



U.S. Department of Education Grant Performance Report Cover Sheet (ED 524B)

OMB No. 1890-0004
Exp. 10-31-2007

Annual Performance Report Final Performance Report

General Information

1. PR/ Number #:	<u>U310A060083</u>
2. NCES ID#	<u>n/a</u>
3. Project Title	<u>Hawaii Parent Information and Resources Centers</u>
4. Grantee Name	<u>Parents And Children Together - Family Centers</u>
5. Grantee Address	Address Line 1: <u>1485 Linapuni St., Suite 105</u> Address Line 2: City, State, Zip: <u>Honolulu, HI 96819</u>
6. Project Director	Name: <u>Christina Simmons</u> Title: <u>Family Centers Program Director</u> Phone: <u>808-841-6177</u> Fax: <u>808-841-1779</u> Email: <u>fccsimmons@pacthawaii.org</u>

Reporting Period Information

7. Reporting Period	From: <u>10/01/2006</u> To: <u>06/30/2007</u>
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Budget Expenditures

8. Budget Expenditures	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	\$ <u> </u>	\$ <u> </u>
b. Current Budget Period	\$ <u> </u>	\$ <u> </u>
c. Entire Project Period <i>(For Final Performance Reports only)</i>		

Indirect Cost Information

9. Indirect Costs	a. Are you claiming indirect costs under this grant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government?
 Yes No
- c. If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement:
 From:
 To:
 Approving Federal agency:
 ED
 Other (Please specify):
 Type of Rate (For Final Performance Reports Only):
 Provisional
 Final
 Other (Please specify):
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement?
 Complies with 34 CFR 76.564(c)(2)?

Human Subjects

10. Annual Certification of Institutional Review Board (IRB) Approval?

- Yes No N/A

Performance Measures Status and Certification

11. Performance Measures Status

a. Are complete data on performance measures for the current budget period included in the Project Status Chart?

- Yes No

b. If no, when will the data be available and submitted to the Department?

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

RuthAnn Quitiquit
 Name of Authorized Representative:

CEO
 Title:

 Signature:

08/17/2007
 Date:



U.S. Department of Education Grant Performance Report(ED 524B) Executive Summary

OMB No. 1890-0004
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([See instructions](#))

The Hawaii Parental Information and Resource Center (HPIRC) is a partnership of four not-for-profit family centers, the Hawaii State Department of Education (HDOE), and 21 target schools located in urban, suburban and rural areas on the islands of Oahu, Hawaii, Kauai, and Molokai. Thirteen of these schools have been designated for restructuring under No Child Left Behind (NCLB) and all are Title I schools with a high percentage of students eligible for free or reduced lunch. School communities are composed of diverse ethnic and cultural groups (primarily Part-Hawaiian, Pacific Islanders and Asian), posing challenges to serving all, and especially those most in need.

Hawaii PIRC also provides Home Instruction for Parents of Preschool Youngsters (HIPYP) services on three islands as our early childhood education model of choice. Our HIPYP program is in "Stellar Status" with HIPYP USA and continues to grow.

HPIRC's goals are to increase parental involvement and student engagement to improve academic achievement and to strengthen school-family-community partnerships in meeting children's educational needs. Building upon ten years of success, HPIRC leverages family center resources with those of the HDOE, target schools, parent groups, and other Federal, State and local partners, to meet project goals and the unique needs of Hawaii's culturally diverse families. HPIRC uses evidence-based practices to meet five objectives: (1) increasing families' ability to help their children learn; (2) increasing parents' understanding of their rights and responsibilities under NCLB and opportunities for supplemental services and public school choice; (3) increasing parents' ability to facilitate their children's educational transitions; (4) increasing parents' ability to participate in decision-making about their children's education; and (5) increasing educators' understanding and ability to work effectively with students and families. Because of limited funds HPIRC will be concentrating its programmatic and evaluation efforts on Objectives (1) and (5). Outcomes include improved learning in the family, shaping parental involvement policy and practice statewide and at local schools, helping school personnel better understand the immigrant students they teach, and assisting families in improving their children's academic achievement.

We have changed our focus from the traditional parental involvement to a more global family involvement model because of the predominance of Hawaiians, Asians and Pacific Islanders from over 15 Island nations in our population. Years of research and application in the school systems show this model is far more culturally appropriate and improves academic achievement in the classroom. This model is closely related to the "cluster model" created and used by RMI PIRC.

HPIRC impacts Hawaii's parents on two levels. First, the HPIRC works closely with the HDOE on a statewide basis, providing input and technical assistance in developing parent involvement policies and strategies for implementing those policies. HPIRC also provides services for selected target schools, working with the local school communities to meet the specific needs of parents at those schools. Thus, HPIRC efforts impact every public school parent in the state through its influence on statewide policy and implementation while giving extra support to families at targeted schools in ways that most effectively meet those school communities' needs.

On the state-wide level, an HPIRC representative sits on the HDOE's Family Focus Group Steering Committee, which sets policy and agenda for parent involvement initiatives sponsored by the HDOE. Other statewide efforts the HPIRC is involved with include the Supplemental Education Services Review Committee, Teacher Quality Assurance Committee, Even Start Grant Review Committee, Title I Committee of Practitioners, School-Based Behavioral Health Community of Practice and the Statewide Family Focus Group.

