementation of program activities ✚ Plans and implements STEM program activities 	<p>Zachery Grace</p> <ul style="list-style-type: none"> • Bachelor's degree in Biology • 4 years' experience at PACT's Community Teen Program • 3 years' experience providing STEM and technology activities
Youth Specialist	<ul style="list-style-type: none"> • High School degree or equivalent • One year relevant experience, preferred • Assists with the development, coordination and implementation of program activities 	<p>Joshlyn Rodrigues</p> <ul style="list-style-type: none"> • High school and 2 years' experience at the Teen Program <p>Second Youth Specialist position is a new position</p>

3. Supervision and Training

PACT recognizes the importance of having a well-qualified, well-trained staff and places priority on creating access to appropriate supervision and training. PACT understands the value of ongoing supervision. Regular and effective supervision often yields greater work productivity and quality of service.

PACT has implemented a competency-based management and leadership development program for all supervisors. PACT worked with the Butler Institute of the University of Denver's Graduate School of Social Work to customize its experiential, supervisory training for child welfare agencies for PACT supervisors. *Putting the Pieces Together* focuses on three areas of supervision – administrative, educational, and supportive supervision. Formal supervision occurs on a weekly basis, with informal supervision occurring as needed. Administrative and program staff have monthly meetings to ensure ongoing communication regarding agency and program operations. During formal supervision within the programs, the following areas are addressed:

- Salient client issues/concerns;
- Salient staff issues/concerns;
- Program accomplishments and operational challenges;
- Staff development/quality improvement tracking, monitoring, and assessment;
- Staff acknowledgements;
- Community networking;
- Program development;
- Facilities/equipment; and
- Budget concerns.





It is the policy of PACT to promote ongoing educational and in-service training opportunities for its staff as a means of endorsing life-long learning, assuring quality of services, and client satisfaction. All PACT employees are evaluated at three months after initial hire, at the end of the first year of employment, and annually thereafter.

Staff training and professional development plans are determined individually during annual performance reviews. 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 service component and the entire organization. Program staff are expected to be able to assess, plan, educate, and subsequently support the clients with services to reach their highest level of program participation and involvement, independent functioning, and self-determination. Staff are encouraged to participate in relevant conferences, workshops, trainings, and on-the-job in-service trainings. All staff complete a set of self-learning modules each year and new staff are required to participate in agency-level and program-level orientation during their first few months of employment.

B. Organization Chart

An agency-wide organization chart, that depicts the administrative management structure, lines of authority, and functions of the organization, is included in the attachments. The Board of Directors is ultimately responsible for the health and sustainability of the organization. The President and CEO is the chief professional officer who reports to the Board, and is supported by the executive management team of the Chief Operating Officer, Senior Vice President of Programs, Vice President of Operations and Vice-President of Fund Development and Community Relations. The Chief Operating Officer has executive oversight of the Fiscal and IT departments and supervises the Senior Vice President of Programs and Early Head Start/Head Start Program Director. The Senior Vice President of Programs has executive oversight of all programs except for Early Head Start/Head Start. The Vice President of Operations has executive oversight of the Human Resources, Quality Assurance, Facilities, and Administration departments. The Vice President of Development and Community Relations has executive oversight of the grants development, public outreach, PR and marketing activities.

The Teen Program organization chart below details the Community Teen Program's staff positions and lines of supervision. 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 program organization chart reflects seven part-time positions at the KPT site under the direct supervision of the Program Director and Program Supervisor. Included in the chart are the staff names (if filled) and position titles for each position. Two Project Specialists, two Youth Specialists, one Youth Activities Specialist, the Program Supervisor and Program Director will be fully or partially funded through this grant. The Program Supervisor assumes overall management of the KPT site and its staff and also provides direct services to youth and families. (See Program Organizational Chart in the Attachment.)





C. Compensation

Current annual salaries of the top three PACT executives are as follows. All Board of Directors serve as unpaid volunteers.

- Ryan Kusumoto, President and Chief Executive Officer \$160,000.00
- Kim Gould, Chief Operating Officer \$139,050.00
- Haaheo Mansfield, Senior Vice President of Programs..... \$114,536.00

VI. Other

A. Litigation

PACT was notified in June 2015 of a complaint filed with the District Court regarding a client’s personal injury.

B. Licensure or Accreditation

PACT is fully accredited by the Council on Accreditation for Family Service Organizations.