At the local school level, HPIRC sites conduct different activities tailored to the schools with which they worked. Each site works closely with its target schools to design programs and activities to meet the specific needs and capitalize on the unique resources of their affiliated school communities. Activities included No Child Left Behind workshops, parenting education classes, literacy, mathematics and science parent and family activities, school transition

programs, Kindergarten transition programs (Kindergarten KAMP), parent-child interactive activities, and parent leadership development activities. HPIRC staff also served on School Community Councils and with parent organizations (e.g., PTA) of the target schools served. All activities engaged in were selected to achieve the objectives of the HPIRC Project.



U.S. Department of Education Grant Performance Report(ED 524B) Project Status Chart

OMB No. 1890-0004
Exp. 10-31-2007

Section A1 - Performance Objectives Information and Related Performance Measures Data

Project Objective Check if this is a status update for the previous budget period.

The number of parents who are participating in PIRC activities designed to provide them with the information necessary to understand their State accountability systems and the rights and opportunities for supplemental services and public school choice afforded to their children under section 1116 of the ESEA.

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who participated in PIRC activities designed to provide them with the information necessary to understand their State accountability systems.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			1497		

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who received information through indirect services such as mass mailing, media campaign, email, or brochures designed to provide them with the information necessary to understand their State accountability systems.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			195990		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Direct PIRC activities designed to inform families about State accountability systems were provided by school and community workshop formats provided on four islands and at six sites. We also graduated 38 parents from the Computer Technology Center where state accountability is woven into the curriculum.

Indirect activities consist primarily of two distinct projects this year: 1) A parent guide, and 2) Kid's Day newspaper edition with PIRC information and full page article. HPIRC, along with Hawaii DOE, Department of Health, private schools, businesses and the media teamed up to publish and distribution the 1st Annual Hawaii Parent Guide - A Resource for Families. This guide was distributed through all public K-12 schools and many private schools. Our Kid's Day paper is a special edition of the Honolulu Advertiser, published each year and sold by a huge contingency of famous public figures and all Parents And Children Together (PACT) employees. Distribution reached 40,000 papers sold.



U.S. Department of Education Grant Performance Report(ED 524B) Project Status Chart

OMB No. 1890-0004
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Section A2 - Performance Objectives Information and Related Performance Measures Data

Project Objective Check if this is a status update for the previous budget period.

The number of parents who are participating in PIRC activities designed to provide them with the information necessary to understand their State accountability systems and the rights and opportunities for supplemental services and public school choice afforded to their children under section 1116 of the ESEA.

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who participated in PIRC activities designed to provide them with the information necessary to understand opportunities for supplemental services.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			727		

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who received information through indirect services such as mass mailing, media campaign, email, or brochures designed to provide them with the information necessary to understand opportunities for supplemental services.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			195456		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Direct PIRC activities designed to help families understand opportunities for supplemental educational services were provided by PIRC staff through school and community workshops and educational series on four islands and at six sites.

We also graduated 38 parents from the Computer Technology Center where opportunities for supplemental services is woven into the curriculum. Each class is five days a week for five weeks, one hour daily. Students much complete at least twenty hours of class to earn a certificate.

Indirect information consisted of information placed in school and community newsletters, and brochure distribution through Parent Involver staff at the schools.



U.S. Department of Education Grant Performance Report(ED 524B) Project Status Chart

OMB No. 1890-0004
Exp. 10-31-2007

Section A3 - Performance Objectives Information and Related Performance Measures Data

Project Objective Check if this is a status update for the previous budget period.

The number of parents who are participating in PIRC activities designed to provide them with the information necessary to understand their State accountability systems and the rights and opportunities for supplemental services and public school choice afforded to their children under section 1116 of the ESEA.

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who participated in PIRC activities designed to provide them with the information necessary to understand opportunities for public school choice afforded to their children.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			250		

PIRC GPRA Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The number of parents who received information through indirect services such as mass mailing, media campaign, email, or brochures designed to provide them with the information necessary to understand opportunities for public school choice afforded to their children.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		NA			191039		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Direct PIRC activities designed to inform families about State accountability systems were provided by PIRC staff in cooperation with schools and communities. Staff used a variety of workshop formats on four islands and at six different sites.

We also graduated 38 parents from the Computer Technology Center where opportunities for public school choice is woven into the curriculum. Each class is five days a week for five weeks, one hour daily. Students much complete at least twenty hours of class to earn a certificate.

Indirect information consisted of information placed in school and community newsletters, and brochure distribution through Parent Involver staff at the various schools.



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

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Section B - Budget Information

Funds have not been spent at expected rate through 6/30/2007 due primarily to three factors:

- 1) Position vacancies;
- 2) Subcontractor services that have not yet been paid; and
- 3) Additional State and private funding that supported PIRC-related services, funding that will not be available in Year 2.

That fact that funds have been expended at a slower rate than expected has not affected our ability to achieve project objectives, as indicated in Section A of this report.

We anticipate \$ of budgeted \$ Year 1 funds will be unexpended at year end (9/30/07), but we expect to fully expend these funds by the end of Year 3.

APR Form - Section C1

Statutory Requirement—§5563(b)(2)

Establish a special advisory committee the membership of which includes —

- A. Parents of children enrolled in elementary schools and secondary schools, who shall constitute a majority of the members of the special advisory committee;
- B. Representatives of education professionals with expertise in improving services for disadvantaged children; and
- C. Representatives of local elementary schools and secondary schools, including students and representatives from local youth organizations

Recommended Performance Report Format

1. Using the form below, provide a list of the members who constitute the special advisory committee required for the PIRC program.

Name	Role	Advisory Committee Member	State Board Member
Terri Torres	Parent	X	
Harris Martin	Parent	X	
Yolanda Ambrocio	Parent	X	
Olive Kaleuati	Parent	X	
Solomon Kaulukukui	Education professional	X	
Butch Adams	Education professional	X	
Carol Nafus	Parent	X	
Rylan Yee	Parent	X	
Wayne Iseri	Parent	X	
John Au	Parent	X	
Susan Rocco	Education professional	X	
Lea Albert	Education professional	X	
Alexis Kane	Local school representative	X	
Sargent John Kauwenaole	Other: Honolulu Police Department, Weed & Seed youth program representative	X	
Jennie Yee	Local school representative	X	

APR Form - Section C2

Statutory Requirement—§5563(b)(3)

Use at least 50 percent of the funds received in each fiscal year to serve areas with high concentrations of low-income families, in order to serve parents who are severely educationally or economically disadvantaged.

Recommended Performance Report Format

2a. Indicate the amount of funds that has been spent or will have been spent for services to areas with high concentrations of low-income families between the first day of the current budget period and end date of the reporting

period:

\$ _____

Also, provide the criteria used to determine how these funds are used to target areas of high concentration of low-income families and an itemized list to support the figure provided.

The majority of PIRC funds are used on staffing, curriculum and supplies at the community level. Twenty (20) of twenty-one (21), or 95% of all schools targeted are Title I schools, therefore 95% of funds are being used in areas with high concentrations of low-income families.

Our HIPPY program targets low-income families by advertising their services through low-income housing areas, through the WIC Program and Healthy Start home visitor program, and at laundry mats in the area. With the immigrant population they use women's groups and word of mouth to get the word out about HIPPY services.

All six of our sites: Nana's House on Kauai, Kuhio Park Terrace Family Center, Kaneohe Community Family Center, Kahalu'u's KEY Project, Family Support Services of West Hawaii (Kona District) and Molokai PIRC services have always had a mission of helping those with life challenges and to help families help themselves. Five of the six sites are located in low-income housing or adjacent to low-income housing and/or have programs existing in these housing areas. The sixth site, on the Island of Molokai, is considered low income in that every school on the island is considered Title I.

2b. Provide an estimate of the amount of funds that will be spent (if any) for services to areas with high concentrations of low-income families during the remainder of the current budget period not accounted for in your response to Item "a."

\$ _____

Provide an itemization to support this estimate.

See justification in section 2a. From July-September 2007 Funds will be spent as detailed in approved budget.

2c. If the amount of funding for services to areas of high concentrations of low-income families listed in the previous questions is less than 50% of your total grant allocation, explain why the amount is less than 50% and describe how you intend to increase the amount of expenditures to reach 50% of your grant for the current budget period.

NA

APR Form - Section C3

Statutory Requirement—§5563(b)(5)

Serve both urban and rural areas

Recommended Performance Report Format

3a. Did your PIRC serve urban areas? Yes No

3b. Did your PIRC serve rural areas? Yes No

3c. If you answered "No" to either, please explain.

NA

APR Form - Section C4

Statutory Requirement—§5563(b)(8)

Network with —

- A. Local educational agencies and schools;
- B. Parents of children enrolled in elementary schools and secondary schools;
- C. Parent training and information centers assisted under section 682 of the Individuals with Disabilities Education Act;
- D. Clearinghouses; and
- E. Other organizations and agencies

Recommended Performance Report Format

4. Briefly describe how your PIRC uses its networks with other agencies or organizations to make programs and services more accessible to families.

A. LEAs- As mentioned previously, the Hawaii PIRC Program has targeted 21 schools on 4 islands to provide services to the school community. These schools include elementary, middle and high schools. We also work closely with Head Start/Early Head Start and Hawaii Literacy programs on Oahu. Partnerships with schools constitute the cornerstone of HPIRC's efforts in increasing direct services offered to parents by co-sponsoring parent workshops, orientations, and other activities, working with school Parent Community Networking Center Coordinators and Title I Parent Involvers, and providing technical assistance to teachers, administration and parent involvement committees. The PIRC Director also is the community liaison of the Head Start's(HS) National SPARC Literacy program. This is a four year endeavor to increase literacy in the classrooms, at home with HS/Early HS, and by improving classroom understand of the families they serve through literacy.

B. At most of the schools mentioned above Hawaii PIRC works with the schools by reaching out to parents through workshops linking them with community services appropriate to their needs, helping them understand and navigate the school system. Hawaii PIRC also supports the work of school-based parent organizations such as local PTAs, and advocates for parent involvement by providing community representation on school community councils along with parents and educational professionals.