C. Private Educational Institutions

This grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

D. Future Sustainability Plan

PACT understands the limited nature of government funding. Should PACT be awarded a grant-in-aid for this initiative for Fiscal Year 2017, but not thereafter, PACT will seek continued support of the initiative from local and national foundations and county and federal sources whose funding purposes are in accord with achieving long-term economic stability in families. In order to do this, PACT will document, monitor, and analyze its implementation of services during Fiscal Year 2017 and identify programmatic areas for improvement and areas that seem to be successful. PACT will use the baseline data to improve on the program design of the initiative, use the data to include in grant applications and proposals to prospective funders, and to develop an educational piece to present to prospective service provider partners, businesses, and policy champions.

E. Certificate of Good Standing

A certificate of good standing from the Director of Commerce and Consumer Affairs is included as an Attachment to this proposal.



Budget



BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2016 to June 30, 2017)

Applicant: Parent And Children Together-Community Teen Program

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Secured (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	96,067	131,666		
2. Payroll Taxes & Assessments	13,248	17,103		
3. Fringe Benefits	18,339	21,119		
TOTAL PERSONNEL COST	127,654	169,888		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	-			
2. Airfare, Out-of-State				
3. Audit Services	825	696		
4. Contractual Services - Administrative	1,291	1,317		
5. Contractual Services - Subcontracts	2,500	28,000		
6. Insurance	1,025	3,393		
7. Lease/Rental of Equipment				
8. Lease/Rental of Motor Vehicle				
9. Lease/Rental of Space	11,304	17,538		
10. Mileage	150	475		
11. Postage, Freight & Delivery	75	85		
12. Publication & Printing	275	395		
13. Repair & Maintenance	45	3,042		
14. Staff Training	285	3,500		
15. Substance/Per Diem				
16. Supplies	7,500	5,000		
17. Telecommunication	698	2,296		
18. Transportation				
19. Utilities	5,520	7,941		
20. Administrative Costs	22,281	37,959		
21. Beneficiary Costs				
22. Interest Costs	-			
TOTAL OTHER CURRENT EXPENSES	53,774	111,637		
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	181,428	281,525		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	181,428	Ryan Matsuyama	792-9791	
(b) Total Federal Funds Requested	281,525		Phone	
(c) Total County Funds Requested			1/19/2016	
(d) Total Private/Other Funds Requested			Date	
TOTAL BUDGET	462,953	Kim Gould, Chief Operating Officer Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES
Period: July 1, 2016 to June 30, 2017

Applicant: Parent And Children Together-Community Teen Program

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUESTED B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director	1.000	74,210	20.00%	\$ 14,842
Program Supervisor	1.000	40,552	40.00%	\$ 16,221
Project Specialist	0.875	31,568	50.00%	\$ 13,811
Project Specialist	0.875	31,568	50.00%	\$ 13,811
Youth Activities Specialist	1.000	34,977	25.00%	\$ 8,744
Youth Specialist	0.875	24,116	50.00%	\$ 10,551
Youth Specialist	0.750	24,116	100.00%	\$ 18,087
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				96,067
JUSTIFICATION/COMMENTS: PACT strives to maintain a competitive, market-based compensation package to attract and retain qualified employees, thus the agency offers a strong benefits package and salaries that are comparable to similar positions within the service area and industry based on salary surveys conducted annually by the Hawaii Employer's Council.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Parent And Children Together-Community Teen Program
 Period: July 1, 2016 to June 30, 2017

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

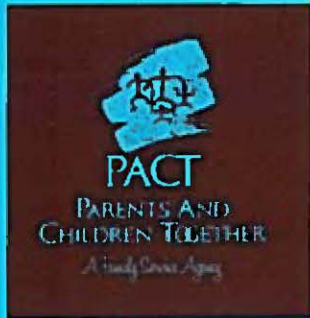
DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

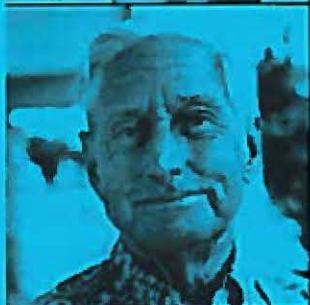
Applicant: Parent And Children Together-Community Teen Program