C. Our Molokai site has traditionally taken the lead in connecting with the IDEA staff by supporting services to families with special needs on the hard-to-reach island of Molokai. Hawaii PIRC's State Coordinator sits on the Hawaii DOE state level School-Based Mental Health Community of Practice Core Group, whose members include representatives of the state DOE, DOH, University of Hawaii, local school and school complexes, charter schools, and private mental health service providers, as well as parents of students with special needs. The COP examines systemic issues in the delivery of mental health services in the public schools, with the goal of improving services to students with special needs.

D. PIRC sites use clearinghouses in two different ways - for use to seek professional information to improve services to the community. An example of this is using the Pacific Island Language series of books provided by the Pacific Resource and Educational Lab to help us better understand the new stream of immigrants coming into our targeted schools and by providing books in a variety of Pacific Island languages to be available in our Family Library. Another way we use clearinghouses is to provide services to our families. This is proven with the numerous requests we fill monthly for the Community Clearinghouse and Food Bank. These requests include household furnishings such as beds and student desks, rental assistance to prevent homelessness, help with utility payment, bus passes, and food for the families.

E. Because all of our sites are based on the Family Center Model of working with a family using a strength-based model we are constantly working within our faith-based, health and social services networks to improve cross referring and working outside our agencies to link families with the best possible services for their needs. These 'other agencies' include churches, support groups, ethnically distinctive groups, legal services and many, many others.

Networking with other agencies is truly a strength of the Hawaii PIRC program. It is the basis of our mission in each community.

APR Form - Section C5 a.

Statutory Requirement—§5563(b)(10)

Use at least 30 percent of the funds received in each fiscal year to establish, expand, or operate Parents as Teachers programs, Home Instruction for Preschool Youngsters programs, or other early childhood parent education programs;

Recommended Performance Report Format

5a. Identify the program(s) used by your PIRC to provide early childhood parenting education (ECPE). If using an ECPE other than PAT or HIPPY, please describe the program, including its: goals and objectives, primary service delivery format, expected outcomes for parents as a result of participating, and the developer's name.

ECPE Program Name(s)	Description
HIPPY	Hawaii's HIPPY Program is considered "Stellar" by HIPPYusa. HIPPY is provided to families on the islands of Hawaii, Oahu and Molokai. We have also been able to leverage private, local foundation funds to strengthen the educational opportunities to all HIPPY Home Visitors willing to establish educational goals for themselves. Hawaii's HIPPY/AmeriCorp Program is participating in a 3-year multi-site evaluation conducted by the University of South Florida. Year one and two data have been collected and partially stratified out at this time. Year one outcomes data are very promising, proving HIPPY to be an effective school readiness/family empowerment model.

APR Form - Section C5 b.

Statutory Requirement—§5563(b)(10)

Use at least 30 percent of the funds received in each fiscal year to establish, expand, or operate Parents as Teachers programs, Home Instruction for Preschool Youngsters programs, or other early childhood parent education programs;

Recommended Performance Report Format

5b. Complete the table below to describe how your PIRC is providing early childhood parenting education (ECPE) services.

ECPE Program(s)	Through PIRC Staff One-to-One Contact	Through PIRC Staff Training and Technical Assistance (T & TA)	Through Subcontract	Percent of funds spent on this program	Percent of total ECPE funds spent
HIPPY	X	X		37%	61%

APR Form - Section C5 (c. - f.)

Statutory Requirement—§5563(b)(10)

Use at least 30 percent of the funds received in each fiscal year to establish, expand, or operate Parents as Teachers programs, Home Instruction for Preschool Youngsters programs, or other early childhood parent education programs;

Recommended Performance Report Format

5c. Indicate the total amount of funds budgeted for the current budget period to provide early childhood parenting education services.

\$ _____

5d. Indicate the amount of funds spent for early childhood parenting education program activities between the first day of the current budget period and end date of the reporting period.

\$ _____

Provide the criteria used to determine how these funds were used to provide early childhood parenting education services and provide an itemized list to support the figure provided.

Hawaii PIRC has spent \$ on the HIPPY program as of 6/30/2007, which is 36.60% of total PIRC expenses.

Our organization provides direct services to the Island of Oahu (in the 96744 zip code only) and the whole Island of Molokai. These services include home visits, group meetings, playgroups and by providing information and referral to other family support programs.

HIPPY services are also provided through a subcontract with Family Support Services of West Hawaii, who services the west side of the Island of Hawaii. Their services include home visits, group meetings, and play groups.

The West Hawaii HIPPY Coordinator also serves as the HIPPY State Coordinator and provides technical assistance and guidance to all HIPPY sites via site visits, web cam meetings and quarterly on site meetings.

5e. Provide an estimate of the amount of funds that will be spent (if any) for early childhood parenting education program activities during the remainder of the current budget period not accounted for in your response to Item "c".

\$ _____

Provide an itemization to support this estimate.

Between June and September 2007 HIPPY is very busy gearing up for the school year to begin. During this time materials and supplies are purchased, families are recruited, curriculum is ordered, Home Visitors are hired, and activities and events for the HIPPY year are planned. Funds will be spent as detailed in approved budget.

5f. If the total amount spent for early childhood parenting education services listed in the previous questions is less than 30% of your total budget, explain why the amount is less than 30% and describe how you intend to increase the amount of expenditures to reach 30% of your grant for the current budget period.

NA

APR Form - Section C6

Statutory Requirement—§5563(b)(12)

Work with State educational agencies (SEAs) and local educational agencies (LEAs) to determine parental needs and the best means for delivery of services;

Recommended Performance Report Format

6a. Did you work with your State education agency (SEA) to identify parent needs?

Yes No

If yes, how was this information collected?

Survey

Focus group

Individual interviews

Community meetings

Other: Hawaii State DOE Family Focus Group, consisting of parents, representatives of parent organizations, Hawaii DOE, and other community partners

6b. Did you work with local education agencies (LEAs) to identify parent needs?

Yes No

If yes, how was this information collected?

Survey

Focus group

Individual interviews

Community meetings

Other: PTA meetings, informal discussions with parents at schools, parent leader group meetings

6c. How many LEAs received PIRC activities/services based on work to identify parent needs?

21

APR Form - Section C7 (a. - d.)

Statutory Requirement—§5563(b)(9) & 5565(b)(1)(A)

- Focus on serving parents of children enrolled in elementary schools and secondary schools who are parents of low-income, minority, and limited English proficient children
- The number of parents (including the number of minority and limited English proficient parents) who receive information and training.

Recommended Performance Report Format

7a. How many TOTAL parents received PIRC services?

1544

7b. How many low-income parents received PIRC services?

1500

7c. How many parents of the following racial/ethnic backgrounds received PIRC services?

Parents		Number of Parents Who Received PIRC Activities/Services
White	Hispanic or Latino	<u>2</u>
	Not Hispanic or Latino	<u>1</u>
Black or African American	Hispanic or Latino	<u>0</u>
	Not Hispanic or Latino	<u>1</u>
American Indian and Alaska Native		<u>2</u>
Asian		<u>325</u>
Native Hawaiian and Other Pacific Islander		<u>1210</u>
Other race		<u>3</u>

Additional detail:

NA

7d. How many Limited English Proficient (LEP) parents received PIRC services?

1300

APR Form - Section C7 (e. - f.)

Statutory Requirement—§5563(b)(9) & 5565(b)(1)(A)

- Focus on serving parents of children enrolled in elementary schools and secondary schools who are parents of low-income, minority, and limited English proficient children
- The number of parents (including the number of minority and limited English proficient parents) who receive information and training.

Recommended Performance Report Format

7e. What is the TOTAL number of parents who received early childhood parenting education (ECPE) services through your PIRC, directly or through a subcontract?

ECPE Program(s)	Total Number of Parents Who Received Services		
	Through PIRC Staff One-to-One Contact	Through PIRC Staff Training and Technical Assistance (T & TA)	Through subcontract
HIPPY	70	NA	42

7f. How many low-income parents received early childhood parenting education services through your PIRC?

ECPE	Number of Low-Income Parents Who Received Services		
	Through PIRC Staff One-to-	Through PIRC Staff Training and Technical	Through

Program(s)	One Contact	Assistance (T & TA)	subcontract
HIPPY	35	NA	33

APR Form - Section C7 g.

Statutory Requirement—§5563(b)(9) & 5565(b)(1)(A)

- Focus on serving parents of children enrolled in elementary schools and secondary schools who are parents of low-income, minority, and limited English proficient children
- The number of parents (including the number of minority and limited English proficient parents) who receive information and training.

Recommended Performance Report Format

7g. How many parents of the following ethnic/racial backgrounds received early childhood parenting education services through your PIRC?

Parent Ethnicity/ Race	Number of Parents Who Received Services								
	PAT			HIPPY			Other ECPE		
	PIRC Staff One-to- one	PIRC Staff T & TA	Sub-contract	PIRC Staff One-to- one	PIRC Staff T & TA	Sub-contract	PIRC Staff One-to- one	PIRC Staff T & TA	Sub-contract
White (Hispanic or Latino)	NA	NA	NA	2	NA	25	NA	NA	NA
White (Not Hispanic or Latino)	NA	NA	NA	4	NA	2	NA	NA	NA
Black or African American (Hispanic or Latino)	NA	NA	NA	0	NA	1	NA	NA	NA
Black or African American (Not Hispanic or Latino)	NA	NA	NA	1	NA	0	NA	NA	NA
American Indian and Alaska Native	NA	NA	NA	0	NA	0	NA	NA	NA
Asian	NA	NA	NA	4	NA	5	NA	NA	NA
Native Hawaiian and Other Pacific Islander	NA	NA	NA	59	NA	9	NA	NA	NA
Other race	NA	NA	NA	0	NA	0	NA	NA	NA

Additional detail:

We service a majority of Part-Hawaiians with a growing number of Hispanics immigrants served in Spanish. We have asked the HIPPY Assistant Coordinator to devise and outreach plan to increase the number of low-income families served in the next several years. We will be watching these networking efforts closely. Our subcontractors have concentrated their efforts on working with an Hispanic migrant population on the Big Island of Hawaii. They are served in their native language of Spanish and have been a wonderfully successful group of parents to work with. HIPPY has truly made a difference in their lives and their ability to help their children and navigate the complicated US system of education. Starting September 2007 the subcontractors will be increasing their families served from 30 to 85 children.

APR Form - Section C7 (h.)