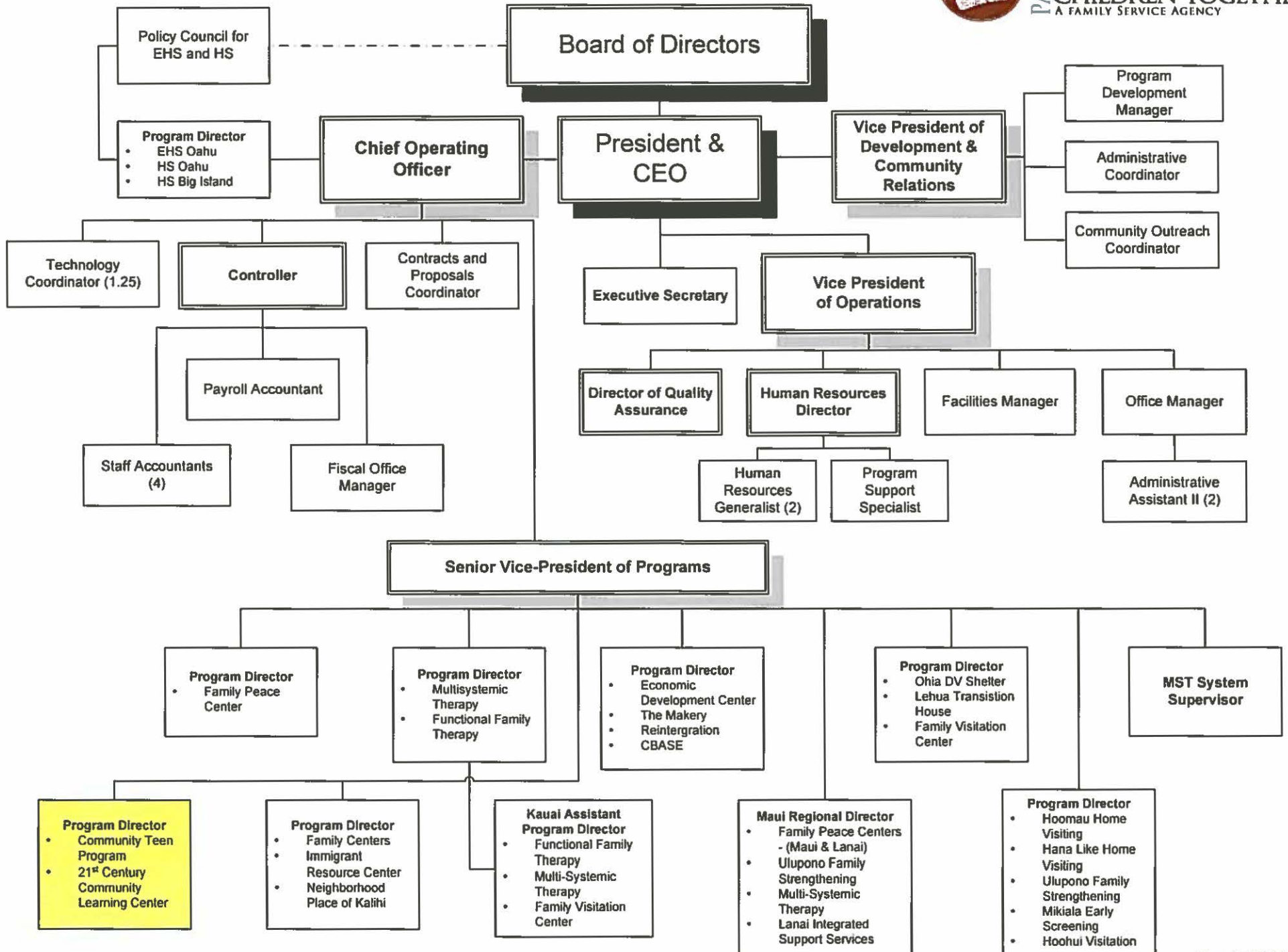
Period: July 1, 2016 to June 30, 2017

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	SOURCES OF REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						N/A
LAND ACQUISITION						N/A
DESIGN						N/A
CONSTRUCTION						N/A
EQUIPMENT						N/A
TOTAL:						N/A
JUSTIFICATION/COMMENTS:						