Statutory Requirement—§5563(b)(9) & 5565(b)(1)(A)

- Focus on serving parents of children enrolled in elementary schools and secondary schools who are parents of low-income, minority, and limited English proficient children
- The number of parents (including the number of minority and limited English proficient parents) who receive information and training.

Recommended Performance Report Format

7h. How many Limited English Proficient (LEP) parents received early childhood parenting education services through your PIRC?

ECPE Program(s)	Number of LEP Parents Who Received Services		
	Through PIRC Staff One-to-One Contact	Through PIRC Staff Training and Technical Assistance (T & TA)	Through subcontract
HIPPY	5	NA	25

APR Form - Section C8

Statutory Requirement—§5565(b)(1)(B)

The types and modes of training, information, and support provided under this subpart.

Recommended Performance Report Format

8a. What type of activities did your PIRC provide to LEAs?

Type of Activity	Yes	No
Developing parent involvement written policies		X
Developing parental involvement plan	X	
Evaluating parental involvement policies	X	
Convening meetings with parents	X	
Providing school report cards to parents	X	
Developing school-parent compact	X	
Providing information standards and assessments		X
Providing materials and training	X	
Providing financial support for parental involvement activities	X	

8b. How many types of products/information did your PIRC distribute to the following customers?

Product Type	Number of Customers to Whom Products Distributed					Total Number Distributed
	Parents	School Personnel	Districts	Organizations	Others	
Books	61	NA	NA	NA	NA	61
Newsletters	14640	200	2	30	15	14,887
Posters	NA	NA	NA	NA	NA	0

Brochures, pamphlets, fact sheets, bookmarks	200	0	0	0	0	200
White House Initiative for Hispanic Families Toolkit	20	180	NA	NA	NA	200
Conference presentation materials	3	31	4	5	22	65
Training materials	0	150	0	3	0	153
Electronically based materials (CDs, DVDs, PDFs, and/or other Web based products).	NA	NA	NA	NA	NA	0
Web page views/ accesses	3000	NA	NA	NA	NA	3,000
Mass media	189281	NA	NA	20	NA	189,301
First Annual Hawaii Parent Guide	189281	300	1	20	0	189,602
Kid's Day Paper - Honolulu Advertiser	30000	400	1	50	0	30,451

Additional detail:

Hawaii PIRC produces and distributes a monthly newsletter distributed to the Castle Complex of Schools. It also contributes information into 5 different school newsletters on a monthly, bi-monthly and quarterly time line. We have also connected up with Dolly Parton's Imagination Library and University of Hawaii to provide monthly books for families in targeted areas. This wonderful program ships age appropriate books directly to families every month with children from 1 month to 5 years old. We are also working with our Head Start programs to ensure 100% coverage of all children who qualify and attend Head Start/Early Head Start. The concepts in these books will be incorporated into the curriculum with the classrooms and the books will be available in the classrooms. We were able to negotiate a wonderful space for our Family Library this year. Since the Family Library has moved from the back of our building to a space with 'store frontage' and across from an elementary school the amount of participating children has exponentiated. We went from an average of approximately 10 unduplicated children participating each week to between 50 and 60. We are now concentrating our efforts on increasing and encouraging parents to participate more fully. Our grand opening of the Library and the full page article in the Honolulu Advertiser helped to bring in a plethora of volunteers, materials and building supplies into this important service to a community. Training materials were used with approximately 150 Head Start/Early Head Start staff as part of our ongoing SPARC activities to improve literacy in the homes and classrooms. HS staff/parents, the PIRC director and community members on our SPARC committee felt improving the communication skills between the classroom staff and families is a priority. From this priority the PIRC Director utilized a three-step counseling technique popular in healthcare settings and applied it to typical situations in HS/EHS. This technique was well received by staff. The followup trainings will include the Stages of Change model when dealing with families so communication will be better honed according to the families ability to 'hear the message'. Our mass media efforts also include the publishing of the 1st Annual Hawaii Parent Resource Guide. This effort was sponsored by Hawaii PIRC along with the State DOE and Dept. of Health, private schools, industry and businesses. This was distributed across the state to every public schools and several private ones with the target audience being parents of children age 1 month to college bound. The Hawaii PIRC Director teamed up with the Federated States of Micronesia, and the Republic of the Marshall Islands PIRCS to present at the Pacific Education Conference this past summer. Our topic was an overview of PIRC and how we apply different parent involvement techniques to our differing audiences and circumstances. Our HIPPY Coordinator and Spanish speaking Home Visitor also had a very successful breakout session attended by many educators from across the Pacific. They explained how to start a HIPPY Program as well as how to apply it to LEP families to increase overall literacy and family empowerment. Right now we are in the process of revamping our Hawaii PIRC Website. However, we post information on the Kaneohe Family Centers website and through the Kealakehe High School site at this time. Both of these sites get several thousand hits annually. Hawaii PIRC also distributes information through our web of child-abuse prevention staff funded by other contracts. When a counselor is working intimately with a family on a behavioral modification plan associated with school success and child development they use several handouts sponsored by Hawaii PIRC, including "Helping your Child with Homework", "Talking to Teachers" and "Communicating with your School". This information is used to support the family-centered success plan. Phone follow up occurs with these families at 6-months after closing their file successfully to see if the information they learned continues to positively color their behavior and, ultimately, schools success.