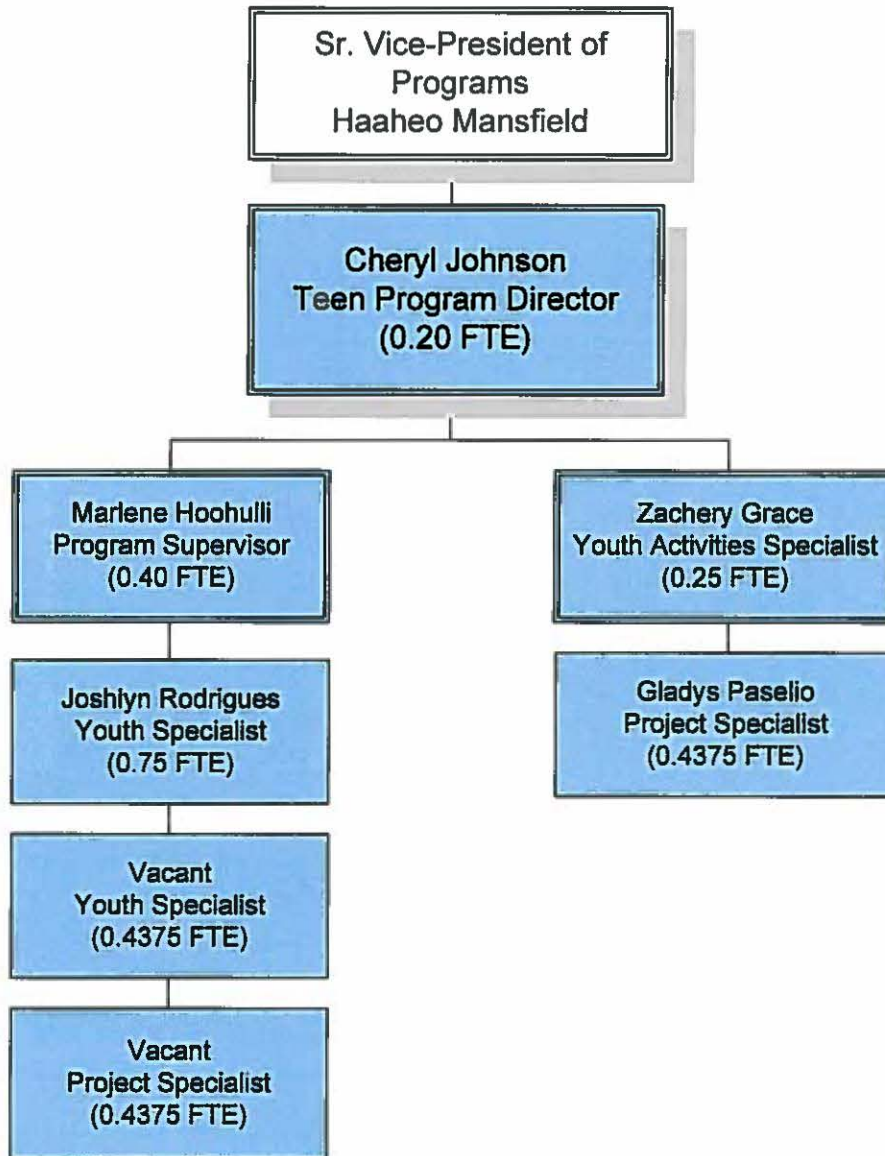
Required & Supporting Attachments







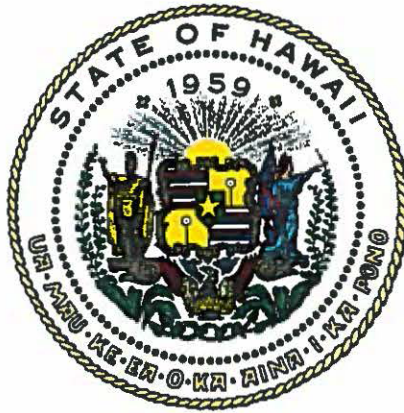
**PACT Community Teen Program — KPT Site
GIA Proposal**



GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: Parents And Children Together

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1.	To establish a 21 st Century Community Learning Center	7/1/16-6/30/17	Department of Education	State	\$281,525
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	\$281,525



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

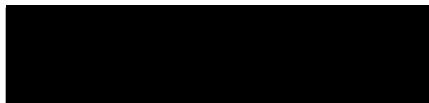
PARENTS AND CHILDREN TOGETHER

was incorporated under the laws of Hawaii on 08/15/1968 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



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

Dated: January 15, 2016



Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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

Parents And Children Together

(Typed Name of Individual or Organization)

(Signature)

January 20, 2016

(Date)

Ryan Kusumoto

(Typed Name)

President & CEO

(Title)