APR Form - Section C9

Statutory Requirement—§5565(b)(1)(C)

The strategies used to reach and serve parents of minority and limited English proficient children, parents with limited literacy skills, and other parents in need of the services provided under this subpart.

Recommended Performance Report Format

9a. Briefly describe how your PIRC is implementing broad statewide strategies to provide parents (including parents of minority and limited English proficient children, parents with limited literacy skills, and other parents in need of the services) with information across your state.

Hawaii PIRC is working with state level personnel from Special Programs Management Office, which oversees state level DOE programs for Title I, homeless, migrant workers, English Language Learners, and Even Start. Hawaii PIRC is represented on the state DOE Family Focus Steering Committee, which provides training and technical assistance to schools to improve parent/family involvement toward student academic achievement, including assisting the Hawaii DOE in implementing the National Network of Partnership Schools training for schools. They also develop parent involvement policies, including the Parent Involvement Policy adopted by the state Board of Education.

Hawaii PIRC is also a member of the Hawaii DOE Title I Committee of Practitioners, an advisory group which examines state Title I policies and implementation, and the Hawaii DOE School-Based Mental Health Community of Practice, which looks at school-based mental and behavioral health. In addition, the Hawaii State PIRC Coordinator sits on the state Supplemental Education Services (SES) Committee, which develops policies and procedures for SES implementation and approves and evaluates SES providers.

Hawaii PIRC is the community arm of the Hawaii Head Start/Early Head Start SPARC literacy program. This is a four year project to improve literacy of HS students and their families by improving the techniques at all levels of programming. We are now in the end of year one for this project and have met all timeline goals.

9b. Please list the strategies your PIRC used to connect with hard-to-reach parents?

Hawaii PIRC uses a creative and multifaceted approach to connecting to hard-to-reach parents starting with the simple act of having a free phone available for families right inside our front door. This simple act has been invaluable to getting people in the door and keeps them coming back, especially when communication is a barrier. We also connect to local adult schools and Hawaii Literacy to provide information about Comprehensive-based and GED High School diploma programs and English as a Second Language courses. Some of these ESL courses are offered in our Family Library and children are welcome to learn along with their parents. We also have strategically incorporating parent involvement concepts with our very popular computer technology(CTC) classes; while the drive to learn about computers brings a wide variety of adults into the CTC we always incorporate family involvement concepts into the curriculum. This is a very powerful and motivating way of teaching with over 38 parents graduating with 20+ hours each of computer education. Most of these adults find jobs or improve their work status with increased responsibility and/or pay after completing these courses. We also work closely with Weed and Seed on youth prevention program planning. We work with ethnic community groups such as Micronesians United to better understand this challenging influx of Pacific Islanders into our communities and how best to meet their needs. On the Big Island the HIPPY Program targets migrant worker populations by going to the coffee farms to recruit in Spanish. Hawaii PIRC also works very closely with Department of Human Service child abuse prevention programs for incoming and outgoing services to families. Because we work so closely together in a Family Center model many stressed families come in our doors not knowing where one program begins and another one ends.

APR Form - Section C10

Statutory Requirement—§5565(b)(1)(D)

The parental involvement policies and practices used by the center and an evaluation of whether such policies and practices are effective in improving home-school communication, student academic achievement, student and school academic achievement, and parental involvement in school planning, review, and improvement.

Recommended Performance Report Format

10a. What evaluation design is your PIRC using (for your local evaluation not the Invitational Priority)?

The evaluation design for the HPIRC will provide information about how to improved implementation activities and the effects of those activities. The evaluation emphasis during the inaugural year or two of HPIRC will be on improving operations (i.e., formative evaluation). The emphasis of the evaluation during the final years of the project will focus on outcomes and results of the efforts of the HPIRC (summative evaluation). The design will use surveys and interviews of participants and, when necessary, review of documents. Sometimes, these strategies will take place before and after activities (that is, interventions) occur; sometimes only after. In some cases, the evaluation will emphasize descriptions of critical activities.

10b. Is your PIRC participating in the Invitational Priority to conduct experimental and quasi-experimental evaluation designs?

Yes No

If yes, what design is your PIRC using for the Invitational Priority evaluation?

- Experimental/Randomized Control Trial (RCT)
- Matched comparison groups
- Regression discontinuity
- Hierarchical Linear Modeling (HLM)
- Structural Equation Modeling (SEM)
- Factor Analysis
- Time Series Comparisons
- Growth curve analysis
- Comparison study
- Interrupted time series
- Single-subject, i.e., multiple baseline, treatment reversal
- Descriptive, i.e., frequencies and counts, perceptions
- Ethnographic/Case study
- Other:

APR Form - Section C11

Statutory Requirement—§5565(b)(1)(E)

The effectiveness of the activities that local educational agencies and schools are carrying out, with regard to parental involvement and other activities assisted under this Act, that lead to improved student academic achievement and improved student and school academic achievement.

Recommended Performance Report Format

11. Describe any evaluation of LEA parental involvement activities that are being undertaken as part of your project.

The HPIRC intends to improve families’ involvement in their children’s education by improving their ability to work with children at home and at school. The HIPPPY program deals with methods of direct instruction. Methods of indirect instruction (i.e., furthering school productivity) at home is the topic of a number of other HPIRC activities. Finally, methods to pave the way for family involvement in school activities is the basis of a third thrust of the HPIRC. Evaluation activities for HIPPPY will be thorough and will come from a University of South Florida national evaluation effort supported by AmeriCorp and HIPPPY.

Evaluation activities for family support of student learning will involve measures of parents' increased skill and capacity to facilitate children's learning at home. These evaluation activities will use surveys, interviews, and observations. Some of the information will be collected before and after instruction. Some information will be collected after instruction or intervention.

Evaluation activities for parental involvement at school use measures of teachers' ability to and knowledge of the meaning of and methods for parents' involvement in their children's learning at school. These evaluation activities will use surveys, interviews, and observations of both teachers and parents. Some of the information will be collected before and after instruction. Some information will be collected after instruction or intervention.

Hawaii PIRC will also attempt to evaluate both formatively and summatively our work with educators to help them understand better the students and families they are attempting to work with and educate. Our philosophy is to "seek first to understand, then be understood". We will attempt to apply this philosophy by working closely with LEAs, Pacific Island Community groups, and the DOE to better understand the influx of immigrant groups they are struggling with. Our hope is that better understanding will improve student achievement in the classroom and with family/school relations.

APR Form - Section C12

Statutory Requirement—§5565(b)(1)(E)

The effectiveness of the activities that local educational agencies and schools are carrying out, with regard to parental involvement and other activities assisted under this Act, that lead to improved student academic achievement and improved student and school academic achievement.

Recommended Performance Report Format

Please complete the table below identifying for each outcome outlined in the PIRC legislation, what activities/services your PIRC provided (more than one activity may apply to an outcome). Under the table, please add any information that you perceive as beneficial to further explain your PIRC outcomes accomplished over this past year.

Common Outcomes	Activities Provided to Achieve Outcomes	Current Evidence of Outcomes	Anticipated Evidence of Outcomes	Anticipated Date to Have Evidence
Improved home-school communication	<ul style="list-style-type: none"> School and community-based parent newsletters School-based parent orientations Parent training on parent-teacher conferences 	<ul style="list-style-type: none"> Parent surveys 	<ul style="list-style-type: none"> NA 	
Increased student academic achievement	<ul style="list-style-type: none"> School-based workshops providing information and training on topics important for that school's community School-based training to inform school staff of other resources to meet families' needs (e.g., family counseling) available through HPIRC Family Centers Parent education workshops 	<ul style="list-style-type: none"> Parent surveys 	<ul style="list-style-type: none"> # of referrals to Family Centers from school staff 	09/30/2008
Increased school academic achievement	<ul style="list-style-type: none"> Provide technical assistance to schools to strengthen Section 1118 of Title 1. Educate school academic teams on the NNPS model of Parent Involvement 	<ul style="list-style-type: none"> Partnerships with State and District level DOE staff in organizing school team trainings # of school teams trained in NNPS model 	<ul style="list-style-type: none"> # of parental involvement components in Academic and Financial Plans for schools working with PIRC/State DOE staff 	09/30/2008
Increased parental involvement in school planning	<ul style="list-style-type: none"> Parent workshops or workshop segments on understanding NCLB Educate parents on NNPS model of Parent Involvement 	<ul style="list-style-type: none"> Parent surveys # of parents on school NNPS action teams 	<ul style="list-style-type: none"> # of parental involvement components in Academic and Financial Plans for schools working with PIRC/State DOE staff 	09/30/2008
Increased parental	<ul style="list-style-type: none"> Parent workshops or workshop segments on understanding NCLB 	<ul style="list-style-type: none"> Parent surveys 	<ul style="list-style-type: none"> NA 	

involvement in school review	and state accountability <ul style="list-style-type: none"> • Parent workshops or workshop segments on understanding school report cards and academic standards 			
Increased parental involvement in school improvement	<ul style="list-style-type: none"> • Parent workshop or workshop segments on interpreting results of state tests • Distribute materials related to school improvement efforts • Parent workshops or workshop segments on understanding NCLB and state accountability • Recruitment of parents for school community councils 	<ul style="list-style-type: none"> • Parent surveys • # of parents on school community councils 	<ul style="list-style-type: none"> • NA 	
Increased school readiness	<ul style="list-style-type: none"> • HIPPY training for parents • Distribute HIPPY materials • Home visits • Kindergarten KAMP Parent Orientations 	<ul style="list-style-type: none"> • # of parents in HIPPY • Survey of quality & effectiveness • # of materials distributed • # of completed home visits • School readiness assessment • Parent participant surveys 	<ul style="list-style-type: none"> • Local Kindergarten assessments (compare families that participated in HIPPY to those that did not) 	09/15/2007

Please add any information that you perceive as beneficial to further explain your PIRC outcomes accomplished over this past year.

The Hawaii PIRC has spent much of its effort during the first year of funding to design strategies and activities in such a way as to meet the statutory requirements of the PIRC grant. Collection of usable data for outcomes is in its beginning stages as baseline data is being collected for future evaluation.

The Hawaii PIRC is also working closely with its external evaluator, Pacific Resources for Education and Learning (PREL) to develop outcome measures and measurement instruments for the objectives it has chosen to evaluate.